Title of the Program

Subtitle of the Paper

Your Full Name

School of Business and Graduate Studies

Trinity Washington University

Submitted to (\*\*Instructor title and name) on behalf of the faculty of the School of Business and Graduate Studies in partial fulfillment of the degree requirements for the (\*\*\*Full Name of your Degree Program)

Semester Year

Executive Summary

This is a one page (150 to 250 words) overview of the program, plan, or grant proposal*.*

I, Your Name, acknowledge I completed this assignment in the spirit of the Trinity Washington University policy regarding academic honesty and plagiarism.

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List of Tables

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Table 1. Examples of the taxonomy coding from keywords to categories. **Error! Bookmark not defined.**

Table 2. *Category development in the focused coding.* **Error! Bookmark not defined.**

Table 3. *Meta codes: The three aspects of Latina women's culture.* **Error! Bookmark not defined.**

List of Figures

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*Figure 1.* The theoretical model of teenagers who choose not to use synthetic marijuana. **Error! Bookmark not defined.**

*Figure 2.* Examples of the axial coding comparing the relationships of categories. **Error! Bookmark not defined.**

Terms and Acronyms

This section is optional. Use it if you have many acronyms, or unusual and difficult terms, or industry specific language.

Introduction

Introduce your population, problem, and purpose in 1-2 paragraphs. Then, discuss the context of the problem in 1-2 paragraphs of rich detail, including data, facts, figures, and citations. This is a great place to use infographics. Last, transition out of the introduction using procedural sentences to share how you will proceed.

Population and Needs Assessment

This is your rhetorical argument leading to the statement of the problem below. This should inform the reader of the population involved, the situation leading to the issue(s) of concern for this project or grant. The section is developed much like a literature review to inform your readers about the population of interest and their unique issues. You should have established the general context in the introduction above. Now develop the more specific context to develop the reader’s understanding of the population, the nature of their needs in relation to the issue(s), which makes the problem relevant and establishes the call to action. It should be written in an authoritative and professional voice, be logical, and be heavily supported with citations, all while maintaining the readability and narrative flow. The argument should lead the reader to acknowledge or agree with your determination of the target population’s needs. This should take 1-2 pages, do not scrimp here.

* Items to cover in this section
	+ Identify & Describe
	+ Factors (influencing the population and their issues)
	+ Evidence of Factors
	+ Issue(s) (Determinants)
		- Evidence of Issue(s)
		- Situations & Conditions resulting from issues
	+ Effects (Overall or Long-term)

Statement of the Problem

Discuss the specific problem you plan to address for your target population. You discussed many of the aspects problem above in the needs assessment and it is likely entwined in several issues. Here you narrow the program’s focus to a segment or fragment of the problem, which is manageable in the scope of a program or grant.

Theory for Change

Discuss the theory, policy, legislation, or practitioner recommendations that guide your program.

Address the following (substitutes policy, legislation, or practice where appropriate),

* Discuss the background, history, and important theorist or researchers
* Discuss the intent or purpose of the theory
* Discuss how the theory is currently being used or researched
* Discuss how your program will make use of the theory

Program Design

Provide a description of the major elements of the program. Then detail the following sections.

Goals

Outline and define the program’s goals and the related objectives that lead to meeting the goal and measuring the success of the objective(s).

Goal 1

State the aspirational goal in a clear and concise sentence. Then explain or discuss if necessary.

Objective(s)

What are the specific and measurable steps you can take to indicate progress toward or completion of the goal?

Goal 2

State the aspirational goal in a clear and concise sentence. Then explain or discuss if necessary.

Objective(s)

What are the specific and measurable steps you can take to indicate progress toward or completion of the goal?

And so on…

Program Theory

This is a Theoretical Model of your program should affect the participants leading to the program expected outcomes. Discuss how you intends to affect the participants through the program. Then state your working hypothesis (IF, THEN, and THUS) concerning how the problem might be resolved or explained and the ramifications of implementing the resolution, or knowing the explanation. Do not forget to support this section with citations. Next, provide a figure or graphic representation to visualize the effect.

Figure 1. Caption for example of a figure (citation here if necessary).

Activities

* Discuss the specific activities involved in effecting your target population, mentioning the participants (who might not be your target population), and link the activities to the objectives listed in your goals. This clarifies how you are making the goals SMART through the objectives.
	+ Identify link between activity and related program objective
	+ Identify the constructs & measurements of effectiveness or success
		- Identify elements of the activity that can be defined and measured for assessment
* Discuss the expected outcomes on participants
	+ And population if different

Program Plan and Implementation

Discuss the general outline of your implementation, then move on to your discussion of the major milestones and tasks in the section below.

Milestones and Tasks

Discuss these in good detail to show your mastery of the details involved in implementing the program.

Timeline & Gantt chart

Copy and paste your figures or tables here.

Communication Outreach

Discuss the following in good detail using a narrative format, limit your use of bullets.

* Outreach
* Web & Social Media

Organizational Resources

Discuss the following in good detail using a narrative format, limit your use of bullets.

* Human resources
* Physical resources
* Office supplies
* Miscellaneous supplies
* Transportation

Knowledge Management and Information Sharing

Discuss the following in good detail using a narrative format, limit your use of bullets.

* Document and data management
* Privacy and data sharing

Budget

This is a table of major and important minor revenues and expenses. This is an item of great interest to administrators and funders who might approve your program. Take your time and be sure your numbers are accurate. You might search the internet for examples of similar budgets. See the MSA Program Planner for editable versions of a budget table. The needs in this section are nothing more than the budget table. Check that the numbers are reasonable and correct. Be sure it balances!

Table 1. Mock budget caption.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Mock Budget |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Budget Justification

Discuss the following in good detail using a narrative format, limit your use of bullets.

* Describe and defend the purpose and intent of each major budget category, and personnel.

Assessment and Evaluation

Discuss your plan for assessing constructs and measurements identified in the objectives, including the research method and design. For example,

* Plan for assessing constructs and measurements identified in the objectives
	+ This is a research design and method
* How will data be collected, analyzed, and reported?
* State a working hypothesis for each grouping of constructs to be assessed
	+ Example: Increased health services for homeless TAY LGBT youth in Ward 5 will reduce their risk of contracting STD’s and other infectious diseases like tuberculosis or pneumonia. This will be reflected in an 8% decrease in emergency room visits as reported by DCDOH.
* Indicate expected measures of effectiveness or success (to reject the null or the hypothesis)
	+ Discuss how you will analyze the results or findings
		- What statistical or qualitative analyses will you use?
	+ What might the results or findings indicate?
	+ Example: This measurement of service frequency will inform \_\_\_\_ program of the individual client needs met.

Evaluation

* How will results or findings be evaluated for effect on program?
	+ This is about the way your program will make use of the information gathered and results determined in the assessment stage to improve the program or to influence its direction.
	+ What is the feedback mechanism(s) for acting on results or findings of the evaluation?

Sustainability

Discuss the following in good detail using a narrative format, limit your use of bullets.

* What is the program administrator’s plan for development beyond the initial funding?
* What is the program administrator’s plan for incurring revenues through the plan?
* What plan is there for revenues to maintain the program between funding events?
* What is the program administrator’s plan for developing continuing funding if necessary?

Summary

Summarize your needs assessment and problem, the theory of change, the program description and its goals, and the program plan. This should take one or more pages. Remember, reviewers often skim the executive summary, the introduction, and this summary to get an overview of the document and to determine if it is value, and if they want to read it. It is often your last chance to persuade a funder or an administrator.

**References**

The references section is written in the hanging indent style and with a sentence space of 1.5 for improved readability. There must be a reference for every work cited, and nothing should be referenced that is not cited, in the entire document.

The MSA Report Style uses Chicago 16th Edition as its publication style, with modifications to the fonts, headings, and other items to ensure a unique and readable final document. See Kate Turabian’s, 2008, A Manual for Writers, chapters 18 & 9 for the appropriate reference styles for each type of source used.

Your reference section should include every work cited in the paper. The reference section of an MSA Report Style paper is unlike a bibliography from other publishing styles. The reference section of this paper may only include works that you have cited in the document. You may not include items that influenced you, or are recommended reading. Please, only include what you have cited.

Reference Examples

Bartholmew, et al. 2016 *Planning Health Promotion Programs*, 4th ed. San Francisco, CA: Wiley

Booth, W. C, Colomb, G.G., & Williams, J. L. 2008. *The Craft of Research*, 3rd ed., Chicago, IL, Chicago University Press. \*Use Chapters 3 to 5 to clarify your topic into questions.

Creswell, J. S. 2014. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* 4th ed., Thousand Oaks, CA: Sage Publishing

Evergreen, Stephanie 2018 *Presenting Data*, 2nd ed. Thousand Oaks, CA: Sage

Krippendorff, K. 2006. Reliability in Content Analysis: Some Common Misconceptions and Recommendations. *Human Communication Research* 30(3) 411–433

Krippendorff, K. 2013. *Content Analysis: An Introduction to its Methodology*. Thousand Oaks, CA: Sage Publications

Lester, J. D. & Lester, J. D., Jr. 2011. *Writing Research Papers: A Complete Guide*, Upper Saddle River, NJ: Pearson Longman. \*Use chapter 7, sections F & G to develop an annotated bibliography and turn it into a literature review.

Merriam, S. B. 2009. *Qualitative Research: A Guide to Design and Implementation* 2nd ed.. Thousand Oaks, CA: Sage Publishing. \*Use all chapters as they are helpful.

Merriam, S. B. & Tisdell, E. J. 2016. *Qualitative Research: A Guide to Design and Implementation* 3rd ed. Thousand Oaks, CA: Sage Publishing. \*Use all chapters as they are helpful.

O’Neal-McElrath, Tori 2013. *Wining Grants Step-by-Step,* 4th ed. San Francisco, CA: Wiley

Paul, R. & Elder, L. 2008. *The Miniature Guide to Critical Thinking: Concepts and Tools.* Dillon Beach, CA: Foundation for Critical Thinking.

Remler, D. K. & Van Ryzin, G. G. 2010. *Research Methods in Practice: Strategies for Description and Causation* 2nd ed. Thousand Oaks, CA: Sage Publishing.

Saldana, J. 2016. *The Coding Manual for Qualitative Researchers.* Thousand Oaks, CA: Sage Publishing. \*The appropriate sections for your primary and secondary coding of the data. Older editions are okay.

Schensul, S. L., Schensul, J. J., & LeCompte, M. D. 1999 *Essential Ethnographic Methods: Observations, Interviews, and Questionnaires.* In Ethnographer’s Toolkit Schensul, J. J., & LeCompte, M. D. (Eds.) Lanham, MD: Altamira Press. \*The appropriate chapters for surveys or interviews.

Schensul, J. J., & LeCompte, M. D. 2013 *Essential Ethnographic Methods: Observations, Interviews, and Questionnaires.* In Ethnographer’s Toolkit Schensul, J. J., & LeCompte, M. D. (Eds.) Lanham, MD: Altamira Press. \*The appropriate chapters for surveys or interviews.

Shenton, A. K. 2004. Strategies for Ensuring Trustworthiness in Qualitative Research Projects. *Education for Information* 22 63–75

Szafran, R. 2012. *Answering Questions with Statistics.* Thousand Oaks, CA: Sage Publishing

Turabian, Kate, L 2013 *A Manual for Writers,* 8th ed. Chicago, IL: University of Chicago

Yin, R. K., 2013. *Case Study Research: Design and Methods* 5th ed., Thousand Oaks, CA: Sage Publishing. \*Yin sets the standard for case study research.

**Appendices**

**Appendix A: Title of Document**

These might be anything of use to the reader or necessary to support the program. For example, tables, charts, figures, links to resources, and etcetera.