Leveraging Your HSI Status for Competitive Grantseeking

GRANTSMANSHIP INSTITUTE

10th Annual AHSIE Best Practices Conference

Sunday, March 25, 2018

1:00 p.m. – 5:00 p.m.

AGENDA: HSI Grantsmanship Institute

1:00 – 1:10 p.m.
Welcome & Introduction of the Facilitation Team

1:10 – 1:40 p.m. Overview of the Institute & Context

1:40 – 2:50 p.m. Grant Writing Basics – Proposal Development

2:50 – 3:00 p.m. Break

3:00 – 3:45 p.m. KickStarter NSF Proposal Prep

3:45 – 4:45 p.m. NSF Panel of Program Officers (45 min. panel & 15 min. Q&A)

4:45 – 5:00 p.m. Closing & Final Questions

OVERVIEW & CONTEXT

LEVERAGING YOUR HSI STATUS FOR COMPETITIVE APPLICATIONS

Needs/Problem Statement

WHAT IS A NEED STATEMENT?

Also called a problem statement, opportunity or Comprehensive Development Plan (Title V/III)

Illustrates why you need grant funding

- What is the problem you will solve?
- Why is it important to solve?
- What happens if you don't solve it?

Should be supported by data

- Student demographics
- State/national information

How does your solution relate to your institution's mission, vision, goals?

DEVELOPING A NEEDS STATEMENT, CONT.

How do you know what you need?
- Administration
- Faculty/staff
- Community
- Students!

What resources were used?
- Strategic plan
- Internal documents
- IR data
- Student surveys
- Faculty feedback
- Current feedback

Developing a Needs Statement, cont.

▶ **Keep each need/problem simple**
- Don't try to solve every issue
- Less can sometimes be more

▶ **Make sure you:**
- Have a solution for each need you mention
- Describe each need fully

Example

▶ **Problem:**
- Hispanic students at ABC University are retained at a lower rate than are non-Hispanic students

▶ **Data to support:**
- 3-5 years' worth of comparative data
- Results of student surveys
- Faculty evaluations
- National and state trends
- How are other institutions in your region doing?

WRITING YOUR PROBLEM

▶ List problem and explain it in general terms

▶ Provide a piece of research to support

- Nationwide, Hispanic students are retained at an average of only 43% compared to 56% for non-Hispanic students (be sure to provide citation)

▶ Provide your institutional data

- At ABC, these figures are even worse: Hispanic student retention is just 39%, while non-Hispanics are retained at 65% (citation, year)

▶ Support it further

- On a Fall 2016 student survey, Hispanic students reported that they struggle in college because there is not enough one-on-one tutoring available. A full 80% of Hispanic respondents cited this as the number one reason they have not returned from one fall to the next.

SOME TIPS

▶ How many problems should you address?

▶ Ensure all problems relate to your solution(s)

- Don't list extraneous facts that don't support your case
- More is not necessarily more

▶ Discuss how you came up with the data

▶ Use reputable resources from within the last five years

▶ Don't develop programs <u>for</u> students; get their input

- With, not for

▶ For co-op grants, address shared problems

THE COMPREHENSIVE DEVELOPMENT PLAN

Title V CDP includes:

- An identification and analysis of the institution's strengths, weaknesses and significant problems as they relate to academic programs, institutional management and fiscal stability
- An outline of institution goals based on identified strengths, weaknesses/challenges and significant problems
- Measurable objectives related to each goal, along with timeframes
- A discussion of the methods and resources that will be used to institutionalize practices and improvements under the proposed project.

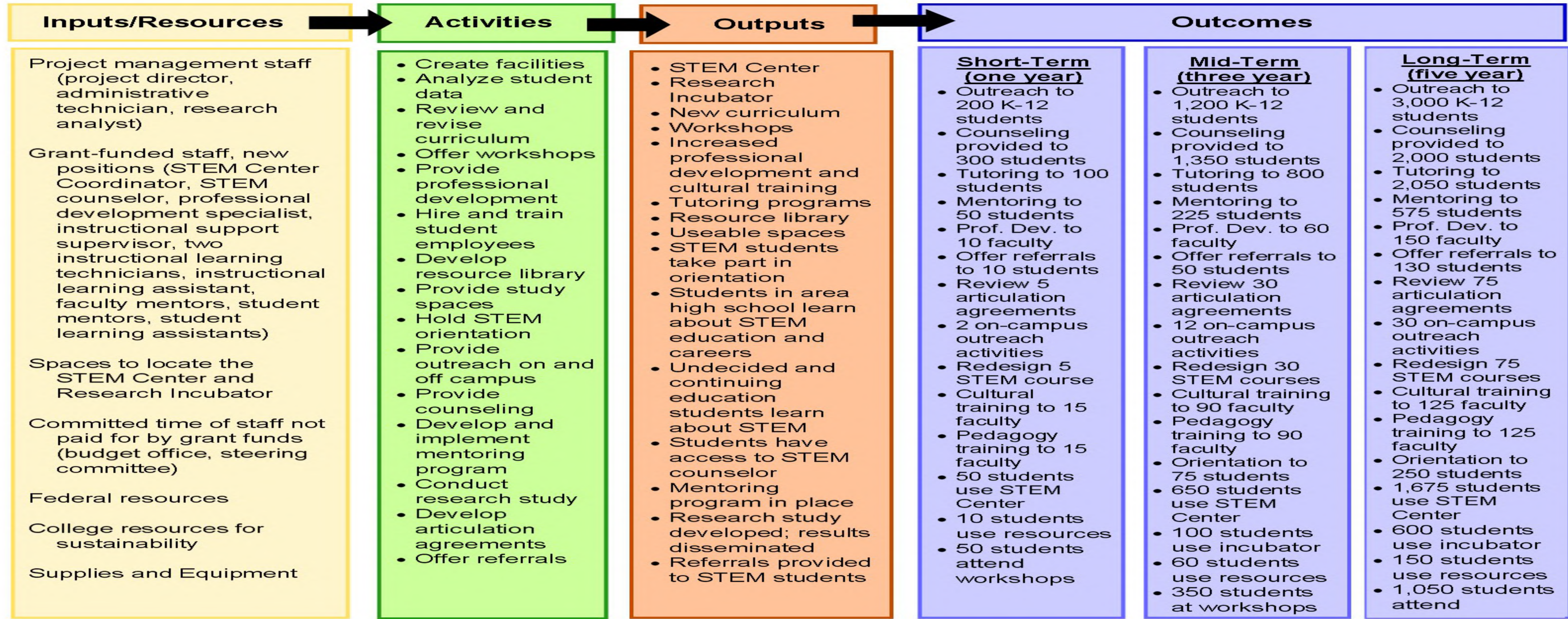# THE COMPREHENSIVE DEVELOPMENT PLAN, CONT.

▶ Provide a brief overview of your project and a short institutional narrative

▶ Label all sub-sections clearly

▶ Make sure objectives are measurable

▶ Address institutionalization

Title III Part F STEM Conexiones (2016-2021)

Inputs/Resources	Activities	Outputs	Outcomes		
			Short-Term (one year)	**Mid-Term (three year)**	**Long-Term (five year)**
Project management staff (project director, administrative technician, research analyst) Grant-funded staff, new positions (STEM Center Coordinator, STEM counselor, professional development specialist, instructional support supervisor, two instructional learning technicians, instructional learning assistant, faculty mentors, student mentors, student learning assistants) Spaces to locate the STEM Center and Research Incubator Committed time of staff not paid for by grant funds (budget office, steering committee) Federal resources College resources for sustainability Supplies and Equipment	• Create facilities • Analyze student data • Review and revise curriculum • Offer workshops • Provide professional development • Hire and train student employees • Develop resource library • Provide study spaces • Hold STEM orientation • Provide outreach on and off campus • Provide counseling • Develop and implement mentoring program • Conduct research study • Develop articulation agreements • Offer referrals	• STEM Center • Research Incubator • New curriculum • Workshops • Increased professional development and cultural training • Tutoring programs • Resource library • Useable spaces • STEM students take part in orientation • Students in area high school learn about STEM education and careers • Undecided and continuing education students learn about STEM • Students have access to STEM counselor • Mentoring program in place • Research study developed; results disseminated • Referrals provided to STEM students	• Outreach to 200 K-12 students • Counseling provided to 300 students • Tutoring to 100 students • Mentoring to 50 students • Prof. Dev. to 10 faculty • Offer referrals to 10 students • Review 5 articulation agreements • 2 on-campus outreach activities • Redesign 5 STEM course • Cultural training to 15 faculty • Pedagogy training to 15 faculty • 50 students use STEM Center • 10 students use resources • 50 students attend workshops	• Outreach to 1,200 K-12 students • Counseling provided to 1,350 students • Tutoring to 800 students • Mentoring to 225 students • Prof. Dev. to 60 faculty • Offer referrals to 50 students • Review 30 articulation agreements • 12 on-campus outreach activities • Redesign 30 STEM courses • Cultural training to 90 faculty • Pedagogy training to 90 faculty • Orientation to 75 students • 650 students use STEM Center • 100 students use incubator • 60 students use resources • 350 students at workshops	• Outreach to 3,000 K-12 students • Counseling provided to 2,000 students • Tutoring to 2,050 students • Mentoring to 575 students • Prof. Dev. to 150 faculty • Offer referrals to 130 students • Review 75 articulation agreements • 30 on-campus outreach activities • Redesign 75 STEM courses • Cultural training to 125 faculty • Pedagogy training to 125 faculty • Orientation to 250 students • 1,675 students use STEM Center • 600 students use incubator • 150 students use resources • 1,050 students attend

Questions?

Measurable and Realistic Objectives

GOALS VS. OBJECTIVES

○ Goal: broad statement about what you hope to achieve.
  ▸ Your ultimate, intended outcome.
    • Easy to understand, concise; no jargon
    • Directly addresses needs statement/problem identification
    • Aligned with funder priorities

  ▸ Weak: "Improve Hispanic success in education"
  ▸ Strong: "Increase the number of Hispanic students who graduate with STEM degrees

Goals vs. Objectives

○ Objectives: specific strategies that will accomplish your goal
  ▶ SMART
    - Specific
    - Measurable
    - Achievable
    - Realistic
    - Time-framed
  ▶ Weak: "Increase participation of Hispanics in Science."
  ▶ Strong: "Increase # of Hispanic students who declare majors in Mathematics, Engineering, Science and Technology"
    - By Sept 2022, there will be a 25% increase over Spring 2017 baseline numbers of declared majors in STEM at _____ University

OBJECTIVES: COMMON PITFALLS

Lack of target dates

Unrealistic goals

Unmeasurable, vague outcomes

Including too many activities

Not organizing the objectives into a readable format

Questions?

Logic Models and Theoretical Frameworks for Change

DISTINCTIONS

Theory of Change

Links outcomes and activities to explain HOW and WHY the desired change is expected to come about

Graphically depicted

Informs program evaluation

May have elements of Logic Model

Causal model driven by hypotheses for change

Logic Model

Identifies inputs (resources), activities, outputs, and *measurable* outcomes, specifically

Linear model

Blueprint for program evaluation

May include assumptions and context

Evaluative model

Effective Evaluation Means:

- "What gets measured gets done."

- "If you don't measure results, you can't tell success from failure."

- "If you can't see success, you can't reward it."

- "If you can't reward success, you're probably rewarding failure."

C. Mindel, University of Texas at Arlington
Center for Research, Evaluation & Technology

Why Create a Logic Model?

1 Shows the 'chain of events' that link inputs to results.

2 Helps bring detail to broad, fuzzy goals.

3 Summarizes the key elements of the program.

4 Clarifies difference between activities and outcomes.

5 Brings to light assumptions, values and context.

6 Signals what to evaluate.

7 Builds consensus around what the program is and what it is not.

INPUTS (AVAILABLE RESOURCES)

Physical

▶ Existing Materials

▶ Physical Space (Labs, new STEM center)

▶ Funding

Human

▶ Individual expertise

▶ Champions or executives

▶ Staff

▶ Pending hires

▶ Leveraging of partnerships

Programmatic

▶ Existing Programs

▶ Existing Workshops

Institutional

▶ Organizational position

▶ Industry, public/private partnerships

▶ Political position

OUTPUTS (THINGS TO COUNT)

Activities
(What we do)

- ▶ Workshops
- ▶ Counseling sessions
- ▶ Facilitation
- ▶ Product development
- ▶ Meals served
- ▶ Trainings
- ▶ Conferences
- ▶ Media

Participation
(Who we reach)

- ▶ Participants
- ▶ Clients
- ▶ Customers
- ▶ Users
- ▶ Faculty
- ▶ Students
- ▶ Partners
- ▶ Staff

OUTCOMES

(WHAT CHANGES FOR INDIVIDUALS, BUSINESSES, COMMUNITIES)

Short (Learning)	Medium (Action)	Long-term (Conditions)
▶ Awareness	▶ Behavior	▶ Human
▶ Knowledge	▶ Practice	▶ Economic
▶ Attitudes	▶ Decisions	▶ Civic
▶ Skills	▶ Policies	▶ Environment
▶ Opinion	▶ Social action	▶ Institutional
▶ Aspirations		▶ Cultural
▶ Motivations		

LIMITATIONS OF LOGIC MODEL

- Represents reality, but it is not reality

- Programs are not linear

- Focuses on expected outcomes

- Challenge of causal attribution

- Many factors (confounding) influence outcomes

- Doesn't address: Are we doing the right thing?

Resources for Theory of Change & Logic Models

University of Wisconsin – Extension
http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html

Claremont Graduate University
http://www.cgu.edu/pages/670.asp

Kellogg Foundation
http://www.wkkf.org

Theory of Change
http://www.theoryofchange.org/

Questions?

Evaluation

THE EVALUATION PLAN

1

Starts with Project Objectives

2

Identifies Baseline

3

Defines the extent to which project achieved objectives in timely & effective manner

4

Indicates the intended impact on the grantee

5

Data Collection

6

Logistics/ Records Management
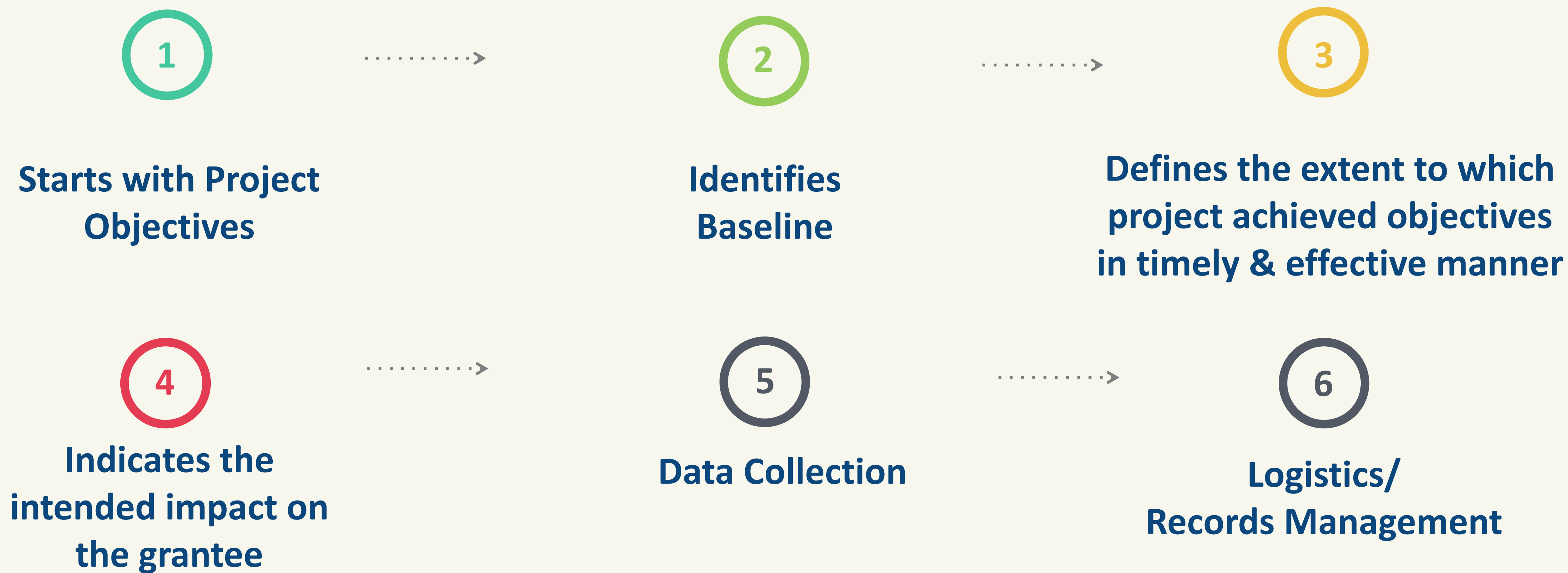
Effective Evaluation Means:

Data → Information → Knowledge → Application to Practice

COMMON ELEMENTS OF AN EVALUATION PLAN

Identify how this project will be monitored and evaluated

Provide a clear plan with internal and, if applicable, external components

Explain how success will be measured

Describe data analysis collection procedures

FORMAT AND LEVEL OF DETAIL IS DRIVEN BY RFP REQUIREMENTS

Example 1 - Title V 2017

(g) Quality of the evaluation plan. (Up to 15 points)
          The extent to which--
(1) The data elements and the data collection procedures are clearly described and appropriate to measure the attainment of activity objectives and to measure the success of the project in achieving the goals of the comprehensive development plan; (up to 5 points)
(2) The data analysis procedures are clearly described and are likely to produce formative and summative results on attaining activity objectives and measuring the success of the project on achieving the goals of the comprehensive development plan; (up to 5 points) and
(3) The evaluation will provide guidance about effective strategies suitable for replication or testing in other settings. (up to 5 points)

Format and Level of detail is Driven by RFP Requirements

Example 2: NSF S-STEM 2017

j. Assessment and Evaluation. S-STEM projects should have clear and specific plans for assessment and evaluation. The evaluation should include formative evaluation for project improvement and summative evaluation to assess and document project outcomes, accomplishments, and lessons learned. At a minimum, the evaluator must be external to the project, but not necessarily to the institution. The evaluator cannot be a Co-PI or other Senior Personnel on the project. S-STEM projects are required to participate in regular NSF-led data collection activities to track the students. Beyond the impact on students, S-STEM projects should collect data to judge impact on the departments, disciplines involved, and the institution. The S-STEM proposal should identify appropriate assessment and evaluation plans for project improvement, as well as plans for programmatic evaluation at the end of the project for accountability purposes. Each S-STEM proposal should describe evaluation plans that are clearly aligned with the stated goals of the project. The evaluation design should match the scope of the project.

FORMAT AND LEVEL OF DETAIL IS DRIVEN BY RFP REQUIREMENTS

Slide 6: USDA-NIFA HSI Program

4. Evaluation Plans. Provide a methodology and implementation plan for evaluating the accomplishment of stated products, results and measurable outcomes during the project. Indicate the criteria, and corresponding weight of each, to be used in the evaluation process, describe any data to be collected and analyzed, and explain the methodology that will be used to determine the extent to which the needs underlying the project are met. Identify data to be used as baseline data. Demonstrate that the project's impact on improving education will be evaluated.

Baseline Data: For quantitative, baseline, student enrollment, degrees granted and employment data to make comparisons in meeting HSI Education Grants Program goals...

Independent Evaluator: Grantees are encouraged to obtain an independent evaluation to secure appropriate documentation of the project's outcomes and impacts. Up to five percent of grant funds may be used for this purpose in Regular Projects. Collaboration projects could use up to one percent of their grant funds for this purpose.

Meta Evaluation: All applicants should actively participate and fund a meta-evaluation and should plan to fund a project data collector as part of the evaluation project. Collaboration projects should assign about $20,000 a year for a meta-evaluation. Regular projects should plan to spend $5,000 per year for the purpose of a meta-evaluation.

PURPOSE OF EXTERNAL EVALUATION
ROLE OF EXTERNAL EVALUATOR(S)

External Perspective

- Objective Perspective
- Clarify purpose of project
- Internal advocacy
- Identify opportunities for project

Evaluate

- Evaluate Progress of Project
- Review Project Assessment
- Independent validation of progress and accomplishment
- Assess project budget

Support

- Provide technical support
- Provide compliance support

Title V Evaluation Plan			
Data/Documents to be Collected	**Analysis Procedures**	**Pers. Resp.**	**Deadline**
CDP Goal 1: Reduce Remediation Rates and Improve Student Success in Math.			
Obj. 1.1 In 2016-20 reduce remediation rates in math for FTFT freshmen and for all students.			
1.1.1. In 2015-16 create and pilot a plan implementing ALEKS for initial developmental math placement for all students who score below 19 on ACT (est. 550 per year), over 2014 baseline of 0; Improve annually based on variables analysis and student success data.			
1.1.2. In 2016 complete training in web application for placement model for all staff and who advise and place new students in math faculty (18, over 2014 baseline of 0).			
1.1.3. In 2016-20 increase by 5% annually the number of FTFT students who start developmental math in the fall, who then complete college level math within 4 semesters, over baseline of 26.2%. Target: 33.4%.			
1. Minutes, plans, memos document development and pilot implementation of new math placement model and web application. Annual review of variables. 2. Document number of staff/faculty trained in math placement web application and evaluation results, and review student grades, completion rate data, enrollments in developmental math, retake rates; survey math faculty on implementation and assessment of impact.	Document review Frequencies, descriptive stats Frequencies, descriptive stats Frequencies, descriptive stats	PD PD PD E	Ongoing; Year end After each activity Semester & Year end Year end
Obj. 1.2 In 2016-2020 improve overall developmental math course pass rates.			
1.2.1. Led by a faculty point person, all (3-6) developmental math faculty collaborate to implement appropriate student placement, support curricular improvements.			
1.2.2. In 2016-17, design and pilot at least one 1- or 2- credit module per semester to address specific topics in math that are particularly challenging to students (3 total).			
Document number of faculty collaborating to improve placement, mentoring activity; development and implementation of credit modules. Survey faculty satisfaction on effectiveness of placement, modules, curricular improvements/alignment, faculty mentoring, impacts on student learning.	Document review, frequencies, descriptive stats Frequencies, descriptive stats	PD PD E	Each semester Year end Year end
Obj. 1.3 In 2016-20, implement Supplemental Instruction (SI) to improve overall course pass rates in gateway math courses.			
1.3.1. By Fall 2016 the SI coordinator for 3 gateway math courses and 100% of SI student instructors (3) will be trained in the SI model.			
1.3.2. In 2016-20 students who test into the required SI program for gateway math courses will have a pass rate at least as high as the students in traditional sections, saving them 1 semester of remediation.			
1. Document ASI instructor trainings, implementation of ASI, incl. course descriptions, student enrollment, demographics, grades, completion rates. 2. Survey instructors on effectiveness and impact.	Document review frequencies, descriptive stats	PD E	Year end Year end

Questions?

Budgets and Budget Narratives

WHAT IS INCLUDED WHEN DISCUSSING "BUDGET?"

Separate parts:

- Budget Narrative
  - Can be part of the narrative or a separate document
  - Title V: Activity Budget Detail Form
- Federal Budget Form
  - SF 524, but can vary from agency to agency

Budget Narrative

▶ Should be descriptive and inclusive but concise

▶ Follow federal line items as follows:
- Personnel
- Fringe Benefits
- Travel
- Equipment
- Supplies
- Construction
- Contractual
- Other

Personnel

▶ Includes all individuals to be paid for by grant funds

- Key personnel
- Support positions
- Student employees

▶ Include percentage of time for each

▶ Give a brief description of position

▶ Justify how the salary was determined

- Must be in line with similar salaries at your institution

▶ To show institutionalization when required, show a decrease in federal funds requested in each year (with institution picking up the difference)

Fringe Benefits

- Determine your institution's average percentage for fringe

- Justify why the percentage is what it is (especially if it is high)

- List what is covered

- Fringe should equal the percentage of time
  - 50% position = 50% of position's fringe

TRAVEL

▶ Be specific about costs (show airfare, lodging, meals, etc.)

▶ Include required travel such as to required grant meetings

▶ For Title V: Include the annual AHSIE conference for key personnel

▶ If costs are high, explain why (for instance, flying from a rural area may require mileage plus airfare; traveling a long distance may require an additional day on each side of an event to account for longer flights, layovers, etc.)

▶ For local travel, estimate miles and charge them at the current rate for your institution

Equipment

▶ Items over $5,000 per unit

▶ Follow your organization's rules (if you consider computers equipment, include them here)

▶ List individual items you expect to purchase

▶ Provide justification for costs (current estimates, etc.)

Supplies

▸ Items under $5,000 per unit

▸ Be as specific as possible regarding costs

▸ List individual items when possible; group other items such as software, books, etc.

▸ Include software and other similar items

Construction

▶ Covers renovation or new construction
- Even minor projects such as painting, carpeting, etc.

▶ Break down costs by specific elements when possible (architect, demolition, supplies)

▶ Use per square foot costs for your region

▶ Explain specifically what will be done (square feet, what the space will include, etc.)

▶ Justify why the construction is needed

CONTRACTUAL

▸ Includes individuals being paid for from the grant who are not employees

- External Evaluator
- Trainers for professional development

▸ Can fund one-time contracted services (development of curriculum, installation of new programs, etc.)

▸ In a cooperative grant, can include the amount to be paid to the partner (not lead) institution

Other

▶ Anything that does not fit into the aforementioned categories
  - Professional development costs

▶ Endowment Fund

Budget Activity Detail Form

▶ Is a Department of Education-specific form

▶ No page limit!
- Be detailed
- Include more information than in the grant narrative

▶ Should work with the budget narrative section

▶ Includes percentage of time for each employee, percentage for fringe benefits

▶ Provides for all five years

Activity Budget (To be completed for every activity for which funding is requested)

1. Name of Institution: Howard County Junior College District

2. Activity Title: PASS

3. Budget Categories By Year	First Year		Second Year		Third Year		Fourth Year		Fifth Year		Total Funds Requested
Object Class	% Of Time	Funds Requested	% Of Time	Funds Requested	% Of Time	Funds Requested	% Of Time	Funds Requested	% Of Time	Funds Requested	
a. Personnel (position title) Project Director											
Activity Dir. 1	50%	$24,618	50%	$25,357	50%	$26,117	50%	$26,901	50%	$27,708	$130,701
Activity Director 2	50%	$22,500	50%	$23,175	50%	$18,540	50%	$14,832	50%	$11,866	$90,913
PASS Coord. 1	100%	$45,000	100%	$46,350	100%	$47,741	100%	$49,173	100%	$50,648	$238,912
PASS Coord. 2	50%	$18,250	50%	$18,798	50%	$15,038	50%	$12,031	50%	$9,625	$73,742
PASS Coord. 3	50%	$18,250	50%	$18,798	50%	$15,038	50%	$12,031	50%	$9,625	$73,742
PASS Coord. 4	50%	$18,250	50%	$18,798	50%	$15,038	50%	$12,031	50%	$9,625	$73,742
Online Learning Coor	25%	$9,125	25%	$9,399	25%	$7,519	25%	$6,015	25%	$4,812	$36,870
Academic Coaches	25%	$10,250	25%	$10,558	25%	$8,446	25%	$6,757	25%	$5,406	$41,417
	N/A	$10,000	N/A	$9,000	N/A	$8,100	N/A	$7,290	N/A	$6,561	$40,951
SUB-TOTAL		$176,243		$180,233		$161,577		$147,061		$135,876	$800,990
b. Fringe Benefits _30_%		$52,873		$54,172		$48,473		$44,118		$40,762	$240,398
c. Travel		$13,575		$13,575		$13,575		$13,575		$13,575	$67,875
d. Equipment		$234,600		$234,600		$250,000		$275,000		$280,000	$1,274,200
e. Supplies		$29,709		$19,420		$28,375		$19,746		$29,287	$124,667
f. Contractual		$15,000		$20,000		$20,000		$22,500		$22,500	$100,000
g. Construction		$0		$0		$0		$0		$0	$0
h. Other		$3,000		$3,000		$3,000		$3,000		$3,000	$15,000
i. TOTAL DIRECT CHARGES		$525,000		$525,000		$525,000		$525,000		$525,000	$2,625,000

1. Explain in detail how you arrived at the total amount requested in each object class in each year of the activity. If you fail to provide sufficient details, we may disallow costs.

SF 524 Forms

▶ Common form used for most federal grants

▶ Includes budget categories for all five years

▶ Title V: Fill out Section A only

- Other grants may require matching funds, so Section B will be filled out

	U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS	OMB Control Number: 1894-0008 Expiration Date: 06/30/2017

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

*Indirect Cost Information (To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? _____Yes _____No.

(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: ___/___/_____ To: ___/___/_____ (mm/dd/yyyy)
Approving Federal agency: _____ED _____Other (please specify): _____ The Indirect Cost Rate is _____%

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? _____Yes _____No. If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? _____Yes _____No. If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
___ Is included in your approved Indirect Cost Rate Agreement? Or ___ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____%

ED 524

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (Lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (Lines 9-11)						

SECTION C – BUDGET NARRATIVE (see instructions)

ED 524

GENERAL BUDGET TIPS

▶ Make sure all budget pieces match!
- Double check your math
- If you make changes, make them everywhere

▶ Title V: Show institutionalization

▶ Be specific within each line item
- List equipment, supplies, provide breakdown of travel expenses, etc.

▶ Include required elements, such as travel to the project directors' meeting

▶ Start with an Excel worksheet before putting into required forms

General Budget Tips, cont.

▸ Discuss institution commitment (space, staffing, institutionalization, etc.) in the narrative.

- For Title V: <u>Do not </u>include these items as match on the SF 524

▸ Indirect costs are not allowed under Title V/Title III

▸ When indirect is allowed, you must have a negotiated rate

▸ Don't supplant

Questions?

Implementation Strategies

IMPLEMENTATION STRATEGIES

▶ Provide an overview of each activity

▶ Outline the rationale for implementing each activity in this way, using statistics and other data to back it up

▶ Provide best practices (who else is doing it this way and how has it been successful?)

▶ Realistic, clear timetable. Ambitious, yet achievable.

▶ Adequate resources (Budget request, institutional) make success achievable

▶ Show who is responsible for which task

IMPLEMENTATION STRATEGIES - PITFALLS

▶ Not providing rationalization for your plan

▶ Using data that is more than five years old

▶ Not providing enough information for the reviewers to understand what you are doing and why

▶ Not matching your timetable with grant period

▶ Not providing detailed work plan, including task, milestones, and person(s) responsible

▶ Broken links: an objective without tasks; tasks without milestones

▶ Consider the reviewer: is your plan clear?

Questions?

THANK YOU

Enjoy the 10th Annual AHSIE Best Practices Conference