Broward County Public Schools

YEARS

Winning Grant Resources for BCPS Students:
A Toolkit for Schools

Abstract

A quick guide to grant writing and grant seeking for educators, parents and students.

Grant Administration and Government Programs

754-321-2260 * Grants Administration Cnf
http://www.broward.k12.fl.us/grants/index.html

Grant Writing Quick Tips

#1 Why I'm Applying For This Grant

✓ Write it down, then get clear: is it the **Problem** or is it the response?

Note: This form is a planning tool, designed to assist you in developing your proposal's core outline. Your proposal summary is written only after this page's work is done. Summaries are read first, written last. Your agency's "credibility statement" will appear second, although its development is not necessarily part of this planning process. Your credibility statement is a "living document"; it will grow with you and you will use it often.

#2 The Problem or Need

✓ Relates to purposes and goals of organization.

✓ Is of reasonable dimensions.

✓ Is supported by statistical evidence.

✓ Is supported by statements from authorities.

✓ Is stated in terms of clients or beneficiaries.

✓ Is developed with input from clients and beneficiaries.

✓ Doesn't make assumptions.

✓ Doesn't use jargon.

✓ Is interesting to read.

#3 Objectives
Specific and measurable, Objectives are your promised improvements in the situation you described in the Problem.

✓ Describes problem-related outcomes of your program.

✓ Does not describe your methods.

✓ Defines the population served.

✓ States the time when the objectives will be met.

✓ Describes the **Objectives** in numerical terms, if at all possible.

✓ These "outcome" Objectives should state <u>who</u> is to change, <u>what</u> behaviors are to change, and in what direction the changes will occur, <u>how much</u> change will occur, and by what time, or <u>when</u>, the change will occur. Further, the Objective must state how change will be <u>measured</u>.

#4 Activities and Timeline
What we are going to do to reach our objectives.

✓ States reasons for selection of activities.

✓ Describes sequence of activities.

✓ Describes staffing of program.

✓ Describes clients and client selection.

✓ Presents a reasonable scope of activities that can be accomplished within the time allotted for the program and within the resources of the applicant.

#5 Impact/Evaluation
List how we will measure impact and evaluate progress towards objectives. *Inside* our agency and can be quantitative or subjective.

✓ Flows naturally from problems and objectives.

✓ Define evaluation criteria.

✓ Show how evaluation will be used for program improvements.

✓ Can include quantitative information such as data, interviews, activity logs, case reports and surveys.

✓ Can include qualitative information such as

#6 Budget
✓ Flows naturally from program goals and activities.

✓ Can be numerical.

✓ Can be in narrative form.

✓ Funds cannot be used for supplanting.

Remember that Grants Administration staff are available to provide guidance and support every step of the way.

Core Components of the Grant Proposal and the Questions They Answer

1. **Credibility Statement:** Who are you and why are you exceptional?

2. **Problem or Need Statement:** What measurable problem or need are you focused on?

3. **Measurable Objectives:** How much impact on the problem or need will you have?

4. **Activities and Timeline:** How will you reach your objectives and accomplish impact?

5. **Evaluation Plan:** How will you evaluate your methods and impact?

6. **Budget:** How will you spend the money?

SAMPLE PROPOSAL (NEEDS STRENGTHENING)

Summary of Project: The class will learn about marketing. They will create a brand of soup. Students need to have additional Science, Technology, Engineering and Mathematics (STEM) opportunities. Students will design the soup can and brand and record a commercial for the product. Students will work in groups and individually. Bringing 21st century learning into the classroom through the use of STEM activities allows students to be involved in innovative ways of thinking critically and solving real life problems.

Project Budget: $1,196

Description of Project: This project is innovative and will allow students to improve academic achievement. It will afford student the opportunity to learning about marketing. By designing the soup can and recording a commercial, the students are introduced to becoming entrepreneurs. They can learn about the soup ingredients. If awarded this grant, students will attend a field trip to a neighborhood supermarket to see the variety of soups available. Student will use iPads to research and record commercials. Students will gain the ability to access, evaluate, analyze and produce a product for marketing. Educating students on media literacy can help build critical thinking and analytic skills. The funds from this grant will be used to purchase iPads. Using updated technology to drive instruction will allow for easier integration of state standards in curriculum. iPads are cutting edge technology and by having the funds to bring them into the classroom will allow students to gain knowledge of 21st century technology resources. This style of teaching is valuable as it removes the traditional barriers between science, technology, engineering and mathematics. By using STEM education activities, it will help to transform a teacher-centered classroom into a stimulating curriculum driven by problem solving, discovery, and exploratory learning, requiring students to actively engage to find answers or solutions. The increased use of technology will improve student achievement and provide a plan to guide students into the 21st century.

Program Outcomes: The project objective is to help students develop a natural curiosity and provide real life experiences and involvement with real future jobs/career interests. This project will allow students to create, design and advertise their own brand of soup. Students will use iPads, online websites, and the Internet to research and connect to the real world. Students will choose the elements of the soup can and plan the graphics. They will also consider what ingredients to choose to make the soup healthy, creamy, etc. They will think about the audience they want to reach and how to appeal to people in order to purchase the soup. It will impact reading comprehension, research and science discoveries while students use their imagination and creativity. The use of technology will help build a 21st century classroom and motivate students as they learn and research new topics. An interest survey was given to students and parents which indicated students enjoyed and used technology often. However, they did not enjoy writing and lacked interest when they read books the traditional way, especially nonfiction and informational texts. The implementation of technology will motivate and enhance student achievement in reading comprehension, science, social studies, mathematics and writing.

Project Evaluation: This project evaluation will be measured through a variety of ongoing assessments both formal and informal. Students participating in this grant will show an increase in their learning gains as measure on the "Learned" section of the KWL chart, improved grade level comprehension, math and science skills as they will be assessed on mid-year and end-of-year assessment as well as on chapter tests and FCAT tests. 90% of students will show improvement in comprehension and will score 79% or higher on the End-of-Year Reading Assessment and 95% will score 80% or higher on the End-of-Year Math Assessment.

Project Budget: 4 iPads at $299 each for a total cost of $996

SAMPLE STRONG PROPOSAL

<u>Kids In Need Teacher Grant Application</u>

We are a Title 1 school, 98% of our students live in homes below the poverty line, qualifying for free and reduced lunch .For almost 50% of our students English is their second language and over 70% come from homes where the heritage language is primarily or exclusively spoken.

Our students historically score lower on state standardized testing compared to students in our district. This is evident as early as Kindergarten where our teachers must start building a foundation for reading by teaching the alphabet. Reading is a building of skills, and as our students advance, the skill building continues. To build a strong foundation, these skills must be taught to mastery. Students must learn the alphabet and know the sounds the letters make in English to begin to decode words. They must understand the many rules and exceptions to rules for English. They need to know that an ''e'' at the end of a word makes the vowel long, or "say it's name". They need to know that "ai" makes along ''a'' sound and ''ou'' can sound like "rough" or "cough". When a child finally "cracks the code" and can read without struggling, they start on the road to reading. They develop fluency, prosody, and increase comprehension. If they cannot decode they cannot read with fluency since they are focusing their attention on sounding out the words, until this is mastered they will not enjoy nor become life long readers and will find a difficult time excelling in any academic subject.

Name of Project: <u>Take Command of Reading!</u>

Grant Stipulations:

The project should be your original creation (or your teaching team's) and should be conducted within the 2014-15 academic year. Your project must use a Command™ Brand Product from 3M, and teachers should be sure to follow package instructions on the use of the product.

Kids In Need <u>WILL CONSIDER FUNDING</u>: supplies or materials for students to do such things as create a product, conduct an experiment, grow or tend living things, learn a new skill; written materials or software to be used in the activities of the project. The project should engage students in hands-on activities that lead to new knowledge, awareness, or self-discovery.

A description of funded projects will be published in our Winning Project Ideas, available at www.kinf.org, a reference for all teachers to use. Therefore, the feasibility of replicating your project is important and accounts for 20% of the evaluation. The concepts addressed in your project should be curriculum based, and the materials necessary to conduct the project should be widely available.

Kids In Need <u>WILL NOT CONSIDER FUNDING</u>: pre-packaged lesson plans; classroom or library book collections; field trips, if they are the sole activity of the project; substantial equipment, such as office machines, computers, and camcorders; admission fees; bus rental/driver fees or any transportation costs; speaker fees or stipends or compensation to a teacher, teacher's aid, resident artist, or substitute teacher.

Project Objectives: *List at least two specific skills, behaviors, or new knowledge students will gain from this project. The clarity of your written objectives accounts for 20% of the evaluation.* Begin each objective with "The students will. . ."

The students will be able to decode words with long and short vowel sounds to mastery. They will be able to differentiate between long and short vowel sounds and explain the strategy they used to determine which type of vowel sound is in each word.

The students will understand concepts of print and be able to identify the title, author and illustrator in a narrative fictional primary book.

The students will understand concepts of print and be able to identify the title, author and illustrator or photographer in addition to text elements (index, glossary, table of contents, captions, tables and charts) in an informative non ---fictional book.

The students will be able to make connections, text---to---self, text and world in a fictional narrative work.

Describe the activities of the project: *Describe sequentially what the students will do during the project. Provide details. Judges are looking for a clear picture of the exact activities in which the students will be engaged. Your description should communicate the quality of your project and justify the funding of it, and it should convey how innovative your project is, which accounts for 40% of the evaluation.*

I am the Media Specialist, every child in Palmview, all of our 641 students come to me for instruction. I also work with small "pull---out" reading groups for struggling readers in 2nd grade. These 36 students receive targeted, specific reading strategy instruction focusing on phonics, decoding and word building. We start by working through the vowels, learning what makes a long vowel sound and what makes a short vowel sound and why. We identify and build words using strategies to ensure mastery of this foundational concept. All students do not learn in the same way and all of my small group students need additional ESOL (English for speakers of other languages) strategies as English is not their first language. I will use the Command Caddys on a stand---alone white board to create a dynamic reading center where students can move, interact with resources and apply their knowledge.

For my small phonics reading groups we will use the large Command Caddys for the base short vowel sound word (i.e.rat, kit, tot) with a small Caddy next to it so they can drop in the "e" to see how the vowel sound changes into a long vowel sound. (rate, kite, tote) They will then create their own words utilizing the same strategy. The words will be created using sentence strips with washable markers. As they become proficient with vowel sounds we will move to blends (ie."sh" "ck") and additional word building concepts.

As my small groups master these reading strategies and for all of my primary students we will use the board and the Caddys to learn and master concepts of print. Students will identify and write out the Title, Author and Illustrator for read a louds. We can also use the dynamic whiteboard and Caddys to identify reading comprehension strategies including text---to---text, self and world connections in addition to sequencing activities (beginning, middle, end).

The Caddys will also be used to teach students to differentiate between narrative (fictional) books and informational(non---fiction) books, identifying the textual elements in each. They will use the Caddys to place pre---written sentence strips identifying the elements they use within each type of book as we explore and read the books together in the primary carpet area.

I do not have a traditional classroom and no place for dynamic student centered focused work areas.
No place for me to model strategies and then allow students to apply this knowledge with independent work, showing me their comprehension and mastery. The Command Caddys will allow me to transform a small stand---alone white board in my read aloud, primary carpet area into a dynamic student centered learning area. What was once a passive listening are a becomes an active dynamic student centered learning space for students to become life long academically successful readers.

Evaluation Instrument: *Describe the method you will use to determine if the objectives have been realized by your students -verbal presentation, essays, tests, surveys, etc. The appropriateness of your method accounts for 10% of the evaluation.*

My students are evaluated every day, every time they come to Media for instruction by applying their knowledge to new experiences to mastery. Every fictional book we read we talk about Concepts of Print; Reading comprehension elements; setting, characters, sequencing for narrative fiction and captions, text boxes, index and glossary for informational non-fiction books. We usually do this as a traditional, question and answer format, with the addition of the Caddys turning the area into a dynamic student learning center my students can have the opportunity to place them in the Caddys, with the additional evaluative tool of writing out their answers on sentence strips as grade level allows. The Caddys become an evaluative instrument coupled with teacher observation as students place sentence strips in them to show mastery of targeted reading instructional curriculum.

Students are also evaluated in their classrooms with standard based assessments on the concepts I teach, providing another evaluative instrument to ensure they are learning concepts to mastery.

Budget: *Please identify the costs of the project by itemizing what you will buy with the funds.* The amount of the items must total $250. *Again, provide enough detail for judges to determine if the items are necessary and the costs appropriate. Cost effectiveness accounts for 10% of the evaluation. Do not include catalogue descriptions or pictures of the items you are purchasing. If you are also receiving funds from another source, please state where the funds are coming from and if the funds are pending or confirmed.*

SCHOOL AND CLASSROOM GRANTS/AWARDS

3M/Discovery Education Science of Everyday Life Sweepstakes

7-Eleven School and Sports Grant Program

Air Force Association Aerospace Teacher of the Year

Alternative Fuel Foundation (Green Education Program Grants)

American Association of Physics Teachers Innovative Physics Award

American Association of School Librarians

American Council on the Teaching of Foreign Languages

American Institute of Aeronautics and Astronautics Special STEM Grant K-12 Teachers

American Library Association (several grants)

American Radio Relay League

Association of American Educators

Bellsouth Foundation

Best Buy

BJ's Adopt-A-School Program

Bonnie Plants

Broward County Farm Bureau

Laura Bush Foundation for America's Libraries

Captain Planet Foundation

Casio

Chambers of Commerce

Harry Chapin Foundation

Christopher Columbus Award

City Grants

Comparecards.com Financial Literacy Youth Grants

Conrad Foundation Spirit of Innovation Challenge

Cornell University Lab of Ornithology

Digital Wish

Discover's Pathway to Financial Success

Dollar General Literacy Foundation

Dow Chemical Company Foundation Fall Teacher Challenge

Dow Jones News Fund Journalism Teacher of the Year

Dupont Pioneer Excellence in Agricultural Science Education

Enterprise Holdings Foundation

Farrell Family Foundation

Firehouse Subs

Florida Association of Science Teachers

Florida Farm Bureau Ag in the Classroom

Florida Power & Light Energy and Engineering Instruction Grants

Follett Challenge Grants

Freedoms Foundation at Valley Forge

Fund for Teachers

Fulbright Teaching Abroad Program

General Mills Foundation: Academy of Nutrition and Dietetics Foundation Champions for Healthy Kids

Humane Society Teacher Award

ING/Voya Unsung Heroes Award Program

Interface Environmental Foundation

International Reading Association

Jamba Juice Garden Grants

Japan Foundation

Kids in Need Foundation

Kinder Morgan Foundation

John S. & James L. Knight Foundation

Terri Lynne Lokoff Child Care Foundation Teacher Award

Lorrie Otto Seed for Education

Lowe's Toolbox for Education/Community Grants

LRNG Innovator Challenge

P. Buckley Moss Foundation Teacher Art Grants

Motorola Solutions Foundation

Muscle Milk Grants

My Macy's District Grants

National Council of Teachers of Mathematics

National Education Association Foundation Educator Grants

National Education Foundation

National Gardening Association Youth Garden Grants

National Science Teachers Association

National YoungArts Foundation

National Youth Leadership Council Service Learning Award

NFL Football Grant

Office Depot Foundation

PASCO STEM Educator Award

Prudential Spirit of Community Award

Purdue University Engineering Projects in Community Service (EPICS) Grants

Road Runners Club of America

Scott's Miracle Gro Grassroots Grants

Seaworld/Busch Gardens Environmental Educator of the Year

Shell Science Teacher Award/Urban Science Educators Development Award

Southeastern Consortium for Minorities in Education

State Farm Good Neighbor Citizenship

Syngenta Seed Grant Program

Target Field Trip Grants

Technical Foundation of America

Toshiba America Foundation (Math and Science, K-5 and 6-12)

Toyota USA Foundation

Trust Challenge

Varkey Gems Foundation

Verizon Foundation

Vernier Software and Technology

Walmart Foundation Community Grants

Waste Management Charitable Grants

Westinghouse N-Vision a Brighter Future

Whole Kids Foundation

Winn-Dixie Stores Foundation

World We Want Foundation

Proposal Development Worksheet

#1 Why I'm Applying For This Grant

#2 The Problem or Need
It's *outside* our agency.

#3 Objectives
Are specific and measurable. Objectives are your promised improvements in the situation you described in the Problem.

#4 Activities and Timeline
Describe sequence of activities. State reasons for selection of activities.

#5 Impact/Evaluation
How will you accomplish and measure impact?

#6 Budget
How much money are you requesting? How will you spend it?