

Grantwriting I



INTRODUCTION TO GRANTWRITING FOR TEACHERS

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Before we begin...



- Think of 3 projects you would like to do if you had:
- \$100 _____
- \$1,000 _____
- \$2,500 _____

What is the goal for your projects?



- \$100

- \$1,000

- \$2,500

More work? Really!!!



Every teacher knows that they are overwhelmed with what is already required. Grants should be a resource to help get specific projects going. Hopefully, these projects will make your ability to teach easier.

With education funding cuts happening on a regular basis, there is a need to find alternative sources of funding. Grants can be that source.

It Does Happen



- **American Honda Foundation 2009- \$1,464,360**
 - Funding priorities- Youth education, specifically in science, technology, engineering, mathematics, the environment, job training and literacy.
 - Eligible Organizations- public school district, private/public elementary and secondary schools as listed by the U.S. Department of Education's National Center for Education Statistics (NCES)

It Does Happen



- **Alabama Power Foundation**
 - In 2010 gave \$5,116,129 in grants.
 - Education was the very first area the foundation funded and remains a priority.
 - Gave 1,300 grants last year.

It Does Happen



- **Vulcan Materials Company Foundation**
 - In 2010 gave \$3,179,267 in grants
 - Given to communities with company presence.
 - Education is a major focus of the Foundation.
 - “The Foundation intends to support efforts to help improve educational systems in Vulcan’s communities, as well as individual schools, community by community, by partnering with schools located in Vulcan’s operating areas. Supported by the Foundation, Vulcan has adopted more than 200 schools in its communities. It is Vulcan’s goal to increase the number of its school partnerships, every year.”

Things to Remember



- Research
- It is a process
- Relationships
- Share commitments
- Contact
- Enthusiasm
- Bridges
- Funders talk
- Plan
- Short & Sweet
- 2 Tests to pass
- Prepare to get the \$
- Don't use a shotgun
- Denied= Okay
- Cycle of grantwriting
- Get commitment
- Get outside support
- Same only Different...

Do your research



- Does this funder give to your school? Some have geographic or topic limitations.
- Grant cycle. When do they review grants? Can you meet the deadline?
- Has the funder already funded similar projects?
 - Some like to fund similar projects, some do not.
- Does your project fit with the funder's mission and goals?
- How will your project succeed more than another?
- Some places to start are listed at the end.

Process



- Grantwriting is not something that just happens. It requires time and commitment from you and your school.
- Wordsmithing is key! It is how you will make your project stand out from the others.
- The process is long, repetitive, frustrating and **Productive!**

Relationships



- Grantwriting is first and foremost about building long-term relationships.
 - Between you and the funders
 - Between you and other organizations

Common Commitments



- Illustrate how your school/classroom is committed to the same ideals or guiding principles of the funder.
- There are many funders that give education a high priority.

Make Contact



- If you have questions, ASK. Funders expect questions and it establishes that first connection that may spark interest in your project.
- E-mail is usually preferred by the funder.
 - Many funders are not local, but if you look, there are many that share your community.

Enthusiasm = Success!



- **Enthusiasm is contagious!**
- **When funders see/feel enthusiasm, they also see success. You need to bring this out in your proposal.**

Never burn the bridge



- If you are denied, remember that it is sometimes a long term process.
- There are lots of reasons a ***GREAT*** proposal is denied.
- Ultimately, funders are investing in ***YOU*** and your ability to succeed, not the project itself.
- Always think of funders as ***potential*** funders, even when they deny you the first time, they may fund the second time.

Funders Talk



- Foundations and funding agencies are a small niche.
- They look at successes from others and hope to recreate and build on those successes.
- If you burn one bridge, you burn many.
- Funders are looking for unique and innovative ideas that just need a little help to get started.

Plan



- Ensure that everyone in your school is aware of your project.
- Coordinate- Don't send multiple proposals to same funder for **similar** projects.
- Give yourself enough time to do it right.
- Deadlines that are missed, are proposals that are dead. (Kind of like a Pass/Fail test)

Short & Sweet



- Funders know that your project is complex.
- Don't muddy the water with too much detail.
- Limit the use of jargon. (Remember not everyone knows what AMSTI is all about.)
- If the funder wants more information, they will ask. (Be prepared to give it.)
- Every grant will have guidelines.
- Stay within the guidelines.
 - Guidelines are the FIRST weeding out process

2 Tests



- Aunt Betsy Test
- Elevator Test
- Ensure that you can pass both before you submit the proposal.

Be Prepared to get the Money



- Commitment from your agency must include the administration of the grant.
- Depending on the size of grant, administering the grant is often more difficult than the proposal.
- Funders look beyond the proposal (staff, facilities, likelihood of success).

Don't Shotgun



- Target your funders.
- Don't waste their time or yours.
- Not all projects fit.
 - If your project is about reading, don't apply to a math/science grant.

Denied...



- Everyone gets denied.
- Use the denial as a learning opportunity.
 - Follow up with a Thank You letter and ask how your next proposal could be better. This does two things. 1- It lets you know what was lacking in your first attempt. 2- It lets the funder know that you will be sending in another proposal, so they can look for it.
- Utilize feedback from funding agency.
- Supervisors- remember that it may be denied because of reasons beyond the grant writer's control.
- Denial is, unfortunately, part of the process.

Keep the cycle going



- Don't submit one proposal and sit back. You have more than one project. You've already listed 3!
- Rule of 3
 - 1- In Prep
 - 2- In Submission
 - 3- Being Implemented

Commitment from superiors



- Often times, grants rely on the support from top-level decision makers.
- If the top leaders are not fully committed, why should the funder commit to this project?
- Letters and Budget illustrate commitment.

Support from outside



- Funders look for leverage of their dollars.
- Will this project help beyond your school?
 - This is obvious for education, but you need to remind them.
- Illustrate how your school has worked and done successful projects with other groups.
- Letters of support from other organizations are helpful.

Same only Different



- Once you get the basic information, it will be similar for most grants. The hard part is done, however...
- Don't get too comfortable with the boiler-plate proposal.
- Show each funder that you tailored this proposal for them.
- Every funder has their own submission form/guidelines.

Common Components



- Cover Letter/Letter of Intent
- Proposal Summary
- Need Statement
- Goals & Objectives
- Method
- Evaluation
- Sustainability
- Organizational Background
- Budget
- Appendix

Look for LEVERAGE



As we go through the following examples, underline anything that you think illustrates leverage in the example.

How would you make it more clear?

Cover Letter/Letter of Intent



- The cover letter will be vague. Details come later, but it is the most important part of the grant.
- **You MUST grab the attention of the reader!**
 - 1- State your purpose.
 - 2- Express the need you have.
 - 3- Outcome you expect from the project.
 - 4- Reminder of the fit between the funder's mission and your project.
 - 5- How much are you asking for?
 - 6- **CONTACT INFORMATION!**

Cover Letter



Dear Funder,

I appreciate the opportunity to apply for your Love of Learning grant. Your mission statement is shared by me and my class. I believe that gaining a love of reading is a vital part of loving to learn. My project is focused on students that have reading deficiencies for their grade level. Too often, I see students fall further and further behind their peers in reading. This impacts their entire life. I am planning a project to promote the love of reading, not getting the student to read at grade level. I believe that when a student likes to read, they will make advances toward their appropriate level. I will be utilizing audio books to show students that with the basic skills they already have, they can enjoy a wide selection of current literature. The student will be able to follow along and should gain the confidence that will allow them to read on their own. This confidence will remain with the student his/her entire life!

In order to do this project, I am asking for a grant of \$1,000 in order to purchase the audio books.

If you have any further questions or concerns please contact me at (256)123-4567 or email me at theteacher@lovereading.edu

Sincerely,
The Teacher

Needs Statement



- **Why** is this project important?
- Explain the problem you are trying to correct.
 - 1- Focus on specific need of your project. **NOT** the needs of your whole school or classroom.
 - 2- Supporting data of the problem.
 - 3- How you think the project will help correct the problem.

Need Statement



The need to gain a love of reading is great. It is a quality that affects the entire life of the student. The benefit of reading is life long. The attitude toward reading greatly impacts the reading ability of the student. In our school 10 % of the students are deficient in reading at the appropriate levels. While we have many resources available to help students learn to read, there is little help to change their attitude toward reading. When students can talk about grade level books with their peers, they build confidence. It is this confidence that can be built into a life long love. The audio books will allow all students, regardless of current reading level, to gain the fundamental confidence needed to read. This skill will be utilized by the student throughout their entire life!

Goals & Objectives



- **What** you want to accomplish and how.
- Remember that goals are broad and general, objectives are narrow and specific.
 - 1- All objectives should relate to the goal.
 - 2- Objectives need to be measurable.
 - 3- Objectives should specify the result of an activity.
 - 4- Be realistic! You will not eradicate illiteracy, but you might reduce it in your school and this project may be expanded if successful.

Goals & Objectives



The goal of this project is to increase a positive attitude in students toward reading.

Objective 1- Students will read grade level books with help from new technology.

Objective 2- Students will read appropriate level books for their reading capacity.

Objective 3- Students will increase frequency and comprehension of reading.

Objective 4- Students will develop a positive attitude toward reading ALL books.

Method



- The Nuts & Bolts of **how** you're going to do the project.
- 1- Sync the methods to the objectives and the need.
 - 2- Tie the method to the resources you are asking for.
 - 3- Explain who will be served by this project.
 - 4- Explain why you are using this method.

Method



1. Students will be asked at the beginning of each reading lesson their attitude toward reading today. The teacher will record the response.
2. Students will alternate reading books that are comprehension level appropriate without the use of the audio, and grade level appropriate books with the use of the audio aid.
3. Students will be asked at the end of each reading lesson their attitude toward reading. The teacher will record the response.

Evaluation



- **Success or failure?**
 - 1- **Determine what criteria needs to be met to be a success. This is done prior to beginning the project.**
 - 2- **What impact on your students will this project have?**
 - 3- **What will we learn from this project?**

Evaluation



The attitude scores will be evaluated to determine if the scores rise significantly over the period of one year. It is believed that when a student gains confidence by reading along with the audio book, the confidence will extend to the student when he/she is reading without help. It is further believed that with a more positive attitude toward reading; ALL test scores will increase. The data and test scores will indicate success or failure of this project.

Sustainability



- Will this project be a long term or short term experiment? Both are good.
- Everything a student learns will be long lasting.
 - 1- Show how this project will extend beyond the immediacy of the project.
 - 2- Will the resources be utilized in the future?
 - 3- Illustrate leverage. How this small investment will produce a large benefit.

Sustainability



Because reading is a life long skill, this project will be sustained throughout the student's entire life. The small amount of money spent on audio books coupled with the current reading instruction will greatly benefit not only this student, but generations to come. The confidence gained will be shown in all areas of the student's academic years. We will be able to use the audio books for several years impacting all students that lack the love of reading.

Organizational Background



- This gives the funders a sense of confidence in your project.
- 1- Your school's mission statement and history.
 - 2- How your school (district) is organized.
 - 3- Demographics of your community.
 - 4- Qualifications of people involved with the project.

Organizational Background



Our school is a public organization. We are considered a non-profit organization by the IRS. A determination letter is available upon request. The school board is publicly elected and is responsible for ensuring all standards are met. The school board hires a superintendent to administer the day to day operation of the district. Each school in the district has a principal. The principal is the primary administrator for that school. All faculty must meet state requirements in order to teach.

Our school services a rural community with nearly 40% of our students meeting the requirements for free or reduced lunch. Access to technology is very limited for our students.

Budget



- Narrative is as important as the numbers. The cover letter and Budget will definitely be read by the funder. Which ever format you use, make sure that it is clear.
- 1- Explain what will be purchased with your grant.
 - 2- Explain why you need that specific item/brand.
 - 3- Show any in-kind revenue (volunteers, donations) that relate directly to that project.
 - 4- Verify your math!

Budget Example 1



The only need for this project will be the purchase of audio books. The faculty and staff are already hired and are enthusiastic to begin. The administration has expressed a high level of support for this project and considers it as potentially ground breaking.

Each audio book costs \$50, we would like to start with 20 audio books ($\$50 \times 20 = \$1,000$). We will utilize the audio books for several years. If this project proves successful, the administration has committed to enhancing the library to include more recent audio books that students may want.

Budget Example 2



The equipment for this project will be purchased from the local pet supply store. The aquarium is a complete set including all filters and pumps. The local store has offered to give a \$100 donation to this project and will supply expert help in setup.

Item	Quantity	Revenue	Expenditure	Total
Grant from Funder		117.95		
Donation from pet store		100.00		
Aquarium	1		149.50	149.50
Live Tadpole	1		14.95	14.95
Plants	3		3.50	10.50
That's Not a Frog! Book	1		18.00	18.00
Shipping			25.00	25.00
Total		217.95		217.95

Bring in the outsider



- Have your proposal reviewed by someone outside the project for two things.
 - Can it pass the Aunt Betsy test?
 - Grammar, spelling, math errors.

Appendix



Use the appendix to include any supporting documents.

- Determination letter
- Letter of support
- Study or research highlighting the need
- Brochure for equipment

Sources



- www.fundsnetsservices.com (resources for various categories. Literacy, arts, technology, curriculum, etc...)
- www.grantwrangler.com (education- continuously updated)
- www.grantsalert.com (education- continuously updated)
- www.k12grants.org/Grants/grant-index.htm (education)
- www.grants.gov
- www.foundationcenter.org
- Federal representative website.
- Locally- Major employer websites, Local foundations

Samples



Remember that no one way is the right way, there are lots of ways to write a grant. Find one that you like best and feel comfortable with.

The important thing is to know what components are needed and what to include in those components.

- <http://www.k12grants.org/samples/sample2.htm>
- <http://foundationcenter.org/getstarted/tutorials/shortcourse/index.html>

Books



- *Winning Grants: Step by Step*
by Mim Carlson & Tori O'Neal-McElrath
- *Writing Grant Proposals that WIN*
by Deborah Ward

Go Do It !!!



- Spend 15 minutes tonight looking at the websites I have suggested. I think you will be surprised at how many opportunities are out there!
- Take your 3 projects you wrote at the first of this seminar and see if a funder is interested in funding those types of projects.
- Read the guidelines carefully. Not all sections will be required to be submitted and you might not be eligible for some grants.