

# *Educator Grant Seeking Guide*

Applying for a grant is an invitation for a partner organization to get involved with a program that you as an educator are passionate about and truly believe in. If you are funded, the grantor becomes a key business partner that will work alongside you to accomplish your mission.

## **Getting Started with a Grantor:**

When reviewing grants, consider that you does not need to go after each opportunity. You should only pursue grant opportunities that align well with your mission, fund projects similar to those you are seeking to support, and provide the appropriate resources for any given project. Also note, if you do not have the resources to maintain a garden, perhaps look for grants that both provide funds to build *and* maintain your outdoor learning space.

- ❖ What is the grantors mission/what types of nonprofits/projects are they trying to support?
- ❖ What type of support do they provide? What is the extent of this support?
- ❖ What are the grantors' priorities or focus areas for the identified grant?
- ❖ Does the grantor provide funding for your type of organizations. Some grantors will support proposals from schools and individuals while others will not. This should be listed under eligibility requirements.

*TI Developed Resource: The Grant One-Pager can be used to consolidate the information found through research. The grant writer can use this document to identify appropriate projects in addition to crafting the grant narrative itself. (Appendix A)*

- ❖ Where is the grantor located? Do they have a geographic priority area that will either disqualify or elevate a project proposal?
- ❖ Has your school or organization ever received funding from this grantor in the past? Has your school or organization applied in the past? If so, with what projects, and what were the notes from those funding requests?
- ❖ Does your school or organization have an established connection with the grantor? Can this contact be invited to support our funding request (either with information, feedback, or written support?)
- ❖ If you do *not* have an established contact, can you reach out to the grantor via phone or e-mail to gather more information and strengthen any future application?
- ❖ What is the timeline of the grant?
- ❖ What are the grant requirements? Is it reasonable to complete all the grant requirements before the deadline?

### **Private/Community**

**Foundations:** Consider who started the foundation, and why they created a foundation. Some foundations are started by billionaires but many are started by everyday folks.

**Corporations:** Corporate giving will focus on areas where they have a presence, whether that be offices, personnel, manufacturing etc. In addition, corporations will often focus on giving that aligns with their company interest or mission. (Only 5% of philanthropic giving comes from corporations)

**Government:** Federal and state grants are often larger than many local foundations or corporate grants. In addition, the applications are generally very detailed while the review process is generally impartial. Government grants can be onerous in their paperwork and planning and can require even more extensive prep work than other funders.

Once a grantor has been initially identified as a strong prospect, a recommended use of grant writer time is 80% research and 20% writing (this of course varies based on the circumstances and grant itself).

After all your initial research has been completed, have a few internal conversations to ensure all relevant stakeholders are on board with and supportive of the funding initiative.

### **Next Steps in Planning: Logic Model**

The logic model is the means for conceptualizing the role that one grant plays to move forward your education goals. You and the grantor alike should be able to visually understand the *logical* execution of the proposed program as well as the intended results. This step will be valuable in many stages of the grant process, from grant proposal planning to project implementation.

Although some funders will require the logic model, not all do. Submitting a completed logic model will add credibility to your proposal while demonstrating to the grantor that you have taken the time to determine the appropriate use, methods of accountability, and evaluation of awarded funds.

*Tremont Institute Developed Resource: Attached is a logic model template that can act as a model for your grant seeking. Be careful to ensure that the logic model is tailored to each specific grant. (Appendix B)*

Each grantor has their own requirements, goals, and theories of change. Each logic model should therefore be unique to each grantor - regardless of whether a logic model has been created for any given project.

### Next Steps in Planning: Budget

The detailed budget is a space to clarify the proposal, both for you and for the grantor. You should build a budget that addresses the *established* needs of a program. If a program budget needs to be dramatically adapted to fit grantor requirements, perhaps you should not pursue that grant. For the grantors part, they should be able to read the budget and get a clear sense for what the project is, and what their money is going towards.

*Tremont Institute Developed Resource: This is a template for what a detailed budget can look like - this document can be adapted to fit your needs. Create a budget whether or not the grantor requires an organization to submit a budget. (Appendix C)*

While building the budget, consider the following:

- ❖ What are the grantor funding requirements?
- ❖ What are the best ways for the grantor to partner with your school/organization?
- ❖ Did you include all in-kind support? (volunteer time, assessment, admin. time etc.)
- ❖ Is the budget clear? Will a grantor get a snapshot of your program based solely on the budget?
- ❖ Does the budget reflect the needs of the your program?
- ❖ Does the budget reflect what the grantor will reasonably fund?
- ❖ Do the prices indicated make sense? Do not guess. A grantor will potentially be looking at hundreds of grants and will have a good idea what are reasonable charges for certain services/materials.
- ❖ Many funders do not want to be the first to jump in on a project. Perhaps depict the request in a way that invites the grantor to partner on a project that already has support (whether that is community buy-in, matching funds, etc.)
- ❖ Ensure that the budget reflects the logic model.

### Writing the Proposal:

Now comes the time to write the actual proposal. Whew. At this point, you have put in a herculean effort in researching, planning, and conceptualizing a grant. All of the previous work will hopefully make the proposal writing piece easier.

Just like the logic model, no two grants should be written exactly the same. Each grantor has their own interests, goals, priorities; and your grant applications should reflect this!

Consider the following when putting together the proposal:

- ❖ What are the requirements? What does the grantor want in their proposal? Some grantors will want an LOI while others will have an online form. Make sure you are addressing and staying within the requirements of each individual grant.

*Note: Checking the requirements is extremely important. It will prevent a time crunch at the submission deadline as you will be prepared to provide that obscure document that the grantor required. In addition, with grantors reviewing hundreds of applications each cycle, they will happily disqualify your application for technical reasons (lines over the page limit, missing audit, etc.)*

- ❖ Be clear and concise. Remove flowery language. Exclude abbreviations. Do not assume the grantor knows what you are talking about (For example, many grantors won't have any idea what EE is).
- ❖ Be professional. This means excluding exaggerations and exclamation points.
- ❖ Be upfront and don't beat around the bush. Be obvious about what you are asking from the grantor and why you are asking for their support. Don't make them dig to find out what you are asking for or why you are asking them. If they have to do too much work to figure that out, they will not fund your project.
- ❖ Continue to include language demonstrating that the request is for a partnership. What that partnership will mean depends on the grantors interests and requirements.
- ❖ Be honest. Don't commit to something you cannot do.
- ❖ Review what type of grantor you are working with. Is it a government funder who will need detailed evaluations and hard numbers? Is it a corporate funder who will want to hear about PR opportunities and ways for engaging their local workforce?
- ❖ Keep your proposal from getting too dense. Remember a grantor will only have a short amount of time to review your application.
- ❖ Be specific about what project you are applying for. Do not throw in multiple programs in the hopes that one of them sticks.
- ❖ Grantors are people too. Not bags of money. Do not treat them as bags of money.

### **After grant submission:**

Not quite done...

Try to avoid pestering the grantor. Have patience as they likely have hundreds of applications to read. If a grant is awarded, thank the grantor and make sure you have steps in place to complete reporting requirements. If a grant is declined, reach out to the grantor to see if they have any feedback on how you can improve your grant writing in the future.



## Appendix A: Grant One-Pager

Grantor Name:			
Grantor Location:		Grant Range:	
Past Application?		Past App. Status:	
Grant Due Date:		Completed By:	
Recommendations/ Project:			
Grant Info:			
Additional Info:			
Established Contacts:			



# Appendix B - Logic Model

Should be landscape orientation

**Program: Title**  
 Situation: \$XXXXX grant over X year to fund \_\_\_\_\_

<b>Inputs (What we invest)</b>	Staff: Your school/organization's time Partners: Networks: Materials: Facilities:		
<b>Outputs (What we do)</b>	Write Each Section as an individual output. Example below <b>Residential Experience:</b> 3-day residential environmental education experience in Great Smoky Mountains National Park for 30 participants. <b>Transportation:</b> Transportation between Knoxville and Great Smoky Mountains Institute at Tremont for 30 participants.		
		<b>Outcomes – Impact (The incremental events/changes that occur as a result of the outputs)</b>	
		<b>Short</b>	<b>Medium</b>
		Short Term Impacts - Directly following program Youth: Increased engagement with hands-on outdoor education opportunities Progression of impacts should line up as demonstrated above	Medium Term Impacts 3-12 months following a program Youth: Increased understanding and advocacy for the environment and public green spaces
			<b>Long</b>
			Long Term Impacts - 1 year + following a program Sustainable source of capable, knowledgeable, and diverse environmental stewards that are fluent in public land, environmental, and community issues and the methods of addressing these issues.
<b>Assumptions</b> What programmatic assumptions are you making?			
<b>External Factors</b> What external factors are at play regarding this project?			





## Appendix E - Detailed Budget

Grantor Program Title		
<b>Summary Overview</b>		
Grant request from ____		
Funding/In-kind from Your Abbreviation - confirmed		
Funding/In-kind from P1 - confirmed		
Funding/In-kind from P2 - confirmed		
Funding/In-kind from P3 - confirmed		
Funding/In-kind from P4 - confirmed		
Funding/In-kind from P5 - confirmed		
Total Program Cost	\$0	0%

Contributors	
<b>Your Abbreviation:</b> Your School/Organization	
<b>Grantor Abbreviation:</b> Grantor	
<b>Partner 1 Abbreviation:</b> Partner 1	
<b>Partner 2 Abbreviation:</b> Partner 2	
<b>Partner 3 Abbreviation:</b> Partner 3	
<b>Partner 4 Abbreviation:</b> Partner 4	
<b>Partner 5 Abbreviation:</b> Partner 5	

Detailed Budget				
Cash request for program	Price per persons/unit	# persons/ units	Total cost	Request from Grantor
Item 1 - Brief description as needed			\$0	\$0
Item 2 - Brief description as needed			\$0	\$0
<i>Total cash request for program</i>			\$0	\$0

In-kind and partner contributions	Price per participant/unit	# persons/ units	Total amount	Request from Grantor	Amount paid by Your Organization	Amount paid by P1	Amount paid by P2	Amount paid by P3	Amount paid by P4	Amount paid by P5
Your School/Organization: Faculty time			\$0	\$0						
Your School/Organization: Volunteer time			\$0	\$0						
Partner Contribution 3 - Brief description as needed			\$0	\$0						
Partner Contribution 4 - Brief description as needed			\$0	\$0						
Partner Contribution 5 - Brief description as needed			\$0	\$0						
Partner Contribution 6 - Brief description as needed			\$0	\$0						
Partner Contribution 7 - Brief description as needed			\$0	\$0						
Partner Contribution 8 - Brief description as needed			\$0	\$0						
Partner Contribution 9 - Brief description as needed			\$0	\$0						
Partner Contribution 10 - Brief description as needed			\$0	\$0						
<i>Total in-kind and partner contributions</i>			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

