

FUNDED



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**INDIAN
EDUCATION
GRANTS**

**FOUNDATION
FUNDING**

**SEQUESTRATION
IN K-12**

**SCHOOL
SAFETY
FUNDING**

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FROM THE EDITOR

Dear Readers,

If there were a single thread running through this month's issue of FUNDED, it would be how those of us outside the Washington DC beltway cope with the dysfunction of the federal government – its inability to pass a budget or manage its money properly, and its constant cycling up and down on important issues like school safety, particularly in light of the Sandy Hook tragedy.

Government, of course, is a human institution, every bit subject to the vagaries and flaws that characterize us as individuals. So, we find ourselves, as with most human systems (think automated phone systems), just trying to get the most out of it without driving ourselves completely crazy in the meantime.

We hope that will be your takeaway from this issue: that in spite of the potholes and the roadblocks we may run into in trying to work with our national government, there are strategies you can undertake to maximize what's available and keep moving forward.

As always, we look forward to your feedback and suggestions for future issues. To participate in the conversation, feel free to e-mail me at mpaddock@grantsoffice.com.

Sincerely,

Michael Paddock
Editor and Publisher, *FUNDED*



PROGRAM SNAPSHOT



GRANTS TO ENHANCE CULTURALLY SPECIFIC SERVICES FOR VICTIMS OF SEXUAL ASSAULT, DOMESTIC VIOLENCE, DATING VIOLENCE AND STALKING PROGRAM

SUMMARY: This discretionary grant program is designed to promote the maintenance and replication of existing programs providing successful services to sexual assault, domestic violence, dating violence, and stalking victims. The program also supports the development of innovative culturally and linguistically specific strategies and projects to enhance access to services for victims who face obstacles to using traditional services and resources.

PROJECT PRIORITIES:

1. The development and/or enhancement of culturally specific services for victims of sexual violence; and
2. The development and/or enhancement of culturally specific services to victims from underserved African-American communities.
3. Assessment of the effectiveness of culturally specific grant-funded services. Up to three percent of an applicant's budget may be allocated for the purpose of assessing the effectiveness of grant-funded activities.

DEADLINE: The due date for applications is March 27, 2013.

ELIGIBILITY: Eligible applicants are Community Based programs whose primary purpose is providing culturally specific services to victims of sexual assault, domestic violence, dating violence, and stalking, and, community based programs whose primary purpose is providing culturally specific services and who can partner with a program having demonstrated expertise in serving victims of sexual assault, domestic violence, dating violence and stalking.

AWARD AMOUNTS: Applicants may submit budgets up to \$300,000.

FOR MORE INFORMATION SEE: <http://www.ovw.usdoj.gov/docs/clssp-fy2013-solicitation.pdf>

MAKING THE BEST OF BAD SITUATION: SEQUESTRATION IN THE K-12 WORLD.

By Dan Casion

Sequestration may have an impact on the traditional educational federal and state funding opportunities you count on annually, however generally speaking; it will likely not have an effect on corporate and private foundation funding. In fact, many of these foundations invest their endowments in the stock market, which is performing rather well at the moment. Now would be an excellent time to review your corporate and private foundation funding portfolio and consider mounting an intensive foundation funding campaign.

GET THE LAY OF THE LAND

Take the time to assess the programs and projects you have going on within your district that have been or may be affected by sequestration. Survey the foundation funding landscape in your region that fund K-12 educational initiatives, starting with those that are closest to you geographically then working your way out to the larger, national foundations. From there, you'll want to explore the foundations that you've identified in very granular terms



(funding priorities, previously funded projects, typical award amounts, etc.). Based on the information you've gathered, construct a "hot list" of the top five or top ten foundations that appear to align closest to your project(s).

MAKE A PLAN

Foundation's deadlines are all over the place—some accept applications on an ongoing basis, while others have quarterly or biannual deadline, and yet others have annual hard deadlines. To ensure a timely, methodical foundation funding campaign create a grant seeking plan/calendar assign at date to all of the major milestones of your proposal development process and, of course, the deadlines. Many foundations accept applications throughout the year, so you might want to identify those that do have hard deadlines on your grant seeking plan first and "pepper in" those that have an ongoing (rolling) deadline. This strategy will help to spread out the grants development activities throughout the year and prevent multiple simultaneous submissions and workload bottlenecks.

ACTIVATE

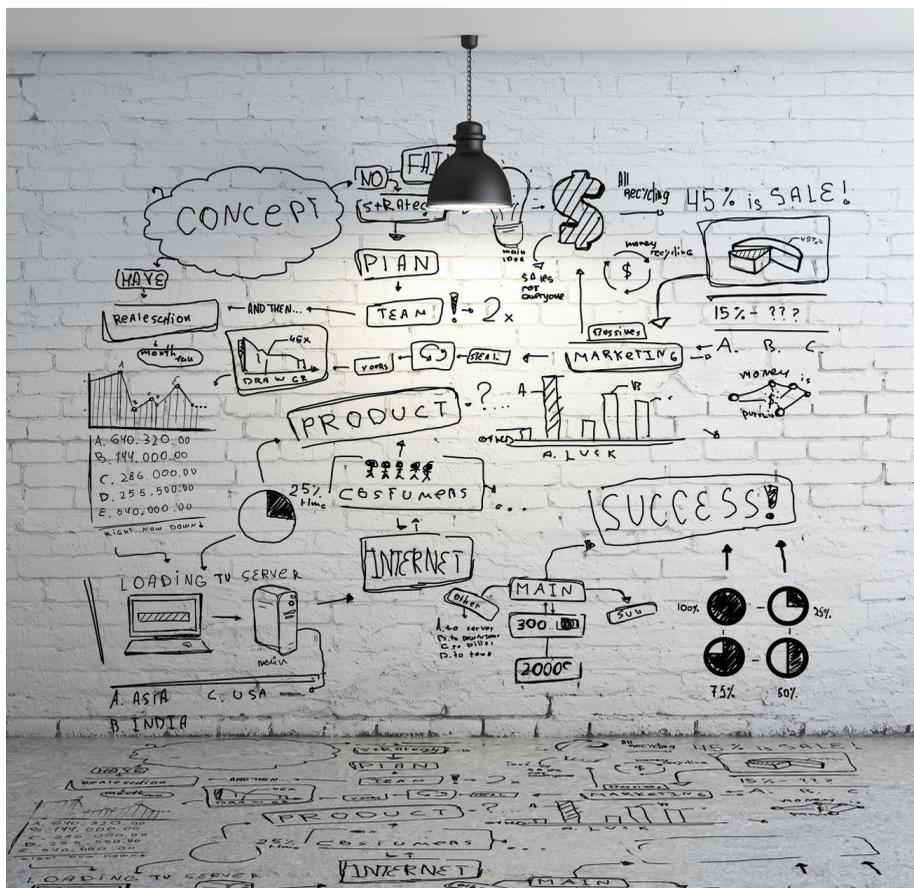
Most foundations require a letter of intent/inquiry (LOI) as an initial method of contact. LOI's are anywhere between 1-3 pages and typically require the following: an introduction; a description of your organization; a needs statement; a description of the project for which you're seeking funding; a brief budget; and a closing statement summarizing the request. Keep in mind that most funders will dictate exactly

what they want a LOI to include, and their instructions supersede any suggestions written in this article. I often times hear of organizations using a "template" LOIs or a "standard" LOI. Due to the fact that the funders are soliciting for information specific to their funding priorities, there's no compelling reason to use such a document. It's difficult enough to get your foot in the door of a foundation and you don't get a second chance to make a first impression, so take the time fashion a well thought-out, customized LOI specific to the funder's request for information.

If your LOI is denied by a foundation, take the time to follow up with the funder to find out specifically why the LOI was not successful and what you may be able to do differently next time to solicit a positive response. Foundations are not re-

quired to provide you with this information, but it's worth making an effort—the worst they can say is "no." Often, in the interest of seeking the best LOIs foundations will have detailed discussions with you about your LOI and project details and offer valuable feedback.

Even in the worst case scenario of not getting any traction via foundation funding while you're stuck in sequestration limbo the work you do in defining projects, documenting need, creating budgets, and crafting the various LOIs you'll be able to recycle much of the work you've done to reuse in state and federal funding opportunities with similar funding objectives and priorities. 💡



HOW TO GET YOUR FOOT IN THE FOUNDATION DOOR

By Susannah Mayhall

Across the U.S., private foundations are experiencing an ever-increasing demand for grant funding. Unfortunately, for many of these agencies, the supply of funding has diminished in recent years. Among hundreds or even thousands of unsolicited grant proposals, few new applicants are able to close the deal by receiving an award. Despite this bleak reality, there are several steps your organization can take to strengthen your approach to foundation funding and increase your likelihood of being among the elite organizations awarded with grant support.

Arguably, the most important component of grantseeking in the private foundation world is relationship building. Unlike government grant opportunities, which are designed to be more objective in their evaluations of proposals, foundation grants usually stem more directly from the influence of individuals. Whether that influential person is the founder or honoree of the foundation, outlining funding interests based on his or her personal interests, or board members or staff who evaluate proposals based on their interpretation of those interests, people tend to be more subjective in their review of projects. On the other hand, government funding is regulated by law and usually comes with a review process geared towards objective evaluation.

Due to this more subjective, individual- or locally-directed approach to selecting proposals for funding, would-be foundation applicants must put in significant time and effort to thoroughly research the foundation

and build a relationship with its directors prior to developing and submitting a full grant proposal. All too often, organizations skimp on these pre-proposal efforts and jump right into proposal development, many times submitting similar “project summary” type proposals to a large number of foundations in hopes that one of them will be responsive. Unfortunately, this approach will rarely result in funding, and does nothing for building a successful, ongoing relationship with a funder.

To take a more individualized, far-sighted approach to foundation funding, the first step is to research the foundation. Utilize online databases, contacts, websites, and other research tools to find out details concerning the foundation’s funding priorities, award history, typical funding range, and grant application process, including timeframes. If you know any of the past awardees, it might also be helpful to reach out to your contacts there to learn more about their experience with the foundation.

Once you have gathered sufficient information and have a good grasp on the foundation’s funding interests (particularly as demonstrated by what they have funded in the recent past), approach your project from their perspective and determine if it is a good fit. If your project is lacking in a significant way, explore how you might change it to align with the foundation’s priorities. While it is ill-advised to overhaul your organization’s project specifically to cater to a funder and, in doing so, lose the project’s direction and ties to your own mission and goals, if the project

is close but needs some more detail or support, it could be well worth your while to consider tweaking it. If you believe your project matches the foundation’s interests, write up a brief synopsis, making sure to hit on relevant points such as community served, specific actions to be taken, any significant collaboration with other agencies, and points that tie your project to the foundation’s mission.

With your synopsis in hand, reach out to the foundation via phone call or, if requested, letter of interest, to discuss your project and gauge the foundation’s interest in funding it. If you receive any feedback on the project, be sure to take notes so that you can utilize this feedback in a formal proposal. Keep in mind that your purpose is to start a mutually beneficial relationship with the funder, so it is very important to keep their requests and interests at the forefront of your mind as you develop your proposal.

Performing significant legwork prior to even starting to develop a grant application may seem like an unnecessary burden, but this kind of preparation can put you leagues ahead with foundation funding requests. Because these agencies are often run on a local level and directed by goals that were developed by an individual founder or group of trustees, they require a different approach than broader, law-dictated federal or state programs. Utilizing a thoughtful, personal research and proposal development process may be what it takes, not only to win a foundation grant, but to embark on an ongoing relationship with a dedicated supporter. ♦

THE IMPACT OF SANDY HOOK ON SCHOOL SAFETY FUNDING

“We have to make sure we learn from this awful tragedy [Sandy Hook Shooting] as communities and as a nation. Every community needs to appraise its values and look at whether the community, parents, business leaders, faith-based leaders, political leaders, and schools are doing all that they can to keep our nation’s children safe from harm.” - Secretary Arne Duncan on December 21, 2012

Unfortunately, we have system of government that is too often reactionary as politics usually prevent it from being proactive when it comes to important issues. Indeed, in the wake of the tragedy at Sandy Hook Elementary School in Newtown, Connecticut, you would be hard pressed to find a politician that is not ringing the bell when it comes to making schools safer. Certainly the aforementioned quote by the U.S. Secretary of Education, Arne Duncan is accurate in indicating that school safety is a multi-faceted problem that requires community-wide solutions. However, pointing the fingers at local governments, community organizations and the private sector does seem to avoid the question of the role of the federal government when it comes to preventing such tragedies in the future.

In order to look forward to what resources the federal government may be able to provide for school safety, we must first look backward

to our own history. With most states facing severe budget crises over the last decade, schools across the country looked to the federal government to fund school safety and security initiatives. Public schools across the country were barely able to afford books and other essential tools to educate students let alone invest in security infrastructure. Fortunately, there was federal funding available through Title II under the Elementary and Secondary Education Act (ESEA) (Safe and Drug Free Schools Program) that flowed to states and onto local districts for school safety equipment and programming. In addition, there were several competitive federal grant programs administered by the U.S. Department of Education and U.S. Department of Justice that addressed school safety and security. These popular grant programs included Readiness and Emergency Management for Schools (REMS), Cops Secure Our Schools (SOS), Safe Schools, Health Students (SS/HS) and Integration of Schools and Mental Health Systems. In addition, there was Project SERV (School Emergency Response to Violence), which provided short-term aid and resources to schools that experience a major tragedy. When viewing this set of programs in totality, it amounted to robust federal funding for school safety.

Many years removed from the events of Columbine, the focus at

the federal level subtly shifted to the United States falling behind other countries in educational achievement and advancement. Over the span of just a few years, as funding was pushed into Race To The Top and other initiatives aimed at educational achievement, the school safety funding began to fade away. Title II of ESEA was not reauthorized and the Safe and Drug Free Schools formula funding vanished. The U.S. Department of Education (ED) no longer had the discretionary funds to support REMS, SS/HS and the other competitive programs. School safety still is a significant priority for the Promise Neighborhoods Program, which is a competitive grant program administered by ED that intends to revitalize cradle-to-career and wrap around services for young people in low-income communities with high crime rates. However, considering that eligibility for Promise Neighborhoods requires the formation of extensive community-wide coalitions and funding is limited to 15-20 awards per year, the impact relatively isolated to a few dozen communities across the country. On the other hand, Title II schools safety funds and the aforementioned competitive grant programs were designed to have a much broader impact and flow directly to local school districts.

As previously mentioned, our government is reactionary. Suddenly, you may hear President Obama,

Secretary Duncan and Congressional leaders talking about these now defunct school safety programs. The President put together a comprehensive plan to address gun violence, with school safety being one of the primary tenets. The plan calls for putting 1,000 resource officers into schools across the country as well as security equipment. While the funding for such an initiative is yet to be debated as part of the ongoing budget negotiations, there is reason to believe some of these programs may return. COPS SOS was an extremely popular program that funded such personnel and equipment and we are more likely to see such a program return as opposed to the creation of an entirely new funding mechanism. The plan also calls for improved mental health services as well as anti-bullying/violence prevention strategies to be implemented in 8,000 schools across the country. These were some of the primary goals of the SS/HS and the Safe and Drug Free Schools Program. The plan also calls for \$30 million in funding to the states to improve emergency preparedness in schools, a central purpose of the now extinct REMS program. Of course, they would be wise to actually model REMS in that the funding flowed directly to local districts, where it tends to do the most good. Since the federal government is more likely to recycle than to reinvent the wheel, it is likely that some of these grant programs may be resurrected. Furthermore, considering improving school safety is much less politically divisive than gun restrictions, if any component of the President's Plan gains traction it will be in this arena.

Let us get back to the state, local and community level, which is what Secretary Duncan was targeting in

his statement. After all, this is not an assessment or commentary on how the federal government works and its effectiveness. I'll leave those judgments to the reader. However, this is an attempt to read between the lines as to what we can expect for school safety funding in the wake of Sandy Hook. One area that may be tapped going forward involves federal funding from the Department of Homeland Security (DHS). While it is federal funding, it is administered by states and much of it flows directly to local municipalities for terrorism prevention and emergency preparedness activities. DHS has always maintained that public schools, as an extension of local municipalities, can be included in local projects and benefit from the funding. Considering that funding can be spent on security equipment for target hardening, surveillance and other local needs, the possibilities are endless. The issue is that local municipalities have significant latitude in the projects and items they fund with DHS funding. The various competing interests amongst local municipal agencies

can make accessing this funding source very difficult. If anything, perhaps the tragedy at Sandy Hook will elevate the importance of schools in local municipal emergency management and planning efforts. In many communities, schools serve as a centralized community meeting center and may even have a role as a command center site. In that respect, schools may have more leverage than ever to approach municipal officials in charge of deciding which local priorities will receive DHS funding and request that their safety and security priorities be considered.

In the end, there are no guarantees as to how we will see federal funding adjust to the tragedy at Sandy Hook. While there is a good chance some extinct school safety grant programs may return, everything is subject to the ongoing budget and gun violence negotiations in Congress. In the meantime, the ability of local school districts to insert themselves into DHS funding may be the most realistic option until further notice. ♦



PROGRAM SNAPSHOT



INDIAN EDUCATION FORMULA GRANTS TO LOCAL EDUCATIONAL AGENCIES

SUMMARY: The Indian Education Formula Grant program provides grants to support local educational agencies in their efforts to reform elementary and secondary school programs that serve Indian students. The programs funded are to be based on challenging State content standards and State student performance standards used for all students, and be designed to assist Indian students to meet those standards.

PROJECT PRIORITIES:

This program:

1. Supports comprehensive programs that are designed to help Indian students meet the same State academic content and achievement standards used for all students;
2. Addresses the language and cultural needs of Indian students; and,
3. Supports the professional development of teachers of Indian students.

DEADLINE: Part I applications are due March 8, 2013. Part II applications are due May 14, 2013.

ELIGIBILITY: Certain LEAs, including charter schools authorized as LEAs under State law, certain schools funded by the Bureau of Indian Education of the U.S. Department of the Interior, and Indian tribes under certain conditions are eligible to apply.

AWARD AMOUNTS: Approximately \$105,921,000 is available in 2013. Awards are expected to range from \$4,000 - \$2,888,000.

FOR MORE INFORMATION SEE: <http://www.gpo.gov/fdsys/pkg/FR-2013-01-29/pdf/2013-01722.pdf>



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- Funding Public Health and Prevention Efforts—Sponsored by Cisco
May 21, 2013 at 2:00PM ET
Register at www.healthitgrants.info/Webcasts.aspx
- Realizing the Potential of Promise Neighborhoods in Your Community—Sponsored by Cisco
June 11, 2013 at 2:00PM ET
Register at www.schoolitgrants.info/Webcasts.aspx
- Funding School Based Health Centers—Sponsored by Cisco
July 23, 2013 at 2:00PM ET
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