PANHANDLE ALLIANCE for EDUCATION

Tips for Prospective PAFE Grantees

This document includes a grant check list, sample narratives from successful grant proposals, and a detailed breakdown of the PAFE Grants Committee's rubric to help you write a competitive Teacher Grant Proposal. It was created by a skilled grant write to provide insight into what makes a professional and successful application. It is intended to "level the playing field" for all applicants and improve your ability to receive funding.

A. Grant Check List:

1. Follow all PAFE grant instructions carefully.
2. Outline the project before you begin writing your grant narrative.
3. Evaluate why the project is important for your students (and how it advances the school district's goals for students).
4. What problem prompted you to create the project? Your grant proposal should include a solution to that problem.
5. Write your grant proposal only when you have all the information in front of you: the complete project description, the need for the project, how it will help your students, any available statistics, etc.
6. Note that the Project Narrative section of the grant application requests a description of how your project relates to the PAFE Mission: *Our mission is to promote excellence in education and broad-based community support for the Lake Pend Oreille School District. As an independent organization we will create and sustain an endowment to provide resources in support of effective teaching, learning and school management.*
7. Be a good writer; use Spell Check and good grammar.
8. Be concise.
9. Numbers must match and make sense throughout the grant request.
10. Have a vision of where you want your students to be at the end of the project.
11. Make your proposal stand out. It's helpful to have a "hook" at the beginning of the proposal (one or two sentences is fine) to capture the grantors' attention.
12. Whenever possible include measurable outcomes in your proposal.
13. Whenever possible include at least one reference to respected educational research concerning your type of project.
14. Turn in your proposal on time.
15. Be passionate; your enthusiasm helps to capture the interest of the grantor(s).

B. Successful PAFE Grant Project Narrative sections (examples from previously received grant applications)

1. Project Purpose and Goals

Grant Proposal Name: Book Bags

"(This project) establishes a home-school literacy connection with a take-home reading program. Over the past nine years, this program has helped involve parents in the reading process of their children. We believe that families need to be very involved in the reading process in the first years of school for children to see themselves as capable readers. Research is overwhelming as it relates to the impact parents have on their child's learning. Involvement with reading activities at home has significant positive influences not only on reaching achievement, language comprehension and expressive language skills (Gest, Freeman, Domitrovish & Welsh, 2004), but also on pupils' interest in reading attitudes towards reading and attentiveness in the classroom Rowe, 1991)…. The Book Bags themselves wear out, but the value of the take home program continues to be vitally important.

Grant Proposal Name: Maker Space

"'MakerSpace' is a place that fosters innovation, creativity and collaboration, using tools provided by the host; in this case, Clark Fork High School Library. Libraries are no longer "just" about books; they are about engagement and free learning, bringing together students of all ages and types to create or modify new projects and then share them with others. Like typical libraries, though, MakerSpace libraries are a place of learning and teaching. Students gather to use tools related to STEM (science, technology, engineering and math) to guide their own learning, direction and pacing devoid of the high anxiety resulting from grading. Failure is embraced as a process of learning. Because CFHS had no defined after-school program, I started a Robotics Club this year to encourage those interested in coding, building and designing using technology. I borrowed robotics equipment from the Clark Fork Library, downloaded free software for several coding tools, then opened it up to Hope Elementary, Clark Fork High and home-schooled students, and collaborated over the Idaho Education Network with a library in Alaska so our students could teach each other coding and collaborate on a singular goal. MakerSpace will be an extension of this program and will increase our STEM "toolkit."

Grant Proposal Name: Stop the Hate

"In the 8th grade Idaho Core curriculum, students study the *Diary of Anne Frank*. We would like to include two other texts for students to use as research tools to report on WWII: (*books described here*). The first book is nonfiction and the second is fiction, which serves the Idaho Core Standards requiring students to compare fiction and nonfiction accounts of the same

content. These texts provide good examples of writing about the Holocaust, with informative content; and they provide unique, interest points of view which the students will examine: The characters are children – one in Paris, one in Germany – who experience ostracism and cruel treatment caused by prejudice, bullying and hatred. Students will improve their reading and writing skills while working on their WWII reports. Additionally, the texts will be used to conduct classroom activities to promote tolerance and positive cultural interactions among classmates and our community. Also, students will be encouraged to perform random acts of kindness throughout this unit."

2. Student Involvement

Grant Proposal Name: Book Bags

There will be 50 kindergarteners, 75 first graders and 75 second graders involved each year in this three-year project. About 64 percent of our elementary students quality for free or reduced lunch, which is a direct correlation to our "at risk" population. Studies have shown that low income families have few or no books at home. With this program, each student will take home and return books at their instructional reading level daily. Primary teachers are requiring 20 minutes of reading homework nightly. This home-school connection will create partnerships with parents to aid in student growth.

Grant Proposal Name: Stop the Hate

There are about 250 8th grade students who will use these texts to improve their reading and writing skills and participate in activities to promote tolerance and cultural understanding. This unit will take four to six weeks, depending on the teacher. Teachers will block out time for the units to be able to alternate using the texts and other resources. Language arts classes are mixed, with students of several ability levels. Teachers will differentiate instruction to meet the needs of struggling as well as gifted students.

Grant Proposal Name: MakerSpace

Although the primary focus is an after-school program, due to the collaborative nature of the program this project could extend to the partners during summer months. The MakerSpace environment is conducive for all ages because one of its primary goals is to collaborate with and/or teach others. The primary goal is to meet once a week for two hours for all activities, so that many projects would occur simultaneously, offering more exposure to multiple levels of expertise. However, because this is a collaborative project using technology already in place at the CFHS, these activities could be used as an enhancement for a course project. … The STEM-based MakerSpace After School program would serve students from third to twelfth grades, including home schooled students who demonstrate an interest, with older students teaching younger students. Although this project could potentially serve 150 students, it may initially only expose these students to STEM activities because not all of the students will be interested nor will they always have the ability to participate due to transportation or schedule conflicts. This is inherent to all after school programs.

3. Collaborative Model

Grant Proposal Name: Book Bags

Currently, all grade level teachers meet together multiple times each week to collaborate on how to help each child succeed. The teachers also meet with Title 1 teachers and administrators regarding student academic progress on a regular basis for RTI (Response to Intervention). Daily, each student meets in small groups with their teacher for guided reading instruction at the student's appropriate reading level. Books are sent home with a reading slip to be signed by parents indicating minutes read and any additional comments. Many children also meet with Title 1 staff to address weak areas for students. Grade level teachers are collaborating more than ever to help each child succeed.

Grant Proposal Name: Stop the Hate

Three teachers (names listed)) will initially work together to develop curriculum for this unit, including elements from the "Looking Back on America" unit linked to Idaho Core Standards. The teachers will align reading and writing activities to the standards. Additionally, there are standards for "Speaking and Listening" which will be addressed in team discussions and student presentations. Students will complete both individual and team projects and activities… Students' projects will emphasize ways to promote cultural understanding and defeat intolerance with regards to racism, religious differences and/or other cultural prejudices.

Grant Proposal Name: MakerSpace

This after school program will be a collaboration with the Clark Fork Public Library, across the street from CFHS, while offering opportunities to Hope Elementary students in several ways, including robotics demonstrations performed during class or a school-wide assembly and outreach supplies (toolkits) given to teachers in third through sixth grades. All students will continue to use these sustainable toolkits during the Clark Fork Library's Maker Camp during the summer of 2016. (Teacher's name) will also alert students to opportunities and materials as part of his STEM class.

4. Evaluation Plan

Grant Proposal Name: Book Bags

Students are evaluated throughout the year to establish instructional reading levels. Presently, each child is receiving at least 90 minutes of intense reading instruction at school. The students are reading at their instructional level during this time and books read at school are sent home in their Book Bags to read again at home that evening. Research shows a significant, positive relationship between the measures of amount of reading, and the measures of reading comprehension, vocabulary and reading fluency. Fifth grade students at the 98 percentile read

65 minutes per day while fifth grade students in the tenth percentile read as little as one minute per day. (Reading Research Quarterly) First and second grade students are evaluated by the IRI. They are tested on number of words read per minute. They are assessed in the fall, winter and spring. The first grade goal is to be able to read 53 words per minute by the end of the year. The second grade goal is to read 92 words per minute. Children who read at home show outstanding growth on these assessments. Most of our students can read well beyond these goals by June, and the success of the Book Bag program is demonstrated by the outstanding progress made over the school year.

Grant Proposal Name: Stop the Hate

Students will learn academic vocabulary connected to this unit's reading and writing skills, along with Holocaust content vocabulary. There will be two to three vocabulary quizzes. Students will earn a minimum of 70 percent on quizzes. Alternate assignments will be given for students not meeting that goal. Additionally, students will take Accelerated Reader tests upon completion of each text. … Each student will research and write a 1000-2000 word report on a unique topic related to the content; this will be assessed using the "Six Traits Writing Rubric.."… This entire unit will be taught during quarter three or four, depending on the teachers' alternating use of the materials, and it will take four to six weeks for completion.

Grant Proposal Name: MakerSpace

This project has the potential for multi-year use but this is dependent on attendance and interest. A typical project may take one day to build but inquiry, problem solving, testing and sharing may take three to five days. Documentation with pre-surveys will occur at the beginning and post-surveys at the end of the project. Photos and videos occur at various times during the project, as does articulation. Students will demonstrate an ability to problem solve, an ability to work in teams, an ability to demonstrate STEM skills, an understanding of the relevance of STEM in everyday life, and the ability to share and articulate knowledge of STEM projects using 21st Century skills. The various collaborators will also share their documentation with me, including at Maker Camp during the summer of 2016.

5. Project Budget

Grant Proposal Name: Book Bags

#z-X	Budget Items	How Used	$Amount
1.	PE010 Send-Home Book Bags, 4 pack Set 1	25	$298.75
2.	PE010 Send-Home Book Bags, 4 pack Set 2	25	$29875
	Shipping		$59.75
	TOTAL:		$657.25

Grant Proposal Name: Stop the Hate

#1-X	Budget Items	How Used	$Amount
1.	All the Light We Cannot See	30 copies @$16.20	$486.00
2.	The Holocaust: The Story of Nazi Persecution…	30 copies @$4.95	$148.50
3.	Paper, copying, student rewards		$50
	TOTAL:		$634.50

Grant Proposal Name: MakerSpace

#1-X	Budget Items	How Used	$Amount
1.	Squishy Circuit kit	Introduce ages 3-13 students to conductivity	$25.00
2.	Circuit Stickers	Introduce students to paper Circuitry 2D (other budget items listed – total of 14)	$25.00

6. Previous Grants – why it should be funded again

Grant Proposal: Book Bags

Before we started the take-home book program in 2005, 62 percent of first grade students were at grade level, 29 percent near grade level and nine percent were below grade level. Now, nine years later, we have 89 percent of our first graders reading at grade level or above, eight percent near grade level and only three percent below grade level. Since we started this program, our reading scores have shown significant improvement. (Numerical data follows.) The Book Bags have become part of our Farmin-Stidwell traditions. All students in a class carry the same color book bag. When one is found around the school, students and faculty know where those books belong. … These Book Bags help us make the best use of our resources while helping us achieve our educational goals for each child.

Grant Proposal: Outdoor & More

The 2014-2015 Outdoor & More was an outstanding experience for the 7th grade students in that they were able to work together to gain a better understanding of our water systems and developed comradery and team building strategies. The students enjoyed the field study aspect of this day and it got them to enthusiastically study subjects and areas that they normally would not. This year we are adding an additional assignment to further the experience with the additional learning goal of the students being able to put together a multi-leveled report on their experiences from that day.

C. Grants Committee Rubric

The Grants Committee will evaluate each proposal using a point system. Applicants should address each criterion.

1. <u>**Project Purpose and Goal – 30 points**</u>
A clear, concise statement of the project's scope and the anticipated benefits in student achievement. More weight will be given to innovative projects. Applicants are expected to explain how the project as designed will achieve the expected results. *(Clarity-10 pts., purpose-10 pts., and innovation-10 pts.)*

2. <u>**Student Involvement – 15 points**</u>
As a general rule, more weight will be given to projects that serve the most students. However, more weight also will be given to projects what involve intensive contact between a teacher and a small team of students. *(Number students-5 pts., intensity 5 pts., and student-centered 5 pts.)*

3. <u>**Collaborative Model – 15 points**</u>
More weight will be given to projects that encourage teamwork between and among teachers and students. (Teamwork: among teachers-5 pts., among students-5 pts., among students and community-5 pts.)

4. <u>**Evaluation Plan – 15 points**</u>
More weight will be given to applications that present a clear plan for assessing and evaluating the project's success. (Meaningful & measureable-5 pts., innovative-5 pts., clear-5 pts.)

5. <u>**Likelihood of Timely Completion – 10 points**</u>
Projects are to be completed during that current grant cycle. More weight will be given to applications that set out a clear and reasonable time schedule. Applicants should address their success in meeting self-imposed and external deadlines. (Reasonable-5 pts., past record-5 pts.)

6. <u>**Cost-Benefit Ratio – 15 points**</u>
More weight will be given to projects that offer the most "bang for the buck." As a general rule, capital improvements (bricks and mortar) will not be funded. (Longevity-5 pts., less than $10/student-10 pts., less than $20/student-9 pts., less than $30/student-8 pts., less than $50/student-7 pts., less than $70/student-6 pts., less than $100/student-5 pts., less than $150/student-4 pts., less than $200/student-3 pts.)

If you have any questions prior to writing your PAFE grant proposal, please contact the PAFE Office at 208-263-7040.