All Performances

2009

Grant Writing Handbook for Our Lady of Fatima Parish School

Tracy Severson

Grant Writing Handbook for Our Lady of Fatima Parish School

Thesis submitted to
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In partial fulfillment of
the requirements for the degree of
Master of Arts
in English

by

Tracy Severson

Dr. Roxanne Kirkwood, PhD., Committee Chairperson
Dr. Whitney Douglas, PhD.
Dr. Thelma Isaacs, PhD.

Marshall University

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ABSTRACT

Grant Writing Handbook for Our Lady of Fatima Parish School

By Tracy Severson

This manual is an applied thesis written for Our Lady of Fatima Parish School, a small

Catholic school located in Huntington, West Virginia. Its purpose is to introduce novice

grant writers to the terms and processes associated with grant writing for this particular

parochial school. The manual guides the fledgling writer through church and school

history, ideas and strategies to develop the grant, grant writing and the post-submission

process. Only examples from submitted church grants are referenced and all address Our

Lady of Fatima needs and mission statement. The handbook is intended as a springboard

for grant writing in the fledgling Development Committee, the fundraising arm of the

church. As the writers and fundraisers become more sophisticated and experienced, the

manual is expected to expand and change – reflecting growth and maturity. The Grant

Writing Handbook for Our Lady of Fatima is a living document which will adapt to its

users' needs.

ACKNOWLEDGMENTS

I would like to first and foremost thank my family, without whose support and understanding I could not have undertaken such a project. My husband, James, and my sons Owen and Cole became willing soundboards and participants for endless discussions centering on rhetoric and grant writing. I thank my family for their patience and encouragement while I spent many weekends and evenings away from them.

Thank you also to Chris Pennington for taking a chance and allowing me to write grants for Our Lady of Fatima. She has a talent for making everyone feel welcome and appreciated and a gift for writing. It has been a pleasure to work with her on this manual and I will miss our collaborations.

My committee members were instrumental in shaping the handbook. Dr. Roxanne Kirkwood, through her open style of teaching the subject of rhetoric, has introduced my eyes to a fresh and inquisitive way to view and question my world, for which I am grateful. Dr. Whitney Douglas's critical eye and technical experience brought polish to this handbook that would not exist without her. In addition, she provided positive encouragement and the benefit of her own writing experiences. I would like to thank Dr. Sissy Isaacs for her insight due to her unique position as both a grant writer and a former teacher at Our Lady of Fatima School.

TABLE OF CONTENTS

Grant Writing Handbook
for
Our Lady of Fatima
Parish School

An introduction to grant writing and everything you need to get started.

Who is Our Lady of Fatima?[1]

Between May 13 and October 13, 1917, the Blessed Virgin Mary appeared six times to three shepherd children. In the small Portuguese village of Fatima, the Mother of God visited Lucia Santos and her cousins Francisco and Jacinta Marta. This village had remained faithful to the Catholic Church during recent persecutions by the government.

The Miracle

Mary prophesied a great miracle as proof she was bringing a message from God. The Blessed Mother promised a miracle would occur in the sky above Fatima on the date of October 13, 1917. 70,000 people had gathered in anticipation and all witnessed the sun "dance." It rotated, became larger and smaller, and moved closer to and farther from the people. All present were witness to the miracle and stared at the sun without injury.

Jacinto Marto, Lucia Santos and Francisco Marto, 1917.[2]

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[1] "Our Lady of Fatima." Christus Rex. Christus Rex. 15 Apr. 2009
<http://www.christusrex.org/www1/apparitions/pr00011.htm>.
[2] "Our Lady of Fatima." Wikipedia. 15 Apr. 2009
http://en.wikipedia.org/wiki/Our_Lady_of_Fatima.

Our Lady of Fatima Church History[3]

In Huntington, people had been moving in increasing numbers from the central part of the city to the southeastern part of town. The Roman Catholic Diocese of Wheeling was aware of this population trend and, in 1950, Archbishop John J. Swint purchased a two-and-three quarter acre tract of land on Norway Avenue, in the city's rapidly growing southeastern section. In the spring of 1951, a temporary gray-metal church building and a permanent red brick rectory were begun. Footers for the buildings were poured on June 14, 1951.

Parish historical material states that for the temporary church "a prefabricated metal building was purchased from Armco (a steel company in Ashland, KY) and erected by them". The records add "a local builder, Harry Shamblin, and his company finished the interior." Historical data indicates the architectural firm of Vecellio and Kreps of Charleston "drew up plans for the rectory and the construction contract was awarded to E.P. Leach and Sons, Huntington contractors." The church building and rectory were begun shortly after the footers were poured, and "by the end of November, both buildings were practically completed," according to parish history. Mr. James E. Leach recalled that at the same time that his company was building the rectory, the temporary church was being assembled on the job site and, later the interior done by the Shamblin Company.

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[3] Our Lady of Fatima Catholic Church. 2003. Catholic Web. 4 Mar. 2009 http://www.ourfatimafamily.com/.

The new parish, placed under the patronage of Our Lady of Fatima, was officially established on Oct. 22, 1951. Formed from the mother parish of St. Joseph's at 6th Ave. and 13th St., Our Lady of Fatima included most of the southeast section of Huntington and adjacent parts of Cabell County.

Father James F. Tierney, a native of Weston, WV, was appointed pastor effective November 1, 1951. Father Tierney came here from St. Anthony Parish in Grant Town, WV, where he had been pastor for six years.

The first Masses were celebrated on December 2, 1951, the first Sunday of Advent, in the temporary church on Norway Ave. at the intersection of Avondale Rd. At that time, some 200 Catholic families lived within the boundaries of the new parish.

Mr. Leach stated that Father Tierney obtained the original pews from a church in Wheeling and the Stations of the Cross came from his previous parish church. Some of the original pews can now be found in the choir loft in the church.

Our Lady of Fatima Mission Statement

We ARE the mission of Jesus Christ actively embracing the Gospel by sharing the love of God in Word and Sacrament.

Welcome Message from the Pastor, Rev. Jim Sobus[4]

As pastor of Our Lady of Fatima Catholic Church, I would like to welcome our parishioners and guests to our parish family. We are a growing parish community and our goal is to serve the needs of all people in imitation of our Lord Jesus Christ.

Sincerely,

Father Jim Sobus, Pastor

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[4] Our Lady of Fatima Catholic Church. Catholic Web. 4 Mar. 2009 <http://www.ourfatimafamily.com/>.

Our Lady of Fatima Parish School[5]

MISSION

Our Lady of Fatima Parish School is the central ministry of Our Lady of Fatima Parish that exists to serve God by serving others, especially the materially poor and vulnerable of Huntington, West Virginia, and beyond. In all our school activities, we seek to liberate our students and families toward a life of discipleship in the way of Jesus.

The Tradition of Excellence

Since 1954, Our Lady of Fatima Parish School has been providing a high quality education to the young people of the tri-state community. Our success has been built on a rigorous academic program, active spiritual formation, and a commitment to the virtue of stewardship. As a result, our alumni have gone on to successful lives in high school, college, and beyond, bearing witness to our distinctive *tradition of excellence.*

Excellence in Academics... Excellence in Service

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[5] Our Lady of Fatima Catholic Church. 2003. Catholic Web. 4 Mar. 2009 <http://www.ourfatimafamily.com/>.

Academic Program Spiritual Life Program

The academic program at Our Lady of Fatima Parish School is rooted in our belief that all students can learn when placed in a caring environment of high expectations that is student-centered, standards-based, and focused on developing in students the critical thinking skills necessary in an evolving world.

Each day, students at Our Lady of Fatima are educated by a dedicated staff of professionals, of whom over 50% have advanced degrees in education and/or other fields of study. All Fatima teachers are certified to teach by the State of West Virginia. A Blue Ribbon School of Excellence, Fatima students routinely score in the top 10% of all students in the nation on standardized tests.

Fatima students learn that they are all called to serve God by serving one another. Students at all grade levels participate throughout the year in various service projects to serve the most poor and vulnerable in the tri-state area. In addition to an engaging and rigorous religious education program, Fatima students participate in a dynamic liturgical and sacramental prep program, featuring weekly all-school masses, seasonal opportunities for the Sacrament of Reconciliation, and the reception of First Holy Communion in Second Grade.
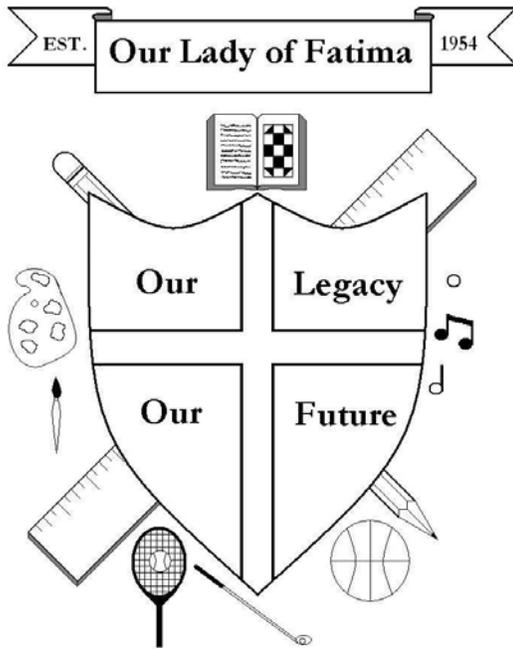
**Statement from
Mr. John Downey, Principal[6]**

At the heart of every decision made at Our Lady of Fatima Parish School is an awareness that the primary purpose of this school is to serve as an integral part of the continuing mission of Christ on Earth. In short, we teach as Jesus taught.

We awaken in the minds of our students a curiosity to see the world not only as it is, but as it is intended to be. We empower our young people to become active in the world today. We are dedicated to providing comfort and aid to those who are denied full access to the benefits and resources of our society no matter their personal failings. We challenge those who use their power for selfish gain and entitlement to repent or risk being left out of the Kingdom of God we know is not only coming, but is even today present in our midst. For this reason, we pray, we read Scripture, we learn the teachings of the magisterium, we participate in the sacraments of the Catholic Church, we serve, we lobby our government in the name of justice, we hold ourselves to the highest of personal moral standards and we have high expectations for students throughout the curriculum.

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[6] Our Lady of Fatima Catholic Church. Catholic Web. 4 Mar. 2009
<http://www.ourfatimafamily.com/>.

Ultimately, we seek to live out in our actions the prayer of St. Ignatius Loyola:

Lord, teach me to be generous,
Teach me to serve You as You deserve,
To give and not to count the cost,
To fight to not to heed the wounds,
To toil and not to seek for rest,
To labor and not to ask for reward,
Save that of knowing that I do Your will.
Amen.

-John Downey, Principal
Our Lady of Fatima Parish School

Our Lady of Fatima Supports the Community

Why is this important?

Grantors want to understand how vested Our Lady of Fatima is in the community and its projects. The Church is an integral part of Huntington, assisting the poor and the needy, among others. The following volunteer efforts demonstrate our commitment.

Our Lady of Fatima students (during 2007-2009):

1. Collected 10,000 canned foods to stock the local food bank
2. Raised $3,500 to provide a well to a community in Uganda
3. Recycled cans to help purchase a chair lift for a resident of the Comfort House
4. Sent backpacks and supplies to Bolivian children
5. Raised monies for Pennies from Heaven
6. Raised monies for St. Jude Children's Hospital
7. Served Thanksgiving dinner at Stella Fuller
8. Cheered local hospital patients by writing Get Well cards

9. Collected teddy bears to comfort abused children or children in violent situations
10. Visited the sick and homebound
11. Sang Christmas carols at area hospitals
12. Collected coats and children's clothing
13. Sponsored a "Mitten Tree" at Christmas to obtain new mittens, hat and scarves for those less fortunate
14. Bought toiletries for the Nazareth House and Branches Domestic Violence
15. Supported the American Heart Association by raising monies during "Jump Rope for Heart"
16. Included a service project at all school socials

Church service projects:
1. Provided food baskets at Thanksgiving to 50+ families
2. Operates The Ministry of the Poor to help with utility and medical bills, furniture and clothing
3. Makes prayer shawls for Hospice; caps, scarves and gloves for Ronald McDonald House, city mission and Branches Domestic Violence
4. Sponsors two nursing homes, providing:
    a. 200+ Christmas gifts (including sweatsuits)
    b. Toiletry items
    c. Residents with gifts during holidays and special occasions
    d. Cards, books, magazines, movies and flowers

Cabell County Demographic Information

Why is this important?

Grantors often want to understand _who_ is being helped. Grants provide money to solve problems or resolve an unmet need.   Use demographic numbers to demonstrate the problem or need.

Demographics provide concrete information. For example, Our Lady of Fatima serves a small city with a population of 79,885. The term "small city" is subjective and open to reader interpretation, while the physical count of 79, 885 supports your descriptive statement and offers a realistic view.

Our Lady of Fatima Parish School Information[7]

Number of Students	216
Number of Classroom Teachers	21
% Faculty with Advanced Degrees	50
Average Class Size	19

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[7] Private School Review. 30 Mar. 2009
<http://www.privateschoolreview.com/school_ov/school_id/29317#Editor>.

Demographics

	Cabell County	WV State	United States
Population	79,885[8]	1,812,035[9]	307,212,123[10]
Median Household Income (Huntington)	$34,655[11]	$37,060[12]	$50,233[13]
Median Value of Housing (Huntington)	Wayne - $70,900[14] Cabell - $76,200[15]	$72,800[16]	$119,600[17]
% of students receiving free/reduced lunch	No figures available	57%[18] WV ranks third in free/reduced lunch participation, nationally[19]	58%[20]

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[8] Private School Review
[9] Food Research and Action Center. 16 Mar. 2009 <http://www.frac.org/>
[10] CIA - World Factbook - The United States. 16 Mar. 2009 <https://www.cia.gov/library/publications/the-world-factbook/print/us.html>.
[11] Private School Review
[12] Food Research and Action Center
[13] U.S. Census Bureau. 16 Mar. 2009 <http://www.census.gov/>.
[14] U.S. Census Bureau
[15] U.S. Census Bureau
[16] U.S. Census Bureau
[17] U.S. Census Bureau
[18] Food Research and Action Center
[19] Food Research and Action Center
[20] "Profiles of Participants in National School Lunch Programs." United States Department of Agriculture. 16 Apr. 2009 <http://www.ers.usda.gov/publications/eib17/eib17.pdf>.

Guidelines to Determine Participant Eligibility for Free and Reduced Price Meals, School Year 2007-208[21]

Annual Family Income Before Deductions

Family Size	Free Meals	Reduced Price Meals
One	$13,273	$18,889
Two	17,797	25,327
Three	22,321	31,765
Four	26,845	38,203
Five	31,369	44,641
Six	35,893	51,079
Seven	41,417	57,517
Eight	44,941	63,955

For each additional family member, add $4524 and $6438 respectively

Demographic Sources

U.S. Census Bureau
www.census.gov
The Census Bureau provides information on population, housing, income and poverty levels by state, region and throughout the nation.

U.S. Department of Agriculture
www.usda.gov
The Department of Agriculture houses statistics pertaining to free or reduced school lunches.

Food Research Action Center
www.frac.org
The Food Research Action Center is a non-profit organization whose stated goal is to eradicate hunger and undernutrition in the United States. FRAC tracks poverty and nutrition demographics by geographic area.

Private School Review
www.privateschoolreview.com
Private School Review offers detailed profiles of private schools, housing values, population and income.

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[21] "Child Nutrition." West Virginia Department of Education. 16 Mar. 2009 <http://wvde.state.wv.us/>.

BEFORE writing a grant…

☑   1. Does the grant require a Request For Proposal (RFP)?

☑   2. What is the submission deadline (in other words, do you have enough time)?

☑   3. What are the restrictions or qualifications?

☑   4. Do you know your grantor?

☑   5. Do you know your project?

1. DOES THE GRANT REQUIRE A REQUEST FOR PROPOSAL (RFP)?

What is an RFP?
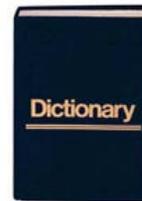
RFP = Request For Proposal.

RFP's allow the grantor to preview your project. After submission of the RFP, the grantor will either request or deny your full grant proposal.

The RFP generally includes:

- Your project idea
- Project beneficiaries
- Reasons for choosing the grantor
- Dollar amount requested

NOTE: RFP requirements vary in content, so review grantor guidelines for specifics

RFP:

The RFP is not a full-fledged grant application. Think of it as meeting for coffee on a blind date. The grantor gets a sneak preview of your project and decides if a full dinner invitation will be extended.

RFP length is usually between 1-3 pages, but verify grantor guidelines.

EXAMPLE –
Mockingbird Foundation RFP
Requirements

Grant overview: The Mockingbird Foundation, Inc. ("Mockingbird") offers competitive grants to schools and nonprofit organizations that effect improvements in areas of importance to the Phish fan community. Our programmatic focus is music education for children.

Application Process: Full proposals are by invitation only, and will not be considered if unsolicited.

   Letter of inquiry: Those interested in submitting a proposal should first submit a letter of inquiry via our web form at http://www.mbird.org/funding/inquiry.html. The form requests organizational details and allows for approximately 2.5 pages of narrative description. We prefer that a responsible officer from the applying organization fill out the form. Initial inquiries submitted via any other channel will not be considered.

> *Supplemental Materials***:** We are unable to review any supplemental materials accompanying your LOI or proposal submission, such as books, videos, cassettes, etc. <mark>Please **do not** send any materials beyond those specifically requested by the Mockingbird Foundation.</mark>
>
> **Acknowledgement:** After submitting your letter of inquiry through our <mark>online form</mark>, you should receive an automated response acknowledging receipt. Due to the large volume of inquiries we receive, however, we are unable to provide you with any additional updates on the status of your inquiry. <mark>You will be contacted via email ONLY if your project is selected for further consideration</mark>, at which point you will be invited to submit a full and formal proposal. Please do not contact the Foundation asking for an update on our review process.

Mockingbird's application process requires:

- RFP

- RFP length of 2 ½ pages.

- The RFP to include a "narrative description" and "organizational details." Omit facts, figures and numbers and focus on the project and its benefits.

- Authorized signatories, or submission by a "Responsible Officer," such as the Development Officer, teacher in charge of the project, priest, principal, etc.

- Electronic submission (no mail).

- No follow-up after submission. Mockingbird will contact Fatima if the RFP is accepted.

Mockingbird Foundation Proposal
Submitted by Our Lady of Fatima Parish School
October 1, 2XXX

Our Wish:

Our Lady of Fatima (Fatima) elementary school is poised to have the first Catholic elementary concert band in the region. The students are talented and enthusiastic; the staff is dedicated and supportive; and the music teacher has designed and implemented a comprehensive and progressive music program. Here, children build upon musical skills from pre-kindergarten to eighth grade by use of note recognition, recorders, theory, and rhythms, culminating in instrument play during fifth through eighth grade.

Our wish is for every student to experience the joy of concert band and to share that gift with the community. Because Fatima was founded on the tenets of both scholarship and service, every aspect of education strives to support and interact with our community, including music.

Fatima has the will, but desperately needs the way. A gift from the foundation would provide a modest complement of instruments and provide the necessary start for concert band: Bass drum and stand, Suspended cymbal and stand, set of Crash Cymbals, Baritone horn, Bass Clarinet, French horn, assorted drum sticks and mallets, and Bell choir binders. The instruments' impact would be immediate and beneficial.

Our challenges:

Our first challenge lies in securing the actual instruments. We currently have three percussion instruments, all of which are second-hand. While greatly appreciated, they are not uniform in quality and lifespan, with choices severely limited. A search for instruments has been ongoing for over two years, with little success. The school has

18

placed ads seeking donated or modestly priced items while the music teacher scours flea markets and second-hand stores for instruments.

Second, economics play a factor. Fatima is situated geographically in the economically depressed area of southern West Virginia. While this Appalachian region has a rich cultural history, the state ranks in the bottom three for education, wages and childhood obesity. For many families, purchasing a musical instrument is considered either an extravagance or a hardship. Fully 25% of the county's families are at or below poverty level while almost 40% of children qualify for the federal free/reduced lunch program. Additionally, the city of Huntington faces a steadily decreasing and aging population, with services geared towards its demographics. The school offers an opportunity for the children to be introduced to the richness and rewards that playing an instrument offers. With basic pieces available, children may choose one instrument to master, or they may experiment with several instruments.

Because of our economic plight, resources are scarce to purchase the instruments outright. A modest school budget covers only the cost of music, while the music teacher organizes bake and craft sales to support "extras" such as instrument repair costs and awards. As a private parochial school, there is no state support and diocesan funds are limited. Always resourceful, the music teacher does her own music arranging.

Finally, Fatima's fledgling music program is at a crucial crossroads in its development. The right teacher, with the right background and viewpoint, is available. Now is the ideal time to implement the concert band program.

The music teacher, Ms. Finney, is normally available only part-time. This year, she is finally able to turn her attention solely to Fatima. She has set the stage for the past two years by instituting her incremental curriculum, in which students are guided step-by-step and build on the previous year's concepts.

Holding a Masters degree in Flute Performance, Ms. Finney is exceptionally qualified to educate elementary students. Teaching in the classical model, her philosophy reflects her background and centers on the children: They can accomplish anything with guidance, support and a positive attitude. She exposes the students to musical concepts normally reserved for college classes and shares her orchestral experiences with the students to demonstrate how music is the "universal language." Her stories are of multicultural musicians coming together in shared and blended performances.

The music program also has the full support of administration. Mr. Downey, the principal, emphasizes music and has secured private donations to carpet the music room. Although the physical location is outside of the building and notwithstanding the weather challenges, it is a secure and cheerful place.

Why the Mockingbird Foundation?

Mockingbird is in a unique position to make an enormous impact on Fatima's current music program and provide bedrock for its musical future. The Foundation and Fatima both view music as educationally intrinsic and important.

The Foundation takes note of programs such as ours. In regards to low overhead, Fatima has carved out a music room from its existing facilities and set the stage: Students, teacher and ambiance are all provided. Collaboratively, our school uses every opportunity to help those less fortunate, and the concert band is no exception. The children sing to the elderly in assisted facilities and to the state legislature. We strive to expand that and bring our community closer through music. Our mission statement highlights our priorities to "promote self-worth, respect for others and tolerance" and to develop independent and responsible citizens.

Since the Foundation's philosophy is to fund projects on a one-time basis, Fatima's needs correspond directly. Seed money remains the only obstacle to the realization of our concert band. All other elements stand at the ready.

In Chalk Dust Torture, Phish wrote "But who can unlearn all the facts that I've learned." In this instance, the children will be forever grateful to the Mockingbird Foundation to learn and grow in music.

2. WHAT IS THE SUBMISSION DEADLINE?

What else is it called?

- Application deadline
- Grant deadline
- Proposal deadline

Give yourself enough time to

- Meet with Project Leader(s)
- Research the grantor (which is addressed in section 4)
- Write and review the grant

Review deadlines BEFORE doing any meeting, planning, research and especially writing.

Spend your time wisely. A well-crafted application reflects you, your organization and your project.

Better to seek another grantor or defer the application until the next cycle than to submit a hasty and ill-formed proposal. Make a positive first impression of Our Lady of Fatima.
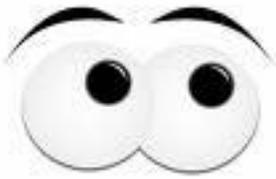
EXAMPLE #1 – Mockingbird Foundation's <u>Application Deadline</u>

Deadlines: Letters of Inquiry are considered in two annual cycles, as follows:

For Letters of Inquiry submitted by:	The Funding Committee will invite proposals by:	Funding will occur by:
February 1	April	August 1
August 1	October	February 1

Are you able to meet the February or August inquiry deadlines?
Are you able to meet the full proposal deadline within two months?

If YES, continue. If NO, shelve for the next cycle.

EXAMPLE #2– Chad Pennington's 1st & 10 Foundation Application Deadline

TO: Fall 2009 1st and 10 Foundation Grant Applicants
FROM: Jennifer Correa, Executive Director
RE: Grant Applications

Please find the enclosed grant application from the 1st and 10 Foundation.
Please submit your application by August 15, 2009. Applications post marked after this date will not be accepted. Please mail all grant's to:

1st and 10 Foundation
PO Box 192
Guild, NH 03754

If you have any questions about this process, please feel free to contact the foundation at director@1stand10foundation.com. Thank you very much and we look forward to reviewing your application.

Are you able to meet the August 15 deadline? If YES, continue. If NO, shelve for the next year.

3. WHAT ARE THE RESTRICTIONS AND/OR QUALIFICATIONS?

Grantors often have rules about grant award recipients, so check grantor guidelines. Some common reasons for not qualifying:

- **Personnel restrictions**

Personnel restrictions are a conflict of interest between key personnel and the grantor. For example, a Fatima Board member may be prohibited from working for the grantor's competitor (i.e. Target will not award a grant if a Board member works for K-Mart). If the grant has restrictions, verify the employment, affiliations and volunteer efforts of both the project director and members of the board.

- **Project restrictions**

Constraints may be due to factors such as

- o Geography (projects restricted to certain localities or rural/urban settings, etc.)
- o Content (for example, the grant may only fund science programs or activities for senior citizens)
- o Time length (for example, a one-time project as opposed to an on-going project).

Grant overview:

Melody Program helps K-12 school instrumental music programs that take place during the regular school day.

To apply:

Public, private and charter schools may apply, however, <mark>schools must be Title 1</mark> or be able to demonstrate financial need.

Schools must have an established instrumental <mark>music program</mark> (i.e. concert band, marching band, jazz band and/or orchestra) <mark>that is **at least three years old**</mark>. If your school offers <mark>Orff/classroom music only</mark>, it is NOT eligible to apply.

Schools must apply separately (please provide information for the applying school only, do not include information for other schools within the district even if the music teacher teaches at more than one school.

Requests should not exceed $10,000 worth (retail value) of musical instruments. Full or partial requests may be awarded.

Restriction #1: Title 1 school requirement. Title 1 schools have a minimum of 40% of students from low-income families.

Restriction #2: The school's music program must be in existence for at least 3 years.

Fatima's music program did not meet the time requirement (as of printing).

Restriction #3: Orff music disallowed. Fatima qualifies.

Conclusion: Fatima was unable to meet the grant restrictions and did not apply.

Grant Overview:

The 1st and 10 Foundation, a public non-profit corporation, was established by Chad Pennington and his wife Robin in 2003 with a game plan to build stronger communities by funding programs and institutions which seek to improve the quality of life throughout West Virginia, Tennessee, and the South Florida area.

To apply:

Due to the close association of Chad Pennington with the West Virginia, Tennessee, and South Florida areas, programs and projects related to building stronger communities within these areas are of primary concern to the foundation.

Unless specifically requested by a member of the Resource Council, the Foundation will not consider grant requests from organizations outside the West Virginia, Tennessee, and South Florida areas. It will not consider requests to defray meeting or conference expenses, salaries, or payment of travel of individuals or groups. It will not relieve organizations of their responsibilities, nor make grants to individuals for any purpose.

Requests for funds must be received in writing utilizing the 1st and 10 Foundation grant proposal guidelines and forms by August 15, 2009. A letter showing Federal 501C(3) tax-exempt status as a public charity must accompany all requests.

Restriction #1: Projects must relate to "building stronger communities" in specific geographic areas (see restriction #2). Your project must benefit the locality.

Restriction #2: Unless there's an exception, only West Virginia, Tennessee and south Florida projects can apply.

Restriction #3: Make sure the budget has no meeting or conference expenses, salaries or travel expenses (or show how those expenses are paid for). 1st & 10 wishes the monies to go to the PROJECT and not to administrative costs.

 Restriction #4: 501C(3) status, which designates tax exemptions, is required.

Conclusion: Fatima met all qualifications and applied for the grant.

4. DO YOU KNOW YOUR GRANTOR?

Take the time to understand the **grantor's point of view**.

- What is the grantor's **focus**? It may be health, community issues, children, a geographic region, science, etc.

- Read the grantor's **mission statement**. It explains issues important to the funder.

- **Review past funded projects**. What projects, specifically, were awarded grant monies?

  o Review grantor literature and the grant application
  o Review the website
  o Look up information about the company on the Internet or in the library.
  o Pay attention to the mission, or purpose, of past funded projects.

- Check for **contacts**.
  o Parishioners/Staff may have a connection with the grantor. For example, Elder-Beerman (through BonTon Company) supports employees' causes.

Overview and mission of Chad Pennington's 1st & 10 Foundation:

1st AND 10 FOUNDATION STATEMENT OF POLICY AND OBJECTIVES
The 1st and 10 Foundation, a public non-profit corporation, was established by Chad Pennington and his wife Robin in 2003 with a game plan to build stronger communities by funding programs and institutions which seek to improve the quality of life throughout West Virginia, Tennessee, and the South Florida area.

Policies and programs are directed by its Resource Council who have discretionary powers and are dedicated to discharging their responsibility in a manner that will result in maximum beneficial use of resources of the foundation to build stronger communities. The nature of the programs and their immediate long-term benefit shall be guiding the consideration in funding grants.

Due to the close association of Chad Pennington with the West Virginia, Tennessee, and the South Florida area, programs and projects related to building stronger communities within these areas are of primary concern to the foundation.

This is the <u>FOCUS</u> of the grant. 1st & 10 Foundation's guiding principle: Programs which benefit the communities of WV, TN and south FL.

Award winners' projects will relate to the focus of the foundation.

2007 Grant Recipients: The 1 st and 10 Foundation is pleased to announce the ==recipients of the Foundation's grant program== for 2007:

It's A Homerun for Huntington »
The Child Development Academy at Marshall University »
Foundation Gives HOPE to Huntington Community »   **Starbright's**
Seriously Ill Children and Their Families »

It's A Homerun for Huntington
The 1st and 10 Foundation has issued a grant to assist in the building of a new baseball facility that will serve as home for Cammack Little League #3. The project, which is nearing completion will result in two Little League Tournament Quality fields in Huntington.
==The mission of League #3== is to introduce children to the joys of baseball and softball by providing an atmosphere that enables the best to be brought out in children, parents, and coaches. League #3 also ==exists to assist in the development of the child by building self esteem, character, leadership skills, and a willingness to learn and work hard and to provide for an atmosphere of fun== so that the child not only learns the game of baseball, but also wants to continue to play the sport as they grow older.

Listed above are past grant awardees. The 1st & 10 Foundation website announces its funded projects.

To demonstrate, Homerun for Huntington is examined:
- Its mission statement is to develop children, emphasize positive values and create a great learning environment.
- This organization used baseball as a way to build community character. How will you position your idea to build a better community (this grantor's purpose)?

Note #1: Most of the previous awardees involve children even though the mission statement does not mention any age groups.

Note #2: The awardees listed are located in Huntington, WV.

5. DO YOU KNOW YOUR PROJECT?

Now is the time to tackle project details. In addition to the overall vision of the project, it is crucial to understand the minutiae. Writing a grant gives it a voice.

Interview the project's key person(s) to:

- Thoroughly understand the <u>project</u> and its <u>benefits</u>

- Explain it to the grantor

- Show why it merits funding over other projects.

Grant Interview Sheet

Grant applications cover many aspects of a project. Listed below is an Interview Sheet, which covers all areas of a grant. When interviewing key person(s), choose questions that are relevant to your project.

EXAMPLE: Interview Sheet for Mockingbird Foundation Proposal

Project questions address the Grant Abstract, Statement of Need and Project Activities.

What is the project name?	Our Lady of Fatima Parish School Youth Orchestra
What is the project and what do you want to accomplish with this project?	Start the first elementary orchestra in the Tri-State area and provide classical musical education to school age children so they may share it with the community.
Who is being helped by this project?	Fatima school children – 100+ students and 4 area senior centers plus 2 hospitals
What happens if this project stops right now?	No musical education for the children; no experience with or exposure to classical music and performing; seniors and hospitals receive no concerts

Have you done this or anything like this before? If so, for how long and where?	Kristie teaches the students (grades 1-8) to play musical instruments, beginning with the recorder in the lower grades and progressing through wind, percussion and string instruments in 6-8th grade. Students choose their own instruments. The children play music in class and perform for the school twice/year.
How does this fill a need in the school or community?	Kristie will provide a music outreach to the community, targeting markets such as the elderly and the poor; additionally, students and the community are exposed to timeless classical music, to which they may not otherwise have access.
Why did you choose this way to accomplish your goal? Is there another way?	There is no other venue for elementary students to perform and share orchestral music in the surrounding area.

Timeline questions address the order of project events and how long each will take.

How long will it take you to set up project?	Purchasing the instruments will be done in the first semester and teaching the children to play will be done over the course of the entire school year.
What is the duration of the project (one time occurrence, weeks, months, years, etc.)?	This is a start-up orchestra and will be ongoing.
Are there incremental steps? If so, what are those steps?	No incremental steps – just the purchase of instruments.

Budget questions address how much money is needed and why.

Ideally, how much money do you need? For what?	$5000 to purchase basic instruments to start an orchestra. Currently, Fatima owns 3-4 instruments. $5000 would purchase a clarinet, flute and violin and drums.
What is the minimum amount needed to make the project a "go"?	Any amount would be put towards the purchase of instruments, but a minimal

	amount means that the program would have to build very slowly over the course of several years.
How much money is coming from Our Lady of Fatima or private sources? Break down and list.	Fatima will provide the salary for a full-time music instructor.
Are there any donations such as paper, copying, supplies, volunteer hours, volunteer expertise? What is school, church and/or community doing to support project? List.	Fatima school has dedicated space to its brand-new music program. The room has been painted and provided with chairs and a rug through donations.
What do you need to purchase? Be specific. For example, state: We need 30 music stands at $25 each from Music world instead of "music stands."	1 violin $100 1 string bass $200 3 clarinets @ $50 each 1 drum set @$500 …etc., purchased new from Music World or from second-hand shops in the tri-state area.
Will anyone need travel expenses?	No. Parents and the school will provide travel to concerts and practice.
Is there overhead – copying, mailing, etc.?	Fatima administration will cover the cost of paper, copying and advertising.

Staff/Key Person(s) questions address project leaders and their credentials.

Name of Responsible party(ies) (check for correct spelling)	Kristie Finney
Title of responsible party(ies)	Music Teacher; Music Ministry Coordinator
Who will do any follow-up?	Kristie Finney
Background/Experience/Qualifications/ Special training	Masters in Music Education; music teacher for 2 years
Is anyone helping you?	no
Who (again, get correct spelling)?	n/a
What is their background in relation to the project?	n/a

Evaluation Questions help determine the success of the project.

How will you know it was successful?	The measure of success will be in performing concerts for senior centers and hospitals. The first concert will be tentatively scheduled for the end of the school year. Long-term success will be seen in he children who continue playing.
How will you measure success and how often?	By the number of concerts given and by the number of instruments played.

<u>Odds and Ends</u>

Are there any acronyms? What do they stand for? Is there any jargon? What is the layman's term for jargon words? If you don't understand a term, chances are that the funder won't, either.	OLOF – Our Lady of Fatima
Date of meeting	November 22
Person(s) Interviewed	Kristie Finney

- **Did you understand the project correctly?** Test your knowledge by reiterating the project to key person(s).

- **Leave room for a follow-up meeting.**

    o   You may have more questions or need to clarify project information.

    o   Key person(s) are ideal to proof your grant and verify you have captured the essence of the project.

Project Questions

What is the project name?	
What is the project and what do you want to accomplish with this project?	
Who is being helped by this project? (community, children, seniors, etc.)	
What happens if this project stops right now?	
Have you done this or anything like this before? If so, for how long and where?	
How does this fill a need in the school or community?	
Why did you choose this way to accomplish your goal? Is there another way?	

Timeline Questions

How long will it take you to set up project?	
What is the duration of the project (one time occurrence, weeks, months, years, etc.)?	
Are there incremental steps? If so, what are those steps?	

Budget Questions

Ideally, how much money do you need? For what?	
What is the minimum amount needed to make the project a "go"?	
How much money is coming from OLOF or private sources? Break down and list.	
Are there any donations such as paper, copying, supplies, volunteer hours, volunteer expertise? What is school, church and/or community doing to support project? List.	
What do you need to purchase? Be specific. For example, state: We need 30 music stands at $25 each from Music world instead of "music stands."	
Will anyone need travel expenses?	
Is there overhead – copying, mailing, etc.?	

Staff/Key Person(s) Questions

Name of Responsible party(ies) (check for correct spelling)	
Title of responsible party(ies)	

Who will do any follow-up?	
Background/Experience/Qualifications/ Special training	
Is anyone helping you?	
Who (again, get correct spelling)?	
What is their background in relation to the project? (background/experience/qualifications/ special training)?	

Evaluation Questions

How will you know it was successful?	
How will you measure success and how often?	

Odds and Ends

Are there any acronyms? What do they stand for? Is there any jargon? What is the layman's term for jargon words? If you don't understand a term, chances are that the funder won't, either.	
Date of meeting	
Person(s) Interviewed	

WRITING the grant…

Funders have money to award; let them know that Fatima is the most worthy recipient by factually "selling" your project. Be proud of Fatima's wonderful idea.

☑ **1. The "Four Questions"**

☑ **2. Parts of a Grant**

☑ **3. Do's and Don'ts**

☑ **4. Review**

1. THE "FOUR QUESTIONS"

Before you begin putting pen to paper, think about the big picture. Ask:

1. **What, exactly, do you want to accomplish? More specifically, what do you want to accomplish in terms of service that is directly linked with the church vision?**

2. **What is the current challenge that is preventing you from getting there?**

3. **What is the solution?**

4. **Why is the grantor best at providing the solution?**

1. **What, exactly, do you want to accomplish? More specifically, what do you want to accomplish in terms of service that is directly linked with the church vision?**

Our Lady of Fatima Parish School wishes to provide the area's first Catholic youth orchestra, consisting of elementary and middle school children. This has many benefits. First, elementary/middle school children are exposed to and will perform classical music. Second, a love of music is fostered through performance and experimentation, beginning in first grade. And last, the music is shared with the community, especially with those who have the least access to orchestral concerts.

2. **What is the current challenge that is preventing you from getting there?**

Fatima does not own the necessary instruments to fulfill the creation of the orchestra.

3. **What is the solution?**

The solution is to receive funding and/or donations to secure foundational instruments for the orchestra. Our current budget would allow the purchase of only 1-2 instruments per year.

The school has set aside funds to pay the teacher and created a special music room, and only needs to populate it with the instruments.

4. Why is the grantor best at providing the solution?

Mockingbird Foundations specifically targets children and creative learning. Fatima houses 216 students from kindergarten through 8th grade; the children are direct recipients. Creativity comes in the form of student learning: All students are welcome to learn an orchestral instrument of their choosing, and at an early age. Additionally, the grant is non-renewable, which is perfect for our start up costs.

2. PARTS OF A GRANT

Grantors differ slightly in their terminology and requirements. In general, the following are standard parts of a grant. Look to your grantor guidelines for exact specifications.

Writing a grant is a nonlinear process. Begin with the grant part you find easiest or have the most information for. For example, some writers complete the abstract at the end as a summary, while others use the abstract as a beginning point.

Cover Letter (optional)

Abstract

Statement of Need

Project Activities

Timeline

Budget

Evaluation

Staff and Organizational Information

Appendix

==Please provide the following information in the order given; using headlines, subheadings and numbers provided in your own word processing format:==

A. NARRATIVE

1. AGENCY INFORMATION
• Provide a brief description of your agency's mission, services, overall size and
date founded
• Description of current programs, activities and accomplishments

2. PROJECT
• Outline the program for which you are seeking funds. Please be specific
who will be doing what, when, where and for how long. Please include
program start and end dates.
• List of project goals, objectives and target population.
• List of other organizations participating in the project and their roles.

3. OBJECTIVES AND EVALUATION
• Please explain how your goals will be monitored and measured. Being
specific, how will you know whether the program demonstrated success?
• What do you anticipate your organization will learn from this program that
will assist others in future programs?
• Please list the top 3 beneficial aspects of the project as it relates to serving
communities.
• Please list the top 3 potential concerns or obstacles of the program as it
relates to serving communities, and how do you plan to address each one?
• How does this program meet the needs of the community it intends to
serve, and what evidence is there that the program leaders have engaged
the interest and support of the community?
• If the program is to be sustained, please provide a reasonable plan for
continuity beyond the 1st and 10 foundation grants, such as indicating where
additional support will likely be sought.

4. FINANCIAL
• Explain in detail the source of funds for its operation in subsequent years, if
this will be an ongoing project.
• Project Budget (use project budget revenue and expense forms attached)

5. ATTACHMENTS
• A copy of the current IRS determination letter indicating 501c (3) tax exempt
status.
• Organization's current annual operating budget.
• Most recent monthly financial statement (statement of financial position &
statement of activities)
• Most recent audited financial statement
• List of Board of Directors
• Letters of support (optional)
• Annual Report (optional)
• Mission Statement of the organization (if applicable)

6. EVALUATION
• If chosen as a grant recipient an evaluation form is due no later than February 15, 2010, unless
program extends beyond that date.

1st & 10 Foundation requires:
The grant to be written in the following order: Narrative, Agency Information, Project,
Objectives and Evaluation, Financial, Attachments and Evaluation.

Headings, subheading and numbers. For example, "Agency Information" is a heading.
If you have many points to make, use subheadings about the agency information.

Any type/size font (note: If not specified, use Times New Roman, size 12)

A budget for current and subsequent years. If you receive funding for the current year,
demonstrate how the project will be sustained in the future.

Specific attachments. Make sure you have given all the required information, such as
tax-exempt status.

NOTE: 1st & 10 Foundation does not ask for a separate timeline, so include it with the
project description.
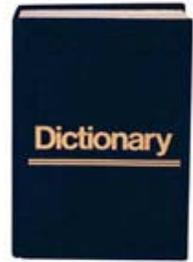
Defining Parts of a Grant

Cover Letter

- **What else is a "Cover Letter" called?[22]**
    - Transmittal letter
    - Letter of transmission

- **What is in a Cover Letter?**
    - Introduce yourself and your organization
    - Summarize your proposal and amount requested
    - Refer to recent communication (if any) or your connection with the grantor
    - State the project, the need and the people who will benefit

- **What else?**
    - Positive tone
    - Thank the grantor

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[22] Carter New, Cheryl, and James A. Quick. How to Write a Grant Proposal. Hoboken, NJ: John Wiley & Sons, Inc, 2003. 1-2.

April 26, 2XXX

Carmella Campione, CSJ
137 Mount St. Joseph Road
Wheeling, WV 26003

Dear Sr. Carmella:

Our Lady of Fatima Parish Catholic School opened its doors in 1954 to meet the educational needs of catholic children in Cabell and Wayne counties in southern Appalachia.

As a Blue Ribbon School of Excellence, we strive to provide diversity in our curriculum to meet the needs of all students.   Our children need to learn the joy of playing a musical instrument. Our Lady of Fatima School is blessed to have a music teacher with exemplary teaching skills. She has started a children's choir and bell choir to enhance our children's liturgy.   Her dream is to have the first catholic grade school band in West Virginia.

As we were taught by the Sisters of St. Joseph, to do anything well you must study and practice. We need a full time music teacher to bring the joy of music to our children as they worship God. More instruction time is the key to developing their skills and offering everyone the opportunity to participate.

At present we are only budgeted for a part time music teacher.   A seventy-five hundred dollar grant will allow us to offer a full-time position to this very talented and inspiring music teacher for the calendar year 2008-2009.   As we establish our long term budget, we will allocate funds for a full time position starting the school year 2009-2010.   Grant funding will also be used in small part for any band rental needs for those families who cannot afford out of pocket expenses.

The Sisters of St. Joseph's have been an integral part of Huntington and the surrounding community for well over one hundred years.   Sr. Carmella was principal at Our Lady of Fatima Parish School for many years and she instilled devotion to Christ in the mass.   With the generosity of your grant, all our children can participate in *making a joyful noise to the Lord.* We pray that you can assist us in our immediate need.

<div align="center">Very truly yours,</div>

John M. Downey V
Principal

Endorsed by:

Fr. James Sobus
Pastor

The need is stated (more instruction time) as well as the beneficiaries (the school children). Note: The need is for instruction time, not dollars.

Fatima proposal summary: $7500 to help supplement salary for a full-time music teacher and to cover band rentals for underprivileged families.

Although communication with Sr. Carmella is not recent, it is a personal connection and should be referenced.

"Key" people are signatories, for instance, the principal and the pastor.
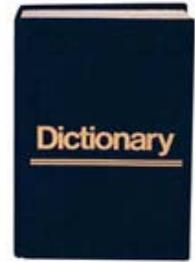
Defining Parts of a Grant

Abstract[23]

- **What else is an "Abstract" called?**
    - Project Summary
    - Project Overview

- **What is in an Abstract?**
    - 1 page overview of the project (sometimes less), including:
        - Each major component
        - Big-ticket items (40% or more of the budget)
        - The "hook," or the best or creative piece of your project

EXAMPLE: Mockingbird Foundation
**Project component and "hook"**

"The Hook"
Our wish is for every student to experience the joy of concert band and to share that gift with the community.

Project component:
A gift from the Foundation would provide a modest complement of instruments and provide the necessary start for concert band.

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[23] Carter New, Cheryl, and James A. Quick. How to Write a Grant Proposal. Hoboken, NJ: John Wiley & Sons, Inc, 2003. 43-52.
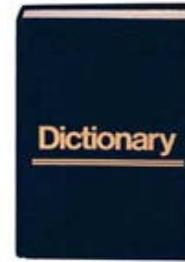
Defining Parts of a Grant

Statement of Need

- **What else is a "Statement of Need" called?**[24]
    - Problem statement
    - Needs assessment
    - The problem

- **What does a Statement of Need do?**
    - Explains why the project is being undertaken. Your project is the *solution* to a specific *problem.*
    - Clarifies the choice of grantor
    - Relates the benefits and/or beneficiaries of the project

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[24] Carter New, Cheryl, and James A. Quick. How to Write a Grant Proposal. Hoboken, NJ: John Wiley & Sons, Inc, 2003. 53-56.

NEED:

Twenty-five percent of the population of Huntington is under the poverty level.   Fifteen percent of our population is age sixty-five or older with approximately five hundred elderly in nursing homes.   Two hundred people are housed in local mental institutions, and another three hundred are in group homes and halfway houses.   Over three hundred people are homeless in Huntington and twenty-two percent of our population aged 21-64 is disabled.

==We will provide social interaction and stimulus to people in nursing homes, mental institutions, hospitals and homeless shelters through a school outreach music program.== The parish community will also grow spiritually as they assist the students and work together to give of their time, talent and treasure.

Who will benefit?
- o Residents in area nursing homes, mental institutions, hospitals and homeless shelters will benefit from the children's gift of music.
- o The children benefit from learning music, playing instruments and sharing their talent with the community.

Fatima is fulfilling its mission statement through music.

NOTE: Fatima's reasons for choosing the Sisters of St. Joseph (SSJ) grant are given in a separate section entitled "Connections to St. Joseph Wheeling Center."

CONNECTION TO THE CONGREGATION OF ST. JOSEPH WHEELING CENTER:

The Sisters of St. Joseph have been an integral part in establishing and promoting catholic education in our community for more than seventy-five years. <mark>Sr. Carmella Campione served as principal of our school from 1985-1995,</mark> guiding our children to follow the footsteps of Jesus in caring for the forgotten ones. Our catholic community continues to live up to what we were taught by the Sisters of St. Joseph, both in the schools and by their works of charity.

<mark>Enhancing our Music Department in order to serve our community will fulfill the first promise of the Congregation of St. Joseph</mark> – to surrender our lives and resources for specific systemic change in collaboration with others so that we may feed the needs of those that hunger for the love of Jesus Christ.

This grant was chosen because Our Lady of Fatima and the Sisters of St. Joseph share a similar mission statement. In addition, the sisters are familiar with the parish.
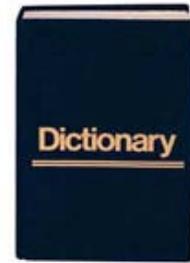
Defining Parts of a Grant

Project Activities[25]

- **What else is "Project Activities" called?**
  - Narrative
  - Project narrative
  - Project explanation

- **What is included in Project Activities?**
  - In a detailed manner, talk about the project. Explain exactly what you are going to do.
  - Cover project events in a logical order.

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[25] Carter New, Cheryl, and James A. Quick. How to Write a Grant Proposal. Hoboken, NJ: John Wiley & Sons, Inc, 2003. 129-38.

PROJECT:

Huntington, West Virginia, in southern Appalachia, is experiencing severe decline economically and in its population.   Huntington once thrived due to being a transportation center for coal. Our population has dwindled from 86,000 in 1950 to a current 49,000. Overgrown grass and houses in need of repair are evident on city streets.   Families struggle to pay high utility bills and can't afford weatherization products.   Lack of jobs forces our young people to seek work elsewhere. Our poor lack fresh vegetables and their diets consist mostly of carbohydrates leading to obesity.

Our goal is to raise awareness of our students of the needs of their fellow man and the need to respect mother earth in recycling and environmental issues such as pesticide use, and to improve the diets of the poor in our community.   We plan to implement our project this school year as follows:

GREEN

Institute a recycling program to create a green environment.
This will include aluminum cans, paper/magazines, phone books, corrugated cardboard, cell phones, ink cartridges, metals, furniture & clothes.

Install weatherization products for energy conservation in older homes.

CLEAN

Spring & fall clean-up of neighborhoods experiencing the worst decline.
Litter pickup.
Grass/weed cutting, clearing
Removing graffiti
House repairs such as painting, fix broken shutters, etc.

HEALTHY

As part of the science curriculum, we will start vegetables from seeds in the spring. The plants will then be provided to needy families in our community to grow their own vegetables. The school will maintain a small garden of homegrown tomatoes, green onions and cucumbers to provide fresh vegetables for the elderly/handicapped.

STUDENT/COMMUNITY AWARENESS

Hands-on projects results in the best learning experiences for students; therefore, we propose to supplement our science curriculum with the Green, Clean & Healthy Project.

The project has several components:
1. Recycling and energy-saving measures – "green"
2. Improve neighborhood curb appeal (for health and to improve living conditions) - "clean"
3. Grow vegetables for the needy – "healthy"

Specific #1: Fatima will achieve the green environment through recycling.

Specific #2: Fatima will reduce drafts in the window/door/attics of inefficient homes.

Specific #3: Neglected properties will be renewed up through paint, repair work and overall maintenance. Spring and fall are reserved for major outdoor projects, while repairs will be on going.

Specific #4: Fresh produce, grown by the students, will go to community seniors in need.

Bonus specific: The students become better and more productive citizens though recycling, winterizing, cleaning up Huntington and growing vegetables for those in need.

NOTE: The specifics all fit into 1st & 10 Foundation's mission statement of bettering the community.
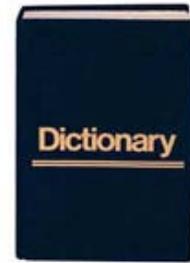
Defining Parts of a Grant

Timeline

- **What else is a "Timeline" called?[26]**
  - o Time frame
  - o Time chart
  - o Project calendar

- **What does a Timeline do?**
  - o States how your project will progress.
    - A timeline identifies each stage
    - It explains how long each stage will take

- **What else?**
  - o Timelines may be incorporated into the Project Activities or may stand alone (usually with federal grants), depending upon the grantor
  - o It is acceptable to use charts or bullet points

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[26] Carter New, Cheryl, and James A. Quick. How to Write a Grant Proposal. Hoboken, NJ: John Wiley & Sons, Inc, 2003. 249-54.

We have already made strides in reaching our goals. We have implemented our action plan of enrolling the underprivileged and will continue to <mark>increase our enrollment efforts over the next three years</mark>.   If we receive funding from the SSJ Ministry Grants Fund, <mark>starting the school year 2008, we will be able to meet our goal of providing music to all students</mark> and purchasing needed music equipment for the economically disadvantaged.   An increase of students participating in music for our liturgical worship should be evident by the end of the first quarter of the school year.   <mark>By November 2008, our outreach program will be providing music and social interaction on a regular basis to our community.</mark>

Points in time are noted:
    2008 through 2011 – increase enrollment
    Sept. 2008 – all students to receive musical training
    Nov. 2008 – regularly scheduled musical programs
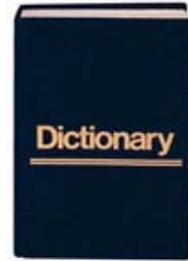
Defining Parts of a Grant

Budget

- **What else is "Budget" called?[27]**
    - o Budget justification
    - o Budget narrative

- **What is in the Budget?**
    - o State the cost of your project
        - Materials, key personnel (salary, etc.), travel, overhead expenses, and any other expenses
    - o State how much will FATIMA contribute
        - Monetarily (dollars and cents)
        - In-kind contributions. For example, donated furniture, time of key personnel, space (i.e. classroom), secretarial services, absorbed overhead (i.e. use school copiers and paper), etc.

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[27] Carter New, Cheryl, and James A. Quick. How to Write a Grant Proposal. Hoboken, NJ: John Wiley & Sons, Inc, 2003. 280-85.

BUDGET:

Historically, our Music Department budget has only allocated a bare minimum of funds, $500, and a part-time music teacher salary of $23,480.

Our music budget, school year 2008-09, is as follows:

Full-time music teacher:	$31,192*
*Increase of $7,712 p.a.]	
Band equipment, non-recurring expense	$20,000
Chimes for bell choir, non-recurring expense	$ 1,500
Total expenses:	$52,692

Income to the cover the costs of these expenses will be as follows:

Increased parish support	$16,000 secured
SSJ grant	$ 7,500 pending
Teacher's salary already allocated to budget	$ 23,480 secured
Alumni association, planned giving efforts & diocesan and third party grants	$ 5,712 pending*
Total anticipated income:	$52,692

*While we anticipate total success in raising funds through our alumni association and development efforts, should we fall short of our goal of the additional $5,712, we will purchase the chimes and as many pieces of band equipment as we can, keeping a small reserve from the SSJ grant to pay for band equipment rental in lieu of purchasing. Continued efforts in our development/planned giving will insure future reserves for needed equipment.

Specific costs of the program are outlined.

Fatima is invested in the music program, as shown by the monetary commitment. The parish is providing approximately 85% of the cost.

Fatima has a contingency plan for the additional needed monies.

START-UP NEEDS/COSTS:

|	
Recycling bins	$8,000.00
Exterior, community size 55 gal. Six Igloo containers	
Interior, school use (6)	
Science textbooks & workbooks with special emphasis	13,500.00
on environment/ecology 250 students	
Storage unit to house clothing & furniture 12x16	4,389.00
Green house for student science center: plant growth, 8x16	2,600.00
Vegetables (tomato, cucumber, green onions)	1,000.00
Fencing for composting & protection from stray animals	6,000.00
Power washer (for graffiti removal & wash house fronts) 3500 psi	742.00
Work gloves, assorted sizes, child to adult, 60 pair $1.89 pr.	118.00
Tongs/poncers for trash pick-up. Orang-U tongs 10 @ $15	150.00
Weedwackers (3) $120 @ plus stringline $20	380.00
Shovels, square spade (10) @ 13.97	149.00
Weatherization supplies	
Plastic for windows	200.00
Weatherstrip 17' Thermwell rubber weatherseal, 30 @ 5.37	171.10
Paint supplies	
3" brushes, 6 @ 6.47	38.82
2" paint brushes, 4 @ 4.97	19.88
Paint rollers 3-pack, 3 @ 11.46	34.38
10 scrapers, 4" blade $3.66	36.60
Paint pans & inserts 4 @ 5.99	24.00
Rototiller	800.00
Drip hose for plant irrigation	
500' hose, 2 @ 29.50	59.00
100' hose, 2 @ 10.88	21.76
Fluorescent T-shirts for worker visibility/safety $8 @ 100	800.00
Signage directing people to recycling station	400.00
Miscellaneous supplies, i.e.	4,000.00
House paint	
R10 water heater insulation blankets	

to be installed in homes of elderly @ $18.94 each,
Green garden pest control supplies, etc)
Large litter bags (recycled bags)

*We will request our local grocery store to provide wooden crates for vegetable transport.

TOTAL INITIAL START-UP COSTS: **$43,634**

The budget is highly detailed.
- Per item costs are reported. For example, 60 pairs of gloves @ $1.89 each.
- Material requirements are specified. For example, both 2" and 3" paintbrushes are itemized.
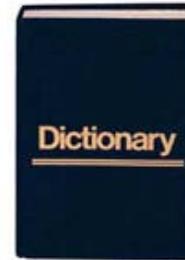
Defining Parts of a Grant

Evaluation

- **What else is "Evaluation" called?**[28]
  - o Project analysis
  - o Outcomes
  - o Project Results

- **What is Evaluation?**
  - o The Evaluation is a measurement of project success, describing <u>who</u> will evaluate, <u>how often</u> the project is evaluated and by what <u>standards</u> the project is judged.

    - <u>Who</u> will review the project?
      - Key personnel, outside agency, internal committee, etc.

    - <u>How often</u> will the project be measured?
      - Monthly, yearly, end of project, etc.

    - <u>What standards</u> will be used?
      - Measure against beginning figures, % increase, etc.

- **What else?**
  - o Through evaluation, grantors want to see if your problem has been resolved. If you are successful, then provide documentation. If you fell short of expectations, then provide reasons for unforeseen difficulties. Discuss what you have learned or what you would do differently in the future.

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[28] Carter New, Cheryl, and James A. Quick. <u>How to Write a Grant Proposal</u>. Hoboken, NJ: John Wiley & Sons, Inc, 2003. 199-204.

EVALUATION:

We will be able to easily document success by <mark>increasing the number of students participating in the bell choir, band, or children's choir over the next school year</mark>.   We currently have <mark>15 in our bell choir</mark> and <mark>22 participating in band</mark>.   We will also be able to <mark>document an increase in the number of community agencies in which our children will perform.</mark>   For the current school year the children have provided music at St. Mary's Hospital, the West Virginia State Capitol, and parish funerals.

Fatima will measure success in 2 ways:
- o An increased number of students participating in the program.
- o Number of performances given.

Measurement of project success

Like football, this project will be a team effort. Success will be easily monitored in terms of the number of pounds of recycled goods, the number of neighborhood clean-up projects completed, and the number of families provided fresh vegetables.

Measurement of project success…

Recycling centers will provide the documentation of quantity/ pounds of recycled goods (green). Clean-up of neighborhoods will be documented by before and after pictures (clean), and vegetable seedlings will be geared to the number of clients receiving services at ECCHO (healthy). Seedlings will be documented by our school's science class with a germination diary and ECCHO will document distribution to their client families who are screened through our local Information and Referral Service.

We believe our students will learn the people can make a difference in their community and the world. We feel our children will show adults how easy it is to give of their time and talents in caring for others needs. We feel our success will encourage others to start recycling and giving back to their community.

Evaluation of "green" demonstrated through the volume of recycled items, quantified by the Recycling Center. Figures will be easily obtained and objective.

Evaluation of "clean" is shown through "before and after" photos of each project. Again, firmly and easily documented.

Evaluation of "healthy:" Number of seedlings distributed is the measurement standard. The project could also use number of vegetables distributed, number of people receiving vegetables, etc.

Evaluation of children as "better citizens:" Fatima uses the project as a learning opportunity. Additionally, the Clean, Green & Healthy Project fulfills Our Lady of Fatima's mission of helping those less fortunate.
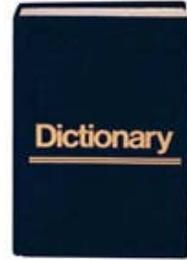
Defining Parts of a Grant

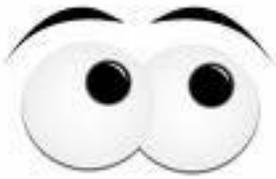**Staff & Organizational Information**

- **What is in Staff & Organizational Information?**
  - Statement of the project's key person(s)
  - Review of key person(s)' qualifications
    - Experience in a particular field or project
    - Education or advanced degree in a particular field

EXAMPLE #1: Mockingbird Foundation– Staff & Organizational Information

Fatima has both the aptitude and the attitude to make a school-wide music program successful. Ms. Finney, our music teacher, holds a <mark>Master's degree in flute performance</mark>…She exposes the children to <mark>musical theories and concepts</mark> normally reserved for the college classroom.
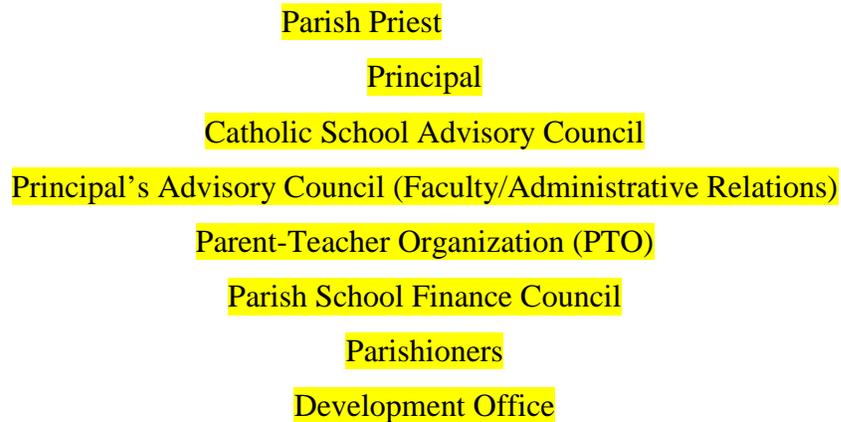
The music teacher's advanced degree and teaching experience are highlighted.

EXAMPLE #2: Sisters of St. Joseph Grant – Staff & Organizational Information

ORGANIZATION:

Our parish priest oversees the school program and provides the direction and focus to insure we fulfill Christ's teaching of serving others. Our organizational structure is a cooperative effort of a diverse group of educators, staff, parents, and parishioners with expertise in many fields. The following support groups (organizational chart attached) make up the whole:

Parish Priest

Principal

Catholic School Advisory Council

Principal's Advisory Council (Faculty/Administrative Relations)

Parent-Teacher Organization (PTO)

Parish School Finance Council

Parishioners

Development Office

We would like to enhance our Music Department so we may promote the beauty of music to our students, allowing them an opportunity to use their God given talent to spread joy to the "forgotten" of our community – the elderly, sick, handicapped and homeless. The parishioners and the school are devoted to using all resources to improve the lives of those in our community and to lead our children by example in the art of giving.

The organizational chart is outlined, with Our Lady of Fatima's parish priest at the pinnacle. He is ultimately responsible for the project's success and the actions of those subordinate to him.
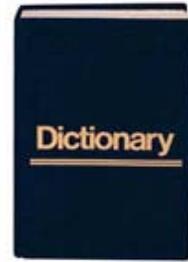
Defining Parts of a Grant

Appendix

- **What is in the Appendix?**
  - o This section is for miscellaneous items that will not fit elsewhere.
  - o Examples include proof of tax exempt status [501c(3)], tax identification number, past studies, letters of support from the community or the organizations' key people, demographic information, Curriculum Vitae (CV) or resume, etc.

Twenty-five percent of the population of Huntington is under the poverty level. Fifteen percent of our population is age sixty-five or older with approximately five hundred elderly in nursing homes. Two hundred people are housed in local mental institutions, and another three hundred are in group homes and halfway houses. Over three hundred people are homeless in Huntington and twenty-two percent of our population aged 21-64 is disabled.[1]

[1] Statistics provided by City-Data.com

The statistical information is found in the appendix.

3. DO'S & DON'TS

1. **Use Clear, Plain English**
2. **Employ Expository Writing**
3. **Be Persuasive & Positive**

1. **No acronyms**
2. **No jargon or abbreviations**
3. **No errors**

Why? Grant readers generally employ the "5 minute rule."
They scan each grant application for 5 minutes to determine who will receive a more thorough reading.

Don't be thrown out in the first 5 minutes!

1. USE CLEAR, PLAIN ENGLISH

1) Use understandable language (no need to consult a dictionary)

Clear:

Our Lady of Fatima Parish School, located in Huntington, WV, was founded in 1954.

Pretentious and fuzzy:

The current parochial institute of learning for prepubescent children was established in the Ohio River Valley in the mid-twentieth century.

The meaning is similar but the reader must "translate" the second sentence.

2) Be specific

Instead of "poor Appalachian region," state "57% of students in West Virginia receive free/reduced lunches."

Instead of "successful music program," state " all 124 elementary students receive classical training on a musical instrument."

Example from 1st & 10 Foundation "Clean, Green and Healthy" grant:

Huntington, West Virginia, in southern Appalachia, is experiencing severe decline economically and in its population.   Huntington once thrived due to being a transportation center for coal. Our population has dwindled from 86,000 in 1950 to a current 49,000.

Specific information is given: The area's population dwindled from 86,000 in 1950 to 49,000 today.

3) State your point in the topic sentences

<mark>The various ministries of the parish and school have identified the needs of our community</mark>. This includes our Homebound and Nursing Home ministry, our Catholic Teen Club, our school PTO, our Hospice ministry, Ministry to the Poor, and our volunteers at our local state mental institution and hospitals.   Together we have developed plans to serve those needs working with the local agencies to coordinate efforts.   Almost every community agency, from the City Mission to the Coalition for the Homeless to Hospice has one of our parishioners on its Board of Directors or is an actual CEO or administrator of the organization.

The topic sentence discusses the needs of the community, while the body of the paragraph elaborates on those needs.

*5 Minute Rule: Grant readers usually scan only the HEADINGS and TOPIC SENTENCES on the first read-through.

4) Present in a logical sequence

Twenty-five percent of the population of Huntington is under the poverty level.   Fifteen percent of our population is age sixty-five or older with approximately five hundred elderly in nursing homes.   Two hundred people are housed in local mental institutions, and another three hundred are in group homes and halfway houses.   Over three hundred people are homeless in Huntington and twenty-two percent of our population aged 21-64 is disabled. [1]

We will provide social interaction and stimulus to people in nursing homes, mental institutions, hospitals and homeless shelters through a school outreach music program.

First, the aging and increasingly underprivileged population is discussed. Next, the grant addresses the needs of the population

5) Be consistent in your terminology

If you are talking about the Fatima Youth Orchestra, call it that each time. No need to get creative and use different names – it will just confuse the reader.

6) Use average length sentences (about 15-23 words)

Example from Sisters of Saint Joseph Grant:

We believe our students will learn the people can make a difference in their community and the world. (18 words) We feel our children will show adults how easy it is to give of their time and talents in caring for others needs. (23 words)   We feel our success will encourage others to start recycling and giving back to their community. (16 words)

This paragraph is easy to understand and will not tax the reader. It is acceptable to have shorter or longer sentences, but overall, keep it simple.

2. USE EXPOSITORY and PERSUASIVE WRITING
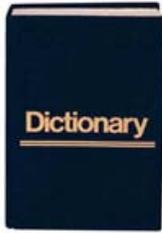
What is expository writing?

Expository writing _explains_ something. You will be explaining your project to the grantor.

Grantors receive applications for many worthy projects and programs. Explain your project well and demonstrate how you identified and addressed a problem.
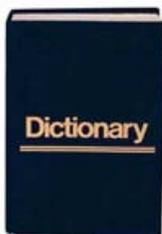
What is persuasive writing?

Persuasive writing invests the reader in your project. It remains honest and factual.

How do you accomplish expository and persuasive writing?

1) Fact-based proposals provide correct statistics, demographics, charts and facts (which you can prove, of course)

Example #1 from Sisters of St. Joseph grant:

Twenty-five percent of the population of Huntington is under the poverty level. Fifteen percent of our population is age sixty-five or older with approximately five hundred elderly in nursing homes. Two hundred people are housed in local mental institutions, and another three hundred are in group homes and halfway houses.

Fatima did not estimate the number of elderly in the area. Facts and figures support the claim that Huntington has a large population of seniors.

Example #2 from Sisters of St. Joseph grant:

The parish has committed to contributing an additional $16,000 to the school for the 2008-09 school year and the school is establishing both an Alumni Association and Parent Annual Fund to meet future needs of the school through planned giving.

The dollar amount and school year are cited.

2) Avoid superlatives

How would you prove your project/situation is the best, easiest, fastest, etc.?

Report facts. Instead of the "best clean up program in Huntington," you may have "a program designed to recycle 1 ton of plastic, metal and cardboard/newspapers per week."

3) Relate what you WILL do, not what the outcome will be.

Be clear on the aims of your project and do not guess as to its success. Avoid offering opinions. For example, instead of stating "Our project will eliminate hunger in Huntington, WV," report "we will collect canned goods for the shelter to feed 50 people per week."

If we receive funding from the SSJ Ministry Grants Fund, starting the school year 2008,

we will be able to meet our goal of providing music to all students and purchasing needed music

equipment for the economically disadvantaged.   An increase of students participating in music

for our liturgical worship should be evident by the end of the first quarter of the school year.

By November 2008, our outreach program will be providing music and social interaction on a

regular basis to our community.

4) Offer facts on current circumstances – be SURE.

If you purport "Our Lady of Fatima has the smallest budget for music in West Virginia,"
do you have supporting information? Unless documentation shows everyone's budget,
do not make a claim. Instead, state "we have only $300 available for music this fiscal
year."

Historically, our Music Department budget has only allocated a bare minimum of funds,

$500, and a part-time music teacher salary of $23,480.

5) Use *A C T I O N* words

Stronger and more purposeful sentences contain active words, rather than passive words. Passive sentences usually contain the verb "to be."

Example:

Active:	We strive to expand our program…
Passive:	We have made strides to expand our program…
Active:	Our Lady of Fatima decided to…
Passive:	Our Lady of Fatima has made a decision to…
Active:	Our Lady of Fatima Parish Catholic School opened its doors in 1954.
Passive:	Our Lady of Fatima Parish Catholic School was started in 1954.

Where possible, convert passive phrasing to active phrasing. Not every sentence can be changed, however, and allowing some passive sentences to stand is acceptable.

Action words:[29]
Decide
Change
Determine
Revise
Recommend
Suggest
Judge

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[29] Miner, Lynn E., and Jerry Griffith. Proposal Planning and Writing. Phoenix, AZ: Oryx Press, 1993.

6) Use *Positive* words

Positive words engage the reader and relate confident attitude towards the project. It demonstrates belief in the project's value and success.

Positive: Within three years, we will develop the first youth orchestra.
Negative: We won't have a full orchestra until the third year of the program.

Positive: We will clean up outdoor debris in local neighborhoods in the spring and
          in the fall.
Negative: We won't provide any neighborhood clean up in the summer and winter.

Positive: More instruction time is the key to developing the children's skills and
          offering everyone the opportunity to participate.
Negative: We cannot give the children instruction time.

Positive: In three years we will clean up Huntington's deteriorating neighborhoods.
Negative: We won't accomplish our goal in the first year.

Invite the grantor to join your exciting project and share your vision.

If your statement is true, then it is not "bragging." State your success rates or your fantastic solution to a real problem.

DON'TS

1. Do not use acronyms

For example, say "Our Lady of Fatima" or "Fatima Parish School." Never OLOF.

Example from The Sisters of St. Joseph Grant:

The following support groups (organizational chart attached) make up the whole:

Parish Priest
Principal
Catholic School Advisory Council
Principal's Advisory Council (Faculty/Administrative Relations)
Parent-Teacher Organization (PTO)
Parish School Finance Council
Parishioners
Development Office

Image the grant reader's difficulty in deciphering the following:

Parish Priest
Principal
CSAC
PAC (FAR)
PTO
PSFC
Parishioners
Development Office

2. Do not use abbreviations or jargon unless commonly known

For example, the abbreviation "Msgr." means "Monsignor" in the Church. However, not everyone may be aware of this special ecclesiastical designation. As a result, use "Monsignor" instead of the abbreviation.

3. Do not submit proposals with typos, syntactical or grammatical errors

Grant readers do not look kindly upon these mistakes. If your proposal has mistakes, it shows sloppiness and lack of attention to detail. Grantors are reluctant to give monies to those who are sloppy or ignore details.

Example from Sisters of St. Joseph grant:

We would liked to enhance are Music Department so we may promote the beauty of music our students, allowing them a opportuity to use there God given talent to spreading joys to the "forgotten" of our community, the elder, sick, handicapped and homeless. The parishioners and the school is devoted to using all resuorces to improve lives of those in our comunity and to lead our children by example in the arst of giving.

This section has been artificially changed to reflect typos, missing letters or words and grammatical or syntactical errors. It is difficult to read and forces the reader to decipher meaning.

---

*5 Minute Rule

Grant readers STOP reading proposals that many contain errors.

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4. REVIEW

Wait! Don't submit a "L E M O N."

L – **Look**	Include:
	• White space
	• Consistent headings and subheadings
	• Correct paragraph construction
	  o Single spaced paragraphs
	  o Double spaced BETWEEN paragraphs
	  o 12-point New Times Roman, unless otherwise specified (it looks like this)
	• Aesthetically pleasing arrangement
	• Charts, graphs, lists, etc., if grant allows

E – **Errors**	Check for: • Typographical errors or "typos" • Spelling • Homonyms, i.e. there / their / they're • Grammar and Syntax
M – **Makes sense**	Content • Project explained logically • Consistent terminology Presentation • Consecutive page numbers • Table of Contents and Appendix match the grant
O – **Others' eyes**	Ask a "Layman" to review your grant – someone outside of the field Ask an "Expert" to review your grant – someone in the field
N – **Note grant & Diocesan rules**	Verify: • Font size and typeface requirements • Word or document length requirements • All documentation is included, such as proof of tax-exempt status Submit grant copy to Diocese of Wheeling-Charleston • Provide Krissie Benson with grantor name, project, amount and date

Review the "Look" of the grant for:

White Space & Headings

- The reader should find the main idea quickly and easily
- Each heading should be the same size, font and boldness.
- If allowed, include visuals in the form of pictures, charts, lists or bullet points
- The pages should be "balanced," or aesthetically pleasing – neither too much white space nor too much type
- Single spaced paragraphs (usual practice)

Example of Headings and White Space[30]

THIS IS A LEVEL ONE HEADING

This is a Level Two Heading

    This is a level three heading. Note that double spacing occurs between the levels two and three, making it highly readable and easily skimmed.

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[30] Miner, Lynn E., and Jerry Griffith. Proposal Planning & Writing. Phoenix, AZ: Oryx Press, 1993. 134

This fledgling music program is at a crucial crossroads. The children aspire to play an instrument and have worked hard to master concepts in the lower grades. Currently, we own three instruments, all of which are second hand. Although much appreciated, they are unpredictable in quality and lifespan, with choices severely limited. A gift from Mockingbird Foundation would provide for a modest complement of instruments: Bass drum and stand, Suspended cymbal and stand, set of Crash Cymbals, Baritone horn, Bass Clarinet, French horn, assorted drum sticks/mallets and Bell choir binders. The instruments' impact would be immediate and beneficial.

Support must come from the top and Mr. Downey, the principal, does just that. Younger children engage in music class once per week, while older students are able to participate twice weekly. The music room is slated for fresh carpet (provided by private donations) and new cabinetry (again, private funds). School and Parent-Teacher Organizations provide modest budgets for the music program, which primarily covers the purchase of music and the afore-mentioned instruments. Ms. Finney proactively organized a craft and bake sale to supplement the allocated funds.

Font: 12-point Times New Roman
Paragraph: Single spaced.
             Double spaced between paragraphs.
             Paragraph #1 consists of 8 lines.
             Paragraph #2 consists of 7 lines.

*5 Minute Rule:

In five minutes, grant readers decide if your grant will be reviewed or abandoned.

Make reading your grant EASY.

Allow HEADINGS Subheadings and w h i t e   s p a c e to make your grant friendly to the reader.

EXAMPLE: Sisters of St. Joseph Grant – The "Look"

- Using white space and headings

1. ORGANIZATION:

Our Lady of Fatima Parish School was founded in 1954 to meet the needs of a growing Catholic community in providing a quality Christ-centered education. Our mission is to teach children not only the skills and content needed to meet the demands of this world, but also the Catholic values and principles which give life its true meaning.   Our curriculum is firmly rooted in gospel values and works of charity. Our motto is, *Serving God by serving others.*

Our parish priest oversees the school program and provides the direction and focus to insure we fulfill Christ's teaching of serving others.   Our organizational structure is a cooperative effort of a diverse group of educators, staff, parents, and parishioners with expertise in many fields.   The following support groups (organizational chart attached) make up the whole:

Parish Priest
Principal
Catholic School Advisory Council
Principal's Advisory Council (Faculty/Administrative Relations)
Parent-Teacher Organization (PTO)
Parish School Finance Council
Parishioners
Development Office

We would like to enhance our Music Department so we may promote the beauty of music to our students, allowing them an opportunity to use their God given talent to spread joy to the "forgotten" of our community – the elderly, sick, handicapped and homeless.   The parishioners and the school are devoted to using all resources to improve the lives of those in our community and to lead our children by example in the art of giving.

-1-

2. NEED:

Twenty-five percent of the population of Huntington is under the poverty level. Fifteen percent of our population is age sixty-five or older with approximately five hundred elderly in nursing homes. Two hundred people are housed in local mental institutions, and another three hundred are in group homes and halfway houses. Over three hundred people are homeless in Huntington and twenty-two percent of our population aged 21-64 is disabled. [1]

We will provide social interaction and stimulus to people in nursing homes, mental institutions, hospitals and homeless shelters through a school outreach music program.   The parish community will also grow spiritually as they assist the students and work together to give of their time, talent and treasure.

3. GOALS & OBJECTIVES:

◦ Increase enrollment by ten percent of underserved/disadvantaged children.   This can be measured by those using Title I services.

◦ Effect change within our community and ourselves leading to a closer relationship with Christ and our fellow sisters and brothers.   Change will be evident by the joy on people's faces and an increase in participants in our community outreach programs.

-2-

The print is reduced to allow the eye to wander.

1. Note the consistent, bold headings such as ORGANIZATION, NEED and GOALS & OBJECTIVES.
2. White space brings attention to headings and the hierarchical chart (p.1 from Parish Priest through Development Office).

1. Organization

Our Lady of Fatima Parish School was founded in 1954 to meet the needs of a growing Catholic community in providing a quality Christ-centered education. Our mission is to teach children not only the skills and content needed to meet the demands of this world, but also the Catholic values and principles which give life its true meaning. Our curriculum is firmly rooted in gospel values and works of charity. Our motto is, *Serving God by serving others.*

Our parish priest oversees the school program and provides the direction and focus to insure we fulfill Christ's teaching of serving others. Our organizational structure is a cooperative effort of a diverse group of educators, staff, parents, and parishioners with expertise in many fields. The following support groups (organizational chart attached) make up the whole:

Parish Priest, Principal, Catholic School Advisory Council, Principal's Advisory, Council (Faculty/Administrative Relations), Parent-Teacher Organization (PTO)
Parish School Finance Council, Parishioners, Development Office

We would like to enhance our Music Department so we may promote the beauty of music to our students, allowing them an opportunity to use their God given talent to spread joy to the "forgotten" of our community – the elderly, sick, handicapped and homeless. The parishioners and the school are devoted to using all resources to improve the lives of those in our community and to lead our children by example in the art of giving.

-1-

2. Need

Twenty-five percent of the population of Huntington is under the poverty level. Fifteen percent of our population is age sixty-five or older with approximately five hundred elderly in nursing homes. Two hundred people are housed in local mental institutions, and another three hundred are in group homes and halfway houses. Over three hundred people are homeless in Huntington and twenty-two percent of our population aged 21-64 is disabled. [1]

We will provide social interaction and stimulus to people in nursing homes, mental institutions, hospitals and homeless shelters through a school outreach music program. The parish community will also grow spiritually as they assist the students and work together to give of their time, talent and treasure.

3. Goals and Objectives

◦ Increase enrollment by ten percent of underserved/disadvantaged children. This can be measured by those using Title I services.

◦ Effect change within our community and ourselves leading to a closer relationship with Christ and our fellow sisters and brothers. Change will be evident by the joy on people's faces and an increase in participants in our community outreach programs.

-2-

The same passage has been altered, removing white spaces.

- It is difficult to find the main ideas.
- The grant is now simply a block of text.
- Grant readers must wade through pages of text in order to locate pertinent information.

After Submission

 1. What to do if your grant IS funded.

 2. What to do if your grant IS NOT funded.

Congratulations! You have composed a well-written grant which has been awarded funding. Maintain a positive impression with the grantor by displaying good manners.

1) Write a Thank You note:

- Upon notification of your award
- Upon receipt of funding
- At the close of the project
  At close, explain how the grant made a difference. For example, include a photo of the children's concert at a senior center along with comments from residents.

    Thank you notes should:
    - Be addressed to a specific person
    - State the dollar amount awarded
    - Refer to the project

Example Thank you – Notification of Award

Dear Mr. Smith,

Thank you for approving the $3000 grant to start a youth orchestra at Our Lady of Fatima Parish School. The children and the community will greatly benefit from the gift of music from the Phish Foundation.

We look forward to purchasing orchestral instruments and practicing for our first concert.

Sincerely,
Kristie Finney
Music Teacher
Our Lady of Fatima Parish School

2) Organize Status reports (if required)

What is a status report?
Status reports inform the grantor of your project's progress.   Reports are filed periodically and contain project highlights and budgetary updates.
NOTE: Not all grants require status reports.

Handle status reports by confirming: 1) the responsible party or parties, 2) the frequency of reports and 3) the report content.

Responsible party
- o   Person who will write the status reports
- o   Person who will file the status reports with the grantor

Frequency
- o   Verify when status updates are required, which may vary from monthly to end-of-project

Report Content
- o   Budget – amount spent at certain intervals or at project end
- o   Quantification of project
  - ▪   For example: Number of concerts performed, number of children helped, number of homes repaired, etc. Provide facts.
- o   Statistics
  - ▪   For example: Percentage improvement, percentage helped increased. Again, provide facts

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INTERIM PROGRESS REPORT

OUR LADY OF FATIMA PARISH SCHOOL
MUSIC OUTREACH GRANT
MINISTRY GRANT 2008-07

1. Project accomplishments July 2008 – January 2009:

Our Select Choir (thirty students) and Bell Choir performed two outreach programs in December 2008. The Select Choir went to Wyngate, a senior assisted living and senior housing community, and performed in conjunction with the Barboursville Choral Group coordinated by Mr. Ed Montgomery, our parish director of our Homebound Ministry. In fulfillment of our goals, change was evident in the faces of the elderly who experienced joy in watching our children perform at their best. Change was also evident in the parents, many who became tearful at the personal interaction, care and compassion demonstrated by their children towards the elderly. Change was also evident in the pride of the Homebound Ministry working together with the school children. (DVD attached for your review).

Our second event with our Select Choir was at River Park Hospital, a behavioral and substance abuse hospital in December. The Select Choir sang many religious Christmas favorites.

Our All Children's Choir, Select Choir, and Bell Choir also held a Christmas program for the community in January.

Because there is no worry about not being able to afford band equipment, our band has grown from 21 students in the fifth grade last school year, to 58 students this year encompassing the 4th, 5th, and 6th grades. The bell choir now has a total of 43 students.

The Status Report:
Takes place at 6-month intervals (7/08-1/09 excerpted)
Provides the number of concert performances (2)
Provides the number of participants (increase of 37 students)

2. What to do if your grant IS NOT funded.

Contact the grantor and politely ask for the reasons you were declined. Reaching the grantor by phone, mail or email is acceptable.

Revise your grant and resubmit.

- o To the same grantor
    If you were declined due to writing issues (clarity, instructions, etc.)

- o To a different grantor
    If your project objectives were outside of the grantor's focus. Find a new grantor with objectives similar to yours.

TOP FIVE GRANT WRITING MISTAKES[31]

1. **The writing is long-winded, ambiguous or unclear.**
   - The proposal makes no sense.
   - The proposal is filled with jargon and acronyms**.**

   Reviewers may not be experts in the grant subject area, and as a result, will not understand your project.

2. **Budget issues.**
   - The estimated costs are inaccurate, incorrect or inflated.
   - The proposed budget does not match the narrative or costs are never explained.

3. **Sloppy submissions**
   - If the proposal contains typographical and/or grammatical errors, then grantors will receive the wrong idea concerning your organization.
   - The proposal was hastily assembled and has missing items, incomplete budgets, and choppy writing.

4. **The objectives are too vague.**

   Grant objectives must be measurable. Objectives that cannot be evaluated will probably be rejected.

5. **The writer ignores instructions.**
   - By ignoring the rules and directions, you risk having your proposal disqualified without being read.
   - The proposal does not match the grantor's objectives.
     Funders provide monies to projects relating to their objectives, and will decline even good ideas outside of their focus area.

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[31] Preparing a Successful Grant Proposal. Educational Research Service. 2004

FEDERAL GRANTS

American Federation of Teachers:

www.aft.org

The American Federation of Teachers maintains this site. It provides a listing of grant and funding opportunities for all teachers, including those who teach in specific subject areas. Use the search function and type "grants," then sift through helpful articles and grant opportunities.[32]

Ask ERIC grants:

http://ericir.syr.edu/cgi-bin/res.cgi/Educational_Management/Grants

Educational Resources Information Center (ERIC) is funded by the U.S. Department of Education. This page has a direct link to technology grants and a comprehensive list of Internet sites. ERIC also lists online communities, distribution lists, and chatboards to discuss fundraising and grant writing.[33]

Catalog of Federal Domestic Assistance (database of federal programs):

www.cfda.gov

This is the granddaddy of federal grant databases and is updated biweekly as new program information becomes available. The Foundation Center offers information on both sources and the process of obtaining a grant, stating its mission is to "strengthen the nonprofit sector by advancing knowledge about U.S. philanthropy." This is a lengthy PDF file, so be prepared to sift through much information.[34]

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[32] Anastasi, Valerie, and Mark Hughes. "Grants and Grant Writing." Phi Delta Kappa 85.2 (2003): 174.

[33] Isakson, Carol. "Caught on The Web." Education Digest 69.3 (2003): 79-80.

[34] Reese, Susan. "Grant Writing 101." Techniques: Connecting Education and Careers 80.4 (2008): 24-27.

NASA (National Aeronautics and Space Administration):

http://code210.gsfc.nasa.gov/Grants/Grants.htm#Grant_Forms

Grants relating to science, math, engineering, and educational technology are the focus of this NASA website. An up-to-date list of upcoming grants and deadlines is provided, as well as links to the sponsoring agencies. Additional online sources of information about public and private grants are also listed. It includes a "how-to" section, as well as a link to submit your grant.[35]

National Science Foundation:

www.nsf.gov

The National Science Foundation (NSF) provides information about writing grants to secure funding for basic research. The information covers funding opportunities, proposal preparation, and award administration. Click "funding" in the toolbar selection.[36]

U.S. Department of Education:
www.ed.gov

This site provides an overview of the variety of discretionary grants available through the Education Department. Search the Guide to Education Programs by subject, keyword, or education level for hundreds of current opportunities. Click on the "How do I find" section to locate grants.[37]

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[35] Anastasi, Valerie, and Mark Hughes174.

[36] Anastasi, Valerie, and Mark Hughes 174.

[37] Isakson 79-80.

STATE GRANTS

West Virginia:

http://wvde.state.wv.us

Use the search function and type "grants" into the WV Department of Education directory. This will direct you to any state educational grants, along with a corresponding description.

PRIVATE GRANTS

Dr. Charity, a subsidiary of Hodiak Development:

www.drcharity.com/grants

This page is their "Nonprofit Survival Guide to fundraising, grant writing, marketing and management" and contains resources for finding and evaluating funding opportunities for all types of nonprofits, including education. Find grant opportunities by typing "grants" in the search function.[38]

The Foundation Center:

www.fdncenter.org

The Foundation Center is an excellent resource. It's easy to navigate and to understand. This site is a meeting place for both grant seekers and grant makers. Not only is extensive information about funding available, but there is also a section devoted to grant makers and philanthropists.[39]

Givespot:

www.giveSpot.com

Givespot provides an excellent selection of annotated links to grant writing tips and sources of government and foundational grants, as well as reference resources available at public libraries. Look on the left side for content information. Click on "grantseekers" under the "Resources For" heading.[40]

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[38] Isakson 79-80.

[39] Anastasi, Valerie, and Mark Hughes174.

[40] Isakson 79-80.

Milken Family Foundation:

www.mff.org/initiatives/initiatives.taf

Educational initiatives, including those devoted to educational technology, are one of many interests of the Milken Family Foundation. Information on securing funding from this foundation and other private and public sources is maintained at this site. Scroll down through all of their philanthropic interests until you see "Education Technology."[41]

School grants:

http://www.schoolgrants.org

Created and managed by Donna Fernandez, a Texas educational grant writer, the site is like having a friend in the grants office who is willing to share her experience and leads. It also contains tips, leads, sample proposals, grant news and opportunities by state and region.[42]

Technical Learning:

www.techlearning.com

Technical Learning lists nearly 250 technology related grants and contests with descriptions, web addresses and deadlines. Search by keyword or category or browse through all grants available.[43]

Teacher network:

http://www.teachersnetwork.org/grants

Information about grants for educators and students is available through links to grants in specific geographic areas, along with links supplied by members of the network. It includes a "how-to" section, and allows for online grant submissions.[44]

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[41] Anastasi, Valerie, and Mark Hughes 174.

[42] Isakson 79-80.

[43] Isakson 79-80.

[44] Anastasi, Valerie, and Mark Hughes 174.

Thompson Publishing Group:

www.grantsandfunding.com/gransandunding/index.html

Current news about the availability of grants and trends in funding is available from the Thompson Publishing Group. Visitors to this site can order hundreds of publications about securing and managing grants.[45]

<u>Other ideas:</u>

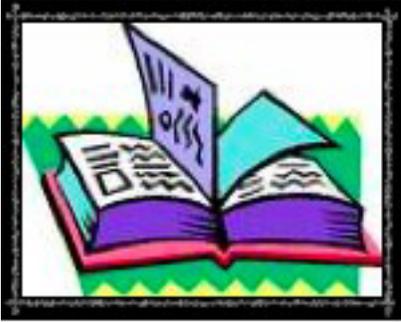www.huntingtonchamber.org

Huntington Regional Chamber of Commerce

720 4th Ave

Huntington, WV 25701
(304) 525-5131

The local chamber may be aware of mini-grants or service funding provided by local merchants.

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[45] Anastasi, Valerie, and Mark Hughes 174.

TUTORIALS

The Environmental Protection Agency
www.epa.gov/seahome/grants.html

An interactive grant-writing tutorial to help grant seekers write more competitive grant applications can be downloaded from this site. It is geared toward the needs of those who are applying for grants from the Environmental Protection Agency, but the tips in the tutorial are generic enough to be beneficial to anyone seeking a grant.[46]

The Finance Project
www.financeproject.org/ostfinancing.htm

The Finance Project is dedicated to the understanding of key financing issues, including the cost of programs and trends in available funding sources. This site provides publications that deal with the issues of funding and how to secure grant money.[47]

Kathy Doty
www.kathydoty.addr.com/wq/index.htm

This site is a WebQuest, which is a series of online exercises the user can complete to learn ways to locate and apply for grant monies.[48]

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[46] Anastasi, Valerie, and Mark Hughes174.

[47] Anastasi, Valerie and Mark Hughes 174.

[48] Anastasi, Valerie and Mark Hughes 174.

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