

# Miami-Dade County Public Schools

## Grants Administration

*Presents*

# The Basics of Grant Writing

OFFICE OF INTERGOVERNMENTAL AFFAIRS,  
GRANTS ADMINISTRATION, AND COMMUNITY ENGAGEMENT

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# Presentation's objectives:

- ◆ Provide an overview of District resources and process for successful grant proposal development and applications
- ◆ Review the planning process required to coordinate the development of a concept that will be viable for the submission of a grant application/proposal
- ◆ Identify and analyze the common components of a grant application/proposal
- ◆ Help you prepare a winning grant proposal/application that will enable your school to raise supplemental funds to add or enhance K-12 education and improve student achievement



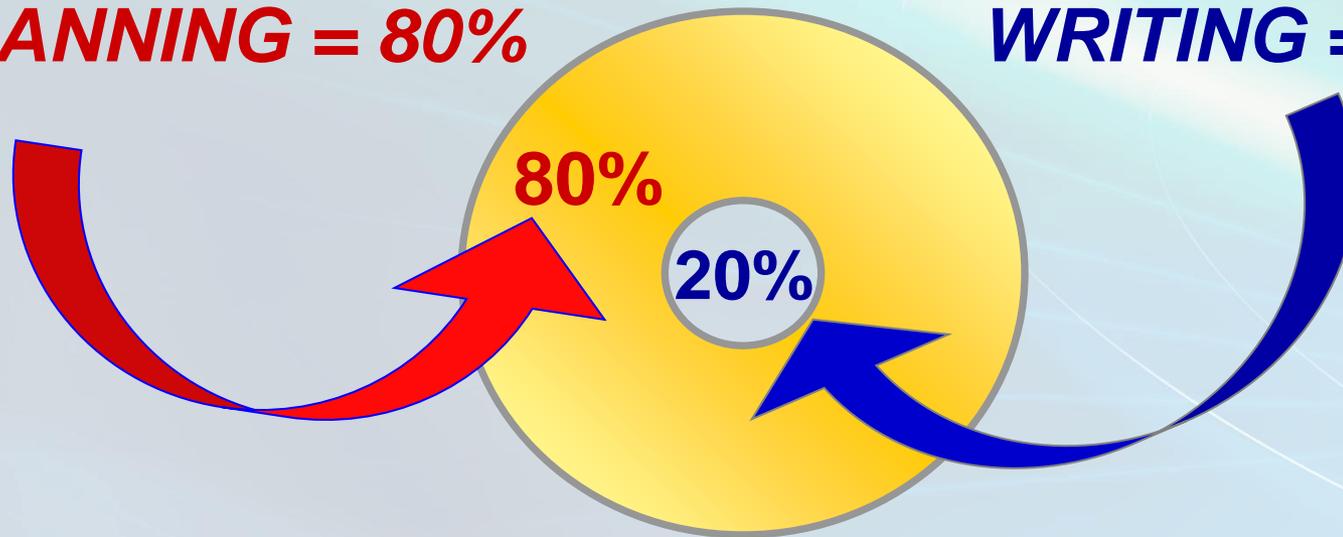
# Program Planning/ Proposal Writing

A proposal should reflect the thoughtful planning by an applicant seeking funds from a grant making agency with which to provide or improve services to its constituency (*students, teachers, families, etc.*)

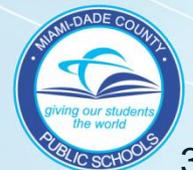
## 80 : 20 Guideline

**PLANNING = 80%**

**WRITING = 20%**



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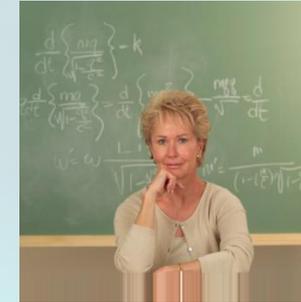
# SMART *Proposals are . . .*

- ◆ **Specific:** *Who, What, Where, When, Why and How, How Much \$, and How Feasible*
- ◆ **Measurable:** *Be able to quantify progress, targets, outcomes and benefits*
- ◆ **Achievable:** *Practical for school setting*
- ◆ **Realistic:** *Goals and objectives can be achieved within the projected time and with the projected number of students and staff*
- ◆ **Time-Sensitive:** *The time period during which the grant will be implemented is reasonable and practical*



# Finding a funder that meets your needs

Locate funding sources on the Internet at the library, search engines or . . . Grants Administration's monthly Funding Newsletter found at:



<http://gafla.dadeschools.net/grants/tgn.htm>



Waiting until deadlines are approaching is **TOO LATE** to start gathering the necessary supporting information!

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# Websites for funding research

- ◆ [http://www.publiceducation.org/newsblast\\_grants.asp](http://www.publiceducation.org/newsblast_grants.asp)
- ◆ [http://foundationcenter.org/pnd/rfp/cat\\_children.jhtml](http://foundationcenter.org/pnd/rfp/cat_children.jhtml)
- ◆ [http://www.miamidade.gov/grants/current\\_opportunities.asp](http://www.miamidade.gov/grants/current_opportunities.asp)
- ◆ [http://www.publiceducation.org/newsblast\\_grants.asp](http://www.publiceducation.org/newsblast_grants.asp)
- ◆ <http://www.galeschools.com/grantgoldmine/?grid=&jde=&csn=&seq>
- ◆ <http://www.grantstation.com>
- ◆ <http://guidestar.org>



# Assessing a Request *for Proposal (RFP)*

- ◆ **Read** the guidelines and instructions
  - ☞ *Highlight questions*
  - ☞ *Consider calling funder's contact person if applicable*
  
- ◆ **Review** detailed funding criteria
  
- ◆ **Attend** the bidder's conference/webinar, if possible



# Annie's



- [About Annie's](#)
- [Our Products](#)
- [Doing Good](#)
- [Fun & Activities](#)
- [Giving Back](#)
- [Grant Recipient Stories](#)
- [Sustainable Agriculture Scholarships](#)
- [Partnerships](#)
- [Sustainability](#)

## Goodness Grows

- When your roots are in the garden, it's only natural you want to protect the planet and the community that helps you thrive. At Annie's, we believe in getting involved, giving back, and digging in! We help nourish communities by providing healthy food, promoting sustainability and supporting organizations who share our vision. We value all beings and are serious global stewards.
- We work to make our footprint small, our generosity big and our impact on future generations positive.

## Giving Back

- Gardens are places to connect kids to real food, explore new flavors and talk about where our food comes from. Each month, we offer [Grants for Gardens](#) donations to community gardens, school gardens and other educational programs that connect children directly to gardening. These funds can be used to buy gardening tools, seeds or other needed supplies. We also offer our delicious product to organizations and events promoting gardening and the environment through [Cases for Causes](#).

## GRANTS FOR GARDENS

[CLICK HERE FOR APPLICATIONS AND GUIDELINES.](#)

## CASES FOR CAUSES

[CLICK HERE FOR APPLICATIONS AND GUIDELINES.](#)

- Grant Recipient Stories - See how previous Grants for Gardens recipients are using funds to grow their gardens.
- [Prestwood School](#)



[http://www.annies.com/grants\\_for\\_gardens](http://www.annies.com/grants_for_gardens)

*Inspiring Kids to dig real food...*





## Target Store Grants

Target stores provide grants to K-12 schools and other nonprofit organizations to bring art and cultural experiences to schools, support educational field trips, and provide early childhood reading programs. It's part of our commitment to give 5% of our income to the communities we serve – more than \$3 million each week.

### Field Trip Grants

*Learn how our innovative Program helps students and teachers take education on the road.*

### Early Childhood Reading Grants

*Learn how we help foster a love of reading in schools and at home*

### Arts + Culture in Schools Grants

*Learn how we enhance students' classroom curricula by bringing the arts to schools.*

# Community Outreach

**\$1 Billion**  
**for reading & education**

**Since 1946, our company has given 5% of its Income to communities.**

A significant portion of this giving goes toward Funding reading and education – the heart of a Bright future for us all. And now, we're on track to reach a total of \$1Billion in giving to education-with a focus on reading-by the end of 2015. Projects we fund are done in partnership with smart, passionate organizations to ensure that kids in your community get the opportunity to shine.

**More about our Reading + Education programs ➤**



<http://sites.target.com/site/en/company/page.jsp?contentId=WCMP04-031700>



# You've found your prospect!

## *Step by Step . . .*

- ◆ **Follow** instructions precisely
- ◆ **Plan** ahead and establish a timeline to meet the Deadline
- ◆ **Allow** time for technology glitches especially for electronic on-line submissions
- ◆ **Start** planning now for the next funding cycle



## GLOSSARY OF TERMS YOU WILL COME ACROSS

RFP	Request for grant proposals – more complex, longer narrative format	Replicability	Requirement of most demonstration grants. Funders want to know if the project can be replicate elsewhere.
Private Sector Grants	Foundations & corporate grants allocating funds to strengthen education. These are easier to obtain than federal or state grants.	Challenge Grant	Funder sets funding goal for grant seekers to reach; award given if goals are met.
LEA	Local Education Agency – The district which applies for and oversees the grant.	Matching Funds	Funder agrees to match \$\$\$\$ amount that grant seeker raises through other funding sources.
SEA	State Educational Agency – State education department that applies and oversees the grant	Seed Grant	Funds to help start a new project or help a new organization with its start-up phase.
CDFA	Catalog of Federal Domestic Assistance number – identifies all federal grants	Narrative	The story: Who; What; Where; Why; When and How. Every proposal has (2) parts: Narrative and Budget.
E-Application	Electronic grant application system – <a href="http://www.grants.gov">http://www.grants.gov</a>	Needs Statement	Explain what is needed by the target audience, and why this project solves or provides the answer. Use both qualitative and quantitative data (facts & figures).
Letter of Intent	A letter of inquiry sent before submitting a full proposal to ensure the request fits within guidelines	Objective	Specific, measureable goals to be reached through process to match outcomes
Letter of Support	Attached as an addendum; from experts, supporters, or partners, which states why they believe in your project.	Outcomes	Expected and measureable results of project, with step-by-step progression and activities
PROJECT	Proposed plan for which funds are being requested. Must adhere to “funder’s criteria”	Budget	Financial plan that accurately <u>details</u> income and expense breakdown by line items.



# A typical RFP will require the following:

- ◆ **Summary / Abstract \***
- ◆ **Introduction (usually part of the narrative)**
- ◆ **Needs Statement or Problem Statement \***
- ◆ **Goals and Objectives\***
- ◆ **Methods / Approach / Design \***
- ◆ **Evaluation \***
- ◆ **Budget \***
- ◆ **Continuation**
- ◆ **Dissemination**
- ◆ **Attachments / Appendixes \***

*\* Nearly always required*



# Needs Statement – *What is the Problem?*

**WHO**

Focus on a specific target population

**WHAT**

Describe the behaviors, circumstances or conditions that will be addressed by the proposed project

**WHERE**

Identify the geographic scope for the project and the community-at-large

**HOW**

Provide comparative information that shows how area is adversely affected

**WHY**

Describe the causes and/or contributing factors



# Resources - to develop Statement of Need

## ◆ School and District information:

M-DCPS Office of Data Assessment, Research and Data Analysis - <http://oada.dadeschools.net/>

M-DCPS Research Services: <http://drs.dadeschools.net>

National Center for Education Statistics – <http://nces.ed.gov/>

**ALSO**     *Reference School website and latest  
School Improvement Plan*

## ◆ Community demographics and socio/economic data and area wide statistics:

By school's zip code: <http://zipskinny.com/>, <http://www.city-data.com/>,  
and <http://factfinder.census.gov>

Miami-Dade County portal: <http://miamidade.gov>

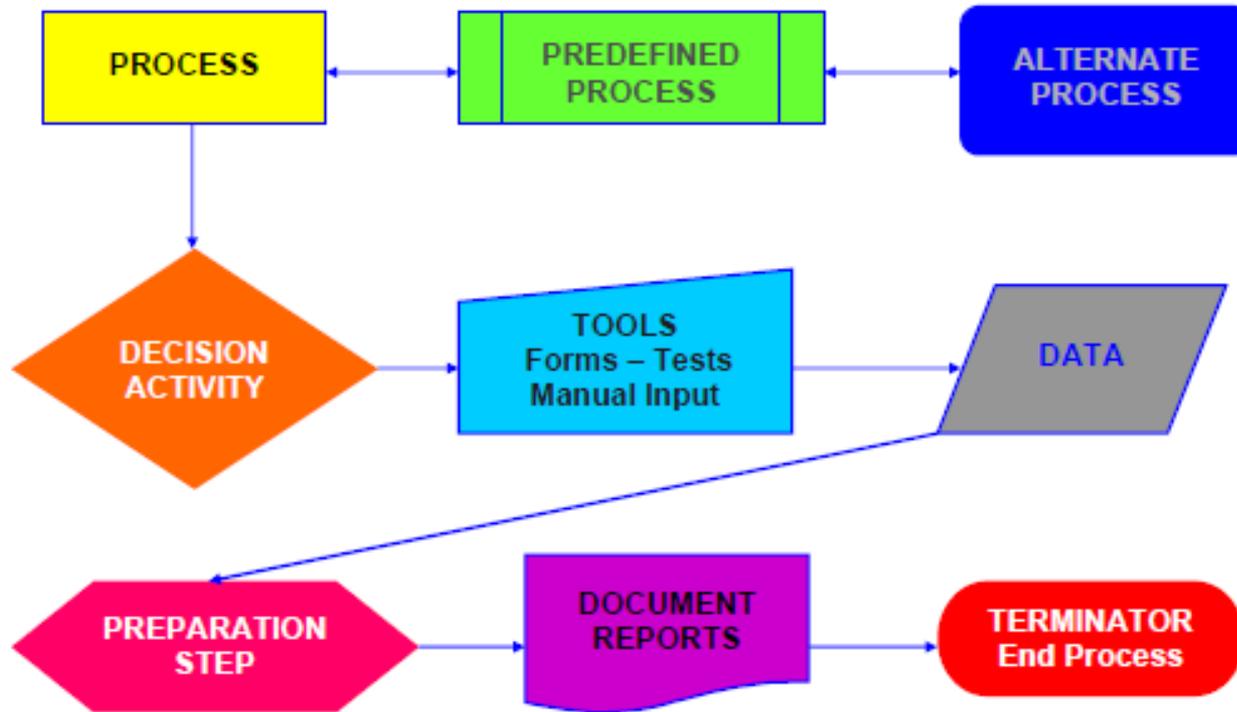
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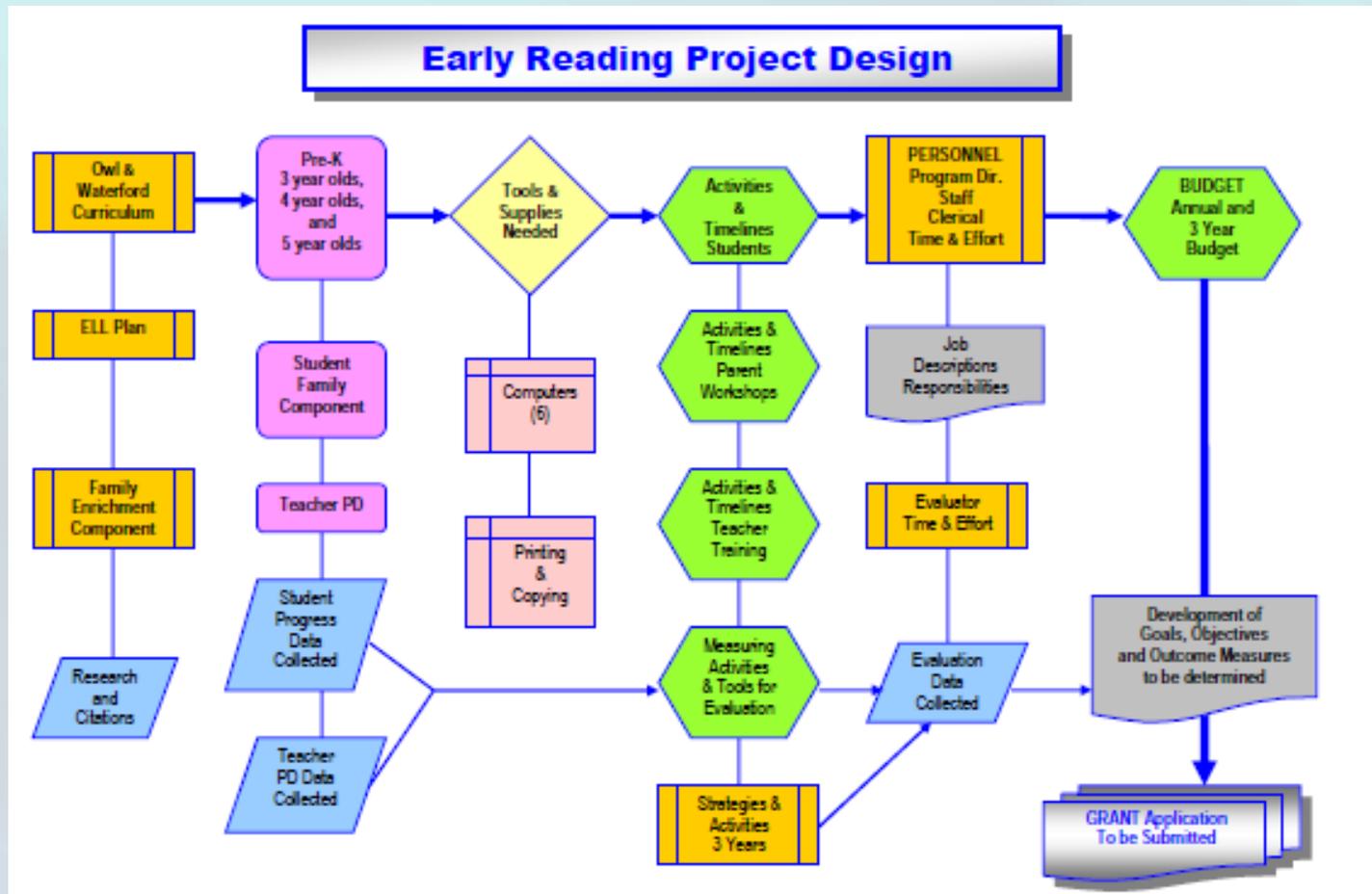
# Planning Tool: *Process Chart*

## Creating a Flowchart:

## FLOW CHART Key



# Flowchart: *Concept Development Process*



# Goals, Objectives & Outcomes

## Are Measureable

They should clearly state:

- ↪ Who is involved?
- ↪ What are the desired outcomes?
- ↪ How will the progress be measured?
- ↪ How much will the Proficiency level improve by?
- ↪ When will the activity and outcome occur?

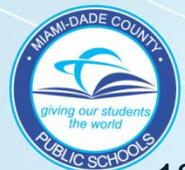


# Two Good Examples

## Objectives for Grants are just like Lesson Plans

- ◆ To improve the reading level of 25 middle-school youth through tutoring as measured by an average increase of at least one reading level, on a reading level test, to be administered before and after the project during the funding period.
- ◆ To provide 40 hours of parenting training to 100 teen parents, resulting in 80% enrollment and 50% participation in the activities of a six-month parent-child education program throughout the funding period. -

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# Methods – *From Plan A to B to C, etc.*

- ◆ Program Design
- ◆ Program Strategies
- ◆ Program Approach

From Needs to Problem Statement to Objectives

*Use action verbs and explain why your specific activities will achieve the stated outcomes!*



# LOGIC MODEL – Process

Goal 1: To improve the academic performance of Miami-Dade County Public School students attending the Rising 19 Schools by implementing targeted interventions and enrichment activities for all students in reading, writing, mathematics, and science through student participation in the Success Academy program.			
Process Objectives	Service Objectives	Short-term Outcomes	Long-term Outcomes
1. Success Academy 2011 will serve approximately 1,250 targeted Elementary School students from the Six Elementary Schools in the current Rising 19 Schools program	On average, targeted students will attend 11 Saturday School sessions and 50 After-School tutoring sessions in which they will be provided with instruction tailored to their specific academic needs in the areas of reading, writing, math, and science.	<p>The average percentage correct on the Winter Interim Assessments will improve by at least <b>five percentage points</b> as compared to the average percentage correct on the Fall Interim Assessments.</p> <p>The average percentage correct on the March Monthly Assessments will improve by at least <b>five percentage points</b> as compared to the average percentage correct on the October Monthly Assessments.</p>	<p>50% of the students in elementary schools will <b>make learning gains</b> in the Reading and Mathematics portions of the Florida Comprehensive Assessment Test (FCAT). The percentage of 5<sup>th</sup> grade students reaching mastery on the Science portion of the Florida Comprehensive Test will <b>increase by one percent</b>. The FCAT accountability points used in the school grade calculation will <b>improve by nine points</b>.</p>
2. Success Academy 2011 will serve approximately 1,050 targeted Middle School students from the Three Middle Schools in the current Rising 19 Schools program	On average, targeted students will attend 12 Saturday School sessions and 21 After-School tutoring sessions in which they will be provided with instruction tailored to their specific academic needs in the areas of reading, writing, math, and science.	<p>The average percentage correct on the Winter Interim Assessments will improve by at least <b>five percentage points</b> as compared to the average percentage correct on the Fall Interim Assessments.</p> <p>The average percentage correct on the March Monthly Assessments will improve by at least <b>five percentage points</b> as compared to the average percentage correct on the October Monthly Assessments.</p>	<p>50% of the students in middle schools will <b>make learning gains</b> in the Reading and Mathematics portions of the Florida Comprehensive Assessment Test (FCAT). The percentage of 8<sup>th</sup> grade students reaching mastery on the Science portion of the Florida Comprehensive Test will <b>increase by one percent</b>. The FCAT accountability points used in the school grade calculation will <b>improve by ten points</b>.</p>



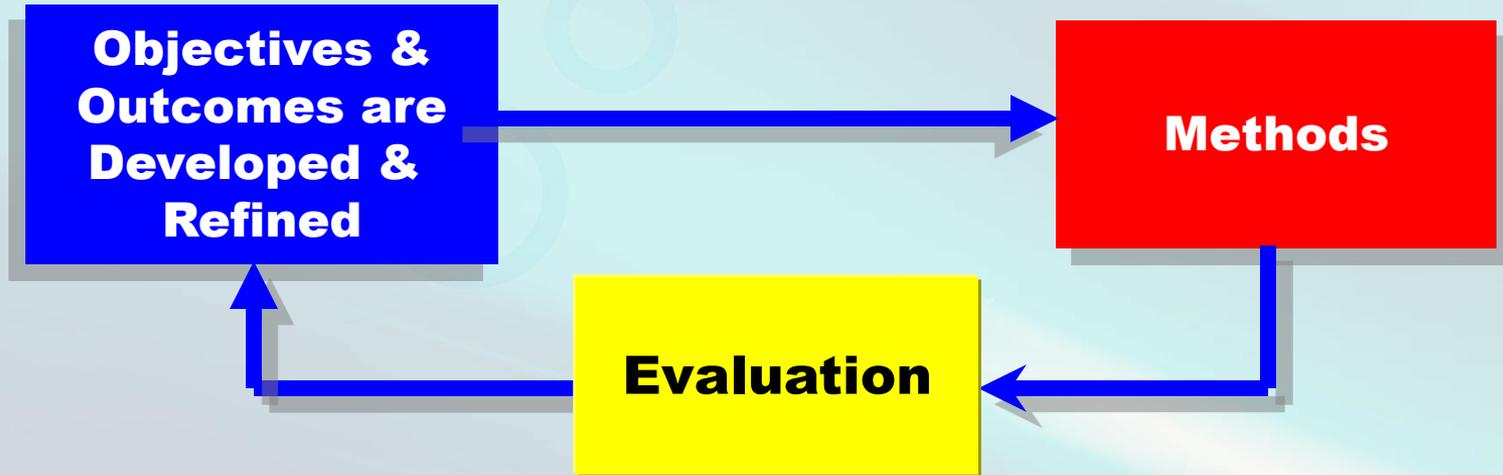
# LOGIC MODEL – *Process continued*

Process Objectives	Service Objectives	Short-term Outcomes	Long-term Outcomes
3. Success Academy 2011 will serve approximately 4,250 targeted Senior High School students from the Ten Senior High Schools in the current Rising 19 Schools program	On average, targeted students will attend 13 Saturday School sessions and 30 After-School tutoring sessions in which they will be provided with instruction tailored to their specific academic needs in the areas of reading, writing, math, and science.	<p>The average percentage correct on the Winter Interim Assessments will improve by at least <b>five percentage points</b> as compared to the average percentage correct on the Fall Interim Assessments.</p> <p>The average percentage correct on the March Monthly Assessments will improve by at least <b>five percentage points</b> as compared to the average percentage correct on the October Monthly Assessments.</p>	<p>40% of the students in high schools will make learning gains in the Reading portion of the FCAT while 50% will make learning gains in the Math portion of the test.</p> <p>The percentage of 11<sup>th</sup> grade students reaching mastery on the Science portion of the Florida Comprehensive Test will <b>increase by one percent</b>.</p> <p>The FCAT accountability points used in the school grade calculation will <b>improve by thirty-five points</b>.</p>
<p><b>Goal 2: To empower parents, through learning activities provided by The Parent Academy in the Parent Plan for Success, so that they will support their children's academic and social achievement in safe and stable homes environments.</b></p>			
Process Objectives	Service Objectives	Short-term Outcomes	Long-term Outcomes
1. The Parent Academy, through the Parent Plan for Success, will serve approximately 900 parents of elementary school students from the six elementary schools in the current Rising 19 Schools program, or a comparable group of schools.	<p>Parents will attend a bi-weekly series of workshops during the five months when their children participate in the Success Academy.</p> <p>The series curriculum will address positive family relationships, understanding the school system, testing in the elementary school, online learning opportunities, and strategies to support learning at home.</p>	<p>An average of <b>fifteen parents</b> will attend each workshop.</p> <p>A minimum of <b>75%</b> of the attendees will indicate on an exit survey that they have learned strategies to support their children's success in school.</p>	<p>In a follow-up evaluation, 50% of parents surveyed will indicate a positive change in parenting behaviors.</p> <p>Students whose parents attended workshops in the Parent Plan for Success will achieve FCAT scores that are 5% higher than those of students whose parents did not participate.</p>

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# Program Evaluation – *Proof it works!*



## Issues to address

- ◆ What data is to be collected?
- ◆ How is it collected?
- ◆ Who will be collecting data?
- ◆ When will it be collected?
- ◆ How will the data be analyzed?
- ◆ How will the data be used?
- ◆ How will you prove program's success?



# Budget – *The Bottom Line*

Reviewers often review budget before narrative

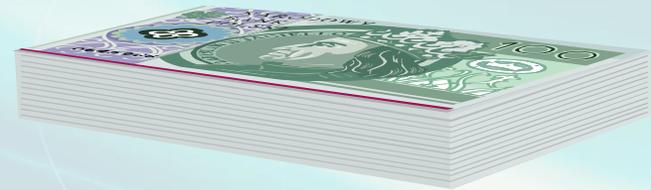
Requested \$ + Match / In-Kind = Total Costs

## Budget Terms

Detailed Line Item Budget

Budget Justification

Budget Narrative



The Fringe Calculator is used to calculate fringe benefits for full-time & hourly employees, temporary instructors, and indirect cost.

Found on website:

<http://gafla.dadeschools.net/grants/forms.htm>

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# Sample Budget Worksheet

Direct Costs	Requested Funds	Match/Other Funds	TOTAL
<b>Personnel</b>			
Hourly Salary			
Substitute/Temporary Instructor			
In-service Reimbursement			
Fringe Benefits			
<b>SubTotal Personnel</b>			
<b>Non-Personnel</b>			
Educational Materials and Supplies			
Equipment			
Office Supplies			
Travel			
Printing and Duplicating			
Other Costs			
<b>SubTotal Non-Personnel</b>			
<b>TOTAL</b>			
<b>Indirect Cost</b> <i>(if applicable)</i>			



# Summary - Grants That Clearly Work

- ◆ Research potential funders by area of interest, past grants given to similar organizations, and funder's guidelines.
- ◆ Select a small number of prospects from the list.
- ◆ Submit letters of intent (LOIs), paying close attention to the funder's priorities and LOI requirements.
- ◆ Submit a full proposal. In the case of larger proposals, give yourself 30-45 days if possible. Develop multiple drafts of the narrative, making sure that you answer the funder's questions, using their outline and their language. Don't change the order of elements, or go off on a tangent. Stick to the basics. Review, edit, refine, and hone each element until it shines.



# Summary . . . *Get Funded!*

- ◆ Start working on letters of support, memorandums of understanding (MOUs), and other attachments early.
- ◆ Set up an area where you can lay out all of the different elements of the proposal, so that you can easily see what is in place and what still needs to be assembled.
- ◆ Double-check the budget to ensure it is correct.
- ◆ Have others give the package a final check.



# Grants Administration . . .

*We're here to help you!*

## OFFICE OF INTERGOVERNMENTAL AFFAIRS, GRANTS ADMINISTRATION AND COMMUNITY ENGAGEMENT

- ◆ Grants Development Unit (GDU)
- ◆ Financial Reporting Unit (FRU)

School Board Administration Building  
1450 N.E. 2nd Avenue, Suite 760, Miami, Florida 33132  
Tel.: (305) 995-1706 Fax: (305) 995-1514  
<http://gafla.dadeschools.net/grants>

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# Grants Development Unit (GDU)

- ◆ Research and identify grant opportunities;
- ◆ Research, write, publish and disseminate Department's Monthly Funding Newsletter with school/program funding opportunities of up to \$50,000 or less;
- ◆ Conduct grant writing staff development;
- ◆ Provide grant writing technical assistance;
- ◆ Coordinate proposal submission activities



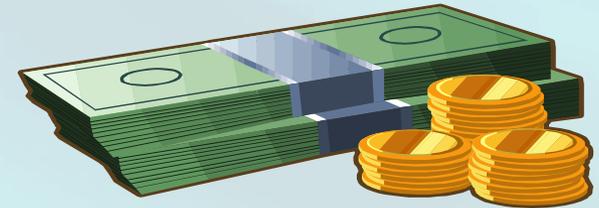
# Financial Reporting Unit (FRU)

- ◆ Approve new grant program budgets;
- ◆ Review, edit and approve budget and/or program amendments;
- ◆ Provide technical assistance to the Project Manager on budgetary issues during the implementation period on issues such as contracts, matching funds, statutory compliance guidelines;
- ◆ Monitor and report on grant expenditures and unauthorized PACS on a monthly basis.



# The End . . .

*We wish you success  
with your proposal writing,  
and remember . . .*



If you need further assistance, call  
Grants Administration at (305) 995-1706  
or E-mail:

[MSears@dadeschools.net](mailto:MSears@dadeschools.net)

[Alexandrareyes@dadeschools.net](mailto:Alexandrareyes@dadeschools.net)

You can request to be placed on the  
Funding Newsletter dissemination list  
by calling (305) 995-2696 or e-mailing:  
[Alexandrareyes@dadeschools.net](mailto:Alexandrareyes@dadeschools.net)

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