Grant Writing Workshop

Presented by:

Dr. Bruce Sliger

Taking the confusion out of grants

(770) 714-3336      Fax: (678) 302-9910

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Needs Statement/Statement of Problem

The needs statement establishes your need for a grant. In this section, you must show the funding source that you have a clear understanding of the problem or need you are going to address. Use supportive data, and provide any and all pertinent documentation.

Relevant documentation that indicates you have a need includes a needs assessment, which you can conduct in your own school or district. A needs assessment is an open-ended approach for gathering data; the questions included are usually broad in nature. For instance, a needs assessment might be sent out to all the parents in your school. One question might ask parents, “What is the greatest need you think the school has right now?” You will receive many different responses. Look for common themes. Let’s say that 10 percent of the parents who respond indicate a perceived need for greater use of technology in the school. If you are writing a grant for technology, this information would help to document your need. You can administer a needs assessment to students, parents, or community members.

Statistical data gathered by your school or district can also be used in your needs statement. An example of this is pertinent testing data gathered on students. For instance, if 60 percent of your entire school population scored below grade level in reading on a nationally normed test, you would use this data to support a program focused on reading improvement.

Surveys are another good way to gather data on just about any need or problem. You can design your own survey and administer it to students, teachers, parents, and/or the community, depending on what you are attempting to document. Keep surveys brief; include just a few key questions. Name the survey appropriately. One team of teachers worked on a grant to incorporate more technology into their school curriculum. They
developed a brief survey to administer to teachers in their school. It included ten questions and was simply called the Teacher Technology Survey. One of the questions was, “Would you be willing to attend in-school professional development sessions to increase your knowledge of technology?” In their needs statement, these teachers were able to state that, according to the Teacher Technology Survey, 90 percent of the teaching faculty indicated they would attend professional development sessions aimed at increasing their knowledge of technology.

Another way to document a need is to conduct a brief literature review. Locate articles from journals that support your identified need or problem. Refer to the articles, and state how they support your need. Articles selected must seem like they were written solely to support your problem. If an article has only a passing connection to your need, do not use it; it will only confuse the reviewer. Three or four good articles will usually suffice.

Whenever possible, present data using a chart, table, or graph. A well-designed table or chart will convey important information to the funding source in a clear and powerful way. Using color in your charts, tables, and graphs is fine and can add to your proposal, but try not to go overboard.

Needs assessments, statistical data, surveys, and a good article can be included in the appendix of your grant. Remember, just stating that you have a need or problem is not enough. Funding sources like to see documentation so that they know you have done your homework.

**Program/Project Description**

In the previous section, you identified your need or problem, provided supporting data with several sources of documentation, and convinced the funder that you fully understand how the need should be addressed. Now you are going to describe how your specific project/program will address
that need. This section of your proposal will include your project/program’s goals, objectives, activities, timeline, evaluation plan, and budget.

The program/project description should show a direct relationship between identified needs and your project. State the expected benefits of your project, including who and how many people will be served. You must clearly explain how your project, program, or service is going to address the need. Begin with a clear overview of your program/project. Point out any creative or innovative aspects of how you are going to address the identified need. Many funders like to see innovative approaches to solving old problems.

Each component explained below provides the funding source with important information regarding your project/program. Every entry has its job to do and, will help tell a complete story of your project and give the funding source a clear picture of what you intend to do. As you think about, then write, each of the sections, keep in mind how they complement each other.

**Project/Program Goals** A goal is a general statement—usually one clearly written sentence—about what you want to accomplish with your program/project. Think about your project’s end. What is your project’s overall purpose? Your goals should explain to the grantor or funder what the project will achieve. A program/project can, of course, have more than one goal, and usually does.

Ask yourself this question: “If I accomplish these goals, will my identified need or problem be addressed?” Develop your goal statement based on the need or problem you discussed in your needs statement. Can you realistically accomplish your goals through the completion of your program/project? If not, rewrite your goals, because later, in the evaluation section of your grant, you will need to explain how you are going to evaluate
your program’s success. You will evaluate its success based upon whether or not you achieve the goals and objectives stated here.

**Project/Program Objectives** Your objectives must be realistic, specific, and measurable. Keep them concise; list no more than eight to ten objectives per project/program. Fewer than eight objectives is also acceptable. Too many goals and objectives may suggest to the funding source that you are trying to accomplish more than you reasonably can with one grant. If possible, reduce the number, or collapse your goals and objectives. Sometimes you can merge two or three objectives into one while still maintaining the focus of what you are trying to achieve.

Your objectives must reflect your stated needs. For each objective, ask yourself, “If I accomplish this objective during the course of the program/project, will it address my stated goal?” The answer must be yes for each objective you write. If not, rewrite it so that the objective reflects a direct relationship to your goal.

Finally, review all of the objectives written for each goal. The number of objectives for each goal will vary. Most of my grants range from two to six objectives per goal, but this is just a guide; the project will determine your actual number of goals and objectives. As you review the objectives, ask yourself, “If my project/program accomplishes all of these objectives, will I meet my goal?” If your answer is yes, you are finished writing objectives for that goal. If the answer is no, you will need to add one or more objectives or rewrite the ones you have.

Your objectives will show the funding source how you will meet your goals. Carefully think about your project/program objectives because they will become the basis for your evaluation. As you write your program/project objectives, think about how you are going to evaluate each objective.
Program/Project Activities This section describes how the procedures and activities of the project or program are to be implemented and conducted. Procedures and activities must be tied directly to your objectives and carefully explained to your reader. Briefly describe each activity that will be conducted during the project/program. Think about the “who, what, when, where, and how” of each activity and how it will help with your objectives.

Include a timeline for each activity in your grant proposal. Ask yourself, “Do my procedures and activities support my stated objectives?” The funding source wants to see a direct relationship between your stated needs, your program objectives, and your procedures and activities. Much of your budget will be spent on your program/project activities.

Timeline I recommend including a timeline for the entire project or program in your proposal, indicating when activities and tasks will take place or be accomplished. A timeline can be day-by-day, week-by-week, or month-by-month, depending on your project/program. For a weeklong summer program to teach computer skills, include a day-by-day timeline of tasks and activities. A yearlong after-school reading program, on the other hand, would necessitate a month-to-month timeline of tasks and activities. A well-designed timeline will visually provide a greater understanding of your proposed project/program for the funding officer. Your school or district may have already purchased timeline software; social studies teachers sometimes have students use it to develop historical timelines. Check with your school/district’s media specialist or technology person to see if this software is available.
Conducting a Funding Search

Everybody wants them, but where do you find grants?

In this chapter, we will discuss some of the excellent resources available to you in your funding search. Knowing that these resources exist—and how to utilize them—can greatly increase your chances of receiving funding for your educational project or program. I have included a complete bibliography of these and other resources in Appendix B. Remember, the purpose of these resources is to help you match your program/project with a potential funding source. This can take time, but it is necessary in order to increase your chances of being funded.

This chapter is an in-depth look at Step Four in the grant-writing process. Grants can be obtained from the federal government, state and local governments, foundations and corporations, local businesses, and even wealthy individuals. As an educator, you must be familiar with each of these possible funding sources.

Federal Grants

The federal government provides billions of dollars each year in the form of grants. Federal grants can be classified in two ways: direct grants or pass-through grants. Direct grants are monies received directly from the federal agency (no middleman). Pass-through grants are federal monies given to states for distribution. The state agency then decides who will receive the federal money. Grantees (you) apply directly to the federal agency for a direct grant. For pass-through grants, you apply to the appropriate state agency for the federal funds.

Every federal agency has its own budget as appropriated and approved by Congress, and each agency has many grant programs. For example, as of this writing, the Department of Education has more than a hundred grant
programs. There are several ways to find out about federal grant programs. Each federal agency provides an RFP (Request for Proposal) whenever grant funds are available.

Let’s take a look at how this process works. Each federal agency requests funds from Congress. Congress approves an agency's budget. Let’s suppose that the Department of Education has determined that an alternative education program for high school students might significantly reduce the dropout rate. The agency issues an RFP providing information about the new program, including who is eligible to apply for the grant, the deadline for the grant submission, how much money will be awarded, criteria for submissions, agency contact information, and other information. After reviewing the RFP, school districts determine whether or not they are going to develop a grant proposal for submission.

There are several ways to find out about RFPs for government grants. One of the best ways is to visit the Web site www.grants.gov, which provides access to all the grant opportunities from twenty-six federal agencies, including the Department of Education. More than 1,000 RFPs are available on this site. Please take some time to visit and explore the site. With a little practice, you will be able to search several agencies to determine if federal grant monies are available for your project. You can even register on the Web site to receive notification of grant opportunities.

The Department of Education will be the most obvious place to search for federal education monies. However, several other agencies also provide grant funds for educational projects and programs. Also, some federal agencies have initiatives that are funded year after year. With new initiatives (grant programs) made available each year, it behooves grant writers seeking federal funds to constantly monitor funding opportunities from several federal agencies.
Another resource for finding federal grant opportunities is the Federal Register, which is published by the United States Government Printing Office. It's the federal government's way of keeping citizens informed about what is going on in each of the federal programs. All grant opportunities must be listed in the Federal Register before being announced in any other place. The Federal Register can be searched online at www.ed.gov/legislation/FedRegister/announcements/index.html. Most large libraries maintain a section of government documents that includes electronic access to the Federal Register. Keep in mind that by the time a local library receives the Register, some of the grant opportunities may have expired or enough time may have passed that it is impossible to prepare a grant proposal in time to meet the deadline.

Another excellent resource for finding federal money is the Catalog of Federal Domestic Assistance (CFDA). I have conducted grant-writing workshops for many years throughout the United States, and I always ask participants if they have heard about this publication. In a large room, maybe one or two hands go up, but often there are none. The CFDA is published by the U.S. Government Printing Office each year. It contains all the grant opportunities for each federal agency. This is a great place to search for federal grant monies. You can locate federal programs that offer grant funds for projects like yours. Keep in mind that the information in the CFDA is dated, so you will need to go online to www.grants.gov or check the specific agency’s Web site for current information. When looking for federal funds, I review the CFDA to see if I can find a federal program similar to my project. Then I go to www.grants.gov for current info on that program or check the agency’s Web site and review the RFP for that particular program. After reviewing the RFP, you must decide whether or not to apply for the funds. (See Appendix C for a sample federal grant proposal.) Keep in mind that different federal agencies have their own application package or guidelines that need to be followed to the letter.
Even though federal grants require more effort than other sources of grant funding, the benefits of receiving a federal grant can make all the work worthwhile. It is crucial to review an RFP very carefully before beginning a federal grant proposal. Review the RFP two or three times and take notes about important points. Make sure to follow the guidelines exactly. Points will be deducted, or your proposal may be rejected, if you do not follow the guidelines precisely. For many grant programs, you can complete your application package online. This saves paper and ensures that your application is received before the required deadline; mail can occasionally be delayed or lost.

Federal grant proposals are usually the most challenging to write. They range in length from a few pages to more than a hundred pages depending on the program. It can take a great deal of time to put together a federal grant proposal, but the effort can be well worth it since federal grants tend to be large, ranging from several thousand to even millions of dollars.

**State and Local Grants**

State and local governments occasionally provide grant monies to schools and school districts. The types of grants available for educational projects vary from state to state. You can locate possible funding opportunities by searching the Web or making a few phone calls. Your first stop for education grants should be your state’s Department of Education.

State and local agencies have their own application packages. As always, review an application very carefully before you start working on the proposal. Make sure to follow all instructions and guidelines exactly. If you have any questions, contact the office that is overseeing the grant opportunity.

Usually, state and local grants are easier to obtain than federal grants. Remember that state agencies sometimes handle pass-through grants from
the federal government. These pass-through grants can be medium to large
grants.

State grants are almost always larger than local grants, but local grants are
easier to obtain. Local grants are made available through local government
agencies. Local officials are usually aware of the needs in their community,
so a well-designed grant proposal addressing a need of children in a local
school has a good chance of being funded. (Appendix D includes a copy of
a sample local grant application. Take a moment to review it; the application
will give you an idea of what may be required for a local grant.) Sometimes
applications or notifications of small grant opportunities are placed in
teachers’ mailboxes. The agencies supporting these small grants usually
fund several of them. They range anywhere from a few hundred dollars to
one to two thousand dollars each. Chapter Six includes more information
about finding small grants.

Grants from Foundations and Corporations

Foundations and corporations give away billions of dollars every year.
There are more than 120,000 foundations in the United States, with new
ones forming each year. Some foundations have been around for several
decades. A foundation can be defined as a nonprofit, non-governmental
organization that provides other organizations with grants. The first
foundations came into existence more than two hundred years ago. Some
are set up by wealthy individuals, families, or corporations. There are small
foundations, which give away only a few hundred to a few thousand dollars
per applicant, midsize foundations, and large foundations that provide more
sizable grants.

Foundations are required by law to give away at least five percent of their
earnings each year in the form of grants. Foundations invest their funds in
stocks, bonds, and other investments in order to earn interest.
economy is doing well, the amount of funds given away is greater that year. Every foundation has its own area of interest. Some focus on educational programs and projects, while others focus on health, medical research, or other areas. When foundations are part of your funding search, be sure that education (K–12) is one of their areas of interest before you apply.

Some foundations are known as family foundations; the funds to start the foundation were provided by a wealthy family. Sometimes members of the family oversee the funding of grants. There are also community foundations, which focus their giving in a certain geographic area. Most foundations are private. Controlled by a board of directors, these foundations give away the most grant money, so the majority of your efforts will focus on private foundations.

Do your homework before sending your proposal to a foundation. During your funding search, focus only on foundations whose area of interest matches your project or program, and make sure that your proposal meets the funding agency’s criteria. Review the agency’s grant application guidelines, and narrow your list to those foundations that fit all your requirements. If your project requires a $50,000 grant and the average-size grant the foundation provides is $10,000, you are probably wasting your time. Also, corporate foundations typically provide grants only to organizations within the geographic area of the corporation—something else to keep in mind.

Once you have narrowed your list, contact the foundation. A phone call is a good way to start. Begin by introducing yourself and asking a few basic questions, such as the name of the current funding officer and their mailing address. Request any materials that might help you prepare your proposal, and ask for suggestions or information that might be pertinent.
When you call, you might speak with the foundation secretary or even the funding officer. The funding officer is hired by the board of directors; his or her job is to help coordinate the foundation’s financial gifts. The funding officer reads grant proposals and often makes recommendations to the board of directors. If you are asked about your project, briefly explain the main purpose of your grant. If the foundation is local, ask if you can make an appointment to discuss your project with the funding officer. Sometimes funding officers will meet with potential grantees, but not always. If you are submitting your grant to a foundation that is not local, a face-to-face meeting will not be expected. Your sole contact with the funding officer will be by mail, e-mail, or phone. In some cases, you will simply submit your proposal to the foundation and wait to hear from them.

During your funding search of foundations, note when the board of directors meets to vote on grant proposals. You won't know if your proposal has been funded until after the board meets. Some boards meet monthly, some quarterly, and others only once or twice a year. I suggest you develop a schedule for the submission of your grant proposals to remind yourself about board of director meeting dates, when and whom you have submitted proposals to, and any feedback you received from the funding source, as well as whom you talked with at the foundation and the date of contact.

How do you find foundations? How do you find out their areas of interest? When the board of directors meets? How much they give away? Their average-size grant? Where they are located? Their contact information? What kind of support they provide? Any limitations to their giving? Let’s take a look at some of the excellent resources professional grant writers use to find answers to all of these questions and more.

The Internet provides access to many grant-writing resources, including foundations. I have included an extensive list of grant-writing resources,
both online and print, in Appendix B. Some especially helpful resources are listed here:

**The Foundation Center:** The Foundation Center's Web site (www.fdcenter.org) is an excellent place to start your funding search. The Foundation Center is recognized as a leader in resources for grant writers. It provides grantees access to foundations, charities, and corporations that provide grants, and it maintains large searchable databases on each potential funder. A great deal of information, much of it free, regarding the many aspects of grant writing is available at this site. You can sign up for a free newsletter that will help keep you informed of possible funding opportunities. The newsletter is particularly helpful to educators. In addition to their online resources, the Foundation Center also publishes a great deal of printed material and provides it to libraries across the United States. You can find those libraries on their Web site; visit a library to review more materials to assist you in your funding efforts.

**Note:** Foundations must submit a 990-PF form to the IRS each year. This form contains valuable information about grants funded by the foundation, detailing who received a grant from the foundation and for how much. Make sure to review these forms during your funding search. GuideStar (www.GuideStar.org) and The Foundation Center (www.fdcenter.org) will allow you to review 990-PF forms (see Appendix B).

**WestED:** A nonprofit research, development, and service agency, WestEd (www.wested.org) enhances and increases education and human development within schools, families, and communities. It offers a listing of corporate and foundation grant sources. Make sure you check out their Guide to Grants section.

**Thompson Publishing Group:** This Web site (www.thompson.com) provides information on foundation and federal grant opportunities and has
several worthwhile listings for those seeking funding for educational programs.

Many more sites are listed in Appendix B. When you begin to explore these resources (online and print) they will provide you with information such as:

- The name of the foundation/corporation
- Its address and phone number
- Size of grants given
- The purpose and activities of the foundation/corporation
- Fields of interest, such as education, hospitals, cultural programs, etc.
- Types of support given, such as seed money, capital campaigns, building funds, etc.
- Limitations; for example, no grants to individuals, no scholarships, applications not accepted, only give to pre-selected organizations, etc.
- Application information, such as how many copies of your proposal to submit, their notification date, board meeting dates, if an application form is not required, etc.
- Deadlines for submission
- Sample grants, or a brief description of previously funded grants

Review each foundation or corporation entry and decide if there is a match between your needs and the funder’s interests. This is a critical step. The better the match, the more likely that you will receive a grant. Do not try to force a fit; instead, go on to the next entry, and the next until one jumps out at you. Make a list of organizations to contact.


**Grants from Local Businesses**

Local businesses can be an excellent source of funds for many grant projects/programs. Local banks, factories/plants, and large retail stores are involved with community affairs, so they are often willing to support worthwhile educational projects/programs. Personal contact with a local businessperson is critical to your success.

Many medium to large local factories or businesses have a budget for community support. A plant manager may have the discretion to donate up to $10,000 for a project without approval from the home office. The amount varies from company to company.

If you receive a grant from a local business, it is very important to provide appropriate recognition for their contributions. Possible ways to recognize the funder are through a newspaper article explaining the project and who made it possible, having your students write thank-you cards, or hosting a special lunch ceremony.

**Grants from Wealthy Individuals**

Wealthy individuals give away billions of dollars each year to charities. Some of these individuals are interested in assisting educators by funding projects/programs to help kids. As a school principal, I approached a local wealthy individual about a school project. He said that he had lived in the community for twenty-five years, and I was the first educator to come to him with a request. He facetiously asked if we (the educators) had all the money we needed, since no one had asked for his help before.

It is true that most educators don't think about asking wealthy individuals to help out with worthwhile projects, yet many other organizations both in and out of a community do not hesitate to make requests. Consider exploring this avenue. Of course, as with all requests, get approval from your school
district first, then conduct a search of likely candidates in your town and state. You can locate prospects by using the Internet, checking local publications, and just asking around—use your network, other teachers, friends, neighbors, etc. (Check out the Web sites in Appendix B to assist you with locating wealthy individuals.) Once you have compiled a list of possible donors, determine if one or more prospects have shown an interest in educational activities. Submit a letter of request and a copy of your proposal for consideration. Adhere to the same professional follow-up procedures as with any grant submitted to a foundation or corporation.

**Funding-Search Strategies**

The following strategies can help you stay focused during your funding search:

1. Look in your own backyard for funding; many foundations and corporations like to fund local programs/projects.

2. Do your homework; review the criteria of a potential funder very carefully before making contact or sending a proposal.

3. Contact the potential funder.

4. After you exhaust potential local funders, broaden your search to regional and national funders. Note: Many foundations and corporations do not limit their giving to local projects/programs.

5. Maintain a log or register that includes the results of your funding search, notes regarding the foundation or corporation, deadlines for proposal submission, conversations with funders, board of director meeting dates, and items that will help you remember key information. It is sometimes difficult to keep everything straight after making several contacts over a few weeks.
6. Review both Internet and print sources. Visit your local library; many have foundation and corporate directories available for your search.

These are just a few of the resources available to you as a grant seeker. The time you spend researching funding sources and reviewing grant-resource publications can greatly increase your chances of receiving funding for your educational project or program.
Project

R.E.S.C.U.E.

Reading to Engage Students’ Curiosity, Understanding, and Excellence

Submitted by:

Name Goes Here

Third-Grade Teacher

________ Elementary School

Address

Submitted to:

__________ Foundation
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Abstract

John Steinbeck once said that “reading is the greatest single effort that the human mind undertakes, and one must do it as a child.” Becoming a lifelong reader is certainly what we as educators wish for every student. Since reading is an essential component of every subject in every level of schooling, it is imperative that we as elementary educators provide our students with the very best tools possible. As reported in *Reading at Risk: A Survey of Literary Reading in America*, literary reading among all age groups in the United States is declining. The National Center for Education Statistics (2003) reports that more than two-thirds of United States adolescents, beginning in fourth grade, are struggling to read proficiently.

________ Elementary School is a high-achieving school, three times earning the Platinum Award that represents the highest percentage of students meeting and exceeding standards. The 2013–2014 state test scores tell us that upwards of 90 percent of our third through fifth graders are meeting or exceeding standards on the state tests. This is wonderful news; however, there are students who are not meeting with success, or are meeting it on a minimum level. It is these students that our project will target. It is our belief that the 10 percent of students who are not meeting or exceeding standards are not getting what they need in the regular classroom during the regular school day. Project R.E.S.C.U.E. (Reading to Engage Students’ Curiosity, Understanding, and Excellence) will give them the small-group and teacher attention that will help them to become successful readers and lifelong learners. It will also foster an open line of communication with their families, who often go unnoticed due to their relative lack of involvement as a result of their own level of education. These families want the best for their children; they are just unprepared to ensure literacy at the level that is needed for lifetime success. What these children really need is highly qualified, consistently master-level instruction delivered in a focused, small-group setting. Since most students here are excelling in reading, ________ Elementary does not have a plan for additional support in this area. This is why Project R.E.S.C.U.E. is needed.
Our goal with Project R.E.S.C.U.E. is to create an environment where students are actively engaged, given opportunities to process language, and taught to make connections, infer, synthesize, and ask questions. Students will use collaboration, readers’ theater, one-on-one teacher-led pairs, and small, student-focused instructional groups. These sessions will occur after school hours and on school property. Each member of the Project R.E.S.C.U.E. team has proven to be a master teacher who uses the current best practices in the field of education. The program will run from mid-fall to mid-April and will meet twice a week for an hour each session. It is our goal to have five students per teacher. Our plan is to use school materials that are already available to us. We will be providing students important resources they need—time and our focused attention—but we need your help. We would like to request $9,120.00 to make this project happen for our students.

Project R.E.S.C.U.E. (Reading to Engage Students’ Curiosity, Understanding, and Excellence) will keep many children from being burned by a life of poor reading skills. We at ______ Elementary hear the alarm bells and are ready to answer the call. Our students need the ladders of critical skills, questioning strategies, and comprehension skills that Project R.E.S.C.U.E. will provide. It is our honor to be part of the team of heroes for our struggling students. While the fires of illiteracy may burn brightly, your support, along with our project, will RESCUE each student from a lifetime of illiteracy. We need you to join us in being their heroes.

**Background Information**

_______ Elementary School has served the community since 1993 and is located in _______, in the city of _______. _______. Our area occupies the western part of _______ County, which is the largest school system in the state. Our school is situated next to _______, which backs up to _______.

Our enrollment is currently 1,004 students. Our population is not diverse, as it includes 84 percent Caucasian, 10 percent African-American, 4 percent multiracial, and 2 percent Hispanic students. _______ Parent Teacher Association is very involved in the school and during the 2013–2014 school year served on more than 34 committees to support students and school
functions. 100 percent of teachers belong to the P.T.A. and are committed to working together for the good of the students at ________.

Parents at ________ Elementary work hard to make sure their children attend school—the attendance was 97 percent in the 2013–2014 school year. In addition, last year’s annual survey states that 95 percent of students and 97 percent of parents agreed that they felt safe and secure at ________ Elementary.

_______ Elementary School does not currently serve our students in any before-school or after-school programs. Historically, there has been a strong focus on the math and science areas for our high-achieving students. Some of the accomplishments highlighted in the 2013–2014 Accountability Report include the fifth-grade Future Problem Solving Team’s competition in Colorado (one fifth grader placed third in individual competition); a class of Kindergarten students’ winning entries to the state Student Media Festival, and a subsequent winner at the international level of competition; and five fifth-grade students receiving Presidential Fitness Awards. There were no highlights listed in the area of reading. Because the vast majority of our school is successful in reading, there are no current goals or plans for improved instruction. This lack of focus is hindering the development of the small subset of students that desperately need reading support before it is too late.

**Needs Statement**

The need for an after-school program for at-risk readers in the third, fourth, and fifth grades is clearly evident from data collected by Project R.E.S.C.U.E. directors. Information gathered from local assessments, language arts progress reports, portfolio assessments, teacher surveys, and a review of current research has been used to develop this worthy program to “rescue” at-risk students and families and ensure their success as strong lifelong readers.

Our local assessments include a reading benchmark assessment that is given three times each school year. This benchmark assessment is meant to determine minimal standards. As shown in the chart below, there are students in each of our targeted grades who are not working up to the
minimal standards. These students are in classes with 18–22 high-achieving students who are being challenged to advanced standards and who have a strong reading support base at home. The 37 students who are targeted for Project R.E.S.C.U.E. will benefit from longer segments of focused instruction at their individual level.

Grade: Number of Students Not Meeting Minimal Standards by Class, 2013–2014

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Students Not Meeting Minimal Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third</td>
<td>1, 2, 1, 2, 1, 2, 1, 1 – totaling 11 students</td>
</tr>
<tr>
<td>Fourth</td>
<td>3, 2, 3, 1, 2, 2, 1 – totaling 14 students</td>
</tr>
<tr>
<td>Fifth</td>
<td>2, 2, 1, 3, 1, 1, 2 – totaling 12 students</td>
</tr>
</tbody>
</table>

To any one teacher, the number of students in his/her class who are not meeting standards is not an alarming number. As you can see, however, when all intermediate-level students totaled together are considered, the number is much more powerful.

________ County Public Schools use a language arts report card that shows growth and progress in several areas of reading instruction. The chart below shows how many students are not yet achieving at the independent level in reading fluency and comprehension. It is the goal of each teacher for 100 percent of students to be reading at the independent level or higher by the end of the year.

Grade: Number of Students Reading Below Independent Level, 2013–2014

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Students Reading Below Independent Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third</td>
<td>13</td>
</tr>
<tr>
<td>Fourth</td>
<td>15</td>
</tr>
<tr>
<td>Fifth</td>
<td>13</td>
</tr>
</tbody>
</table>

A reading portfolio is kept for each individual student each year. The contents of the portfolio include writing samples, diagnostic reading inventories, audiotapes of oral reading when warranted, and anecdotal notes from reading instructional groups in the classroom. Review of
these portfolios suggests that students are not gaining the skills needed for them to read and comprehend grade-level materials independently.

As Project R.E.S.C.U.E. was being developed, teacher surveys showed that there were indeed several students in each class who were not achieving at the minimal level expected. Observation of teachers indicates that oftentimes the needs of the higher-achieving students were unknowingly met before those of the lower-achieving students. Some of the problems teachers identified include developmentally inappropriate activities for struggling learners, insufficient time devoted to small reading groups, and the inability to meet different learning styles.

Review of current research shows that the literacy needs of older students continue to grow each year. The article in *Educational Leadership* entitled “After Third Grade” states that reading performance among students in grades 4–12 has become a prominent topic. The author of this article, Gina Biancarosa, explains many strategies that are research-based and proven to bring success to these students. Included are direct, explicit comprehension instruction, self-directed learning, collaborative learning, strategic tutoring, and ongoing formative assessment.

Further research has also uncovered an alternative approach that consists of a more preventive model in identifying the kinds of support struggling students need. The model described in *Educational Leadership*’s article “No More Waiting to Fail” explains the basic prevention steps that have proven effective for students who are struggling. These include steps to address the problem, selected instructional activities and assessments for students who have not achieved as expected, and weekly monitoring and data gathering to indicate progress.

The members of Project R.E.S.C.U.E. are dedicated to making this happen. The desire to help this small population of our community is strong. In a recent questionnaire, more than 60 percent of our highly trained instructional staff reported a willingness to be involved in the program. The families of our targeted students have also expressed an enthusiastic interest in becoming involved. In addition, the parents of students who are excelling in reading strongly support such a program. We need your financial assistance to make it happen.
Program Description

________ Elementary School is a high-performing school; however, research of test scores and teacher input shows that there is a growing gap between students who are excelling and students who are in need of more reading intervention to become successful in their later years. Project R.E.S.C.U.E. (Reading to Engage Students’ Curiosity, Understanding, and Excellence) is designed to bridge that gap. As outlined earlier in this proposal, Project R.E.S.C.U.E. will offer students at ________ Elementary School an opportunity to grow through the use of teacher-directed small groups, collaborative learning techniques, one-on-one instruction, frequent assessments to better plan future instruction, and timely strategy and skill lessons directly related to each student’s need.

Project R.E.S.C.U.E. will benefit a group of approximately 37 to 41 third, fourth, and fifth graders at ________ Elementary School. The group will meet after the school day for one hour on two days each week for about 22 weeks from October through mid-April, concluding the program at about the time of our spring testing season.

________ state standards test, the ________ will be one instrument that we use to evaluate Project R.E.S.C.U.E. We will be looking for students to score higher in the “meets” level of achievement than they have in the past. Another way that we will know our plan is successful is through the end-of-year classroom assessments that were mentioned earlier in this proposal. We expect students to meet or exceed the minimal standards on the local reading benchmark administered by the classroom teacher, and we expect students to perform in the “independent” range of the end-of-year progress report. In addition, instructors in our program will use a running record of reading by the student to best evaluate the child’s reading ability, since it evaluates the actual process of reading for the individual child. This program will use components such as reading aloud, shared reading, guided reading, and independent reading to strengthen skills proven to enhance both reading fluency and comprehension.

Since reading instruction has a myriad of different looks in an elementary setting, it is imperative that each teacher understands their students’ learning styles and established strategies. We are
incorporating several sessions for teachers in the program to sit one-on-one with their students to effectively evaluate and plan the most successful route for each student. One of the most important parts of reading instruction in grades 3–5 shows students how to approach reading material to learn information. Our program will address additional skills such as features of a textbook, features of genre, vocabulary, and graphic sources. Since each student will be evaluated at the start of the program timeframe, we will also end our program with benchmark evaluations to gauge how much learning has taken place.

One innovative aspect of Project R.E.S.C.U.E. is that our groups will be flexible and not structured strictly by grade levels. It is important that our teachers collaborate extensively using the Professional Learning Communities model, because the students in the program will be taught by the team of instructors, not just the particular teacher to which the student is assigned. The block of classrooms used will be clustered together for easy management of the program and more effective teacher collaboration and coaching.

Since students will be attending Project R.E.S.C.U.E. after a full day of school, we feel that it would be beneficial for students to have a small snack to help transition their day from large-group learning to small, focused-learning groups and working in a different learning environment. We feel the snack time will give students both a chance to socialize with others, since peer collaborative efforts will come into play in our program, as well as fuel them for the new tasks ahead. We want the children to feel energized, ready to participate, and have a positive feeling of ownership in their own learning.

It is through these components that we believe success will occur. Our mission is to give each student and family the care and attention they need to tap into their own curiosity of learning and a new level of reading understanding to ensure an overall level of excellence.

**Program Goal**

Our goal is to create an environment where students are actively and individually taught the skills and processes of reading that they have not mastered. Attaining this goal is crucial to the students’ and their families’ long-term, lifelong need to reach their full potential as active and literate members of our school community and enjoy academic success.
Program Outcome

As a result of participation in Project R.E.S.C.U.E., students will become more confident, successful readers. This will be done in a setting where small groups, collaborative efforts, and frequent assessments are used. Increasing students’ reading confidence and skill will show an increase in reading standardized test scores, which will result in an increase in reading success for each student. Families will learn new strategies to support their readers at home.

Program Objectives

Project R.E.S.C.U.E. seeks to support students through the following objectives:

- 100 percent of participating students will make gains on his/her reading post-test benchmark.
- Small-group instructors will be provided with collaboration time.
- Families will receive opportunities to come to school to learn how to reinforce reading instruction at home

Evaluation

Project R.E.S.C.U.E. will be evaluated in both formative and summative forms. Through formative evaluation, we will ensure that evaluation is ongoing throughout the program and all students will benefit from instruction. Through summative evaluation, we will assess the program at its conclusion.

The following table represents our plan for formative evaluation. Each objective in the program has a stated activity (or activities) that support(s) that objective. In addition, each activity has a stated outcome, assessment, timeframe, and person responsible. There are three stated objectives for our goal to create an environment where students are actively and individually taught the skills and processes of reading that they have not mastered.
To evaluate our program in summative terms, post-test scores will be collected and compared to student’s pre-test scores in order to show growth in the area of reading comprehension and fluency. These scores will show that students have become stronger readers as a result of being a part of this program. We will use the portfolios that teachers will keep of students’ formative evaluations, as well as their observations, anecdotal records, and the minutes from teachers’ collaborative planning sessions. In addition, we will use the end-of-project parent surveys to evaluate the support given to the community.

**Formative Evaluation**

Project Goal: To create an environment where students are actively and individually taught the skills and processes of reading that they have not mastered.

Objective #1: 100 percent of participating students will make gains on his/her reading post-test benchmark.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Outcome</th>
<th>Assessment</th>
<th>Budget</th>
<th>Timeframe</th>
<th>Responsible Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Flexible small-group setting for reading instruction</td>
<td>Increased reading standardized test scores</td>
<td>Post-test scores</td>
<td>$0.00</td>
<td>October–April Weekly Sessions</td>
<td>Project Director, small-group instructors</td>
</tr>
<tr>
<td>#2 One-on-one instruction with a</td>
<td>Increased reading standardized test scores</td>
<td>Post-test scores</td>
<td>$0.00</td>
<td>October–April Weekly Sessions</td>
<td>Project Director, small-group instructors</td>
</tr>
</tbody>
</table>
Objective #2: Small-group instructors will be provided with time to collaborate on student gains.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Outcome</th>
<th>Assessment</th>
<th>Budget</th>
<th>Timeframe</th>
<th>Responsible Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Teachers are provided with eight sessions to collaborate</td>
<td>Increased reading standardized test scores</td>
<td>Post-test Scores</td>
<td>$9,120.00</td>
<td>October–April</td>
<td>Project Director, small-group instructors</td>
</tr>
</tbody>
</table>

Objective #3: Families will receive opportunities to come to school to learn how to reinforce reading instruction at home.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Outcome</th>
<th>Assessment</th>
<th>Budget</th>
<th>Timeframe</th>
<th>Responsible Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Families will receive four invitations to come to the school to learn strategies to help their child at home</td>
<td>Families will learn new reading strategies</td>
<td>End-of-program survey</td>
<td>$0.00</td>
<td>November January March April</td>
<td>Project Director, small-group instructors</td>
</tr>
</tbody>
</table>
### Program Budget

<table>
<thead>
<tr>
<th>Line</th>
<th>Budget Item</th>
<th>Grant Funds Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Teacher Stipends</td>
<td>$7,920.00</td>
</tr>
<tr>
<td>B</td>
<td>Office Supplies</td>
<td>$200.00</td>
</tr>
<tr>
<td>C</td>
<td>Copies</td>
<td>$500.00</td>
</tr>
<tr>
<td>D</td>
<td>Snacks for Students and Family Meetings</td>
<td>$500.00</td>
</tr>
<tr>
<td></td>
<td><strong>Total Grant Funds Requested</strong></td>
<td><strong>$9,120.00</strong></td>
</tr>
</tbody>
</table>

A. Six teachers will be paid $30.00 an hour. They will teach for two hours a week for 22 weeks (44 x $30.00 = $1,320.00 per teacher; $1,320.00 x 6 = $7,920.00). See Objectives #1 and #2.

B. The program will need office supplies such as pencils, red marking pens, loose-leaf paper, and folders for portfolios. All reading materials are already owned by the school. See Objectives #1 and #2.

C. Teachers will receive copies of journal articles that relate to reading instruction as necessary, copies of running record forms for formative assessment, and pre- and post-test benchmarks for summative assessments. Parents will also receive copies of pertinent reading strategies at the family meetings. See Objectives #1, #2, and #3.
D. Students will receive a snack each afternoon before small groups begin. Parents will also receive a snack when they come to the family support meetings in November, January, March, and April. See Objective #3.

**Program Activities and Timeline**

**Project R.E.S.C.U.E.**

<table>
<thead>
<tr>
<th>Activity</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students/Teachers:</strong> Student Evaluations (Pre-test, post-test)</td>
<td>Week 1</td>
<td>Week 4</td>
<td>Week 1</td>
<td>Week 1</td>
<td>Week 1</td>
<td>Week 1</td>
<td>Week 1</td>
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<tr>
<td><strong>Students/Teachers:</strong> Weekly Sessions</td>
<td>Mondays Thursdays</td>
<td>Mondays Thursdays</td>
<td>Mondays Thursdays</td>
<td>Mondays Thursdays</td>
<td>Mondays Thursdays</td>
<td>Mondays Thursdays</td>
<td>Mondays Thursdays</td>
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<tr>
<td><strong>Students/Teachers:</strong> Formative Assessments</td>
<td>Weekly</td>
<td>Weekly</td>
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<td>Weekly</td>
<td>Weekly</td>
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<tr>
<td><strong>Community:</strong> Family Support Meetings</td>
<td></td>
<td>Week 4</td>
<td>Week 4</td>
<td>Week 4</td>
<td>Week 4</td>
<td>Week 2</td>
<td></td>
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<tr>
<td><strong>Program Teachers:</strong> Collaborative Meetings to Discuss</td>
<td>Week 3 Week 4</td>
<td>Week 2 Week 1</td>
<td>Week 2 Week 2</td>
<td>Week 2 Week 2</td>
<td>Week 2 Week 2</td>
<td>Week 2 Week 1</td>
<td></td>
</tr>
<tr>
<td>CATEGORY</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>Points</td>
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</tr>
<tr>
<td><strong>Cover Letter</strong></td>
<td>Includes a concise overview of the proposal, not to exceed one-and-a-half pages.</td>
<td>Includes a concise overview of the proposal, not to exceed one-and-a-half pages.</td>
<td>Includes a concise overview of the proposal.</td>
<td>No cover letter.</td>
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<tr>
<td></td>
<td>Includes the purpose for approaching this funding agency.</td>
<td>Includes the purpose for approaching this funding agency.</td>
<td>Includes the amount requested.</td>
<td>Sent to the attention of a specific individual.</td>
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<tr>
<td></td>
<td>Includes the amount requested.</td>
<td></td>
<td>Includes the amount requested.</td>
<td>Sent to the attention of a specific individual.</td>
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<tr>
<td>Title Page</td>
<td>Abstract</td>
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<tr>
<td>Includes a brief description of your organization (background information). Typed on official letterhead. Includes a request to set up an appointment or meeting to further discuss the details of your proposal (if local).</td>
<td>Contains three of the desired elements. Explains the purpose and outcomes of the project.</td>
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<tr>
<td>Has a catchy project title. Includes the name of the school or school system. Includes the Project Director's name and position. Includes your address, phone number, and the date (and your Web site, if available).</td>
<td>Contains two of the desired elements. Abstract present, but the project’s purpose and outcomes are not clearly stated.</td>
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<tr>
<td>No title page.</td>
<td>No abstract.</td>
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<tr>
<td>Clear and concise.</td>
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<td>Catches the interest of the reader.</td>
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<td>Explains the purpose and outcomes of the project.</td>
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<tr>
<td>Background</td>
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<tr>
<td>Provides background information about your school/system.</td>
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<td>At least one relevant unique feature is mentioned.</td>
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<td>Appropriate demographic data is provided.</td>
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<tr>
<td>Needs Statement</td>
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<tr>
<td>Explains why the project, program, or service is needed, providing any and all pertinent documentation. Examples of relevant documents include:</td>
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<td>Needs assessment</td>
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<td>Statistical data</td>
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<tr>
<td>Literature review</td>
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<tr>
<td>Surveys</td>
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<td>Explains a direct relationship between the</td>
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</tr>
<tr>
<td><strong>Program/Project Description</strong></td>
<td>Contains a narrative explanation of the program/project implementation and how the need will be addressed. Includes clearly written project/program goal(s), objectives, activities, timeline, and evaluation procedures.</td>
<td>Contains a narrative explanation of the program/project implementation and how the need will be addressed. Includes at least three clearly written elements.</td>
<td>Contains a narrative explanation of the program/project implementation and how the need will be addressed. Several elements are missing and/or not clearly written.</td>
<td>No program/project description.</td>
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<tr>
<td><strong>Project/Program Goals</strong></td>
<td>Clearly stated and attainable. The goal(s) strongly supports/reflects the need.</td>
<td>Most are clearly stated and attainable. Goal(s) supports/reflects the need (could be stronger connection between goals and need).</td>
<td>Not clearly stated, and most are not attainable. Goal(s) do not support/reflect the need.</td>
<td>No project/program goals.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td>Realistic, specific, and measurable. Concise: No more than 8 to 10 objectives. Congruent with stated need. Support the goal(s). Can be evaluated.</td>
<td>Realistic, specific and measurable. Concise: No more than 8 to 10 objectives. Congruent with stated need. Support the goal(s).</td>
<td>Not realistic, specific, or measurable. Not congruent with stated need. Do not support the goal(s).</td>
<td>No objectives.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Activities</strong></td>
<td>Procedures/activities are tied directly to objectives and are carefully explained to the reader. A timeline for implementation has been established for each activity.</td>
<td>Procedures/activities are tied directly to the objectives and are carefully explained to the reader. No timeline.</td>
<td>Procedures/activities are not tied directly to the objectives. No activities.</td>
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<tr>
<td><strong>Project Timeline</strong></td>
<td>Supplies a projected timeline for the project/program, detailing the key stages of project preparation, implementation, and evaluation.</td>
<td>Supplies a projected timeline for the project/program with limited detail of the key stages of the project.</td>
<td>Limited detailing of the project/program stages. No project timeline.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Project/Program Evaluation</strong></td>
<td>Includes a clear introductory narrative detailing evaluation procedures. Both formative and summative in nature. A clear program/project evaluation design is evident. Activities are evaluated.</td>
<td>Includes a clear introductory narrative detailing evaluation procedures. Both formative and summative in nature.</td>
<td>Only summative or formative evaluation is provided. No program/project evaluation.</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td><strong>Budget</strong></td>
<td>Figures are accurate and realistic. Directly related to the project's objectives and activities. Includes line items such as:</td>
<td>Includes a projected budget. Figures are not accurate and/or realistic. Not directly related to the project's</td>
<td>Includes a limited budget. Figures are not accurate and/or realistic. Not directly related to the project's. No projected budget.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel expenses</td>
<td>Personnel</td>
<td>Consultants</td>
<td>Equipment</td>
<td>Supplies</td>
<td>Facility</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Includes objectives and activities.</td>
<td>Includes appropriate line items such as: Personnel Benefits</td>
<td>Travel expenses Equipment Supplies Consulting Facility</td>
<td>Other expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>Includes a budget narrative.</td>
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| Appendix |
|-----------------|-----------|-------------|-----------|----------|
| Includes at least four items that support the project/proposal, such as: Project Director’s resume | Only three elements are included. | All items are not self-explanatory and cannot stand alone. | Only two elements are included. | All items are not self-explanatory and cannot stand alone. |
| Statement of assurances | Letters of endorsement | Charts/graphs Literature review article | Copy of survey |
| All items are self-explanatory and able to stand alone. | Includes a well-developed budget narrative. | Line items are missing. | No budget narrative is included or it is inadequate. |

| No appendix. |
Glossary of Grant-Writing Terms

**Applicant:** Individual or organization seeking a grant.

**Application for Federal Education Assistance:** The grant application form used by the Department of Education.

**Application Notice:** Published in the Federal Register; invites applications for discretionary grants.

**Application Package:** A package that contains the application notice for one or more programs and all the information and forms needed to apply for a discretionary grant.

**Appropriation:** The amount of funds authorized by Congress allowing federal agencies to make awards under legislated programs.

**Authorization:** Congressional legislation establishing a specific program.

**Assurances:** Requirements that applicants agree to observe as a condition of receiving federal funding.

**Authorizing Legislation:** A law passed by Congress that establishes or continues a grant program.

**Awarding Agency:** Funding agency that gives a grant.

**Award Notice:** Formal written notification from a funding agency to a grantee, stating that a grant has been awarded.

**Block Grant:** A grant from a government funding source made on the basis of some formula to a number of different recipients.

**Boilerplate:** Parts of a proposal that may include assurances, a cover sheet, and background information.
**Budget:** Estimated cost of conducting the proposed project, consisting of direct and indirect costs, matching costs (if any), and a budget narrative.

**Budget Narrative:** Explains in sufficient detail how the grantee came up with each line-item cost in the budget.

**Budget Period:** Span of time into which a project period is divided for budgetary purposes; usually twelve months.

**Construction Grant:** Grant limited to constructing or remodeling a physical facility.

**Catalog of Federal Domestic Assistance (CFDA):** Publication that lists the funding programs of all federal agencies and gives information about a program's authorization, fiscal details, accomplishments, regulations, guidelines, eligibility requirements, information contacts, and application and award process.

**CFDA Number:** Identifying number for a federal program.

**Competitive Review Process:** The process used to select discretionary grants for funding. Experts score applications, and the most highly scored applications are considered for funding.

**Continuation Award:** Additional funding awarded to the same grant for a budget period following the initial budget period of a multiyear discretionary grant.

**Corporation:** An entity formed and authorized by the state to act as an individual (i.e., to own, buy, and sell property; to enter into contracts; etc.) with the right of succession and to issue shares of stock, which represent shares of ownership of the corporation.

**Cover Letter:** Introductory letter that provides a concise overview of a grant proposal.

**Deadline Date:** The date by which an applicant must submit an application in order for it to be considered for funding.
**Demonstration Grant:** Grant made to support the demonstration and testing of the feasibility or piloting of a particular approach to service delivery, research, training, or technical assistance.

**Direct Costs:** Expenses directly associated with carrying out the sponsored project.

**Discretionary Grant:** An award of financial assistance in the form of money by the federal government to an eligible grantee, usually made on the basis of a competitive review process.

**e-Grants:** A term for the Department of Education’s electronic grants initiative, which allows applicants and grantees to do business with the Department over the Internet.

**e-Reports:** The Department of Education’s electronic reporting system, which makes it possible for grantees to submit their annual grant performance reports via the Internet.

**External Evaluation:** A project or program evaluation conducted by someone not involved in the program/project, who is knowledgeable about evaluation techniques.

**Federal Register:** A daily notice of federal proposed and final regulations, legal notices, presidential proclamations and executive orders, federal agency documents having general applicability and legal effect, documents required to be published by an act of Congress, and other federal agency documents of public interest. The Register is prepared by the National Archives and Records Administration for public distribution by the Government Printing Office.

**Field Reader (Reviewer):** An individual who serves the Department of Education by reviewing and evaluating proposals.

**Formative Evaluation:** The ongoing evaluation of a project or program during the implementation period.
**Foundation:** A nonprofit, non-governmental organization that assists other nonprofit organizations through the practice of providing grants.

**Formula Grant:** A grant that the Department of Education is directed by Congress to make to grantees, the amount of which is established by a formula based on certain criteria that are written into the legislation and program regulations.

**Funding Officer:** Someone who reviews grant proposals and makes funding recommendations.

**Funding Priorities:** A way of focusing a competition on the areas in which the Secretary of Education is particularly interested in receiving applications.

**Funding Source (Funder):** The source of a grant. Can be a corporation, foundation, business, federal or state agency, or an individual.

**Funding Search:** The action of identifying a funder for a specific program or project.

**501(c)(3):** The tax designation provided to tax-exempt organizations by the Internal Revenue Service.

**Grant:** An award of funds, services, or materials.

**Grant Award Notification (GAN):** Official document signed by a program official who is authorized to obligate the Department of Education in financial matters. [ED Note: First sentence is unclear, especially the use of the word “obligate.”] The GAN states the amount and the terms and conditions of an award for a discretionary grant or cooperative agreement.

**Grantee:** The individual or organization receiving a grant, who is responsible or accountable for it.

**Grantor:** The federal or state agency, foundation, corporation, nonprofit organization,
or individual who awards a grant to a recipient.

**Grant-Writing Process**: A systematic procedure for obtaining grants for worthwhile educational projects and programs. Differs among funders but generally includes identifying a need, obtaining documentation, acquiring support and approval from school administrators, conducting a funding search, contacting the funding source, developing a grant proposal, submitting the proposal, and following up.

**Grant-Writing Team**: A group of educators working together on a grant proposal to capitalize on the knowledge and experience of each group member.

**Guidelines**: Specific criteria used to evaluate a proposal. A funder's criteria spell out the requirements that the proposal must address with respect to its components and format.

**Indirect Costs**: The expenses indirectly associated with the sponsored project, including administrative expenses, utilities, physical plant maintenance, library facilities, etc. They are usually expressed as a percentage of the total direct costs. Rates are sometimes negotiable between the applicant and the funding agency.

**Indirect Cost Rate Agreement**: A formalized, written, and signed agreement between a recipient and a federal agency that specifies the treatment of indirect costs. The agreement includes, at a minimum, the approved rate(s); base(s) to which the rate(s) apply; applicable fiscal year; specific treatment of certain items of cost; general terms and conditions; and any special remarks. The rates and cost treatment laid out in the agreement are accepted and used by all federal agencies unless prohibited or limited by statute.

**Indirect Cost Rate**: A percentage established by a federal department or agency for a grantee organization, which the grantee uses in computing the dollar amount it charges to the grant to reimburse itself for the indirect costs of a grant project.
**In-Kind Contribution:** Non-cash contribution to a project or program by the grantee. Such a contribution usually consists of volunteer personnel, equipment, supplies, and/or rent that directly supports the program or project.

**Letter of Intent:** A letter sent by a grantee to a funding source stating his or her intention to submit a grant proposal.

**Letter of Inquiry:** A letter sent by a grantee to a funding source that contains a brief description or overview of a proposed project or program to see if the funding source is interested in funding the project.

**Letter of Request:** Used for small-grant acquisition. This brief overview of the project or program for which the grantee is requesting a grant usually takes the place of a formal grant proposal.

**Letter of Support:** A letter written by a significant individual in the grantee’s school, school district, or community supporting the proposed project/program.

**Local Government:** Level of government below the state level, including counties, cities, and towns.

**Matching Funds:** Participation by the grantee in the cost of a program on a dollar-for-dollar basis or other predetermined ratio.

**Multiyear Grants:** Grants that are funded for more than one year (usually federal grants).

**Notice of Grant Award:** Formal written notice from the grantor that specifies the amount of the grant, its time period, and any special requirements.

**990-PF:** A document that foundations must submit to the Internal Revenue Service. Provides grant seekers with valuable information about a foundation.
**Performance Report:** A report about the specific activities that the recipient of a discretionary grant or cooperative agreement has performed during the budget or project period.

**Planning Grant:** Grant intended to support activities necessary to design and plan a particular program or project, to design and plan programs in a particular geographic area and/or a particular field of service, or to engage in inter-agency planning and coordination. Planning grants often include research, study, coordination, community participation, community organization, and education activities as components of the planning activities.

**Program Staff:** A group of staff members in a program office responsible for all phases of the grants process including the review, award, administration, and closeout of discretionary grants.

**Program Regulations:** Regulations that implement legislation passed by Congress to authorize a specific grant program. They generally include applicant and participant eligibility criteria, nature of activities funded, allowability of certain costs, selection criteria under which applications will be selected for funding, and other relevant information.

**Project Period:** The total amount of time for which a federal agency promises to fund a grant and authorizes a grantee to implement the project described in the application. For a multiyear award, it obligates funds for the first twelve months and promises to fund subsequent budget periods if certain conditions are met. [ED Note: Use of the word “obligates” is unclear.]

**Project Director (Principal Investigator):** The individual responsible for the funded project, who makes sure the project is implemented as stated in the grant proposal. The project director is the contact person for the funding source but does not have to be the same person who wrote the grant. A school may establish a grant-writing team that develops various grant proposals to meet school needs. The project director could be someone who is not on the team but who will oversee the project
if it is funded.

**Proposal:** Formal written document that provides detailed information to a funder about the proposed implementation and cost of a specific program or project.

**Request for Proposal (RFP):** An invitation, detailing project requirements, issued by a funding agency in response to which applicants may submit a grant proposal.

**Research Grant:** Grant to support research in the form of studies, surveys, evaluations, investigations, and experimentation.

**Seed Money:** Funds made available for pilot projects in preparation for application for external funding.

**Site Visit:** Onsite visit from the funding source to the site of the project or program to evaluative its performance.

**Solicited Proposal:** A request for a written grant proposal from a funding source.

**Summative Evaluation:** Occurs at, or near, the end of a project or program.

**Sustainability:** The capability of a program/project to continue after its grant funding ends.

**Unsolicited Proposal:** A written proposal submitted to a funding agency without the grantor’s request for it.
Grants and Funding Web Sites

www.cof.org

Council on Foundations focuses on international philanthropy.

www.cfda.gov

The Catalog of Federal Domestic Assistance provides access to a database of all federal programs available to state and local governments (including the District of Columbia); federally recognized Indian tribal governments; territories (and possessions) of the United States; domestic public, quasi-public, and private profit and nonprofit organizations and institutions; specialized groups; and individuals.

Search this database to find assistance programs that meet your requirements and for which you are eligible. Then contact the office that administers the program and find out how to apply.

www.dhhs.gov

The U.S. Department of Health and Human Services has many grant opportunities.

www.ed.gov

A primary prospective funding source for educators. The U.S. Department of Education’s Web site provides a wealth of information for organizations interested in educational grants, including funding opportunities, research and statistics, educational publications, and other items of interest. I found their “Forecast of Funding” particularly useful.


The Federal Register of the U.S. Department of Education. Provides application notices and other items of interest to educational-grant seekers.
www.findarticles.com

Research articles here to support your grant projects/programs.

www.firstgov.gov/Business/Nonprofit.shtml

Official information about and services for nonprofits from the U.S. government. A rich treasure of government resources and information can be found on USA.gov.

www.foundationcenter.org

The Foundation Center’s Web site has a wealth of information for grant seekers. It provides a thorough course on proposal writing in its online library and is an excellent starting point for locating foundation/corporate funding sources.

www.fundsnetservices.com

Information about funding sources and grant writing, with many links.

www.givingforum.org

This Web site for the Forum of Regional Associations of Grantmakers provides numerous links to regional associations.

www.govspot.com

Links to state agencies and a wealth of government information. An exceptionally helpful Web site.

www.gpoaccess.gov/fr/index.html

Federal Register, published by the Office of the Federal Register [ED Note: Check this Web link], National Archives and Records Administration (NARA). This is the official daily publication for rules, proposed rules, and notices of federal
agencies and organizations, as well as executive orders and other presidential
documents. Information regarding federal grant opportunities can be found here.

www.grantsalert.com

Provides assistance with locating funding for educational grants. Offers many
excellent links and resources.

www.grants.gov

Managed by the U.S. Department of Health and Human Services, this is excellent
place to find and apply for federal government grants. This Web site is a central
storehouse for information about more than 1,000 grant programs, providing access
to approximately $400 billion in annual awards.

www.grantstation.com

Allows grant seekers to identify potential funding sources for their programs and/or
projects.

www.guidestar.org

Maintains a database of foundation/corporate funding sources.

www.internet-prospector.org

Will help you research almost any topic related to grant proposals and funding.

www.lexis-nexis.com

A database that provides information on individuals throughout the United States.
Helpful when searching for funders, especially wealthy individuals.

www.marquiswhoswho.com
Who’s Who in America provides information about individuals in the United States and worldwide. A good resource when searching for wealthy funders.

www.nptimes.com

The NonProfit Times Web site includes links to their recent articles and special reports pertaining to nonprofits, including information about foundations.

www.nsf.gov

The National Science Foundation provides many educational funding opportunities.

www.philanthropy.com

*The Chronicle of Philanthropy* is a biweekly newspaper that covers the nonprofit world and is an important resource regarding all areas of the nonprofit sector. Their Web site includes many relevant articles about gifts and grants, fund-raising, managing nonprofit groups, and technology. It also provides information on job opportunities and upcoming conferences and seminars.

www.technogrants.com

Links to government technology grants and grants for students/educational purposes.

www.techsoup.org

TechSoup provides a range of technology services for nonprofits, including news and articles, discussion forums, and discounted and donated technology products. The site has many excellent links.

www.thompson.com
Thompson Publishing Group offers listings of publications focusing on grant and funding issues. Press releases announce developments in corporate and foundation funding. Additional services, such as grant deadlines and links to Web sites, are available to subscribers.

**Search Engines**

**www.google.com**

Use Google to locate wealthy individuals (as well as other funding sources) and conduct project/program research.

**www.yahoo.com**

Another search engine to use in your funding search, for conducting project/program research, to find articles, etc.

**Print Resources**

There are also many excellent print resources available to grant writers. Visit the Foundation Center’s Web site (www.foundationcenter.org) for a list of libraries across the United States that maintain a collection of the Foundation Center’s print materials. Visit a nearby library and examine their collection of grant-writing resources. Most of them will be housed on the same shelf, or close together. You will not be allowed to check these resources out, since they are considered reference materials. If your local library is not listed, do not worry. You will find some grant-writing materials in even the smallest library. Do not limit your funding search to just the Internet. You will find many potential funding sources in print materials. Once you spend a little time reviewing the resources at your library, you will see how to use them to locate potential funders. Remember one of the most important funding-search strategies: Look in your own backyard first. Locate funders in your own city and state before searching farther afield; then, if necessary, locate funders who contribute on a national basis.