



**Let's Make a Deal:
Win-Win Grant Seeking
for Library Media
Professionals**



Librarian to Librarian

Networking Summit

**East Carolina
University**

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**For the past several years,
funding for library
programs has been
reduced, eliminated or
suspended**



At the same time, School Library Media Coordinators in North Carolina are increasingly expected to do more with less.



Implementation of the Common Core and Essential Standards have created gaps in school library media resources and forced the revision of Collection Development Plans to meet new curricular needs. At the same time, budgets for public education have been shrinking and library media coordinators must compete with their colleagues for limited instructional funds.





Shifting Gears in the Media Center

Common Core Shifts in ELA/Literacy

- **Increase reading of informational text**
- **Text complexity**
- **Academic vocabulary**
- **Text-based answers**
- **Increase writing from sources**
- **Literacy instruction in all content areas**

North Carolina School Library Media Coordinators Standards

“The demands of providing a 21st century education dictate new roles for School Library Media Coordinators. School Library Media Coordinators are called on to have a larger role in their schools and school communities...School Library Media Coordinators are valued for their leadership abilities throughout the school as well as in the media center. ...

Strategic Planning

Standard 1: School Library Media Coordinators demonstrate leadership.

School Library Media Coordinators lead in the school library media center and media program to support student success.

- Contribute to the development and implementation of the school improvement plan.

- Participate in **shared decision making** addressing all aspects of the school library media center's function
- Participate with classroom teachers in **professional learning communities** to address student and professional achievement.
- Foster **collaboration** among members of the school community to meet the school improvement goals.

Standard 3. School library media coordinators implement a comprehensive 21st century library media program.

“School Library Media Coordinators develop an appropriate and high quality library media collection that facilitates 21st century teaching and learning. They use collection mapping and other collection analysis tools to ensure that the collection is dynamic, learner-centered, supports the North Carolina Essential Standards and Common Core State Standards, and meets the unique needs of the school and its learners...

School Library Media Coordinators:

- Exercise professional judgment in selecting resources that reflect the diverse developmental, cultural, social, and linguistic needs of students.
- **Collaborate** with local technical staff to ensure that digital resources are easily accessible and reliable.
- Evaluate and select new resources based on the collection development plan.

- Continuously evaluate the library media collection to ensure that it is accurate and current and meets teacher and student needs for recreational reading and curriculum-based materials in a variety of formats.
- **Collaborate** with members of the school community in assessing needs and using needs assessment information to inform the school's collection development plan.

To deliver this level of service,
searching for supplementary
funding sources has become a
necessity.



Funds to support the basic operation of public schools are allocated by local, state, and federal governments. Teachers, schools and districts with needs and wants that exceed basic allotments can augment their budgets through activities such as:

- Direct solicitation
- Fund raising
- Grant writing



More **conventional** needs such as the purchase of **standard** supplies and materials should be met through solicitation or fund raising, as the assumption is typically made that a school district is responsible for providing whatever is currently defined as **necessary** to operate its schools and conduct its legally mandated business. Today, this can include computing devices, broadband connectivity, e-readers, digital textbooks, and 24/7 access to online learning opportunities.

Grants are generally awarded to applicants that propose **innovative** but achievable solutions to challenges such as:

- Enhancing student engagement and motivation
- Closing achievement gaps between subgroups
- Dropout prevention in at-risk populations
- Afterschool care for latchkey youth
- Literacy acquisition for struggling readers

Few low-wealth school districts have the funds to employ personnel dedicated to fund raising including the pursuit of grant funds so existing staff may be tasked with writing grant proposals in addition to numerous competing responsibilities.



THINK OUTSIDE THE BOX

Some grant opportunities may seem to have little to do with library media resources or programming but connections can always be made between academic subjects and the Information and Technology Essential Standards.

Collaboration is the key to winning grants

Partnerships between
classroom teachers and librarians
can result in powerful proposals
that enrich teaching and learning
and
enhance library/media resources

EVERYBODY



Types of Funding Sources

Private foundations

- Grants vary widely in amount and timeline
- Successful proposals often require “conversation” between foundation and applicant
- Deadline can be rolling or multiple times per year
- Applicant’s mission must align with foundation’s charitable purpose and funding priorities
- Can be restricted geographically, demographically, or by special characteristics of applicant
- Management and relationship with funder can be formal or informal, restrictive or loose, depending on culture of foundation

Governmental agencies

- Government grants often for larger amounts than foundation grants
- Applicants can ask funder technical questions but cannot obtain insight into application
- Deadlines announced as programs are authorized
- Unpredictable schedule, often non-recurrent
- Rigid proposal guidelines and scoring process
- Education grants often restricted demographically but seldom restricted geographically
- May be distributed regionally or by congressional district for political reasons

Each grant opportunity has its own guidelines and funding cycle. Some grant opportunities are posted annually at predictable intervals such as:

- NC Bright Ideas (September deadline)

<http://www.ncbrightideas.com/>

- Dollar General Back to School (May deadline)

http://newscenter.dollargeneral.com/article_display.cfm?article_id=1847

- NC Arts Council (March deadline)

<http://ncarts.org/grants/>

- Laura Bush Foundation for America's Libraries (December deadline)

<http://www.laurabushfoundation.com/>

Other grants are posted at irregular or unpredictable intervals or once-in-a lifetime (like Race to the Top or Innovative Approaches to Literacy). Grant seekers can subscribe to valuable but expensive print and online databases that keep subscribers informed of available opportunities but few school districts have the funds to invest in these services. The following free websites and online newsletters can help grant seekers locate current grant opportunities.

Sources of grants for libraries

State Library of North Carolina

<http://statelibrary.ncdcr.gov/ld/grants/lsta.html>

NEA Foundation

<http://www.neafoundation.org/pages/grants-to-educators/>

NC Bright Ideas

<http://www.ncbrightideas.com/>

Target

<https://corporate.target.com/corporate-responsibility/grants>

Ezra Jack Keats Foundation

<http://www.ezra-jack-keats.org/introduction/>

Library Grants

<http://librarygrants.blogspot.com/>

Grants Alert

<http://www.grantsalert.com/>

eSchool News

<http://www.eschoolnews.com/funding/>

Foundation Center Grant Newsletter

<http://foundationcenter.org/newsletters/>

Email Alerts for Federal Grants

<http://www.grants.gov/>

Grant Prose Grant Alerts

<http://grantproseinc.com/grant-alerts-2/>

Grant Siren Grant Alerts

<http://www.grantwriters.net/grant-siren.php>

The 10 Essential Questions

1. Is your organization an eligible applicant?
2. Does the grant provide funds for something you need or want?
3. What are the odds of receiving the grant (how many are being awarded)?
4. What is the estimated size of individual grants?
5. How long is the project period? Can you accomplish your goals in the this amount of time?
6. How long do you have to prepare the application? Can you complete it by the deadline?

7. Can you obtain all the required documents by the deadline (IRS Proof of Tax Status, DUNS number, audit, organizational chart...)
8. Will you require approval and/or signatures from authorized personnel? Can you obtain this by the deadline?
9. Is your organization registered in Grants.gov (required for most federal grants-can take several weeks to complete)?
10. Does your organization have the capacity to prepare the proposal/application? Does your organization have the capacity/infrastructure to manage the project?



After answering these questions, carefully weigh your options to decide whether the time and possibly money to be invested in the preparation of the application has a real potential to contribute a significant enough amount of needed resources to justify the effort of applying for a grant.

In general, the purpose of a grant is to *enhance*, *expand* or *initiate* a project or activity to address a need or problem, using strategies that have been successfully employed in similar situations, to achieve positive, measurable results.

Levels of Risk



Low Risk: Enhancing existing program

Moderate Risk: Expanding existing program

High Risk: Initiating new program



Once the decision has been made to pursue a funding opportunity, the team charged with preparing the application needs to read the entire set of instructions, which can be several hundred pages long. Read all supporting documentation including FAQs. Open all hyperlinks and explore. After reading once, read again and highlight, flag, and note anything that looks important. Discuss the instructions with team members. Contact the program officer to resolve anything that needs clarification before proceeding.



Note essential details like number of pages allowed, margins, font size and style, line spacing, number of copies to send, and ***COLOR OF INK*** used for *signatures*.



Why librarians make great grant writers:

- We are good storytellers
- We are great researchers
- We are proficient readers and writers
- We are detail-oriented
- We understand the big picture

4 Golden Rules of Grant Seeking





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RULE #1

Write every proposal with the belief that you will be funded and be prepared to implement the project upon award of the grant.

RULE #2



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Write for readers who may not know or care personally about your organization and convince them that you will be the best steward of their funds.



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RULE #3

Share the draft proposal with interested colleagues and ask for critical feedback and proofreading assistance.



RULE #4



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Correct all mistakes before submission, as grantors will be reluctant to trust you with their money if you appear careless in your proposal.

Statement of Need/ Significance

- Introduce readers to the community
- Describe existing conditions, needs and resources
- Define problem to be solved by project

Data Sources

- <http://www.census.gov>
- <http://www.ncpublicschools.org>
- <http://statelibrary.ncdcr.gov/ghl/resources/statistics.html>
- http://www.osbm.state.nc.us/ncosbm/facts_and_figures/state_data_center.shtm
- <https://www.ncesc1.com/>

Profile (example)

(School/District)_____ is a _____,
serving (target population)_____ living in
(location)_____. (Location) is a
_____ in _____. The
mission of (School/District) is _____.
(School/District) was founded in _____
and (services provided annually, since
founding, etc.) _____.

(a) Significance

Beaufort County Schools (BCS) is responsible for educating 6,900 children and youth living in Beaufort County, North Carolina, a large, low wealth county located in the state's coastal plain region. BCS is classified as a rural local education agency (LEA) eligible to receive funds under the Rural Low-Income School Program (RLIS). Established in 1705 as Pampticough Precinct, Beaufort County is home to the state's first capitol, oldest incorporated town, oldest existing church, and first public library. The county's landmass is split into northern and southern halves by the Tar-Pamlico River, a 180-mile long inland waterway that becomes a brackish marine estuary nearly four miles wide at the county's eastern border. The distance by land between Beaufort's northeastern and southeastern borders is nearly 100 miles. Further widening as it approaches the Atlantic Ocean, the Pamlico joins the Albemarle Sound to form the second largest marine estuary in the eastern United States.

Despite its ecological and historical significance, Beaufort is currently among the state's poorest counties. The North Carolina Department of Commerce ranked Beaufort a Tier One County for 2012, among the 40 most economically distressed in the state. According to the 2010 Census Data used to determine eligibility for this competition, 29% of the students enrolled in the district's schools are from families that live below the poverty line (SAIPE, Census 2010).

There are 14 public schools in the district, including three high schools, two middle schools, one alternative 6-12 learning center, and seven elementary schools of varying grade ranges. Six of the district's schools are clustered in the city of Washington and serve slightly more than half of the county's students. The remaining eight schools are widely scattered throughout the rural, 828 square mile county. All schools, with the exception of the alternative learning center and early college high school, maintain school library media centers staffed by certified library media coordinators. The alternative school hosts a small, self-service collection and the early college high school is located on the campus of a community college with a full-service library. The three highest poverty schools have participated in Reading is Fundamental (RIF) since 2009. The district's School Library Media Centers provide many students with the

Goals

In response to the above needs, the goals of this project are:

- To provide access to library books during non-school hours
- To update the library collection to support the Common Core and Essential Standards
- To help all students become proficient readers by the end of third grade

Goals can be broad, visionary

Objectives

These goals will be accomplished by:

SMART Objectives

**Specific, Measurable, Achievable, Relevant,
Time-Bound**

By ____ / ____ / _____, _____
[WHEN—Time bound] [WHO/WHAT will occur—Specific]

from _____ to _____
[MEASURE (number, rate, percentage of change compared to
baseline)]

Project Description

- Describe actual operation of project
- Explain how program will accomplish goals and objectives
- Link all program activities to needs established in Needs Statement

Evaluation

- Link evaluation to project design and needs assessment
- Describe the tools you will use to measure and document progress toward goals
- Seek both formative and summative data
 - Consider employing a professional evaluator if grant guidelines permit

Management

- Outline how project will be administered if funds are awarded
- Describe structure and capacity of applicant organization
- Address fiscal accountability

Budget and Budget Narrative

- Budget is a numerical outline of how funds will be used
- Budget narrative is a more detailed explanation of expenditures
- Be sure all expenditures are allowable by grant guidelines, EDGAR, and applicable OMB Circular

- All expenditures must be required to conduct project and must be described in project narrative
- Use realistic numbers for expenses and in-kind contributions
- Create mathematical statements that justify line items numerically: “X items @ per item = \$Total”
- Budget narrative categories should be in same order as budget template

BUDGET NARRATIVE-PROJECT YEAR ONE (10/2012-9/2013)	
Budget Categories	Budget
a. Personnel	
1 .5 FTE Project Director@ \$5,000/month x 12 months	30,000.00
20 Afterschool tutors @ \$25/hr x 4 hrs/week x 18 weeks	36,000.00
20 summer tutors @ \$25/hr x 4 hrs/day x 16 days	32,000.00
10 Bus drivers, afterschool and summer @ \$14/hr x 1.5 hrs/day x 48 days	10,080.00
90 Substitute teacher days (Hill Center training) @ \$100/day	9,000.00
<i>TOTAL Personnel</i>	<i>117,080.00</i>
b. Fringe Benefits	
FICA, Project Director, tutors, substitutes, Bus Drivers @ 7.65%	8,957.00
Retirement, Project Director, Tutors@ 14.23%	13,945.00
50% Hospitalization, Project Director @ \$5,192	2,596.00
50% longevity, Project Director @ 4.5%	1,350.00
<i>TOTAL Fringe Benefits</i>	<i>26,848.00</i>
c. Travel	
Mileage/airfare, lodging, meals for Project Director and 12 representatives to attend annual training /conference @ (\$400 mileage/airfare, \$500 lodging, \$100 food) x 13	13,000.00
<i>TOTAL Travel</i>	<i>13,000.00</i>
d. Equipment	

Sustainability

How will project activities be sustained after grant cycle ends?

- Project completed (building project)
- Seek other potential funding sources
- Obtain/expand community support

Other miscellaneous attachments

- Cover Letter
- Abstract , Executive Summary
- Table of Contents
- Letters of Support
- Assurances and Certifications
- Memoranda of Understanding
- Organizational charts
- Resumes

CAUTION

Before proceeding with any grant seeking efforts, discuss the idea with a principal or supervisor. Schools or districts may have administrative procedures and policies that must be followed regarding grants. Be especially wary of grants that require matching funds or obligate you, your students, your school, or your district to ANYTHING, whether monetary or non-monetary, which you may be unable or unwilling to fulfill.

Also be aware that the school or district authorizing the project is the recipient of the award, not the employee who writes the proposal. Grant funds are deposited in the school or district account and materials and/or equipment purchased with grant funds are owned by the school or district in which the applicant works and not by the individual applicant.

In other words...

*Be careful what
you wish for.*



as the person authorizing submission of a grant proposal is legally obligated to do everything proposed and/or required if funds are awarded. Seeking forgiveness instead of gaining permission is not a good choice when money and contracts are involved.