

Erie-Catt Teacher Center 2008-2009 Professional Grant Application

PROFESSIONAL GRANTS UP TO \$3,000



DEADLINE: Must be at the Center by 4:00PM, Friday, October 10, 2008.

**2008-2009 Professional Development
Grant Application**

Submit Application Form, Checklist,
Grant Narrative, Program Chart,
And Budget Summary to:

Director
Erie-Catt Teacher Center
8685 Erie Rd.
Angola, NY 14006

TS _____

DEADLINE: Friday, October 10, 2008

All applications must be postmarked, faxed or dropped off at Center Office by 4 PM on October 10, 2008.
If the application is being sent through the BOCES mail, please mail by 10/03/08.
Faxed copies must have originals sent as a follow-up.

Enter all information electronically. This Application Form must be completed and submitted with the Grant Narrative, Program Chart and Budget Summary. Grant Narrative is limited to **three (3)** 8 1/2 x 11 pages of 10 or 12 point type.

Contact Person: _____

District: _____ **Building:** _____

Address: _____ **School Phone:** _____

Responsibilities of Grant Recipient:

1. Submit a written report of grant activities and expenses by July 1, 2009.
2. Submit a Program Profile with a summary of the grant, evaluation of results, and evidence of dissemination by July 1, 2009.
3. Include list of names of educators who participated in the grant activities along with their grade and subject area by July 1, 2009.

Required Signatures: Signatures below indicate that the terms and conditions of the Professional Development Grant are understood and that the district will provide support for the project.

Contact Person: _____ **Date:** _____

Building Principal: _____ **Date:** _____

Superintendent: _____ **Date:** _____

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**Professional Development Grant
Application Checklist**

You must **initial** each item indicating you have followed the grant program guidelines.

The Application Checklist **must accompany** your grant request, along with the Application Form, Grant Narrative, Program Chart and Budget Summary

APPLICATION FORM

_____ All information typed

_____ Contact person identified

Signatures included:

_____ Contact person

_____ Building principal

_____ Superintendent

***Mail completed application
to:***

***Director
Erie- Catt Teacher Center
8685 Erie Rd.
Angola, NY 14006***

Deadline: October 10, 2008

GRANT NARRATIVE

_____ Narrative typed

_____ Type size: **12 point ONLY**

_____ Narrative: No more than three (3) pages

_____ Questions are clearly identified in **bold** before each narrative response

_____ **No identifying references** to individuals, school buildings, or district

_____ Project will be implemented between **December 1, 2008 and June 30, 2009. All requisitioned to ECTC by April 30, 2009.**

Application Guidelines have been followed.

We have included:

- Application Form
- Completed Checklist
- Grant Narrative
- Program Chart
- Budget Summary Form is Complete & Included

Contact Person's Signature

Date

The Erie-Catt Teacher Center is giving all consortium buildings and districts an opportunity to apply. The focus of this program is to build partnerships between the ECTC and educators and to promote the best practices in teaching and learning. Professional Development Grants are expected to provide on-going professional growth activities on an identified topic.

Possible Topics

Program proposals should be developed around a theme such as early literacy, multiple intelligences, alternative use of time, character education, implementing standards and assessments, integrating technology or other pertinent topics.

Use of Funds

Appropriate use of funds includes:

- Providing courses, workshops or study groups
- Providing print or electronic resources that pertain to the proposed professional development plan
- Conducting research related to the theme
- Providing stipends for development of curriculum materials for dissemination
- Providing a stipend for project coordinator/leader
- Bringing in a consultant as part of a staff development program
- Providing for substitute costs for grant related activities

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.

Funding Level

The Policy Board will determine the maximum number of grants that will be awarded each year. Grants that are funded must receive a minimum average score of 18 points and cannot receive a score of zero on any individual section of the application. (See attached rubric.) The **maximum** amount awarded will be \$3,000 per application.

Preference

Preference will be given to those proposals which demonstrate in-kind contributions from the district and to those whose dissemination plan extends beyond the district.

Time line

Applications submitted by: October 10, 2008 (hand delivered by 10/10)--if the application is being sent through the BOCES mail, please mail by 10/03 for it to arrive by the deadline.) Faxed copies are not permitted.

Grants awarded by: As soon as possible, all money spent by April 30, 2009
Project Implementation Dates: December 1, 2008 - June 30, 2009

Application Length

Narrative may not exceed three (3) typewritten pages of 10 or 12-point type plus Program Chart and Budget Summary.

Communication with ECTC

1. Submit a written report of grant activities and expenses by July 1, 2009.
2. Submit a Program Profile summarizing the grant, documenting evaluation results, and showing evidence of dissemination by July 1, 2009.
3. Include list of names of educators who participated in the grant activities along with their grade and subject area by July 1, 2009.

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**Professional Development
Grant Narrative**

Grant narrative shall not exceed three (3) typewritten pages of 10 or 12-point type plus the Program Chart, Application Form, Application Checklist and Budget Summary. Include each question in **bold** type before each answer. **Make no references to individuals, school building or district in application narrative.** Be clear and concise in your answers.

1. **Clarity of the Proposal:**
 - Identify the theme of the professional development/program
 - State the goals of the program/professional development
 - Describe the population to be served - educators, students, community
 2. **Need for Project:**
 - State program objectives
 - Describe the professional growth activities
 3. **Connection to NYS Learning Standards:**
 - Correlates with specific NYS Learning Standards
 - Specific NYS Learning Standards stated in the proposal
 4. **Impact on Teaching & Learning:**
 - Explain how this professional development will impact teaching practices
 - Explain how this professional development will impact student learning
 5. **Sharing with Peers**
 - Explain the impact on peers
 - Outline how the sharing with peers will occur
 6. **Evaluation of Success of Project/Professional Development:**
 - Provide clear objectives for how the success of this professional development/project will be evaluated
 7. **Budget:**
 - Include a budget narrative that describes all expenditures and relationship of those expenditures to the professional development objectives
 - Itemize costs supported by grant funds
 - Itemize all in-kind support
 - Include budget form
- ***All materials/equipment requested in this grant must be individually noted on the final page of application, as well as the cost per item. Failure to specify materials/equipment desired on the final page will result in professional development grant being rejected.**
8. **Program Chart:**
 - Summarize professional growth activities
 - Provide a timeline for implementation
 - Describe method(s) of evaluating the quality and effectiveness of each activity

Budget Summary

Expenditure	Grant Funds	In-Kind Support	
Stipend (Who)	Total Amount	Source (Grant/In-Kind)	
Supplies/Materials Item:	Vendor/Catalog #	Quantity	Amount
Purchased Services Who	Amount	Total:	

Total	\$	Total: \$
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Program Chart

Professional Growth Activity	Date	Evaluation Plan

RUBRIC FOR EVALUATION OF PROFESSIONAL DEVELOPMENT 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.
Program Chart	Proposal provides a clear summary of professional growth activities, a timeline for implementation, and methods of evaluating the quality and effectiveness of each activity.	Proposal provides a summary of professional growth activities, an implementation timeline, and methods of evaluating the quality and effectiveness of each activity without sufficient detail.	Proposal provides a vague and/or inappropriate summary of professional growth activities, implementation timeline, and methods of evaluating the quality and effectiveness of each activity.	Proposal does not provide a summary of professional growth activities, a timeline for implementation, and methods of evaluating the quality and effectiveness of each activity.

