

Grant Writing Tips



Louise Chapman

District Science Office

Project IBIS Director

Environmental Teacher on Assignment

Volusia County Schools

lchapman@volusia.k12.fl.us

rosebayone@aol.com

Please put grant writing as topic for email!

Table of Contents

Grant Writing PowerPoint.....	Pages 1-11
FUTURES Foundation Mini-grant Activity.....	Pages 12-29
Samples of Two FUTURES Mini-grants.....	Pages 30-35
Vernier Guide to Grant Writing.....	Pages 36-47
United States Funding Opportunities from TI.....	Pages 48-52
TI Grant Writing Guide for Large Scale Grants.....	Pages 53-72
Grant Writing Resources from TI.....	Pages 73-75
Environmental Education Grants.....	Pages 76-86
Toshiba America Foundation.....	Pages 87-89
AAUW Grants.....	Pages 90-94
Toyota Tapestry Grants.....	Pages 95-100
NEA Foundation Grants for Teachers.....	Pages 101-105
NEA Foundation Grants for Students.....	Pages 106-107
NCTM Grants.....	Pages 108-110
STEM Grants.....	Pages 111-114

GRANT WRITING!



LOUISE CHAPMAN
T3 2013



STEP 1

- Decide what it is you want to do.
- Decide what you need and how much it will cost.
- Find a grant or foundation that will allow you to do that. (Kinds)



What Do You Want To Do?

Do you want to change behavior, change curriculum, add more hands-on, increase girls participation, increase attendance, or use technology?

Do you need a lot of money or will seed money do? Can you accomplish your task with \$1000 or will \$100 do?



What Do You Need?

- Do you need technology? Equipment? Supplies? Mentors? Cash? Donations?
- What is the minimum you can use and what is the maximum you can handle?
- How much will you have to do to get what you need? Every grant has reports tied to it. NEVER RETURN RULE





Finding A Source Of Money

- Learning to ask is the key.
- Scrounging is a teacher's middle name.
- Find the right grant for the right need.
- Will you have to have **in-kind**, **cash match**, or both to receive your money? Partners matter.

What Will This Grant Fund?

- Believe me, if it says it will not pay for technology, it won't!
- Believe me, if it says 4 pages total, they will just pull off the last 15 or 19 page entry.
- 90% of grant applications fail because the applicant fails to follow simple instructions.



What do they want?



- You must address what they are asking you for, not what you would like to talk about.
- Think of a crossword puzzle and realize that everything must fit just right. Follow the guidelines.
- Realize that without a track record you may not get everything you ask for. The more grants you complete the more money people will want to give you.

KEEP TRACK!

- Keep track of the money you spend. Think spreadsheet.
- Keep track of people involved and what they are doing and how often they are doing it.
- Meet your deadlines or explain why.
- If Florida is on fire and you can't take 300 kids in the woods today then explain that to them.
- Or if it isn't working do you have a plan?

(Worms)



Remember that nothing is free!

- There are things you need to do for the grant and requirements you need to meet.
- There is nothing worse than taking money and not using it or spending it the wrong way.
- If you need to change your budget tell them in writing and give them the reasons why. Most grants follow the 10% rule.



Work With Everyone!

- Wal-mart
- Target Field Trip Grants!
- Spread the word for what you need. I still get two or three fish tanks donated each year.
- Try it out small and then see what works. Keep what works and get rid of the rest. Try a small grant like Captain Planet for \$1000 and then go bigger.



Get Help When you Need It!

- Ask in your county- do you have a grants specialist?- We have Richard D. Jones. He is my hero.
- Ask if anyone you know has received one of these grants before.
- Ask the granting agency for someone to mentor you .
- For example, each National Service Learning Leader School is responsible for sharing their knowledge and helping others write service learning grants. Every state has these.

Get It Written and Then Get Help Again!

- Get the English Department to proof it.
- Get someone out of field to read it. See if your goals are clear to them.
- Don't be discouraged if at first you don't succeed. Keep trying and call the agency and ask what you can do to improve for next time.
- Expect to get half the budget you ask for and plan what you can get done on that.
- Grants are like credit. You need a history.

What are Matching Funds?

- This means that for every \$1 you receive from the grant you will receive a \$1 from John Smith or Mary Doe for the project.

What is In-kind?

- In-kind means any contribution of supplies, materials, equipment etc.
- For most grants, human resources fall under in-kind. Remember your time counts too.

What are Human Resources and how are they valued?

These are volunteer hours from scientists, mentors, business people, etc. that are valued at a set rate per hour. For example, per the Florida State website you can count \$18.00 per hour for each volunteer you can DOCUMENT! So create a sign-in sheet with names, dates, and times and have your volunteers sign-in every time they work with you.

Mini-Grant Application

- Name of Applicant
- School
- School Bookkeepers name:
- Project Title:

Grant Title
Remember it is all in the
perspective! (3rd grade)

- 1.
- 2.
- 3.

**Number of students involved in the
project**

- Keep track of those directly impacted-
- Keep track of those indirectly impacted-
this is your primary focus for dissemination

Grade level/Class designation

- Names/aide letters= just for you
- Sex
- GPA
- Ethnicity
- Race
- Socio-Economic status
- At-risk.....Low performing status

Needs for the grant- Remember the hidden ones!!!!

- 1.
- 2.
- 3.

Grant Request

- Did you check your school system?
- Did you check the vendor bid quotes?
- Did you price the local stores? Is there a large discount for teachers?
- Is there a clearly related activity to the purchase of this item??
- Do you have a plan if less \$\$\$ is given?
- Do you have a wish list ready?

Justification for expenses

- 1.
- 2.
- 3.

Describe your project:

- Who
- What
- Project Duration
- Where

Goal of your proposal?

- Buy paper?
- Have students write more often to increase _____ skill and _____ achievement?

How will this enhance your students or classroom?

- In what ways?
- Why would this be needed or important?

Assessment/ Quantative Data/
Academic gains

1. pre/post///comparison of test scores///achievement levels///student portfolio using rubric///
See green pre/post
2. details of activities
3. low performing- how were they specifically impacted?

Continuation of last year's grant?

- Most cases this is a no. Usually this is a way to try out new ideas. Once you have some data and results if you need to continue you might try other grants.
- Why would you need to continue and what is the impact of your project?

Partners and how to find them

- Volunteers already with you
- Businesses already helping you
- Mentors, scientists, agencies already with you
- All around you there are partners. Your students, parents, administrators, fellow teachers, and anyone else you know may be able to suggest a partner to help you.

Partners

1. Who?
2. What?
3. How often?

Sometimes they ask you lots of extra questions.

Have them ready- (see grant questions)

What makes a good grant?

- Is there a clearly defined problem?
- Is there a demonstrated need for the grant?
- Is there already funding or materials at the school for the project?
- Can it really be done?
- Is it clear how it will be evaluated?
- Does the grantee have a demonstrated track record?
- Will the time line work?
- Does it match the mission and does it meet all the criteria for the RFP?

Louise Chapman
Science Resource Teacher
District Science Office/Volusia County
Brewster
200 North Clara Avenue
DeLand, Florida 32127
Cell number- 386-212-0365

Email – rosebayone@aol.com
Put in grant writing for subject

Mini-Grant Application

- Name of Applicant
- School
- School Bookkeepers name:
- Project Title:

Grant Title

Remember it is all in the
perspective! (3rd grade)

1.

2.

3.

**Needs for the grant- Remember the
hidden ones!!!!**

1.

2.

3.

Justification for expenses

1.

2.

3.

Describe your project:

- Who
- What
- Project Duration
- Where

Goal of your proposal?

- Buy paper?
- Have students write more often to increase _____ skill and _____ achievement?

How will this enhance your students or classroom?

- **In what ways?**
- **Why would this be needed or important?**

Assessment/ Quantative Data/

Academic gains

1. pre/post//comparison of test scores//achievement levels//student portfolio using rubric//

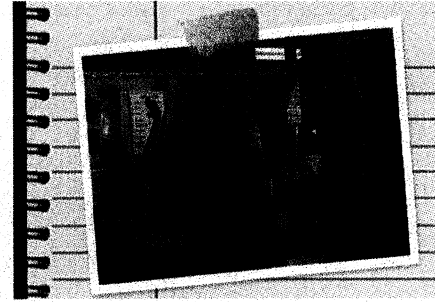
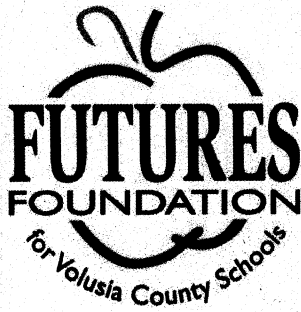
See green pre/post

2. details of activities

3. low performing- how were they specifically impacted?

What makes a good grant?

- Is there a clearly defined problem?
- Is there a demonstrated need for the grant?
- Is there already funding or materials at the school for the project?
- Can it really be done?
- Is it clear how it will be evaluated?
- Does the grantee have a demonstrated track record?
- Will the time line work?
- Does it match the mission and does it meet all the criteria for the RFP?



FUTURES Mini-Grant Program

Helping teachers teach and kids learn!

How Does It Work?

FUTURES Foundation for Volusia County Schools is pleased to announce its 2012-2013 Mini-Grant program. This year we have budgeted \$60,000 for grants which includes \$10,000 in funding from Progress Energy.

FUTURES Foundation is seeking applications for the funding of projects which demonstrate innovative and effective ways to meet students' needs and increase motivation to learn. **Grants of up to \$1,500** may be submitted for projects.

Our objective is to encourage and support teachers and administrative staff who have great ideas for creative use of curriculum that will provide enhanced learning experiences for students. Mini-Grants enable the purchase of special materials and resources for the classroom and are intended to support projects that are not provided for within school budgets or through other means.

Who Can Apply?

All Volusia County Public Schools' K-12 teachers and administrative staff are encouraged to apply.

It is the policy of FUTURES Foundation that Charter Schools shall not be eligible to apply for Grants under FUTURES Mini-Grant Program, absent extenuating circumstances to be considered by the Board of Directors at its discretion from time to time. *(Approved and adopted 2/18/09)*

Timeline

- Mini-Grant Applications Distributed: July 9th
- Application Deadline: August 31st
- Grants Announced: September 14th
- Grants Payable to Schools: September 28th
- Project Evaluation and Budget Reports Due: June 5th, 2013

Mini-Grant Criteria

A committee consisting of educators and FUTURES Board of Directors and staff shall review the applications. The committee will place an emphasis on grant projects in the following subject areas: literacy, energy (solar and alternative) education and awareness, STEM (science, technology, engineering, mathematics) and the arts.

The review committee reserves the right to make adjustments in grant requests. Generally these grants are not used to fund T-shirts, computers (hardware), awards, incentives, food, travel, certificate requests, salaries (including substitutes' salary), staff development, nor to supplant existing funding opportunities.

Supplies and equipment are available on the district website, of please check there for the best prices.

All software requests (including installation on a classroom computer) need to be cleared by the District. Go to Blackboard, sign in, select Departments, select Technology Services, select Learning Technologies, then select Approved Software List to see if your item is on the District Approved List. If your requested software is not on the District Approved List, you will need to go through the approval process. If you need assistance, please contact Mark Leary at Technology Services, extension 20450.

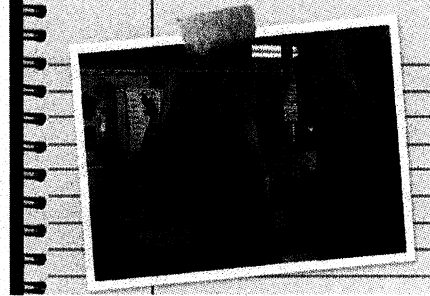
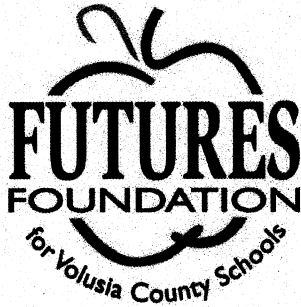
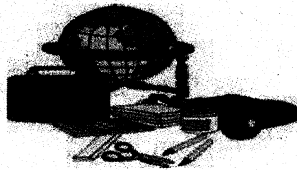
All books need to be approved by the school's media specialist.

Please also read through these procedures & considerations before starting your application:

1. Approval is required from your school principal/administrator to ensure that appropriate administrative personnel are aware of your submission of the grant application.
2. Project funds must be spent during the 2012-2013 school year.
3. An evaluation form and final budget report which includes all receipts/invoices and the snapshot report (secure from bookkeeper) for your grant's expenditures will be required. Any unused funding of \$5 or more must be returned to FUTURES.
4. Instructional materials funded by a FUTURES grant become the property of the school in which the teacher/administrative staff is employed when applying.
5. The Foundation reserves the right to publicize all grant programs.

Need more information before you submit an application, please contact:

Kelly Ferguson, Director
FUTURES Foundation
(386) 255-6475 ext. 50730



FUTURES Mini-Grant Application 2012-2013

First Name:

Last Name:

School Name:

Email:

Has your principal been notified of this application? Yes No

Names of Other Team Members (if any):

Project Title:

Funds Requested: \$

Grade Level/Class Designation: /

Number of students involved in the project:

Project Description

1. Summary of Your Project: (one paragraph)

Please include Who, What, Why & How.

2. Provide Project Objectives:

What will students learn and be able to do as a result of this grant?

3. Detailed Description of the Project:

Describe your project idea. Be sure to include examples of envisioned student activities.

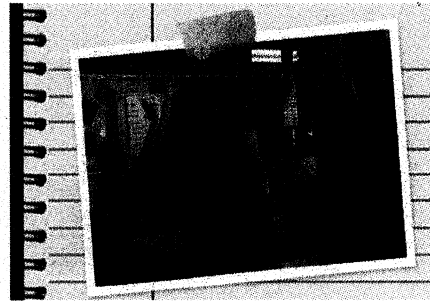
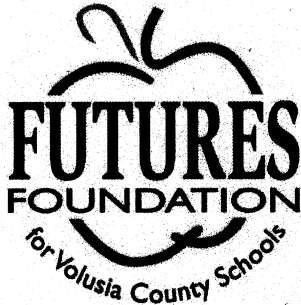
4. Schedule of Events (Projected Timeline):

Please provide a list of activities by month (starting in October) to show that the project is well planned.

5. Project Evaluation: How will you determine if your objectives have been met?

Grant Applicant Signature

Principal/Administrator Signature



MINI-GRANT Application Check-list:

1. Mini-Grant Application complete
(You must use FUTURES form-do not create your own) _____
2. Budget Detail form complete & calculations correct _____
3. Reviewed and signed application _____
4. Obtained signature of Principal/Administrator _____
5. Obtained signature of School Media Specialist for
book purchases. _____

**Applicants must submit the original and 6 copies of their grant request to
FUTURES at Facilities/Daytona Beach**

Deadline is August 31st, 2012

**FUTURES Foundation for Volusia County Schools
Mini-Grant Evaluation Form**

Grant Recipient's Name Project Title

School Grant Allocation

1. Please specify the number of persons involved in the project.

Students Parents Teachers Community

Please keep responses to questions 2-9 to a total of two pages.

2. Give a brief description of the project activities in detail. Include your business/community of volunteers involvement and support of Sunshine State Standards.
3. Did the grant impact/assist low performing students? How?
4. Describe the results of your evaluation. You must include baseline data and measurable results as tangible evidence of objectives and the academic achievement increase of students. (i.e. pre & post tests, rubric, comparison of scores/achievements levels, etc.).
5. Specifically report how your funds were spent (amounts, what was purchased). See sheet attached!
6. State the strengths and weakness of this project. Please include how you would improve the program if you were to implement it again.
7. Describe one activity that was the most successful learning experience of the grant. Provide specific achievement that was noted.
8. What are the future plans for this project? If it is to continue, how will it be funded?
9. Do you have any suggestions for improving the mini-grant process/program?

**This final report and final budget report must be typed and submitted to
the FUTURES Foundation office by June 5, 2013.**

Send to Kelly Ferguson, FUTURES, Facilities Services, Daytona Beach.

Evaluation form available on website www.FuturesVolusia.org

Click programs, mini-grants, forms

Only those recipients who return evaluations will be considered for grants in subsequent years.

**All money not expended by Friday, June 1, 2013, must be returned to FUTURES by
Friday, June 12, 2013.**

MINI-GRANT Evaluation Form Check-list:

1. **Mini-Grant Evaluation form completed**
(You must use FUTURES form-do not create your own) _____
2. **Budget form completed** _____
3. **Snapshot attached** (obtain from school bookkeeper) _____
4. **Copies of all purchase invoices/receipts attached** _____
5. **Evaluation packet submitted prior to due date of June 5, 2013**
(Only those who return completed evaluations on time will be consider for grants in subsequent years) _____

+Date of Submittal: 10/20/03

FUTURES Foundation for Volusia County Schools
Mini-Grant Application
www.futureseducationfoundation.org

Only typed applications will be considered

Please limit responses for numbers 1-8 to one page.

Name of Applicant (specify individual name): Louise Chapman and Kenneth Butler
School: Mainland High School
Grade: 9-12 Level/Class Designation: Marine Science I and II, Biology
Number of students involved in the project: 200

1. Project title: UVA, UVB, NO MORE SUNBURN FOR ME!
2. What is the goal of your proposal? 1) to show students how the increase in UVB rays striking the Earth is increasing as the ozone is depleted, 2) to have students become aware of the hazards of not wearing sunscreen, 3) to increase student awareness of the fact that cloudy days increases the risks of sunburn, 4) to have students understand the role of UVA and UVB in skin cancer, and 5) to engage at-risk students in science.
3. How will this proposal enhance your program? It will help students understand the role of sunlight in the development of cancer in organisms. It will also increase awareness of how certain sun's rays can reduce the amount of photosynthesis in marine plants.
4. Describe your project's activities: Students will use UV sensitive beads on bracelets or necklaces, UV sensitive nail polish, and UV "black light" to detect the amount of UV light. Students will test sunscreen lotion for its effectiveness on UV blocking by coating UV beads with sunscreen and measuring the time for the beads to turn color. Students will use UV light-sensitive nail polish to time appearance of messages through different types of glass. Students will compare sunny and cloudy day amounts of UV light. Using Vernier UV sensors, students will compare the UVA and UVB transmission of various plastics and glasses and then compare the results to the effectiveness of the indicator beads.
5. Describe your evaluation process. Project must show academic gains. Evaluation to include quantitative data: pre/post tests, comparison of test scores/achievements levels, student portfolio evaluation using rubric.

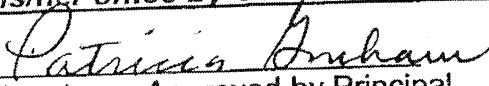
Pre and posttests of knowledge will be given. Students will design experiments and their experimental design will be evaluated using a specially created rubric.

6. How is this project a creative or unique use of money? This project is a creative link of scientific knowledge, fun activities, technology, and survival skills in Florida "The Sunshine State".

materials to complete
your grant.

Requested grant: \$1000.00

Applications that require signature of Area Superintendent must reach his/her office by October 22, 2003.


Signature - Approved by Principal
(for teacher, PTA, School Advisory Committee Projects)

Signature-Approved by Area Superintendent
(for school-wide projects)

Grant applications that do not answer all questions accurately will be denied.
Submit To: Beth Butera, Director, FUTURES Foundation, DeLand Administrative Complex

Budget Page For: UVA, UVB, NO MORE SUNBURN FOR ME!

UV Light Sensitive nail polish 5-pack assorted colors for making signs to test UV passage through different kinds of glass (tinted etc.)

NP-AST 10 packs for \$2.95 each= \$22.95

UV Light Sensitive Beads to string on bracelets or necklaces to coat with sunscreen to test UVA and UVB exposure.

UV 750 3000 Assorted Beads=\$54.95

UV-BLU changes to Blue in UV light 10 packs for \$6.95 each=\$69.50

UV-YEL changes to Yellow in UV light 10 packs for \$6.95 each=\$69.50

Mainland's Colors are blue and gold therefore students are more likely to wear these colors.

Bulk rawhide to string beads for necklaces

8 rolls of 25 yards for \$19.95 each=159.60

Macramé string for bracelets for those opposed to rawhide (usually vegans)

Blue roll for \$5.49

Yellow roll for \$5.49

Friendship bracelet instruction book

1 book of how to make bracelets with beads for \$15.19

Vernier UV Sensors to encourage students to compare current technology with beads as indicators of UVA and UVB. The rest of the equipment to use with the probes is available from a previous purchase using a Seaworld Award.

3 UVA Sensors for \$98.00 each=\$294.00

3 UVB Sensors for \$99.00 each=\$297.00

Budget Request Total= \$1000

2. Project Activities: (Sunshine State Standards SC.H.1.4, SC.H.3.4)

Students learned to use Vernier ultraviolet light probes to detect and measure UVA and UVB rays as well as learned to use Vernier dissolved oxygen probes. Additionally, they learned how to properly care for and store these probes to ensure future use. The special transparent boxes had to be built and tested which proved a real challenge. The probes were then used to measure UVA-UVB and dissolved oxygen produced by phytoplankton collected from Rose Bay within the confines of the boxes. Volusia County Environmental Management.....???

3. Results of Evaluation:

Each of the students was given instruction in the operation and care of the probes. Each of the students was evaluated on knowledge of the probes' operation and care through practical demonstration. The hypotheses, experimental procedure and the data collected in the process was evaluated through existing rubrics for grading laboratory reports and included as part of the students' quarterly grade.

4. Strengths/Weaknesses:

This project's strengths include in-field/laboratory experiences and the rewards and frustrations of doing real science. The rewards affiliated with using scientific probes, calculators, and calculator-based laboratory (CBL II) apparatus include near-instant gratification in data collecting. The frustration (and a weakness in the project) came in the form of making-from-scratch plexiglass boxes. Students learn that scientists often craft tools/apparatus with some successes and some failures. With practice, adjustments, and more successes, the process of doing research on the phytoplankton in the future should run more smoothly.

5. Future Plans:

Continuation of these studies is planned. From the preliminary results, there is a demonstrated need for more data collection over a longer period of time. Also, with the hurricane season as impacting as it was, no true baseline data could be established. With the grant from Futures, Inc., the needed equipment is in place to help the Learn and Serve grantees to continue the research.

6. Final Budget Report: Attached.

7. Was the financial allocation sufficient?

Yes, it was.

8. Suggestions for improving minigrant process/program?

Perhaps, Futures, Inc., would consider sending a photographer/representative to visit, interview students, and take photographs of some of the projects. We think that this person would have a better idea of the types of photographs/quotes that Futures may want for publication. Other than this, we believe that this is an admirable program and the process is manageable.

1. PROJECT TITLE: "Creepy Crawly Art"

2. THE GOAL OF THE PROPOSAL:

The goal of the proposal is to have students learn about marine/brackish water polychaetes (worms) within the context of these worms' natural habitat.

3. HOW WILL THIS PROPOSAL ENHANCE YOUR PROGRAM?

Students will gain an appreciation for animals that are often overlooked and undervalued in the study of marine ecosystems.

4. DESCRIBE YOUR PROJECTS ACTIVITIES.

Students will collect polychaetes from the bottom of Rose Bay using shovel, sifters, and collection boxes. They will record what animals were collected, the site and conditions where located, as well as the dimensions and other pertinent physical characteristics of the polychaetes. Using the Discovery Scopes, the students will observe and record the 3-Dimensional observations they have made of the worms' means of locomotion and other behaviors exhibited by these animals. Afterward, the students will place the worms on Nature Print paper and follow the procedures for making exposure prints. The animals will then be returned to the bay. Note: The purpose for using this type of printing is that the animals are, in essence, involved in a 'capture-and-release' exercise. Finally, once the prints have dried, the students will frame the prints. The prints will be displayed in the classroom after returning to school.

5. EVALUATION.

Pre/post testing will be given based on polychaete anatomy and their importance in the environment.

Field notes will also be evaluated for completeness.

6. HOW IS THIS PROJECT A CREATIVE OR UNIQUE USE OF MONEY?

Normally, specimens that students are able to observe in the classroom are preserved specimens. Preserved specimens may reveal the anatomy of an animal but they do not convey the flexibility, the true color(s), or the variety of behaviors that a living, breathing, active animal may exhibit. Additionally, students' self-esteem is raised/enhanced when they are able to go through the rigors and experiences of science in-the-field and accomplish the goals set forth. Lastly, cross-curriculum teaching and learning will take place with an art to science connection—not all students are enticed by science alone.

7. IS THIS A CONTINUATION OF LAST YEAR'S GRANT? This is not a continuation.

8. ATTACHED

Requested grant: \$902.40

20	Discovery Scope System II	\$32.27ea	\$645.40
20	Bug Boxes	\$ 5.00ea	\$100.00
20	Insect Pinning Forceps	\$ 3.18ea	\$ 63.60
3	7.5" X 5.5" Print Paper, pkg of 40	\$ 8.95ea	\$ 26.85
8	Nature Print Frames, pkg of 15	\$ 6.95ea	\$ 55.60
1	Folding Shovel	\$10.95ea	<u>\$ 10.95</u>
			\$902.40

The Discovery Scope System has viewing chambers that can become 'micro-aquaria' for studying small creatures with no backbones—like the polychaetes.

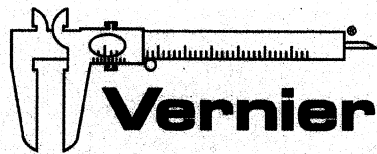
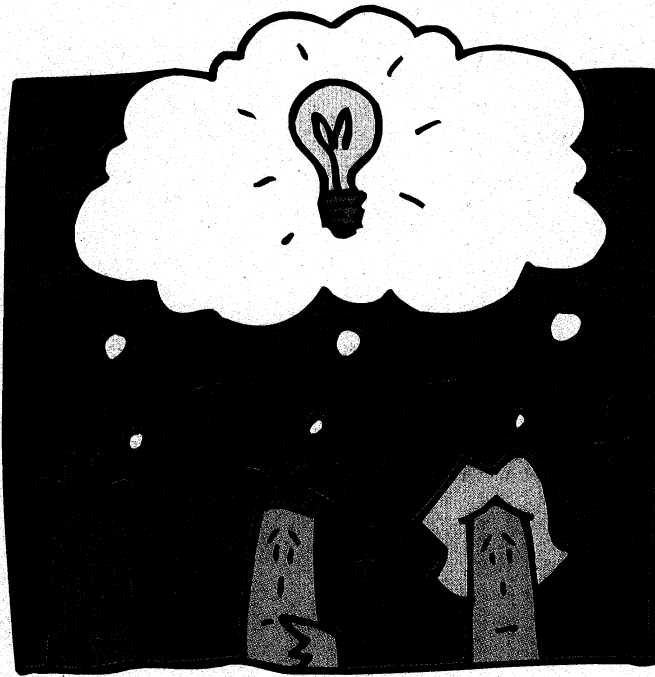
Bug boxes are for keeping the creatures alive while transporting them from and to the bay.

Pinning forceps are for picking up and placing the worms and restricting their movement.

The folding shovel is for ease of transport in the field and to dig in the bay bottom to bring up the worms.

Nature Print Paper is a sun-sensitive product that needs only several minutes of exposure time to produce a negative image. The Nature Print Frame holds the print paper and the specimen together during the exposure time. The frame may then be used as the frame for display purposes.

A Guide to Grant Writing



Measure. Analyze. Learn.™

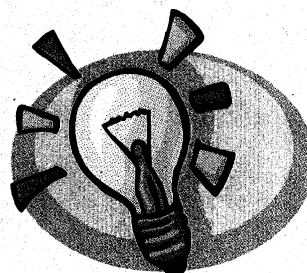
A Guide to Grant Writing

Obtaining Funds for Data-Collection Technology

Nothing is more powerful than an idea whose time has come -

Victor Hugo

As district funds are reallocated to other programs, many educators are forced to look to alternative sources of funding for technology in their classrooms. Technology in your classroom doesn't have to be out of reach. There is plenty of grant money out there for the asking—the hardest part is finding it. Once you have located a source that matches your needs, it is simply a matter of writing a grant proposal and following through with the process. This guide will help you write a successful grant proposal and provide you with links to available funding sources.



Working with Your Idea

Once you have an idea that you would like to have funded, it is helpful to sit down with your colleagues and brainstorm about what you would like to include in your grant proposal. Many ideas on the same topic may lead to a more comprehensive grant proposal. Be open-minded and don't be afraid to dream.

After you've generated a list of things you would like to include, it is time to fine-tune the ideas. Think about what it would take to implement your idea and make it a reality. What type of equipment would you need? What software would be necessary? How will you train the teachers to use the new technology? Make a list of everything you will need to accomplish your goal. Don't forget to include items such as batteries, cables and software.

The best way to have a good idea is to have lots of ideas

— Linus Pauling

Finding a Funding Source

*Lack of
money is no
obstacle.*

*Lack of an
idea is an
obstacle. -*

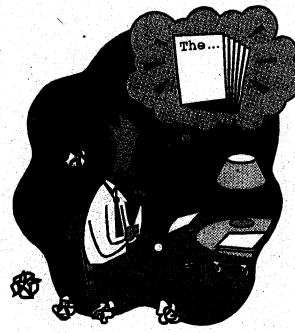
Ken Hakuta

Now that you have an idea, you will need to find a funding source. Many sources are available including federal and state agencies, foundations, major corporations, small businesses, local organizations and district programs. Many of these sources have information about their funding programs on the internet and links to them can be found below. A search using a good search engine, such as Google, will produce many web pages with information about funding sources and grant writing. While it may seem logical to look to governmental agencies and large corporations for funding, don't overlook your local PTA, service organizations, or district foundations. They often have funding available that goes unused.

Up-to-date grant opportunities can be found on the Vernier web site at www.vernier.com/grants

Writing Your Proposal

Now that you have identified a few possible funding sources, it is time to find out a bit more about your funders. Take the time to research the organization or company to determine their criteria. It may be beneficial to contact those sources through a letter or phone call. It is important to get a copy of their grant guidelines and follow the guidelines closely. On the right are some tips on preparing a successful proposal.



Money never starts an idea; it is the idea that starts the money. —
W.J. Cameron

Tips:

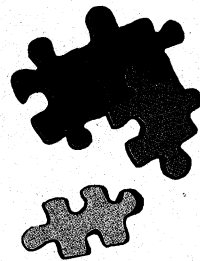
1. **Be realistic, factual and specific.** Don't talk in generalities or emotional terms.
2. **Use language anyone can understand.**
3. **Choose a format that is clear and easy to read.**
4. **Know your funder.** Research the funder's guidelines to make sure you're meeting them.
5. **Start with a brief summary.** This helps to focus the reader on your request.
6. **Propose a realistic budget.** Don't ask for more than you need, make sure the figures are correct and keep a record of how those figures were calculated.
7. **Submit all of the requested application materials.**
8. **Take your time.** Well-written, thought-out proposals are much better received than hurried ones.
9. **Read the instructions, read the instructions, read the instructions.**
10. **Meet the deadline for your application.**

Information from Technology in Education

Putting It All Together

Title Page

Fill out all of the basic information, such as your name, address, phone number, who the grant is for, the name of the program, the total cost of the program, and a brief, but concise summary of the program needs and goals.



Statement of Problem

Describe your problem and how you plan to solve it. This part needs to be very moving and motivating. Focus on the need and your objectives. Describe who will benefit from this program, and highlight how many people your program will serve. You need to create compelling interest in your program.

Goals

Define your goals and objectives. Reveal your vision. Create enthusiasm and excitement for how your program goals will improve and enrich a poor situation.

Plan of Action

Provide details for how you will meet your goals and objectives. Explain what materials and services you will need, and exactly how they will be used. Document a clear plan of action, and explain how you will carry it out. If this is a time-related program, show a detailed timeline.

Staff and Facilities

Identify everyone involved in your project. Determine how you or your staff will implement the plan. Describe the facilities and any equipment necessary for the success of your program. If appropriate, mention whether you or others have had special training that relates to your program.

Evaluation

Document how you will determine the success of the program throughout its duration. Detail how you will determine if your goals and objectives have been met.

Budget

Define program costs and expenses. Be sure to include everything from equipment to shipping. Be realistic and accurate with budget information. Identify who will manage the money and how they will account for all financial dealings.

Information from The Body, Heart & Soul of Grant Writing, www.friendcalib.org/newsstand/f3grant.htm

Getting Help

Feel like you could use a little help with your grant writing? There are some wonderful, useful sites available to guide you every step of the way. Some of those sites include:

Fundraising and Grantwriting Resources

(www.fundsnetsservices.com/grantwri.htm)

A comprehensive source for grant writing. Includes links to sites on writing successful grants as well as applications, forms and fundraising information.



EPA Grant-Writing Tutorial

(www.epa.gov/seahome/grants/src/grant.htm)

This interactive software tool walks you through the grant-writing process and helps you learn to write more competitive grants. The EPA developed this program to help those communities and non-profit organizations identify financial assistance opportunities for their environmental-oriented development programs. Also, this program was developed to make it easier for applicants to produce more competitive grant applications. Sections include Enhancing a Proposal, Program Specifics, Completing Forms, Mock Grant-Writing Activity, Examples, Reference, Resources/Contacts, and a Glossary.

Non-Profit Guides

(www.npguides.org/index.html)

Designed to help you win grant funds for your organization. Includes a guide to writing funding proposals and some sample letters, budgets and applications as well as links to other grant-writing sites.

Grantseeker's Checklist

(www.montana.edu/wwwvr/checklist.html)

Includes a set of tips on writing a successful grant proposal. Step-by-step checklist makes sure you didn't overlook anything.

*Great ideas
need landing
gear as well
as wings. —*

C.D. Jackson

Supporting Your Idea

Many funders are interested in seeing literature to substantiate your claim that your idea will improve things in your classroom. We have compiled a list of support articles on the benefits of the use of computers, calculators, and handhelds for data collection in the classroom. Many of the available articles can be accessed directly on the internet. You will find a list of reference articles at the end of this document.

Following Up on Your Grant

Once you've been awarded a grant, it is important to follow up with the funder on expectations and payment information. Even if you were not awarded the grant, follow up with the funder to see what might have been done differently. Good luck with the grant writing process!



Reference Articles

General

Arnold, Steve, Pat Taylor and Jacqueline Spencer. "The Use of Calculator-Based Laboratory Equipment in Teaching Math, Chemistry, and Biology." *Inquiry*. 3 Fall 1998, 6-8.

Apple K12 Effectiveness Reports, Apple Computer, Inc.
<www.apple.com/education/k12/leadership/effect8.html>

Apple Curriculum Solutions: Articles and Research, Apple Computer, Inc.
<www.apple.com/education/k12/curriculumsolutions/research/>

Elliott, Dean. "Computer-Based Data Collection and Analysis Tools." Fall 2000.
<www.arches.uga.edu/~delliott/courses/edit6170/DeanIDPortfolio.pdf>

Evaluation of the Calculator-Based Laboratory System. Stanford University. 2000

Friedrichsen, Patriacia Meis, Thomas M. Dana, Carla Zembal-Saul, Danusa Munford, and Chen

Tsur "Learning to Teach with Technology Model: Implementation in Secondary Science Teacher Education." *Journal of Computers in Mathematics and Science Teaching* (2001) 20(4), 377-394.

<www.aace.org/dl/files/JCMST/JCMST204377.pdf>

Hsi, Sherry "Bridging Web-based Science with Outdoor Inquiry using Palm Computers." Concord Consortium. 2000.

<cilt.berkeley.edu/synergy/Sherry_AERA00_posternotes%20d.pdf>

Krajcik, Joseph S. and Layman, John W. "Microcomputer-Based Laboratories in the Science Classroom". University of Michigan and University of Maryland.

<www.educ.sfu.ca/narstsite/publications/research/microcomputer.htm>

Lapp, Douglas Ph.D. and Dr. Vivian F. Cyrus "Using Data Collection Devices to Enhance Student Understanding." Central Michigan University. 2000.

<calcnet.cst.cmich.edu/faculty/lapp/MT2000.pdf>

This same paper can be found in *Mathematics Teacher*. 93 September 2000. 504-509.

The Probeware Group. "Probeware: A Definition". The Concord Consortium.

<www.concord.org/themes/probeware_overview.pdf>

Stager, Gary S. "Empowering Young Mathematicians and Scientists Through Technology." *Curriculum Administrator*. October 1998. <www.stager.org/articles/Mathsciencecafeature.html>

<www.stager.org/articles/Mathsciencecafeature.html>

Tinker, Bob. "The Whole World in Their Hands." <www.concord.org/pubs/pdf/future.pdf>

Thornton, Ronald. "Using the Results of Research in Science Education to Improve Science Learning." Center for Science and Mathematics Teaching, Tufts University. 1999.

<probesight.concord.org/what/articles/thornton.pdf>

"Understanding the Total Cost and Value of Integrating Technology in Schools."

International Data Corporation. 1997.

Chemistry

Cherkas, Andy. **Review of Computer and Calculator Data Collection with Vernier Workshop.** *CHEM13 News*. Nov. 2000. 5.

Cortés-Figueroa and Deborah Moore. "Using CBL Technology and a Graphing Calculator to Teach the Kinetics of Consecutive First-Order Reactions." *Journal of Chemical Education*. 76 May 1999. 635-638.

Durick, Mary Ann. "The Study of Chemistry by Guided Inquiry Method Using Microcomputer-Based Laboratories." *Journal of Chemical Education* 78 (2001): 574-575.

Jones, Rebecca B. "Life before and after Computers in the General Chemistry Laboratory." *Journal of Chemical Education*. 77 August 2000. 1085-1087.

Rayner-Canham, et al. **"A Computer-Interfaced Physical Chemistry Laboratory: Some Personal Experiences"**. L'Actualité chimique canadienne. March 2000. 16-17.

Sale, Cynthia L, Nicole M. Ragan and Maureen Kendrick Murphy. **"Using Calculator-Based Laboratory Technology to Conduct Undergraduate Chemical Research."** Journal of Chemical Education 78 (2001) 694-696.

Physics

Angell, Carl and Trond Ekern, **"Measuring Friction on Falling Muffin Cups."** The Physics Teacher. 37 March 1999. 181-182.

Bernhard, Jonte. **"Can a Combination of Hands-on Experiments and Computers Facilitate Better Learning in Mechanics?"**. CAL-laborate. 5 October 2000.
<science.uniserve.edu.au/pubs/callab/vol5/bernhard.html>

Dimitriadis, Panagiotis et al. **"Linear motion study through graphs- A new technology - based learning environment."**

Fay, Sarah and Angela Portenga. **"Hey You! Shut the Refrigerator Door!"**. The Physics Teacher. 36 Sept. 1998. 336-338.

George, Elizabeth and Jesus Vazquez-Abad. **"Effects of instructional technologies on student learning in the undergraduate physics laboratory."** NSF Project Proposal. Wittenberg University.
<userpages.wittenberg.edu/egeorge/per.html>

Hartley, Kendall W., David Fowler and Robert Mann. **"Probing Student Minds."** The Science Teacher. October 1999. 34-39.

Laws, P. W. **"Millikan Lecture 1996: Promoting active learning based on physics education research in introductory physics courses."** American Journal of Physics. 65 January 1997. 14-20.

Making Connections with the MTV® Generation is Easier, More Interesting When Science and Math Teachers Use TI's Calculator-Based Laboratory™ System. Texas Instruments.
<education.ti.com/global/news/release/cg-407.html>.

Phillips, Dennis W. **"Physics on Graphing Calculators."** The Physics Teacher. 37. April 1999. 230-231.

Redish, Edward F., Jeffery M. Saul, and Richard N. Steinberg. **"On the Effectiveness of Active-Engagement Microcomputer-Based Laboratories."** American Journal of Physics. Volume 65. 45 - 54 (1997)
<www.physics.umd.edu/perg/papers/redish/mb1/mb11.html>

Redish, Edward F., Jeffery M. Saul, and Richard N. Steinberg. **"On the Effectiveness of Active-Engagement Microcomputer-Based Laboratories: Part 2."**
<www.physics.umd.edu/perg/papers/redish/mb1/mb12.html>

Redish, Edward F. and Richard N. Steinberg. **"Teaching Physics: Figuring Out What Works."**
Physics Today. January 1999. 24-30.

Rios, José M. and Santosh Madhavan. **"Guide to Adopting Technology in the Physics Classroom."** The Physics Teacher. 38 February 2000. 94-97.

Russell, David, Keith B. Lucas, and Campbell J. McRobbie. **"Microprocessor Based Laboratory Activities as Catalysts for Student Construction of Understanding in Physics."**
Queensland University of Technology. 1999.
<www.aare.edu.au/99pap/luc99196.htm>

Svec, Michael. **"Improving Graphing Interpretation Skills and Understanding of Motion Using Micro-computer Based Laboratories."** Furman University June 1999.
<unr.edu/homepage/crowther/ejse/svec.html>.

Sokoloff, David R. and Ronald K. Thornton. **"Using Interactive Lecture Demonstrations to Create an Active Learning Environment."** The Physics Teacher. 35 Sept. 1997. 340-347.

Thornton, Ronald K. and David R. Sokoloff. **"Assessing student learning of Newton's laws: The Force and Motion Conceptual Evaluation and the Evaluation of Active Learning Laboratory and Lecture Curricula."** American Journal of Physics. 66 April 1998. 338-352.

Water Quality

The Water Quality Project. Boston Latin Academy.
<learnweb.harvard.edu/ent/gallery/pop4/pop4_1.cfm>

Biology

Lu, Casey R., Burton E. Voss and Lewis J. Kleinsmith, "The Effect of a Microcomputer-Based Biology Study Center on Learning in High School Biology Students." American Biology Teacher. May 1997. 270

Special Needs/ Assistive Education

Lunney, David. "Everybody Needs to Learn Science: How Assistive Computer Technology Can Help Bring Students with Disabilities into the Mainstream." 1997.



presents
the

Vernier Technology Awards

Sponsored by Vernier Software & Technology

Purpose of Award:

The Vernier Technology Awards will recognize and reward the innovative use of data collection technology using a computer, graphing calculator, or handheld in the science classroom.

Eligibility:

Teachers of science in grades K-College level classrooms

Number of Awards: Seven

One \$3,000 Award for Elementary (grades K-5)

Two \$3000 Awards for Middle Level (grades 6-8)

Three \$3000 Awards for High School (grades 9-12)

One \$3000 Award for College

Recognition

The award-winning teachers will receive an expense-paid trip to the NSTA National Convention (expenses not to exceed \$1,000), a check for \$1,000, and \$1,000 in Vernier products. The check, products certificate, and a commemorative plaque will be presented during the NSTA Awards Banquet at the NSTA National Convention.

Application process

Fellow science teachers or school principals may nominate a teacher for the Vernier Technology Awards. Self-nominations are also accepted.

Application forms are available at <http://www.vernier.com/grants/nsta.html>



Vernier Software & Technology

13979 S.W. Millikan Way • Beaverton, OR 97005-2886

Toll Free (888) 837-6437 • (503) 277-2299 • FAX (503) 277-2440

info@vernier.com • www.vernier.com

Funding Sources

A Funding "How-To" Guide

US Funding Opportunities

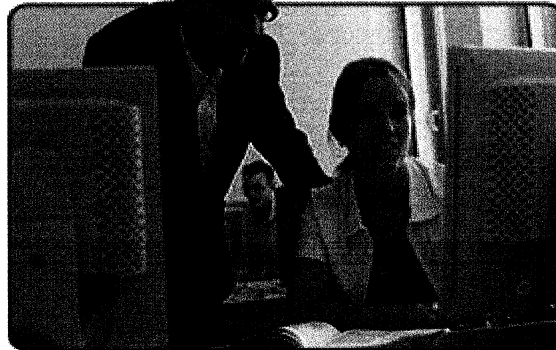
This resource lists federal and private (national and multistate) grant opportunities compiled by TI. The document includes a hyperlinked index that connects you to a brief description, application/contact information and web link for each program. (Requires Adobe Acrobat Reader®)

Download

Local Funding

TI has researched local community grant opportunities in the following states. If you are from one of these states, we encourage you to use this resource! Requires Adobe Acrobat Reader®

Arizona
Arkansas
California
Colorado
Florida
Hawaii
Illinois
Maryland
Massachusetts
Michigan
Nevada
New York
Ohio
Texas
Virginia



© Copyright 1995-2013 Texas Instruments Incorporated. All rights reserved.



United States Funding Opportunities

INDEX OF FUNDING RESOURCES

NOTE: Some federal and private grant listings in this document may have expired deadlines. We continue to include these listings because the funding resource is highly likely to be re-opened for grant competition in future years. Along with the descriptive information provided, the funding opportunity listed contains both contact information and links that may assist you in your research. From a grant writing perspective, it may take almost a year to prepare, submit, and receive a response from the funding source. Therefore, reviewing both expired grants and awarded grants may be helpful in preparing for future funding applications. For more information on grant writing strategies, view our [Successful Grant Writing Strategies](#) document available on our website. Grants available for teachers or classrooms are identified with [REDACTED] highlighting.

INTERACTIVE TABLE OF CONTENTS

Source	Title	Key Words
Federal	21st Century Community Learning Centers	Mathematics, Technology
Federal	Carl D. Perkins Career and Technical Education Act of 2006 Perkins IV	Mathematics, Professional Development, Science, Technology
Federal	IDEA - Individuals with Disabilities Education Act, Part B, Section 611	General Education, Mathematics, Technology
Federal	Improving Teacher Quality (Title II, Part A)	Professional Development
Federal	Mathematics and Science Partnerships (Title II, Part B)	Mathematics, Science, Technology
Federal	McKinney-Vento Homeless Children and Youth Program Funds	General Education
Federal	Rural and Low-Income School Program	General Education, Mathematics, Science, Technology
Federal	Title I, Part A - Improving Basic Programs Operated by Local Education Agencies	General Education, Mathematics, Technology
Private	3M K-12 Education Giving Science Plus	Mathematics, Science, Technology
Private	AAUW Community Action Grants	Mathematics, Science, Technology
Private	Alexander and Baldwin Foundation	General Education
Private	American Honda Foundation	Science
Private	[REDACTED]	Mathematics, Science, Technology
Private	Amten Foundation	Professional Development, Science, Technology
Private	[REDACTED]	Advanced Placement, Mathematics, Professional Development, Science, Technology
Private	ASM Materials Education Foundation	Mathematics, Science, Technology
Private	Avistia Foundation	Mathematics, Science, Technology
Private	Bank of the West Corporate Giving Program	General Education, Mathematics
Private	Boeing Company - Primary-Secondary Education	Mathematics, Science, Technology
Private	Bristol County Savings Community Support	General Education
Private	[REDACTED]	Environmental Science
Private	Charles H. Dater Foundation, Inc.	General Education
Private	Charles Lafitte Foundation	General Education
Private	Coming Incorporated Foundation	General Education, Technology
Private	Crail-Johnson Foundation	Mathematics, Science, Technology
Private	Darden Restaurants Foundation	General Education
Private	Dominion Educational Foundation	General Education
Private	Dow Corning Global Giving	General Education, Mathematics, Science, Technology
Private	DTE Energy Foundation	Mathematics, Science, Technology
Private	Edwin S. Webster Foundation	General Education
Private	Foundation for the Mid South	General Education

50



United States Funding Opportunities

Private	GenCorp Foundation, Incorporated	Mathematics, Science, Technology
Private	Goldman Sachs Foundation	General Education
Private	Greater Cincinnati Foundation	General Education
Private	Hanover Insurance Group Foundation, Inc.	General Education
Private	Intel in Your Community	Mathematics, Science, Technology
Private	Iwin Andrew Porter Foundation	Environmental Science, General Education
Private	ITEA – International Technology Education Association	Technology
Private	JM Family Enterprises, Inc.	General Education
Private	[REDACTED]	Mathematics, Professional Development, Science, Technology
Private	M & T Charitable Foundation	General Education
Private	MetLife Education Grants	General Education
Private	Michael and Susan Dell Foundation	General Education, Mathematics, Science
Private	Motorola Innovation Generation Grants	Mathematics, Science, Technology
Private	[REDACTED]	Science, Technology
Private	[REDACTED]	Mathematics, Science
Private	Northrop Grumman Foundation	Mathematics, Professional Development, Science, Technology
Private	Pentair Foundation Grant	General Education, Mathematics, Science
Private	Progress Energy Foundation, Inc.	Environmental Science, Mathematics, Science, Technology
Private	QUALCOMM Incorporated Corporate Giving Program	Mathematics, Science, Technology
Private	RGK Foundation	Mathematics, Professional Development, Science, Technology
Private	Roy A. Hunt Foundation	Environmental Science, General Education
Private	[REDACTED]	General Education, Professional Development
Private	The Community Foundation for the National Capital Region	General Education
Private	The Daniels Fund	General Education
Private	The Latner Family Foundation	Environmental Science, General Education
Private	The Malone Family Foundation	General Education
Private	The Wells Fargo Foundation	General Education
Private	The Walton Family Foundation – K-12 Education Reform	Environmental Science
Private	The Weyerhaeuser Company Foundation	Environmental Science, General Education
Private	[REDACTED]	Mathematics, Professional Development, Science, Technology
Private	[REDACTED]	Mathematics, Professional Development
Private	[REDACTED]	Science
Private	Verizon Foundation	General Education, Mathematics, Science, Technology

51



United States Funding Opportunities

Date	Title/URL	Description	Application Information	Contact Information
<p>See the State Contact List for state websites and application due dates.</p>	<p>21st Century Community Learning Centers CFDA Number: 84.287 http://www.ed.gov/programs/21stccl/index.html</p>	<p>This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children. A more detailed list of permissible uses is located at: http://www.ed.gov/programs/21stcclc/applicant.html</p> <p>Level(s): K-12</p> <p>Amount(s): FY11 - \$1,166,166,000. FY12 President's Request \$1,266,166,000</p> <p>Budget Tables are located at: http://www2.ed.gov/about/overview/budget/stat-estables/index.html</p>	<p>Instruction(s): Formula grants are awarded to State educational agencies, which in turn manage statewide competitions and award grants to eligible entities. For specific state details, state contact information is located on the federal website at: http://www.ed.gov/programs/21stcclc/contacts.html</p> <p>Special Note(s): For this program, eligible entity means a local educational agency, community-based organization, another public or private entity, or a consortium of two or more of such agencies, organizations, or entities. States must give priority to applications that are jointly submitted by a local educational agency and a community-based organization or other public or private entity. Faith-based organizations are also eligible to apply.</p>	<p>Pilla Parker Team Leader US Department of Education 21st Century Community Learning Centers 400 Maryland Ave., S.W. Room 3E247 LBJ Federal Office Building Washington, DC 20202-6200</p> <p>Phone: (202) 260-3710 Fax: (202) 260-8969 21stCCLC@ed.gov Pilla.Parker@ed.gov</p> <p>State contacts located at: http://www.ed.gov/program/s/21stcclc/contacts.html</p>
<p>Visit state websites for application due dates.</p>	<p>Carl D. Perkins Career and Technical Education Act of 2006 Perkins IV http://www.ed.gov/policy/sectech/leg/perkins/index.html</p>	<p>Perkins IV focuses the Federal investment in career-technical education on high-quality programs that:</p> <ol style="list-style-type: none"> 1) Integrate academic and career-technical education through a coherent sequence of courses; 2) Promote student attainment of challenging academic and career-technical standards; 3) Link career-technical education at the secondary and postsecondary level through career-technical programs of study; 4) Provide students with strong experience in, and understanding of, all aspects of an industry to include work-based learning. 	<p>Instruction(s): Review website for details.</p> <p>Special Note(s): States have the options of placing Perkins funding in the secondary schools, postsecondary schools or secondary/postsecondary combinations.</p> <p>Perkins IV Factsheet is located at: http://www.ed.gov/about/offices/list/ovae/pi/cte/factsheet.html</p>	<p>U.S. Department of Education Office of Vocational and Adult Education 11th Floor 550 12th Street, SW Washington, DC 20202-7100</p> <p>Phone: (202) 245-7700 Fax: (202) 245-7838 ovae@ed.gov</p>

25

Grant Writing Guide for Large Scale Grants

education.ti.com/grants

Visit the Texas Instruments website for updates
on funding and grant writing.



The Office of Education Policy at Texas Instruments uses reasonable efforts to include accurate, complete and current information in this document, however, this office does not warrant that the content herein is accurate, complete, current, or free of technical or typographical errors. All information is provided solely "AS IS". We have provided links to certain World Wide Web sites solely for your convenience, and this office is not responsible for the content and accessibility of any of these sites. Rotary Club is a registered trademark of Rotary International.

Contents

Grant Writing Guide for Large Scale Grants

Successful Grant-Writing Strategies	1
Define the Need	2
Use Research to Make Your Case	3
Identify and Contact Potential Funders	5
Craft the Proposal	6
Basic Proposal Elements	7
Writing and Formatting Tips	8
Federal and State Grant Funding	9
Keys to Success	10
Links to Other Grant Writing Resources	11
Books on Grant Writing	12

Links to Federal and National Resources on Education Funding

Federal Resources	14
National Education Groups	15
Other Resources	17

Successful Grant Writing Strategies

Competing for grant dollars in the current education funding climate is both an opportunity and a challenge. Many state and local education budgets have been altered in response to accountability and achievement requirements or reduced because of funding shortfalls. In response, government and foundation grant programs are trying to assist schools, districts and community agencies in developing initiatives that increase educational opportunities for young people. At the same time, all sectors of our communities are calling for increased accountability in education and academic success for our students.

To win funding in this highly competitive environment, grant proposals must be well planned, complete, compliant and persuasive.

If, in response to increasing academic demands, you are looking for grant funds to create, expand or improve an academic program on a large scale (\$25,000 or more), you will need a well designed project, active partners and a strong proposal. To assist you in organizing and writing a successful grant application for a larger-scale project, Texas Instruments has developed this guide which will take you through the necessary steps and provide some important tips on how to develop a winning proposal.

If you are looking to win a smaller grant (less than \$25,000) from a local community source, review our "Guide to Winning Small Grants from Community Sources" at education.ti.com/grants

GRANT PROCESS

Grant proposal writing begins with a Request For Proposals, or RFP. This document is the source of information that the potential grantee needs to complete the proposal document. It contains all of the information required to develop a grant in accordance with the guidelines and priorities established by the grantor organization. Essential information to be found in the RFP includes such information as: grantor agency, program description, grantee eligibility, program priorities, proposal instructions and the ever important due date. The RFP is critical to the grant writing process and grantees must conduct a thorough review of the document.

However, the best projects begin before a competition is announced. A prepared applicant will research a problem, set goals, gather partners and determine a course of action long before a grant is identified. Conducting proper needs assessments and constructing effective implementation plans often take more time than is allowed by the submission deadline.

The primary aim in writing a grant should be to get the funding required to execute a specific program or project. A goal of writing a grant should never be just to get money. Successfully implementing a grant and writing a winning grant proposal are intertwined and equally complex. As such, it becomes imperative that the proposal accurately describes the program for which the grantee seeks support. Basic elements of a workable plan must be presented in order to dramatically improve the impact of the funds used to implement that project. Here are some the major steps in the grant writing process:

- Identify a problem.
- Conduct a needs assessment.
- Establish outcomes.

- Conduct research to identify the best strategies and activities.
- Write a concept paper outlining your need, outcomes, strategies and activities.
- Identify the partners you need and the roles they should play.
- Use your concept paper to get approval within your organization.
- Use your concept paper to get your partners to sign on to your project.
- Identify possible funding sources.
- Upon getting the RFP, carefully read it over and over again. Gain an overall understanding of the program requirements and priorities; research the grantor; know the deadline.
- Tailor your project to match the priorities identified in the RFP.
- Attend any technical meetings.
- Write the proposal.
- Get letters of commitment from project partners.
- Have a disinterested party read and critique your proposal, and make revisions.
- Get final approval from your organization.
- Submit your proposal.

Define the Need

The first step in creating a comprehensive project plan and proposal is defining your need, or what you want to accomplish. This may not be as simple as it sounds. At first, you may think that your need is to provide technology to students and teachers for a mathematics course and professional development for teachers about integrating that technology. That need is too small to win funding from a major foundation or government agency. Most granting organizations look for a comprehensive program that has strategic impact and sustainability beyond the granting period.

If you have a small need, you should look to frame it as part of a larger need with a vision and outcomes beyond technology purchase and integration. An example of such a project would be to revamp 7th and 8th grade mathematics curriculum to increase the percentage of students who successfully pass Algebra 1. As part of that project, you will integrate graphing technology into the instruction, provide extensive professional development to the mathematics teachers, develop an after-school tutoring program in conjunction with the Boys & Girls Club's, and evaluate the program at various points during the year.

Defining the need is the most important step in developing a proposal, and it will take the most time and effort. As you define your need, you should start by asking some key questions:

- Why are you requesting funds? (This will become your need statement.)
- How will this funding improve the school and community? (This will become your mission/goal.)
- What will it take to reach this goal? (This will drive the budget and the partners you look to bring on board.)
- What will your community look like when this need is addressed? (This will become your vision.)
- Who else in the community supports addressing this need? (These people and organizations will become your partners.)

You will quickly realize that you need a variety of community stakeholders to answer these questions and gather the information necessary to communicate your need. Stakeholders may include representatives from some of the following groups:

- School and district administration
- Teachers
- Students
- Parents
- School board
- After-school programs
- Local education groups
- Local business groups (e.g., chamber of commerce, Rotary Club™, business roundtable)
- Museums and other cultural organizations
- City and county agencies
- Mayors or county executives

Once you have these key stakeholders around the table helping to define the need, garner their support for the project and proposal. Granting organizations will want to see your stakeholders support your proposal in these ways:

- Donating matching funds
- Supplying volunteers & expertise
- Supplying materials or space for project activities
- Incorporating portions of your project into theirs
- Writing letters of support for the project
- Promising support beyond the grant period

Granting organizations want to see collaboration among groups and pooling of resources to support program goals. They want to see their grant being used as part of a larger effort for school and community improvement.

Proposals from stand-alone agencies with no partners, and proposals without a viable plan for sustainability beyond the grant period, are rarely funded.

Use Research to Make Your Case

Granting agencies, whether government or private, want to know how well the projects they fund are working. Many grant programs funded with federal dollars are now required to be supported by practices that have been proven effective. A 28-page guide from the U.S. Department of Education seeks to help practitioners distinguish between programs that have passed rigorous tests and those that have not. The publication includes a one-page diagram that gives an overview of the process as well as a checklist to use in evaluating whether an intervention is truly backed by rigorous evidence or by poorly designed or advocacy-driven studies. The guide is titled: Us DoE Guidance: Identifying and Implementing Educational Practices Supported by Rigorous Evidence. <http://www.ed.gov/rschstat/research/pubs/rigorousvid/rigorousvid.pdf>

Proposal reviewers also want to know that you are aware of previous research, which provides a solid framework for your project, so you build on past experience. And, you need to show the granting organization that you will be guided by data-driven information about your needs and planned intervention.

Incorporate research into your proposal in three main ways: (1) to frame the need you are addressing in your proposed project; (2) to support your intervention's quality and (3) to measure your intervention's effectiveness. Many proposal guidelines will include specific requirements for background data and research methods and measures to back up the intervention planned in the proposal. Be sure to follow any such requirements closely.

1) Demonstrating The Need. To show your need, use achievement and demographic data. Statistics from standardized tests, course passing rates, high school dropout rates, demographics of students who perform well versus those who do not, and other similar types of data can be used to identify and explain your need. For example, you may be able to show that a particular kind of student underperforms relative to the state standards, and that kind of student falls within the eligibility guidelines for the grant you are targeting. Be sure to work with your school district's data expert to gather the most accurate information available and to be sure you are analyzing the data correctly before you write the information into your proposal.

Sources for District, State, National Statistics include:

- AYP Data (from your district or state)
- NAEP Data (from nces.ed.gov)
- Local Exam Data
- Local Demographics
- Publications of the Council of Chief State School Officers (www.ccsso.org), or your own state department of education, or foundations active in education in your state.

2) Supporting Quality. To support the quality of your intervention, you should gather information on the past effectiveness of similar interventions in your district or elsewhere, done by researchers or practitioners. Also, if you have a track record of successful implementations, be sure to summarize it. You may be able to obtain data from companies whose products have been effective in making the change you want; research analyses of similar programs from other districts, states or research organizations may be available on the Web or in conference proceedings and journals, and you can find formal, reviewed studies published in research journals by searching research data bases which include relevant journals and books, or by searching ERIC.

Here is a list of some good sources for research on effectiveness of interventions. Often these are available for free or at low cost:

- Effectiveness of TI Technology (www.education.ti.com/research)
- Regional Education Laboratories (<http://ies.ed.gov/ncee/edlabs/>)
- National Council of Teachers of Mathematics, Research Briefs (www.nctm.org)
- National Research Council/National Academies, Division of Behavioral and Social Sciences and Education (www7.nationalacademies.org/dbasse/)
- Education Resource Information Exchange (www.eric.ed.gov)

3) Measuring Your Effectiveness. In general, your proposal usually needs to show that your program works. To do so, *before* the intervention you need to:

- Decide what evidence will convince you and others that your program is working
- Select or develop measures for each kind of evidence
- Collect baseline data at the beginning of your intervention, using the measures

During the intervention, you should:

- Collect data which shows that your intervention is proceeding as you planned

At the end of each cycle of your intervention, you should:

- Collect data using the measures you used at the baseline, and look for changes

There are many simple and sophisticated ways to measure effectiveness. You need to choose a way, which will answer the most important questions you and the granting agency have about effectiveness of your intervention. The plan needs to be practical and it needs to fit within your budget (a rule of thumb is to plan about 10% of program cost for evaluation research). The amount of research necessary for a proposal will increase with the complexity of the project and the amount of money being sought. Consider using an evaluation specialist as a consultant for your project, if your project is large or complex relative to your past experience.

Identify and Contact Potential Funders

Once you and your stakeholders have defined the need, the next step is to identify potential granting organizations. Alignment is the key word in this effort. Find an organization that supports the vision or goal you have identified, e.g., if you seek funding for a math improvement program, do not submit to a foundation that concentrates on social studies and visual arts. Most foundations and corporate giving sources make grant awards based on some combination of the following: (1) geographical location; (2) mission; and (3) type of support (scholarships, program grants, matching funds, etc.).

If the grant guidelines state that the foundation prefers to fund community-based organizations, you may want one of your community partners to be the lead organization on the proposal and have the school or district written in as a major partner. Alternatively, you may want to find another foundation that funds school-based programs.

The following resources provide information on federal, foundation, and corporate giving sources:

- **Federal and Foundation Funding** information from TI: education.ti.com/grants
- **The Foundation Center:** <http://www.fdncenter.org/>
This site catalogs foundation information. Access to the funding information on the site requires a subscription fee of approximately \$20 per month.

- **US Department of Education Forecast of Funding:** <http://www.ed.gov/fund/grant/find/edlite-forecast.html>
This site lists virtually all programs and competitions under which the US Department of Education has invited or expects to invite applications for new awards and provides actual or estimated deadline dates for the transmittal of applications under these programs.
- **Funds net:** <http://www.fundsnetsservices.com/educ01.htm>
This site lists current Web sites of funding sources for general education programs. It also cites government funding sources.

Relationships

In the foundation and corporate arena, relationships are a key component to successful grant proposals for two reasons. First, building good community relationships with potential partners increases your ability to coordinate resources for your project and show potential funders that your project has wide support.

Second, building a relationship with a potential funder can increase your likelihood of winning a grant. Once you have identified potential foundations, contact them to talk about your project BEFORE you begin writing your proposal. A foundation grant officer can be a great advocate for your project and an excellent resource for developing a strong proposal.

If your organization has a contact with the foundation's Executive Director or a board member, set up a meeting to discuss your proposal. If your goals are aligned, this person can become an influential advocate for your application.

Some grant guidelines state that the foundation does not accept unsolicited proposals. This does not mean that you should not try to work with this foundation. It may mean that the foundation wants to develop a relationship with potential grantees before accepting a proposal from them. Pick up the telephone and talk to a grant officer. That is the best way to get your foot in the door and build a relationship. In addition, the grant officer may be able to steer you toward other potential funders for your project.

Craft the Proposal

Once you have identified your need; gathered your stakeholders and solicited their support; and identified and contacted potential funding sources, it is time to begin crafting your proposal.

First, determine what kind of proposal the granting organization(s) want. Foundations will have unique guidelines for proposals, so make sure you have the most updated guidelines and any forms they may require. Federal and state agencies will have strict content and format guidelines. It is very important to work with the program officer to make sure you meet eligibility requirements and have all required forms and content. Tips on submitting proposals to federal and state agencies are supplied in a separate section on page 6.

Second, identify a proposal manager. This person will be responsible for organizing and managing the entire proposal effort from your first kick-off meeting to the delivery of the application.

Third, identify a writer, who also may be the proposal manager. If you do not have grant development funds, ask a skilled staff member or stakeholder with expertise in the area of the proposed project to be lead writer. If you do have grant development funds, you may want to consider hiring a grant writer to serve as a lead writer or a reviewer of your proposal.

The following sections typically are required in foundation proposals, often in about five or six pages.

Basic Proposal Elements

a. Executive Summary/Abstract – A short summary of your entire proposal.

- This is the most important section of the proposal. It must be well organized, concise and self-contained.
- A reader must be able to understand the work you propose, your strategy for implementing the project, your passion for the project and your capabilities to make it successful.
- You should write this section last.

b. Statement of Need – Why the project is needed.

- This section describes the problem you want to address and should be illustrated with statistics/demographic information that support the need; narrative description of situation; and stories of individuals who will be affected by the program.
- Write as if your project will serve as a model for others to follow.
- Answer the following questions:
 - Why is this project unique?
 - In what ways does it build already done, either in your community or in another city/school / district?
 - How does it fit into larger community goals and needs?
 - What other organizations support addressing the need?
 - Tie the need to a school, district, or community vision or mission for enhancing education.

c. Project Description

This section should explain, in detail, the purpose and importance of the project. Include detailed information about what the project will accomplish and how it will be implemented. A timeline, staffing chart and other graphical information are good ways to illustrate the project in a succinct and engaging way. Be sure to include:

- Goal—the resulting change that this project will create (e.g., "I will be able to run 3 miles because I will have lost 20 pounds.")
- Objectives—These are measurable, time-framed outcomes. They must be specific, tangible, measurable, and achievable within a specific time period. (e.g., "For the next month, I will eat healthy meals, walk 2 miles every day, run 2 miles on Tuesday and Saturday.")
- Milestones—The short-term accomplishments that keep the project on track (e.g., "Every week, I will plan healthy meals on Sunday and eat them throughout the week to keep me on my diet.")
- Administration—Describe the personnel involved in this project and their specific assignments. Be sure to submit a biographical statement or résumé for each individual. You should indicate which personnel will work full time or part time and which consultants and volunteers will be used.
- Partner Roles—Incorporate information on the specific roles of partner organizations in achieving the objectives.

The goals, objectives and milestones should be defined in depth; staffing requirements should be mapped closely to each activity; and necessary resources and support should be included.

If you are attentive to mapping milestones and objectives to your goal, your proposal will be understandable to the reader, and a detailed budget that anticipates all possible costs should be very easy to prepare.

d. Evaluation

Granting organizations require more rigorous evaluation now than they did in the past. Therefore, you must have an evaluation plan as a tool to measure how well you have achieved your stated objectives. Most evaluations include (1) a process evaluation that describes the implemented program and determines the extent to which the program has been implemented as it was defined; and (2) an outcome evaluation that determines whether the program achieved its goals and objectives.

It is generally recommended that you partner with an outside organization for evaluation and include the cost in your proposal. Examples of an outside organization might be a college or university, a nonprofit or for-profit organization that evaluates education programs, or a state department of education or other agency.

e. Sustainability

Discuss how this project will continue after the funding period ends. You may cite additional funding sources, matching funds and external partnerships that will be developed to provide continued financial support.

f. Budget

Be sure to look closely at your project description and evaluation sections as you develop the budget. It will help you anticipate and include the funding you will need. Keep these points in mind as you develop your budget:

- Your budget should be clear, concise, and easy to understand.
- Include budget justification, in-kind contributions, matching funds from other groups (if any) and indirect costs, if applicable.
- Adhere to all guidelines from the granting organization and double-check the figures.
- Cover the follow categories: personnel, fringe benefits, equipment, supplies, travel and other costs.

Writing and Formatting Tips

Remember that the funding organization may not be familiar with jargon or acronyms that seem self-evident to you. Use plain language and define any terms specific to your community, state, or the field of education.

Successful proposals must be well written, well organized, and follow the principles of good informational design. Follow these tips to submit a clear and easy-to-understand proposal:

- Write in the active voice whenever possible.
- Be very concrete and specific. Answer the classic journalism questions: Who? What? Where? How? And Why?
- Keep your sentences and paragraphs short.
- Use plenty of white space. Page margins should be at least one inch on all sides.
- Use bulleted and numbered lists to make your points.
- Use page numbers, headers, and footers.
- Break your proposal narrative into small units.
- Use pictures, charts, graphs, and tables to display information.
- Organize your proposal to reflect the grant guidelines.
- Include a table of contents, frequent headings and sub-headings, and topic sentences at the beginning of your paragraphs.

Federal and State Grant Funding

The US Department of Education has grant programs for schools and districts. Some of these programs are funded directly from the US Department of Education (discretionary grants) while others are distributed to state departments of education for local competition within the state (block or title grants). If you are applying for discretionary grants, you should be aware of the stringent guidelines associated with them. Before you apply for a grant from the US Department of Education, keep these points in mind:

- Find out what upcoming federal opportunities are available by reviewing the "Forecast of Funding Opportunities" from the US Department of Education (<http://www.ed.gov/fund/grant/find/edlite-forecast.html>) and print out information on programs that match your defined need.
- Plan many months in advance to apply for a federal grant. Although the grant guidelines are likely to be released a couple of months before the application deadline, the Forecast of Funding will list the grant 6-12 months ahead of time.
- Be sure you are eligible to apply for the grant.
- Federal grants are evaluated according to strict scoring guidelines. Be sure to understand the evaluation criteria and give appropriate attention to each of them in your application.
- Understand the content requirements and the weight each section has on scoring. Make a clear connection in your program description to the required element in the grant guidelines.
- Contact your state department of education to find out when the block or title grant competitions will be open and what the requirements are.
- Include key community partners in your project. Solicit letters of support from them and include them in your proposal.
- Give yourself adequate time to develop and submit the proposal. Set your internal deadline for submission 4-6 weeks ahead of the grant deadline.
- Many federal grants now require proposals to be submitted through the US Department of Education's e-Grants Application Process. To ensure that you apply properly using this system, look at the e-Grants Web site early and allow yourself enough time to complete the online process.

Successful Grant Writing Strategies

Keys to Success

- *Include community stakeholders from the beginning and solicit their input.*
- *Include data and research in your proposal.*
- *Plan for your project well in advance of grant deadlines. For federal grants or other large dollar grants, consider allowing yourself at least several months to complete the application.*
- *Develop a vision and mission around your project.*
- *Follow the grant guidelines very carefully. Make sure your proposal is complete, compliant, and persuasive.*
- *Determine ways to make the project sustainable after the grant period.*
- *Find existing programs in your community with which you can partner for infrastructure, resources, funding, and expertise.*
- *If you are seeking funds from a foundation or corporate giving source, contact the grant officer PRIOR to developing your proposal.*
- *Use personal contacts whenever possible with foundations and corporate giving sources.*

Links to Other Grant Writing Resources

The following Web sites have an abundance of good information on writing strong proposals. You will notice overlap in some information, which should be taken as reinforcement that certain things are very important.

Catalog of Federal Domestic Assistance – Developing and writing grant proposals. This is a must-read for those applying for federal grants.

http://12.46.245.173/pls/portal30/CATALOG.GRANT_PROPOSAL_DYN.show

Corporation for Public Broadcasting – Basic Elements of Grant Writing

<http://www.cpb.org/grants/grantwriting.html>

The Foundation Center – A Proposal Writing Short Course

<http://fdncenter.org/learn/shortcourse/prop1.html>

Grant proposal information – From the Center for Nonprofit Management in Los Angeles, CA

<http://www.silcom.com/~paladin/promaster.html>

Lone Eagle Consulting – Grant Writing Tips

<http://lone-eagles.com/granthelp.htm>

The Minnesota Council on Foundations – Writing a Successful Grant Proposal

<http://www.mcf.org/mcf/grant/writing.htm>

National Science Foundation – A Guide for Proposal Writing

<http://www.nsf.gov/pubs/1998/nsf9891/nsf9891.htm>

Non-profit guides – Offers sample letters of inquiry and various formats

<http://www.npguides.org>

SchoolGrants – Grant Writing Tips

<http://www.schoolgrants.org/tips.htm>

University of Wisconsin Grants Information Center – an excellent listing of grant resources

<http://grants.library.wisc.edu/organizations/proposalwebsites.html>

(Please note these are links to outside resources we think you might be interested in visiting. TI is not responsible for the content, accuracy, or functionality of any non-TI site.)

Books on Grant Writing

Best Practices in Grants & Funding, eSchool News Special Report.

This booklet provides strategies and techniques for developing proposals and includes sample documents and best practices. Purchase at: http://www.eschoolnews.com/catalog/product_info.php?cPath=26&products_id=30

Complete Idiot's Guide to Grant Writing, Thompson, Mandy, Alpha; 2007

A comprehensive guide for all levels providing information on the grant writing process and components.

Includes a CD loaded with sample applications, proposals, and follow-up letters. Purchase at:

http://www.pppindia.com/cgi-bin/shop/bab_products_catalog.cgi?Operation=ItemLookup&ItemId=1592575897

Demystifying Grant Seeking: What You Really Need to Do to Get Grants

Golden-Brown, Larrissa and Brown, John, John Wiley and Sons Inc, 2001

The book provides a systematic and logical way of searching for grants, and helps to identify which foundations to approach. Purchase at: <http://www.addall.com/detail/0787956503.html>

Everything Grant Writing Book: Create the Perfect Proposal to Raise the Funds You Need

Tremore, Judy and Burke-Smith, Nancy, Adams Media Corp, 2003

Offers advice to grant writers on how to work within the competitive market to obtain the funds most suitable to given needs. Purchase at: <http://www.addall.com/detail/158062877X.html>

Finding Funding, 4th ed., Brewer, Ernest, and Charles M. Achilles, Jay R. Fuhrman, Connie Hollingsworth. Corwin Press, 2001.

This book includes strategies for writing successful government and foundation grants and includes project management and Internet use. Purchase at: <http://www.corwinpress.com/book.aspx?pid=5263>

Fundraising For Dummies, Second Edition Mutz, John, John Wiley & Sons, 2005

A straight-forward detailed guide to the basics of fundraising, with more than 25 percent new material.

Purchase at:

http://www.pppindia.com/cgi-bin/shop/bab_products_catalog.cgi?Operation=ItemLookup&ItemId=0764598473

Grantseeking: A Step-by-Step Approach, rev. ed. Zimmerman, Robert M. San Francisco, CA: Zimmerman, Lehman & Associates, 1998.

The book explains the how to's of: writing a letter of intent, with a sample, creating a proposal and budget, and follow-up with funders. Purchase at: <http://www.amazon.com/exec/obidos/ASIN/B0007YLEOU/>

I'll Grant You That, Burke, Jim and Carol Ann Prater, Heinemann, 2000.

This resource is a book and CD-ROM for finding funds, designing projects, and writing proposals. Purchase at:

<http://www.heinemann.com/shared/products/E00197.asp>

The First-Time Grantwriter's Guide to Success, Knowles, Cynthia, Corwin Press, 2002

Presents a systematic approach identifying internal needs and moves through the process of research, proposal development, and outreach to funders.

Purchase at: <http://www.corwinpress.com/booksProdReviews.nav?prodId=Book225477>

The Foundation Center's Guide to Proposal Writing, 4th ed. Geever, Jane C. United States of America, 2004.

Provides information on how to prepare award winning proposals, including examples. Purchase at:

http://fdncenter.org/marketplace/catalog/product_monograph.jhtml?id=prod10047

The Grantwriter's Internet Companion, Peterson, Susan, Corwin Press, 2000.

This book offers tools for using the Internet to find funding and grants. Purchase at:

<http://www.corwinpress.com/book.aspx?pid=5184>

Winning Grants Step by Step, Carlson, Mim. San Francisco, CA: Support Centers of America, 1995.

Contains exercises designed to help with proposal planning and writing skills and to meet the requirements of both government agencies and foundation funders. Purchase at *Amazon.com* or:

<http://www.josseybass.com/WileyCDA/WileyTitle/productCd-078795876X.html>

Writing for a Good Cause: The Complete Guide to Crafting Proposals and Other Persuasive Pieces for Non-Profits, Furlich, Danielle S, and Barbato, Joseph, Simon and Schuster, 2000

A comprehensive how-to book, furnishing helpful advice on how to write the best proposal from initial research to final product. Purchase at:

http://www.pppindia.com/cgi-bin/shop/bab_products_catalog.cgi?Operation=ItemLookup&ItemId=0684857405

Links to Federal and National Resources on Education and Funding

The following lists provide a wide variety of federal and national resources relating to education, technology, NCLB, school reform, statistics and funding. Use these resources as your first stop for in-depth information on important education issues.

Federal Resources

Educator's Desk Reference (formerly AskERIC)

<http://www.eduref.org/>

Contains a general education reference section, lesson plans, Q&A archive on education issues, and information from the ERIC Database.

ExpectMore

<http://www.expectmore.gov>

Federal web site providing performance reports on all federal programs.

Federal Grant Resource Site

<http://www.grants.gov/>

Grants.gov allows organizations to electronically find and apply for more than \$400 billion in federal grants.

Federal Register

<http://www.ed.gov/news/fedregister/announce/index.html>

Lists Notices Inviting Applications for grants to be awarded by the U.S. Department of Education.

National Aeronautics and Space Administration (NASA)

<http://education.nasa.gov/home/index.html>

The following is a list of websites for specific NASA educator programs:

- **NASA Explorer Schools**
<http://explorerschools.nasa.gov/portal/site/nes/>
- **NASA Explores Program**
<http://nasaexplores.com>
provides free weekly K-12 educational articles and lesson plans on current NASA projects.
- **NASA Lunar Meteorite Sample Loan Program**
http://www.nasa.gov/audience/foreducators/Lunar_Sample.html
Educators can become certified to borrow lunar and meteorite materials.
- **Urban and Rural Community Enrichment Program - URCEP**
<http://www.nasa.gov/audience/foreducators/5-8/development/URCEP.html>
This program is specifically designed to serve middle school students in urban and rural areas. Major activities include lectures, demonstrations, and hands-on classroom activities that supplement the ongoing curriculum. Special emphasis is placed on communications, logic, and reasoning skills that are curriculum related.

National Center for Education Statistics

<http://www.nces.ed.gov/>

National Technical Information Service (NTIS)

<http://www.ntis.gov>

NTIS serves our nation as the largest central resource for government-funded scientific, technical, engineering, and business related information available today. Here you will find information on more than 600,000 information products covering over 350 subject areas from over 200 federal agencies.

No Child Left Behind Information

<http://www.ed.gov/nclb/landing.jhtml>

Office of Management and Budget

<http://www.whitehouse.gov/omb/>

OMB evaluates the effectiveness of agency programs, policies, and procedures, assesses competing funding demands among agencies, and sets funding priorities.

Teacher-to-Teacher Program

<http://www.teacherquality.us>

The US Department of Education's Teacher-to-Teacher program is a four part initiative that includes Teacher-to-Teacher Summer Workshops, a Research to Practice Summit, Teacher Roundtables and Teacher Updates.

US Department of Commerce, Technology Administration

<http://www.technology.gov/>

The Technology Administration focuses on the contribution of technology to America's economic growth. There are several technology programs associated with this agency.

US Department of Education

<http://www.ed.gov>

United States House of Representatives: Committee on Education and the Workforce

<http://edworkforce.house.gov/>

United States Senate: Committee on Health, Education, Labor, and Pensions

<http://help.senate.gov/>

National Education Groups

Achieve

<http://www.achieve.org>

American Association of School Administrators

<http://www.aasa.org>

American Education Research Association

<http://www.aera.net>

American Federation of Teachers

<http://www.aft.org>

American Legislative Exchange Council

<http://www.alec.org>

Association of American Educators

<http://www.aeteachers.org>

Consortium for School Networking (CoSN)

<http://www.cosn.org>

Core Knowledge Foundation

<http://www.coreknowledge.org>

Council of Chief State School Officers

<http://www.ccsso.org>

Council of Great City Schools

<http://www.cgcs.org>

Education Commission of the States

<http://www.ecs.org>

Education Consumers Clearing House

<http://www.education-consumers.com>

The Education Trust

<http://www.edtrust.org>

Educational Research Service

<http://www.ers.org>

Federal Program Evaluations

<http://www.expectmore.gov>

GreatSchools.net

<http://www.greatschools.net>

Just for the Kids

<http://www.just4kids.org>

Lawrence Hall of Science

<http://www.lawrencehallofscience.org/>

Mathematically Correct

<http://www.mathematicallycorrect.com>

National Alliance of Black School Educators

<http://www.nabse.org>

National Association of Elementary School Principals

<http://www.naesp.org>

National Association of Secondary School Principals

<http://www.nassp.org>

National Association of State Boards of Education

<http://www.nasbe.org>

National Center for Educational Accountability

<http://www.nc4ea.org>

National Council on Teacher Quality

<http://www.nctq.org>

National Council of Teachers of Mathematics

<http://www.nctm.org>

National Science Teachers Association

<http://www.nsta.org>

National Home Education Network

<http://www.nhen.org>

National School Boards Association

<http://www.nsba.org>

Teach for America

<http://www.teachforamerica.org/>

Tech Corps

<http://www.techcorps.org>

The Partnership for 21st Century Skills

<http://www.21stcenturyskills.org/index.php>

Triangle Coalition for Science and Technology Education

<http://www.trianglecoalition.org>

Other Resources

Locate your State Department of Education

<http://www.nces.ed.gov/ccd/ccseas.html>

Nation-Wide School Locator

<http://www.nces.ed.gov/globallocator>

SchoolGrants

<http://www.schoolgrants.org/welcome.htm>

(Please note these are links to outside resources we think you might be interested in visiting. TI is not responsible for the content, accuracy, or functionality of any non-TI site.)

Grant Writing Resources

Links to Other Grant Writing Resources

The following Web sites have an abundance of good information on writing strong proposals. You will notice overlap in some information, which means that certain points are very important.

TechLearning-- Technology Funding: A How-To Guide. A basic overview of technology funding that is available and a great place to get started.

<http://www.techlearning.com/story/showArticle.php?articleID=196604335>

Catalog of Federal Domestic Assistance - Developing and writing grant proposals. This is a must-read for those applying for federal grants

<http://njms.umdny.edu/research/orsp/DevelopingAndWritingGrantProposals.htm>

Corporation for Public Broadcasting - Basic Elements of Grant Writing

<http://www.cpb.org/grants/grantwriting.html>

The Foundation Center - A Proposal Writing Short Course

<http://fdncenter.org/learn/shortcourse/prop1.html>

Grant proposal information - From the Center for Nonprofit Management in Los Angeles, CA

www.silcom.com/~paladin/promaster.html

Lone Eagle Consulting – Grant Writing Tips

<http://lone-eagles.com/granhelp.htm>

The Minnesota Council on Foundations - Writing a Successful Grant Proposal

<http://www.mcf.org/mcf/grant/writing.htm>

National Science Foundation - A Guide for Proposal Writing

<http://www.nsf.gov/pubs/1998/nsf9891/nsf9891.htm>

Non-profit guides - Offers sample letters of inquiry and various formats

www.npguides.org

SchoolGrants - Grant Writing Tips

<http://www.schoolgrants.org/tips.htm>

University of Wisconsin Grants Information Center—an excellent listing of grant resources

<http://researchguides.library.wisc.edu/content.php?pid=16143&sid=108666>

(Please note these are links to outside resources we think you might be interested in visiting. TI is not responsible for the content, accuracy, or functionality of any non-TI site.)



© Copyright 1995-2013 Texas Instruments Incorporated. All rights reserved.

14

Successful Grant Writing Strategies

Introduction

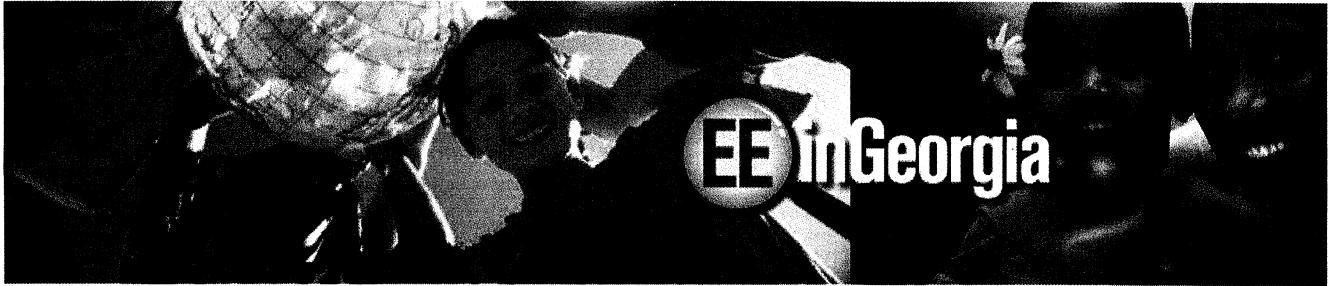
Competing for grant dollars in the current education funding climate is both an opportunity and a challenge. Many state and local education budgets have been altered in response to accountability and achievement requirements or reduced because of funding shortfalls. In response, government and foundation grant programs are trying to assist schools, districts and community agencies in developing initiatives that increase educational opportunities for young people. At the same time, all sectors of our communities are calling for increased accountability in education and academic success for our students.

To win funding in this highly competitive environment, grant proposals must be well planned, complete, compliant and persuasive. This guide provides some important tips on how to develop a winning proposal.

To print these Successful Grant Writing Strategies, download here our Grant Writing Guide for Large Scale Grants PDF document



© Copyright 1995-2013 Texas Instruments Incorporated. All rights reserved.



Grants

Add Grant

The following grants are listed in order by application deadline and grouped by month due. Plus, don't miss continuing opportunities located in the "ongoing section" at the end.

February 2013



Marine Debris Prevention, Education and Outreach Grant

The National Oceanic and Atmospheric Administration's Marine Debris Program is offering grants to establish national and regional projects focusing on marine debris prevention, education, and outreach activities. Typical awards will range from \$20,000 to \$150,000. Apply by February 28, 2013.



Earthwatch Educator Fellowships

Get out of the classroom and into the field to learn about cutting edge research and conservation efforts, develop professional skills, and make a difference for our shared environment. Fellowships will be awarded on a rolling basis, with all awards announced by May. Apply early to be eligible for a wider variety of projects.

March 2013



M.S. in Ecological Teaching and Learning - Scholarships Available

Lesley University's master's of science degree in ecological teaching and learning is an 18-month accelerated program designed for educators of all disciplines who want to deepen their understanding of ecology, sustainability, living systems and ecological education and to apply their learning to their professional contexts. Scholarships are available. Applications due March 1, 2013.



National Geographic Student Expeditions Scholarship

The National Geographic Student Expeditions Scholarship Program provides financial support to high school students seeking educational summer experiences they otherwise could not afford. Apply by March 1, 2013.



Walmart Foundation State Giving Program Grants

The Walmart Foundation supports organizations with programs that align with its mission to create opportunities so people can live better. The program awards grants from \$25,000 to \$250,000 to nonprofit organizations that serve a particular state or region. Apply by March 1, 2013.



Lemelson-MIT InvenTeam Grant Competition

InvenTeams of high school students, teachers and mentors collaboratively identify a problem they want to solve, perform research, and then develop a prototype invention as an in-class or extracurricular project. The maximum grant award is \$10,000. The deadline for early feedback is March 1, 2013.



Recycling Bin Grants

Do you need recycling bins for your local park, school, office or special event? This program, sponsored by The Coca-Cola Company and Keep America Beautiful, provides bins to collect used beverage containers in public settings. Apply by March 4, 2013.

76



Mantis Awards for Community and Youth Gardens

In partnership with Mantis, the National Gardening Association will select 25 gardens to receive a Mantis tiller/cultivator. Apply by March 7, 2013.



Public Lands Day Event Grants

Every Day Event Grants of up to \$2,000 will be awarded to 25 public land organizations, or Friends Groups, to help fund a minimum of three events designed to engage their community on a public land site. Apply by March 8, 2013.



Educator Academy in the Rainforest

During this cross-curricular professional development workshop, formal and non-formal educators will learn innovative instructional approaches, protocols and perspectives, while exploring one of the world's most important natural resources—the Amazon rainforest. Scholarships of \$1,000 are available. Apply by March 8, 2013.



Environmental Literacy Capacity-Building Grants for Educators

The National Oceanic and Atmospheric Administration's (NOAA) Office of Education is offering grants for projects designed to build the capacity of non-formal educators (including interpreters and docents) and/or formal educators (pre- or in-service) to use NOAA data and data access tools to help K-12 students and/or the public understand and respond to global change. Apply by March 12, 2013.



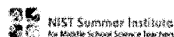
Ezra Jack Keats Mini-Grants for Public Schools and Libraries

The Ezra Jack Keats Foundation is accepting applications from public schools and public libraries for \$500 mini-grants to fund projects that foster creative expression, working together and interaction with a diverse community. Applications must be postmarked by March 15, 2013.



Braitmayer Foundation Grant

The Braitmayer Foundation funds a broad range of K-12 education programs, with particular interest in curricular reform initiatives and professional development opportunities for teachers. Grants up to \$35,000 are available. Apply by March 15, 2013.



Grant-Funded Summer Institute for Middle School Science Teachers

Federal funds are available to send middle school science teachers to the National Institute of Standards and Technology's two-week Summer Institute, July 8-19, 2013 in Gaithersburg, MD. Note: applications must be submitted through the school district or private school administration. Apply by March 20, 2013.



Turfmutt Spruce Up Your School Sweepstakes

Teachers of grades K-5 are invited to enter the Spruce Up Your School Sweepstakes for a chance to win a \$5,000 grant to help make your school's play area more eco-friendly. Enter by March 21, 2013.



Atlanta Audubon Society Barnsley Scholarship for Teens

Metro Atlanta area students ages 14-17 are invited to apply for this scholarship to attend a birding camp on Maine's Hog Island this June. Applications must be emailed or postmarked by March 25, 2013.



Atlanta Audubon Society Echols Scholarship for Educators

Metro Atlanta area teachers of science, natural history, or environmental education are invited to apply for this scholarship to attend a week-long camp on Maine's Hog Island this summer. Applications must be emailed or postmarked by March 25, 2013.



Craig Tufts Environmental Education Scholarship Award

The Craig Tufts Educational Scholarship Award is given annually to a young person between the ages of 8 and 18 to attend a week-long, summer outdoor educational adventure camp with a parent or guardian. Applications are due by 5 p.m. ET March 29, 2013.

77



North American Native Fishes Association Grant

The North American Native Fishes Association's Gerald C. Corcoran Education Grant funds projects to educate the general public about native North American fishes and their environments. Grant amounts range up to \$1,000. Proposals are due March 31, 2013.

April 2013



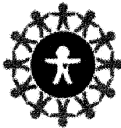
National Marine Educators Association Stipends and Scholarships

The National Marine Educators Association is offering scholarships and stipends to attend its annual conference this June in Mobile, AL. Apply by March 15 for an Annual Conference Scholarship or Expanding Audience Stipend and by April 1, 2013 for a Traditional Knowledge Scholarship.



American Wilderness Leadership School

This eight-day course provides educators with a thorough understanding of science-based conservation and land management techniques, and the supplies needed to pass this knowledge on to their students. Teachers should apply for course sponsorship to their local Safari Club International chapter. Applications are accepted until sessions are filled.



World of Children Awards

The World of Children awards program was created to recognize individuals who make a difference in the lives of children across the globe and grant funds to support the programs they have created. Nominations due April 1, 2013.



McCarthy Dressman Teacher Development Grants

These grants provide funding to individuals or small teams of teachers to assist in the formation and implementation of groundbreaking K-12 classroom instruction and help provide opportunities for teachers to integrate fresh strategies that encourage critical inquiry. Apply by April 15, 2013.



Dorothy Stout Professional Development Grants

Grants of \$750 are awarded to faculty and students at two-year colleges and K-12 teachers to support participation in Earth science classes or workshops, attendance at professional scientific or science education meetings, participation in Earth science field trips, or purchase of Earth science materials for classroom use. Apply by April 15, 2013.



McCarthy Dressman Academic Enrichment Grants

The McCarthy Dressman Education Foundation's Academic Enrichment Grants are designed to develop in-class and extra-curricular programs that improve learning for students from low-income households. Grants of up to \$10,000 per year are awarded for a maximum of three years, provided eligibility requirements continue to be met. Apply by April 15, 2013.



Power of Children Awards

The Power of Children Awards: Making a Difference is an annual event intended to honor and empower students in grades 6-11 who have made a significant impact on the lives of others, demonstrated selflessness, and exhibited a commitment to service and the betterment of society. Nominations due April 30, 2013.



Public Lands Day Capacity Building Grants

Every Day Capacity Building Grants provide funding to strengthen the effectiveness of public lands friends groups. These grants help fund projects such as staff and board training, fundraising, and technology and website development. Apply by April 30, 2013.



Tropical Biology Scholarships

High school biology teachers can enter for a chance to win a scholarship to attend "Inquiry in Rainforests: A Field Course for Teachers" this summer in Costa Rica. Apply by April 1, 2013 for the Miller-Levine/Pearson Scholarships and by April 30 for the OTS-RCN Scholarships.

78

**Elmer's Teacher Tool Kit Grant**

Grants from \$100 to \$500 provide K-12 teachers with the means to replicate projects found in the Elmer's Teacher Tool Kit catalog in their own classrooms. These projects make creative use of common teaching aids, approach curriculum from an imaginative angle, or tie nontraditional concepts together for the purpose of illustrating commonalities. Apply by April 30, 2013.

**ING Unsung Heroes Awards**

The ING Unsung Heroes program recognizes K-12 educators in the U.S. for their innovative teaching methods, creative educational projects, and ability to positively influence the children they teach. Each year, 100 educators are selected to receive \$2,000 to help fund innovative class projects. Apply by April 30, 2013.

May 2013

**Schoolyard Habitats and Pollinator Garden Grant**

Public elementary through high schools in Cobb, Douglas, Fulton, Fayette, Clayton, Henry, DeKalb, and Gwinnett counties are eligible to apply for Schoolyard Habitats and Pollinator Garden Grants up to \$500. Applications will be accepted on a rolling basis through May 1, 2013 or until all grant funds are expended.

**American Birding Association Youth Birding Scholarships**

The American Birding Association offers scholarships to help young people attend bird-related summer camps, workshops, training programs, conventions and other activities. Apply by May 22, 2013.

**Dollar General Back to School Literacy Grants**

The Dollar General Literacy Foundation Back to School Grants provide funding up to \$4,000 to help school libraries or media centers purchase equipment, books and other resources to support literacy programs. Apply by May 23, 2013.

October 2013

**Build-A-Bear Workshop Grants**

Build-A-Bear Workshop® believes in the teddy bear philosophy of being good people and good bears. In living those values, they provide grants to charities that support beary special causes, such as children's health and wellness, animals, the environment, literacy and education. Apply by October 31, 2013.

November 2013

**N-Vision a Brighter Future Grant**

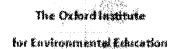
N-Vision a Brighter Future Grants are awarded to fund hands-on projects in science, technology, engineering and math (STEM). Open to elementary, middle and high schools. Apply by November 15, 2013.

December 2013

**Walmart Foundation Local Giving Program Grants**

Through the Walmart Foundation's Local Giving Program, Walmart stores, Sam's Clubs and Logistics facilities support the needs of their communities by providing grants of \$250 to \$2,500 to local organizations. Apply by December 1, 2013.

Ongoing

**Teacher Workshop: Improving Science Education through Schoolyard Ecology**

This free, hands-on workshop is designed to introduce K-12 teachers to the fundamental concepts of inquiry-based instruction and to provide field and laboratory experiences that can be used by both teachers and students to investigate their schoolyards and other local habitats. Participants will receive a \$200 stipend and \$100 classroom grant. Review of applications begins April 20, 2013.

79



Walmart Foundation National Giving Program Grants

Through its National Giving Program, the Walmart Foundation awards grants of \$250,000 and above to non-profit organizations that operate on a national scope through chapters/affiliates in many states around the country or through programs that operate regionally/locally but seek funding to replicate program activities nationally. The Foundation accepts program ideas year-round using the Letter of Inquiry format only.



Cornell Douglas Foundation Grants

The Cornell Douglas Foundation provides grants to organizations that advocate for environmental health and justice, encourage stewardship of the environment, and further respect for sustainability of resources. The average grant amount is \$10,000. Applications accepted year-round.



ShoeBox Recycling & Fundraising Program

Shoe recycling is a simple way for your organization or school to make money. ShoeBox Recycling will pay \$.50 per pound for paired, secondhand shoes. No shipping costs!



Earn Office Depot Gift Cards by Recycling at School

Your school will receive credit for any type of ink or toner cartridges that are not visibly damaged. You may also receive credit for qualifying small electronics, such as cell phones and MP3 players.



Funding Factory Recycling & Fundraising Program

FundingFactory is a free program where schools, non-profits, and charities earn points that can be redeemed for cash or products by recycling their empty printer cartridges, cell phones, laptops, and other small electronics.



Seed Fundraisers for Schools

Get "seed" money for your school! Two different fundraising programs for schools from Renee's Garden and the Seed Savers Exchange.



Bank of America Grants

The Bank of America offers grants that support high-impact initiatives, organizations and the development of visionary leaders. Schools with farm-to-school programs may be eligible under the areas: (1) assisting with food access and/or (2) developing career leadership and skills. Requests for proposals are issued three times per year.



Lego Children's Fund

The LEGO Children's Fund provides grants primarily in two focus areas: (1) early childhood education and development that is directly related to creativity and (2) technology and communication projects that advance learning opportunities. Typical awards are between \$500 and \$5,000. Applications accepted four times a year.



Bush Fellowship Program

The Bush Fellowship is an opportunity for individuals to increase their capacity for and improve their practice of leadership, while working with others to solve tough problems in their communities. Applications accepted three times per year.



Westinghouse Charitable Giving

Westinghouse provides grants to nonprofit programs that support science, technology, engineering, and mathematics education, environmental sustainability, and community vitality. Grants of up to \$5,000 are available for programs located not more than 100 miles from a Westinghouse site. Applications are accepted year-round and reviewed four times per year.



#SciFund Challenge

The current rate of funding for science proposals in the U.S. is about 20%. The #SciFund Challenge is an experiment – can scientists use crowdfunding to fund their research? It is also a way to get scientists to directly engage with the public. Crowdfunding forces scientists to build public interaction and outreach into their research from day one.



Costco Wholesale Grants

Costco Wholesale grants support programs focusing on children, education and health and human services. They look to achieve the greatest impact where Costco's employees and members live and work. Only 501(c)(3) nonprofit organizations, which meet their giving guidelines and focus areas, are considered. Applications are accepted throughout the year on a rolling basis.

80

(CAMPUS PROGRESS)

Campus Progress Action Alliance Grants

Campus Progress works with youth-led community and campus groups on various issues, including the environment. Young people can join an Action Alliance with Campus Progress by applying for an organizing grant of up to \$1,500 a year to help with websites, fliers or anything else they might need. Organizing grant applications are accepted year round.



NiSource Charitable Foundation Grants

The NiSource Charitable Foundation funds nonprofit organizations focusing on learning and science education, environmental and energy sustainability, community vitality and development, and public safety and human services. Eligible organizations must have a direct impact in a NiSource service area.



State Botanical Garden Field Trip Scholarships

The State Botanical Garden of Georgia is accepting applications for scholarships for its 2012 spring field trip season for PreK-12 schools.



EarthEcho Water Planet Challenge Grants

The EarthEcho Water Planet Challenge Grants of \$2,000 are available to middle and high school public educators to support service-learning programs that improve the health of the planet. Applications are accepted throughout the year and reviewed three times per year.



Simply Organic 1% Grants

The Simply Organic 1% fund supports and promotes the growth of organic and sustainable agriculture. One percent of sales on all Simply Organic spices, seasonings, flavors and mixes goes to support organic agriculture — through research, education and grower development.



Atlanta Falcons Youth Foundation Grants

The Atlanta Falcons Youth Foundation makes grants to nonprofit organizations that demonstrate capacity to reduce obesity and improve fitness among school-age children in Georgia. The Foundation does not accept unsolicited grant applications. Project proposals are reviewed throughout the year.



Fruit Tree Orchard Grant, "Fruit Tree 101" Program

Orchards are donated where the harvest will best serve communities for generations, such as community gardens, public schools and parks, low-income neighborhoods, Native American reservations, international hunger relief sites, and animal sanctuaries. Fruit Tree 101 grants for public schools only. Applications accepted on an ongoing basis.



\$250 Do Something Club Grants

If your school has a Do Something Club that is working on social action projects in your community, you're eligible to apply for a \$250 Do Something Clubs Grant. Applications are due by 11:59 p.m. ET on the last day of every month.



School Salad Bar Grants

Let's Move Salad Bars to Schools is a grassroots public health effort to engage stakeholders at the local, state and national level to support salad bars in schools. The program's goal is to fund and award 6,000 salad bars over the next three years. Any K-12 school district participating in the National School Lunch Program is eligible. Applications accepted throughout the year.



Awesome Foundation \$1,000 Microgrants

Need some funding for your crazy brilliant idea? The Awesome Foundation awards \$1,000 grants every month. It couldn't be simpler. Deadlines are rolling.



Awesome Food \$1,000 Microgrants

Awesome Food, a chapter of the worldwide Awesome Foundation, is accepting grant applications to further food awesomeness in the universe. Applications are reviewed as they are received. One grant is awarded each month.

81



Earth Savers Club Mini-grants

Youth-led school, community and faith-based groups with an environmental focus can join Greening Forward's Earth Savers Club. Partners can take advantage of club resources, including grants ranging from \$100 to \$500, social activism training, mentorships and the Earth Saver Award. Club membership is free. Grants are offered year-round.



Captain Planet Foundation Grant

The Captain Planet Foundation provides grants of up to \$2,500 to school and community groups to support hands-on environmental projects. Applications are due twice per year: February 28 and September 30.



Adopt-A-Classroom Educational Grants

Public school teachers who register their classroom at the Adopt-a-Classroom website can be adopted by an individual, business or foundation. Once adopted, teachers will receive credit to purchase items that enrich the learning environment, including classroom technology.



Mitsubishi Corporation Grants

Mitsubishi Corporation Foundation for the Americas supports projects in biodiversity conservation, sustainable development, environmental justice and environmental education. While proposals are accepted all year, ideal timing is during the first quarter of the calendar year.



Cedar Tree Foundation Grants

The Cedar Tree Foundation makes grants in the following areas of concern: environmental education, environmental health and sustainable agriculture. Particular consideration is given to proposals demonstrating strong elements of environmental justice and/or conservation within the program areas listed above. Letters of inquiry accepted year-round.



Lawrence Foundation

The Lawrence Foundation is a private, family foundation focused on making grants to support environmental, education, human services and other causes. Applications are open to any organization that meets the grant guidelines. Grants are awarded every June and December.



Fuel Up to Play 60 School Wellness Grants

Eligible schools may apply for up to \$4,000 to help increase awareness of and access to nutrient-rich foods and physical activity opportunities for students. The grants can be used for a variety of activities, tools, materials, student and staff incentives, staff development, and overall Fuel Up to Play 60 program implementation. Applications accepted four times per year.



Ashoka's Youth Venture

Youth Venture inspires and invests in teams of young people to design and launch their own lasting social ventures, enabling them to have a transformative experience of leading positive social change. When the team is ready to launch, Youth Venture offers seed funding up to \$1,000, guidance, tools and support, and a supportive network of fellow Youth Venturers.



Gannett Foundation Community Action Grants

The Gannett Foundation supports local organizations in communities served by the Gannett Company (In NC, this includes Asheville and Greensboro). Priorities include education and neighborhood improvement, youth development, community problem-solving and environmental conservation. Applications considered twice a year: February 16 and August 17 (some areas may have earlier deadlines).



\$500 Do Something Seed Grant

Young people age 25 and under who are working to start a community action project or program are eligible to apply for a \$500 Do Something Seed Grant. One winner is chosen every week. No deadline.

82



Public Lands Every Day Capacity Building Grants

These grants seek to strengthen the stewardship of public lands by strengthening Friends Groups through funding for organizational capacity building. Applications are accepted April 30 and October 30 every year.



PepsiCo Foundation Grants

These grants support health, including food security and improved nutrition; environment, including water security, sustainable agriculture, and adaptive approaches to climate change; and education, including access to education and training for the underserved and women's empowerment. Requests up to \$100,000 are accepted year-round.



Office Depot Foundation Grants

The Office Depot Foundation awards grants to support activities that serve, teach and inspire children, youth and families, and to support civic organizations and activities that serve community needs. Grants range from \$50 to \$3,000. Applications are reviewed year-round.



Jessie Smith Noyes Foundation Grants

The Jessie Smith Noyes Foundation supports grassroots organizations and movements in the U.S. working to change environmental, social, economic and political conditions to bring about a more just, equitable and sustainable world. Applications are accepted throughout the year.



Verizon Foundation Literacy and Education Grants

The Verizon Foundation awards grants to K-12 schools to increase literacy and educational achievement levels. Proposals are considered from public and private elementary and secondary schools registered with the National Center for Education Statistics. Unsolicited proposals are reviewed on a continuous calendar year basis, from January 1 - October 14.



Kinder Morgan Foundation Grants

The Kinder Morgan Foundation supports nonprofit youth programs focused on education, the arts, and the environment. Grants range from \$1,000-\$5,000. Application deadlines are the 10th of every other month, beginning in January.



ING Foundation Grants

The ING Foundation awards grants of \$2,500 to \$100,000 and more to non-profit organizations. The Foundation focuses on financial literacy, children's education, diversity and environmental sustainability. Grant requests are reviewed quarterly.



MeadWestvaco Foundation Grants

The MeadWestvaco Foundation seeks to provide leadership for advancing research, education and public dialogue on public policy issues of special interest, such as the economy, regulation and environmental stewardship. Proposals for grants are accepted throughout the year. Grants range from \$250 to \$10,000.



Ways to Help

WaysToHelp.org invites teens in the U.S. to apply for grants to fund their community service ideas across any one of 16 issue areas, including the environment. Grant requests are reviewed and responded to on a monthly basis. Grants up to \$500 are awarded.



Waste Management Charitable Giving

Recognizing that healthy, thriving communities depend on involved citizens, organizations, and corporate partners for momentum, Waste Management lends its support and services to programs related to environmental education, the environment and the community. Applications accepted year-round.



The Canopy Fund

The Canopy Fund funds projects that provide hands-on, outdoor learning opportunities in environmental education, life sciences, earth sciences, river/water studies, and conservation for any age group, to create a love for the natural environment and the discipline and skills to enjoy and protect it. Applications accepted on an ongoing basis.

83



Donors Choose

DonorsChoose.org allows public school teachers to post classroom project requests. Requests range from pencils for a poetry writing unit, to violins for a school recital, to microscope slides for a biology class. Potential donors can browse project requests and give any amount. Once a project reaches its funding goal, the materials are delivered to the school.



Norcross Wildlife Foundation Grant

The Norcross Wildlife Foundation supports grassroots organizations in the U.S. working to protect wild land. Grants averaging \$5,000 are provided primarily for program-related office and field equipment and public education and outreach materials. The Foundation also provides no-interest loans to acquire land prioritized for conservation. Applications may be submitted at any time.



Toyota Grant Programs

Toyota Motor Sales, USA Inc. and the Toyota USA Foundation support programs in education, environment and safety. Applicant organizations must be tax-exempt. Grant applications are accepted on a rolling basis.



International Paper Environmental Education Grants

The International Paper Foundation supports non-profit organizations in communities where its employees live and work. Environmental education is one of the primary areas the Foundation supports. An online application process routes applications to the appropriate local facility for consideration. Contact your local facility for submission deadlines.



Open Meadows Foundation Grants for Women and Girls

Open Meadows Foundation is a grant-making organization for projects that are led by and benefit women and girls. The maximum award is \$2,000. Only 501(c)3 organizations with an organizational budget no larger than \$150,000 are eligible. The deadlines for submission are February 15 and August 15 each year.



Annenberg Foundation Grants

The Annenberg Foundation focuses its grantmaking on education and youth development; arts, culture, and humanities; civic and community; animal services and the environment; and health and human services. Letters of inquiry that address these interests are accepted throughout the year.



Ben & Jerry's Foundation Grants

Competitive grants are available to not-for-profit, grassroots organizations in the U.S. that facilitate progressive social change by addressing the underlying conditions of societal and environmental problems. Only proposals from grassroots, constituent-led organizations are considered. Letters of interest may be submitted at any time.



Project AWARE Foundation Grant

Project AWARE Foundation grants support conservation of marine and freshwater underwater environments, with a focus on coral reefs, shark protection, sustainable fisheries, ecotourism, shoreline cleanups, and aquatic education for children. Grants range up to \$10,000. Application deadlines are March 15, June 15, September 15, and December 15.



AIAA: Grants for Science and Math Programs

K-12 teachers who develop or apply science, math and technology may qualify for a grant of up to \$250. Grants may be used for demonstration kits, science supplies, math and science software and other materials to help make science, math and technology come alive in the classroom. Grants will be considered in November, January and April.



National Education Association Student Achievement Grants

Grants up to \$5,000 are available to help improve academic achievement by engaging students in critical thinking and problem-solving, deepening their knowledge of standards-based subjects. Practicing teachers and education support professionals in U.S. public schools and faculty and staff at public institutions of higher education are eligible. Applications reviewed February 1, June 1, and October 15.



Georgia Master Gardener Grant

Each year, the Georgia Master Gardener Association offers grants to support educational horticultural projects in Georgia. Grants are usually in the \$100-\$700 range. Applications are accepted twice a year: July 15 and November 15.

84



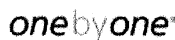
NEA Learning & Leadership Grant

The National Education Association offers grants to public education teachers and support staff to participate in high-quality professional-development experiences. The grant amount is \$2,000 for individuals and \$5,000 for groups engaged in collegial study. Applications are reviewed three times per year: February 1, June 1 and October 15.



Digital Wish Grant

Digital Wish offers over 50 different grants for digital camera hardware and software. To apply, register your classroom at Digital Wish and enter a lesson plan. All teachers who submit a lesson plan will be automatically entered to win a mobile digital camera lab, plus as many as 50 technology grants. Grants are awarded the 15th of every month.



4imprint In-Kind Grant

Each business day, 4imprint gives a worthy organization \$500 in promotional products to spread the word, recruit volunteers, thank donors, offer comfort to someone in need or in some other way turns one thing into something much more.



National Geographic Society Young Explorer Grant

Young people ages 18-25 are eligible to apply for grants to pursue research, exploration, and conservation-related projects consistent with National Geographic's existing grant programs, including the Committee for Research and Exploration, the Expeditions Council, and the Conservation Trust. Applications are accepted throughout the year.



Fund for Wild Nature Small Grants

The Fund for Wild Nature provides "small grants to small groups who get things done." The fund provides money for campaigns (including development of citizen science endeavors) to save and restore native species, biological diversity and wild ecosystems. Most grants awarded in the past ranged from \$1,000-\$3,000.



American Honda Foundation Grants

The American Honda Foundation awards grants up to \$75,000 to youth education programs focused on STEM and the environment. Applications are accepted four times per year — February 1, May 1, August 1 and November 1.



David, Helen and Marian Woodward Fund

The David, Helen and Marian Woodward Fund makes grants to qualified 501(c)(3) institutions, corporations and associations located in Georgia or in one of its neighboring states that are organized and operated exclusively for religious, educational and charitable and scientific purposes. Requests must be postmarked by May 1 or November 1.



Pay it Forward Foundation Minigrant

The Pay it Forward Foundation offers minigrants (from \$50 to \$500) to fund service-oriented projects designed by youth to support their school, neighborhood, or greater community. Deadlines are January 15, April 15 and October 15.



Dollar General Literacy Foundation Grants

The Dollar General Literacy Foundation's grant categories are: Adult Literacy, Back-to-School, Beyond Words: The Dollar General School Library Relief Program, Family Literacy, Summer Reading, and Youth Literacy.



Campus Ecology Fellowships

The Campus Ecology program is helping transform the nation's college campuses into living models of an ecologically sustainable society, while training a new generation of environmental leaders. The program awards fellowships to undergraduate and graduate students who desire to help reverse global warming on campus and beyond. The maximum grant request is \$3,000.



Toshiba America Foundation Grants

Grants from Toshiba America Foundation fund projects, ideas and materials math and science teachers need to innovate in their classrooms, specifically projects designed by one teacher or a small team of teachers to use in their own school. There are two applications (K-5 and 6-12), each with its own due date.

85



Operation Green Plant Free Seed Grant

The America the Beautiful Fund offers grants of free seeds (shipping and handling costs apply) for community and school planting projects, while supplies last.



Tellabs Foundation Education and Environmental Grants

The Tellabs Foundation grants aim to build the capacity of nonprofit organizations by supporting sustainable initiatives, primarily in education, health and the environment. Grants are generally \$10,000 and above. Letters of inquiry due at least four months before funding is needed.



Lowe's Charitable & Educational Foundation Grants

The Lowe's Charitable and Educational Foundation supports public education, community improvement projects and home safety initiatives in the communities it serves. Primary philanthropic areas are community improvement projects and public education (priority is given to K-12 public schools). Grants generally range from \$5,000 to \$25,000.

Like Tweet

Search Sign In

Translate:

86

Toshiba America Foundation

Toshiba America Foundation will not contribute to general operations, capital projects, endowments, conferences, independent study, fund raising events, or similar activities. Religious or political causes will not be supported. Organizations that discriminate on the basis of sex, race, age, disability or religion are not eligible for funding. No grants will be made to individuals. Summer projects or after school programs cannot be considered. Salaries, facility maintenance, textbooks, video production, audio-visual equipment (e.g. electronic white boards, Smartboards, document projectors, student response systems) and education research will not be funded. No grants are available for computer hardware. No single school may receive more than one grant at a time. No new applications will be considered from grantees until final reports are approved. TAF funding is usually directed to K-12 schools. Educational nonprofits and universities working with K-12 teachers are occasionally considered, but please call the foundation first.

I agree

Submit

Toshiba America Foundation

Featured Grants For Grades 6 - 12

Funded projects in grades 6-12 provide students with the opportunity to "do science" in new ways that promise to increase their engagement with the subject matter and improve their learning. Below are descriptions of funded projects and a sample list of recent awardees.

Amesbury High School (Amesbury, MA)

Amesbury High School students will design and build scaled structures with various building materials in a new Fundamental Engineering course in which students will explore the relative strength of traditional as well as newer composite building materials. [Read More...](#)

William Marsh Rice University (Houston, TX)

The Rice University Elementary Model Science Lab (REMSL) is an initiative of the School of Science & Technology program designed to improve the STEM science education experience of elementary students, especially socioeconomically disadvantaged students in the greater Houston area. [Read More...](#)

Ann Arbor Public Schools (Ann Arbor, MI)

Computer science students will participate in hands-on engineering work by designing and building LEGO [Read More...](#)

Frederick High School (Frederick, MD)

With the planned introduction of a new Advanced Placement Biology Curriculum and its focus on the Next Generation of Science Standards, students will have the opportunity to practice science the way it is done in real-world laboratories and work environments while meeting state educational standards. [Read More...](#)

Henry Kaiser High School (Honolulu, HI)

This is an expansion of a successful "Got Heart" project that was completed last year. [Read More...](#)

Technology High School (Rohnert Park, CA)

The project is an excellent hands-on approach to teaching thermodynamics to a broad range of students. [Read More...](#)

Patapsco Middle School (Ellicott City, MD)

With the implementation of a "Digital Science" project, students will be able to conduct their own independent research using probe ware to take their investigations to a higher level. [Read More...](#)

2012 Grant Recipients

For 2012 grant recipients, please [click here](#)

Previous Grant Recipients

For 2011 grant recipients, please [click here](#)

For 2010 grant recipients, please [click here](#)

For 2009 grant recipients, please [click here](#)

For 2008 grant recipients, please [click here](#)

For 2007 grant recipients, please [click here](#)

Toshiba America Foundation

Grades 6 - 12: How To Apply

Applications for Grades 6 thru 12 for grants less than \$5,000 are accepted at anytime. For grant requests of more than \$5,000 deadlines are February 1 and August 1 (or first business day of February and August).

To begin the application process, please [click here](#) and you will be redirected to short questionnaire.

Before submitting a completed proposal, teachers are welcome to call the Toshiba America Foundation at 212 596-0620 to discuss their project ideas. To learn more about the application process and the Foundation's grant-making guidelines call 212 596-0620.

Things TAF does not fund >>

Deadlines

Grants requests of less than \$5000: Any time

Grants requests of more than \$5000: February 1st and August 1st

Please note the following:

We only accept on-line applications through <http://www.toshiba.com/taf/612.jsp>

Applications must be for project based learning. We do not consider requests solely for computers.

89



WHAT WE DO

Community Action Grants

About the Grant

Since the inauguration of the Research and Projects Fund in 1972, AAUW has provided support to hundreds of communities around the United States

to advance education and equality for women and girls. Early projects focused on public interest issues, including women's struggles to balance home and work life, the establishment of women's resource centers on college campuses, and the emergence of women's political involvement in the antinuclear movement.

As the program evolved and grew, AAUW explored ways to strengthen support through community involvement. Projects have become increasingly collaborative and girl-focused, bringing together AAUW branches and local community groups.

Community Action Grants provide funds to individuals, AAUW branches, and AAUW state organizations as well as local community-based nonprofit organizations for innovative programs or non-degree research projects that promote education and equality for women and girls.

One-year grants

One-year grants provide funding for community-based projects. Topic areas are unrestricted, but should include a clearly defined activity that promotes education and equality for women and girls.

Two-year grants

Two-year grants provide startup funds for new projects that address the particular needs of the community and develop girls' sense of efficacy through leadership or advocacy opportunities. Topic areas are unrestricted, but should include a clearly defined activity that promotes education and equality for women and girls.

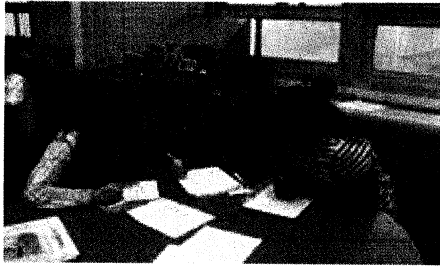
Applicants must be women who are U.S. citizens or permanent residents. Nonprofit organizations must be based in the United States. Grant projects must have direct public impact, be nonpartisan, and take place within the United States or its territories.

Learn about the application process »
Request a brochure »

90

Special consideration is given to projects focused on K–12 and community college girls' and women's achievements in science, technology, engineering, or math.

Meet Our Alumnae: Community Action Grants



Girls Excelling in Math and Science

Girls Excelling in Math and Science (GEMS) (2006) is a partnership between the AAUW College Park (MD) Branch and the University of Maryland that focuses on hands-on science exploration and mentoring for D.C.-area middle school girls.



Reading Against the Odds

Reading Against the Odds (2007) was developed to boost adult literacy rates in Chicago.



91

Pittsburgh Strong Women, Strong Girls

Pittsburgh Strong Women, Strong Girls (2006), started by Lindsay Hyde and Joanna Dickert, continues to provide after-school programming and mentorship to girls in elementary school.



Let's Read Math

Let's Read Math (2005) works with AAUW branches to partner with local community organizations to offer math skill-building curricula for young children.

Interested in joining an AAUW selection panel? Find out how.

© AAUW

1111 Sixteenth St. NW
Washington, DC 20036
202.785.7700 800.326.2289

connect@aauw.org

->

92



WHAT WE DO

Community Action Grant Application

Apply Now

Application instructions

One-year grant | Two-year grant

The following items constitute a complete application. If any item is missing, the application will be considered incomplete and will be disqualified. Please see the full application instructions for more detail.

1. Application (submitted electronically)
 1. Proposal narrative, including
 - Abstract
 - Project Rationale (need statement)
 - Project Description (anticipated outcomes)
 - Implementation plan
 - Evaluation plan
 - Dissemination plan
 - Impact/outreach
 - Qualifications of the project director and staff
 - Organizational capacity
 2. Project budget
 3. Budget narrative

The following supporting documents must be received by January 15, 2013, in hard copy format.

1. Certification and Release of Information Signature Form
2. Organizational Summary and Commitment Form(s)
3. Proof of nonprofit status
4. Filing Fee — \$35 (nonrefundable)

93

2012–13 Summary

One-year grants: 15

Two-year grants: 17

Total grants: 32

Total award amount: \$ 258,561

2013–14 Grant Year

One-year grant: \$2,000–\$7,000

Two-year grant: \$5,000–\$10,000

Applications available: August 1, 2012 – January 15, 2013

Application deadline: January 15, 2013

Funding period for one-year grant: July 1, 2013 – June 30, 2014

Funding period for two-year grant: July 1, 2013 – June 30, 2015

Questions?

Please direct all questions about applications to ACT, AAUW's official application processing center. Please do not contact the AAUW office in Washington, D.C., or local branches for fellowships or grant application information. Please call 319.337.1716 ext. 60, e-mail aauw@act.org, or write to the customer service center at:

AAUW Fellowships and Grants

C/O ACT, Inc.

P.O. Box 4030

Iowa City, IA 52243-4030

* All supporting documents must also be received by this date. If an application deadline falls on a weekend or holiday, supporting documents must be received the next business day.

© AAUW

1111 Sixteenth St. NW

Washington, DC 20036

202.785.7700 800.326.2289

connect@aauw.org

94

- [Home](#)
- [Grant Registration](#)
- [Grant Login](#)
- [Judging Login](#)
- [Help](#)
- [Toyota Tapestry Home](#)

Home

Home

What are Toyota TAPESTRY Grants for Science Teachers?

Toyota TAPESTRY recognizes outstanding educators who are making a difference by demonstrating excellence and creativity in science teaching. Since 1991 the program has awarded more than \$9.2 million to 1,147 teams of teachers for innovative science classroom projects. Thanks to these teachers' tireless efforts to improve their skills and increase their effectiveness, students nationwide are gaining a better understanding of science principles and methodologies. Toyota and NSTA sincerely hope these grants continue to inspire teachers and serve as a catalyst for lifetime science learning.



A partnership between Toyota Motor Sales, U.S.A., Inc. and the National Science Teachers Association, the Toyota TAPESTRY Grants for Science Teachers program offers grants to K-12 science teachers for innovative projects that enhance science education in the school and/or school district. 50 large grants totaling \$500,000 in all, will be awarded this year. To apply for funding, qualified teachers must write a Toyota TAPESTRY proposal according to the proposal requirements. The deadline for the completion of the online application is 11:59 P.M. EST Thursday March 3, 2011. Recipients of Toyota TAPESTRY grants will be notified in April 2011. Non-recipients will be notified in April 2011.

Announcement

Toyota Motor Sales, U.S.A., Inc. and the National Science Teachers Association are pleased to announce the 21st Toyota TAPESTRY Grants for Science Teachers program. This year, 50 large grants of \$10,000 each will be awarded to K-12 teachers of science in the United States. Grants will be awarded in Environmental Science.

95

Who May Submit the Online Proposal?

The project director should begin the online proposal. This is the person who will be in charge of the project and implement it during the 2011-12 school year. The project director must be a middle or high school science teacher who teaches a minimum of two science classes per day or an elementary teacher who teaches some science in the classroom. All applicants must have a minimum of at least two years science teaching experience in a K-12 school not including the current school year. Staff people (up to four allowed) may also work on the proposal. Applicants may submit only one proposal per year as Project Director. Please be aware that Toyota TAPESTRY awards are conditional upon the awardee (project director) being employed at the same school for the duration of the proposed project.



How do I Apply?

The online application is available to begin [HERE](#) or click "**Grant Registration**" in the top menu. If you are already registered, login to your grant application [HERE](#) or click "**Grant Login**" in the top menu. The project director is asked to begin the application process by creating a login and password. You are not required to complete the application process in one session; the proposal is saved as you submit each section. There are examples of components as you begin each section. For questions or assistance with the application process, please contact tapestry@nsta.org.

National Science Teachers Association • 1840 Wilson Boulevard • Arlington VA 22201
Telephone: 703.243.7100 • Fax: 703.243.7177

Copyright © 2013 NSTA

96

2011 Toyota TAPESTRY Awardees

Going Green in Brownfields: A New Diet for Mushrooms

Carmen Andrews

Staff: Amy Warren, Dionne Couture

Six-to-Six Interdistrict Magnet School (Middle School)

601 Pearl Harbor Street

Bridgeport, CT 06610

203-330-6016

andrewsc@ces.k12.ct.us; Carmen@themahoneys.com

An investigation into Connecticut's brownfield sites has shown that significant areas of contamination are due to spilled petroleum products. Bioremediation might be one solution to the problem. Our 6th and 7th grade students want to test a fungus, the gray oyster mushroom, *Pleurotus ostreatus*, in petroleum-laced soil to determine whether the fungus can metabolize motor oil. As a result of their research, the students will create a public service video, explaining the hazards of spilled petroleum products in soil. They will also share their understanding of innovative bioremediation methods that use metabolic pathways of decomposer organisms like oyster mushrooms to clean contaminated soil.

Canaan Street Lake Turtle Study and Water Quality Testing Project

David Auerbach

Staff: Heather Oliver, Haver Markham, Allan Kreuzburg, Sarah Graves

Cardigan Mountain School (Middle School)

62 Alumni Drive

Canaan, NH 03741

603-523-4321

dauerbach@cardigan.org; suzanne.auerbach@dartmouth.edu

When the ice leaves Canaan Street Lake this spring, science students at Cardigan Mountain School will undertake a study of turtles and the quality of the water in which they live. The data gathered through sampling of water and the capture of turtles will help our students develop hypotheses for factors that affect the turtle population. The turtles will be cast as "indicator organisms" of water and habitat quality in the lake. Our study will incorporate simple measuring tools as well as probeware for acquisition of digital data. Students will learn how to set up and perform a scientific study and collect data that will help them predict distribution and also infer overall health of the species within the lake. The water quality information will be shared with the local lake association and the State of New Hampshire.

New York City Biodiversity DNA Barcoding Project

Marissa Bellino

High School for Environmental Studies

444 West 56th Street

New York, NY 10019

212-262-8113

msbellinohses@gmail.com; marissabellino@gmail.com

97

At the High School for Environmental Studies, students will research, design and implement a DNA barcoding project to identify and catalog the biodiversity of New York City. DNA barcoding is a new and efficient way of identifying animals and plants based on small fragments of DNA. Students will work in small groups to identify a plant or invertebrate species of interest. They will collect samples from all over New York City, extract the DNA from their samples, develop novel polymerase chain reaction (PCR) protocols to amplify the specific barcode region for their organism, send samples out for sequencing, perform comparative analysis using bioinformatics tools, and build a website to publicize their work. Throughout this process, students will develop a range of skills from traditional morphology identification to advanced molecular techniques while documenting biodiversity and answering ecological questions in their city.

The Effects of Climate Change on Birds of Staten Island

Donna Bianco

Staff: George Hunold

P025 South Richmond HS/IS (Middle Level)

6581 Hylan Blvd.

Staten Island, NY 10309

718-356-2314

Dbianco2@schools.nyc.gov; dbianco@juno.com

In this project, students will create long-term studies of birds visiting the environmental areas of Staten Island's south shore. Students will identify and assess how weather and climate in combination with biotic factors and abiotic factors affects the spatial distribution, abundance, and demography of bird species that breed and migrate in the southern shore of Staten Island. Students will begin their bibliographic research looking for increases in average temperature and variability of weather conditions on Staten Island, looking for climate patterns. The impacts of these changes on animal populations are not well understood, however they can be assessed through long-term studies. Living on Staten Island gives us a great strategic position to record temporal variability and bird migrations.

Bluebird Restoration Project

Jennifer Bierbusse

Staff: Peter McCreedy, Tracy Boyle, Mayme Lange, Karly LaForge

The Chatfield School (K-8)

231 Lake Drive

Lapeer, MI 48446

810-667-8970

jbierbusse@chatfieldschool.org; jbierbusse@hotmail.com

The Biodiversity Restoration Project will be a joint effort of 4 classroom teachers and 1 ecology instructor mentoring and assisting 54 fifth grade students and 51 sixth grade students as they engage in scientific inquiry to research the impact of human management of a prairie and wetland ecosystem, known as Prairies and Ponds at Oakdale. Students will work towards increasing biodiversity of this amazing urban migratory stopover site by restoring habitat. Students will do this by surveying existing nestboxes for maintenance repairs, building and maintaining new nestboxes due to the absence of natural cavity nesting material. Additionally, students will continue to increase the biodiversity of native plant species to the restoration of an Oak Savannah.

How do we do it?

Amanda Breece

RT Fisher Alternative School (High School)

455 North Boyers

Gallatin, TN 37066

615-451-6558

Amanda.breece@sumnerschools.org; abreece@nctc.com

This proposal will reveal that our school of "alternative kids" can make logical and fact-based "alternative choices" with our water. These will be choices to improve water quality of nearby streams, reduce runoff, naturally replenish groundwater, filter pollutants, and irrigate beautiful rain gardens. The beginning steps will involve students researching, constructing, and installing rain barrels as a water harvesting method. These rain barrels will serve as our reservoir to irrigate rain gardens on campus. Students will work with administration and custodial personnel to develop and maintain the rain gardens. In addition, students will have the opportunity to work with an engineer from the City of Gallatin, the storm water committee of Sumner County, Master Gardeners of Tennessee, and their own peers. Stating the uniqueness of our school is important. Small classroom size creates a way for this project to become a needed one-on-one teaching experience. This uniqueness can allow a great opportunity for students currently working on the project to teach the newcomers. Current students can put knowledge gained into action by getting new students updated on the project's progress. Students will not only expand knowledge of "green" and sustainable construction, but will see the importance of helping their school, the immediate community, and their world.

Foothill Elementary K-6 Environmental Science Program

Patricia Brown

Staff: Lea Carsrud, Bill Gardenshire, Tracy Rowland, Barbara Ezell

Foothill Middle School (Elementary)

29147 Auberry Road

Auberry, CA 93651

559-855-3551

pbrown@sierra.k12.ca.us; pattyb@netptc.net

Foothill Elementary School (Sierra Unified School District) is partnering with the Bureau of Land Management, San Joaquin River Gorge Management Area to provide interactive, hands-on science investigations using public lands as an outdoor laboratory. Programs will be a combination of classroom, on-campus outdoor activities and field trips to local public lands and will be offered to students in grades K-6. All programs are correlated with state educational standards and are interdisciplinary in nature. However, the main focus of the programs will be on the local environment using native species and local cultures as case studies. These programs will link students to the local landscape and its rich cultural history, and foster a new generation of stewards by incorporating the principles of the Tread Lightly and Leave No Trace land use ethics. Programs are designed to provide students with more in-depth knowledge and understanding as they progress upward in grade level, building upon things learned the previous year.

Sopris Greenhouse Grant

Mark Browning

Staff: Adam Juul, Joe Sprick, Bruce Christensen

Sopris Elementary School

1150 Mount Sopris Drive

Glenwood Springs, CO 81601

99

970-384-5400

mbrowning@rfsd.k12.co.us; markbrowning2020@gmail.com

The Sopris Gardening Grant proposes to partner with the developmentally disabled community next door to us in Glenwood Springs to teach kids about science and gardening, where their food comes from and how it is grown, as well as provide kids an opportunity to grow their own food for the school cafeteria. Mountain Valley Developmental Services will provide a large unused space of their greenhouse for Sopris Elementary to build a series of 12 beds that are heated using solar thermal radiant heating, and they will also provide contact to clients who will help care for the gardens and teach, in a well supervised setting, young children about gardening. Sopris students will be guided through a plant biology/ gardening curriculum previous to their entry into the greenhouses where they will address the numerous required biology standards. Then students will care for the produce in the twelve 10 foot beds, set up a series of experiments using the soil and various fertilizers as variables, and they will measure and track the growth of the produce that will eventually end up in the school cafeteria salad bar (this will address standards about how to conduct science. Who says you can't grow your salad and eat it too?

Heat Island: Search for Solutions

Loris Chen

Staff: Patrick Lee, Jennifer Salmon

Eisenhower Middle School

344 Calvin Court

Wyckoff, NJ 07481

201-848-5750

Lchen428@aol.com; lchen@wyckoffschoools.org

Working with a scientist, students will design and conduct a scientific investigation of the heat island effect. They will use RED data collection probes to collect local surface heating data, analyze satellite surface maps, analyze temperature data, and compare Wyckoff to communities classified as forest, rural, suburban, and urban. Students will research landscaping strategies to reduce the suburban heat island effect. Information will be disseminated to the community over public access cable television and the Internet. Students will also make presentations to various community groups.

Molecular Diversity of Bacterial Viruses

Dr. Isabelle Cohen

Staff: Denise Reitz

The Potomac School (High School)

1301 Potomac School Road

McLean, VA 22101

703-873-6139

icohen@potomacschool.org; yodeis@yahoo.com

This project aims to characterize bacterial viruses or bacteriophages and to determine their diversity. Potomac students will survey the school's 90 acre campus to identify phages and pinpoint their location. Using scientific inquiry, microbiology, and molecular techniques, they will purify phages, isolate the genetic material, and determine the nucleotide sequence of the phages. Students will complete the molecular analysis of their discoveries, using a bioinformatics approach of the isolated viral genome. This initiative is a partnership with The Howard Hughes Medical Institute (HHMI) SEA (Science Education Alliance) program and is an integral part of the National Genome Research Initiative. We have a unique

100

[About Us](#)

[Get Foundation Updates](#)

[Contact](#)

[DONATE](#)

[UNIONS & DISTRICTS](#)

[GRANTS TO EDUCATORS](#)

[INNOVATION](#)

[AWARDS](#)

[RESOURCES](#)

[BLOG](#)

[Home](#)

[Grants to Educators](#)

Grants to Educators

We support new ideas and practices to strengthen teaching and learning. Our goal is to fund and share successful strategies to educate and prepare students for bright and rewarding futures. We have learned that the best teaching methods come from our greatest assets: educators. That is why we have awarded more than \$8.5 million to fund nearly 4,000 grants to public school educators to enhance teaching and learning. To build our knowledge base and to uncover new, great practices in public education we invite all eligible educational professionals to apply for these grants.

[Apply Online](#)
Student Achievement Grants

[Apply Online](#)
Learning & Leadership Grants

Am I eligible to apply for your grant programs?

I work with public school students, am I eligible to apply?

I want to attend a conference that is scheduled to occur before the official notification date. Can I apply for a grant and use the funds to reimburse my expenses?

Our whole study group wants to attend a conference that is related to our work. Can we fund this travel with a group Learning & Leadership Grant?

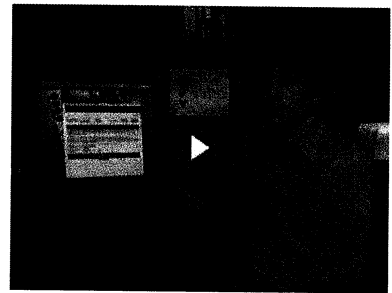
When should I send my grant application?

The posted notification date has passed and I haven't heard anything from the Foundation. What should I do?

My Student Achievement Grant project is going to involve some after-school planning time. In my grant budget can I include stipends for the teachers who will be helping?

I need materials for my classroom. Do you have any grants to help pay for supplies or materials?

VIDEO



VIDEO



SECTION RESOURCES

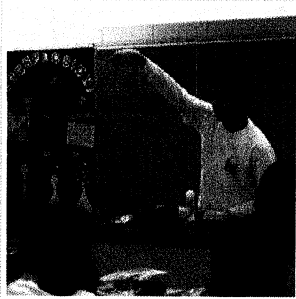
[Writing Tutorial](#)

Does my budget have to total exactly \$2,000 or \$5,000?

If I have received a grant from The NEA Foundation in the past can I apply for another grant?

Do I have to designate a fiscal agent?

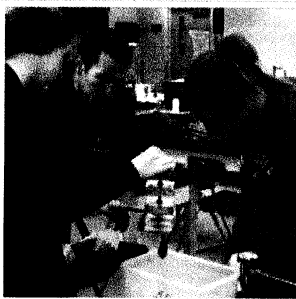
How many grants does the foundation award?



Student Achievement Grants

The NEA Foundation provides grants to improve the academic achievement of students in U.S. public schools and public higher education institutions in any subject area(s). The proposed work should engage students in critical thinking and problem solving that deepen their knowledge of standards-based subject matter. The work should also improve students' habits of inquiry, self-directed learning, and critical reflection.

[SEE MORE](#)



Learning & Leadership Grants

Our Learning & Leadership grants support public school teachers, public education support professionals, and/or faculty and staff in public institutions of higher education for one of the following two purposes: Grants to individuals fund participation in high-quality professional development experiences, such as summer institutes or action research; or grants to groups fund collegial study, including study groups, action research, lesson study, or mentoring experiences for faculty or staff new to an assignment.

[SEE MORE](#)



DonorsChoose.org

The NEA Foundation funds and supports educator-driven solutions to improve student performance. Through our work, we've learned that the best teaching ideas come from our greatest assets, educators. Teachers have great ideas to help their students learn more, but often lack the resources they need to bring these ideas to life. Last year, through our partnership with DonorsChoose.org, we matched public donations to support 1,000 NEA member requests for classroom materials, reaching 95,000 public

VIDEO



VIDEO



[Featured Grantees](#)

[Other Grant Opportunities](#)

[Final Report Guidelines](#)

[About Fiscal Agents](#)

RELATED POSTS

[Need a Grant? \\$2,000 & \\$5,000 Grants A...](#)

[Giving + Thanks on DonorsChoose.org](#)

[Grantee Video: Music for special education](#)

[BOO! What keeps us up at night?](#)

[Enjoy Spanish Tapas in September; Suppo...](#)

FACEBOOK

Find us on Facebook



1,076 people like The NEA Foundation.



Facebook social plugin

102

school students. This year, with your help, we hope to reach even more.

SEE MORE



Special Grants to Educators

The NEA Foundation frequently partners with other organizations to offer grants for projects in specific subject, grade, and geographic areas. Find out if any of our special grants align with the work you're doing, and apply for these grants through our normal Student Achievement or Learning & Leadership Grant application.

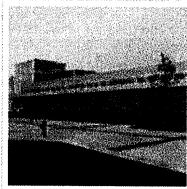
SEE MORE

POPULAR



Enroll in one of the Institute's first five courses

What You're Saying



"The NEA Foundation is a great resource for educators looking for grant opportunities."

Susanne Rasely-Price, PEAC, NEA, 2012 Pearson Foundation Grant Recipient



1201 16th Street, NW
Washington, DC 20036

UNIONS & DISTRICTS BLOG
GRANTS TO EDUCATORS ABOUT US

Sign up for the latest news, updates, and information from the NEA Foundation.

103

About Us

Get Foundation Updates

Contact

DONATE

UNIONS & DISTRICTS

GRANTS TO EDUCATORS

INNOVATION

AWARDS

RESOURCES

BLOG

Home

Grants to Educators

Learning & Leadership Grants

Learning & Leadership Grants

The NEA Foundation provides grants to support public school teachers, public education support professionals, and/or faculty and staff in public institutions of higher education for one of the following two purposes: Grants to individuals fund participation in high-quality professional development experiences, such as summer institutes or action research; or grants to groups fund collegial study, including study groups, action research, lesson study, or mentoring experiences for faculty or staff new to an assignment.

APPLY

Overview

Application Instructions

Grantee FAQs

The grant amount is \$2,000 for individuals and \$5,000 for groups engaged in collegial study. All \$5,000 group grant applicants must include partner information.

Restrictions

With the exception of study groups, applicants may not use grant funds to pay themselves stipends. Funds may not be used for lobbying or religious purposes. Identical applications will not be considered.

Grant funds may not be used to:

- pursue degrees;
- pay indirect costs, grant administration fees, or salaries; or
- support travel costs or conference fees for more than one person.

All professional development must improve practice, curriculum, and student achievement. "One-shot" professional growth experiences, such as attending a national conference or engaging a professional speaker, are discouraged. Decisions regarding the content of the professional growth activities must be based upon an assessment of student work undertaken with colleagues, and must be integrated into the institutional planning process. Grant funds may be used for fees, travel expenses, books, or other materials that enable applicants to learn subject matter, instructional approaches, and skills. Recipients are required to exercise professional leadership by sharing their new learning with their colleagues.



104

Deadlines and Notification Dates

Applications may be submitted at any time. Applicants are encouraged to plan ahead. Applications are reviewed three times per year, every year.

Application Received By: February 1
Notification by: April 15

Application Received By: October 1
Notification by: January 15

Application Received By: June 1
Notification by: September 15

Please give careful attention to the timeline of your grant. Applications that include activities scheduled prior to the date of notification will not be considered. All lead grant applicants will be notified in writing. Please do not contact the Foundation regarding the status of your application prior to the notification date.

Duration

Grants will fund activities for twelve months from the date of the award.

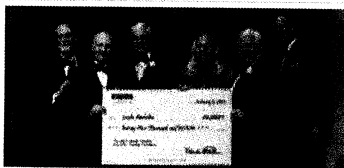
Eligibility

Applicants must be practicing U.S:

The NEA Foundation encourages grant applications from:

**Administrators may not apply for Learning & Leadership grants, nor may they act as the partner applicant. Employees, members of the board of directors, and immediate family members of the staff and board of the NEA Foundation are not eligible to receive grants. Employees of the National Education Association are not eligible to receive grants.*

Related Content



Educator Leslie Nicholas Honored
2013 Awards Gala



2013 Gala Honoree
Outstanding Service to Public Education



New NEA Foundation Issue Brief
Community Engagement

105

About Us

Get Foundation Updates

Contact

DONATE

UNIONS & DISTRICTS

GRANTS TO EDUCATORS

INNOVATION

AWARDS

RESOURCES

BLOG

Home

Grants to Educators

Student Achievement Grants

Student Achievement Grants

The NEA Foundation provides grants to improve the academic achievement of students in U.S. public schools and public higher education institutions in any subject area(s). The proposed work should engage students in critical thinking and problem solving that deepen their knowledge of standards-based subject matter. The work should also improve students' habits of inquiry, self-directed learning, and critical reflection.

APPLY

Overview

Application Instructions

Grantee FAQs

The grant amounts available are \$2,000 and \$5,000.

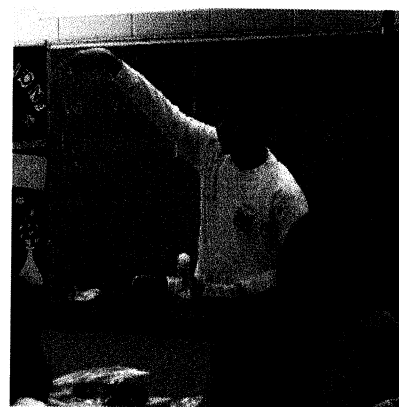
Restrictions

Grant funds may be used for resource materials, supplies, equipment, transportation, technology, or scholars-in-residence. Although some funds may be used to support the professional development necessary to implement the project, the majority of grant funds must be spent on materials or educational experiences for students.

Grant funds may not be used to:

- Support after-school, weekend, or summer programs;
- Pay indirect costs, grant administration fees, or salaries;
- Pay stipends to the applicants;
- Support conference fees for more than one person.
- Lobbying or religious purposes

**Identical applications will not be considered*



Deadlines and Notification Dates

Applications may be submitted at any time. Applications are reviewed three times per year, every year.

Application Received by: February 1
Notification By: April 15

Application Received by: October 1
Notification By: January 15

106

Application Received by: June 1
Notification By: September 15

Please give careful attention to the timeline of your grant. Applications that include activities scheduled prior to the date of notification will not be considered. All grant applicants will be notified in writing. Please do not contact the Foundation regarding the status of your application prior to the notification date.

Duration

Grants will fund activities for 12 months from the date of the award.

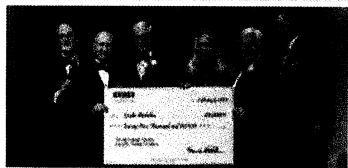
Eligibility

Applicants must be practicing U.S.:

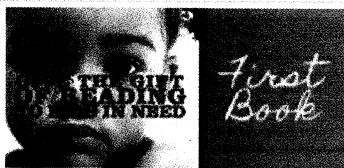
The NEA Foundation especially encourages grant applications from:

** Administrators may not apply for Student Achievement Grants, nor may they act as the partner applicant. Employees, members of the board of directors, and immediate family members of the staff and board of the NEA Foundation are not eligible to receive grants. Employees of the National Education Association are not eligible to receive grants.*

Related Content



Educator Leslie Nicholas Honored
2013 Awards Gala



2013 Gala Honoree
Outstanding Service to Public Education



New NEA Foundation Issue Brief
Community Engagement

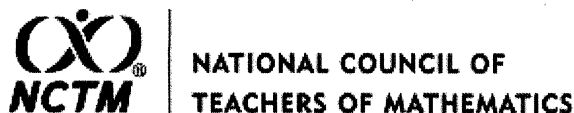


1201 16th Street, NW

UNIONS & DISTRICTS

BLOG

107



Grants and Awards

The Mathematics Education Trust:

Supporting Teachers ... Reaching Students ... Building Futures

Mission: The Mathematics Education Trust (MET) channels the generosity of contributors through the creation and funding of grants, awards, honors, and other projects that support the improvement of mathematics teaching and learning.

See the listings of current Grants, Scholarships, and Awards for

PreK-5 6-8 9-12 and more

Opportunities to expand your professional horizons!

- provides funds to support classroom teachers in improving classroom practices and increasing teachers' mathematical knowledge.
- offers grants for prospective teachers and NCTM's Affiliates
- recognizes the lifetime achievement of leaders in mathematics education.

The NCTM Lifetime Achievement Awards are presented annually following a nomination and selection process. Other awards are available through a competitive process based on proposals submitted by individual applicants.

You can view:

- Current [MET Board of Trustees](#)
- MET Award, Grant, and Scholarship [recipients](#)
- 2013-2014 MET Grant, Scholarship, and Award [Proposal Abstracts](#)
- [Tips for Writing Successful Proposals for MET Grants and Scholarships](#)
- Listing of [active named funds and honorees](#)
- [MET Grant, Scholarship, and Award Summary](#) (PDF)
- How to make a [tax-deductible gift to MET](#) and support MET programs



Join the Mathematics Education Trust Celebration in Denver

On Friday, April 19, 2013, the Mathematics Education Trust (MET) will be hosting a celebration to honor our [Lifetime Achievement](#) and other MET awardees. The event will include a [silent auction](#). All proceeds will support MET programs. Register today. We look forward to seeing you in Denver!

For detailed information:

- Call 703-620-9840, ext. 2112
- E-mail exec@nctm.org
- Write to:
NCTM's Mathematics Education Trust
1906 Association Drive
Reston, VA 20191-1502

108

Grants, Scholarships, and Awards

Deadline	Grades PreK-5 Teachers
May 3, 2013	<u>School In-Service Training Grants</u> <u>PreK-8 Preservice Teacher Action Research Grants</u> <u>Program of Mathematics Study & Active Professionalism Grants</u>
Nov. 8, 2013	<u>Emerging Teacher-Leaders in Elementary School Mathematics Grants</u> <u>Teacher Professional Development Grants</u> <u>Using Music to Teach Mathematics Grants</u> <u>Improving Students' Understanding of Geometry Grants</u> <u>Classroom Research Grants</u> <u>Mathematics Course Work Scholarships</u> <u>Future Leader Initial NCTM Annual Conference Attendance Awards</u>
Deadline	Grades 6-8 Teachers
May 3, 2013	<u>School In-Service Training Grants</u> <u>PreK-8 Preservice Teacher Action Research Grants</u> <u>Program of Mathematics Study & Active Professionalism Grants (PreK-6)</u> <u>Professional Development Scholarship Emphasizing the History of Mathematics</u>
Nov. 9, 2012	<u>Teacher Professional Development Grants</u> <u>Engaging Students in Learning Mathematics Grants</u> <u>Equity in Mathematics Grants</u> <u>Improving Students' Understanding of Geometry Grants</u> <u>Classroom Research Grants (PreK-6)</u> <u>Classroom Research Grants (7-12)</u> <u>Mathematics Graduate Course Work Scholarships</u> <u>Summer Mathematics Study Grants</u> <u>Future Leader Initial NCTM Annual Conference Attendance Awards</u>
Deadline	Grades 9-12 Teachers
May 3, 2013	<u>School In-Service Training Grants</u> <u>Professional Development Scholarship Emphasizing the History of Mathematics</u>

109

Nov. 8, 2013	<u>Connecting Mathematics to Other Subject Areas Grants</u> <u>Teacher Professional Development Grants</u> <u>Classroom Research Grants (7-12)</u> <u>Mathematics Graduate Course Work Scholarships</u> <u>Future Leader Initial NCTM Annual Conference Attendance Awards</u>
Deadline	Prospective Teachers
May 3, 2013	<u>Prospective Middle School Mathematics Teacher Course Work Scholarships</u> <u>Prospective 7-12 Secondary Teacher Course Work Scholarships</u>
Nov. 8, 2013	<u>Prospective Teacher NCTM Annual Conference Attendance Awards</u>
Deadline	Additional MET Initiatives
June 1, 2013	<u>MET Grants to Affiliates</u> including the Kenneth B. Cummins Grant
Nov. 8, 2013	<u>NCTM Lifetime Achievement Awards</u> for Distinguished Service to Mathematics Education



Bring a Friend to NCTM, Bring NCTM to a Higher L

www.nctm.org/referafriend

Refer a Friend Today and Earn Rewards

Copyright © 2013, National Council of Teachers of Mathematics.

110

Wednesday, February 27th, 2013

Keyword Search



National STEM Grants Virtual Conference

March 1st - 4th

REGISTER!

- [Home](#)
- [Grants by Source](#)
 - [Non-profit Grants](#)
 - [Federal Grants](#)
 - [NSF Grant Opportunities](#)
 - [State Grants](#)
 - [Foundation Grants](#)
- [Scholarships](#)
- [Research Programs](#)
- [Grants for K-12](#)
 - [High School Grant Opportunities](#)
 - [Middle School Grant Opportunities](#)
 - [Elementary School Grant Opportunities](#)
- [Grants for Universities](#)
- [Recent Winners](#)
- [STEM News](#)
 - [STEM Events](#)
 - [STEM Initiatives](#)
- [Proposal Tips](#)
- [Uncategorized](#)

- [What is STEM?](#)
- [About STEM Grants](#)
- [Guide to STEM Grants](#)
- [STEM Links](#)



High School Grant Opportunities

Florida Power Light Offers \$2,500 Grants – Energy Education

FPL Offers STEM Grants for Energy Education As students and their families enjoy the final weeks of summer vacation, the new school year beckons and Florida Power & Light ...

More High School Grant Opportunities

STEM Classroom Grants for NJ Schools and Nonprofits

STEM Classroom Grants First Energy, a New Jersey based energy company, is offering grants of up to \$500 to support STEM Education ...

Google offers \$25k for STEM and CS Initiatives

Universities and K-12 schools who have STEM and Computer Science (CS) education initiatives are encouraged to apply for a Google Rise award. Google ...

\$500 Grants for K-12 Teachers for Innovative Projects

Deadline: September 30, 2012 A program of the Kids In Need Foundation, Kids In Need Teacher Grants provide K-12 educators with funding to ...

National Institutes of Health Summer Research Program

The purpose of the NIH Summer Research Experience Program (referred to as the “Summer Research Program”) is to provide a high ...

Georgia Innovation Fund – \$19.4 million in Grants – includes STEM

Deal announces Race to the Top grant Friday, April 1, 2011 Gov. Nathan Deal today announced the launch of Georgia’s Innovation Fund, a ...

112

Vernier to Award 30 grants for Software and Technology worth \$10k each

Celebrating 30 years of business, Vernier says "thanks" to science educators Vernier is providing 30 grants to ten elementary or middle schools, ten ...

ExploraVision Competition for K12 – Imagine Technologies of the future

What is ExploraVision? ExploraVision is a science challenge for K–12 students of all interest, skill, and ability levels. This competition provides a ...

Lexus Eco Challenge – \$500k in Scholarships and Grants

The Lexus Eco Challenge, designed by Lexus and Scholastic, is a nationwide education program and contest about the environment that empowers ...

Dr. Wendell G. Mohling Outstanding Aerospace Educator Award

Dr. Wendell G. Mohling Outstanding Aerospace Educator Award 2011: K–12 Teachers of Science in a Formal Education Setting PROGRAM SUMMARY: The Dr. Wendell G. ...

[More »](#)

STEM Grants on Twitter



Paul Secor
STEMGrants

STEMGrants RT @MathisMyLife
Washington STEM announces \$1.2
million in new investments
bit.ly/PZ6kyU

195 days ago · reply · retweet · favorite

STEMConnector Biogen Idec provides
\$100K grant to @TeachForAmerica to
support #Math & #Science
#Education, #Teachers
buff.ly/MZOVvG cc: @TFA_STEM

113

195 days ago · reply · retweet · favorite

STEMGrants @insideFPL Thanks for providing \$ for STEM Education & broadening your grants to Energy overall ht.ly/cWm0y

197 days ago · reply · retweet · favorite

STEMGrants If u are in Florida Power Light Service apply for \$2,500 Energy Education Grant. ht.ly/cWlyZ

197 days ago · reply · retweet · favorite

STEMGrants If you're in specific NJ counties here is \$500 STEM grant from @JCP_L & @FirstEnergyCorp ht.ly/cVyLH

Join the conversation

STEM Grants on Facebook

STEM Grants

facebook



Name:
STEM Grants

Status:
World Premiere of the 2 minute STEM Grant Movie - ...

Fans:
336

Promote Your Page Too

114