



## **FUNDING IPM IN SCHOOLS**

### **Resources for Sustainable School IPM Coalitions**

The purpose of this document is to assist school IPM stakeholders seeking to maintain funding for a school IPM coalition in their state or region. To create a sustainable school IPM coalition it is important to know how to secure funding from a diverse range of sources to meet both short and long-term needs. This document contains model budgets, a list of potential funding sources and grant writing resources.

#### **MODEL COALITION BUDGET**

School IPM coalitions foster efficient transfer of information, encourage collaboration, reduce duplication of effort and speed expansion of IPM adoption within a region. The majority of coalition expenses are typically incurred for meetings. Depending on the size of your coalition, frequency of meetings, level of activity and leadership support needs coalition expenses will vary.

Meetings, trainings, workshops, school visits and conference calls are typical activities needed to support a coalition. Depending on the extent of travel and available funds, a typical coalition will hold between two to four face-to-face meetings per year with one or two offering more extensive training or workshop activities. At gatherings, coalition members may use computers, projectors, paper materials and equipment to assist them as well as provide food and beverages to participants. All costs are factored into the coalition budget and planned for in advance.

Conference calls are a cost-effective method to hold monthly coalition and/or subcommittee meetings, making sure objectives are reached and progress is made. Often times, coalitions use free conference call services but may also have to factor call provider fees into their budgets. Coalition budgets are as diverse as the stakeholders that create them and each coalition should thoroughly consider the resources and time needed to achieve their school IPM goals.

#### **Personnel**

Coalition groups may choose to bring in experts from within or from out-of-state to share their experience and expertise; honoraria or travel costs may or may not be required. Sponsorships or any available grant dollars can be put toward these expenses.

#### **Member Travel**

Travel to the workshop site is usually the responsibility of the participants. Generally, the shorter the travel distance the more successful coalitions are in achieving attendance objectives. If the coalition chooses to reimburse travel costs, the federal mileage reimbursement or a lower rate may be used. For more information on current reimbursement rates, visit <http://www.gsa.gov/portal/content/100715>.

#### **Food**

Refreshments and snacks help the day go more smoothly, whether you are having a half or full-day event. Sponsorship for food and drink can also be covered by coalition meeting participants, including pest management professionals, school districts, non-profits and Universities. Generally, sponsors are not given any additional floor time to speak if they provide food and drink. Snacks and meals can also be brought individually, or a long-lunch break planned so attendees can find local fast-food.

## Supplies

The following items may be used during training events:

- USB drive
- Computer
- Flip charts and paper handouts
- LCD Projector
- Screen or confirm a suitable wall exists at the training location
- Speakers
- Remote control for computer
- Increasing numbers of instructors use Audience Response Systems (e.g. <http://www.turningtechnologies.com/>)
- Inspection, monitoring, and training supplies (flashlights, hand lens, telescoping mirror, bed bug identification cards, sticky insect monitoring traps, bed bug monitoring traps, microscopes, forceps, plastic vials, etc.).

## Promotions

Effective means of promotion include email and mail flyers. In states that require IPM training for school personnel it may be beneficial to put extra effort into marketing the coalition trainings to a wider audience. Additional tips for effective marketing include building a large email list, post actively on listservs in your region and partner with school organizations and non-profits to advertise. A time consuming but highly effective method of achieving high attendance is inviting potential attendees with a personal phone call.

Know your audience and avoid scheduling events when conflicts are apparent. Unless you ask your audience, you are not always likely to know when to schedule an event. School district employees may have mandatory in-service training days, very busy weeks or unusual holidays e.g., rodeo day.

## Conference Calls

Low-cost conference calls are available at [FreeConferenceCall.com](http://www.freeconferencecall.com). To see how set up free conference calls, visit <http://www.freeconferencecall.com/services.asp>.

## Attendance Fees

Participants may be charged fees for attending meetings and trainings. This will help offset coalition spending but keep in mind coalition members may be hesitant to pay training fees unless they include continuing education units (CEUs).

## Additional Cost Savings

Another way to reduce coalition costs is to combine the meeting with other school organization meetings. Use the following resources to get in touch with your local organizations:

- **Association of School Business Officials** (<http://asbointl.org/index.asp>)  
The Environmental Aspects Committee can help assist educators locate the key contacts in their state.
- **National School Plant Management Association** (<http://www.nspma.org>)  
The State Representatives page (<http://www.nspma.org/19111045192015147/site/default.asp>) lists the key contacts for those states that participate in the organization.

### Sample Coalition Budgets

Below are budget examples, from three different state coalitions. Keep in mind that these are only models to help you get started.

#### Sample coalition budget one

This coalition does not use paid experts, or reimburse attendee travel, nor does it include coordinator salary. This assumes a school, extension or other free facility is available to host events at no cost. CEUs may be awarded each meeting.

Total annual budget: \$1,200 - \$6,000

Meetings: \$300 - \$1,200 per meeting (4-5 events annually)

Travel: \$50 (local) - \$600 (remote part of state requiring hotel stay)

Food: \$150 - \$400

Consumables (handouts, etc.): \$100-200

#### Sample coalition budget two

This budget includes honoraria for expert presenters plus attendance fees for trainings where CEUs are available. This budget reflects a training in which 20 participants attended.

Total annual budget: \$9,000 - \$12,000

Expenses: \$9,000 - \$12,000

Meetings: \$1,500 per meeting/training (6-8 meetings annually)

Travel: \$1,000

Guest trainers: \$500

Coalition member reimbursements: \$500

Food: \$50 - \$300 (\$6 - \$10 per person)

Promotions: \$0 - \$200

Income: \$5,400 - \$10,800

Coalition attendance fees: \$135 per day (2-4 trainings annually with fees)

Twenty attendees per training: \$2,700

Year-end balance: (\$6,600) - \$1,800 (Depending on amount of trainings)

#### Sample coalition budget three

This budget includes funding for a coalition leader and/or an administrative assistant. Generally, if a coalition leader is paid to organize events, meetings and workshops will be of more value due to the invested effort.

Total Annual Budget: \$26,160

Personnel: \$15,000, or 250 hours at an average cost of \$60 per hour for salary and fringe benefits.

Meetings/Trainings: \$4800 or \$1,200 per meeting

Guest presenter honorarium and travel: \$800 per meeting

Refreshments: \$300 per meeting

Handouts and miscellaneous supplies: \$60 per meeting

Meeting Travel: \$2000 or \$500 per meeting for leader and participant mileage.

Total Annual Direct Costs: \$21,800

Overhead: \$4360, or 20% of the total direct costs. Overhead costs are the administrative expenses required when processing a grant proposal.

## LEVERAGING FUNDING

Where to find Requests-for-Proposals (RFPs) for school IPM grants:

- **[Environmental Protection Agency \(EPA\)](http://www.epa.gov/epahome/grants.htm)**  
(<http://www.epa.gov/epahome/grants.htm>)
  - [Pesticide Environmental Stewardship Program \(PESP\)](http://www.epa.gov/pestp/pestp/index.html)  
(<http://www.epa.gov/pestp/pestp/index.html> )
  - [Pesticide Registration Improvement Renewal Act \(PRIA\)](http://www.epa.gov/pestp/pria2/)  
(<http://www.epa.gov/pestp/pria2/>)
  - [Community Action for a Renewed Environment \(CARE\)](http://www.epa.gov/care/)  
(<http://www.epa.gov/care/>)
  - [Environmental Justice Small Grants Program](http://www.epa.gov/compliance/ej/grants/ej-smgrants.html)  
(<http://www.epa.gov/compliance/ej/grants/ej-smgrants.html>)
  - [Healthy Communities Grant Program](http://www.epa.gov/ne/grants/healthycommunities.html)  
(<http://www.epa.gov/ne/grants/healthycommunities.html>)
  - [Environmental Education Grants](http://www.epa.gov/enviroed/grants.html)  
(<http://www.epa.gov/enviroed/grants.html>)
- **[National Institute of Food and Agriculture \(NIFA\)](http://www.csrees.usda.gov/)**  
(<http://www.csrees.usda.gov/>), formerly the Cooperative State Research, Education, and Extension Service (CSREES)
  - [Agriculture and Food Research Initiative \(AFRI\) Foundational Program](http://www.nifa.usda.gov/funding/rfas/afri.html)  
(<http://www.nifa.usda.gov/funding/rfas/afri.html>)
  - **USDA NIFA IPM Regional Centers**
    - [North Central Region](http://www.ncipmc.org/minigrants/index.cfm)  
(<http://www.ncipmc.org/minigrants/index.cfm>)
    - [Northeastern Region](http://www.northeastipm.org/grant-programs/ipm-center-grants/ipm-partnership-grants/#about)  
(<http://www.northeastipm.org/grant-programs/ipm-center-grants/ipm-partnership-grants/#about>)
    - [Western Region](http://wripmc.org/WIPMC%20Funding%20Version%204%20-%201-18-11.pdf)  
(<http://wripmc.org/WIPMC%20Funding%20Version%204%20-%201-18-11.pdf>)

- [Southern Region](http://www.sripmc.org/index.cfm)  
(<http://www.sripmc.org/index.cfm>)
- [Centers for Disease Control \(CDC\)](http://www.cdc.gov/od/pgo/funding/grants/grantmain.shtm)  
(<http://www.cdc.gov/od/pgo/funding/grants/grantmain.shtm>)
- **University and Extension**  
Internal extension grants may be available periodically.
- **State Government**
  - Departments of Health
  - Departments of Agriculture
  - Departments of Environment
- **Corporations** – Look for corporations in your community that fund environmental and school-oriented projects, for example:
  - [Proctor and Gamble](http://www.pg.com/en_US/sustainability/social_responsibility/grant_application.shtml)  
([http://www.pg.com/en\\_US/sustainability/social\\_responsibility/grant\\_application.shtml](http://www.pg.com/en_US/sustainability/social_responsibility/grant_application.shtml)): Makers of Dawn dish soap, which is used in many instances for IPM.
  - [Walmart](http://walmartstores.com/CommunityGiving/8979.aspx) (<http://walmartstores.com/CommunityGiving/8979.aspx>): National and state giving programs.
- **Individual Donors**  
Around 80% of all non-profit funds come from individual donors. This has been an untapped resource for funding school IPM projects. Fundraising from individual donors may require more work than applying for grants but can pay off over the long-run if a relationship is formed. To get started soliciting individuals in your community, follow this process:
  1. **Define who your prospective donors are.** Donors are people who will have a personal investment in school IPM. They could be parents of students, school staff, business or legal leaders, children’s health professionals and education or environmental activists, among others. Donors are people in the community who believe in what a school IPM coalition will accomplish.
  2. **Define why your prospective donors would want to give to your coalition.** What is each donor’s personal investment? It might be different for each donor. Before you ever talk with a donor you must know why they want to support the coalition. This requires research into who they are and what stake, direct or indirect, they have in your activities.
  3. **Create a “case for support”.** When you approach a donor you need to have information to provide them about your coalition. A short one or two-page briefing is appropriate to give them. It should provide them with the following information:

- What is the purpose of the school IPM coalition?
- Who makes up the coalition?
- What accomplishments have been achieved to date?
- Why should the donor get involved? Show the donor that the coalition supports their own personal needs and wants as well as the school community at-large.
- What will be done with the donor's gift? What will be accomplished as a direct result?
- What is the future of the coalition? Will it be progressing and growing? Donors want to support organizations that are long-term agents of change within the community.

**4. The approach.** Do not ask for a donation right away. A tactful approach is necessary to build a relationship with a potential donor. A good strategy is to follow these steps:

- **Inform.** The first contact with a donor should be informational. Tell them about the coalition and provide them with the "case for support". Use this time to ask them questions and find out more about them and how they feel about school IPM.
- **Ask.** The next step is to make an "ask". Literally, "ask" them for a certain amount of money. Use the information that you collected from them in the first step to tailor the "ask" to their personal interest.
- **Follow-up.** Whether they respond right away or not to your "ask" it is essential to follow-up. If they did not donate immediately after the ask, thank them for their time and continue to build a relationship with them—some people may take three or four meetings before they decide to donate. If the donor did give a gift after the first "ask", use the follow-up time to thank them and keep them involved. Continue to follow-up and inform them of the coalition's progress. Eventually, the time will come to ask them for another gift. It is important to continue the donor relationship to make repeat donors.

**5. Turn donors into coalition members**

Once a donor has given a gift to the coalition, look further into why they are giving and what their stake in coalition is. Could they be a potential coalition member? Donors may make the most effective coalition members as they have a personal stake in the coalition, both qualitatively and financially.

## RESOURCES

### 1. Sample Grant Proposal Outline

Grant application requirements vary from grant to grant. See Appendix A. for a sample grant proposal.

1. Cover
2. Table of contents
3. Executive summary
4. Narrative
  - A. Project Title
  - B. Objectives
  - C. Justification
  - D. Literature Review
  - E. Resources
  - F. Approach and Methods
  - G. Performance Measures
  - H. Programmatic Capability
5. Budget Narrative
6. Disclosure of Lobbying Activities
7. Appendices
  - A. Literature Cited
  - B. Timeline of Events/Objectives
  - C. Letters of Support
8. Additional attachments
  - A. Coalition Membership
  - B. Leveraged Funding
  - C. Resumes of Grantees

### 2. Grant Writing Tips

- First and foremost, ask yourself this: *Does the grantor want to fund my project?* How will you find out? Ask them, directly, what types of projects they fund and if yours would be considered.
- Make sure your grant language is in line with the grantor's request-for-proposal (RFP) mission and deliverables. Reference grantor mission and objectives in relation to your proposal.
- Develop achievable goals and performance measures. Keep in mind both short and long-term goals as the majority of funders will examine how your projects will create a lasting impact.
- Find peers to write strong letters of support that highlight your ability to fulfill grant objectives.

### 3. USDA IPM Road Map

The USDA IPM Road Map contains information related to IPM research, education and implementation that can help create compelling language while grant writing. To read the USDA Road Map, visit: [http://www.csrees.usda.gov/nea/pest/pdfs/ipm\\_roadmap\\_5-3-04.pdf](http://www.csrees.usda.gov/nea/pest/pdfs/ipm_roadmap_5-3-04.pdf)

### 4. Pest Management Strategic Plan (PMSP) Logic Model

The Strategic Plan for the *School IPM 2015* initiative contains two logic model samples detailing the health and economical impacts that IPM has in schools. The logic model serves as a road map for

developing resource and personnel inputs, project activities and both short and long-term outcomes. To access the PMSP in its entirety, visit <http://www.ipmcenters.org/pmsp/pdf/USschoolsPMSP.pdf> (the logic models are located on pages 231 and 232).

## Appendix A. Sample Grant Proposal

### Purpose

Coalition members can use this model funding proposal to generate convincing grant language to obtain funding for school IPM projects. Certain grants may target specific subjects, including bed bugs, school health, indoor air quality and pesticide use, as well as specific regions of the country. Coalition members are encouraged to edit, add and rephrase sample language to better fit the objectives of the specific grant they are applying for.

### Sample Proposal Title: Increasing Student Health and Environment through School IPM

#### 1. Justification

Our coalition will work in coordination with the national effort to implement IPM in schools nationwide by 2015, which is supported by the US EPA, the USDA NIFA Regional IPM Centers, the School IPM National Steering Committee and the regional school IPM working groups. Originally funded through a US EPA PRIA II grant, our coalition will continue to work towards school IPM implementation and tracking the benefits of IPM, including reductions in pest complaints, pesticide use and asthma reduction in students and faculty.

IPM reduces pest complaints and pesticide use by more than 70% (Gouge *et al.* 2006), and reduces pesticide risk by facilitating transition to reduced-risk pesticides when a pesticide application is needed (Green *et al.* 2007).

Asthma reductions are key to improving performance including reduced staff and student absences for which asthma is the leading cause (American Lung Association 2005). IPM in schools can reduce cockroach-related asthma allergens below clinically significant levels (Williams *et al.* 2005, Nalyanya *et al.* 2009).

Our coalition members include personnel from Universities, school districts, nonprofits and private businesses in positions ranging from school nurses to facilities coordinators and entomologists to professional pest management applicators. Given the broad range of stakeholders within our coalition, an opportunity for collaboration will be created that is unlikely in other circumstances. This peer collaboration will foster an environment for successful school IPM implementation and achievement of grant objectives.

#### 2. Goals: To achieve and maintain a 70-90% reduction in pest complaints and pesticide use in 20 school districts by 2013.

##### Objectives:

- Collect a comprehensive set of metrics from school districts to be used to generate reports and track project success.
- Implement a data collection tool for use in monitoring IPM program progress in schools and student health metrics, including asthma rates. This data collection tool will be provided by the National School IPM Working Group.

- Conduct (INSERT # OF WORKSHOPS) workshop(s) with school walk-through for school facility directors, municipal staff and other personnel who are responsible for implementing IPM programs. Gather feedback about value of workshop information from participants.
- Hold quarterly coalition meetings to aid in planning processes and information transfer.
- Hold annual coalition meeting to set coalition priorities for furthering school IPM implementation.
- Create and distribute one pest press each quarter to regional listservs and email lists.
- Develop K-12 school IPM curriculum for use in classrooms.
- Acquire leveraged funding of 100% of the grant awarded from additional grant sources and individual donors.

### 3. Work Plan

The (INSERT STATE or REGION) Coalition was formed in 2011 with a goal of making high-level verifiable integrated pest management the standard practice for pest management in all (INSERT STATE or REGION) schools. This grant will allow the coalition to further its work pursuant to its mission:

The (INSERT STATE or REGION) works to promote IPM adoption in schools through efficient transfer of information, encouragement of peer collaboration and reduced duplication of effort. We strive to allow school districts to easily share resources without having to "reinvent the wheel" and provide educational opportunities, hands-on training, peer-to-peer mentorship, technical support, and program and planning support for members.

Under this grant, the (INSERT STATE or REGION) coalition will facilitate workshops and trainings for school facility managers and other IPM stakeholders, hold quarterly meetings to promote the transfer of school IPM information throughout a peer-to-peer network and develop educational communications to further the diffusion of school IPM within the State of (INSERT STATE). To track the progress of IPM implementation in schools comprehensive metrics will be collected from participating schools.

### 4. Timeline

We plan to complete the activities listed by (INSERT DATE). We are also seeking leveraged funding from additional grantors, private foundations and individual donations to support further coalition projects after the grant is complete.

Timeframe	Activities	Outcome/Output
Ongoing	<ol style="list-style-type: none"> <li>1. Hold quarterly coalition meetings.</li> <li>2. Create quarterly pest presses and distribute through regional outlets.</li> <li>3. Seek sources of leveraged funding.</li> </ol>	<ol style="list-style-type: none"> <li>1. Meeting minutes.</li> <li>2. Published pest press for information transfer within coalition and into the general public.</li> <li>3. The coalition will receive funding to remain sustainable.</li> </ol>

First Qtr	<ol style="list-style-type: none"> <li>1. Develop comprehensive set of metrics.</li> <li>2. Create data collection tool for use in monitoring IPM program progress in schools.</li> </ol>	<ol style="list-style-type: none"> <li>1. Metrics to be collected will be clearly stated.</li> <li>2. Schools will be able to use tool to submit metrics.</li> </ol>
Second Qtr	<ol style="list-style-type: none"> <li>1. Prepare for and conduct first workshop.</li> <li>2. Collect baseline data using metrics and collection tool created in first quarter.</li> </ol>	<ol style="list-style-type: none"> <li>1. Coalition members will receive training and educational materials on the proper implementation of IPM.</li> <li>2. Schools will find areas for improvement.</li> </ol>
Third Qtr	<ol style="list-style-type: none"> <li>1. Create K-12 school IPM curriculum materials.</li> </ol>	<ol style="list-style-type: none"> <li>1. Materials for schools.</li> </ol>
Fourth Qtr	<ol style="list-style-type: none"> <li>1. Hold annual coalition meeting and create priorities going forward with coalition activities.</li> <li>2. Collect year-end data using metrics and collection tool created in first quarter.</li> <li>3. Distribute K-12 school IPM curriculum materials.</li> </ol>	<ol style="list-style-type: none"> <li>1. The coalition will have a clear vision for future school IPM work.</li> <li>2. Schools will be able to see their progress and track what worked and where they need to continue to improve.</li> <li>3. Schools will receive and use school IPM curriculum with students.</li> </ol>

### 5. Performance Measures and Expected Outputs and Outcomes

Outcome/Output	Justification	Measurement
1. Baseline and end-of-year reporting metrics from participating schools.	Schools need to track their progress to identify areas for improvement and areas of success.	Coalition leads will work directly with coalition member schools using the metrics collection tool to obtain data.
2. Training materials for coalition workshops.	Coalition members need physical resources to refer to for IPM information and further the coalition's mission to serve as a center for information transfer.	Distribution at coalition workshops. Quantity of materials distributed will be included in final grant report.
3. Four quarterly pest presses	Timely key messages reminding all school staff of the roles they play and issues to be alert for.	Additions of pest presses will be included in grant reports.
4. K-12 curriculum materials	Transfer of information to students, teaching them about their environment and health.	Materials will be included in final grant report.
5. Leveraged funding in the amount of 100%	Provide resources to continue coalition work.	Updates in grant reports as funding is secured.

### 6. Budget Narrative

A total of \$11,000 is requested over one year:

Personnel (\$4,500) – Coalition Leader and administrative assistant: responsible for overall success of coalition, achieving objectives and reporting.

(\$3,000) – Coalition Leader: Serves as Principal Investigator (PI), makes strategic decisions and leads coalition events. Work hours are 80-100 per year.

(\$1,500) – Administrative assistant: Assists coalition leader with day-to-day activities and planning of events. Work hours are 60 – 80 per year.

Travel (\$5,000) – Covers travel to and from coalition meetings for coalition members. Covers guest speakers travel to and from including arrangements (i.e. food, lodging, etc.).

Equipment (\$500) – Covers equipment for workshop trainings and school walk-throughs including flashlights, magnifiers, etc.

Supplies (\$1,000) – Including paper, ink, printing services for workshop materials and K-12 curriculum materials, and other miscellaneous office supplies.

### 6.1 Budget Table

<b>Category:</b>	<b>Amount allocated:</b>
Personnel	\$4,500
Travel	\$5,000
Equipment	\$500
Supplies	\$1000
Total:	<u>\$11,000</u>