

Designing Stronger Projects And Proposals For Watershed Protection

NH Watershed Conference
November 21, 2009

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COOPERATIVE EXTENSION



Today...

- Learn components of project design
- Learn characteristics of fundable projects
- Practice applying design elements to project ideas
- Recognize parallels between project elements and grant proposal requirements

Rationale for better project planning and design



Assumptions

Desire
to make a difference



Limited resources
to achieve that



Fundable projects

- Should solve a “problem”.
 - Fill a gap in knowledge base = research
 - Change an environmental, social, or economic condition
 - Both!
- Should be feasible and produce desirable results.
- Should have all ADDIE components.

Conduct Research

For example:

- Data gathering
- Data analysis
- Assessment
- “Monitor” “inventory”
“survey”



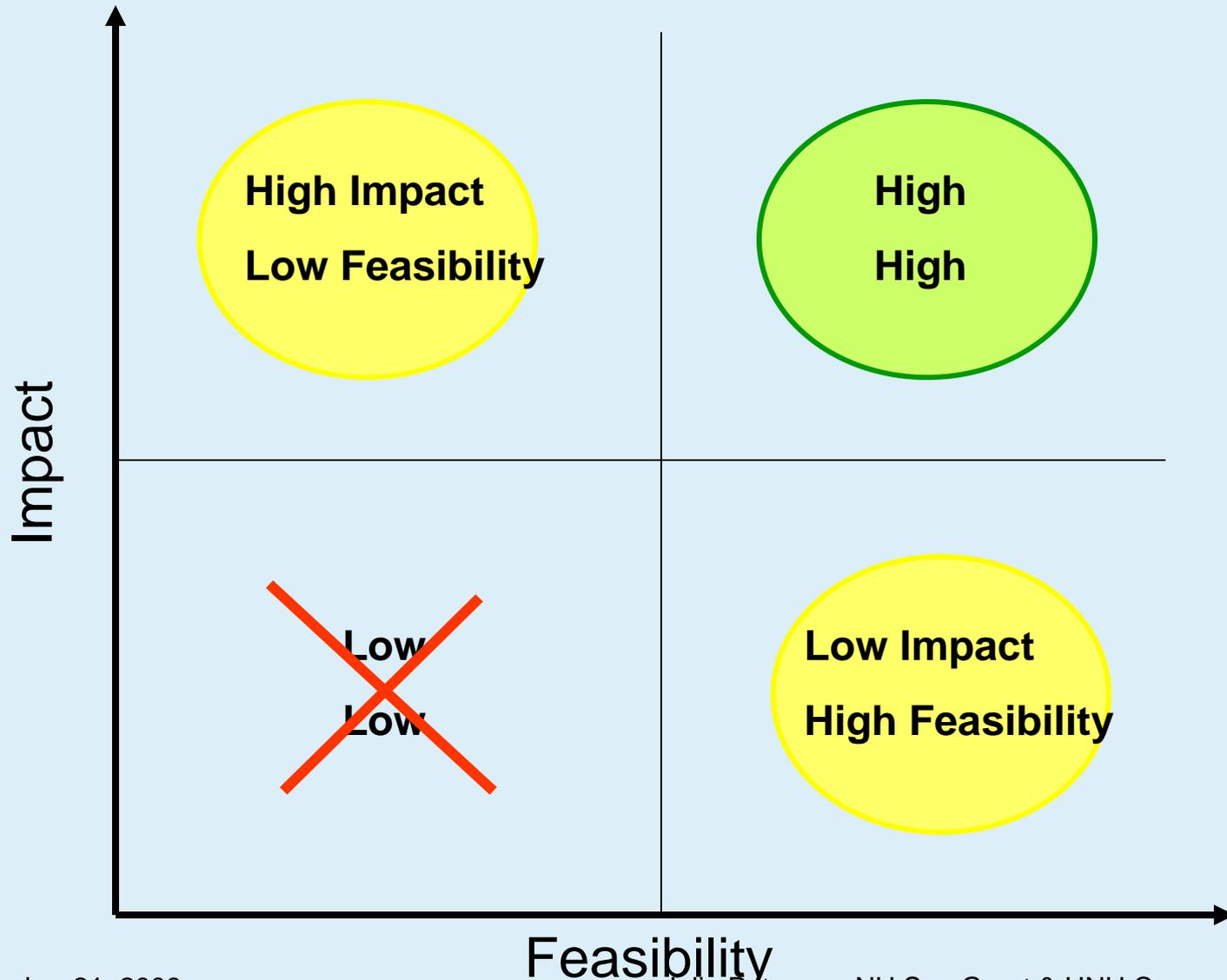
Change Environmental, Social or Economic Condition



For example:

- Environmental restoration
- Outreach/Education
- Organizational capacity building

Fundable projects



ADDIE*

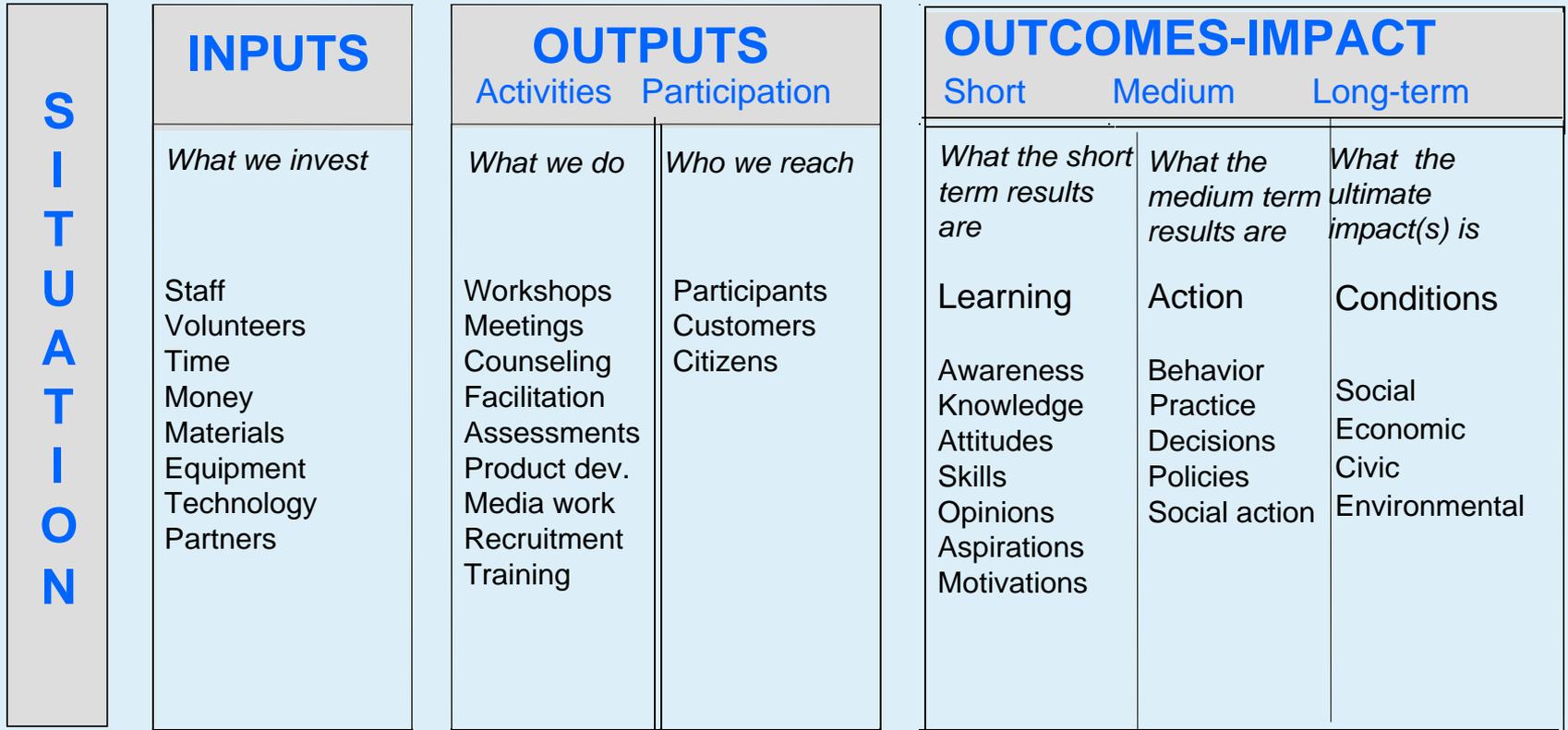
Project Design and Evaluation Model

- **A**ssess needs
- **D**esign project
- **D**evelop project
- **I**mplement project
- **E**valuate project



LOGIC MODEL

If _____, then _____



ASSUMPTIONS

- 1)
- 2)
- 3)
- 4)



Project:

Situation (problem):

Assumptions and External Factors:

Inputs (Resources)	Target Audience	Activities (What YOU do)	Outputs (What YOU produce)	Learning Outcomes (What your AUDIENCE knows)	Action Outcomes and does as a result)	Condition Outcomes (The desired environmental, economic or social change)

Performance Measures:

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Turning Ideas into Projects

Elements of Project Design

- I. Situation
- II. Goal
- III. Outcomes or Objectives
- IV. Activities (and Audience if relevant)
- V. Evaluation plan (indicators & instruments)
- VI. Action Plan
- VII. Budget
- VIII. Budget explanation

1. Identify the **SITUATION**

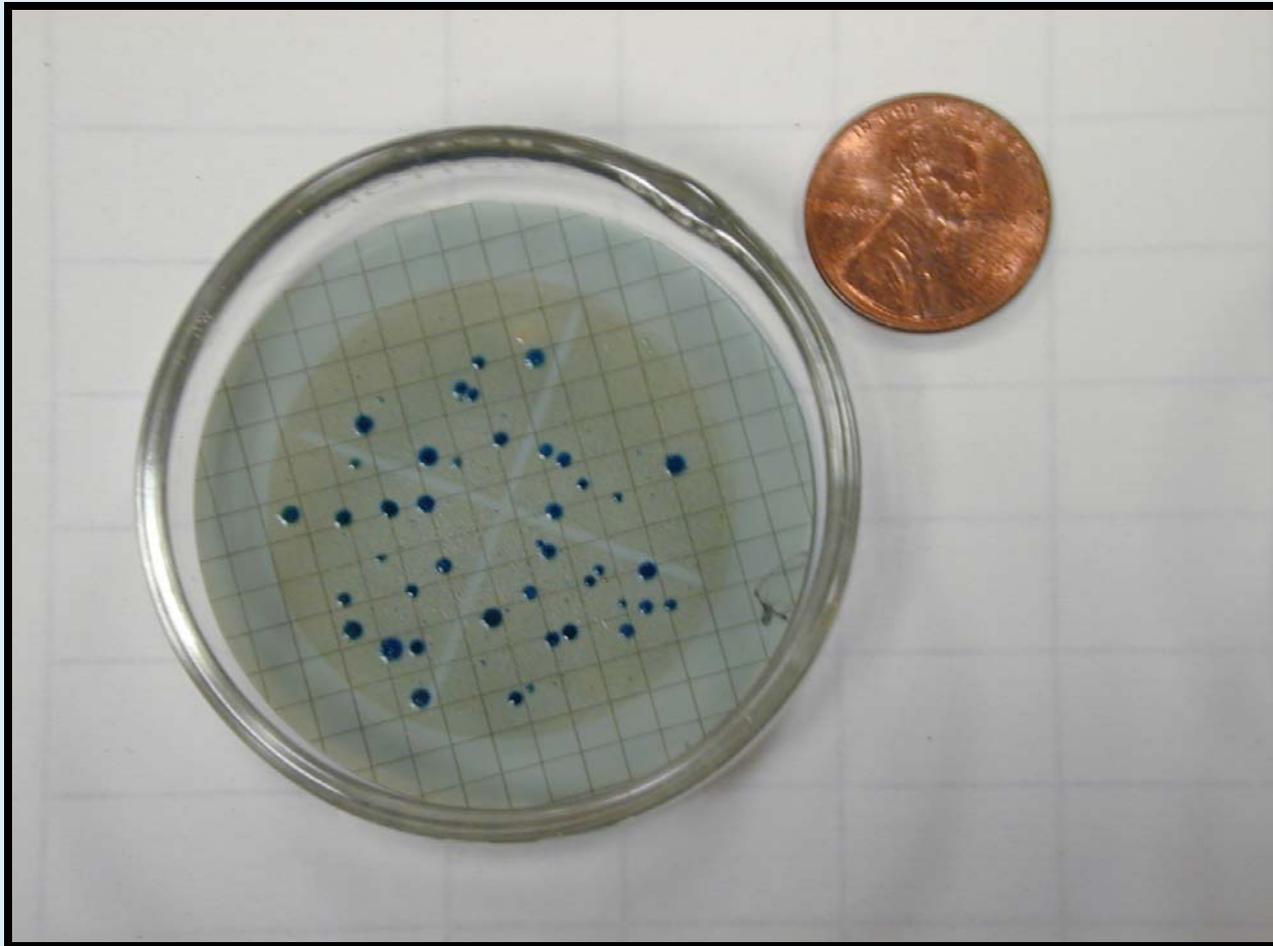
Background, Problem Statement – Describes the condition that warrants action. Conditions are environmental, social or economic.

- Start big and narrow down.
- Confirm that situation is changeable.
- Use facts and figures to support existence of the “problem”.
- Think about impact and feasibility of addressing this problem.

EXAMPLE I: IDENTIFYING THE SITUATION and NARROWING DOWN

PROBLEM	WHY? (Invert into GOAL.)	WHY?	WHY?	WHY? (Narrowed problem)	Ability to influence? High, M, Low	Supporting data
<i>Shellfish beds are being closed due to pollution</i>	<i>High bacterial counts in shellfish waters.</i>	<i>Wastewater from WWTF</i>	<i>Facilities are overcapacity and aging infrastructure</i>	<i>Lack of support to upgrade facility</i>	<i>M - L</i>	
		<i>Faulty septic systems</i>	<i>Lack of maintenance and repair</i>	<i>Lack of knowledge, funds, and will</i>	<i>M</i>	
		<i>Pet waste</i>	<i>Significant amount of dog waste in coastal neighborhoods</i>	<i>People not picking up waste or improperly disposing</i> 	<i>M - H</i>	<ul style="list-style-type: none"> •DNA ribo •Agency Report •Newspaper articles •Windshield survey
		<i>Wildlife</i>	<i>Waste is not managed or manageable</i>	<i>Wildlife is “wild”</i>	<i>L</i>	
		<i>Livestock</i>	<i>Poor manure management</i>	<i>Farmers may or may not be participating in USDA nutrient management programs</i>	<i>M</i>	

What is the **SITUATION** for your project?



2. Define the **GOAL**

Describes the desired environmental, social or economic condition OR the knowledge to be gained (research).

- the big picture,
- the desired situation,
- the opposite of the problem.
- Keep it simple and fairly broad.



What's the GOAL of your outreach?



Outreach? Restoration? Capacity? Assessment? Other?



3. Plan **OUTCOMES**

Results, Impacts – Describe the desired results a successful project will produce.

- Are not the activities you plan to carry out!!!
- Should drive your activities.
- Must be logically connected to the SITUATION.
 - This logic = RATIONALE for a grant application.
- Two to four outcomes is usually enough.
- Must be measurable!
- Wording differs for research and outreach.



The Difference!

Research outcomes

describe how

**BODY OF
KNOWLEDGE**



will be different.

Outreach outcomes

describe how

PEOPLE



will be different.

Outreach Outcomes

What do you want people to
THINK, KNOW, FEEL, or DO?

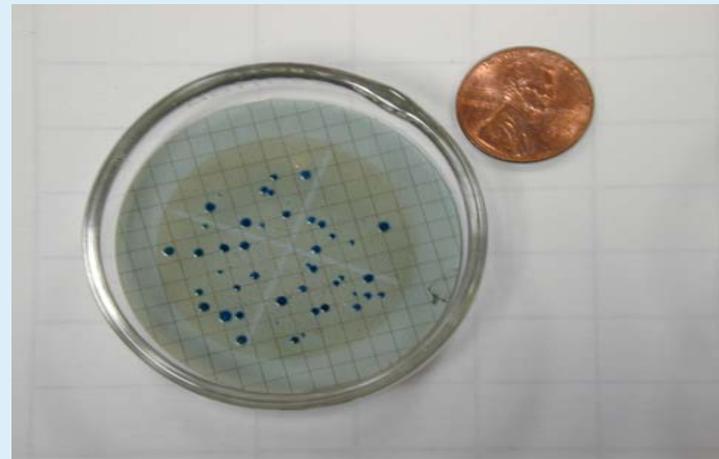
- Awareness
- Knowledge
- Skill
- Attitude
- Opinion
- Behavior
- Practice
- Decisions
- Policies

POP QUIZ!

Distinguish OUTCOMES from ACTIVITIES.

- Produce a pamphlet about stormwater.
- Increase resident knowledge about where stormwater flows.
- Reduce employee resistance to recycling.
- Provide recycling buckets to each employee.
- Describe the annual flow characteristics of Hodgson Brook.

What will be different as a result of your project?



3a. Write **OBJECTIVES**

Outcomes = results

Objectives = specific results



- Important for reporting quantifiable results

- Are SMART

**Specific,
Measurable,
Audience driven,
Realistic,
and Time-limited**

Writing **OBJECTIVES**

Example:

Outcome = Have an increase in the number of dog walkers scooping waste and properly disposing.

Objective = Proportion of all dog walkers scooping waste and disposing of it in designated receptacles in Small Creek neighborhood will increase by 50% from 2009 to 2010 during specified seasons and times of day.

What are your outreach **OUTCOMES** (or objectives)?



4. Describe **ACTIVITIES**

Methods, Approach, Outputs = Describe what YOU will do to achieve the outcomes.

- Outcomes should drive the activities. Must be logically connected to each other and situation.
- Usually should not be the first project element defined!!!
- Keep asking yourself: Is this the best way to attain the desired outcomes? If not, redo!

Conducting Outreach / Education?



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4a. Identify your Target Audience

Who do you need to reach?

Who has the most influence over the outcome?

- Residents?
- Tourists?
- Voters?
- Town boards?
- Legislators?
- Businesses?
- Teachers?
- Youth?



Segment Your Audience

Narrow down by....

- Geographic location
- Interest
- Occupation
- Age
- Gender
- Behavior Patterns
- etc.

Examples:

Shoreland property owners

Snowmobilers

Automotive shop owners

Retired people

Women

Over-waterers

... to fit your outcomes.

Who is your target AUDIENCE segment?

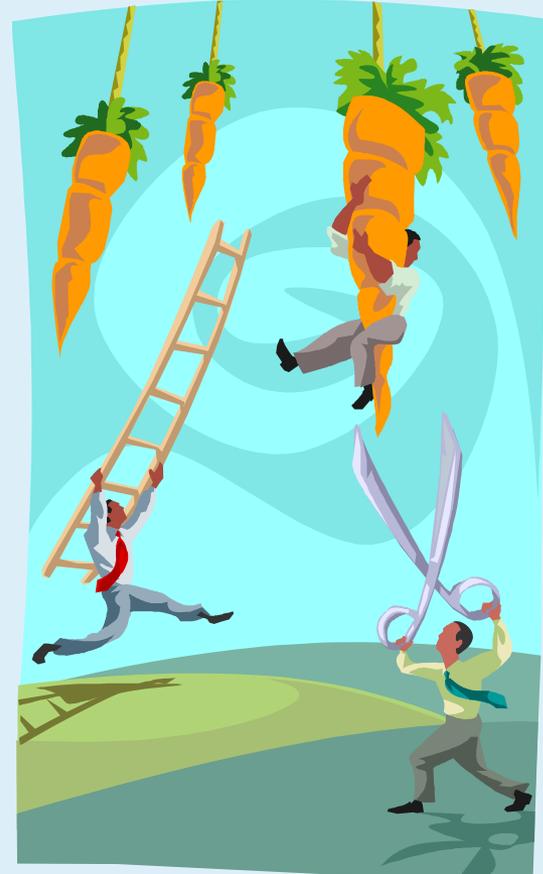


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Get to Know Your Target Audience - Condition or Motivation

- Knowledge level
- Existing skill
- Existing awareness
- Existing behavior
- Existing attitudes



Consider Barriers and Incentives!!!

Get to Know Your Audience, con't

Techniques for finding out more:

- Observations
- Focus groups
- Statistics and data
- Surveys
- Include target audience in the planning



E.g. Septic Slackers

- 1 in 4 U.S. households has a septic system
- Septic system failure rates are 5 - 35%
- 50% of owners are “septic slackers” who have not cleaned or inspected their system in the last three years
- 12% have no idea where their system is located on their property



Source: Septic Protector

Center for Watershed Protection

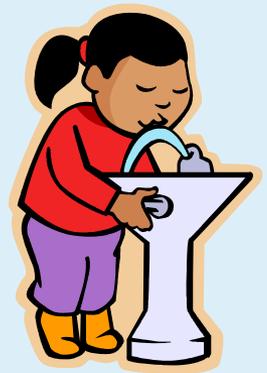
E.g. Frequent Fertilizers

- There are 20-30 million acres of lawn in the U.S.
- 52% of people who fertilize OVER-fertilize
- Only 10-20% of lawn owners perform soil tests first



4b. Determine Your Message for your target audience for each outcome

- Promote a direct **benefit** to the target audience
- Be **understandable**
- Link to something of **value** to them
- State **specific actions**
- Use social marketing principles if looking for **behavior change** – www.cbsm.com



4c. Choose a Method to Get Your Message Across

Formats (or Products) & Distribution

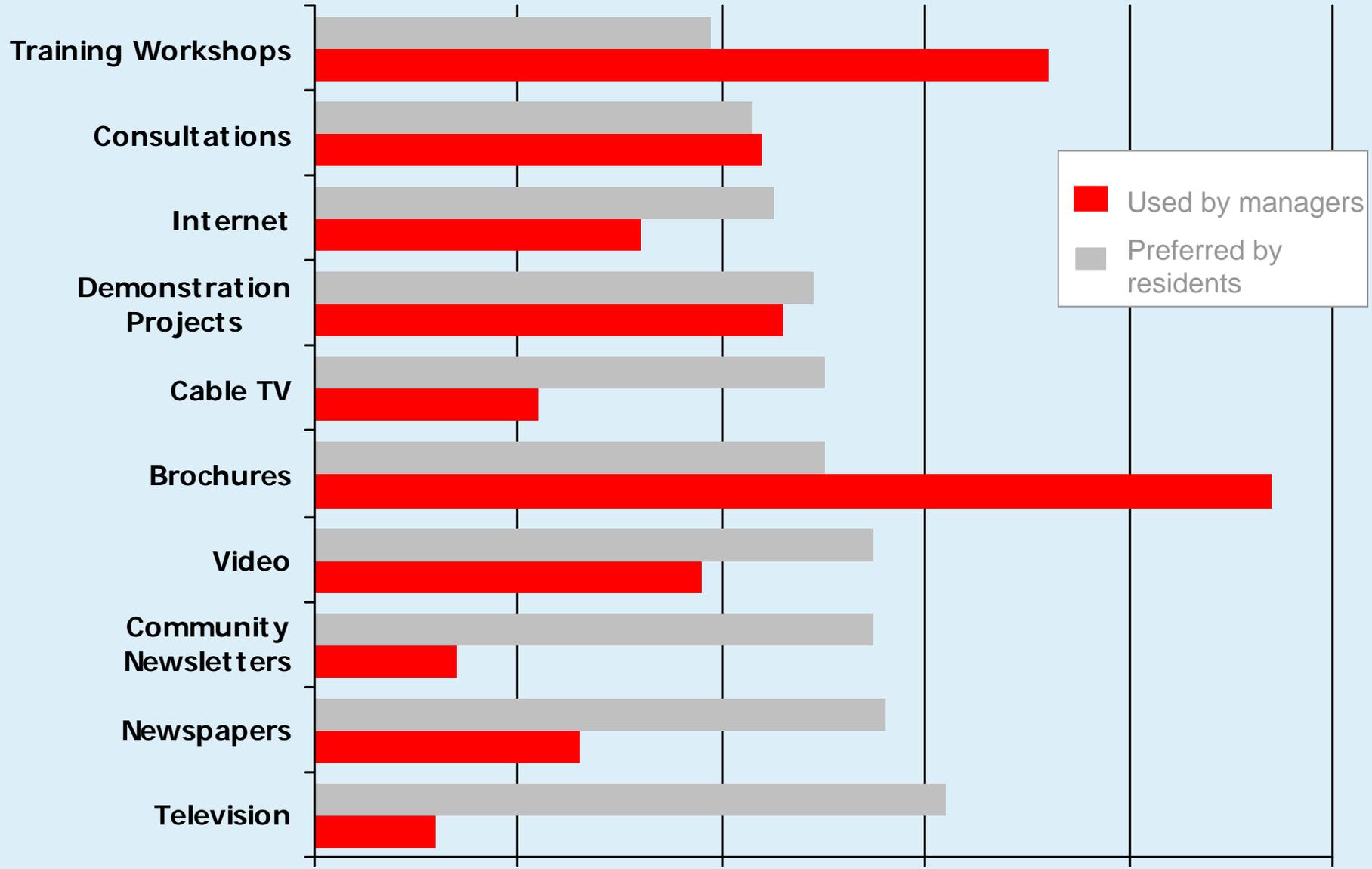
- Print
- Promotional give aways
- Media
- Website/CDs/listserves/e-mails
- Events



4d. Distribute Your Product

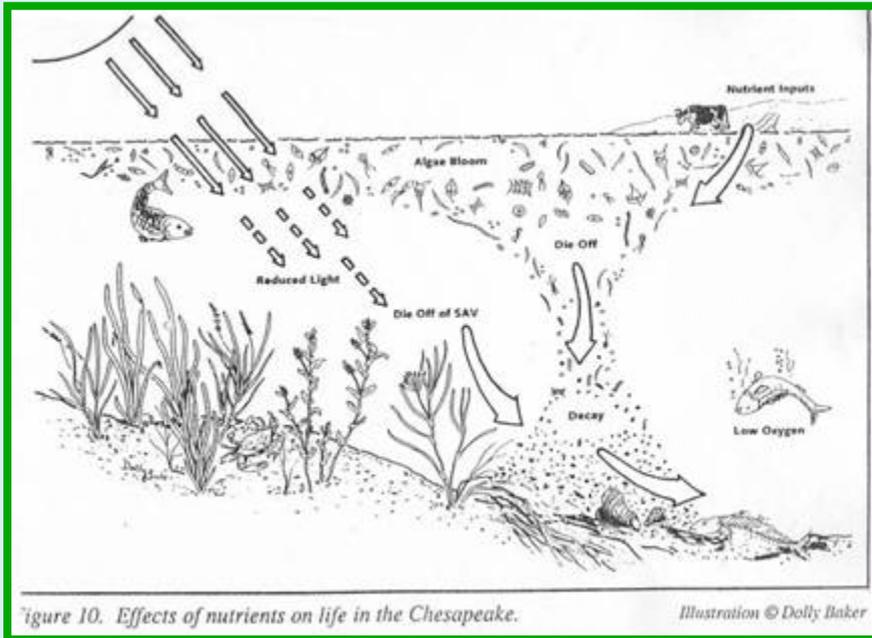
- Mail
- Door-to-door
- Announcements/press releases
- Piggybacking your message
- Websites

Outreach Methods Used vs. Those Preferred by Residents

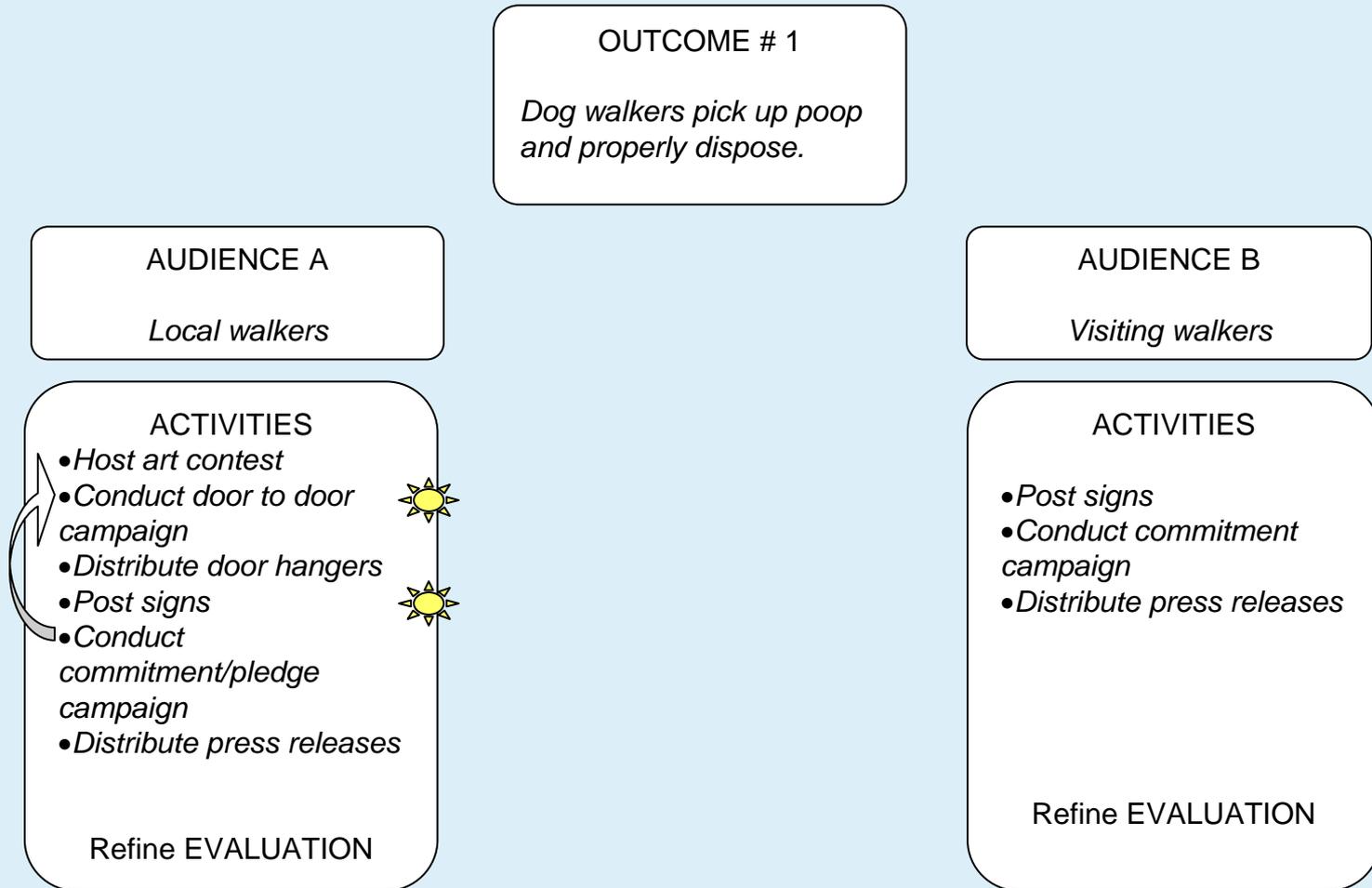




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EXAMPLE : DESCRIBING ACTIVITIES



POP QUIZ!!

Match outcomes and activities.

1. Increase voter support for improved wastewater treatment facility.
2. Increase 5th graders knowledge about pollutants in runoff.
3. An increase in base flow of Small Creek.
4. Increase # of dog walkers removing pet waste.

- A. Use Enviroscape to demonstrate concepts of nonpoint source pollution.
- B. Provide pet waste baggies and barrels.
- C. Write news articles about causes of shellfish bed closures.
- D. Replace existing stream culverts with larger ones.

What **ACTIVITIES & PRODUCTS** will you do? Do they match your audience and outcomes?



5. Develop an **EVALUATION PLAN**

Prepare to Measure Success



Evaluation Levels

- Process – Did we do what we said we would do?
- Outcome - Did we accomplish the outcomes we planned for?
- Impact – How much difference did we make, how and why?

Project:

Situation (problem):

Assumptions and External Factors:

Inputs (Resources)	Target Audience	Activities (What YOU do)	Outputs (What YOU produce)	Learning Outcomes (What your AUDIENCE knows)	Action Outcomes and does as a result)	Condition Outcomes (The desired environmental, economic or social change)
PROCESS				OUTCOME		IMPACT

Indicators:

--	--	--	--	--	--	--

5a. Choose **INDICATORS** of success

- How will you know if you were successful?
- What can you count?
 - Scores on Pre and Post tests
 - Observation of skills or behaviors
 - Responses on questionnaires
 - Track hits, attendance, phone calls, etc.
 - Review Before and After data



The EVALUATION PLAN

- Look at your outcomes and activities.
 - How will you measure whether or not you reached the desired outcomes?
 - What will you measure? = INDICATORS (bits of data)
 - When will you measure?
- Develop EVALUATION TOOLS or INSTRUMENTS to capture that information.

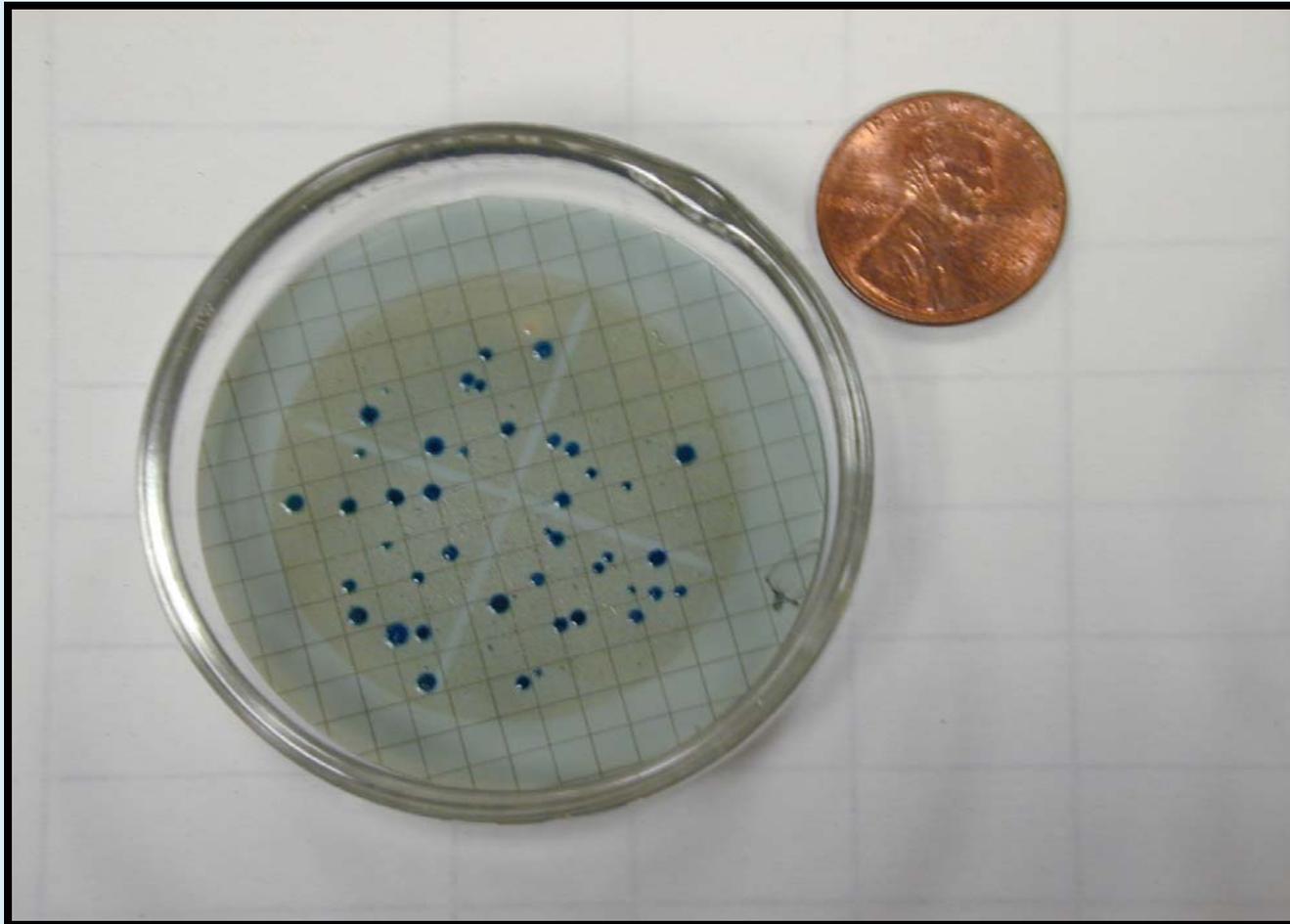
Key to successful evaluation = clear, sound outcomes/objectives in the first place!

Pop Quiz!

Identify the following as either an INDICATOR or an EVALUATION TOOL

- Observation
- Cans recycled
- Post session questionnaire
- Interview
- Positive survey responses
- Watershed plans created

What EVALUATION information can you collect? When and how will you collect it?



Next Steps: ACTION PLAN



What *Inputs*

TIME

EFFORT

PEOPLE

RESOURCES

Are needed??

Be specific!!



6. Create an **ACTION PLAN**

Tasks, Time-line – Describe in some detail the who, what, when, where and how much (time, money, materials) is needed to carry out the activities and the evaluation.

- List time, personnel, materials, supplies, major tasks and funds needed.
- Determine timeframe for each task.
- Beware of season-sensitive tasks e.g. school calendars, hot and cold weather, growing seasons, etc.

EXAMPLE VII: TIME AND TASK LINE or ACTION PLAN

Who?	What?	Fall '06	Winter '06-07	Spring '07	Summer '07	How much?
<i>E.g. Mr. Rogers</i>	<i>Conduct baseline observations of dog-owner scooping behavior – set up data grid, establish protocol, test protocol</i>	→				<i>12 days 12 trips to creek. @ 10 miles RT</i>
<i>Lady Elaine</i>	<i>Write the script for students to use on door to door campaign.</i>	→				<i>2 days</i>
<i>X the Owl</i>	<i>Train students to conduct door to door campaign.</i>		→			<i>4 days</i>

What's your ACTION PLAN?

Identify the who, what, when, where and how much.



7. Determine the **BUDGET**

Project costs, Project expenses and income.

- Use the categories provided by the funder.
- If not provided, start with these headings - salary, fringe, supplies, travel, subcontracts, subtotals, and totals. You may also need to include equipment, overhead (or indirect), construction, rental and match.
- Get estimates. Investigate.
- Be realistic and informed!

EXAMPLE VIII: BUDGET WORKSHEET with justification info

	Fall '06	Winter '06-07	Spring '07	Summer '07	Project Totals
Salary and Fringe (Who at how many hours/days at what \$\$ per hour/days? Rates over time?)	<i>Mr. Rogers for 12 days at \$100/day = \$1200. Lady Elaine for 4 days at \$200/day = \$800</i>	<i>Lady Elaine for 1 day at \$200/day</i>	<i>Mr. Rogers for 2 days at \$105/day = \$210</i>	<i>Lady Elaine for 1 day at \$200/day</i>	<i>Mr. Rogers at \$1410 Lady Elaine at \$1200</i>
Equipment					
Supplies (Include materials, postage, telephone, rental costs, etc.)					
Travel (Include # of miles you anticipate driving X mileage rate, or bus, train or plane fare.)					
Subcontracts (Includes consultants, service providers, etc.)					
Indirect (Overhead)					
Construction					
TOTALS					
MATCH	<i>20 volunteers for 4 hrs at \$18/hour</i>	<i>Donated newspaper ad space at \$400</i>	<i>Graphic art donated for signs @ \$300</i>	<i>10 volunteers for 4 hrs at \$18/hour</i>	\$2860

8. Write a **BUDGET NARRATIVE**

Budget explanation, Budget rationale = a short description of each budget heading that includes information about how that figure was derived.

- Provide some detail.
- Be realistic!
- Is especially important if some of your budget items are unusual.



Tips for writing better proposals

1. Pay attention to the grantor.

- Give the grantor exactly what they ask for. Make it easy.
 - Application requirements = review criteria.
 - Usually points are based on those criteria.
 - Proposals also compete with each other.
 - Content, font size, length, deadlines; stakeholders, public hearings, etc.
- If you don't know your grantor well, research them!
 - Find mission and priorities.
 - Find out restrictions.
 - Look for nuances and buzz words in the Request For Proposals RFP/A.
 - Perhaps contact grant manager directly.
- Be honest with yourself.
 - Submit only if your project is a good fit for that grant program.
 - Focus on your project's relevance to the grantor's requirements.

Tips, con't

2. Make it high quality.

- Appearance matters here.
 - Typed, font choice, font size, white space, format, and organization.
- Make language and concepts understandable, readable, clear, & concise.
 - Share your drafts with trusted colleagues, both familiar and unfamiliar with the project content.
- Make sure the connections between your situation, objectives, methods, evaluation, etc. are logical and explicitly spelled out.
 - Do not assume.
- Offer/accept to be a reviewer.
 - You will never be the same!
- Take feedback constructively and **REVISE** your proposal!
 - You may be able to resubmit.

Tips, con't

3. Base it in reality.

- Budget – get estimates, calculate. Watch match.
- Only promise what you can deliver.
 - Apply to conduct a pilot project if not sure.
- If appropriate, include Project Strengths and Challenges or Limitations.
- Know your capacity.
 - Hire out or partner where necessary.

Tips, con't

4. Set up for success.

- Play nice!
 - You will need partners and collaborators to be most successful even in a competitive environment.
 - Grant managers are impressed by shared resources.
- In collaborations, identify a leader for the project.
- Keep good records, you WILL have to submit reports and invoices!
- Stay alert.
 - Funding priorities change over time.
- You must be convincing to each person of the review team.
 - Proposals are usually reviewed by a team. Members can influence each other.

Proposal Pitfalls



- Make it hard for the reviewer...
 - to locate required project components, understand your project, trust your project or read the proposal.
- Submit sloppy or careless materials.
 - e.g. faxing pieces of proposals
- Submit anything **AFTER** the deadline.

Components you WILL need:

- Project summary
- Situation statement
- Rationale, Justification or Significance
- Goals and Outcomes or Objectives
- Activities, Methods, Approaches
- Action Plan or Tasks
- Evaluation, Assessment,
 - Performance Indicators, Benchmarks (either Activity or Outcome based)
- Budget
- Budget explanation
- Timeline or Timeframe

Components you MIGHT need:

- Pre-proposal
- Literature review or review of similar projects
- Deliverables, Outputs, Products
- Match or Cost-share
- Describe your budget in terms of tasks
- Describe the nature of a collaboration
- Describe stakeholder involvement
- QAPP
- Letters of support (don't reuse old ones!)

POP QUIZ! (True/False)

- Proposal reviewers are bored. They like being puzzled by your application.
- Grant managers prefer you not consult others while developing your project.
- It doesn't matter if your proposal is a mess, it's the idea that counts.
- Once you have the funds, that's the end of your contact with the grant provider.
- Promise the moon.

How are your project components?

- Situation
- Goal
- Outcomes or Objectives
- Rationale
- Activities (and Audience if relevant)
- Evaluation plan (indicators & instruments)
- Action Plan
- Budget
- Budget explanation



Thank you!

Designing Stronger Projects and Proposals for Watershed Protection

Water Resource Grant Opportunities

November 21, 2009

**Barbara McMillan,
Watershed Outreach Coordinator, NH
Department of Environmental Services**

Agenda

- DES Grants
- Other State Grants
- Grant Resources

Grant Programs at DES

● Section 319 Grants

- Watershed Restoration Grants for Impaired Waters
- Watershed Assistance Grants for High Quality Waters

● Source Water Protection Grants

● Exotic Species (aquatic)

● Coastal Program Grants

Watershed Restoration Grants

For Impaired Waters

(Section 319)

- **To restore impaired waterbodies**
- Watershed-based plan
- \$450,000 available
- 60/40% match

des.nh.gov 271-2358

Watershed Restoration Grants Examples

des.nh.gov 271-2358

- Pawtuckaway Lake Watershed Improvement
- Contoocook River Urban Stormwater Improvements
- Pemigewasset River Restoration
- Flint Farm Manure Storage Facility

Watershed Assistance Grants For High Quality Waters (Section 319)

- To protect high quality waterbodies
- Watershed-based plan
- \$250,000 available
- 60/40% match

des.nh.gov 271-2358

Eligible Applicants

- Towns,
- Conservation Districts,
- Regional Planning Agencies,
- Watershed Associations,
- Non-Profits, and
- State Agencies

Local Source Water Protection Grants (319)

- **Must Address Public Water Supplies**
- \$250,000 Available
- \$20,000 Maximum Grant
- No Match Required
- Eligible Activities:
 - Delineation of water supply areas
 - Inventory of contamination sources
 - Planning for protective measures
 - BMP and security measure implementation

des.nh.gov

Control Grants for Exotic Aquatic Plants

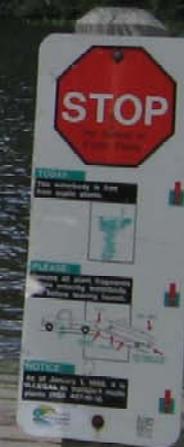
- Local lake associations and municipalities
- Control and treat exotic weeds (aquatic)
- IPM
- Match ? no and yes
- Management plans included in application

des.nh.gov

Amy.smagula@des.nh.gov

Milfoil and Other Exotic Plant Prevention Grants and Research Grants

- Require management plans
- Actively prevent infestations
 - Boat inspection
 - Education and outreach
- Research



des.nh.gov
Amy.smagula@des.nh.gov

Competitive Coastal Grants

- **NH Coastal Program (at DES)**
- **Projects that address coastal resources**
- **50% match**
- **Tech assistance to RPCs**
- **Next round deadline Feb 1, 2010 (tentative)**

des.nh.gov

Coastal and Estuarine Land Conservation Program (CELCP)

- To fund local land protection efforts
- Vie for space on a national priority list
- CELCP requires a one to one match from all applicants.
- NH Coastal Program submits to NOAA

Other State Grant Programs

- Moose Plate Grants
- Land & Community Heritage Investment Grants (LCHIP)
- NH Wetlands Reserve Program
- NH Fish and Game Small Grants
- Piscataqua Region Estuaries Project Local Grants

Moose Plate Grants

- **For Conservation Projects**
- Physical, tangible results
- \$200,000 available in 2009
 - Under \$5,000 and over \$5,000
- 2 Programs:
 - County Conservation Grants
 - Local Conservation Grants
- No match

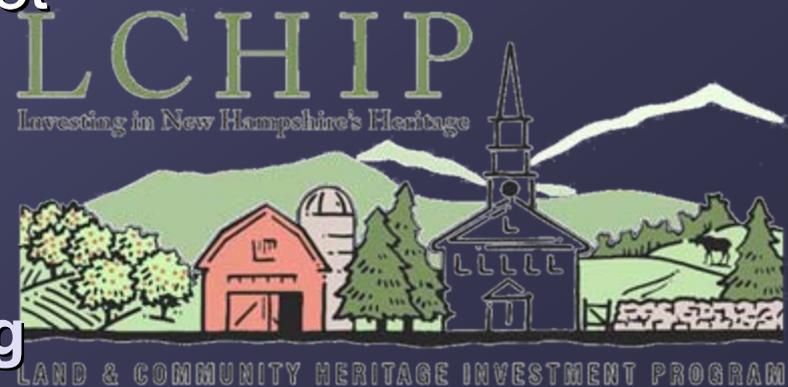


MoosePlate.com

Land & Community Heritage Investment Grants (LCHIP)

- Mandatory application workshop
- Targets significant natural resources
- Funds land purchase, easements, surveys, appraisals, inventories,
- Towns and public non-profits eligible
- Funds up to 50% of project

lchip.org



NH Wetlands Reserve Program

- Permanent easements
- 30 year easements
- Restoration cost share agreement
- Landowners eligible
- \$500,000 (easements) \$50,000 (rest)

nh.nrcs.usda.gov 868-7581

Fish and Game Small Grants Program for Wildlife Habitat Restoration and Enhancement

- Landowners with a minimum of 25 acres
- Restore or enhance wildlife habitat
- \$2,000 per year
- Leave property open

wildlife@wildlife.nh.gov

Piscataqua Region Estuaries Partnership (PREP)

- Coastal Watershed work only
 - Local Grants Program (yearly)
 - Coastal Watershed Land Protection Transaction Grants
 - Community Technical Assistance Program (assistance only)

prep.unh.edu 862-3403

Dead Grants



- Water Supply Land Protection Grants (DES)
- Coastal Illicit Discharge Detection, Elimination, and Mapping Grants (DES)
- Small Outreach and Education Grants (DES)
- Agricultural Nutrient Management Grants (DAG)
- LCHIP

des.nh.gov

Other Grant Resources

- NH Charitable Foundation – nhcf.org
- NH Nonprofits – nhnonprofits.org
- Foundation Center – foundationcenter.org
- EPA Environmental Ed Grants – epa.gov
- EPA – epa.gov/epahome/grants

NH Charitable Foundation

Review Criteria

- Project plan or strategic plan
 - Activities tailored to the community need
- Evaluation measures
 - Clear, achievable outcomes
 - What will success look like?

Foundations

Foundation giving represents
small slice of the charitable pie:

- In 2006, top 50 NH foundations gave **\$70.4 million**
- Same year, NH individuals gave **\$621 million** (charitable deductions reported to IRS)

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Other Grants?

Thank You

