

SDDFS Notes

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FLORIDA INSTITUTE OF EDUCATION (FIE) AT THE UNIVERSITY OF NORTH FLORIDA

HIDDEN TREASURES: FINDING ADDITIONAL RESOURCES FOR SAFE SCHOOLS

A 1997 survey by the U.S. Department of Education found that coordinators are most effective when they are able to devote a significant amount of time to prevention efforts. This survey and other research indicates that a well-trained staff can help to reduce drug use, violence, and disciplinary problems and that funding is key to obtaining qualified staff.



Because “money doesn’t grow on trees,” grant writing has become a way of life — a necessity — especially in education. Billions of dollars are available to organizations, and education has become one of the largest recipients of those funds. Today’s limited school funding forces administrators and teachers to find other means to fund programs, especially those that are seen as beyond the normal scope of what is viewed as the traditional curriculum. In order to foster new strategies or programs or to improve existing ones, the federal government, state agencies, and private foundations have made it possible for schools to enhance their funding capability.

There are a variety of federal and state agencies that provide funding to improve existing services. Federal Title IV Safe & Drug-Free Schools funds are provided to districts through the Florida Department of Education, but these funds are not always sufficient to address all the problems schools face with alcohol, tobacco, drugs, and violence. Likewise, state-funded Safe Schools dollars can also be used to help meet those needs; but, as with all large-scale problems, additional funding is always welcomed.

Private foundations provide another way to enhance funding capability. They provide an opportunity for school districts to be creative. Yet, pursuing these dollars is immensely different from seeking federal and state dollars. Private funding sources are often more flexible than government agencies because grantees do not have to follow as many restrictions, even though many private foundations align their funding with federal goals.

*“Our progress as a nation can be no swifter
than our progress in education.”*

-John F. Kennedy



Finding Funds to Enhance ATOD & Violence Prevention Efforts

Finding funding sources is not as difficult as some may think. You may have to pull out your shovel and dig to find that treasure, but it will be well worth the time spent. Sources can be found by several means including the following:

Hardbound References

The local library usually has hardbound references that list various funding sources. These references contain detailed information about various sources.

Some popular sources are the Foundation Center and the Taft Group, which provide references that lists directories of corporate donors. Research Associates provides a multitude of annual funding directories including federal agencies, national foundations, corporate giving programs, and a variety of other miscellaneous funding sources for selected areas.

Electronic References

The Internet has made finding funding resources easier than in the past, providing a variety of grant resources right at your fingertips. Some electronic reference sites charge a fee for their services, but there are many that do not. Those seeking funds are now able to go directly to agency sites and search for grants resources.

Publications and Bulletins

There are many monthly and quarterly publications. Most charge a fee for membership. Publications such as the *Grantsmanship Magazine* (a free publication) also provide detailed information about various grants.

Private Sources/Individual Donors

Private and individual donors provide great sources of funds. Typically there are groups in every community who want to support positive efforts, but don't have the time or choose not to champion the cause themselves. Many of these donors do not require extensive applications, some only requiring a letter expressing need. Local service clubs and alumni groups frequently provide assistance to worthy projects.

Corporate and Foundation Donors

Corporate and foundation donors accounted for over \$40 billion in grant funding in 1999. These are great sources to assist you with your cause. The first step in pursuing this type of grant is to contact the organization and find out what types of funding is available. These sources can be found through Internet searches, books, and or periodicals. Examples: Amoco, Mott Foundation.



Helpful Hints and Grant Writing Tips

Writing grant proposals is a complicated and time-consuming process, but there are some things to remember as you apply for those precious resources:



1. Set aside specific time to plan, research, and write.
2. Organize your paperwork to make it easy to follow
3. Read & follow the instructions carefully.
4. Use headers before each response that indicates a question being answered.
5. Address each topic area.
6. Clearly state your project purpose.
7. Document your need in a compelling way.
8. Describe your uniqueness persuasively.
9. Discuss anticipated outcomes confidently.
10. Have innovative, creative and educational ideas.
11. Have realistic, measurable goals.
12. Show the benefit to students and relate to district, state, and national goals.
13. Have a reasonable budget. Be specific and double check math.
14. Do research and cite if possible.
15. Present a solid evaluation plan.
16. Discuss, local, state, and national trends. Show how they relate to your project.
17. Proofread, proofread, and proofread.



Spotlights from a Coordinator's Perspective

From Kathy Bowles (Duval County):
‘Copy the question - answer the question’.

“One of our district grant-writers, Julie Rasmussen (Dade County), used to tell us, **‘Copy the question - answer the question’**. The most important thing is to follow the format of the application to the letter. Be as straightforward as you can. From the viewpoint of a reviewer, I’m looking for information, trying to find out if the responses answer the questions.

“When I read an application as a reviewer, I can tell who has applied for grants before. They pay attention to details. And it’s good to step away from your draft, to see if it makes sense to someone, say in Alaska. Don’t assume that a reviewer knows about your community. Proof your application for grammar and spelling. Check your math. Answer every question, even if it means repeating some of the information.”

- Kathy Bowles, SDFS Coordinator, Duval County Schools has been a reviewer for the Alternatives to Suspension and Guidance Counselor grants.

Most Commonly Cited Proposal Weaknesses

In order to prepare a winning grant application, it must be carefully prepared. Here are some weaknesses to avoid as you look for treasure.



- The problem addressed is insignificant (does not really grab the funder's attention & heart).
- The intent for how money will be spent is unclear.
- The nature or underlying cause of the problem is unclear.
- Methods for addressing the problem are inappropriate or stated insufficiently.
- Inadequate evidence of the problem is provided.
- Methods to be employed in the grant do not match the scope of the problem.
- There is no clear plan for evaluating the program.
- The stated objectives are not clearly measurable.
- Activities planned are too ambitious given the budget, timeline, or scope of the grant.
- The stated problem to be addressed does not match funder's mission.
- The community and/or other obvious stakeholders were not involved in the planning process.
- The application is disorganized. (Do not make the reviewer have to "dig" for information. State information directly, and supply what is called for in a concise, easily read manner.)
- Insufficient data is provided to support the needs identified.
- Budget contains surprise-items and activities not discussed in the body of grant text.
- Salaried position descriptions are not included, or the positions have little or no link to stated needs.
- The grant does not provide for clear accountability (Who will do what?).



Grant Writing Resources

The following list of sources and resources range from short courses on grant writing, glossaries of grant writing terminology, and grant writing advice to information on specific funding sources. Links are provided.

The Foundation Center website offers a short proposal writing course. The Center's ***User-Friendly Guide to Funding Research and Resources*** includes a glossary of grant-writing terms that may be helpful to many new grant-writers. The center also provides information on foundations and corporate donors as well as information on donor's assets and donor's total grant funds given the previous year. www.fdncenter.org.

The J.C. Downing Foundation offers hints to grant-writers seeking funds from foundations. Visit their site at www.jcdowning.org.

Campaign Service Consultants provides a glossary called ***Fund-Raising Terms*** at www.people.ne.mediaone.net/cscunningham/glossary.htm.

The National Education Association has a page devoted to answering the question, ***How Do You Find Time to Write a Grant Proposal?*** Several teachers' responses and hints can be found on the site at www.nea.org/neatoday/9905/extradil.html

TeachNet.org supplies many resources for teachers, including grant-writing tips. www.teachnet.org.

The Catalog of Federal Domestic Assistance provides a complete listing of all federal financial and non-financial resources available in one single publication. The catalog is also available in electronic formats: floppy diskette and CD-Rom. www.cdfa.gov.

The Nonprofit Resource Center is a one-stop directory for Internet resources for nonprofit organizations. The site provides a listing of foundations and other grantors, information on fundraising, volunteer management, and other resources. www.not-for-profit.org

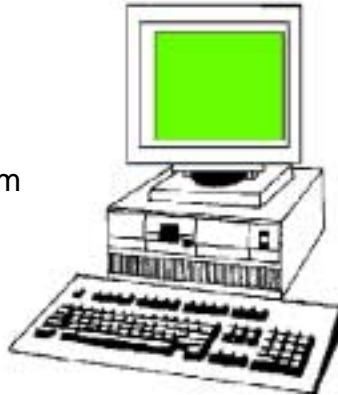
Other Electronic Resources

Afterschool.Gov
www.afterschool.gov

Pitsco's Launch to grants and funding
www.pitsco.com/p/resframe.htm

The Carnegie Corporation of New York
www.carnegie.org

The Taft Group
www.taftgroup.com



The Chronicle of Philanthropy
www.philanthropy.com

The Federal Register
www.nara.gov/fedreg

The Safety Zone
www.thesafetyzone.org

National Clearinghouse of Alcohol Drug Information
<http://www.health.org/aboutn.htm>

Publications/Bulletins/Books

111 Secrets to Smarter Grantsmanship. Government Information Services, 4301 N. Fairfax Drive, Suite 875, Arlington, Va. 22230-1627. 703-528-1000

The Chronicle of Philanthropy. The Chronicle of Higher Education, Inc., 1255 23rd Street, N.W., Washington, D.C. 20037.

Corporate Giving Directory. The Taft Group, 12300 Twinbrook Parkway, Suite 450, Rockville, MD 20852 800-877-TAFT

The Foundation Directory. The Foundation Center, 79 Fifth Avenue, Department SH, New York, NY 10003-3076

Carlson, Mimi. (1995). *Winning Grants Step by Step: Support Centers of America's Complete Workbook for Planning, Developing & Writing Successful Proposals.* San Francisco, Ca. Jossey-Bass Publishers.

Orlich, Donald O. (1996). *Designing Successful Grant Proposals.* Alexandria, Virginia. Association for Supervision and Curriculum Development.

Blum, Laurie. (1996). *The Complete Guide to Getting a Grant: How to Turn Your Ideas into Dollars.* New York, NY. Poseidon Press.

Additional Funding Opportunities

Listed below are a few representative government grants that are currently available to schools. (Note: This is not an exhaustive list. There are many other grants available that can be found through research.)

Elementary School Counseling Demonstration Grant

This grant will provide funds to establish or expand counseling programs in elementary schools. Grants will be given to applicants that demonstrate the greatest need for counseling services in the schools served, propose the most innovative and promising approaches, and show the greatest potential for replication and dissemination. For additional information visit www.ed.gov and click funding opportunities.

Middle School Coordinator's Grant

This grant provides funding to support school efforts to fight drugs and make learning environments safer. Grantees will be able to recruit, hire, and train middle school drug prevention and school safety coordinators. Eligible schools are those in which at least one student was, within the previous year, suspended, expelled or transferred to an alternative school for possession, distribution or use of alcohol, tobacco, and other drugs, or for the possession or use of a weapon. Also, eligible are schools that referred at least five students for substance abuse treatment or suspended, expelled or transferred to alternative schools at least five students for physical attacks or fights. Awards are available for \$250,000 to \$400,000. For additional information call 202-260-2643 or visit the website at www.ed.gov/ and click funding opportunities.

Drug Prevention Demonstration Program

The purpose of this program is to support the development and implementation of drug abuse prevention programs that help to reduce risk factors and enhance protective factors among adolescents in middle and junior high schools. To find out more about this grant visit www.ed.gov.

SAMSHA Anti-Violence Coalition Grant

The purpose of this grant is to assist with the ongoing initiative to make schools safe, and to provide healthy and challenging learning experiences to children. Two types of grants are available: a two-year award from \$150,000 to \$200,000 and a three-year award ranging from \$300,000 to \$350,000. For more information about this grant go to www.samhsa.gov or call 800-789-2647 and refer to GFA Number SM 00-004.

SAMHSA Funds to Prevent Youth Violence, Suicide and Promote Healthy Childhood Development

The program is the successor to last year's School Action Grant Program. It requires applicants to engage in two key steps to address youth violence and suicide prevention. The second phase is devoted to community-based implementation of youth violence and suicide prevention programs in a manner that matches the community's needs. Awards will range from \$50,000 to \$150,000 each. For additional information call 800-789-CHMS and refer to SM-00-005 or visit the website at www.samhsa.gov.

Alternative Strategies: Grants to reduce Student Suspensions and Expulsions, and Ensure Educational Progress of Suspended and Expelled Students

This effort will fund projects to enhance, implement, and evaluate strategies to reduce the number and duration of suspensions and expulsions and ensure continued educational progress through challenging course work for students that are suspended or expelled. Eligible applicants under this competition are public and private non-profit organizations and individuals. For additional information call 202-708-5939 or visit the website at www.ed.gov and click funding opportunities.

21st Century Community Learning Centers Grant

This grant in collaboration with community partners, will help provide enriched learning opportunities for 275,000 children and 100,000 adults for after-school community learning centers. Programs which operate with this funding will provide learning opportunities including tutoring & homework help, academic enrichment, college prep, art instruction, drug and violence prevention counseling and other activities beyond regular school hours and during the summer. For more information on the grant go to www.ed.gov/21stcccl/.

Obtaining grant funds is never an easy task, but a great many resources are available. Please know that your SDDFS Office at FIE and the Safe Schools Office at the Department of Education are assets that you can call upon to help you. Training and technical assistance is always available by request to districts in a wide variety of areas including grant writing and program planning.

For further information or help contact us at:

Florida Institute of Education
Safe, Disciplined & Drug-Free Schools Project
310 Blount Street, Suite 210
Tallahassee, Florida 32301
(850) 414-9976 (Phone)
(850) 414-9979 (Fax)
<http://www.unf.edu/dept/fie/sdfs/>

Florida Department of Education
Office of Safe and Drug-Free Schools
325 West Gaines Street, Suite 301
Tallahassee, Florida 32399-0400
(850) 410-1667 (Phone)
(850) 410-1796 (Fax)
<http://www.firn.edu/doe/bin00014/safehome.htm>



Traits of a Grant Writer

By Seymour Lesh, Director of Grants
Westchester Community College

This humorous list was taken from www.schoolgrants.org.

Enjoy!

As a grant writer, you might consider having any or all of the following afflictions:

1. Schizophrenia so you can support both sides in an argument.
2. Amnesia to forget all the snide put downs of your work.
3. Carpal tunnel syndrome so it looks like you're struggling to find just the right word.
4. Bladder problems for the appearance of always being in a hurry.
5. Hemorrhoids for that look of concern.
6. Whooping cough to hide your laughter at the nonsense going on around you.
7. Scarlet fever for that sweaty look of working very hard.
8. Toothache so you have an excuse for yelling at people.
9. Tennis elbow so you don't have to do any heavy lifting.
10. Paper cut so you can wave your hand around without offending the person you want to offend.



About.com. www.about.com (August 9, 2000)

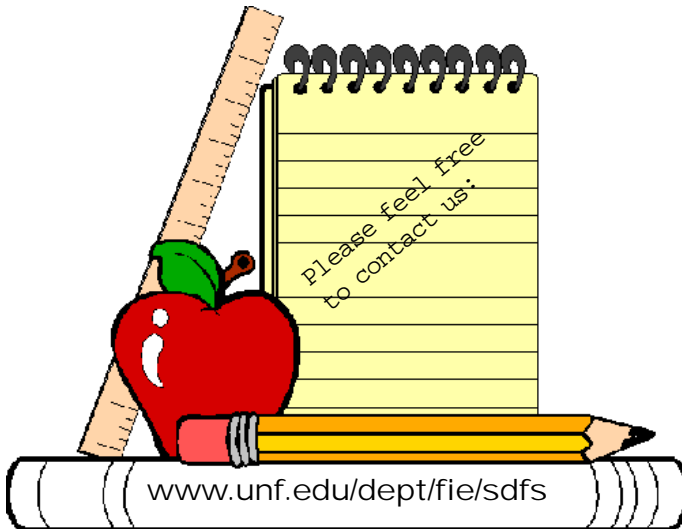
Brewer, Ernest W., Achilles, Charles, et al. (1998). *Finding Funding: Grantwriting From Start to Finish, Including Project Management & Internet Use* (3rd ed.). Thousand Oaks, Ca: Corwin Press.

Ferguson, Jacqueline. (1997). *Grants for Schools: How to Find and Win Funds for K-12 Programs* (3rd ed.). Alexandria, Va: Capitol Publications.

Golden, Susan L. & Shrader, A. (1997). *Secrets of Successful Grantsmanship: A Guerilla Guide to Raising Money*. San Francisco, Ca: Jossey Bass.

Hale, P.D. (1997). *Writing Grant Proposals That Win*. Alexandria, Va: Capitol Publications.

Kaczynski, Daniel, Ph.D. & Platt, John. (1997). *Grants for At-Risk Youth*. Alexandria, Va: Capitol Publications.

**Safe, Disciplined, and Drug-Free Schools Project****310 Elcourt Street, Suite 210****Tallahassee, FL 32301****Phone: (850) 414-9976****Suncom: 994-9976****FAX: (850) 414-9979****Suncom FAX: 994-9979**

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