



Grant Writing + You

September 29, 2020

Day 1

This document was prepared in collaboration with the United States Department of Agriculture's National Institute of Food and Agriculture (USDA-NIFA) through a cooperative agreement with the University of Minnesota and Pennsylvania State University under award number 2018-41520-28908.



Welcome and Overview

Dr. Lynne Borden, Co-PI

Introductions



Dr. Lynne Borden
Co-Principal Investigator



Dr. Daniel Perkins
Co-Principal Investigator



Mark Otto
Projects Director



Adeya Richmond
Researcher



Suzanne van den Hoogenhof
Evaluation Specialist

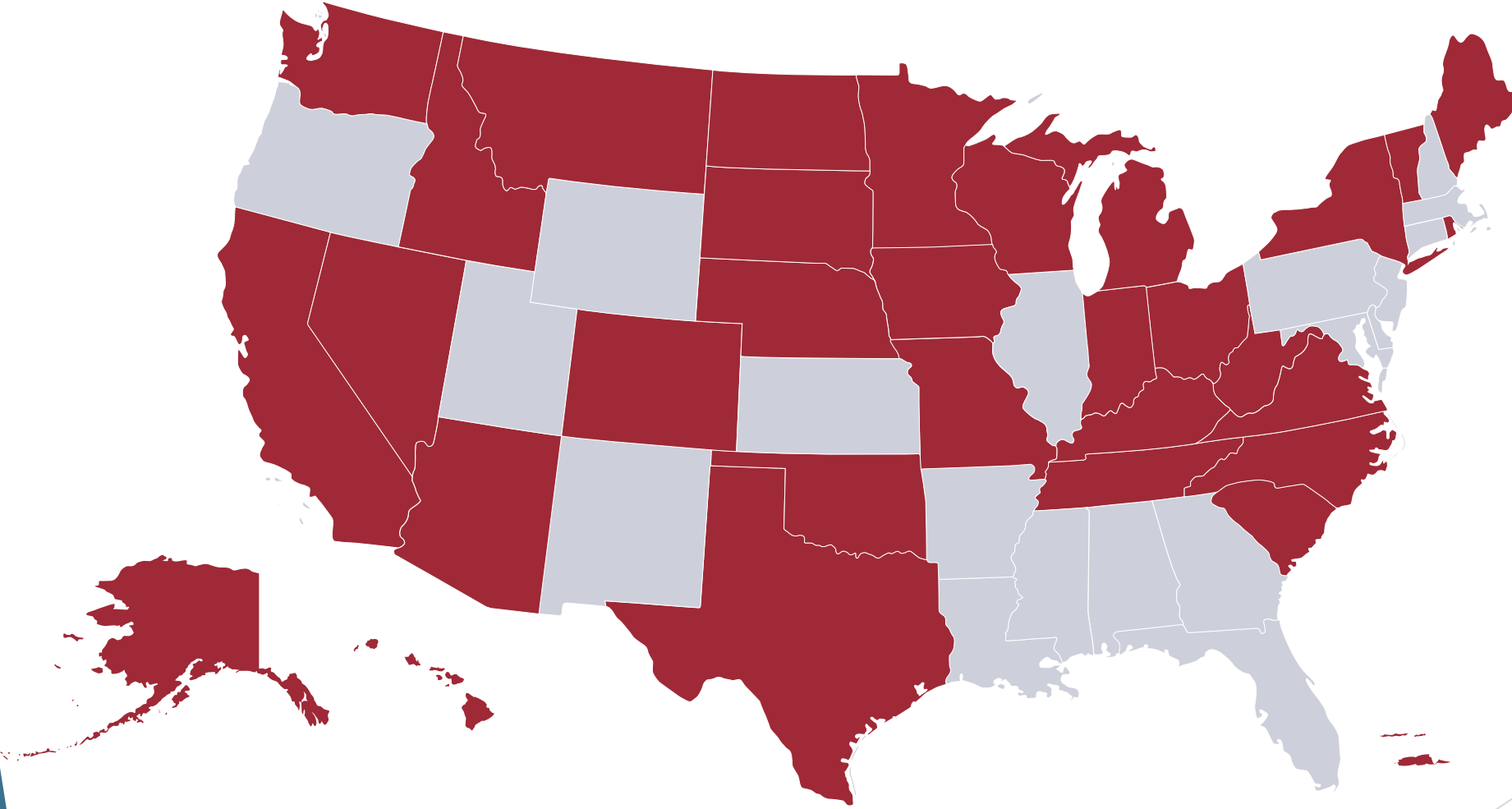


Stephanie Nunn
Evaluation Specialist



Phillip Ealy
Coaching Coordinator and
Implementation Specialist

Current CYFAR Sites



Objectives

- ▶ Learn about the CYFAR program and the process for applying for funding;
- ▶ Find out about the required elements of a successful CYFAR proposal;
- ▶ Hear lessons learned from current CYFAR grantees;
- ▶ Learn about the resources available from the CYFAR PDTA Center; and
- ▶ Workshop your ideas for programs to support positive programming and outcomes for children, youth, and families.

Agenda - Day 1

- ▶ 2:00 p.m. Welcome and Objectives for the Workshops
- ▶ 2:15 p.m. Overview of USDA, NIFA and CYFAR - Dr. Bonita Williams, National Program Leader, Division of Youth & 4-H, USDA-NIFA
- ▶ 2:45 p.m. **Break**
- ▶ 3:00 p.m. Evaluation and CYFAR PDTA Center Resources
- ▶ 3:30 p.m. Breakout Session: Developing Your Program Model
- ▶ 4:00 p.m. **Break**
- ▶ 4:05 p.m. Creating and Using a Logic Model
- ▶ 4:30 p.m. Listening Session with Dr. Bonita Williams
- ▶ 5:00 p.m. Adjourn



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Bonita Williams, Ph.D.

National Program Leader





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Suzanne Stluka, Ph.D.

Division Director





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Christopher Petty

Program Specialist





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The NIFA logo, consisting of the letters "NIFA" in a white, sans-serif font, set against a background of green rolling hills.

NIFA

- **Lead federal agency providing extramural funding for food and agricultural sciences**
- **Restructured through the Food, Conservation, and Energy Act of 2008.**
- **NIFA funding**
 - \$1.8B budget in FY2020
- **Mission**
 - Agricultural research, education, and extension (REE Mission Area)
- **Vision**
 - Catalyze transformative discoveries, education, and engagement to address agricultural challenges

NIFA Programs Cover Many Topics



Advanced Technologies

- Bioenergy
- Biotechnology
- Nanotechnology



Animals

- Animal Breeding
- Animal Health
- Animal Production
- Aquaculture



Business and Economics

- Markets and Trade
- Natural Resource Economics
- Small Business



Education

- Minority Serving Institutions
- Teaching and Learning
- Workforce Development



Environment

- Climate Change
- Ecosystems
- Invasive Pests and Diseases



Farming and Ranching

- Agricultural Safety
- Agriculture Technology
- Farmer Education
- Organic Agriculture
- Small and Family Farms



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Food Science

- Food Quality
- Food Safety



Health

- Nutrition
- Obesity
- Wellness



International

- Global Engagement
- Global Food Security



Plants

- Crop Production
- Pest Management
- Plant Breeding
- Plant Health



People

- Community Vitality
- Family Well-Being
- Youth



Natural Resources

- Air
- Forests
- Grasslands and Rangelands
- Soil
- Water



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CYFAR PROJECT CONNECTIONS

USDA Strategic Plan

REE Strategic Goals

NIFA Strategic Plan



CYFAR VISION

The vision for the Children, Youth, and Families At-Risk (CYFAR) Program is to develop a nation of strong, resilient families and communities in which children and youth lead positive, secure, and happy young lives while developing the skills, knowledge, and competencies necessary for fulfilling, contributing adult lives.



CYFAR Funding and Legislation

-Legislative Authority

Funding for the Children, Youth, and Families At-Risk (CYFAR) Sustainable Community Projects (SCP) is authorized under section 3(d) of the [Smith-Lever Act of May 8, 1914](#), as amended ([7 U.S.C. 341, et seq.](#)). Section 7609 of the [Agriculture Improvement Act of 2018](#) (Pub. L. 115-334) added the 1994 Land-grant Institutions (as defined in section 532 of the [Equity in Educational Land-Grant Status Act of 1994](#) ([7 U.S.C. 301](#) note) as eligible to compete for and receive CYFAR funding. Section 7403 of the [Food, Conservation, and Energy Act \(FCEA\) of 2008](#) amended section 3(d) of the Smith-Lever Act of 1914 (7 U.S.C. 343(d)) in regards to eligibility. The eligibility to compete for CYFAR funding was broadened to include 1890 Land-grant Colleges and Universities, including Tuskegee University, West Virginia State University, and Central State University. Eligibility was also provided to the University of the District of Columbia.

-Legislation authorizes payments for youth-at-risk programs under section 3(d) of the Smith-Lever Act.



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CYFAR Sustainable Community Projects (SCP)

The purpose of SCP funding is to improve the quality and quantity of comprehensive community-based programs for at-risk children, youth, and families supported by the Cooperative Extension System.

Collaboration across disciplines, program areas, and geographic lines, as well a holistic approach that views the individual in the context of the family and community, are central to SCP.



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CYFAR NATIONAL OUTCOMES

1. Early Childhood
2. School Age Youth
3. Teens
4. Parent/Family



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PARTICIPANTS

The minimum percentage of the population in targeted communities must be living at or below 185% of the Federal poverty level.





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PARTNERING

CYFAR projects are strongly encouraged to partner with community sites inclusive of public housing authorities as well as Hispanic-serving Institutions and minority-serving institutions.





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One Program Model

CYFAR SCP Programs describe how the selected program model will be implemented over five years





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Qualitative and Quantitative Change



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“Children really need their parents to support them in reaching their academic goals, and it’s good that 4-H encourages parent student communication and emphasizes education. Students have to keep up their grades to participate in 4-H activities, and that motivates them to study and take their schoolwork seriously.”

– School Principal



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“I learned to stand up and speak in an assertive manner. I learned how to be a better listener. I learned how to find my passion and advocate for it.”

-Parent Participant



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“Clubs meet with the goal of developing lifelong fitness and learning habits with a focus on ‘recreational health’ and everyday ways to maintain basic fitness.”





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“The opportunity to engage in hands-on science is not always a major part of school curriculum. 4-H [Community Central] reminds students and teachers alike that there is a lot of learning out there that we must not neglect. It also has been a fabulous outlet for those hands-on learners.”

– Elementary School Teacher



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“The Juntos program is not just a program that will help with grades and school; it will also help you improve your relationship with your children, be a better parent to your children, understand how important education is, and [helps youth] search for the right path in their lives.”

– Juntos Parent





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Qualitative and Quantitative Change

CYFAR

PDTA

CENTER





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CYFAR

*IS MAKING CONNECTIONS,
SHOWING IMPACT*

USDA Goals
REE Strategic Goals
NIFA Strategic Plan





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Questions?

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NATIONAL INSTITUTE OF FOOD AND AGRICULTURE



Break!



CYFAR PDTA Center Resources

Steph Nunn, PhD and Phillip Ealy, MA

Goals of the CYFAR PDTA Center

- ▶ Support the success of the CYFAR initiative and increase overall positive impacts of community projects
- ▶ Build capacity of CYFAR grantees
- ▶ Support high-quality implementation and evaluation, as well as research-informed processes for all community programs

How?



Technical Assistance



Coaching



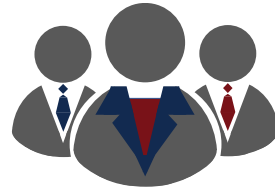
From Land Grant Universities



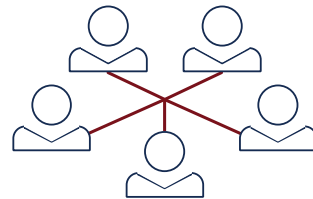
Coaching Calls
Once A Month



Site Visits



Peer Support



Networking Calls



Closed LinkedIn Group



Evaluation Support



Evaluation Consult
Website Tools



Email

Professional Development




Professional Development Event

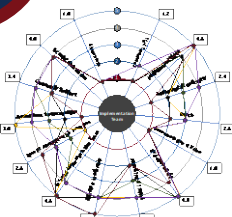
CYFAR
E  **VALUATION**
INSTITUTE

Tools & Resources

CYFAR



Logic Model
 Builder

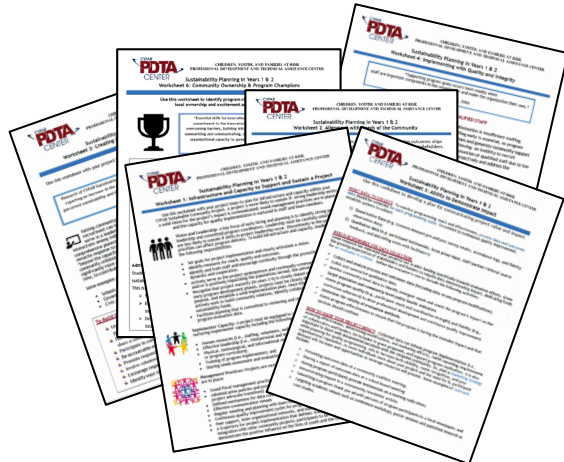


Web-based Tools



CYFAR
 ANNUAL REPORT
 2016

Reports

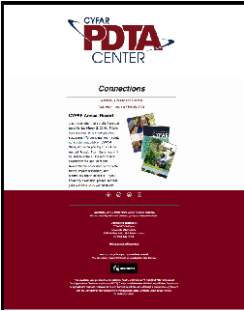


Resource Sheets



10 Tips for Creating an Infographic

Product Development



CYFAR
 PD TA
 CENTER
 Connections

Newsletters



CHOT
 excel
 Excellence in Youth Programming

Evaluation Tools

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- ▶ Email us - cyfarpdta@umn.edu
- ▶ Tweet with us [@CYFAR](https://twitter.com/CYFAR)

Breakout Session: Developing Your Program Model

Program Models



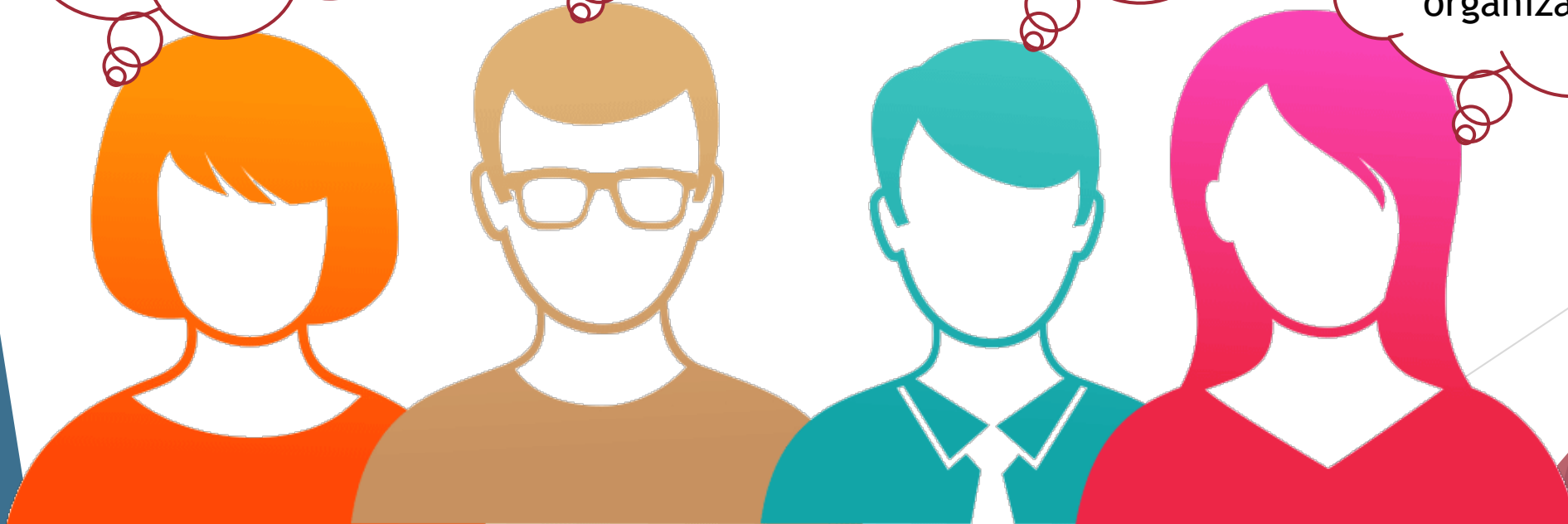
Evaluating the Need

Is this an unmet or partially met need?

What gaps exist in our communities?

What gaps exist in our programs?

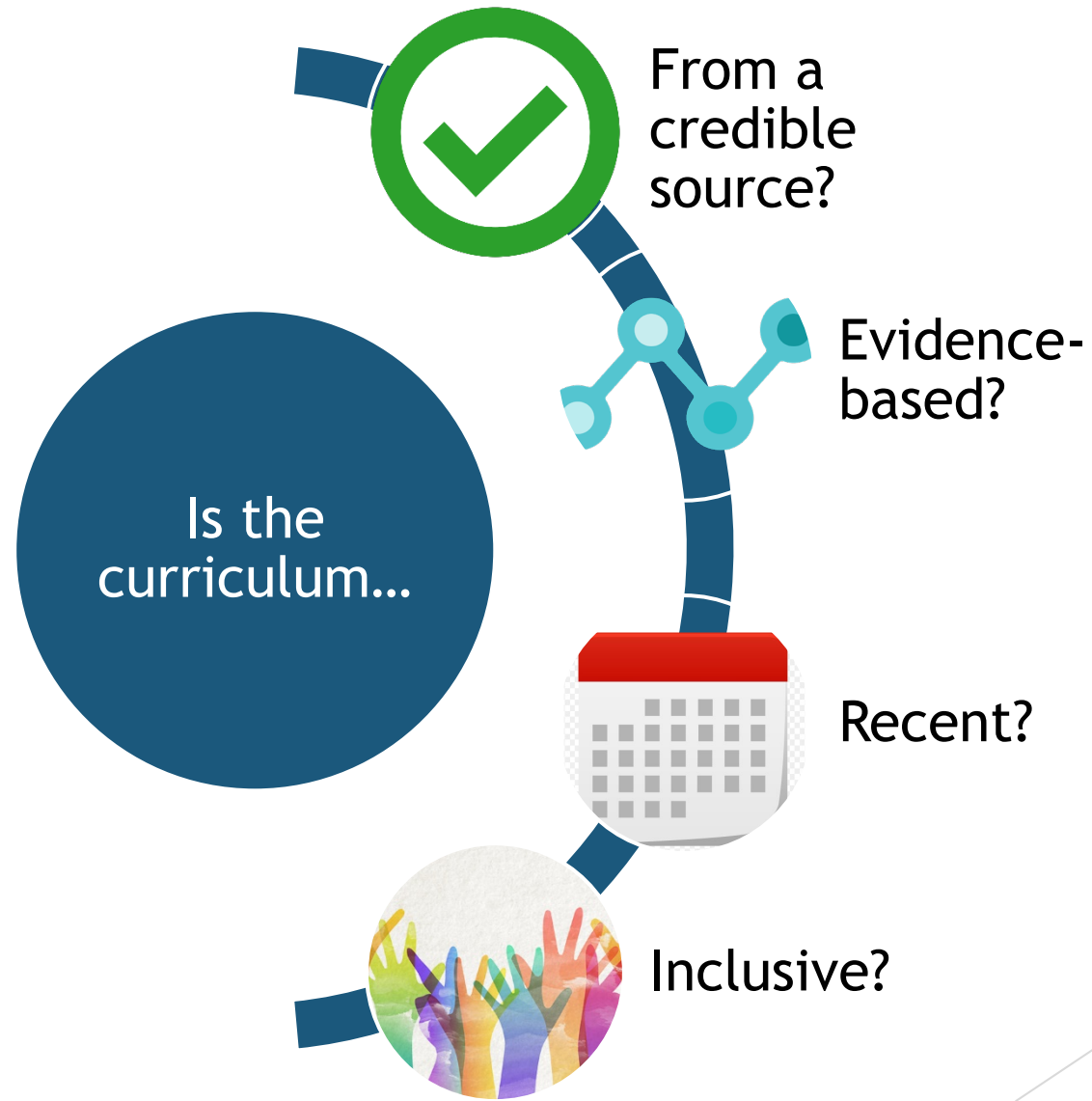
Can we partner with community organizations?



Identifying the Outcomes

- ▶ What will be different as a result of this program?
- ▶ What will the participants say is the value of the program?
- ▶ What will they say about why they came to the program?

Selecting Activities

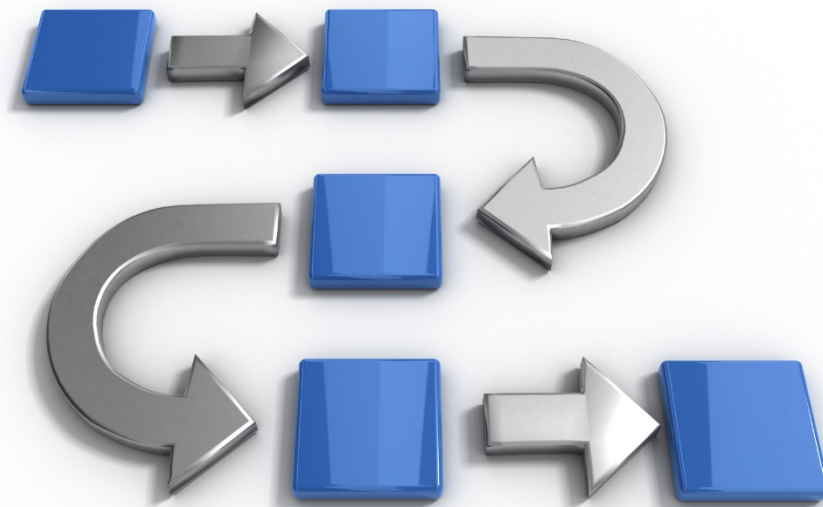


Creating and Using a Logic Model

Suzanne van den Hoogenhof, PhD

What is a logic model?

- ▶ A depiction of a program showing what the program will do and what it is intended to accomplish
- ▶ Logic models provide a roadmap that show where you are going, how you will get there, and how you will know that you've arrived



Logic models have many names

- ▶ They might also be called a theory of change, a conceptual framework, an innovation configuration map, model of change, etc.
- ▶ Logic models, by themselves, do not represent how a program is truly implemented or a method of evaluation

What are the benefits?

- ▶ Logic models focus on what matters - outcomes - and encourages accountability
- ▶ They provide a common language, and make assumptions explicit
- ▶ Logic models support continuous improvement, rather than change for the sake of change
- ▶ They promote communication and clear expectations for a program

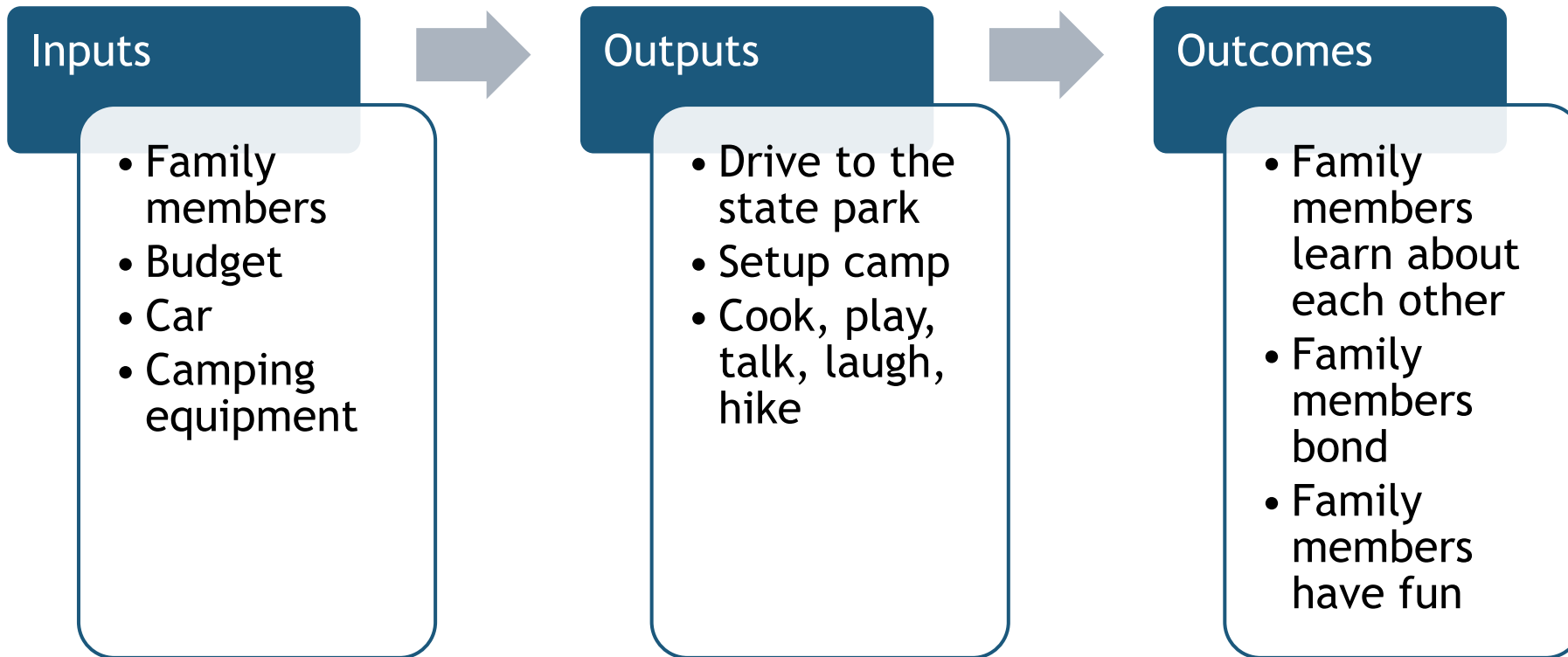
Let's look at some examples

Problem statement: I am hungry



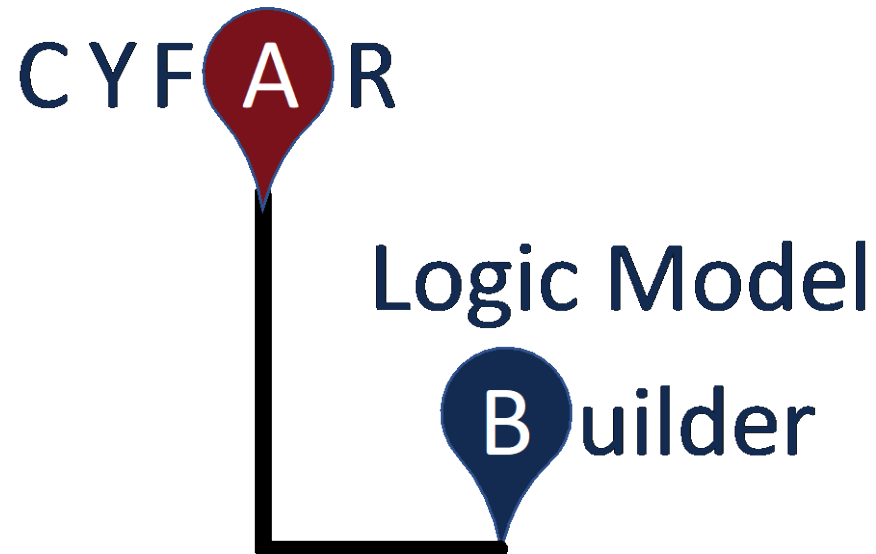
Family Vacation

Problem statement: *My family needs a vacation*



Creating a CYFAR Logic Model

- ▶ The CYFAR PD TA Center website offers a Logic Model Builder for you
- ▶ Uses language that aligns with USDA and NIFA requirements
- ▶ Intended to help projects develop strategic actions and timelines



Step 1 - Identify Needs and Assets

▶ Needs

- ▶ High rates of youth obesity in zip code 12345 in Anytown, USA.
- ▶ Youth programs available in Anytown, USA do not offer physical activity or nutrition education.

▶ Assets

- ▶ Current programs available provide foundation for additional programming to address youth obesity.
- ▶ Extension staff knowledge of youth programming.

Step 2 - Desired Program Results

- ▶ At the completion of the program, what will be different?
- ▶ Short-term result: Youth will increase physical activity as a result of participating in the program
 - ▶ Changes in knowledge, skills, attitudes, and/or behaviors
 - ▶ Short-term results must be reported on each year of the 5 year project
- ▶ Long-term result: Anytown, USA will have an increased community capacity to implement youth programs that incorporate physical activity
 - ▶ Changes in organizations, system change, increased community capacity, and/or program sustainability
 - ▶ Long-term results must be reported on during years 4 and 5 of the 5 year project

Step 3 - Indicators

- ▶ How will you know if the results have been achieved? With what evidence?
- ▶ Short-term indicator: Youth who participate in the program will increase their physical activity as measured by activity journals that are kept throughout the program. Level of physical activity data will be compared from the beginning of the program to the end of the program.
- ▶ Long-term indicator: Businesses and local organizations become involved in program efforts as evidenced by their volunteer hours in program efforts.

Step 4 - Activities

- ▶ Activities describe programs that are implemented to achieve the desired results. Program activities become important only when they are linked to desired results.
- ▶ Examples:
 - ▶ Adapt program curriculum to fit community needs.
 - ▶ Train staff and volunteers on program protocol.
 - ▶ Recruit participants for program sessions.
 - ▶ Administer pre/post-program surveys.
 - ▶ Communicate results to stakeholders via community meetings.

Step 5 - Resources

- ▶ Resources include the things needed to conduct the activities and achieve the desired results of the program based on needs and available assets.
- ▶ Examples:
 - ▶ Extension staff trained on youth development
 - ▶ Contracted evaluation professionals
 - ▶ MOU with current youth program administrators to collaborate on newly funded project
 - ▶ Professional development series available to program staff
 - ▶ Active volunteer base in community
 - ▶ Evidenced-based curriculum
 - ▶ Established relationship with University of Anytown
 - ▶ Facilities available for use in Anytown Community Recreation Center

Steps 6 through 9 - Data sources, collection, and analysis (short-term)

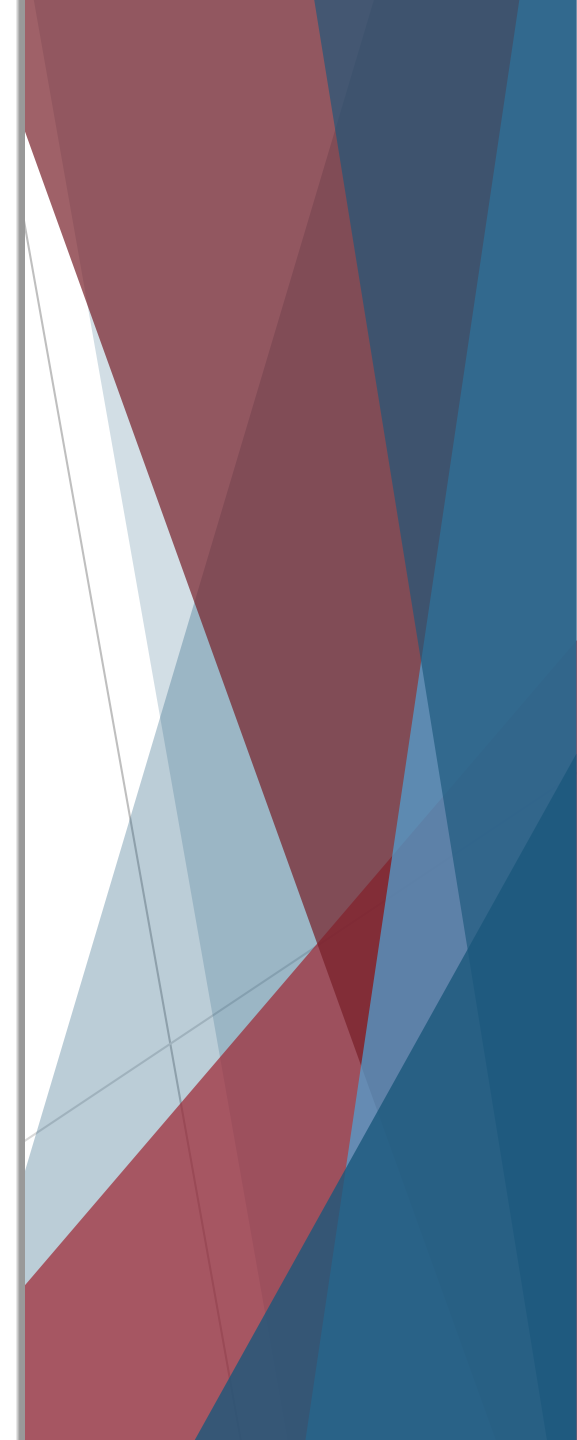
- ▶ For your short-term indicators
 - ▶ Where will you get your data? Who will provide you with the answers?
 - ▶ Will you be administering a pre/postprogram survey? Will you collect data throughout the program? Will you collect data at the end of your program only?
 - ▶ How will you go about collecting your data?
 - ▶ How will you analyze your data?

Steps 10 through 13 - Data sources, collection, and analysis (long-term)

- ▶ For your long-term indicators
 - ▶ Where will you get your data? Who will provide you with the answers?
 - ▶ Will you be administering a pre/postprogram survey each year ? Will you collect data throughout the program and compare trends with previous years? Will you collect longitudinal data?
 - ▶ How will you go about collecting your data?
 - ▶ How will you analyze your data?

Testing Grant Writing Event

Identified Needs and Assets	Desired Results	Indicators	Activities	Resources
<p><u>Needs</u></p> <ul style="list-style-type: none"> • High rates of youth obesity in zip code 12345 in Anytown, USA. Youth programs available in Anytown, USA do not offer physical activity or nutrition education. <p><u>Assets</u></p> <ul style="list-style-type: none"> • Current programs available provide foundation for additional programming to address youth obesity. Extension staff knowledge of youth programming. 	<p><u>Short-Term</u></p> <ul style="list-style-type: none"> • Youth will increase physical activity as a result of participating in the program. <p><u>Long-Term</u></p> <ul style="list-style-type: none"> • Anytown, USA will have an increased community capacity to implement youth programs that incorporate physical activity. 	<p><u>Short-Term</u></p> <ul style="list-style-type: none"> • Youth who participate in the program will increase their physical activity as measured by activity journals that are kept throughout the program. Level of physical activity data will be compared from the beginning of the program to the end of the program. • Businesses and local organizations become involved in program efforts as evidenced by their volunteer hours in program efforts. <p><u>Long-Term</u></p> <ul style="list-style-type: none"> • Youth who participate in the program will increase their physical activity as measured by activity journals that are kept throughout the program. Level of physical activity data will be compared from the beginning of the program to the end of the program. • Businesses and local organizations become involved in program efforts as evidenced by their volunteer hours in program efforts. 	<ul style="list-style-type: none"> • Adapt program curriculum to fit community needs 	<ul style="list-style-type: none"> • Diverse funding streams for youth programming in community



Short-Term Desired Results:

Indicators (Type of Data)	Source of Data	Time of Collection	Methods of Collection	Analysis
Youth who participate in the program will increase their physical activity as measured by activity journals that are kept throughout the program. Level of physical activity data will be compared from the beginning of the program to the end of the program.	nonYouth who participate in the curriculum will be asked to complete activity journals throughout the program.e	noYouth will keep activity journals throughout the program, beginning with the first session. Program leaders will collect the journals at the end of the program for analysis.ne	Youth will keep activity journals throughout the program, beginning with the first session. Program leaders will collect the journals at the end of the program for analysis.	Content analysis will be used to identify themes in youth activity journals.Content analysis will be used to identify themes in youth activity journals.Content analysis will be used to identify themes in youth activity journals..
	nonYouth who participate in the curriculum will be asked to complete a pre / post - program survey, including the CYFAR Common Measure assessing Physical Activity.e	noYouth who participate in the curriculum will be asked to complete a pre-survey during the first program session, prior to starting the curriculum. Youth will be asked to complete a post-survey during the final program session.ne	A survey, including the CYFAR Common Measure assessing Physical Activity, will be administered to youth by program leaders at the beginning of the program and again at the end of the program.	Statistical analysis of quantitative data collected in the pre/ post - surveys will be conducted to assess changes in youth attitudes and behaviors regarding physical activity.Content analysis will be used to identify themes in youth activity journals.none

Long-Term Desired Results:

Indicators (Type of Data)	Source of Data	Time of Collection	Methods of Collection	Methods of Collection
Businesses and local organizations become involved in program efforts as evidenced by their volunteer hours in program efforts.	Volunteers from the community will keep logs of the service hours they provide.	Volunteers from local businesses and organizations will track their service hours which will be submitted to program leaders at the completion of each session or event.	Volunteers from local businesses and organizations will track their hours on timesheets that will be submitted to program leaders at the completion of each session or event.	Quantitative analysis will be conducted to tally total number of volunteers and service hours rendered each year.Outputs of service from years 1 - 5 will be compared to identify an increase in community support.
	Volunteers will be invited to participate in a focus group to share experience about their service.	Volunteers will be invited to participate in a focus group at the end of each program year.	Volunteers will be asked to participate in a focus group at the end of each program year. Focus groups will be facilitated by a program evaluator.	Content analysis will be conducted on focus group feedback to gauge levels of volunteer commitment and satisfaction.

Agenda - Day 2

- ▶ 2:00 p.m. Lessons Learned: Current Grantees Discuss Logic Models and Tools for Success
- ▶ 2:30 p.m. Breakout Session: Peer Review of Draft Logic Models
- ▶ 3:00 p.m. Break
- ▶ 3:15 p.m. Lessons Learned: Current Grantees Discuss Writing a Successful Project Narrative
- ▶ 3:45 p.m. Drafting a Budget and Budget Narrative - Mark Otto, Projects Director
- ▶ 4:15 p.m. Break
- ▶ 4:30 p.m. Overview of Grant Proposal Development, Submission, and Review Process - Dr. Daniel Perkins, Co-Principal Investigator, CYFAR PDTA Center
- ▶ 5:00 p.m. Adjourn