

SCHOOLGRANTS BIMONTHLY NEWSLETTER

September 2004

Vol. 2, No. 4

NEWS AND RESOURCES FOR GRANT WRITERS

CONTENTS

[News & Resources](#)
[Grant Opportunities](#)
[SchoolGrants Services](#)

[RETURN TO
SCHOOLGRANTS SITE](#)

CONTACT INFORMATION

Donna Fernandez
SchoolGrants
PO Box 177454
Irving, TX 75017-7454

Phone: 469/235-7257
Fax: 972/438-8281

Email:
donna@k12grants.org

<http://www.schoolgrants.org>

*SchoolGrants Bimonthly
Newsletter* is published
approximately 6 times
each year.

Copyright © 2004. Donna
Fernandez. All rights
reserved.

SchoolGrants Update

<http://www.schoolgrants.org>

The free SchoolGrants Bimonthly Newsletter reached its capacity for new subscribers several months ago. As a result, the subscriber list has been migrated to another listserv. There should be no implications for subscribers other than how the mail is handled at your server. It is possible that the newsletters may be going into your junk mail folder or refused by your server. If you do not receive copies of the newsletter in your email inbox every other month, you should check to ensure that it is not being blocked.

The newsletter will be posted on the SchoolGrants site. You will receive a brief email message that provides the URL that you can click to access the newsletter. You must have the latest version of [Adobe Acrobat Reader](#) on your computer to access the free newsletter.

Did You Know?

<http://www.schoolgrants.org/newsletter2.htm>

Did you know that the content in the free newsletter appeared several months ago as a small portion of an issue of *SchoolGrants Biweekly Newsletter*? If you are a serious grant writer, you should consider subscribing to the *Biweekly Newsletter* so that you will receive timely information twice each month. The subscription price of only \$35/year has not increased for several years but a price increase will be forthcoming within the next couple of months.

A sample of the content of the *Biweekly Newsletter* is [online](#).

Education Spending

http://stateandlocalgateway.rockinst.org/fiscal_pub/state_news/sn_reports/sfnv4n5.pdf

Education spending is the largest function of state and local governments. It is also the area over which citizens have the greatest direct control through school district budget votes.

The Nelson A. Rockefeller Institute of Government recently released a report that examines state and local expenditures on education that shows that voters have been willing to support increases in public education spending even when it meant increased state/local spending or taxes. Prior to the state fiscal crisis – between 1997 and 2002 – spending on elementary and secondary education had increased by 39%. After adjusting for inflation and growth in pupil enrollment, the growth in spending across the U.S. was nearly

17%. Amounts varied – the District of Columbia had an increase of 46%, Wyoming almost 30%, and Vermont almost 29%. Every state increased its real per-pupil spending during the period.

An editorial in [The Wall Street Journal](#) opines that John Kerry's promise to fully fund education with no questions asked is problematic. *WSJ* cross-referenced the information in the Rockefeller study with National Assessment for Educational Progress (NAEP) reading scores. They found little connection between spending and student performance. A [chart](#) which lists states in the order of increase in real-spending (adjusted for inflation & pupil enrollment) shows the improvement students in the state made on reading scores for 4th and 8th graders from 1998 to 2003. In most cases, improvements seem to have little bearing on the amount of increase in spending. For instance, Florida increased spending by only 3-1/2% and its 4th and 8th graders showed approximately the same results as those in DC where spending increases exceeded 46%.

According to *WSJ*, these findings underscore the importance of not simply throwing money at education with no questions asked. States spend \$370 billion per year in addition to what the federal government kicks in on K-12 public education – termed “rare American monopoly” by the *WSJ*. What editors would like to see – from Democrats as well as Republicans – is an answer to this question – “Is there any other part of American life that would receive tens of billions of more dollars if it kept showing no improvement in performance?”

[Teaching Interrupted – A Look at School Discipline Policies](#)

<http://www.publicagenda.org>

Public Agenda recently released a report, *Teaching Interrupted: Do Discipline Policies in Today's Public Schools Foster the Common Good?*, it prepared with funding from Common Good. The report is based on a national random survey of 725 middle and high school teachers and 600 parents of middle and high school students.

The findings are somewhat disturbing. Disruptive students simply threaten teachers with lawsuits if they attempt to bring order to their classroom. Forty-nine percent of teachers responded that they had been accused of unfairly disciplining a student and 55% said that their districts back down from assertive parents. Worse, 78% say that there are persistent troublemakers who need to be removed from regular classrooms.

Both teachers (97%) and parents (78%) believe that schools need good discipline to flourish and both groups agree (93% & 88% respectively) believe that it is the school's job to teach students to follow rules along with teaching academics. However, 78% of teachers responded that students are quick to remind them that their parents can file a lawsuit and 52% believe that some of their colleagues are too soft on discipline because neither the schools nor the students' parents will support them. The threat of lawsuits also causes 44% of teachers to believe that the paperwork requirements documenting incidents of misbehavior of the school go beyond common sense.

Sadly, 52% of teachers and 43% of parents believe that student discipline and behavior problems are pervasive and that, while schools are faring well on responding to serious behavior problems (e.g. drugs and guns), they are not doing such a good job on minor infractions such as minor rule violations, talking out, horseplay, and disrespect. When asked why they believe the discipline problems are so pervasive, 82% of teachers and 74% of parents said that it was because parents fail to teach their children discipline at home. And, this is disheartening, 73% and 68% respectively said “There's disrespect everywhere in our culture – students absorb it and bring it to school.”

Some ideas for solutions include opening more alternative schools for disruptive, chronic misbehavers, imposing dress codes, limiting lawsuit liability, more focus on classroom management in teacher

education programs, and treating special education students like other students unless their disability clearly relates to their misbehavior.

[Full- and Half-Day Kindergarten in the U.S.](http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2004078)

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2004078>

Full-day and Half-day Kindergarten in the United States: Findings from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 describes public and private kindergarten in the United States. It includes information about the schools that offer full-day and half-day kindergarten and the children who attend these programs. The composition and structure of public school full-day and half-day kindergarten classes and the instructional practices used by teachers in these classes are described.

The report concludes with an analysis of the cognitive gains of public school children who attend full-day and half-day programs. One finding in particular that may be helpful to grant writers is that "The children enrolled in a full-day program make greater gains in reading language arts over the course of the kindergarten year compared to those in half-day classes. The differences . . . are not only apparent when simple comparisons of gains are made, they persist when the comparisons of gains take into account other influential child and class characteristics."

The publication is available for download or you can order a printed copy from the National Center for Education Statistics.

[Blueprints for Violence Prevention](http://www.ojjdp.ncjrs.org/publications/PubAbstract.asp?pubi=11721)

<http://www.ojjdp.ncjrs.org/publications/PubAbstract.asp?pubi=11721>

This 180-page publication of the OJJDP describes the Blueprints for Violence Prevention initiative, presents lessons learned about program implementation, and provides recommendations for program designers, funders, and implementing agencies and organizations.

The Blueprints project was developed by the Center for the Study and Prevention of Violence at the University of Colorado–Boulder and is supported by OJJDP. It has evolved into a large-scale prevention initiative, both identifying model programs and providing technical support to help sites choose and implement programs with a high degree of integrity.

After reviewing more than 600 violence prevention programs, the Blueprints initiative has identified 11 model programs and 21 promising programs that prevent violence and drug use and treat youth with problem behaviors.

The [FundingFactory](http://www.fundingfactory.com)'s program, the nation's largest free recycling fundraising program, offers FREE technology, sports & recreation equipment, playground systems and even cash in exchange for empty inkjet & laser cartridges and used cell phones.

All that is required is trading in your old cell phones and printer cartridges to earn points. Solicit area businesses to donate their used cell phones and printer cartridges in your school's name and watch your points accumulate! This is an easy, environmentally-healthy way to raise funds for your school! All necessary mailing supplies are provided and there is no cost associated with the mailing. (<http://tinyurl.com/mizf>)

Children At Risk – State by State

<http://www.aecf.org/kidscount/rightstart/>

Children at Risk: State Trends 1990-2000 is a PRB/KIDS COUNT report based on the Census 2000 Supplementary Survey. This publication looks at changes in 11 key measures of child well-being between 1990 and 2000. Changes are provided on a state-by-state basis, and national figures are presented with state figures to help readers quickly ascertain whether a state has improved more than average over the 1990s and which dimensions of children's lives have changed the most over the past decade.

Nellie Mae Education Foundation – After School Programming

<http://www.nmefdn.org/CriticalHours.htm>

Critical Hours: Afterschool Programs and Educational Success is a report written by Dr. Beth M. Miller, a senior research advisor to the National Institute of Out of School Time at the Center for Research on Women at Wellesley College for the Nellie Mae Education Foundation. The report pays special attention to the effects of after-school programs on the academic achievement and overall development of middle school students.

GRANT WRITING TIPS

TIPS ON USING CONSULTING SERVICES

While the *SchoolGrants Biweekly Newsletter* always includes grant writing tips, the free *Bimonthly Newsletter* rarely does. Tips are included in this newsletter because of their importance to schools and grant writing consultants.

If you are a school or nonprofit using consulting services:

- * Know your consultant.
- * Ensure that the grant proposal that is being contracted is written *only* for your school or nonprofit. Consultants who use templates into which they insert small bits of information about your school are not only dangerous and unlikely to have their proposals funded; they can feasibly get you into trouble.
- * Never sign off on a grant proposal that has been prepared for you without reading it carefully. Ensure that the information in the proposal is accurate. The school or nonprofit that the proposal is prepared for is legally responsible for its content.
- * Be careful! A deal that sounds too good to be true, probably is!
- * If your consultant is writing the proposal for you with the understanding that he or she will be paid a percentage of the funded grant for evaluation and/or training, be sure that the services you will receive are worth the amount that is being charged.

If you are a grant writing consultant:

- * Do not use templates for the proposals you prepare for clients!! You owe it to the client to prepare a proposal that meets its specific needs and that can be implemented using its available resources.
- * Remember the beneficiaries of the proposals you are writing – do not let the idea of becoming rich off of grant writing take precedence over providing the best possible services to your client and those it serves.
- * Submitting proposals for a client that contain inaccurate information is a disservice to the consulting business in general and could cause your client legal problems.

These tips are a result of having recently reviewed proposals that were submitted to a state education agency. I received multiple proposals to review for school districts and charter schools across the state that were almost identical.

A consultant prepared a template into which he or she dumped very little information about each school. There were numerous inaccuracies in the proposals, including information about performance baselines and benchmarks. This consultant charged each grant to perform evaluation services but those services were not delineated in the proposal – it appeared that the districts would be 100% responsible for all evaluation data and reporting despite the rather large amounts they would be required to pay for an outside evaluation.

Superintendents or executive directors signed off on the proposals stating that they were correct and accurate when, in fact, they were full of false statements. Should any of the proposals be funded, those who agreed that all facts were correct could be held accountable for the inaccuracies. At the least, management of such grant proposals will be a nightmare because they were not written for the particular school receiving funding. Despite that, the school will be held responsible for implementing the project as stated in the proposal whether it is capable of doing so or not.

GRANT OPPORTUNITIES

[BARBARA BUSH FOUNDATION FOR FAMILY LITERACY](http://www.barbarabushfoundation.com/nga.html)

[Http://www.barbarabushfoundation.com/nga.html](http://www.barbarabushfoundation.com/nga.html)

The Barbara Bush Foundation for family literacy has announced its 2005 national grant competition. The foundation's grant-making program seeks to develop or expand projects that are designed to support the development of literacy skills for adult primary care givers and their children. A total of approximately \$650,000 will be awarded; no grant request should exceed \$65,000.

In order to be considered eligible for a grant, an organization must meet the following criteria:

- * the organization must have current non-profit or public status and have been in existence for two or more years as of the date of the application;
- * the organization must have maintained fiscal accountability;
- * the organization must operate an instructional literacy program that has been in existence for at least 2 years and includes one or more of the following components: literacy for adults, parent education, pre-literacy or literacy instruction for children pre-k to grade 3, and intergenerational literacy activities

The application package must be received by the close of business, ***september 10, 2004***.

[Nike](http://tinyurl.com/24w6j)

<http://tinyurl.com/24w6j>

Nike supports communities where its [employees live, work and play](#) by targeting 3% of its pretax earnings to charities, nonprofits and partners. Through its giving program, Nike seeks to:

- * Get kids more physically active;
- * Get kids involved in the teamwork of sport; and
- * Have a real, positive, and measurable impact.

U.S. applicants must be tax-exempt, nonprofit organizations as defined under Section 501(c)(3) of the Internal Revenue Code or a unit of government if the contribution is solely for charitable or public purposes.

Eligible proposals are reviewed throughout the year.

Bowerman Track Renovation Program

<http://www.nike.com/nikebiz/gc/ca/pdf/BowermanGuidelinesRFP2003.pdf>

The Bowerman Track Renovation Program provides matching cash grants to community-based, youth-oriented organizations that seek to refurbish or construct running tracks.

U.S. applicants must be exempt from income taxes under Section 501(c)(3) or 509(a) of the Internal Revenue Code and be defined as a public charity or a unit of government (e.g., a school or school district). Special consideration will be given to [locations where Nike employees live, work and play](#), existing running tracks in need of repair or refurbishment, and tracks located in low and moderate-income communities.

Proposals are accepted on an ongoing basis through **May 31, 2009**. A committee of Nike representatives meets to review eligible, completed proposals in **January, March, June** and **September**. Decisions are shared with applicants approximately forty-five (45) days following committee meetings. Projects that have been declined are not eligible for re-submission until the next fiscal year.

Elementary Classroom-Based Proposals In-Service Training for Elementary Schools

<http://www.nctm.org/about/met/olander.htm>

For 2005-2006, Clarence Olander Grants with a maximum of \$2,000 each will be awarded to elementary school staffs for in-service education. Costs may include honoraria and expenses for consultants, materials, substitute time, and conference or workshop registrations. No funds may be used for staff travel or equipment. Entries will be judged on the following criteria: need, scope of the plan, other contributing sources of funding, percent of staff participation, urban-rural isolation, and multiethnic student body. Activities are to be completed between June 1, 2005 and May 31, 2006.

The application packet must be postmarked by **December 3, 2004**. Faxed copies will not be accepted.

FINAL DETAILS

SchoolGrants Bimonthly Newsletter is copyrighted. You are welcome to forward the newsletter in its entirety but you may not cut and paste information out of it to forward without credit to SchoolGrants. You should also not cut and paste the information from the newsletter onto your own Web page without express permission. Write to me if you wish to publish the content in the *SchoolGrants Bimonthly Newsletter*.

Did you know you can reach thousands who are vitally interested in K12 education by advertising in SchoolGrants Newsletter? Contact me for more information if you are interested.

You can SUBSCRIBE to or UNSUBSCRIBE from the free electronic SchoolGrants Bimonthly Newsletter by following links available in the email message you receive from SchoolGrants.

Thank you for subscribing to the free *SchoolGrants Bimonthly Newsletter!* Suggestions and comments are always welcome. Thanks to each of you who has helped spread the word among your friends and colleagues about the SchoolGrants site and this newsletter.

SCHOOLGRANTS SERVICES

AVAILABLE THROUGH SCHOOLGRANTS

[BIWEEKLY NEWSLETTER](#)

If you do much grant writing for PK-12 schools or children, you will not find a better value for your money. Those who make the switch from the free Bimonthly Newsletter to the value-priced Biweekly Newsletter frequently write to tell me how glad they are to be getting so much quality information on a continuing basis.

[LET'S WRITE A GRANT INTERACTIVE CD](#)

Whether you are new to grant writing or an experienced veteran, the *Let's Write a Grant* CD is a valuable addition to your library. Dr. Sigrid Trombley, Grants Specialist at Wichita Public Schools said (in part), "If you're serious about learning to write grants, you won't find a better resource than the "Let's Write a Grant" CD that was created by and is marketed and sold by Donna Fernandez." Check out Dr. Trombley's comments and those of the NASSP at <http://www.schoolgrants.org/WriteGrant.htm#review>.

[GRANT WRITING CONSULTING SERVICES](#)

SchoolGrants has the expertise you need in accessing state and federal grant funds for your students. Services available range from helping you plan your program and writing a proposal that reflects *your* program plan to providing an independent review and critique of a proposal you've written.

[HANDS-ON WORKSHOPS](#)

Consider providing your teachers and administrators with a hands-on one or two day workshop to teach them how to find funding opportunities and write competitive proposals. Past clients have included Performance Institute, BellSouth, Sandersville Technical College and, one of the regional education centers in Georgia.

The expected timing for a SchoolGrants workshop to be held in Dallas, TX is the early spring of 2005. Stay tuned for more information about that workshop! Registration will likely be limited to only 40 participants so that every attendee can receive personal attention.