

## Unit 2: Nonprofit Program Design

### Assignment Goals:

- To engage in audience analysis and to develop a program that responds to a funder's need
- To write individually
- To create a rhetorically situated, professional document
- To become more familiar with the process of project design
- To understand and imagine how client needs work
- To be able to read and comprehend a complex set of guidelines and requirements imposed by another organization

**Due dates:** Hard copies of the final draft of the Nonprofit Program Design are due in class on **Thursday, June 2**. Please turn in these materials bound or clipped together. Keep in mind that the assignment asks you to create a professional document; think of these hard copies as polished documents that you might present to an employer or funding agency.

Please take note of the following due dates for drafts.

- Sections (1) and (2) of the "Plan of Operations" – Bring a draft to class on Tuesday, May 24, and post it to d2l.
- Complete draft of the "Plan of Operations" – Bring a draft to class on Thursday, May 26.

**Percentage of course grade:** "Plan of Operations" is worth 40% of your total course grade. Each draft will be worth 10%, with the final worth 80%.

**Purpose:** In this assignment, you will design a program that encourages potential college students to actually enroll in college, per specifications given to you by the Department of Education. Your job is to create and design a program that will accomplish the Department of Education's goals and thus to win the grant competition. The fully Department of Education RFP is available on d2l. You will be responding to the "Plan of Operations," which is on page 58 of the RFP. The plan demands:

*Plan of operation* (30 points). The Secretary evaluates the quality of the applicant's plan of operation on the basis of the following:

- (1) (4 points) The plan to inform the residents, schools, and community organizations in the target area of the goals, objectives, and services of the project and the eligibility requirements for participation in the project;

(2) (4 points) The plan to identify and select eligible participants and ensure their participation without regard to race, color, national origin, gender, or disability;

(3) (2 points) The plan to assess each participant's need for services provided by the project;

(4) (12 points) The plan to provide services that meet participants' needs and achieve the objectives of the project; and

(5) (8 points) The management plan to ensure the proper and efficient administration of the project including, but not limited to, the project's organizational structure, the time committed to the project by the project director and other personnel, and, where appropriate, its coordination with other projects for disadvantaged students.

According to page four of the RFP, the overall purpose of the EOC program is to:

The EOC projects provide information regarding financial and academic assistance available for individuals who desire to pursue a program of postsecondary education, provide assistance to individuals in applying for admission to institutions that offer programs of postsecondary education, including assistance in preparing necessary applications for use by admissions and financial aid officers, and improve the financial and economic literacy of students, including basic personal income, household money management and financial planning skills, and basic economic decision making skills.

Your task is to design a program that will accomplish this overall goal.

**Project Structure Memo:** You should start by creating a project structure memo that will describe what your project will do, how it will operate, and who will be responsible for the individual pieces. It should try to answer the “who, what, where, when, why, and how” of the plan. Information to discuss in your memo includes, but is not necessarily limited to, the following:

- What might be the target audience for the proposal want and expect?
- How will you accomplish the goals of the project?
- Who will be the target population for the project? How can they be engaged? How will you overcome the target population’s potential reluctance to engage in the project?
- How will you deal with requirements throughout the RFP?

- Where should the project be held? Should you bring participants to a center, or should you bring information to participants? Why?
- How long should an individual participate?
- Why is your strategy effective?

Answering these questions will help you complete your application. You should bring drafts of Sections (1) and (2) to class. They will be used to help guide your later project direction.

**Final Product:** You should deliver a final product that is at least ten pages long and no longer than twenty pages, double spaced. It should describe in detail how your project will accomplish the goals of the Department of Education.

**Project Resources:** See, in particular, the following Grant Writing Confidential Posts for more on how to design and write a successful program narrative:

**Project NUTRIA: A Study in Project Concept Development:**

<http://blog.seliger.com/2008/06/30/project-nutria-a-study-in-project-concept-development/>

**Writing an Abstract:** <http://blog.seliger.com/2011/01/30/the-art-of-the-grant-proposal-abstract-is-like-the-art-of-the-lead/>

**How “Wraparound Supportive Services” Work:** <http://blog.seliger.com/2011/01/02/sign-me-up-for-wraparound-supportive-services-but-first-tell-me-what-those-are/>

**How to Write About Something You Know Nothing About: It’s Easy, Just Imagine a Can Opener:** <http://blog.seliger.com/2010/02/14/how-to-write-about-something-you-know-nothing-about-its-easy-just-imagine-a-can-opener/>

**One Person, One Proposal: Don’t Split Grant Writing Tasks:**

<http://blog.seliger.com/2009/08/23/one-person-one-proposal-dont-split-grant-writing-tasks/>

**How the Grant Making Process Works:** <http://blog.seliger.com/2009/04/26/grant-process/>

**Understanding the 5Ws and H:** <http://blog.seliger.com/2008/07/21/every-proposal-needs-six-elements-who-what-where-when-why-and-how-the-rest-is-mere-commentary/>

**The Danger Zone—Common RFP Traps:** <http://blog.seliger.com/2008/03/07/the-danger-zone-common-rfp-traps/>

**What Does a Grant Proposal Look Like Exactly? 13 Easy Steps to Formatting a Winning Proposal:** <http://blog.seliger.com/2008/02/25/what-does-a-grant-proposal-look-like-exactly-13-easy-steps-to-formatting-a-winning-proposal/>