



About the Hartford Foundation's Grant Application Work Plan

The project work plan, the core of the Hartford Foundation's grant application, has been revised to more strongly focus on how a grant applicant's project will benefit the community. Organizations requesting grants are required to follow this format.

The work plan provides a way to show:

- What community outcomes you intend to accomplish
- How you will know you have succeeded
- What activities you will undertake to reach your outcomes
- When each activity will be carried out, by whom and for how long.

Once the project is underway, the work plan can provide a basis for you to monitor how the project is going, what is working well, and what needs improvement. (Progress reports for the grant project will be based on the work plan.)

Key Considerations:

- It will be helpful to do the work plan *first*, then the proposal narrative. Many of the elements required in the work plan will also need to be addressed in the narrative.
- Make sure the activities provide sufficient **targeting** (the right people), **coverage** (enough of the right people), **effectiveness** (the right activity) and **intensity** (enough of the activity) to lead successfully to your outcomes.

The following pages are adapted from a Foundation-sponsored presentation in May 2006 by Dr. Susan Philliber, one of the founders and senior partners of Philliber Research Associates (www.philliberresearch.com). This overview provides some helpful pointers for developing a good work plan. Our thanks to Susan Philliber for so willingly and ably sharing her expertise with us.

The Grant Application Project Work Plan:



Project Work Plan

Agency	Funding Period: From _____ To _____
Program	

Overall Project Goal (expected improvement for specific individuals or the community):

The text within the table below can be modified using Word's regular format commands. You may insert additional rows by using the tab key or the Insert command found under the Table menu.

TARGET POPULATION OUTCOMES What outcomes or changes will take place in your target population as a result of your activities?		AS MEASURED BY How will you measure these outcomes?	ACTIVITIES What activities will you undertake to achieve these outcomes? (Include what will be offered to whom by when, specifying target numbers.)	TIMELINE When will you carry out each activity and for how long?	RESPONSIBLE PERSON(S) Who is responsible?
Long-term	Intermediate (during grant term)				

OVERALL PROJECT GOAL

- The general overall change you hope to achieve as a result of your project.
- Be specific about the concrete community benefits—who or what will change (e.g., seniors, people who are unemployed, preschoolers). One sentence ought to do it.

Here's what **TO** write:

Our goal is to improve appreciation for the visual arts among elementary school-age children.

or

Our goal is to expand the agency's services to improve the quality of life for people with HIV/AIDS in Hartford and the contiguous suburbs.

or

Our goal is to improve the kindergarten readiness of children cared for in home-based child care settings.

or

We will create and deploy a large volunteer base for the Greater Hartford community.

Here's what **NOT** to write:

We will meaningfully touch the children of Hartford.

or

We will develop youth to their fullest potential.

or

We will improve the neighborhood climate.

or

We will transform the provision of health care.

WRITING CLEAR OUTCOMES

- **What do long-term and intermediate mean?**

Long-term = those that happen later and maybe even after the grant ends

Intermediate = those that happen first and tell you that you are on the right track

- **All outcomes should be “They...” sentences.** Any sentence that starts with “We...”, meaning your agency, is NOT an outcome.
- Giving people an “opportunity” is NOT an outcome—it’s an activity.

LONG-TERM OUTCOMES

- How do you define success? What will happen as a result of what you do and in what population?
- Don't over-reach; be realistic.
- Example: More elementary schools use the Museum as a resource.
- Example: Clients will have prolonged life.
- Example: A reduction of the teen pregnancy rate in Asylum Hill by 25%.
- Example: A significant* improvement in English literacy for newly arrived immigrants in Hartford.

* “**Significant**” means “greater than you would expect by chance alone.” This implies that you can measure both your starting point and your end point.

INTERMEDIATE OUTCOMES

- Example: School field trips and in-school Museum programs will increase by 10% in each year of the grant.
- Example: At least 10% more clients will experience continuity of care in medical services.
- Example: Program participants will significantly improve their financial literacy.
- Example: Students in the program will show a significantly lower dropout rate than students in the school who were not exposed to the program.

AS MEASURED BY...

Measuring results does not have to be expensive and intensive. There are many low-cost ways to collect the information you need, such as pre- and post-tests, exit surveys, and accessing of public demographic data.

- Number of school field trips to Museum each year as compared to previous year.
- Entry and semi-annual surveys of clients.
- Pre/post tests given to all students in the ESL class.
- Collection of available dropout rates from the school system for 2002 through 2008.
- Monitoring of available municipal data on unemployment.
- Repeated neighborhood surveys of perceived safety in the first and last years of our grant.
- Hospital records of “unnecessary admissions” over time.
- Observations and coding of mothers’ interactions with their children before and after the project.

AS MEASURED BY...

Most evaluations have:

- A before measure of some kind
- An after measure that corresponds to it
- Some record of what you provided
- Some comparison or context for others to understand your results.

Your work plan lists your measures. So here, explain—

- When you will collect them.
- How you will collect them.
- Who will collect them.
- Who will analyze the data (Dr. X).

Do NOT say: “Dr. X will conduct the evaluation.”

Do NOT say: “We will survey the clients to measure their satisfaction as our outcome.”

Do NOT say: “We will tell stories about high profile clients as our evaluation.”

ACTIVITIES

What are you going to do to produce these changes?

What will be offered to whom by when?

Say exactly what you will do. Avoid words like “We will promote, enhance, encourage...”

List the critical outcomes that you are going to monitor. Try to choose the right level of detail.

- Example: We will offer one new exhibit targeted to elementary school-age children every four months.
- Example: We will provide advocacy, referral and case management for medical care to 100 clients in Year One, 120 in Year Two and 140 in Year Three.
- Example: We will offer 8 workshops to 100 parents every six months.
- Example: We will find and match mentors for 25 young people each year.
- Example: We will complete the restoration of 4 new houses for low income residents each year.

PUTTING IT ALL TOGETHER

Keep the population you are referring to the same from column to column...

Get everything in the right column
(and remember, activities are NOT outcomes)...

...So that all together, it is LOGICAL and FEASIBLE.

PUTTING IT ALL TOGETHER

Example: Art Museum

Long-term outcome	Intermediate outcome	Activities
More schools use the Museum as a resource more often.	School field trips and in-school Museum programs will increase by 10% each year.	<p>We will offer one new exhibit every four months that is targeted to elementary school-age children.</p> <p>We will market exhibits to 40 area elementary schools.</p> <p>We will offer specialized guided tours of the exhibits for school groups.</p> <p>We will develop and implement curricula for in-school Museum programs.</p>

As measured by

- Number of school field trips to Museum each year compared to previous year.
- Number of in-school Museum programs each year compared to previous year.
- Number of students using the Museum as a resource compared to previous year.

PUTTING IT ALL TOGETHER

Point 1: Is everything in the correct column?

Point 2: Is the target population(s) consistent and clear throughout the work plan?

Point 3: Make sure everything is **concrete** and **specific**.

NOT: To promote appreciation for arts and culture

BUT: To increase the number of elementary schools in our region that use the Museum as a resource.

NOT: To enhance the quality of life

BUT: To expand provision of case management for medical care to clients in the suburbs.

Point 4: Are the outcomes worth the effort?

Point 5: Is the path of change in the work plan logical? Is it reasonable to expect that the planned activities will lead to the expected outcomes?

Point 6: Does the work plan represent best practices in the field?

Point 7: Do the work plan first. Then do the narrative. Make sure they match.

WORK PLAN RATIONALE

In putting it all together, the following will help you make sure your rationale is solid. It will also help you draft the proposal narrative.

- Why is this work plan logical?
- Why will it work?
- What can you cite in best practices to bolster your work plan?

Example: “Research shows that regular engagement with the arts in children promotes lifelong interest in arts and culture (footnote).”

Example: “Because this case management approach for people with HIV/AIDS has been shown to be successful over several years in Hartford, discussions with our board and colleagues in the community indicate it is likely to be successful in the suburbs as well.”

Example: “Skills building programs have been repeatedly shown to create behavior change in this field (footnote).”