

Erie-Catt Teacher Center 2008-2009 Mini-Grant Application

CLASSROOM MINI-GRANTS UP TO \$500

PROFESSIONAL MINI-GRANTS UP TO \$1,000



DEADLINE: MUST BE AT THE CENTER BY 4:00 PM, FRIDAY, OCTOBER 10, 2008

We offer 2 types of Competitive Mini-Grants.

1. Regular (Classroom) Mini-Grants

2. Professional Development Mini-Grants

In order for Erie-Catt Teacher Center to keep the mini-grant program of high professional quality, all mini-grant applicants must follow the process described in this packet to be considered for a grant. Failure to do so may result in the applicant being disqualified from the process. ***If awarded a grant, a Final Report will be requested for submission by the specified date.*** If you are interested in applying for a mini-grant, please take time to read the application **carefully**, follow its requirements in completion, check your spelling and information, and **observe deadlines**. **PLEASE HAVE IT READ AND SIGNED BY YOUR BUILDING ADMINISTRATOR.**

1.) Regular Classroom Mini-Grants

Up to \$500 per application*

A grant application will be accepted for one or more teachers/educators to design, develop, and implement a project that supports **innovative, creative classroom work that is based upon current research and aligned with NYS learning standards**. It is essential that an **evaluation** is included which addresses the NYS Learning Standards that are the focus of the project. If more than one person is part of the application process, there must be a designated facilitator.

2.) Professional Development Mini-Grants

Up to \$1,000 per application*

A grant application will be accepted for one or more teachers/educators to develop a program, and a stipend will be given to each trainer who brings the program to other districts. This grant may also be used to provide staff development for the applicant(s). Requests for conference attendance must be for conferences occurring between January 1, 2009 – April 30, 2009.

****The successful grant applicant(s), must be willing and able to work with the Teacher Center to present to other districts, a synopsis of their grant, in the fall of 2009, with no additional compensation.***

Application Process

Any educator/administrator employed in our participating districts and schools wishing to apply for a mini-grant should submit **ONE** original **completed** application **with cover sheet**, and **SIX** copies **without cover sheet**, to the Center at 8685 Erie Road, Angola, NY 14006 no later than **Friday, October 10, 2008**.

The Mini-Grant Committee will review all applications, and determine the cut-off scores for funding levels. Notices of awards to all applicants will be mailed at the end of October 2008.

Please fully complete the ***Pertinent Information Form*** (*cover page*) and the ***Proposal Narrative*** using the guidelines for writing a grant narrative on the following two pages. The *Proposal Narrative* must be done electronically, with no attachments.

Proposals receive "blind readings" in an effort to maintain anonymity and remove a chance of bias from the review process. **Applicants are to remove all references to author(s) of the proposal on the *Application Proposal*. Do not include any name, place, school, program, or other identifying information in your proposal. Failure to follow this instruction WILL disqualify your proposal.**

Please Note: Equipment over \$500 needs to be BOCES tagged and inventoried on a yearly basis by a Policy Board Member or Teacher Center staff. Equipment awarded does NOT become property of recipient or their district but rather listed as on loan. If recipient has any change in status, whether it be your home address or you leave the district, ECTC must be notified immediately.

Successful grantees will fulfill the following steps for completion of the grant project:

1. Insure that all grant monies are expended by April 30, 2009, and endeavor to complete the project in a timely fashion.
2. Insure that two **final reports** will be submitted that include a final **detailed narrative of the outcomes**, and an account of all expenditures. The project must be presented in a professional format which is usable to others, and may include Power Point presentations, video and/or student work. This report will be due in the Teacher Center office on or before **June 30, 2009**.
3. Consider presenting your project to a group the following fall.

Address all questions to, Director
716-549-4454 ext 4021

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**Note: DO NOT USE ANY IDENTIFYING INFORMATION
IN YOUR APPLICATION NARRATIVE**

**Everything must be filled in electronically to be accepted.
(INCOMPLETE forms will NOT be accepted)**

Your Narrative must include the following Sections

- 1.) **PROPOSAL SYNOPSIS INCLUDING A TITLE and GOALS** (such as: "Meeting Reading Readiness Through Poetry") For end-of-the-year reporting procedures set up by the State, please include an abbreviated synopsis of the project as an introduction. *(100 words or less*)*
- 2.) **NEED FOR PROJECT:** *(50 words or less*)* Explain the need for this initiative.
- 3.) **PROJECT DESCRIPTION AND CONNECTION TO LEARNING STANDARDS:** *(250 words or less*)* Write a description of what you want to do, relating project to current National and/or State learning standards, which must be clearly stated.
 - i. Include GRADE LEVEL (S) impacted
 - ii. Include CATEGORY OF APPLICATION (either Classroom or Staff Development; see descriptions on page 2)
- 4.) **IMPACT ON TEACHING and LEARNING** *(100 words or less*)* Include the approximate number of students (or adults in the case of Staff Development) involved. Describe the potential impact this project will have on student learning. **SHARING WITH COLLEAGUES** *(100 words or less*)* Explain how you will share the results of this mini-grant with colleagues. (i.e. publications, class demonstrations and/or various presentations) **BE SPECIFIC.**
- 5.) **MEANS OF EVALUATION.** *(250 words or less*)* Explain what process you will use to evaluate the effectiveness of the project. **The evaluation piece is critical** for determining the value of your proposal. Be sure to clearly indicate how you plan to assess the success of meeting your targeted standards (introduced in section 1) with your program. In other words, how will you know your project was a success?
- 6.) **PROPOSED BUDGET.** Only monies spent between date of award and April 30, 2009 will be considered. NO grant money will be provided for purchases made prior to the date of award.
 - **The narrative must be as specific and detailed as possible.**
 - **Do not include items for which you would receive State aid. That is considered "double-dipping" and is illegal.**
 - **Include any reference to in-kind contributions from other sources.**
 - **Indicate whether you would accept partial funding.**
- 7.) **All materials/equipment requested in this mini-grant must be individually noted on the final page of the mini-grant application, as well as the cost per item. Failure to specify materials/equipment desired on the final page, will result in the mini-grant application being rejected.**

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WHAT MAKES A GOOD GRANT?

- ◆ **Appearance** - should be typed and easy to read, should not look as if it were cut and pasted from another source
 - ◆ Application process instructions should be followed completely with NO identifying information and ALL sections filled in
 - ◆ The **Description** should be concise and to the point; creative - new + different - a specific, well-planned goal or project - not just a shopping list with window dressing
 - ◆ **Budget** is complete, specific and matches the amount requested, including other sources and in-kind contributions
 - ◆ Other things We look for are pretty well spelled out in the rubric we use to rate the grant requests
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- ◆ We look for direct reference to **specific standards**, not just general phrases.
 - ◆ We also look for **unique ideas** not just the purchase of supplies, but doing something with them that is outside the normal classroom activity.
 - ◆ A title, which implies innovation and vitality always grabs the reader and sets up an expectation of new things.
 - ◆ We look for ideas, which **could be reproduced by other teachers** easily and would interest a number of them.
 - ◆ A grant, which is concise with direct reference to procedures and process, rates higher than one full of educational jargon and little "meat".
 - ◆ The **opening statement should be clear** as to procedure so we can tell what to look for in following parts.
 - ◆ The more specific the language without distracting verbiage the higher we rate.
 - ◆ We look for specific details in the funding section-names, quantity, and price- just like a purchase order.
 - ◆ If the section of the grant on sharing isn't specific as to numbers and methods, then we rate it lower.
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- ◆ **Clarity** of purpose
 - ◆ **Connection to research or NY Standards** - this connection needs to be stated and supported. We do NOT look for standards numbers, but do expect proper vocabulary and professional jargon - documentation
 - ◆ **Budget** appropriate, clear, connected to learning
 - ◆ **Effect on students** - numbers of students and lasting impact in coming years.
 - ◆ **Sharing with other staff**, parents, classes, community, news worthy.
 - ◆ Project that seems to be above and beyond that required - creativity considered to some extent but if "best practice" is being supported and energy expended is beyond the "required" We don't think a wheel needs to be reinvented for \$1,000 or \$2,000 for two teachers.
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- ◆ We look for creativity, something out of the ordinary, which a teacher wants to try out.
 - ◆ The narrative section, which describes the activity, needs to be specific as to what will happen and the assessment should have some impact on students. "How will the teacher know she has accomplished her goal?"
 - ◆ Budget lists which are materials not even mentioned in the narrative are useless. The point of the allocation is to connect the grant expenses to the proposed activity, not just support the purchase of materials.
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- ◆ Clearly explain **exactly** what the grant is about, and how it will be implemented. Don't take for granted that the reader is familiar with the materials you are requesting.
 - ◆ Creativity
 - ◆ **Specifics on sharing** with colleagues.
 - ◆ Make sure the type is readable, not too small.
 - ◆ Creativity
 - ◆ Form **completed properly** with specific budget
 - ◆ **Written well** – explained completely without a lot of unnecessary detail
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- ◆ Basically we look for **the rubrics listed** on the score sheet. We think more positively when a grant requests **items that can be used by many students over many years**, and are **cost effective**. **Creativity is a plus**, but we don't feel it is a must.

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RUBRIC FOR EVALUATION OF MINI-GRANT PROPOSALS

In order for your proposal to achieve the top rating, it must be a “4” in all categories and have written attributes which are clear and articulate. High rated proposals have the greatest likelihood of receiving funding.

Criteria	4	3	2	1
Clarity of Proposal	Proposal demonstrates a high degree of planning and has well articulated goals, which are achievable within the time and scope of the project.	Proposal demonstrates a moderate degree of planning. Goals are reasonable for the time and scope of the project.	Proposal has not been carefully planned. Goals may not be achievable within the scope of the project or are only broadly described.	Proposal demonstrates little planning and has unrealistic or unclear goals.
Need for Project	Proposal explicitly articulates the need for this project and demonstrates innovation.	Proposal articulates the need for this project but describes it in general terms only. It is only moderately innovative.	Proposal minimally articulates the need for this project and shows little innovation.	Proposal does not clearly articulate the need for this project and it is not innovative.
Connection to Learning Standards	Proposal explicitly identifies specific NYS Learning Standard(s) and/or district initiatives addressed by the project.	Proposal broadly identifies NYS Learning Standard(s) and district initiatives, but does not identify specific standards or initiatives.	Proposal minimally identifies NYS Learning Standard(s) and district initiatives, and does not identify specific standards or initiatives.	Proposal does not identify NYS Learning Standard(s) and district initiatives.
Impact on Teaching & Learning	Proposal demonstrates specifically how teaching practices and student learning will be impacted.	Proposal describes how teaching practices and student learning will be impacted, but does not provide specifics.	Proposal minimally describes how teaching practices and student learning will be impacted.	Proposal does not demonstrate how teaching practices and student learning will be impacted.
Sharing with Peers	Proposal explicitly describes the impact of this project on others and outlines how the sharing with peers will occur.	Proposal describes the impact of this project on others and outlines the process for sharing with peers, but without specificity.	Proposal minimally describes the impact of this project on others. The mechanism for peer sharing is sketchy.	Proposal does not describe the impact of this project on others. No peer sharing is built into the project.
Evaluation of Success of Project	Proposal provides clear objectives for how the success of the project will be evaluated.	Proposal describes objectives for how the successes of the project will be evaluated, but without specificity.	Proposal minimally describes how the success of the project will be evaluated.	Proposal lacks any description of how the successes of the project will be evaluated.
Budget	Proposal provides a clearly articulated and itemized budget, appropriate in both amount and type.	Proposal provides a budget appropriate in both amount and type, but without sufficient detail.	Proposal provides a vague and/or inappropriate budget, in either amount type.	Proposal provides no budget, in either amount or type.

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Purchased Services

Who

Amount

Total _____

Other
