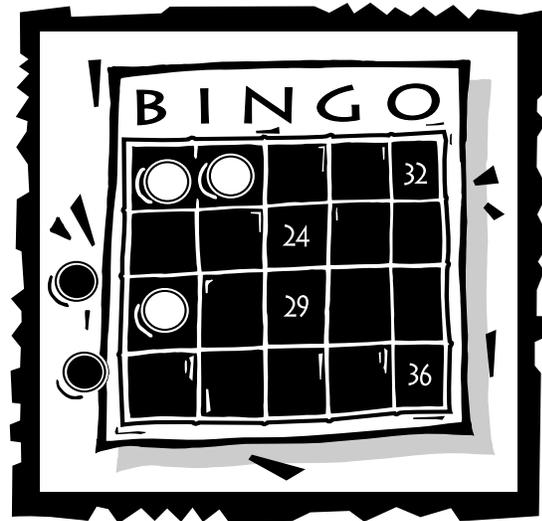
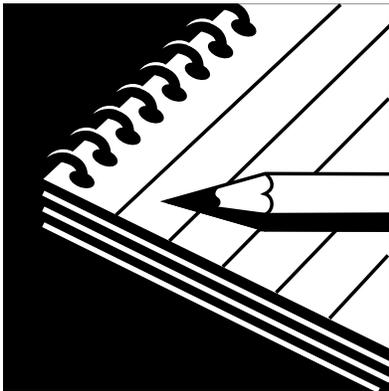


Winning the Grant Game!:



A Guide to Writing Successful Grants

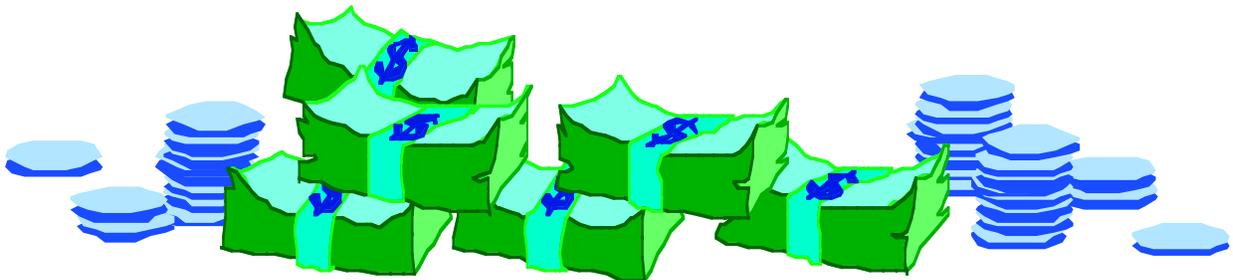
Sheryl Abshire
sheryl.abshire@cpsb.org

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the expressed permission of the author/

**Grant Writer's
Resource File**

Ten Tips for Busy Grantwriters

1. Realize there are many different grant programs.
2. Understand the money may not be where you think it is.
3. Don't be discouraged if you don't succeed at first.
4. Locate and read successful applications.
5. Talk to people who give the money.
6. Obtain copies of annual reports, brochures, etc.
7. Personalize your approach.
8. Give them what they want.
9. Start small.
10. Try again.



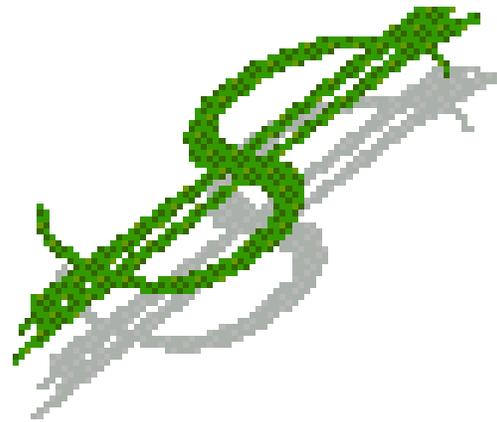
Top Ten Questions Reviewers Ask When Reviewing Proposals

1. Does the proposal tie into school's overall plan?
team effort, support within school
2. How will the technology be used?
team's vision for how technology will be used to improve student learning
3. Will the proposal impact student learning
team's plan to improve student learning beyond the norm
4. How will desired outcomes be developed?
describe specific indicators, how curriculum development might change
5. Does this initiative have the potential to be replicated or outreached to a larger community?
how it might have far reaching impact
6. Does the proposal tap creativity in tapping other resources already available in the community?
7. Is the budget clearly defined?
make a case why private funding should be used
8. Who will benefit from this initiative?
be very clear about this
9. How well does this proposal replicate what the grant funder is looking for?
how well do you know the funder, know the corporate goals
10. How committed are you?
they want to see your passion in this proposal; they want to be partners



Keys to Great Grants

- Integrated program elements
- Aligned components
- High quality and continuous improvement, professional development, evaluation
- Tied to high standards
- Innovation
- Coordination of resources
- Program ties to local needs
- Buy-in



Useful Web Sites

Professional and Trade Associations

Publish books, guides, journals and research reports on topics of interest

AACE (Association for the Advancement of Computers in Education)

www.aace.org

Dissemination of research

ISTE (International Society for Technology in Education)

www.iste.org

Journal of Research on Computing in Education

Standards and Objectives

International Society for Technology in Education

<http://www.iste.org/STANDARDS>

Establishing standards for effective use of information technology in education.

Additional Web Sites for Grantwriters

Fostering the Use of Educational Technology: Elements of a National Strategy

www.rand.org/publications/MR/MR682/contents.html

Includes a chapter on the Use and Effectiveness of Educational Technology Today

Mid-Continental Regional Educational Laboratory

[http://www.mcrel.org/global/search?search=technology research](http://www.mcrel.org/global/search?search=technology%20research)

Funding for technology

Department of Education

<http://www2.ed.gov/rschstat/landing.jhtml?src=ft>

Information on education-related data and research.

Comprehensive Regional Assistance Centers

<http://www.wcer.wisc.edu/articleindex/index.php>

Education Commission of the States

www.ecs.org/ecs/ecsweb.nsf

Resource Guide to Federal Funding for Technology in Education

www.ed.gov/Technology/funding.html

Books and Publications

Strong Recommendation to Purchase:

Grants for School Districts Hotline

23 Drydock Avenue

Boston, MA 02210-2387

(617) 542-0048

[http://legalsolutions.thomsonreuters.com/
law-products/Newsletter/Grants-for-K-12-Hotline/
p/100004753](http://legalsolutions.thomsonreuters.com/law-products/Newsletter/Grants-for-K-12-Hotline/p/100004753)

SchoolGrants Biweekly Newsletter

<http://www.k12grants.org/newsletter2.htm>

Books:

The Only Grant-Writing Book You'll Ever Need

Paperback– April 8, 2014

by Ellen Karsh(Author), Arlen Sue Fox(Author)

Grant Writing for Dummies

Paperback– March 31, 2014

by Beverly A. Browning

The Art of Grant Writing: Communicating Your Vision to Funders

Paperback– January 18, 2013

by Sharon Charnell Gherman

Books:

Bauer, David G.

Grantseeking Primer for Classroom Leaders –
Scholastic Inc., 1994

ISBN 0-590-49216-0

Bauer, David G.

The Fund-Raising Primer – Scholastic Inc., 1993

ISBN 0-590-49374-4

Bauer, David G.

The Principal's Guide to Grant Success –
Scholastic Inc., 1994

ISBN 0-590-49217-9

Bauer, David G.

Successful Grants Program Management –
Scholastic Inc., 1994

ISBN 0-590-49218-7

Quinlan, E. Michael

Education Grants Source Book – School Finance
Research Center, 23 Drydock Ave. Boston, MA
02210, 1994

Ruskin, Karen B.; Achilles, Charles

Grant Writing, Fundraising, and Partnerships
Strategies That Work – Corwin Press Inc., 1995

ISBN 0-8039-6220-7

Checklist for Grant Readiness

1. Get on mailing lists for funding agencies.
2. Keep up to date on what schools like yours are doing locally, as well as on the county, state, and national levels.
3. Redefine your projects after the research in step 2.
4. Develop a detailed strategy for seeking funds.
5. Rate the desirability of the projects you are considering.
6. Document your research and development track record to date.
7. Start prospect files on each potential funding source.
8. Research comments by participants at conferences.
9. Get to know funding executives in your project.
10. Involve funding executives in your project.
11. Create and implement a public relations plan.
12. Have answers to as many as possible of the potential questions about your school district, school classroom, etc.
13. Draw up a plan for potential funding sources.
14. Write a case statement for your project.
15. Expand your advocate network.
16. Seek the help of a grants coordinator.



Application Procedures

A Double “Bakers” Dozen

Project Status
(your notes and comments)

1. First read the entire application once, slowly and carefully. Make special note of the submission deadline.

2. Type everything professionally and error-free at each step well in advance of submission.

3. Determine how long in advance of submission you must present the application to your supervisors for signatures to be obtained.

4. Concentrate your initial planning on an overall conception of the project.

5. Develop a planning grid encompassing the entire project (see planning grid).

6. Write up an initial set of objectives and match these with your outcomes planned for the project (see objective sheet).

7. Review the outcomes planned. Does each accomplish the stated outcomes.

8. Review outcomes again. Were math, science, computer science and/or technology incorporated into your methods.

9. Prepare your objective and outcomes for the final proposal.

10. Design your laboratory, field-based or “hands on” activities.

11. Review your activities. Does each relate in some way to the objectives?

12. Prepare your activities for the final proposal.

13. Plan for evaluation. Review the suggestions for evaluation. Write out your specific techniques and measurements.

14. Write out and review your evaluation section in its entirety.

15. Prepare your list of equipment.

16. Develop your budget carefully following the percentage guidelines.

17. Review the budget making sure it adds up and all parts are consistent with each other and with the totals.

Note Well: Avoid jargon and “education ese”.

18. Review all sections and rewrite the objectives, outcomes, and activities with strong action words and direct, truthful emphasis on important phrases.

19. Have a disinterested third party read the final product for understanding.

20. Make sure staff background information is complete and pertinent.

21. Transfer each section to a facsimile of the application.

22. Recheck for spelling, budget accounting and length.

23. Make a copy to retain.

24. Process the application internally and then ensure that all signatures are obtained.

25. Review all parts once more and again copy the entire signed application for your records.

26. Submit the application on time.

Project Idea Form

Use this form to outline your project ideas.

Population to be Served: Identify the target population.

Project Goal: Write goal in active terms, focusing on target population.

Documentation of Need: Record any evidence of the need for the project.

Objectives: Express project objectives in terms of measurable outcomes.

Activities: Outline activities to be conducted to reach the project objectives.

Project Idea Form

Research of the Literature: List current publications that address the same need and backup the approach to be used in the project.

Methodology: Describe methods to be used in carrying out the project activities.

Expected Outcomes: List anticipated project results as they relate to the objectives.

Estimated Budget: Itemize and total funds needed to carry out the project.

Institutional Resources: List resources, facilities, services the institution will provide for the project.

Project Idea Form

Timeline: Develop a schedule for carrying out the project.

Project Director or Principal Investigator: Name the person responsible for carrying out the project and list his or her qualifications.

Uniqueness of Project: Describe how this project will differ from others' efforts in the same area.

Collaborations: List the other institutions, agencies, individuals who will contribute to the project.

Link with Funder Purpose and Priorities: State how the project serves the desired funder's interests and meets its priorities.

Building a File for the Proposal

Make your life easier and your response to RFPs efficient by having the following information on disk:

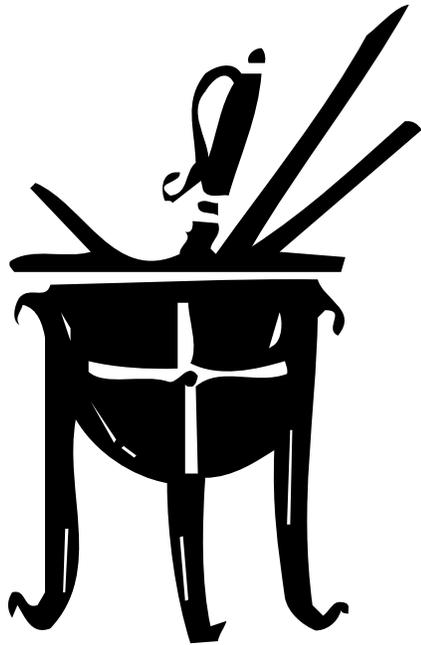
General Information

- Mission statement of the organization.
- Brief statement of the organization's history, goals, and accomplishments.
- Geographical area and number of people served by the organization.
- A copy of the organization's most recent IRS tax-exemption 501(c)(3) determination letter, and Tax ID number.
- The names and affiliations of the organization's governing board.
- A copy of the organization's most recent audited financial statement and current operating budget.
- List of current sources of unrestricted and restricted funds.
- Maps showing location of system in state and location of schools in system.
- Operational structure of school system.

Specific Information

- Demographic data on pupils and employees.
- Number of schools in system and grades included in each school.
- Census data such as population of area, per capita income, graduation rates, educational level of adults in community.
- Total enrollment in K-12, and by levels, e.g., Preschool, Special Education.
- Number and percent of all minorities, including by programs.
- Reading and math standardized test scores by school and by grade.

*A
Brief Guide
to
Writing Grants*



Sheryl Abshire
sheryl.abshire@cpsb.org

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INTRODUCTION

There are currently 23,600 grant-giving foundations in the United States, with \$64 billion in assets, \$4.8 billion of which is available for grants and gifts. However, less than 7 percent of the funds currently paid out by the top 500 grant-giving institutions goes to K-12 public education. One of the reasons: most public school districts don't even ask for funds.

Developing a grant proposal is a matter of developing a vision. Why should school districts write grant proposals? There are several reasons:

* It is an opportunity to focus much needed attention on:

- specific student population groups;
- student programs;
- staff development programs; and
- innovative program ideas.

* It is also an excellent opportunity to take a risk -- worth taking!

Take time to develop more than just a grant program/project; use the community's knowledge of your schools. Announce your wish to test out new ideas. Invite the community's expertise and input. This can and should target many groups:

Community businesses, local to the area, who probably hire many of your graduates

Community leaders, board members, PTA leaders, elected officials, influential community members

Institutions of high education, or a local regional educational agency; their members are often "expected" to serve on local district teams

If you indeed have a "need" that matches a granting agency's Request for Proposals, the time is right to put together your writing team. The members of the team need to include people capable of researching, developing, and putting into final form the proposal components. Team members do not need to include only those people who will carry out the project/program. It is often expedient to include people who will be impacted by your proposal. They may offer points of view you need to take into consideration. They may even become supporters of the program. Include people who will be able to influence the "powers that be". Remember, after you have a successful program, it will become necessary for you to find alternate funding to carry it on. A grant is only to help you get started. Team members are wonderful resources to help get a program adopted by local businesses, the district, and the community.

REQUEST FOR PROPOSAL

"Please review the following materials carefully. Your application must comply with each requirement and be submitted before the closing date specified in the enclosed notice inviting applications. Also, please note that your signature indicates concurrence with all assurances."

If you have received this notice, or one similar, you have most likely applied for a state or federal grant. One of the most significant phrases requiring attention is "Your application must comply with each requirement." Grant readers must check off on their evaluation list whether or not the applicant has followed the requirements of the grant.

The RFP (request for proposals) contains the "requirements" to which you need to pay attention; so you need to check off item by item that you have completed each section as outlined. There is a section at the end of this information listing those items.

Does it really matter whether you read and follow each regulation? You bet!! The primary reason why many, even excellent, proposals don't survive in the evaluation process is that they do not address all the items the granting agency requests. Practice, as well as teamwork in making certain all the issues are answered, helps the grant writer here. Grant application outlines are organized and written not for you, but for the granting agency. Therefore, they often make no sense to you for the following possible reasons:

- * the subject matter is organized according to the funder's priorities, not according to yours
- * each word is included for the funder's purposes, which may differ from yours

Very often agencies have the subject matter organized according to categories. You must learn to read the application thoroughly, from beginning to end. Watch for statements tucked into "corners" that may affect the entire section. Often grant readers have a sense that grant writers are not paying attention to what they are writing and vice versa. Why else do they seem to keep asking the writer the same information over and over?

It may be that the agency wishes to check on the correctness of the information, and to make sure at some point that the information gets included. Check to see if there is a "comments" section in the application. This often contains excellent information for the writer and may state, in clearer language, the agency's intentions.

Most veteran grant seekers agree that much of the work required for a funded proposal is done before the proposal is actually written. They also agree that time and effort must go into developing several key components:

1. A succinct statement of the identified **PROBLEM** or **NEED** your proposal is addressing;
2. A concise and clear **PLAN OF ACTION** your proposal is suggesting to rectify the problem or fill the need;
3. A documented **RATIONALE** for the approach you are taking to address the identified problem or need.

The time to do your thinking and planning is not when you are ready to write your proposal. Pre-planning is essential. Research is essential. The following "process" is recommended.

DEVELOPING THE PROPOSAL

First Step: Identify a proposal development team. The people you want on your proposal development team are people who:

1. Understand the problem situation
2. Are aware of the "state-of-the-art" issues
3. Can strategize with you for possible solutions
4. Have some practical experience in the field
5. Can contribute to the final product
6. May be impacted by the grant if it is funded

Second Step: Review the literature/programs in the field - current proposed solutions to the problems. This task may be spread among all the members of the team, asking each to read a certain amount and summarize. The summaries can then be shared with the entire team. It's important that you find a way to review the "research findings" with all those who will be helping you to develop the proposal.

Third Step: Formulate an initial draft of a proposal goal(s). A good goal is one which attempts to set forth what you hope to accomplish at the end of the project. (e.g. The goal of the project is to integrate a reading program which will meet the needs of all students within the district as demonstrated by student achievement.)

Fourth Step: Sketch an initial approach to problem resolution. Outline the necessary steps to achieve your goals.

Fifth Step: Cast this approach in the form of objectives -- anticipated steps toward the achievement of the identified goal(s).

Sixth Step: Identify the means that will be used in the PROBLEM RESOLUTION PROCESS. These are commonly thought of as (a) Methods, (b) Strategies, or (c) Activities.

Seventh Step: Sketch some time lines for the above problem resolution process.

Eighth Step: Draft some ideas of how you will go about documenting what you did and the results of your project efforts.

Ninth Step: Analyze the RFP and determine the outline the funding agent wants you to use - provide this format to the proposal development team. Their outline must be your outline!

Tenth Step: Assign writing assignments to people with time lines. Given the notes developed during the planning process, sections can be worked on separately.

Eleventh Step: Edit the written components into one proposal.

Final Step: Review, refine, submit.

Keep In Mind:

- * You are an applicant, not a supplicant. You do not have to beg for the money. agencies do not want to provide you with reasons to fail. This is a chance to succeed even better than before.
- * In evaluating your proposal, agencies use score sheets and attach points (sometimes on a weighted basis) to the different components of the proposal. Have the score sheet with you as you write--this often puts a different perspective on your time and efforts.
- * Have someone who is not on the writing team read your proposal. They will not be operating on the same assumptions and can make comments as to clarity, purpose, and missing components.
- * Applicants often "assume." Relationships between events are presumed, but no evidence of cause and effect is presented. This often happens with "we believe" statements. Evidence and documentation make a stronger proposal; yet pages and pages of graphs, tables, charts are overkill. This is not a dissertation.
- * A cover letter can be a very important introduction of yourself and your district. It is written last, after you have completed the proposal. Include a phrase or two that establishes your credibility. Include the reason for the grant request - the problem or need that is to be addressed. Briefly describe what you wish to achieve, and the types of activities you will utilize. It may be all that gets read when applications are initially screened. It should frame the proposal and review the total proposal, something the readers want to do.
- * Remember that applying for grants is a competitive process requiring time and patience. Granting agencies use a systematic review process for funding grant requests, which can take from 4-6 months. Even if you do not receive funding after your first proposal, don't give up. You may be approved for funding at another time in the future, or from a different agency.

Questions that Need Answers:

You have a great idea. There is a funding source that looks promising. Now see if you can answer all these questions:

What is the program/project (exactly) that is to be granted?

Who is eligible to apply? What are the criteria? Can you meet the criteria?

What types of projects and programs does the granting agency want to see funded?

What are the established review priorities?

What regulations apply to this program?

How are applications evaluated?

What must the project emphasize and include?

Is there help offered by anyone in the agency?

What is the payment schedule, once the grant is awarded?

What is the length of the award--is it non-repeating, or a multi-year effort?

do you have the support of all the necessary persons in your community to carry out this program? (Is it worth it anyway, if you don't?)

PROPOSAL COMPONENTS

Most granting agencies require similar formats for their proposals. While it is critical to pay attention to each agency's particular format, the following list contains common components.

INTRODUCTION:

In this section you describe your qualifications as a funding applicant. In a government proposal you will seldom be asked for an introduction. You will probably be asked for a description of your agency. This is the same as a proposal introduction.

With federal and state grants, a "cover" page typically is supplied with the application package and contains a summary of all the information the funding agency needs.

It is important to note that it will contain a place for the signature of an "authorized" person from the agency. In school districts this person is typically the superintendent or someone he or she has explicitly designated to sign for the district.

It is suggested in those case where a cover page is not supplied, that you create one which supplies the information typically requested. There is also the possibility of embedding this information in a "cover letter."

ABSTRACT/SUMMARY:

Most agencies "request/require" an abstract of your proposal. It probably will be the first and, in some instances, the only thing that is read. The summary sets the context for the reader. It should present, in a capsule form, what is being proposed. It should answer the basic questions: What, To Whom, By Whom, When, Where, How and For How Much. It should prepare the reader for what follows and should guarantee that the reader will not be surprised when reading the proposal. It should:

- * Identify the Applicant
- * Assert the Applicant's credibility - reasons why the applicant knows what he/she is talking about
- * Assert the Applicant's "ability" to appropriately respond to the identified problem

- * Specify the "Problem" addressed by the grant proposal (client-centered problems are preferable). In education, it should be student-centered and not school-centered (e.g., "dropout" rates are not a student problem).
- * Provide a "Rationale" for solutions suggested - must give some indication of knowledge of the field
- * Articulate specific project objectives
- * Specify kinds of activities ("Methods") to be used to achieve the objectives
- * Indicate total cost of the Project: requested & in-kind match

All the above information should be conveyed in one, clear, concise paragraph of no more than 10-12 sentences. It is summary. Brevity and precision of thought are imperative. The summary must be, at the same time, interesting and engaging. The reader must be given a clear picture of what is being proposed and enticed to discover a fuller explanation of the project.

NEEDS STATEMENT:

Sometimes called the problem statement, this is the critical part of your proposal. It is the reason for the proposal. This statement focuses on the conditions in the district that you wish to see changed. It should be clearly related to the goals of the district, supported by evidence and statistics, of reasonable dimensions, and stated in terms of students/staff needs, not the needs of the district.

You can either take a problem approach or a needs approach. They are different.

A problem approach is much wider in scope. For example, illiteracy is a nationwide problem. A proposal which would deal with this as a problem would either be a "research" or "demonstration" proposal.

However, a certain community may have some very definite needs because of illiteracy. Students have a need to read in order to complete school successfully. Therefore, if you were responding to the needs of students within a certain school district or school you might develop a "service program" to meet these needs. There is a difference.

GOALS AND OBJECTIVES:

Your overall intention for writing a grant proposal is your project GOAL. It is a general statement of what you hope to accomplish. OBJECTIVES are all those individual achievements that must transpire before one can say that a goal is accomplished - they are those outcomes you know must be achieved in order to accomplish your goal. They are the building blocks needed to achieve goals. They can be either performance or process objectives.

Performance Objectives are called many other names: "behavioral OBJECTIVES," "program objectives," or "outcome objectives." Although there are some technical differences between each of these, they all describe the "results" of a program. They are measurable and concrete in nature. They typically identify observable "behavior" which you hope to change or alter through the efforts of the project (e.g., the exact number of grade-levels you hope to increase students' reading abilities).

The federal government has offered the following format as a guide to writing good performance objectives, specifying specific components:

1. Target Population--with specifications (number of persons)
2. Behavior--what is going to be done
3. Outcome--effects or results of behavior
4. Time--project time-frame
5. Measurement--how evaluated
6. Criterion for success--what you deem as successful accomplishment

Process Objectives are quite different from "performance" objectives. They refer to the completion of the various "tasks" which must be accomplished in order to achieve the project goal.

ACTIVITIES:

The means you choose to achieve the objectives you've set are your activities. Activities should give clarity to the objectives, be understandable and be chosen for a good reason. To justify your choice(s) of activities, draw upon your past work, or evidence from others in the field.

You need to engage in activities to accomplish either a performance or process objective. For example, if one of your process objectives is to identify those students who are reading below grade level, you must either test students or survey teachers. If you want to increase students' reading levels by three grades, then you must have "remedial" or "enriched" learning sessions.

EVALUATION:

Think of the evaluation as having two components. One evaluates your program results, and the other evaluates your program process. How well has the program achieved the objectives? How well was the program carried out? What activities worked better than others? You will need to decide on testing devices, narratives, surveys, to name but a few. Spell out which instruments are to be used for which objectives.

BUDGET:

See if the agency has a particular format they wish for you to follow. Government agencies do. The budget is an estimate of what the costs will be to carry out this proposal with the accompanying activities. No one can predict, to the penny, how the budget will be spent. You probably will have some latitude in changing budget line items--the agency will tell you how that is done. You need to be as specific as possible--no \$1500 miscellaneous funds. Often agencies will ask for a budget summary as well as a detailed budget. The detailed budget indicates how individual line item figures were calculated.

DISSEMINATION:

Often buried or not included in the proposal, this can be an important piece of information. How will the "rest of the world" find out about this program/project? It is a good idea to brainstorm a variety of ways to get out the word, letting people know what you are doing and why it is so wonderful. This can lead to continued funding since people will know what you are talking about.

PROPOSAL CHECKLIST

The Introduction:

- _____ 1. Clearly states who is applying for the funds
- _____ 2. Describes the applicant and district
- _____ 3. Describes the purpose and goals of the program/project
- _____ 4. Describes the students/staff/administration
- _____ 5. States what accomplishments in this arena may have been accomplished
- _____ 6. Leads to the needs assessment
- _____ 7. Is short and to the point, interesting and free of "educational jargon"

The Needs Statement:

- _____ 1. Directly relates to the District's goals as well as the goals of the granting agency
- _____ 2. Is resalable--doesn't try to solve all the world's ills in one fell swoop
- _____ 3. Is supported by evidence that it can work
- _____ 4. Is stated in needs of the students/staff, not the person/team writing the application
- _____ 5. Doesn't make assumptions
- _____ 6. Is short and to the point, interesting and free of "educational jargon"
- _____ 7. Makes a compelling argument

The Objectives:

- _____ 1. Describes the program in measurable terms
- _____ 2. Describe the students/staff that the program will benefit, and how this will happen
- _____ 3. Include time lines for obtaining the objectives

The Activities:

- _____ 1. Describes the activities that will be used to carry out each objective
- _____ 2. Relates back to each objective
- _____ 3. Describes the sequence of events
- _____ 4. Describes the staffing for the activity
- _____ 5. Describes the students/staff involved in the activity
- _____ 6. Is resalable, and can be completed within the time lines given

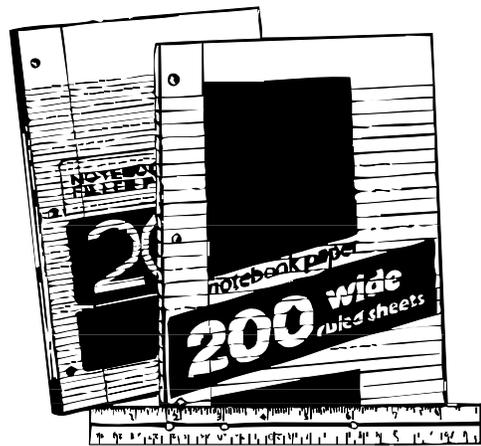
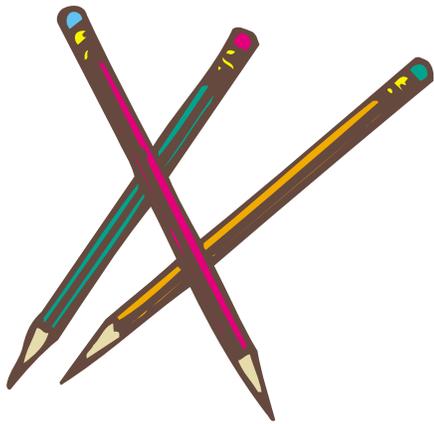
The Evaluation:

- _____ 1. Presents the plan for measuring how the objectives are met
- _____ 2. Gives a time lines of measurement
- _____ 3. Indicates who will carry out the evaluation(s) and how/why they were chosen
- _____ 4. States the criteria for success
- _____ 5. Describes how the data will be collected
- _____ 6. Explains the tests and instruments chosen to be utilized
- _____ 7. Explains how the evaluation will be reported

The Budget:

- _____ 1. Breaks down the costs to be provided by the funding agency and those provided by other parties (PTA, School Board, Business, etc.)
- _____ 2. Matches the program objectives and activities
- _____ 3. Can be detailed as to how a figure was arrived at
- _____ 4. Includes all items asked for by the funding agency
- _____ 5. Includes all items paid for by other sources (PTA, School Board, Businesses, etc.)
- _____ 6. Details fringe benefits, separate from salaries
- _____ 7. Is sufficient to perform the tasks described in the activities and objectives

A Guidebook for Grant Writers



Sheryl Abshire
sheryl.abshire@cpsb.org

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Preparing the Proposal: Stages

1. Define the project (establish a working title).
2. Identify the agency and obtain guidelines and deadlines.
3. Write preliminary material (preproposal).
4. Conduct literature search.
5. Write draft of full proposal. Consider the following parts:
 - A. Introduction
 - B. Problem Statement
 - C. Objectives
 - D. Methodology
 - E. Evaluation
 - F. Dissemination
 - G. Future funding (if required by project)
 - H. Budget
 - I. Appendices
 - J. Abstract or Project Summary
 - K. Curriculum vitae

Note all of these parts will not be required by every proposal, but most of them are. Individual agencies will have different forms or requirements.

11 Basic Parts of a Successful Proposal

Part	Notes
1. Cover Letter	Provided by the institution
2. Title Page	
3. Summary/Abstract	
4. Introduction	
5. Problem/Need Statement	
6. Objectives	
7. Methods	
8. Evaluation	
9. Future Funding	
10. Budget	
11. Appendix	

Title Page

Points to cover:

Information on your project:

1. Your project title

2. Project duration

3. Amount requested

4. Your organization name,
address and phone number

5. The author's name, position
and phone number

6. Date of application

The Summary

Points to cover:

Information on your project:

1. (Write this 1/2 to 1 page summary of your grant Application after you complete your proposal.) Summarize your request; include a one-figure cost estimate.

2. Summarize the need as you see it (two sentences).

3. Summarize your objectives (two or three sentences).

4. Summarize your proposed methods (two or three sentences).

5. Summarize your evaluation design (how you plan to prove you've succeeded).

6. Briefly describe how your project relates to the granting agency's policies and interests.

7. Summarize the benefits of your project to the funding agency (fulfillment of an announced funding program, satisfaction of helping solve a pressing local problem, etc.). Stress outcomes and outputs.

The Introduction

Points to cover:

Information on your project:

-
1. Describe who you are and what you do: how, why, and when did you get started?

 2. Outline your organization's goals (1 or 2 sentences). What have been your significant accomplishments to date?

 3. Describe the relationship between this project and your organization's long-term goals.

 4. Describe the academic and professional background of your staff; present the background and accomplishment of your project head.

 5. Present your credentials: cite short commendations, quotes of well-known persons who have worked with you.

 6. List your present sources of support and income: demonstration that you have local support (money, facilities, donated services).

The Introduction (cont'd)

Points to cover:

Information on your project:

7. Present other credibility builders:

Are you resource to others in a resource to others in the field?

Is there an increasing need for your service? Is your service becoming more popular – is there a waiting list?

8. Describe your credentials as they relate to this project:

What is your track record in this area? What facilities and staff do you have uniquely suited to this project?

The Introduction

1. Introduce your institution, with reference to:
 - Basic characteristics
 - Legal status
 - Physical, geographical and demographic setting
2. Always assume that the review team is not familiar with your Institution – offer statements and/or endorsements to support credibility.
3. Identify key features of your organization.
4. Relate your institution's strengths to the proposed problem.
5. Provide continuity between the institutional goals and the achievement of the proposed program.
6. Develop an apparent relationship between organizational purpose and the problem identified.
7. The identification of the problem should evolve from the statement of your organization's purpose.



Problem/Need Statement

Points to cover:

Information on your project:

1. Describe the need for this kind of project nationally or regionally.

2. Outline the portion of this larger problem you plan to deal with.

3. Supply statistical documentation of this specific or local problem (fewer statistics convincingly presented are better than many explained weakly).

4. State the need in terms of a single person (“Today the average income of a handicapped veteran is \$4,500”).

5. Statements of community leaders.

6. Expert opinions (including quotes).

7. Government studies.

8. Survey results.

9. Show this granting agency why it is the best source of support for this project (relate problem/need to their interests).

The Problem Statement

1. Document the significance of the problem with Data.
2. Do not editorialize – state facts. Too often proposals are submitted on emotional and political rather than on rational terms.
3. The problem identified must be achievable and creates a need for some type of planned action.
4. Does the problem statement convince the reviewers of the importance of the proposal?
5. The problem statement establishes the theme for the proposal and it must state with clarity of purpose.
6. The problem statement determines the major focus of the proposed project and stresses why this particular program should be undertaken.
7. The problem statement must provide entree to the other subsections of the proposal.



The Objectives

Points to cover:

Information on your project:

1. State your goals (general statements of what you hope to accomplish).

2. Outline your objectives (what specifically do you want to accomplish? By when?)

3. How they are measurable. (Can they be evaluated?)

4. Show that these objectives are realistic (you have time, resources, and community support to attain them).

The Objectives

1. Objectives should be stated with action-oriented verbs such as demonstrate, test, develop, etc.
2. An objective must succeed in communicating its intent.
3. In writing objectives, use concreteness, clarity and preciseness, not ambiguity.
4. Objectives are considered precise outcomes that can be measured in some manner to determine actual accomplishments.
5. The objectives are the basis for determining the procedural aspects of the program, and therefore must be carefully planned.
6. Most frequent error made in writing objectives is to make the vague generalities.
7. Objectives must be briefly and succinctly stated: A sentence or two at most.
8. The quality of written objectives will largely determine the effectiveness of the evaluation design.
9. Objectives must be easily noted and not be imbedded in the narrative of the proposal.
10. Prioritized objectives indicate good planning by the principal investigator.
11. Major objectives followed by a series of sub-objectives more precisely identify the program plans.

The Methods

Points to cover:

Information on your project:

-
1. Describe the methods you plan to use to accomplish each of your objectives:

Objective 1.

Objective 2.

Objective 3.

2. Describe how you will implement these methods. Mention who will be responsible for implementing each objective (give name, title, and background).
-

The Procedures

1. Describes the plan of action.
2. Introductory paragraph to the procedures section should provide a complete indication of your program objectives.
3. Describe the activities and/or processes for carrying out your program objectives, and the reasons for selecting the particular approach.
4. Present a reasonable scope of activities that can be accomplished within the time allotted for the program activities and within the resources of the applicant.
5. Describe the staffing expertise to be involved to provide greater assurance of achievement.
6. Usually the most carefully read section of the whole proposal.
7. Develop a sequential procedure required for program implementation.
8. Sequentializing your procedures provides a structure for monitoring and evaluating the effectiveness of each objective.
9. Program procedures must be in terms of their application to the effectiveness of each objective.

NOTE: The procedure section answers the questions of what, how, who, and where.

The Evaluation

Points to cover:

Information on your project:

1. Describe your specific measurable criteria for success.

2. Describe how you plan to collect data and monitor progress.

3. Tell how you will keep records.

4. Describe the evaluators:

- Name and title
 - credentials
 - objectivity (Are they an impartial third party?)
-

5. Outline your reporting procedures (how often you will report progress; format and content of evaluation reports) Give specific due dates.

The Evaluation

1. A sound evaluation design will measure the extent to which your program was effective in achieving its objectives.
2. Evaluation design must be carefully aligned with the program objectives, and should include the following:
 - Covers product and process.
 - Defines evaluation criteria.
 - Describes data gathering methods.
 - Describes the process of data analysis.
3. The following questions need to be included in designing the evaluation system:
 - Did the program accomplish its objectives?
 - Did the program operate as it was designed to operate?
 - What variables need to be considered in monitoring the program structure?
4. Identifies who will be performing the evaluation and their expertise in the area being evaluated.
5. Evaluation design must provide for a continuous monitoring system.
6. An appropriate analysis and reporting system must be incorporated in the evaluation design.
7. Develop a sequential procedure required for program implementation.

NOTE: Evaluation is any systematic process which is designed to reduce uncertainty about the effectiveness of a particular program or program component. Evaluation should also include considerations for various alternatives to be concluded from the analysis for continuing, expanding, or terminating the program.

Dissemination

Points to cover:

Information on your project:

1. Describe your proposed method of disseminating project information (papers, reports, conferences, etc.).

2. Describe groups who should get information on your project (colleagues, general public, potential clients).

3. Explain why it is important to reach them (locate clients, raise money, help others start similar projects).

4. Identify person in charge of dissemination.

The Appendix

Points to cover:

Information on your project:

1. Appendix A, including:

- Endorsement letters, certifications, and other organizational back-up.
-

2. Appendix B

- List of board members and officers with titles.
-

3. Appendix C

- Vitae of key personnel.
-

4. Appendix D

- Tables, graphs, statistics supporting need, success, and past performances.
-

The Personnel

1. Include at least a one-paragraph description of each person who will play a key role in the project.
2. Consider developing a special format which highlights experiences and professional training related to the project.
3. If specific individuals are not known, describe qualifications and the selection process to be followed.
4. Do not list and/or identify personnel without prior approvals or the individual's consent.
5. Provide a complete vitae of all key personnel to be involved in the project with activities cited that directly relate to the project objectives. Credibility of staff is an important criteria that is considered in the project review process.



What Do Grant Readers Look for in a Proposal?



Sheryl Abshire
sheryl.abshire@cpsb.org

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Goal 1: To enable all students to succeed in school and their chosen careers, to develop self-esteem, and to be responsible citizens.

Strategic or Operating Objective:

NEED

Show why there is a need for this project. In the last paragraph of the need(s) statement, state the purpose of the project. Use additional sheets as necessary. IF THIS IS AN EXPANSION PROJECT, PLEASE JUSTIFY THE NEED FOR THE EXPANSION.

What's Working

For this grant, the faculty and staff have chosen to focus first on what IS working, rather than what is not. What IS working is the instructional reading program in the primary grades at the applicant school. It is working because the faculty and staff made a commitment four years ago to undertake a school-wide staff development commitment to learning about reading and writing. With the support of the Elementary Reading and Language Development Department, the faculty and staff met in grade level and whole staff study groups. They read the research and talked about how to apply the research in their classrooms. They took turns observing each other, and visiting demonstration classrooms off-campus. Teachers wrote professional growth goals for improving their teaching skills. This process went on for three years; the third year, K-2 teachers were targeted for intense focus. At the end of the third year, primary teachers brainstormed everything they had learned about best practices in reading instruction and produced a summary document that could be used both as a self-checking tool for staying on target with best practices, and also as a guideline for teachers new to the school.

As a result of the sustained inquiry into what makes a model reading program, the teachers at the applicant school have built an exemplary program in grades K-2. An ongoing longitudinal reading assessment study, which is being designed and implemented by teachers at the school, not outside experts, provides hard data to prove this contention. Students completing kindergarten are given a "Concepts About Print Test" and letter identification test. Midway through first grade, teachers begin taking "running records" of a child's oral reading using standardized leveled texts. The increase in reading levels is dramatic from the middle to the end of first grade.

The increase is still evident for second grade students given running records. In Grade Two, comprehension tasks are also included which yield further information about the child's reading strategies. Teachers use the information from the running record and comprehension tasks mainly to make frequent instructional decisions, not as a final measure of progress, but the evidence is still quite clear: students are learning to read!! This is especially significant considering the following descriptors of the applicant school population of 710 students.

Demographics

This year, only 20 students, or 28.6% of all Kindergartners, participated in a preschool program. Therefore, students entering the applicant school in Kindergarten lack a foundation in prereading skills. In addition, 12.8% of Kindergarten students did not pass the initial hearing screening, and 22% did not pass the initial vision screening. Informal Kindergarten screening tools used to assess listening skills, pattern formation, counting, identification of letters and numbers, and social skills indicate that many children are entering the applicant school at a developmentally low level. Kindergarten teachers report that inappropriate peer interaction skills frequently disrupt instructional activities. The focused reading support in first grade (reduced class size, Reading Recovery) rescues many of the most at-risk Kindergartners so that by second grade, many are functioning near the middle of their class.

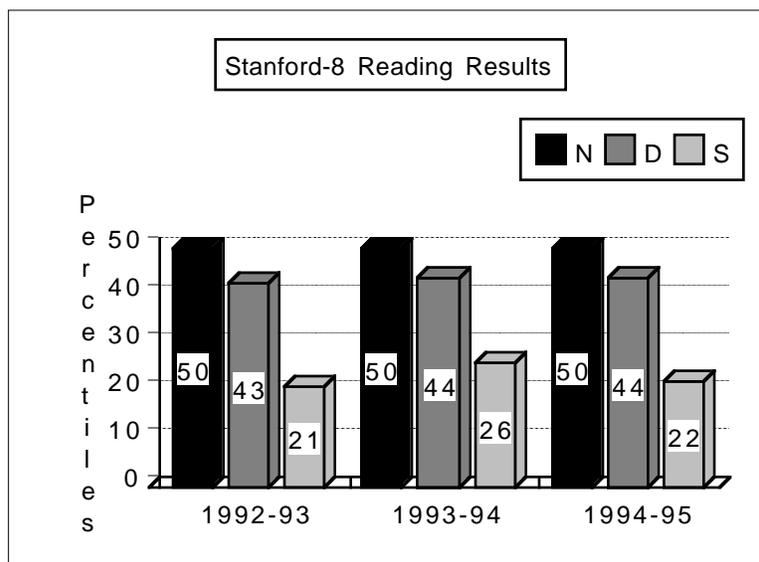
The majority of the students come from a diversity of cultures. The population is approximately 25% white, 43% African American, 28% Hispanic, and 4% Asian/Other. This multicultural diversity exerts a variety of pressures on the school to provide an instructional program which meets the needs of all students. Four classes of Educable Mentally Handicapped students in Grades K-5 are housed at the applicant school. In addition, a resource SLD teacher serves 32 students in regular classrooms through an inclusion model. A Speech and Language clinician serves 65 students on a pull-out basis. Several other students are currently being observed and tested for placement in an Emotionally Handicapped class at another school. Also, 59 Limited English Proficient (LEP) students are present in regular classrooms. The presence of students with special needs in regular classrooms strains the resources of a faculty which is already struggling to provide an appropriate daily educational program for an entire classroom.

As of October, 1995, the percentage of children who qualified for free or reduced lunch was 74%. In "Reducing the Risk: Integrated Language Arts in Elementary Schools", Richard Allington summarizes research study after research study that demonstrate that the overwhelming single indicator of risk for failure to learn to read is not minority status, or special education placement, but *poverty*. Three fourths of our school population can be classified as poor. This statement by leading educator Dorothy Strickland (Language Arts, Vol. 71, Sept., 1994) summarizes the significance of this statistic:

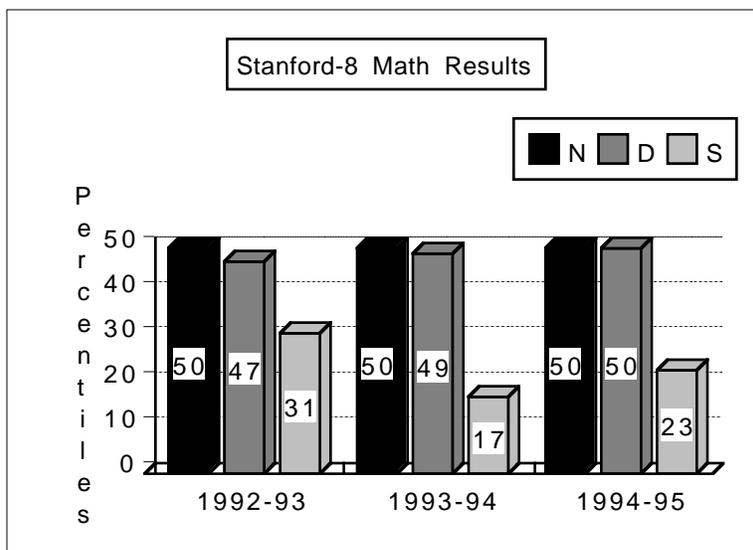
"Even before they enter school, at least one-third of the nation's children are at-risk for school failure. The deck is stacked against them, not because of anything they have done or failed to do. Most of these children live in poverty and they are members of a minority group. The fact that they are poor is the key to the reason they are at risk for failure . . . For these children, the successful application of what is known about the teaching and learning of literacy is of critical importance."

What isn't working

The inability of many students to cope with the increased demands of the curriculum in the intermediate grades has been characterized in the research as the failure cycle. At the intermediate levels, textbooks for science and social studies are used, and the focus of reading switches from pleasure to locating and assimilating information. Class sizes are larger. Students must be able to complete tasks independently since the teacher is not able to serve all students at once. For the student experiencing academic difficulty, this may be impossible. For many students, the achievement gap widens as they struggle through each grade, facing increasing demands without the necessary skills. Standardized achievement tests administered district-wide in Grade Four demonstrate that this is true at the applicant school. Evidence of the low academic levels can also be seen in the results for students in Grade Four on the **Stanford Achievement Test (SAT-8)**. Scores for the past three years are significantly below the district percentiles:



N=Nation D=District S=School



N=Nation, D=District, S=School

The overall scores for fourth grade students on The Florida Writing Assessment ("Florida Writes") each spring have been well below the district average. Trained readers score the papers, assigning each paper a rating ranging from a low of zero to a high of six. (The proficiency level on this instrument is 3.0.) However, scores greatly improved last spring:

<u>Florida Writes</u>	<u>1994</u>	<u>1995</u>
Applicant school	1.6	2.3
District	2.1	2.3
State	2.2	2.4

The fact that writing scores have improved is not surprising. Students are writing since the first day of Kindergarten. Primary teachers realize that reading and writing go hand in hand in discovering sound symbol relationships. The writing comes from within the child, so they are motivated to see their stories in print, and the language they use comes from each child's inner vocabulary structure. In reading on the other hand, the language is generated by the author of the article or book, and may be based on information with which the child has no prior knowledge. To stop and ask a partner or the teacher or search around the room to match an unknown word with a picture is one strategy that works, but if there are many unknown words, the student is frustrated and progress really slows down.

The search for solutions

In an effort to discover why despite an exemplary reading program with documented success in the primary grades, a large number of students in grades 3-5 are not becoming fluent readers, teachers met to review what they know about reading instruction and hopefully discover the "leak" in the instructional process. The focus group began to really investigate reasons for the students not progressing. To become fluent readers and writers, students must have access to reading material at home as well. They must read *outside* of school, and come to value reading as a source of pleasure as well as information. We knew the children realized this in the school setting. However, one question posed by the group concerned the level of support for reading that children were receiving at home.

In January, 1996 questions about reading habits were included on the school climate surveys sent home to parents. The results were startling and disappointing. An analysis of the results revealed several areas of concern, based on the best practices research:

1. Significant numbers of children are not being read to at home.
2. Children are not being asked to read aloud to anyone at home.
3. Children do not have enough of their own reading material at home.

Students in grades 2-5 were also asked to complete a survey at school which included questions about reading. Student findings about reading at home corroborate the results of the parent survey. Results revealed that:

1. Reading for pleasure is not a focus in the home.
2. Children do not have many of their own books (average is approx. 8 books).
3. Children often credit a teacher rather than a parent with helping them learn to read.
4. Children stated that having more interesting books would help them read better.

About 20 children were interviewed by resource teachers further about the “more interesting books” question. These students (Grades 2-5) pointed out that they could find more interesting books to read in the library than in their classrooms. “Better books” for both boys and girls included action stories and mysteries.

When questioned further, the children pointed out that there were not very many books in their classrooms that they could read by themselves. Richard Allington, Marie Clay, Brian Cambourne, and other researchers have pointed out again and again that *children must have access to a large number of books on their independent reading level*, and the faculty knows this, but in reality maybe this was not the case. Since primary teachers share the small books for guided reading, there is not a classroom stockpile of books for children that they can read. A count revealed that in K-2 classrooms, the average number of small books is 75. This is at least **1000 small books short per classroom**, according to Allington. In the intermediate grades, teachers have even fewer books, and very few are on the independent reading level of most children. Of the books that are on level for independent reading, fewer than half are action or mystery books.

In addition to resources, the focus group also looked at the instructional model in place in the intermediate grades. The language arts “block” that works in K-2 was not being implemented in Grades 3-5. This year, 7 of the 10 teachers in Grades 3-5 are first year teachers, or new to the school, as well. A successful reading workshop “literacy project” model is being implemented this year at several middle schools which is built on a 2 hour language arts block also. Activities within the block of time include shared reading, guided reading, independent reading and writing, and project oriented reading and writing activities in social studies or science. If this model works in K-2, and grades 6-8, then teachers postulated that it would work in grades 3-5.

The Action Plan

Based on a thorough ongoing study of the research in best practices in reading instruction, a look at instructional materials and practices in reading at the applicant school, a survey of reading habits at home, the poor performance of students in Grade Four on the Stanford-8 as compared to the significant progress of students in grades K-2 on the Concepts About Print and Letter ID tests and running record levels, the applicant school proposes to implement a plan which will significantly increase the level of reading performance of its students. We have called our project “Reading Between the Pines” because our school has been landscaped with and is naturally surrounded by native Florida slash pine trees.

First, children must be surrounded and immersed in appropriate reading material at both home and school. One goal will be to purchase inexpensive small paper back books for the primary children to take home as they are read. These are called "Keep" books (Ohio State University). Parents will be encouraged to help their children build their own "libraries" of children's books at home. Weekly Readers will be purchased for all students K-5. After these are read throughout the week in class, they will be sent home. In addition, subscriptions to the colorful photo-rich weekly Time magazine for children will be purchased for all students in grades 4-5. A commercial program which is gaining widespread interest is "Accelerated Reader". One teacher at each grade level has expressed an interest in "piloting" these materials. Students read trade books, and then complete questions and activities about each book on the computer. The software records student progress. Students earn points for each book read, and for some "reluctant readers" the excitement of gathering points and reaching a goal is a good incentive until they become intrinsically motivated to read.

Second, the two hour reading/writing/literacy project will be implemented in Grades 3-5, and steps toward making this happen have already begun. However, many more books for shared, guided, and independent reading, books on tape, and other resources are needed for this project. With the input of the children, a plethora of books for classroom libraries will be purchased. According to researchers, by Grade Five, the span of reading levels in one classroom can be as much as *nine years*; many books are needed so that no matter what the child's reading level, each child has *choices* of books for independent reading at all times. Third, fourth, and fifth grade teachers have already committed to intense staff development for next year to study, practice and be coached in the methods of implementing a reading and writing workshop model of instruction for two hours daily. Janet Allen, author of It's Never Too Late (about her experiences in developing instructional techniques for adolescent low-achieving readers) and Professor at UCF, has been contacted to provide inservice. The teachers have already begun to select book titles for units of study; however, ***without grant funding to significantly increase the number of books, magazines, and books on tape in the classrooms, the project will fail.***

Inexpensive RubberMaid carts will make it easier for teachers to transport more books and other print materials to and from the Media Center. The Media Center book collection is always being expanded and enriched, and this will continue as well. Other changes in the Media Center which will support the Grade 3-5 literacy project are being implemented with Title 1 funding. The card catalog will be transferred to online software which can be accessed by students and teachers from classrooms over the school's local area network. The checkout system will also be expanded to include barcoding the Big Books, filmstrips, laserdiscs, etc. so that teachers and children will be able to get a printout of all the materials available in any medium on a certain topic!

The Media Center will be arranged to accommodate several multimedia

workstations for production of students projects. Although more technology is always desirable, the hardware and software (computers with CD ROM, laserdisc players, a

-7-

scanner, etc.) have already been purchased through other school funds to get a good start with making the Media Center the one-stop research and production hub of the school. Now that the school has access to the World Wide Web schoolwide and teachers are discovering the wonders of the “ ‘Net”, we expect the Media Center to just blossom in the months ahead, with increased emphasis on reading to discover and find information, just for the sheer joy of knowing! Personnel hours will be flexed and the Media Center (and computer lab) will remain open until 8 p.m. one or two evenings each week next year to provide access to the Media Center for families. (The Media Center as bustling hub will provide solid support for the changes in instruction to be implemented in the intermediate grades, and will be funded through other budget sources, not this grant.)

Other strategies to be implemented which provide evidence for the credibility of the grant project effort include a continuation of the in-class model for serving ESOL and SLD students, thus reducing the fragmented instruction of pull out programs which is so ineffective (Allington) for those students. A parallel initiative to study the weak performance in math in the intermediate grades is also ongoing. By writing a SchoolWide Plan for Title 1 for 1996-97, the school can target those funds for materials and personnel to support the instructional program K-5, not just in grades 1 and 2 as with the targeted assistance model. By writing the SchoolWide plan, the school is taking responsibility and accepting accountability for the progress of *all* students. Strategies outlined in the School Improvement and Title 1 SchoolWide plans include setting accelerated curriculum goals for each grade level. The notion that at-risk children need a watered down more concrete curriculum has resulted in lowered expectations which are unconscionable. This trend will be reversed!

The Bottom Line

There has never been a staff so committed, or children more deserving. You can feel the difference the minute you step on campus. There is a warmth and collegiality among the staff that is the direct outgrowth of the focused team effort to always improve our instructional methods. The passion of teachers as thirsty for knowledge and learning as the children can be sensed in every classroom. We have studied the research and the conditions both inside and outside our walls, and feel we have charted a way to make changes for the better. Please support our efforts by funding this request for \$25,000 for “Reading Between the Pines” so that we can continue building a quality school!

OBJECTIVES

The objectives must be program oriented, specific and measurable.
Use additional sheets as necessary.

1. To improve progress and performance in reading for students in Grades K-5.

ACTIVITIES BY OBJECTIVES

List in sequential order the activities that will be conducted to accomplish each objective. Provide beginning and ending dates for each activity. Use additional sheets as necessary.

OBJECTIVE:

1. To improve progress and performance in reading for students in Grades K-5.

ACTIVITIES:

TIMELINES:

1. Inform teachers of the grant project and define roles, responsibilities, and timelines for teachers, paraprofessionals, and resource personnel.
2. Order take-home materials, books, and subscriptions to include a wide variety of reading material for all classrooms.
2. Conduct monthly workshops for parents on how to support reading at home.
3. Implement changes in Media Center to include establishment of a multimedia production area, full implementation of the online card catalog software, and evening hours for families at least one evening per week.
4. Provide year long staff development for K-2 teachers (regular and exceptional education) in refining best practices in reading instruction.
5. Provide year long staff development for Grade 3-5 teachers (regular and exceptional education) in research and best practices for implementing the intermediate reading/writing project.

EVALUATION

<u>OBJECTIVE</u> (Summarize- Use 2-5 words)	CRITERIA FOR EVALUATION	INSTRUMENT OR EVIDENCE OF COMPLETION	EVALUATOR	TIME OF EVALUATION
1. To improve reading,K-5	Increase numbers of books children read independently in classroom libraries by 100%	Student's independent reading record	Students and Teachers	May 1, 1997
	Increase book check out from Media Center by 200%	Computer check out records	Resource Teacher	May 1, 1997
	Increase numbers of books children read at home by 100%	Parent tracking sheet	Parents, teachers	May 1, 1997
	Provide evening hours once per week (min.) in Media Center and computer lab	Sign in sheets	Resource Teacher	May 1, 1997
	Conduct Parent workshops monthly	Workshop sign in sheets	Teachers, Principal	May 1, 1997
	K-2 Teacher Staff Development	Pre/Post tests, learning logs	Resource Teacher	May 1, 1997
	Gr. 3-5 Teacher Staff Development	Group produces summary document collaboratively: "Best Practices in Reading, Gr. 3-5"	Instructor, Consultant	May 1, 1997

PLAN FOR CONTINUATION

Explain how project activities will be continued after termination of project funding.

The applicant school is committed to improving methods of reading instruction. The plan to continue is already in place in the School Improvement and Title 1 plans. The purpose of this project is to rethink current practices in reading instruction in the intermediate grades and build a school which addresses the needs of poor children who do not have good reading models and not much in the way of their own books and magazines at home.

Staff development will continue to be the foundation for implementing best practices in reading instruction. Grade 3-5 teachers will be supported in their efforts to implement the elements of a balanced literacy workshop model. A peer “coaching” model of staff development has already been used with great success and will continue to be the training model at the applicant school.

The inexpensive paper “Keep” books, Weekly Readers, and Children’s Time magazine are consumables that will be used for class instruction and then sent home with children. The cost invested in these materials is slight compared to the opportunities for children to have access to reading materials *on their independent reading level* at home. Other sources of funding to continue to support the acquisition of books and children’s magazine subscriptions for classroom libraries will be actively pursued by the grant writing team. Available technology will be viewed as tools which can be used to support instruction and learning.

The School Improvement Plan and SchoolWide Title 1 Plan will continue to reflect the commitment of the applicant school to the development and implementation of research based best practices in reading instruction for the benefit of our students.

MANAGEMENT PLAN

Specify the key personnel (i.e. the principal; the curriculum resource teacher, the program specialist for elementary science), the line and staff relationships, and the major responsibilities. Brief resumes of consultants may be attached. Use additional sheets as necessary.

“Reading Between the Pines” will involve the entire school community. The Principal will be the Project Manager. All other staff will be responsible directly to the Principal. The Reading Recovery teachers, curriculum resource teacher, and the Technology Coordinator will write the inservice plans and submit them to the office of Training and Development for approval. The curriculum resource teacher will order the literature for classrooms, after gathering student and teacher input. The CRT will also offer support for curriculum and classroom management issues of implementing the intermediate literacy project.

Teachers with an area of expertise will be used as instructors in using technology such as the AlphaSmart Pros, creating multimedia projects, and using the resources of the World Wide Web to support literacy at the applicant school. The Media Specialist and Media Clerk will provide onsite supervision of the daily operation of the redesigned Media Center. The above school personnel as well as district support personnel will meet regularly to assess progress and needs of the grant project. Janet Allen of The Central Florida Writing Project at UCF will also be consulted regularly. The School Advisory Council will be updated regularly on the status of the project. Parents on the SAC will be encouraged to become active in all phases of planning and implementation.

BUDGET

Complete a Budget Narrative (summary by line item of expenditures - see Appendix B) and explain why the project is cost effective. Use additional sheets as necessary. Costs should be realistic in light of project objectives and activities.

500	<u>Materials and Supplies</u>		
5100/510	(To include, but not limited to) Books to immerse classrooms with multiple levels of text; classroom subscriptions to children's literature, math, science, and social studies journals and magazines (Cricket, National Geographic World, etc.), audio- cassette tapes of books, blank tapes, subscriptions to Weekly Reader and Time for children, etc.	\$12,000	
		TOTAL SUPPLIES	\$12,000
600	<u>Capital Outlay</u>		
5100/612	Library Books	\$ 8,000	
	(Titles to include but not limited to): Class sets of Newbery and Sunshine State books for shared reading; multiple copies of books for emergent and early readers for partner reading		
5100/642	RubberMaid double shelf carts for classroom libraries	\$ 2,000	
5100/692	Non-capitalized software		
	CD ROMs of science and social studies content information for teaching research skills; Accelerated Reader CDs	\$ 3,000	
		TOTAL CAPITAL OUTLAY:	\$13,000
		TOTAL BUDGET:	\$25,000

Cost Effectiveness

1996-97 Approximately 725 students are expected to participate, which averages out to **\$34.48** per student

EVALUATION PLAN (Sample)

An evaluation component has been included in the Program Description for Part A and Part B, and specific evaluation and documentation has been included under the activities plan. The following is a delineated evaluation plan based upon each of the listed objectives:

OBJECTIVES UNDER PART A

Objective # 1 : Provide specialized training in math by outside facilitators enabling staff to develop the necessary skills to improve the students' basic skills in math as measured by teachers evaluation survey completed by September 30, 2000.

Evaluation: The Project Director will develop Teacher evaluation survey and the outside consultant based upon the needs of the staff as detailed in the Activities Plan. The survey will be based upon the daily activity reports handed in to the Project Director and the outside consultant.

Objective # 2: Provide specialized training in reading by outside facilitators enabling staff to develop the necessary skills to improve students' basic skills in reading as measured by teacher's evaluation survey completed by September 30, 2000.

Evaluation: Teacher evaluation survey will be developed by the Project Director and the outside consultant based upon the needs of the staff as detailed in the Activities Plan. The survey will be based upon the daily activity reports handed in to the Project Director and the outside consultant.

Objective # 3: Provide specialized training enabling staff to develop the necessary skills in math to prepare parents to become active participants in their children's education as evidenced by a teacher evaluation checklist completed by September 30, 2000.

Evaluation: Teacher evaluation survey will be developed by the Project Director and the outside consultant based upon those aspects of the curriculum deemed by the teachers as problematic for the parents as suggested in the activities. The survey will be based upon the daily activities and practice sessions that accompany the concepts and procedures in question and handed in daily to the Project Director and consultant.

Objective # 4: Provide specialized training enabling staff to develop the necessary skills in reading to prepare parents to become active participants in their children's education as evidenced by a teacher evaluation checklist completed by September 30, 2000.

Evaluation: Teacher evaluation survey will be developed by the Project Director and the outside consultant based upon those aspects of the curriculum deemed by the teachers as problematic for the parents as suggested in the activities. The survey will be based upon the daily activities and practice sessions that accompany the concepts and

procedures in question and handed in daily to the Project Director and consultant.

Objective # 5: Acquaint parents and guardians with the literacy skills enabling them to supply at-home support services as evidenced by parent attendance rosters and evaluation checklists.

Evaluation: Parent attendance rosters will be kept on a daily basis as evidence of commitment and intent. Evaluation checklist will be developed by the Project Director and outside consultant based upon the needs and request of the parents. Daily activity reports will be handed in to the Project Director to monitor effectiveness and relevancy.

Summative evaluation sessions by an outside consultant will be conducted twice, at one hour each at the end of the first week and at the end of the summer training, during Part A of this grant. These evaluation sessions will be used to determine validity for parents and program usefulness through staff participation.

OBJECTIVE UNDER PART B

Objective # 1 :Establish a program enabling parents to access the necessary information to become co learners to support their children in reading and math as evidenced by parental participation checklist and summary evaluation forms.

Evaluation: Summary evaluations forms will be completed by the literacy coordinator, library media specialist, reading and math specialists. They will be based upon parents' active participation in the program and the progress they evidence in their work as well as their child's. A checklist will be developed by the aforementioned staff followed by a narrative detailing parental progress and participation.

Objective # 2: Provide students with adequate instructional settings and models to ensure success to meet or exceed state standards in reading.

Evaluation: Ultimately, the effects of our program will be evaluated by the percentage increase in test scores that meet or exceed the state standards. In order to effectively monitor student progress, various forms of evaluation techniques germane to the activities listed in our action plan will be applied.

Objective # 3: Provide students with adequate instructional settings and models to ensure success to meet or exceed state standards in math.

Evaluation: Ultimately, the effects of our program will be evaluated by the percentage increase in test scores that meet or exceed the state standards. In order to effectively monitor student progress, various forms of evaluation techniques germane to the activities listed in our action plan will be applied.

Summative evaluation will be conducted quarterly to determine the effectiveness and relevancy of activities to students and parents.

BUDGET SUMMARY
(Sample)

The following is an example of a well thoughtout budget that details the specific request from the funding Agency and institutional support. The relative contribution of the Agency and the institution thus can be separated from the entire project. Note that the heading also lists the dates for the project funding.

Expense budget for Teacher Training - January 1 to December 31, 2000

	<u>Grant Funds</u>	<u>Institutional Support</u>	<u>Total Cost</u>
Personnel Director, Assistant Director and three advisors	71,000	40,000	121,000
Consultants	4,000	4,000	8,000
Meetings	9750	3,900	13,650
Equipment Purchases	6,000	4,500	10,500
Office Space	3,000	- 0 -	3,000
Internet Connections	3,000	3,000	6,000
Postage	1,150	1000	2,150
Audit	900	900	1,800
Supplies	3,000	1,000	4,000
Employee Benefits:	<u>8,013</u>	<u>24,040</u>	<u>32,053</u>
Totals	\$109,813	\$82,340	\$192,153

BUDGET NARRATIVE

Personnel

1. Director:

One Director for the Project to be released from other duties to devote full effort to the Project: 1 @ \$55,000 for 12 months = \$55,000.

2. Assistant Director:

One person to assist the Director in the management of the advisory staff, the office, and the teacher training workshops: 1 @ \$30,000 for 12 months = \$30,000.

3. Staff Advisors:

The Institution will support the Project with three workshop advisors to work directly with the teachers in implementing the results of the training into the curriculum: 3 @ \$12,000 for 12 months = \$36,000.

Total Personnel: \$121,000

Grant Request: = \$71,000

Institutional Support: = \$40,000

Consultants

1. Formative Evaluation:

One consultant will assist in evaluating the project in its developing, formative stages. This individual will work with the Director in the continuous, ongoing phases of the project: 1 @ \$200/day for 20 days (approximately two on-site visits per month) = \$4,000

2. Summative Evaluation:

The institution will support the Project through its Office of Institutional research. This office will assign the services of one staff member to assist at the rate 8% of his/her services to work with the Director and the Consultant to develop appropriate measuring instruments to assess the effectiveness

of the workshops and their impact on the curriculum: 1 @ \$50,000 x .08 = \$4000.

Total Consultants: \$8,000
Grant Request: = \$4,000
Institutional Support: = \$4,000

Meetings/Meals/rentals:

1. There will be two, all-day teacher workshops (Spring and Fall) during the Project year, and a wrap-up session/reception. The cost of these sessions include meals (breakfast and lunch) for the teachers, as well as use of the Institution's facilities. Meals for 300 teachers are \$30/day (\$12 for breakfast and \$18 for lunch), and \$750 for the wrap-up session/reception. $\$30 \times 300 = \$9,000 + \$750 = \9750 .

2. The Institution will support the Project by absorbing the cost of renting its facilities to outside users. The rental fee is \$300/day: 10 days (two-week Summer Session) + 3 additional sessions = $13 \times \$300 = \$3,900$

Total Meetings/Meals/Rentals: \$13,650
Grant Request: \$9750
Institutional Support: \$3,900

Equipment Purchases:

1. There are ten schools involved in the Project, each sending approximately 30 teachers for training. Since there will be intensive use of video materials in the training sessions, request is being made to purchase ten VCR/TV monitors. These will be distributed to each school for their continuous use at the end of the Project: Ten @ \$600 = \$6,000

2. The Institution will support the Project with ten portable cabinets within which to secure the VCR/TV monitors. These

will also be given to the schools at the end of the Project: 10 @ \$450 = \$4,500.

Total Equipment: \$10,500	
Grant Request:	\$6,000
Institutional Support:	\$4,500

Office Space:

There is a need to lease office space for the Director, Assistant Director, and Advisory Staff for six months duration while a major portion of Schiklegruber Hall, the Administration Building, undergoes renovation. Request is being made to support the rental of adjacent space in a privately owned facility at \$500 rent each month: 6 months rent @ \$500/month = \$3,000.

Total Office Space: \$3,000	
Grant Request:	\$3,000
Institutional Support:	- 0 -

Internet Connections:

As indicated in the Project Narrative, extensive use will be made of internet resources and electronic conferencing/messaging among the participants and the Project Director. The Institution will cost-share the estimated amount for this activity.

Total Internet Connections: \$6,000	
Grant request:	\$3,000
Institutional Support:	\$3,000

Postage:

There are approximately 3,400 teachers in the county who are eligible to participate in the Project. All of them will receive an invitation to submit an application indicating how they might benefit from the activities of the Project and how their curricula will be enhanced. From this group, some 300

teachers will be selected : 3,448
teachers @ .33 = \$1137.84. The
Institution will support the cost of
subsequent mailings, and the cost of
disseminating the results of the
effectiveness of the Project.

Total Postage: \$2,150
Grant Request: \$1,150
Institutional Support: \$1,000

Audit:

The Institution will cost-share the hiring
of an external fiscal auditor to ensure
compliance with all necessary
regulations pursuant to the expenditure
of funds.

Total Audit: \$1,800
Grant request: \$900
Institutional Support: \$900

Supplies:

A complete list of the supplies needed
and their unit prices is attached on a
separate sheet immediately following
this Budget Narrative.

Total Supplies : \$4,000
Grant Request: \$3,000
Institutional Support; \$1,000

Employee Benefits:

The current employee benefits package
is 26.49% of the salary at the Institution.
Total personnel costs are \$121,000:
 $26.49\% \times \$121,000 = \$32,053$. Since
no more than 25% of the total benefits
package can be requested from the
funding agent, the appropriate
itemization is listed as: $\$32,053 \times .25 =$
\$8,013.

Total Benefits: \$\$32,053
Grant Request: \$8,013
Institutional Support: \$24,040

Total Grant Request: \$109,813
Total Institutional Support: \$ 82,340
Total Project Cost \$192,153

