

Form Preview

Funding Research Request - District Department, Program or Project

Complete this request if you are in a district department or program and are seeking funding. Use this form if your program or project originates at the district level, even if school sites or students are the beneficiary.

Name *

Position Title *

Department/Office *

Email *

Preferred Phone Number *

I'm seeking funding for: *

- A new project or program
- An existing project or program
- Other

Funders want their money to be used to solve compelling problems, not just to buy things or fund a standalone activity. Remember, the lack of something does not justify its acquisition. Funders are not interested in your need; they care about the needs of the people who will benefit from your project. Describe the problem you are trying to solve with an emphasis on the people who will benefit from the grant project. *

Perhaps you want to use grant funds to offer professional development for teachers and staff. However, what problem will professional development solve? Perhaps the teachers you work with observe an increase in

newcomer students, including refugees, at their schools. Rather than state the problem as “Our teachers need trainings to support newcomer students,” describe the problem in terms of the students’ needs: “EGUSD’s newcomer students face considerable challenges including rapid cultural adjustment, past experiences with severe trauma, limited English language and literacy skills, and gaps in formal education. They deserve individualized, intensive, culturally-responsive supports based on trauma-informed practices and instructional strategies that consider their linguistic, cultural, and social-emotional needs.”

What is your solution to the problem? *

Describe your solution in human terms. Your solution should be more nuanced than “train teachers.” Instead, tie your solution to the people who will benefit from it: “Launch a comprehensive professional development program for elementary school teachers and staff on academic supports, trauma-informed strategies, and family engagement tools to support newcomers’ successful outcome of transitioning to life in the United States and becoming college-, career-, and life-ready high-school graduates.”

Now that you have a solution, what are the activities that you will undertake? *

These activities should all be part of your solution. Most funders want their money to benefit directly the people who are the focus of the grant project. If your solution is to “launch a comprehensive professional development program for teachers to support newcomer students,” then each activity should support this goal. Activities could include holding training sessions for teachers on critical topics, distributing a digital toolkit for teachers/staff of assist newcomer students, creating brochures for families on understanding the school system or accessing social services, identifying teachers for individual tutoring sessions, or establishing a school-wide welcoming committee.

What is a "big picture" vision that you wish to achieve? *

Your vision should be larger than “train teachers.” Instead, the vision is the broad, ideal change that would happen as a result of the grant project and its legacy. If your solution is “to launch a comprehensive professional development program for teachers to support newcomer students,” then the big-picture vision is to improve the educational, health, and social outcomes for newcomer students and their families by building trusting relationships with schools and helping newcomers successfully transition to life, education, and careers in the United States.

Now, what are the things that you want to buy with grant funds that support your project activities? Be specific. *

This is where you list teacher trainings! Include components of the grant project such as release time for teacher training opportunities (sub costs or timesheets), training materials, cost of hiring trainers, timesheet costs for tutoring hours, BTA services for translation/interpretation, or printing costs for brochures.

What's the estimated amount of funding you need? This can be a range but aim to be realistic and accurate in your projections. *

Add up the cost of the activities. If you don't know that exact cost of something, try to base the estimate on reliable information like current compensation rates or price quotes rather than guessing. We can help with identifying sources for accurate budget costs later in the process.

How can you make this project sustainable? *

Funders want to know how the project and its impact will live on beyond the grant funding period. How will your project continue in the future? Be realistic. However, consider different types of sustainability. Are you using grant funds to pay for a Train-the-Trainer model of professional development? Will the brochures you create be usable in the future? Can the Tech Services and Communications departments provide support for digital distribution of the toolkits or messaging to families? Can the Research and Evaluation department help design program evaluation tools? Do you have volunteers or other reliable fundraising efforts to support smaller, ongoing costs? Will you collaborate with other schools, district departments, or community partners to leverage resources?

When do you want the funding to start? *

Most grant application cycles take several months from the future application deadline to award decision and receipt of funds. It's rare to find a grant opportunity, apply for it, and receive funding in a timeframe of less than 3-4 months.

Submit

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