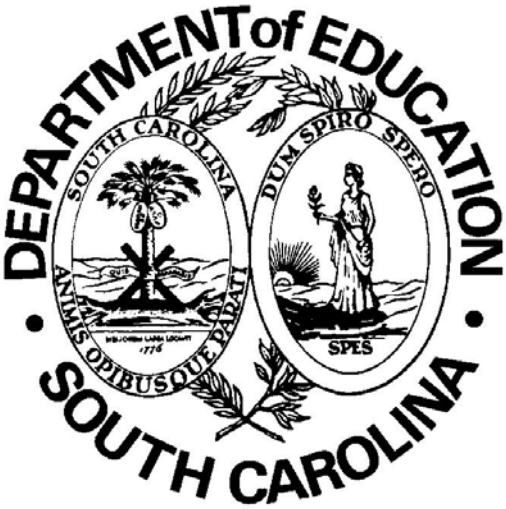
The Revised SDE Grants Manual:
A Handbook for Locating and Applying for Grants

Grants Office
South Carolina Department of Education



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I. THE GRANTS OFFICE

A. Mission

Grants Office staff members assist the South Carolina Department of Education (SDE) staff and South Carolina public school and district personnel in seeking grant support and in preparing written materials for submission. To achieve this mission, we provide the following services:

- Aid in the development of proposals for grant projects by reviewing the funder's guidelines and the grant announcement, planning with each client the drafting process according to the guidelines, reviewing the draft for compliance with the guidelines, editing and polishing the proposal, reviewing the budget, and assisting with on-line submissions.
- Provide information about grants and funders through workshops, meetings, periodic targeted notices, and the SDE grants Web site. The Grants Office maintains an in-office resource library with directories, brochures, guidelines, application forms, and other materials related to seeking grant funding.
- Serve as a guide in the grant-seeking and grant-writing process. The Grants Office staff conducts grant-writing workshops, including special topic sessions upon request for the offices of SDE and for teachers and school district personnel.
- Help the SDE, and other public education applicants, cultivate and maintain positive, productive relations with funders, from initial contact to the conclusion of a grant project.
- Assist SDE personnel with writing RFPs for subgrant programs.

The Grants Office team cannot evaluate the program content of a proposal. As a proposal is developed, we strongly urge that supervisors and colleagues in the same field review it for substance and content and model applicability. A detailed peer review by co-workers and/or staff of associated agencies will increase the probability of presenting a complete, professional application or proposal.

By involving the Grants Office as soon as you decide to seek grant funding or apply for a particular grant program, you can save yourself and your staff time in preparing and completing the proposal.

B. Location and Contact Information

Grants Office
SC Department of Education
1429 Senate Street, Suite 1101
Columbia, South Carolina 29201

Telephone number: 803-734-5810
Fax number: 803-734-3820

E-mail: grants@sde.state.sc.us

Web site: www.myscschools.com/superintendent/grant

C. Staff

Gail S. Widner, Ph.D., Director
Nancy S. Maxfield, Program Assistant

II. Types of Grants

According to *The Foundation 1000* (2005), there are more than 77,000 grant makers in the United States. The three main sources of project grant funds in the United States are governmental agencies (predominantly the federal government), corporate entities and foundations, and private and community foundations.

The federal government provides millions of dollars through competitive and formula grants and cooperative agreements. Often, state agencies receive federal funds for a particular project. These funds are then reallocated and distributed through a subgranting process. Federal agencies, including the National Science Foundation, AmeriCorps, the Department of Labor, and the U.S. Department of Education (ED), sponsor active grant programs.

Corporations such as Bank of America, BellSouth, Carolina First, and Honda often establish foundations to provide grants in the communities they serve. In addition, community foundations and private (often family-established) foundations sponsor grants for particular geographical areas or to focus on a particular issue (literacy, health). Competitive grant funding is also available through corporate and private foundations.

A. Federal and State Government Grants

Federal grants are offered most commonly at the state (SEA) and district (LEA) levels, although recent funding has been open to community-based and faith-based organizations. Very few federal grants are offered at the individual school level. The U.S. Departments of Education, Commerce, Agriculture, Health and Human Services, and other governmental agencies offer grants for educational purposes.

Government agencies provide guidelines, often called Request for Proposals (RFPs), that clearly state specifications for the content, structure, and format of applications. These guidelines specify criteria and points that each proposal must address directly in the narrative. For major initiatives, program officers usually provide information sessions at major cities, and consultants serve as “technical assistants” to help applicants create applications. Applications and guidelines can be downloaded from most federal and state agency Web sites.

B. Corporate and Foundation Grants

Foundation grants are usually more difficult to acquire than federal grants, so establishing contact with any private or corporate foundation before submitting a proposal is crucial. Foundations receive thousands of proposals, and those that arrive without prior contact rarely receive consideration. This contact can be initiated by a letter of inquiry or a phone call to the program officer at the agency. First impressions are critical to the grants process, and it is important to take the time to prepare thoroughly. Before you call, research information about the funder, write down your questions, take notes during the conversation, and be ready to answer questions about the program for which you are requesting support.

Most foundations have fluid or multiple deadlines and an informal application process. Some foundations accept proposals year-round, and some only fund new programs or only fund a program for one year. If there is no formal application process, you can develop a proposal format that best fits your needs and best represents your program.

III. Finding Grant Announcements and Funders

By making it a practice to stay informed about federal programs and corporate and private foundations, you are much more likely to find a funder with similar interests or a grant program that fits your project focus. You will be aware of what funding is available and what changes are occurring in response to federal and state legislation. It is a good idea to regularly access the Web sites of government agencies and other funders that target either education or a particular subject (health, nutrition, finance, literacy, etc.). Additionally, newsletters on education grant programs, professional journals, and other directories often include grant announcements and free, electronic updates.

A. Information on Funders and Grants

1. The South Carolina State Library, located at 1500 Senate Street in Columbia and open to the public, has one of the state's Cooperating Collections from the Foundation Center. The reference librarians are extremely knowledge about researching funders and grants announcements. You may want to call in advance and make an appointment for a tour through the collection.

2. The Foundation Center, an independent, information clearinghouse on foundations, maintains a national network of Cooperating Collections with an extensive collection of print and electronic information about private foundations and philanthropy in America. The Anderson County Library, Charleston County Library, Community Foundation of Greater Greenville, and the South Carolina State Library are Cooperating Collections in South Carolina.

3. The Society of Research Administrators International is a nonprofit association for research administrators. The society includes members who work in all academic settings, including all public and private colleges and universities, university hospitals, and academic departments. The Web site has a search mechanism that includes both governmental and foundation grants: http://www.srainternational.org/newweb/grantsweb/index.cfm.

4. Each funder—whether corporate or private foundation or the state or federal government—specifies its mission and objectives through press releases, annual reports, and periodic strategic planning. Often, such information is posted on their Web sites. Corporations often post foundation information on their corporate Web sites under "community support."

5. Various electronic alerts exist that include information and announcements about grants, funders, and grant writing. When you subscribe to these alerts (by following the directions on the individual Web site), you will receive regular e-mails about new grant announcements or proposal writing:
   www.ed.gov/about/welcome.jsp (multiple e-alerts)
   www.fdncenter.org/pnd/rfp/(Foundation Center sends out weekly updates)
   www.grantsalert.com/education.cfm(announcements for public education)

6. The Grants Office at the SDE also maintains a Web site with grant announcements, links, and resources: http://www.myscschools.com/superintendent/grants.

B. Grant Resources Web Sites

These are a few of the most helpful Web sites on grants.

1. Corporate and Private Foundations

The Foundation Center—A wonderful resource about private foundations, the Center provides grant announcements, how-to guides, data about funders, and typical recipients.	http://www.fdncenter.org
The Council on Foundations—This is another fine resource for general information about private and corporate foundations.	http://www.cof.org
The Grantsmanship Center—In addition to information about corporate and private foundations, this Center also provides summaries of The Federal Register's weekly announcements.	http://www.tgci.com
School Grants—Focused on funding for public schools; this site includes proposal writing tips and sample proposals.	http://www.schoolgrants.org

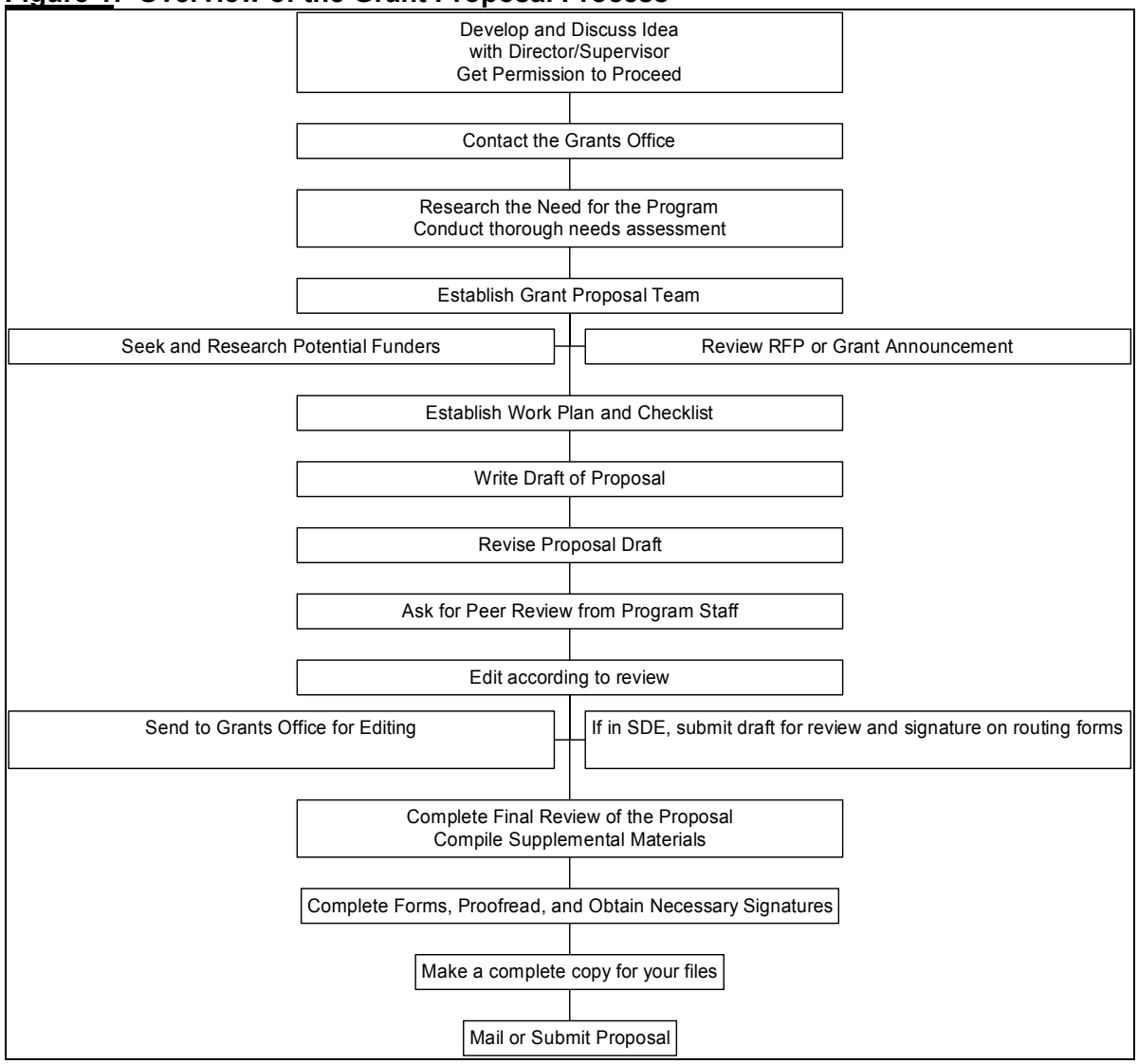
2. Federal Web Sites

The two main resources for researching all federal programs are the Catalog of Federal Domestic Assistance and the Federal Register. Each federal agency also maintains a Web site on its grant programs.

All Federal Grants	http://www.grants.gov
Catalog of Federal Domestic Assistance	http://www.cfda.gov
Federal Register	http://www.gpoaccess.gov/fr/index.html
Centers for Disease Control	http://www.cdc.gov/funding.htm
U.S. Department of Education	http://www.ed.gov/GrantApps/
U.S. Department of Health and Human Services	http://www.hhs.gov/grants/index.shtml
U.S. Department of Labor	http://www.doleta.gov/sga/
National Science Foundation	http://www.nsf.gov/home/grants/
U.S. Department of Housing and Urban Development	http://www.hud.gov/grants/index.cfm

IV. FROM IDEA TO CONCEPT TO PROGRAM TO PROPOSAL

Figure 1: Overview of the Grant Proposal Process



As Figure 1 illustrates, the grant writing process needs to be organized and taken one step at the time. Essentially, there are two approaches to creating grant applications:

(1) You begin with a special project needed to address or solve a problem and that needs funding to be implemented or sustained.

In this case, the process begins with an idea for a project or activity that will address a legitimate need (and one you can prove) and that cannot be undertaken without securing funds. After discussing the idea first with your supervisor and then with your colleagues, focus on the results you seek from the program.

Consider completing the worksheet in Appendix I to help you formulate objectives, goals, strategies, and evaluation measures. Discuss these ideas with your colleagues and supervisor. Obtaining their input and ideas can help transform a great idea into an effective program.

Teamwork and team support will be crucial to the proposal's and the program's success.

Begin researching the intervention and activities you have in mind. For federal and state grants, the project must be based on scientifically based evidence that the activities work.

The Concept Paper

To help transform the idea and the goals into a program, you now need to put your thoughts (and those of others) onto paper. Begin writing about the program. Whom will it serve? How will it work? What need will it address? A concept paper may prove useful at this juncture. The concept paper is a brief narrative description (usually no longer than two pages) of the proposed project or activity. It summarizes the project with the following:

- A description of the target population
- A description of the problem(s) that the program will address and how you identified the problem(s)
- A statement of the objectives of the proposed project
- A description of the methodology to be used (including the roles of the project staff)
- A summary statement giving the benefits of the proposed project and the qualifications of the proposer/office/SDE
- An outline of estimated costs.

The concept paper may be used to initiate discussions about the project with supervisors. It can also help you talk about the program if you begin by contacting several funders. After the concept paper is written, you will need to target specific funders, cultivate relations with them, and ask them to review the concept paper.

(2) You begin with a grant announcement or a Request for Proposal (RFP) that targets programs like the one you have in mind.

In this case, the first step should be a thorough reading of the guidelines and information about the agency/program. Next, it may help to create an outline of the basic information from the guidelines (Appendix C) and to note any questions regarding the program restrictions and purpose. If you still have questions after reading the guidelines, do not hesitate to contact the funding agency's staff. Most agencies have seasoned grants staff members who are very helpful. It is their responsibility to make sure that all the funds earmarked for a program are granted and that the ensuing projects produce the intended results. If your project fits the funding guidelines of their program, they want to see it funded.

Some agencies offer grant workshops for specific grants. These workshops are held in several strategic locations so that no one will have to make a long trip to attend. At these sessions, you can gain very useful information about the priority interests of the funding agency and learn about other programs and other applicants. The questions asked by others will be quite valuable in broadening your knowledge about the program, other federal projects, and other funded programs.

V. THE APPLICATION OR PROPOSAL

Corporate and private foundations require the submission of a proposal. Federal and state grants and subgrants through the State Department of Education require the submission of an application. These are two words used to describe the same thing.

A. The Purpose of the Application/Proposal

Through your application/proposal, you must convince those who control the grant funds that

- the activities you propose are within the scope of the program objectives established by the funding agency
- these scientifically based activities will address an immediate problem or may eventually aid in resolving a social problem that the funder also wishes to resolve
- you and your agency are well acquainted with the discipline/field/issue and are qualified to staff, implement, and manage the described project
- the anticipated results justify the expenditure of the proposed time and money
- the requested funds are adequate to achieve the objectives and implement the program successfully.

A proposal should be carefully and precisely developed and free of mathematical, grammatical, and typographical errors. Preparing the proposal well in advance of a deadline attests to the proposer's ability to plan carefully. By managing your time well, sufficient time will remain for colleagues to review the proposal to discover any gaps, eliminate errors, and ensure a comprehensive proposal.

Most government grants have a strict page limit and very precise guidelines for content, format, and structure. Federal grants usually have absolute deadlines. You will often have 45 days (maybe less) from the day the grant is announced to the deadline for submittal. Usually a postmark deadline is required, but recently many federal grants allow or sometimes require the applicant to submit the proposal electronically (on-line). The instructions for any grant specify the procedure for grant submission.

B. Suggested Steps in Preparing a Proposal or Application

The following steps are designed to help you understand the process of preparing the narrative/proposal. The process can be tailored to suit individual abilities and customs. Note: If your school, district, or division has established procedures, please follow them carefully.

1. Carefully read the Grant Announcement, grant guidelines, or the RFP, and if applicable, the authorizing statute (for a federal or state grant).

2. Create a checklist of everything that must be included in your application. Review the selection criteria, the program purpose, and description of program carefully for items to include in the narrative.

3. Determine the approximate page limits for each section of your proposal. Most RFPS will supply the necessary information so that you can calculate the page lengths for each section. Put the recommended page lengths on the work plan and checklist.
   Use the following formula to determine approximate page length for each section:

(Total pages) *x* (% of points for the section) = approximate page length of the section

EXAMPLE: The guidelines limit the narrative to 25 double-spaced pages. The selection criteria assign each section a percentage of the total possible points (100 in this case):

Statement of Need (15% of the total points assigned)
Project Activities (40% of the total points assigned)
Management and Sustainability (20% of the total points assigned)
Evaluation (25% of the total points assigned)

25 x 15%	= 3.75 double-spaced pages for the needs section
25 x 40%	= 10 double-spaced pages for the activities section
25 x 20%	= 5 double-spaced pages for the management section
25 x 25%	= 6.25 double-spaced pages for the evaluation
Total	= 25 pages.

4. Use the checklist to create a work plan. Provide enough space on the sheet for the status of each application element. Include who is responsible for compiling the material, and drafting, revising, and editing each section. (See Appendix D for a sample work plan).

5. Develop your review process and line up readers (team members, colleagues, or the Grants Office). You will need an initial reviewer to check for content ONLY, and at least two other readers to help with editing, revising, and finishing the document. Or, you may find it useful to have two content reviewers and one main editor/proofreader to make the narrative coherent and polished. All members of the review team should be committed to creating a clear, effective document.

6. Notify each project staff member that you will need electronic versions of his/her vitae/resume (maximum of three pages) in addition to a paragraph (3-5 sentences) summarizing his/her particular credentials to work on this specific project. All vitae/ resumes and descriptive paragraphs should be in the same format, so an electronic rather than hard-copy version will simplify standardizing the formats and inserting the final version into the proposal.

7. Ask each partner or supporting organization for a letter of support. Explain that you will draft the letter and send it via e-mail for their review and production. (See Appendix H).

8. Use the checklist to outline the narrative, based on the instructions and particular information you want to include (such as research).

9. Draft the narrative one section at a time. We recommend that you draft the project design section (with goals, objectives, strategies, and activities) first and that you draft the project budget second. Make sure that the project design and the budget align.

10. Draft the project budget. Use an excel spreadsheet and itemize each expenditure. The funder and reviewers must be able to understand how each amount was calculated.

11. Forward each section (as soon as a solid draft is written) and the guidelines (if necessary) to the first reviewer. This reviewer should check the section's content to ensure that it

satisfies all the grant guidelines. STOP working on a section while it is being reviewed. If you must, make notes on either the hard or electronic copy.

12. Revise each section as soon as the first reader returns it. Revise first for content and then for structure, organization, and flow. Does the section fulfill the directions? The selection criteria? Take a fresh look at the draft and rethink your subject. Each section should have a brief introduction that provides a thesis for the whole section. Within the main discussion, add, move, and delete elements to improve the order of discussion and logical flow. Examine each paragraph for coherence (all sentences are focused on the same topic and work together to make one point) and development.

13. Once each of the sections have been drafted and revised for content, convene all the readers and members of the grants committee to use the checklist to review the proposal as one, whole document. Attend to the flow of ideas, transition between sentences and paragraphs, and clarity of argument. Strive for a consistency of style, tone, and voice.

14. Prepare the cover letter to send with the proposal.

15. Edit the draft for clarity, effectiveness, and variety. Grammar, mechanics, punctuation, and spelling are also important to consider at this stage. Look at individual sentences within the narrative. Are sentences varied in length, type, and style? Define any uncommon and/or technical vocabulary. Each sentence should be *clear, in active voice, and free of grammatical errors*. Check all quoted references to ensure that each is quoted EXACTLY. Is the documentation correct and complete for each reference? [Remember: only quote what you cannot paraphrase more effectively.]

16. Review vitae/summaries and letters of support for specificity, consistency, and accuracy.

17. Prepare and complete forms.

18. Compile the entire grant application: cover letter, forms, narrative, budget, letters of support, etc. Organize the application in the same order as specified in the guidelines. Check the entire package for completeness and consistency.

19. Prepare the table of contents.

20. Proofread the final revision for layout, spelling, punctuation, and mechanics. Check (recalculate) all budget figures. Refer to the guidelines for font, font size, margins, and page numbers. Check to ensure these elements as well as paragraph indentations, titles/headings, spacing, and table numbering are consistent and correct in your proposal.

21. Make the appropriate number of copies.

22. Mail/send/deliver.

Appendix E contains information from the article, “The Inner Secrets of Successful Proposals,” in which Linda A. Long gives succinct advice based on her experience of putting together winning proposals.

VI. Drafting the Narrative

Most grant guidelines (RFPs) require a specific order for materials and information. For the purposes of discussion, we have created a general pattern with explanations.

A. Abstract

Also referred to as the summary, executive summary, or program summary, the abstract is a concise (often one page or 100–300 words) statement summarizing the key elements of the project. Many funding decision-makers may read only the reviewer's comments, the abstract, and the budget, so this section is particularly important.

The abstract is the usually the most difficult section to compose. Because you will become increasingly familiar with the proposed program as you compose the other sections, write the abstract after completing the other parts of the proposal.

In the abstract, identify the problem and/or need as well as your target population. Briefly offer an overview of the program, including the overall purpose. What are the goals and objectives and key elements of the program? What staff and resources will you need to successfully implement the program? The abstract must specify the amount requested and briefly outline what the funds will be used to accomplish. It should also briefly describe the applicant agency's background and credentials.

The abstract sets the mood for the entire proposal and draws the reader into the program. Therefore, it must be convincing and interesting.

B. Table of Contents

The table of contents outlines the entire proposal. It needs to be clear, correct, complete, and consistent. All proposals longer than five pages should have a table of contents.

A table of contents makes it easy for reviewers to find particular application components. Readers will often review the table of contents to determine that all the necessary parts of the application are in place.

Compose the table of contents after completing the proposal, including the abstract. In this way, you will not have to keep updating the table of contents and risk an error or incorrect references. Using the Insert/Index and Tables or Table of Contents function in Word and WordPerfect will help achieve consistency in formatting and spacing of your table of contents.

C. Background Information

The background information, sometimes called the "organizational capacity" or "organization background," is a brief description of the applicant agency. Sometimes, this information is requested in other sections of the proposal, such as management.

For this section, it may help to brainstorm about what qualifies you to undertake the project. The organization's mission, significant achievements, growth, and service areas can help establish credibility. Highlight any recent honors and/or awards that show your organization's expertise.

D. Needs Statement

The needs statement, also sometimes called the "problem statement," the "context," or the "significance" presents the case for your project. It explains the problem or issue the program will address and the various methods you used to identify and explore the problem. A solid needs statements always stems from a thorough needs assessment.

Ultimately, this section should answer why your community (students, school, neighborhood, town, etc.) needs the program. The local, community, and/or state need that your program will address must be one the funder has targeted as well.

This section should be clear, factual, and compelling. You must convince the funder how and why your project (and the funder's support) could make a difference. To make your case, use current statistics and data from the U.S. Census Bureau, published reports, Kids Count, and studies by reputable organizations. Do not rely solely on one source or one statistic and make sure you explain why each statistic is important to the need. How do the statistics fit together? Do the statistics and information work together to "paint" a coherent picture?

The following questions can help you create a powerful statement of need:

1. What is the chief problem? (that the program addresses)
2. How did you discover the problem? How long has it existed?
3. Who does this problem most affect? (should be the target population)
4. What is this problem caused by?
5. Without intervention, and in time, what will happen if the problem is not resolved or addressed?
6. Are there now (or have there been) other initiatives to address the problem? (If so, describe the main ones).
7. Are (or were) there gaps in those initiatives? If so, describe.
8. How have you designed your program to prevent those gaps and succeed where others have failed?

End on a positive note that restates the virtues of your project in addressing the need and how the project fulfills the funder's purpose.

E. Project Description

This is the application's main body, the part in which you convince potential funders of your ability to use their support to meet a need and create a program or project that will be viable. It establishes the core elements of the project. Each funder wants the elements in a certain order, so please refer to the guidelines. The project description is usually comprised of the following elements:

—Goals and Objectives
—Activities, Strategies, Methods
—Management
—Sustainability
—Dissemination (often paired with sustainability)
—Evaluation.

The project description explains the main purposes of the program, what actions you will take to achieve these purposes, how you intend to administer the project, and how you will

measure whether the program worked. In addition, this part of the application should include your plan to sustain the project beyond the term of the grant and grant funds and how you plan to share project successes with others. Using current research in the discipline can help establish that your project (model and strategies) stems from a solid, well-established premise. (See section below on using research).

1. Goals and Objectives

This section describes what you will achieve with the program. Initially, you need to identify the mission of the agency and offer a broad statement about the program's purpose. Then, clearly identify (and number) the goals and objectives.

Goals—Goals are general statements specifying desired outcomes of the project. Ultimately, why did you develop this program? To do what? To serve whom? The goals should be measurable and address the needs identified earlier.

Objectives—Objectives are also referred to as "outcomes," "performance measures," or "measures of success." An objective is statement that explains one way that you will know (be able to prove) that you have achieved the goal. Each goal should have at least one objective. The objectives must be specific, measurable, achievable, relevant, and time specific. They should be tangible (clearly states anticipated result), specific (who will do what and in what period of time), and also measurable.

**Note: Funders often define objectives differently, so pay attention in the RFP to any examples the funder provides. Follow the funder's examples.

Example:
Goal 1: The Hampton Height Swim Club will provide swimming instruction to Hampton Height community members (ages 5-12).

Objective 1.1: At least 80% (56) of the 70 regular participants will learn to swim at the basic level in nine weeks, as demonstrated by the swimming proficiency exam administered by the Red Cross.
Objective 1.2: A minimum of 50 participants will score at least one tier better on the end-course swimming proficiency exam administered by the Red Cross.

2. Activities, Strategies, Methods

This section begins with a statement explaining what specific actions you will take to achieve the stated objectives and goals. Explain why you chose these particular activities/actions. How do you know that these strategies are the most effective? Will work with this population? Your answers must be based on current, scientific research about the problem, intervention, strategies, and outcomes. The activities should clearly connect to the objectives and the goals.

Appendix G and Appendix I contain worksheets to help you organize the range of activities and integrate the project more efficiently.

3. Management

This section outlines you plan to manage (administer) the program. What is the overall

chain of command? Who will manage the project? How can you show that this person is qualified to manage the program? If you will need to hire a project director, include a detailed job description for the position.

The Grants Office recommends using an advisory board to help monitor the project and resolve any obstacles or problems that arise.

While resumes and vitae must be appended, you may include a summary of credentials in paragraph form in this section. What is each staff member's responsibility?

This section should outline your agency's or department's ability to manage the grant, so any experience in managing other grants successfully should be mentioned. An organizational chart may be the fastest and best way to clarify the management and chain of command for the project. Include partners and advisory boards in this chart.

4. Sustainability

In this section, you must explain what you are doing or will do to ensure that the project continues beyond the grant funding or term. Funders want to know that the programs they support will be sustained after the grant period is over. For example, if a one-year project has reform of teacher recruitment standards as its goal, the granting agency wants the project to be sustained beyond that funded year—in order for the goal to be achieved. In determining awards, funders will consider the likelihood that the project can be sustained beyond their contribution and their grant period.

You will need to discuss the agency's commitment to the project as demonstrated by staffing, publicity, space, materials, and other resources. In addition, include partner commitments to the project. Are you or do you plan to seek additional grant resources? Other tax-driven resources?

5. Dissemination

Funders also want to know that you will spread the word about the project (and who funded it). They want to know that your project will contribute to the knowledge about this field or strategies to resolve a particular social ill. The term "Exportable Product" is used to describe a tangible item produced as a result of a program. You may want to consider disseminating program results (positive and challenges to be addressed) through a variety of channels such as project manuals, video/media, Web sites, lesson plans, curricula, informational brochures/pamphlets, published proceedings, studies, presentations at conferences, and/or legislative reports.

6. Evaluation

How will you prove (using scientific evidence) if and how well the project worked? How you evaluate the program (and your administration of it) has become one of the most important parts of a federal application. The plan that you devise should assess the project's objectives and final outcomes. The chart in Appendix G can help you create a solid evaluation plan.

What data will you collect from the various activities that can help determine the project's success? You should use a variety of instruments. Journals and surveys cannot serve as the sole means to evaluate your program. These two elements yield no concrete, reliable data about the program's effect. Will you collect baseline data? Will you administer mid-project

evaluations and amend the program (and management) based on this data? What end-of-project data will you analyze? How will you report findings and results to the funder?

Most federal grants expect you to hire an external evaluator to analyze the program. If you plan to use an outside evaluator (even for a part of the project), identify the evaluator or provide a job description. If you have already selected an evaluator, document this person's credential to serve in this capacity.

F. Timeline

A timeline is a chart that shows target dates to implement and evaluate key program elements (methods/activities and evaluation measures). Usually, on a timeline, the dates are placed in the far left or far right columns, with internal columns used to specify significant events, data related to the implementation/evaluation of that event, and who is responsible for implementing and evaluating the event (see Appendix G). The timeline indicates how and when you will implement the program. Sometimes, you can also include the related objectives. Often, the grant guidelines specify the exact information to be included on the timeline.

G. Research

Research can turn a good idea for a project into a national model. To convince a funder that your program is worth investing in, you need to show that you are familiar with the current research in the discipline, methodology, area, etc. You need to show that you have studied the need in your community (geographical area), understand that this project will positively affect the target population, and have selected a legitimate, scientifically based intervention.

1. Research in the Discipline, Methodology, Issue

What are the most respected professional journals in the project's area? The U.S. Department of Education's Web site has a publications and report search site that can help you find articles, books, and other reports about numerous topics. These materials can help you establish the credibility of your program, especially of particular methods and strategies. Strong applications include references from current research on the topic, model component, design, need, and evaluation methods. Research should focus on the most current and most reliable studies and sources.

2. Research for the Need Statement

To establish the validity of your claims, use research and statistics that provide a clear picture of the need your project will address. Contact the local chamber of commerce to find out about economic development. Use current census data, county profiles, and statistical reports to gather compelling evidence of the need. Appendix B contains some of the most helpful Web sites for conducting statistical research.

3. Integration of the Research into the Proposal

To get the maximum effect from the research, integrate it effectively into the proposal. Parenthetic citation is the reference within the text to a particular source.

Some basic guidelines will help you get the most from your research:

1. Only quote what you can't say better. Too many times, a mundane statement is quoted. Simply refer to the point, cite the author/study correctly, and move on. If the statement is brilliant, then you must quote it exactly. Any changes must be denoted.

2. Paraphrasing (putting someone else's idea in all of your own words or summarizing an article) is still research. You do not need to quote a document to prove you have researched the topic. However, when you paraphrase, you must still acknowledge the source. The reader must be aware you are discussing another's ideas or research.

3. NEVER let a quotation or a paraphrase stand alone. Tell the reader what is important about the statement or the point. Introduce the reference, make it part of a sentence, or comment on it afterward.

For example:

According to Ralph Gomen, "Educational attainment will absolutely determine one's economic reality in the 21st century" (2003, p. 56).

"Current federal legislation makes teaching impossible," says Gail Godwin, president of The International Teaching Association (2003, p.4). As evidence, Godwin refers to...

4. Use a variety of resources: books, articles, Web sites, etc. Using only one resource or one type of resources says more about your limits than your research.

4. Citation and Documentation Style

In grant writing, the APA (American Psychological Association) style for citation and documentation is preferred.

In the narrative itself, when you cite research (a book, article, Web site) you will immediately note the source by placing information inside pathentheses. This is called *parenthetical documentation*. The information inside the parentheses can include author, key word for the title, date of publication, and/or exact page number of the quotation/premise. The information you must include inside the parentheses is determined by how you have integrated and introduced the citation.

For example, if we amended the above examples, then the information required in the parentheses would also change:

"Educational attainment will absolutely determine one's economic reality in the 21st century" (Gomen, 2003, p. 56).

The president of the The International Teaching Association argues that "current federal legislation makes teaching impossible" (Godwin, 2003, p.4).

All works cited in the document must be included in your *References* page, which also

adheres to APA format. Put references in alphabetical order. To document your sources, use the following format

Godwin, G. (2003, Oct.). Fighting for your livelihood. Educational Leadership 29(1), 43-48.

Gomen, S.M. (2003). The Future is Now. Charleston, SC: Greensleaf Press.

VII. THE PROJECT BUDGET

The budget reflects in financial terms the actual costs of achieving the objectives stated in your grant application. The total amount requested is determined by the actual activities and strategies and the limitations set by the granting agency. If a funder states that the maximum award is $500,000, do not submit a budget for $650,000.

For federal grants, you must adhere to the Cost Principles for your particular type of agency. Schools districts and state agencies must adhere to OMB Circular A-87, Cost Principles for State, Local, and Indian Tribal Governments.

In addition to the financial needs of the project, the budget should represent other sources of revenue, such as other grants and in-kind, local, match, and partner contributions, necessary to implement and operate the program. All budget requests and match should be mentioned in the narrative. No cost element should come as a surprise to the funder.

The Project Budget usually has two components: the budget form and the budget narrative.

- *Budget Narrative*—This "narrative" is a detailed budget. Often, a funder will accept a thoroughly itemized Excel spreadsheet rather than a prose narrative. Use an Excel spreadsheet to help you itemize the costs of the project, even if you ultimately have to create a prose narrative to meet the RFP guidelines. Explain why the expenditures are important and show how you arrived at the figures (formulas for calculation). Structure the narrative so that it follows the same order as the budget form. Explain each category of expenses clearly and concisely. The narrative also explains any unusual expenses that may be questioned by the reviewers.

  For example, if the database coordinator will dedicate 25% of her time as a match to the project, then the spreadsheet should have a line item that details:

  > Database Coordinator (25% of time) to enter district data and train district personnel on data verification. 25% of annual salary ($45,653) = $11,413 (this figure would go in the in-kind or match column for every year the person works on the grant)

- *Budget Form*—In many cases, the funder provides budget forms for you to complete (see Federal Form 524 in Appendix F). Once you have completed the narrative, completing the budget form is an easy task. Use the form the funder specifies.

  Make sure that the totals on the form and the totals on the narrative are the same.

The budget will reflect direct and indirect (or facilities and administrative) costs for federal and state applications ONLY. Foundations and corporations <u>rarely</u> recognize indirect costs.

A. Direct Costs

For a federal grant, use the RFP, the authorizing statute, and the appropriate OMB Circular to understand what expenses are permitted under the grant. Expenses incurred by

grant projects fall within some or all of the following categories:

- Personnel (Salaries, wages)
- Fringe Benefits
- Travel
- Equipment (Purchase and rental)
- Supplies
- Contractual Agreements (Subcontracts, consultants)
- Communications (Telephone, postage, photocopying)
- Publications (Brochures, reports, reprints)
- Training Stipends (Scholarships)
- Other Costs (those costs not included in other categories such as service contracts, repairs

The U.S. Department of Education's budget form 524 (see Appendix F) recognizes the following categories for direct expenses:

1. Personnel/Salaries and Wages

Include salaries and wages of all personnel who will be devoting full- or part-time work to the project. For key personnel, provide the name, position, percentage of time dedicated to the project, base salary, and the amount each individual will be paid for this work. Recent federal guidelines generally prohibit compensation to clerical and administrative personnel. Federal grants and contracts will usually not allow salaried personnel to be paid for overtime (i.e., extra compensation beyond the monthly rate).

2. Fringe Benefits

Schools should contact the district office finance officer for Fringe Benefit Rates. The fringe benefit rate for SDE employees is listed in the SDE Fringe Benefit Rates table below. These percentages can change; so you should contact your payroll office for the current rates.

SDE Fringe Benefit Rates
FY 2002–03

A. State Retirement		10.7 %
B. Group Life		0.15 %
C. FICA (Social Security)		7.65 %
D. Unemployment Compensation		0.12 %
E. Worker's Compensation		0.35 %
	Total	18.97 %

F. Health and Dental Insurance
(Effective 01/01/03–12/31/03)

Coverage Type	State Health & Dental Plans
Employee only	206.70 + 11.71 per month
Employee/spouse	404.12 "
Employee/child	312.60 "
Full family	466.72 "

Fringe benefits can be calculated by multiplying the fringe rate by the salary and adding the health and dental plan costs to that figure. These costs are listed in the Health and Dental Insurance table shown above. Multiply the salary or proportional salary by 28% to derive the

cost for fringe benefits.

How to Calculate Fringe Benefits:

(A+B+C+D+E) x (Salary) + (F) OR (18.97% x Salary + Health Insurance)

3. Travel

Grant funds may be used only for travel that is related to achieving project objectives. Calculate the total cost, including all transportation costs and per diem, for each traveler in the project. In the budget narrative, explain why the travel is necessary and itemize all travel costs, including transportation costs (mileage, rental cars, hotels, and established per diem rates). Consultant travel for any consultants you plan to hire should be listed as part of contractual costs.

4. Equipment

Equipment means tangible, non-expendable property charged directly to the grant and having a useful life of more than one year and an acquisition cost over the federal or state threshold. The federal threshold for Equipment is $5,000 or more. If you are using the federal $5,000 threshold, a $1,500 computer would be listed in supplies.

The state has a lower threshold for equipment. If a non-expendable item such as a desk costs $1,000 or more, the state considers it equipment. The U.S. Department of Education will accept the state's threshold for determining what qualifies as "equipment." The cost of equipment is not included in the base amount used to calculate indirect cost.

5. Supplies

Provide the cost of all expendable, tangible supplies such as paper, pencils, envelopes, cleaning products, etc. In the budget narrative, explain why these supplies are needed for the project. There is no need to itemize every penny in this section (for example: 6 pens for .69). You can simply include pens as part of a larger list.

6. Contractual

These are grant project expenses stemming from contractual agreements with other organizations or businesses. For example, the cost of contracting with an individual or firm for project evaluation would be shown here, as would any expenses associated with that contract. Note: In most cases, contractual agreements cannot apply to hiring grant writers.

7. Construction

Project construction costs should be listed in this line item. Construction costs are usually not allowed in typical U.S. Department of Education projects, but if they were, they would be shown as such and detailed in the budget narrative.

8. Other Direct Costs

All direct costs that are not clearly covered by items above should be shown under this

category. Examples of such costs are communications (newsletters), equipment rental, computer use charges, printing, and postage.

B. Indirect Costs

Indirect costs (also known as F & A, facilities and administrative costs or overhead) are those costs for general support of a project that cannot be readily and specifically attributed to a particular project. Indirect costs may include:

- General administration including such functions as accounting, legal, personnel, payroll and administrative offices
- Plant operation and maintenance including utilities, janitorial services, routine maintenance and repairs (electricity, water, air condition, heating)
- Rent for office or building in which the department is located.

Obtain a copy of the agency's indirect rate proposal. Schools and districts need to check with district offices for indirect rates. The SDE's approved indirect rate proposal is located at f:\users\everyone\grants\SDE indirect rate. If a cost is already included in the indirect rate proposal, you cannot also include it in the direct program costs. For example, if rent or utilities is specified in the indirect cost proposal, you cannot include rent or utilities as part of the direct costs on the budget. To do so would be to be paid twice for the same expense, also known as "double-dipping."

Funds awarded for indirect expenses on grant awards totaling less than $200,000 per year are given to the SDE. On grants totaling more than $200,000 per year, all of the indirect funds go to the S. C. Budget and Control Board. Indirect expenses are only calculated for federal grant and state subgrant funds.

Indirect Costs are computed as follows:

1. Total the direct costs.
2. Subtract any funds that will be passed through to a district or other subgrantee.
3. Subtract training stipends if they were included in your direct cost total.
4. Subtract any funds for equipment.
5. The resulting figure is the base on which you will apply the indirect rate. (for example, say that the resulting total is 85,672. $85,672 X 3.1% = $2655). The figure derived by applying the indirect rate is the indirect cost for your project.

The SDE has negotiated indirect cost rates with the federal government (the U.S. Department of Education is our cognizant agency). These rates apply unless a granting agency specifically stipulates otherwise. The rates change from time to time, making it advisable to check with the Grant Office before calculating the indirect costs. The current SDE indirect rates are shown below. These rates are used for calculating indirect costs for federal funds subgranted to the districts.

Indirect Rates for the SDE (July 1, 2003 to June 30, 2007)						
Type	From	To	Rate	Base*	Location	Applicability
Fixed	07-01-00	06-30-03	3.5%	1/	All	Unrestricted

Fixed	07-01-00	06-30-03	3.1%	1/	All	Restricted
Predetermined	07-01-03	06-30-07	3.5%	1/	All	Unrestricted
Predetermined	07-01-03	06-30-07	3.1%	1/	All	Restricted

*1/ Total direct costs less items of equipment, alterations and renovations, and flow- through funds.

"Fixed" means that the rate will not change, because it is for a time period that is over.
A "predetermined" indirect rate is set for a period that is ongoing, and the rate could be changed before that period ends.
"Unrestricted" rates apply to all grantors other than the U.S. Department of Education.
"Restricted" rates apply to funds granted by the U.S. Department of Education.

VIII. SUPPORT DOCUMENTS (APPENDICES)

Appendices should contain information that will bolster and complement the narrative. It should include items that could have been in the main body of the proposal but in the interest of conciseness are appended.

Provide only what the potential funder requests or permits. Most funders have specific policies regarding what can be included as appendices. Be careful to follow all guidelines.

Examples of supporting documents are:

- Letters of Support—A few strong letters of support can be beneficial, but the application should not be loaded down with 10 or 20 weak letters. Strong support letters from the principals of partner organizations with whom you are collaborating can definitely strengthen your application. These support letters should state the contributions that your partners are making to the project: funds, in-kind, etc.; and why they are committed to this effort (what will it do that is so important to them?). Also, if the agency is a partner, the letters should detail what that agency is contributing to the project. Offer to draft the support letter. This saves time for your supporters. They can sign the letter you have written without reading the whole application. (Appendix H).

- Resumes/Vitae—All key project staff members should provide a resume/curriculum vitae that focuses on their credentials for this particular project. No resume or vitae should exceed three pages. If possible, insert summary paragraphs into the narrative.

- Forms created for the project—evaluations, surveys, partnership agreements

- Estimates—(from vendors or contractors) if required.

- Lesson plans or syllabi—if required.

- Memorandum of Understanding (MOU)—This is a legal document specifying an agreement or understanding between two or more organizations.

IX. Additional Elements and Features of a Federal or State Application

A. Forms and Assurances

The first page of a federal grant application is the SF424 form (see Appendix J). State agencies have required cover sheets as well. This form provides information on the applicant, the amount of funding requested, the title of the project, and the signature of the person authorized to apply for the funds.

Various federal requirements are imposed on applicants and grantees (according to their type) as a condition of receiving grant funds. The chart below specifies the requirements and guidelines.

For SDE users, these documents and those listed below can be accessed through f:/users/everyone/grants/federal laws and regs for grants. The documents are also posted on the SDE's Grants Office Web site.

Chart of Applicability of Federal Laws and Regulations by Recipient Type

If the Grant Recipient is a:	Then, the recipient must adhere to the following federal laws and guidelines:
State, Local, and Indian Tribal Governments)	▪ OMB Circular A-102 (Uniform Requirements for Grants and Cooperative Agreements to State and Local Governments) ▪ OMB Circular A-87 (Cost Principles for State, Local, and Indian Tribal Governments) ▪ OMB Circular A-133 (Audits of States, Local Governments, and Nonprofit Organizations)
Non-profit organization	▪ 2 CFR 215, Uniform Administrative Requirements for Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations ▪ OMB Circular A-122, Cost Principles for Nonprofit Organizations ▪ OMB Circular A-133 (Audits of States, Local Governments, and Nonprofit Organizations)
Institutions of Higher Education (colleges, universities, two-year technical and community colleges)	▪ 2 CFR 215, Uniform Administrative Requirements for Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations ▪ OMB Circular A-21, Cost Principles for Educational Institutions ▪ OMB Circular A-133 (Audits of States, Local Governments, and Nonprofit Organizations
Business, Commercial Organization, or For-profit Agency	▪ 2 CFR 215, Uniform Administrative Requirements for Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations ▪ Federal Acquisition Regulation (FAR) 31.2, Contracts with Commercial Organizations ▪ Usually, for-profits do not have to adhere to audit requirements affecting recipient types
Hospital	▪ 2 CFR 215, Uniform Administrative Requirements for Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations

	▪ 45 CFR 74, Appendix E, Principles for Determining Costs Applicable to Research and Development under Grants and Contracts with Hospitals, or other cost principles designated by the awarding agency. ▪ OMB Circular A-133 (Audits of States, Local Governments, and Nonprofit Organizations)

Each program office (such as the U.S. Department of Education or the Department of Health and Human Services) also has guidelines that must be followed. For SDE users, the U.S. Department of Education's guideline for grants, the Education Guidelines and Regulations (EDGAR) is posted on f:\users\everyone\grants.

Application packages contain forms that an applicant is required to sign, promising to abide by various federal laws, regulations, and executive orders that apply to grant recipients. Certifications relate to issues such as maintaining a drug-free workplace. Assurances relate to issues such as complying with nondiscrimination laws.

B. Compliance with the Federal General Education Provisions Act (GEPA)

The U. S. Department of Education's General Education Provisions Act (GEPA) applies to applicants for new federal grant awards under Department programs. Guidance for each federal grant program will include in the "assurances" section a "Notice to All Applicants" about this required statement in compliance with Section 427 of GEPA. The point of GEPA is to assist people who because of their gender, race, national origin, color, disability, or age often find themselves at a disadvantage.

While your GEPA statement need not be lengthy, it should be a clear and succinct description of the steps your organization can take to ensure equitable access to, and participation in, federally assisted programs for students, teachers, and other program beneficiaries with special needs. Point out any current actions your organization already is taking—or proposes to take as part of the project—that will help people who may be disadvantaged participate in the project. The GEPA statement should reflect the efforts of your staff to make your agency's programs free of barriers. An example of a Statement for Compliance with Section 427 of GEPA for a fictional school district is provided below.

Sample GEPA Statement*

> The River City School District Number One plans to continue its current policies that call for barrier-free programs. Its compliance with Section 427 of GEPA is based on these policies and adds program specific actions to further erase barriers. Specifically, the district will continue to make information on its programs available in Spanish to involve Hispanic families. The subcontractors of the program will make special efforts to improve access through announcements of upcoming programs at neighborhood centers and churches to meet with minority parents. Children with disabilities will be accommodated with special computer technology and other tools they may need to make the most of after-school programs. Care will be taken to assure that after-school programs benefit female students as well as male.

*Your GEPA statement does not necessarily have to include all the elements shown in the sample.

C. Intergovernmental Review

Executive Order 12372 requires intergovernmental review of federal grant applications. This executive order requires each state to establish a single point of contact to review all applications by state agencies that will be submitted to the federal government. The review is designed to ensure that all available resources and perspectives are considered for each project.

However the State of South Carolina does not want to see all grants proposals submitted to the federal government. The Web site for the State Single Point of Contact, http://www.budget.sc.gov/OSB-clearinghouse.phtm, provides clear instructions and procedures and offers a project listing that you must check. If your project is identified on the project list, you must submit your proposal (and accompanying materials) to the State Single Point of Contact.

The preferred method of submission is via e-mail at clearinghouse@budget.sc.gov.

The mailing address is:

State Clearinghouse
Office of State Budget
1201 Main Street, Suite 950
Columbia, SC 29201

Phone (803) 734-0494
Fax (803) 734-0645

You must send the following items:

- Application for Federal Assistance (SF424 Form), including the CFDA number
- Budget information (SF424A Form or 424C Form), including budget summary, narrative, and funding source
- Program narrative, executive summary, or abstract to include purpose, scope, justification, area to be served, staffing and other pertinent data
- If applicable, maps which show project activity locations.

When you submit your document, include a cover letter providing the granting agency's deadline for submission of comments and requesting intergovernmental review.

You should receive a letter acknowledging your request for intergovernmental review. Subsequently they will send you any letters of comment, and you should send them to the granting agency at the address shown in the guidelines.

D. Circulating Grant for Approval

If you are a teacher or other school district employee, your school/district may have a particular review procedure for grants.

If you are an SDE employee, there is an internal review process to follow before the State Superintendent of Education can approve and sign your application. Usually the deadline for federal grants is 30 to 40 days after the RFP is issued. Because time is so limited, once you have a draft that contains complete content, it is effective to begin circulating the draft application for internal review.

There is a routing form for circulation of grants at the SDE, which should be printed on green paper. It is found under the file name: F:\users\everyone\grants\grantroute.doc. As soon as the content is complete for the application, begin routing the document for signatures but include a note stating that the Grants Office is still editing the language and structure.

Please let the Grants Office know whether your application is funded. This information can help us determine the need for additional training and professional development.

X. Conclusion

Effective grant writing takes teamwork, time, and practice. At times, the process may seem overwhelming; however, the effort is worth it in the long run. When you are able to secure grant funding to turn a well-grounded idea into a working program, you will see that all the planning, research, drafting, and editing was a worthwhile investment.

While only 5–10 percent of grants are funded, you can vastly improve your chances of being funded by working as a member of a team, writing more grants, and strengthening your own writing and research skills. As you discover your strengths, create new forms or explanations, please share them with the Grants Office. We will gladly post your ideas on our Web pages to help others. In this way, we can all work together to benefit public education in South Carolina.

This manual was designed to help you understand the basics of grant writing. No exact formula works every time. Be creative, enthusiastic, and serious. Tailor the recommendations and processes explained in this manual to your needs. By taking the time to review the RFP and grant guidelines carefully, organize a work plan, draft and edit the narrative, and compile all required items, you will help yourself and your agency establish credibility as a project manager. Most importantly, ask for help when you need it.

Remember that free money does not exist. Know what your responsibilities are as a grant recipient before your accept the grant.

Good luck, stay positive, and let us hear from you.

A. Glossary of Grant Terms

Competitive Grant. A type of grant awarded to program participants for specific types of research, demonstration, training, or service. Competitive grants are those in which applicants compete against each other for funding.

Cost Share. Most agencies require that a grantee (grant recipient) commit to sharing the overall costs of the grant project. The grantee's share of the project cost must be shown in the proposal budget. Agencies can prove cost sharing through several ways. Most commonly, the agency specifies what percentage of the program must be paid for by the grantee. This amount can range from as little as 1% to as much as 80%. The grantee can also show cost share in the form of cash to purchase equipment, for example, or the time employees will spend on the project.

Demonstration Project. A type of grant project, supported through a grant or a cooperative agreement, to establish or demonstrate the feasibility of new methods or new types of services.

Direct Costs. Any costs directly related to grant activities. Examples of direct costs related to a grant project are: salaries/fringe benefits, supplies, equipment, travel, telephone, postage, photocopying, publications, subcontracts, and consultants.

Entitlement or Noncompetitive Grant. A grant awarded automatically or based on a minimal "proposal" or application. These grants are based on a legally defined formula for all institutions that qualify.

Funder. The funder, also known as the "grantor" or "funding agency," is the organization, governmental agency, foundation, or industry that awards grants.

Funding Cycle. Most federal competitions follow a funding cycle; this refers to the due date of the applications up to the time awards are made. Many federal agencies have funding cycles that occur at the same time each year. Some agencies have more than one grant cycle in a given year.

Grant. An award of money or direct assistance to perform an activity or project whose outcome is less certain than that from a contract. Expected results are described in general terms. Application may be unsolicited or through a program announcement.

Grantee. The grantee is the institution or individual who submits the grant application and receives a grant award.

Grantor. The grantor is the agency providing the grant funds.

In-kind Contributions. These are grants or gifts of property, time, personnel or equipment usually donated by the grantee in place of grants or money.

Indirect Cost. Indirect cost (overhead) is also known as "F & A" (facilities and administrative) cost. These are costs incurred in the general support and management of the proposed activities that cannot be readily determined by direct measurement. Examples of indirect costs may include general administration including such functions as accounting, personnel, payroll

and administrative offices; research administration; and plant operation and maintenance including utilities, janitorial services, routine maintenance and repairs. Institutions negotiate indirect cost rates with the federal government for specific periods of time. These rates apply unless an agency or program specifically stipulates otherwise.

Matching Funds. Cash or in-kind contributions of the grantee or its partners required to operate the program.

Principal Investigator/Project Director. The principal investigator is the person who will direct a grant project. This title is used most often in research grants. Project director is the term applied to the person directing the training, educational, or demonstration grant. In both cases, this person and his/her responsibilities are shaped while designing the program. He/she oversees the grant activity, and is responsible for assuring the grant is conducted in accordance with all conditions and federal regulations.

Program Officer. A program officer is an employee of a federal agency or foundation who manages a specific program of grant funding and oversees grant competitions. Program officers are usually designated by area (Education Program Officer, Governmental Program Officer, etc.) and work to supervise and provide technical assistance to a particular funded grant.

Review Panel. A review panel is a group of experts selected by an agency to evaluate grant proposals submitted to a call for proposals. The panel evaluates each proposal and makes recommendations to the agency on which should be funded. Many private foundations do not use review panels. The board of directors or trustees of a foundation make decisions on funding based upon the evaluation and recommendations made by program officers who work for the foundation.

B. Key Web Sites for Data and Statistics

http://www.bts.gov/ —Bureau of Transportation Statistics

http://childstats.gov/ —Information from various sources, with links to state and local resources

http://nces.ed.gov/cced —The U.S. Department of Education's main database on K–12 schools.

http://nces.ed.gov/edfin/ —Education Finance statistics

http://nces.ed.gov/edstats/ —Education Statistics ranging from present condition to projections

http://nces.ed.gov/nationsreportcard/ —Student subject area knowledge for The Nation's Report Card

http://quickfacts.census.gov/qfd/ —U.S. Census Bureau compilation of state and county facts

http://www.cdc.gov/nchs/ —National Center for Health Statistics

http://www.census.gov —Census 2000 data

http://www.devstu.org/ —An agency that conducts research about the condition of children

http://www.ed.gov/index.jsp —US Department of Education's Web site for school district statistics

http://www.fedstats.gov —links to statistics from over 100 US Federal Agencies

http://www.hud.gov/ezec/locator —US Department of Housing and Urban Development

http://www.naco.org —National Association of Counties with nationwide county-specific data

http://www.ojp.usdoj.gov —Statistics on crime, offenders, victims, and systems of justice

http://www.safeyouth.org/home.htm —statistics on violence by and against U.S. children

http://www.unitedhealthfoundation.org —statistics in health-related areas

South Carolina Sites:

http://myscschools.com/superintendent/grants/ —SDE's Grant Office's Web site for information on grant announcements, funder information, research, and writing resources

http://www.mySCgov.com —South Carolina's government portal

http://www.ors.state.sc.us/ —SC Office of Research and Statistics

http://www.ors2.state.sc.us/abstract/index.html —South Carolina Statistical Abstract

http://www.sces.org/index.htm —South Carolina Employment Security Commission provides information on unemployment, employment practices, and trends

http://www.sckidscount.org/ —Kids Count! Web site for information about the condition of children in South Carolina

http://www.scmatureadults.org/ —Mature Adults Count! Web site for information directly concerning data on mature adults (age 50+) such as demographics, poverty, health, safety, etc.

http://www.scyoungadults.org/ —Young Adults Count! Web site for information directly concerning the transitions of young adults (age 18+) to adulthood

http://www.state.sc.us/djj/ —South Carolina Department of Juvenile Justice

http://www.state.sc.us/dss/ —South Carolina Department of Social Services

C. GRANT INFORMATION SHEET

Name of Federal Program _____ CFDA #_____

1. Is a pre-application or letter of intent required? ___ Deadline: _____
2. Full Application Deadline: _____ (is deadline for postmark or delivery?)
3. Estimated available funds: _____
4. Estimated range of awards: _____
5. Estimated average size of awards: _____
6. Estimated number of awards: ____
7. Method of Submission (electronic only, regular mail delivery, or courier service for delivery)?
8. Sponsoring Program Office (USED and OESE or Dept. of Labor and name of office):
   _____
9. Contact Person at Sponsoring Program Office: _____
10. Contact Information (phone or e-mail): _____
11. What is the Purpose of this Program?
12. What is the Target Group (or target groups): For example: Students, Teachers, Administrators, Community, Parents
13. Identifying characteristics of that target group: (what grade, sex, ability level, language proficiency, educational attainment, income level, certification, etc.?):
14. Who is eligible to apply for this grant? What is the funder looking for in applicants (partnered districts that are near each other, districts from different states, one district, one district partnered with community organizations)
15. What are the competitive priorities for this grant?
16. What areas should the proposal include (instructional strategies, professional development, pre-service teacher education, assessment modules)
17. What will the grant pay for? What does the grant exclude?

D. WORKPLAN

Title of Proposal:					
	Drafter	**Draft Due Date**	**Status**	**Reviewer**	**Proofer**
Letter of Introduction					
Cover Sheet					
Executive Summary/Abstract					
Table of Contents					
Needs Statement					
Credentials/Background					
Program Description/Narrative					
Program Goals, Objectives, Indicators					
Program Activities					
Program Evaluation					
Program Management/Supervision					
Program Sustainability					
References					
Program Budget					
Spreadsheet					
Narrative					
Supporting Documents					
Letters of Support					
Resumes or Summaries of Credentials					
Funder's Requested Additional Information (such as audit letters or annual reports)					

E. Nine Secrets of Successful Proposals

(from "The Inner Secrets of Successful Proposals," by Linda A. Long, *Foundation News and Commentary (*March/April 2000). www.cof.org/foundationnews/0300/secrets.html. Based on conversation with corporate and foundation funders.)

- Research before beginning. Submit a proposal to any foundation or funding agent only after verifying that your project fits within the funder's guidelines.

- Read the grant guidelines. Many foundations have detailed guidelines available to grant writers. These guidelines are made available so that proposals submitted to them will meet their funding initiatives. Applications that carefully follow the published guidelines allow the funder to determine easily if your project is one that matches their interests.

- Work on a concise presentation. Put yourself in the place of the foundation's proposal reader, who receives and must review hundreds of proposals. The more easily and quickly they can determine if your project meets their objectives, the happier they are going to be with your organization and your request.

- Aim for clarity. Clarity is extremely important. Keep in mind that acronyms and terms specific to your profession may mean nothing—or may mean something different—to the foundation. Write your proposal as if you are communicating with someone who is not an educator and knows nothing about the field.

- Proofread. Because mistakes are often made at the last minute, make sure NO MATTER WHAT that the final document is carefully proofread. Have someone who was not involved in the writing process proofread your proposal before it is submitted for typos, poor grammar, and other errors. Submitting a clear, clean, and correct proposal will enhance the impression that you are a professional and, as such, you will handle the program (and represent the funder) professionally.

- Collaborate whenever possible. Foundations often prefer to fund projects that have the greatest impact for the community and that are non-duplicative in nature. Partnerships often have a better chance of gaining funding.

- Create a realistic budget. Research your budget needs carefully before submitting a proposal. Ask only for what you feasibly need to ensure your project's success. Funders see many budgets, so they know what is reasonable.

- Include the evaluation component. Your proposal should include methods for evaluating the effectiveness of your projects. How will you know if your project is progressing as it should?

- Address project sustainability. Foundations and governmental agencies want to know that if your project is successful it will continue even after their financial support has ended. You need to show that you are thinking ahead and are ready to explore avenues for future funding.

	U.S. DEPARTMENT OF EDUCATION **BUDGET INFORMATION** **NON-CONSTRUCTION PROGRAMS**	OMB Control Number: 1890-0004 Expiration Date: 10/31/2003
Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	OMB Control Number: 1890-0004 Expiration Date: 10/31/2003

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - OTHER BUDGET INFORMATION (see instructions)

OMB Control Number: 1890-0004
Expiration Date: 10/31/2003

G. Timeline of Objectives, Activities, Evaluation Measures, and Management

Goal ___:			
Objective ___:			
Start Date–End Date	**Activity to achieve Objective**	**Evidence that Proves Activity has been Completed**	**Persons Responsible**
How will you show that these activities lead to the achievement of the objective?			

H. EXAMPLE LETTER OF SUPPORT

Palmetto Teachers Association
6000 Robertson Blvd.
Columbia, South Carolina 29209

May 2, 2003

Program Officer's Name
Program Officer's Position
Funding Agency's Name
Funding Agency's Address
City, State Zip Code

Dear Dr./Ms./Mrs./Mr. Program Officer's Last Name:

On behalf of the Advisory Board for the Palmetto Teachers Association, I strongly endorse the State Department of Education's application to the United States Department of Education for the Educator Advancement through Technology Training initiative. This proposal will provide funds for statewide technology training, which will benefit many schools and districts in pursuit of computer literacy for all teachers.

Palmetto Teachers Association recognizes the need for training. In a recent poll conducted by school districts, approximately 30% of all South Carolina teachers and school staff admitted not feeling competent or comfortable when working with the school's technology. These feelings of ineptitude have a direct impact on student achievement: Students are less likely to engage in technological projects because teachers are less willing to provide them opportunities for exploration. Palmetto Teachers Association wants to play a role in preventing and reducing these problems.

Because we believe that the skillful use of computer technology is such an important tool for teachers and school staff, the Palmetto Teachers Association will provide meeting space at our headquarters as well as any technological equipment necessary for teachers and staff to participate in the training. In order to recruit teachers and school staff, the Palmetto Teachers Association will also advertise the training sessions in our newsletter as part of this grant.

We are pleased to participate in this important grant and lend our continued support to the development of education in South Carolina. Thank you.

Sincerely,

Gloria M. Wright
Chairman

I. Goals, Objectives, and Outcomes Worksheet

Goal _____:	
Objective _____:	
Directions	
1. Identify a result you expect to achieve through this program.	
2. Describe what you will do to achieve this result.	
3. What data will you collect to prove that you have achieved this result?	
4. Are there target benchmarks for progress toward achieving this result over time?	
5. Combine the information from Steps 1-4 into one sentence. (This combined statement is a performance measure)	
6. How long will it take to achieve this result?	
7. What baseline data will you need to have to measure achievement of this result?	

J. U.S. DEPARTMENT OF EDUCATION COVER SHEET

Application for Federal Education Assistance (ED 424)

U.S. Department of Education
Form Approved
OMB No. 1875-0106
Exp. 11/30/2004

Applicant Information

1. Name and Address
Legal Name: _____
Address: _____
City _____ State _____ County _____ ZIP Code + 4 ____-____

Organizational Unit

2. Applicant's D-U-N-S Number [ ][ ][ ][ ][ ][ ][ ][ ][ ]
3. Applicant's T-I-N [ ][ ]-[ ][ ][ ][ ][ ][ ][ ]
4. Catalog of Federal Domestic Assistance #: 8 4 [ ][ ][ ][ ]
Title: _____
5. Project Director: _____
Address: _____
City _____ State _____ ZIP Code + 4 ____-____
Tel. #: _____ Fax #: _____
E-Mail Address: _____

6. Novice Applicant ☐ Yes ☐ No
7. Is the applicant delinquent on any Federal debt? ☐ Yes ☐ No
(If "Yes," attach an explanation.)
8. Type of Applicant (Enter appropriate letter in the box.) ☐

A State
B Local
C Special District
D Indian Tribe
E Individual
F Independent School District
G Public College or University
H Private, Non-Profit College or University
I Non-Profit Organization
J Private, Profit-Making Organization
K Other (Specify): _____

Application Information

9. Type of Submission:
—PreApplication
☐ Construction
☐ Non-Construction
—Application
☐ Construction
☐ Non-Construction

10. Is application subject to review by Executive Order 12372 process?
☐ Yes (Date made available to the Executive Order 12372 process for review): _____
☐ No (If "No," check appropriate box below.)
☐ Program is not covered by E.O. 12372.
☐ Program has not been selected by State for review.

11. Proposed Project Dates: Start Date: _____ End Date: _____

12. Are any research activities involving human subjects planned at any time during the proposed project period?
☐ Yes (Go to 12a.) ☐ No (Go to item 13.)

12a. Are all the research activities proposed designated to be exempt from the regulations?
☐ Yes (Provide Exemption(s) #): _____
☐ No (Provide Assurance #): _____

13. Descriptive Title of Applicant's Project:

Estimated Funding

14a. Federal	$	.00
b. Applicant	$	.00
c. State	$	.00
d. Local	$	.00
e. Other	$	.00
f. Program Income	$	.00
g. TOTAL	$	.00

Authorized Representative Information

15. To the best of my knowledge and belief, all data in this preapplication/application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is awarded.

a. Authorized Representative (Please type or print name clearly.)

b. Title

c. Tel. #: _____ Fax #: _____

d. E-Mail Address:

e. Signature of Authorized Representative | Date: _____