

Erie-Catt Teacher Center 2007-2008 Mini-Grant Application

CLASSROOM MINI-GRANT'S UP TO \$500

PROFESSIONAL MINI-GRANTS UP TO \$1,000



DEADLINE: MUST BE AT THE CENTER BY 4:00 PM, MONDAY, OCTOBER 15, 2007.

We offer 2 types of Competitive Mini-Grants.

Application Process

- 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 AND POLICY BOARD REPRESENTATIVE.**

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. **Mini-Grants should NOT request the purchase of hardware or equipment.**

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 Jan. 1, 2008

**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 2008, with no additional compensation.*

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 **Monday, October 15, 2007.**

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 2007.

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 typed, or word-processed, 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.**

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

1. Insure that all grant monies are expended by December 31, 2007, 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, 2008.**
3. Consider presenting your project to a group the following fall.

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

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

**Everything Must Be Typed Or Word-Processed 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 December 31, 2007 will be considered. NO grant money will 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.**

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ALL information must be completed for your application to be considered.

Preparing A Well-Written Mini-Grant Application For The Erie-Catt Teacher Center.

Each of the sections below was written by a different grant reader in response to the question, "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

- ◆ 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.

- ◆ **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.

- ◆ 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.

- ◆ 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

- ◆ 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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