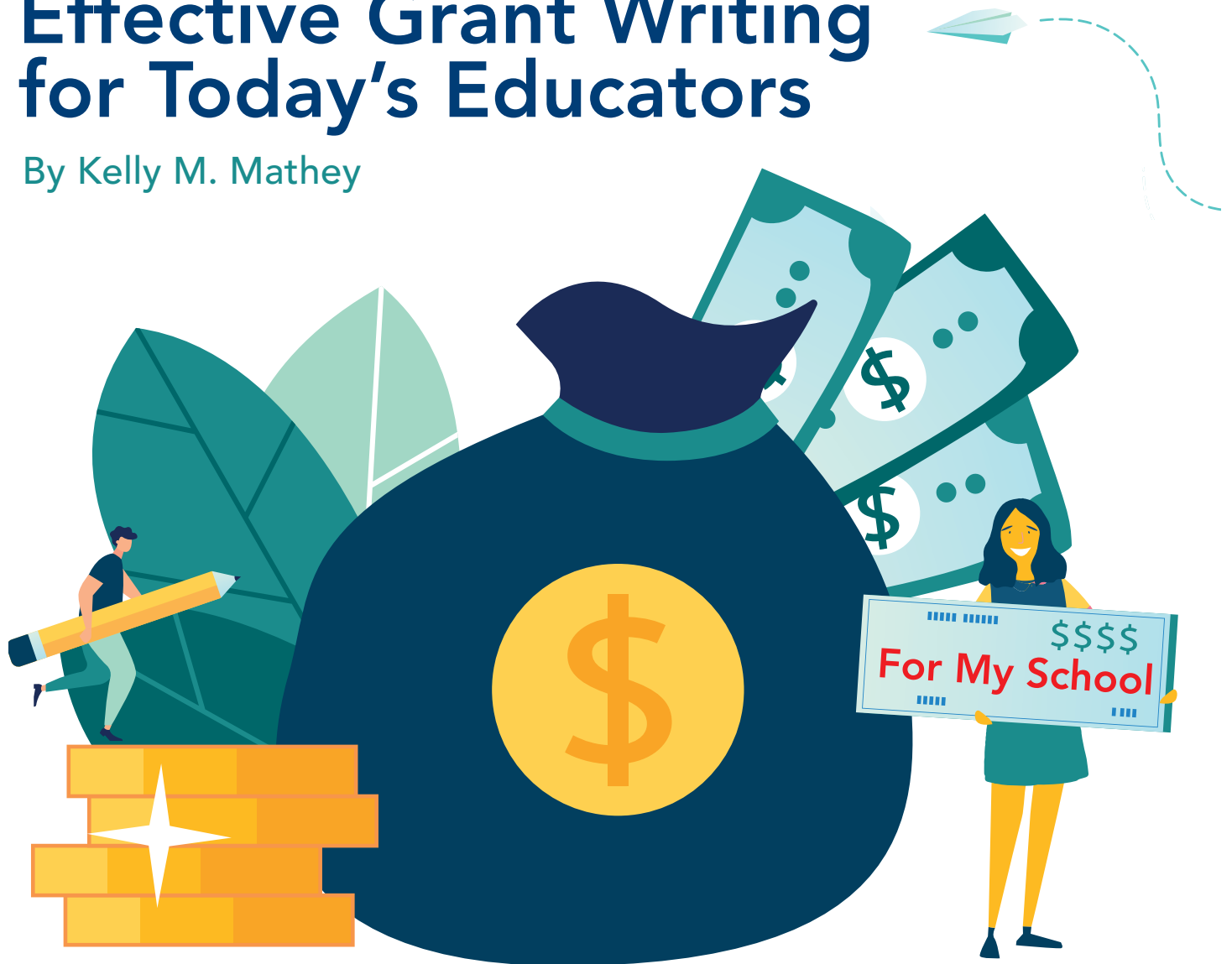


INFOBASE INFO YOU CAN USE

Effective Grant Writing for Today's Educators

By Kelly M. Mathey



PART 3 Writing an Effective Grant Proposal

Effective Grant Writing for Today's Educators

PART 3: WRITING AN EFFECTIVE GRANT PROPOSAL



A lot of research, planning, and know-how goes into a successful grant application. When approved, grants can be a powerful and effective way to get funds for supplemental educational resources. Taking the time to do the necessary research and planning will increase the odds of your grant being approved.

Once you've found the grant you want to apply for and assembled your team, put together a winning application!

The third and final part of our new eBook series on winning grants discusses the all-important task of writing a grant proposal that has the best chance of getting funded. It expands on the 5 steps to win grants, with tips and examples of answers to get you off to a good start.

THE COMPLETE EBOOK SERIES

PART 1: General Grant Writing Suggestions

PART 2: Locating Collaborators and Finding Funding

PART 3: Writing an Effective Grant Proposal

PART 3 Writing an Effective Grant Proposal

Here are sample answers for a completed grant proposal, using Infobase's *American History* database as an example. Use these as helpful guidelines for what to highlight in your own proposal. Don't forget to make sure your answers align specifically to what's being asked.



HIGHLIGHT SHARED GOALS!

Research your school's mission, goals, strategic design, and core values and emphasize how they align to those of the grant administrator.

1. ALIGN THE PROPOSAL

I am requesting one teacher license to pay for an online database from Infobase called *American History*.

- ◆ **Align the proposal to the district's Strategic Design Plan.**

SAMPLE:

"*American History* is an online tool that will improve my students' interest and knowledge in every unit of study that is dictated by the district's scope and sequence while also motivating the students, creating focused learners who will retain lesson objectives through a variety of media and 'Empowering All Learners to Succeed in THEIR World.'"

[In quotes is the district's vision/mission statement.]

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- ◆ **Align the proposal to the building goals.**

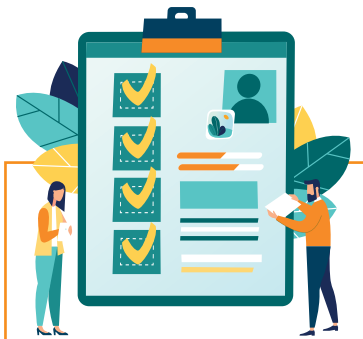
SAMPLE:

“*American History* will carry the momentum of my building’s goals by increasing home-student-school communication. Every resource from this program is accessible remotely to view, download, save, and print regardless of what type of phone, computer, software, or programming the user has. Having every resource, lesson, video, and assessment accessible from any location allows teachers, teacher assistants, special education teachers, and users at home to easily interact with the necessary resources to complete an objective.”

- ◆ **Align the proposal to the grade-level curriculum. (Does it enrich, enhance, or supplement the curriculum?)**

SAMPLE:

“*American History* covers [X number of] units of study out of the mandated [X number of] units for [grade range]. Every unit comes with primary sources, videos, photographs, timelines, biographies, slideshows, images, maps, and charts. With the availability of every type of content usable for the ages of [age range], this program will enrich the students who are intrinsically motivated to learn more by exploration. The resources will enhance the existing curriculum with [insert here where your gap is...images, primary sources, etc.] due



FOLLOW GRANT GUIDELINES EXACTLY

Keep responses to the point and stick to what is being asked—follow the instructions exactly to avoid being passed over.

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to the lack of those resources from [list here the district-provided resources—do NOT include any other supplemental materials that you provide or create on your own]. Lastly, this resource will be a great supplement for students who need to learn from hands-on experience and make connections. The ever-changing world we live in requires us to keep students engaged by providing a variety of resources and by keeping our instruction relevant to their world. These resources will allow us to keep the instruction of our country's history fresh and relevant to the learners' world and their need for fast-paced and visually appealing material.”

2. JUSTIFY THE NEED: Supplemental Program Implementation

- ◆ Have a detailed plan for frequency of use of the proposed resource.

SAMPLE:

“I will use *American History* every day for every lesson. I currently pull information from a large variety of resources for every lesson based on the gaps my students present from the prior lesson. Having this resource will simplify the planning process. I plan on using almost EVERY piece of content made



**QUICK
TIP**

GET THE FACTS

Use real-world examples, facts, and statistics to substantiate your proposal and underscore the need for resources.

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available here with my students. In the event some material is not applicable to the students' direct use, it is perfect for me to use as background information or for presentation purposes for my students and teacher assistants who are instructing small groups—not to mention it is so user-friendly that I can use it as a resource for parents and caretakers to help students with assignments at home.”

- ◆ **Explain how the supplemental material will improve test scores and learning methods for different learning groups.**

SAMPLE:

“As most studies indicate, students' improved comprehension and test scores are achieved when students are able to learn the same content repeated in a variety of ways. This is not only the best way to increase comprehension and test scores but also a best practice to make connections with a variety of learners and learning styles. The variety each historical content section provides ensures success for all types of learners from all backgrounds. These will touch on the kinesthetic, auditory, visual, and reading/writing.”



MAKE GRANT GIVERS FEEL VALIDATED

Make sure they know how important they are by showing them how their vision and goals align with yours.

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3. DEFINE THE DEMOGRAPHICS

- ◆ **Who will benefit from this proposal—for instance, the student population?** List the number of students who will benefit from this proposal. Be sure to include every student from every class period.

SAMPLE:

“Additionally, another [number of] students from grades [list relevant grade range] in [name of building] will benefit from the collaboration of our American history lessons on our common planning days.”

- ◆ **How will this proposal improve instruction and outcomes for different demographics, such as those with IEPs and 504 plans, ELL students, and various cultural groups?**

SUGGESTION:

Give three examples of three different types of students. Be sure that one student has a 504 (alternative education plan based on medical needs), one student has an IEP (Individualized Educational Plan based on a learning disability), and one student is an English Language Learner (ELL) who uses English as a second language. In the examples, state the need each of those students has that is not being fulfilled, then continue with an example of how this resource will provide those students with what they need, thus improving their learning outcome.



LOOK FOR WINNERS

Many grant givers list winners and/or their proposals on their websites—a good source for reference. Contact the grant winner for tips and advice if it's a grant you are also applying for.

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4. BE SPECIFIC ABOUT COST

- ◆ **Has this request been submitted to the district budget sources?** If so, give the date of submission, the outcome, and an explanation.
- ◆ **List other funding sources that have been exhausted** (for example, other grants, clubs, or district or building budget).
- ◆ **Itemize the cost of your proposal** (overall cost, plus cost per student).

5. DETAIL YOUR RESOURCES

- ◆ **List the resources you currently have available to you.** Be sure to include only the resources bought and provided to you. Do NOT include any outside sources you bring in on your own.
- ◆ **Describe the gap your current resources are not providing that you are looking to fill.**



CELEBRATE SUCCESS

when you win your grant and feel great about how you helped your school and students. If you don't get the grant this time, keep notes and apply as often as you can to various grants—it pays to keep improving your proposals.

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GET THE INFOGRAPHIC

For an at-a-glance tip sheet on the 5 steps to winning grants, go to: www.infobase.com/Grants-Infographic.

Effective Grant Writing for Educators

5 Steps to Win Grants

Infobase

- 1 Align the Proposal**
 - to the district's Strategic Design Plan
 - to the building goals
 - to the grade-level curriculum (Clarify: Will it enrich, enhance, or supplement the curriculum?)
- 2 Justify the Need**
 - Have a detailed plan for frequency of use of the proposed resource
 - Explain how the proposed resource will improve test scores and learning methods for different learning groups
- 3 Define the Demographics**
 - Who will benefit from this proposal—for instance, the student population?
 - How will this proposal improve instruction and outcomes for different demographics, such as those with IEPs and 504 plans, ELL students, and various cultural groups?
- 4 Be Specific About Cost**
 - Has this request been submitted to the district budget sources?
 - List other funding sources that have been exhausted (i.e., other grants, clubs, district or building budget)
 - Itemize the cost of your proposal (overall cost, plus cost per student)
- 5 Detail Your Resources**
 - List the resources currently available to you
 - Describe the gap that the current resources are not providing that you are looking to fill