

Grant Writing Finesse

for Middle School Teachers

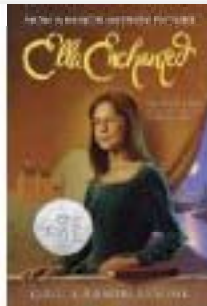
Lake Central Education Foundation

2009

LCEF Project Guidelines

- A successful project actively involves students in a dynamic unit of study.
- The project must be cost-effective and demonstrate thorough planning.
- Proposals that are innovative and/or have a positive impact on the school community are more likely to be funded.

Starting Point



Example



Five copies of six books cost between \$300 and \$400.

You need leveled readers to support the Response to Intervention (RtI) initiative at your school.

Evaluation of Your Choice

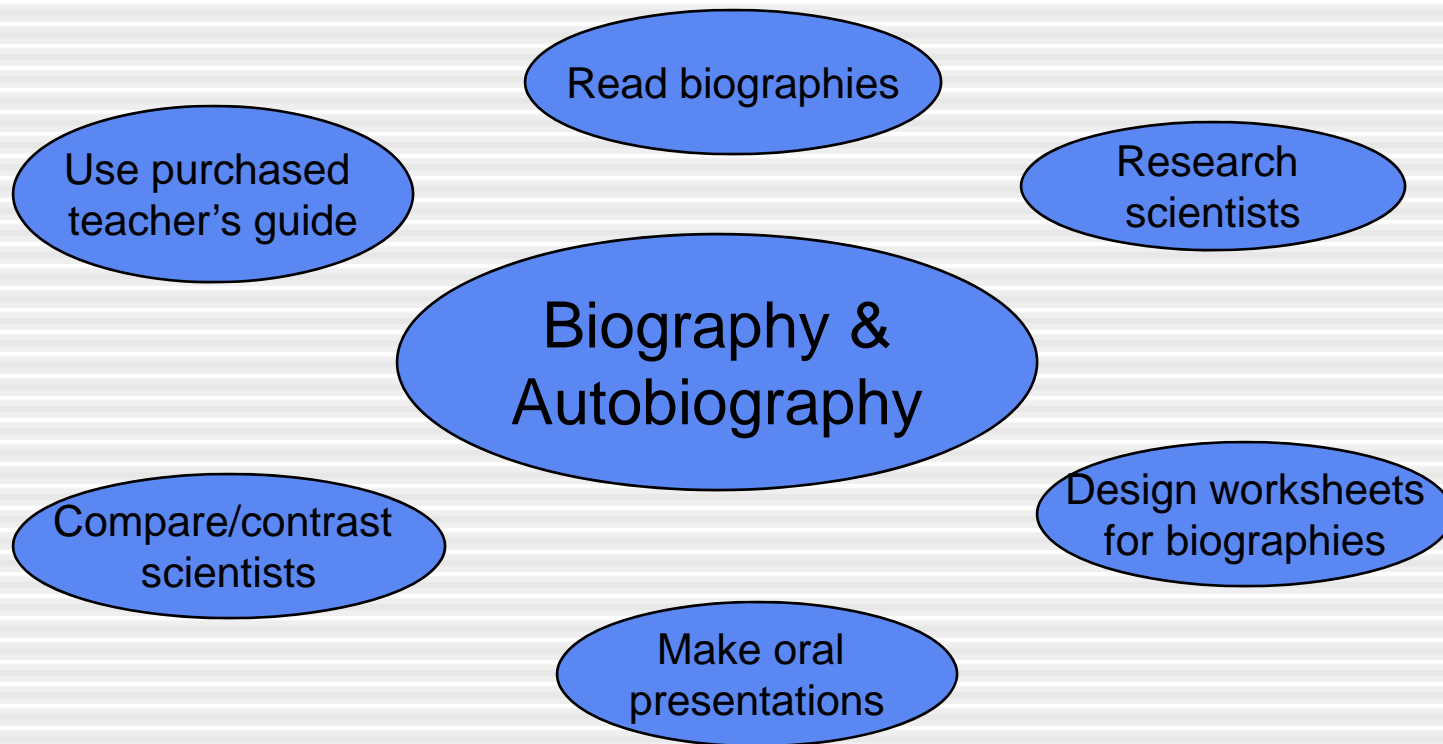
- Am I purchasing something normally covered under school budgets?
- Is my project innovative?
- *Grants centered around the purchase of books have not traditionally been favored by the LCEF Grant Committee.*

Forging a Broader Theme

- How can the use of leveled readers connect to a broader theme?
- Take a look at your standards. What area(s) needs some additional support?
- Link the leveled readers with content from another subject, such as social studies or science.

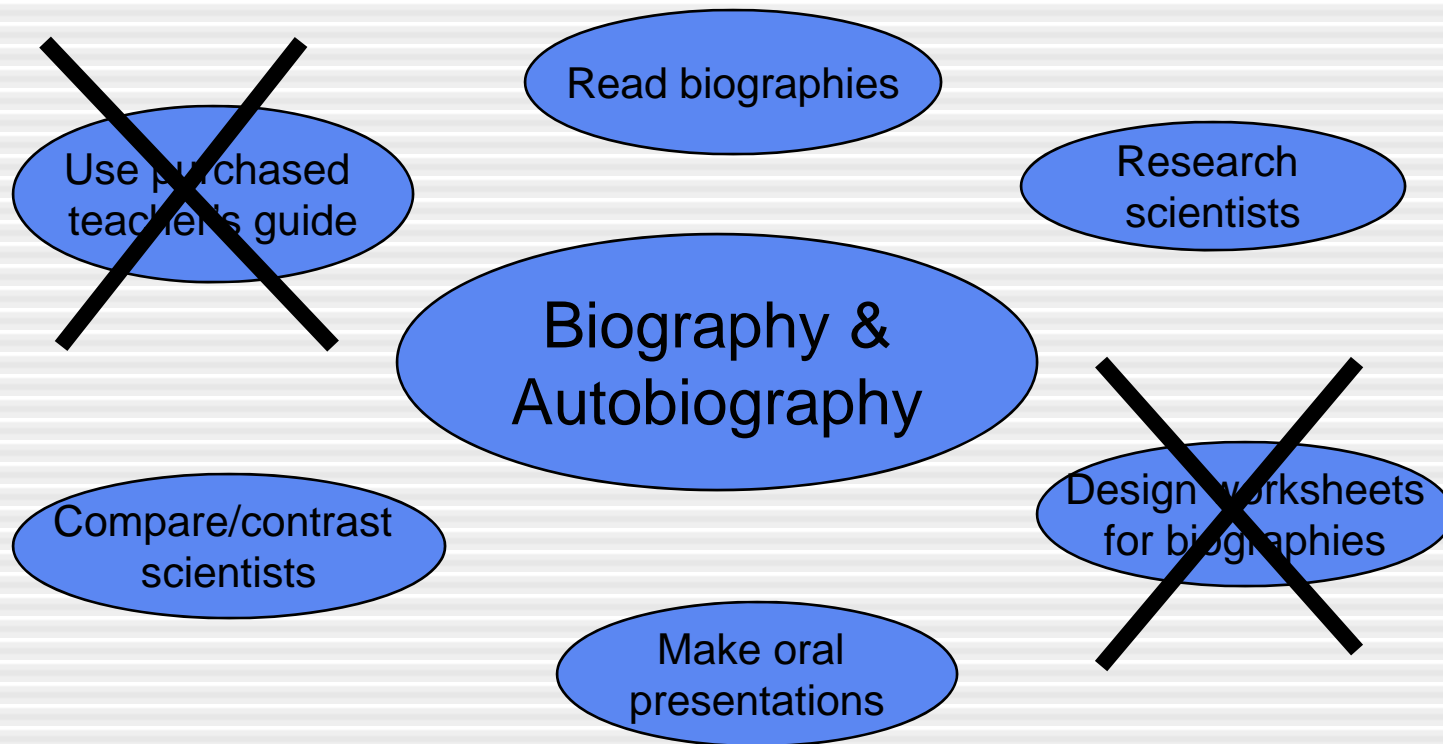
Student Activities

- Brainstorm the possibilities.



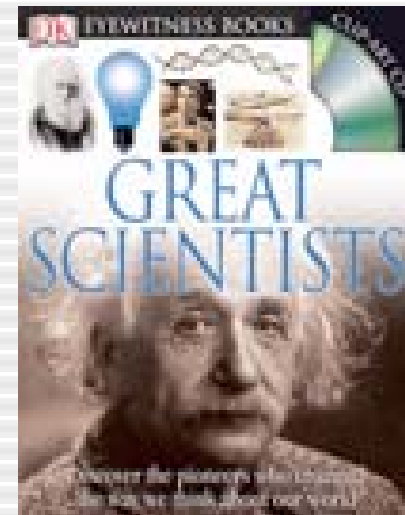
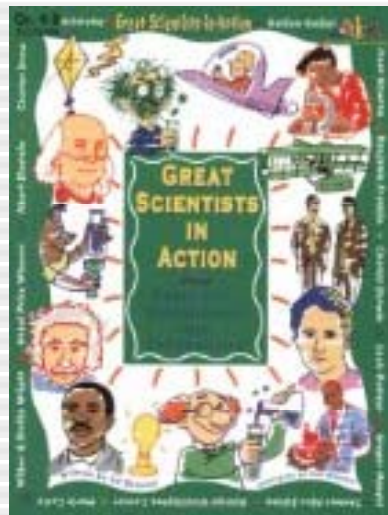
Student Activities

- A successful grant is always **student-centered**.



Beginning the Unit

BIOGRAPHY



FAMOUS SCIENTISTS

Changing Gears

- Wait a minute! I wanted leveled readers, but I'm getting a collective biography?
- What about RtI?
- How can I fit this in my schedule? My plan book is already crammed.

Determine Specific Activities

Great Scientists in Action

- Read about one scientist each day.
- Meet with literacy groups (organized by reading level) each day to discuss tiered questions.
- Summarize reading completing a table of characteristics and accomplishments of the scientists.
- Compare and contrast the lives of two of the scientists using a Venn diagram.
- Analyze the styles of several authors of biographical narrative. Which piece is most effective? Why? How can we use this as a model for our own writing?

Determine Specific Activities

Researching a Famous Scientist

- Choose an individual who has made a significant contribution to science or technology.
- Check the Internet to determine if there are 3-5 reliable articles written at your reading level.
- Research the person's life; take notes using approved format.

Determine Specific Activities

Writing an Autobiographical Narrative

- Choose one conflict in the person's life.
- Write a composition in first person (from the scientist's perspective) that includes beginning, conflict, rising action, climax, and resolution using information from your research.
- Use dialogue effectively; include both direct and indirect quotations.

Determine Specific Activities

Making an Oral Presentation

- Memorize the autobiographical narrative.
- Find props and costume to dress like famous scientist.
- Present monolog to science classes at the same grade level.

Determine Specific Activities

Life Skills

- Discuss the famous scientists and their career paths. Did your scientist pursue the same career from childhood to death? What steps did they take to achieve their career goals? What changes did they make to their plans? How did their personalities and abilities affect the careers they chose?
- Write a career goal for yourself. If you are not sure what career you'd like to pursue, choose a job that sounds interesting to you. Write a step-by-step plan to achieve that goal. What will you need to do now? What type of training will you need? Should you try working or volunteering in that field before leaving high school?

Writing the Proposal

Purpose

- Students will explore biography and autobiography relating to famous scientists. Related activities will build comprehension, writing, grammar, and speaking skills. In addition, students will learn a life lesson about setting and attaining personal career goals.

Writing the Proposal

Student Activities

- **Read** 7-10 biographies from *Great Scientists in Action*; **discuss** with literacy groups.
- **Summarize** scientists' lives by completing a table of characteristics.
- **Analyze** writing styles of several authors of biographical narratives.
- **Compare** and **contrast** the lives of two of the scientists using a Venn diagram.
- **Use** the Internet to **research** an individual who has made a significant contribution to science or technology.
- **Choose** one conflict in the person's life. **Write** a composition in first person (from the scientist's perspective) that includes beginning, conflict, rising action, climax, and resolution using information from your research. **Use** dialogue effectively; include both direct and indirect quotations.
- **Memorize** the composition and **prepare** a costume; **present** autobiographical sketch to science classes.
- **Consider** career paths of famous scientists; **formulate** personal career goals and **establish** steps to reach them.

Writing the Proposal

The Budget

- *Great Scientists in Action* 30 copies x \$9.95 \$298.50
 - *The Student's Guide to Doing Research on the Internet* \$ 14.95
 - Total \$312.45
- All items will be ordered together with free shipping from Amazon.

Writing the Proposal

Timeline

- When will the project take place? March/April 2010
- How long will the project last? 4 weeks

Week 1 - read biographies; meet in literacy groups

Week 2 - learn about researching on the Internet; research famous scientists

Week 3 - write biographical narratives

Week 4 - make famous scientist presentations; discuss career goals and map out steps to achieve goals

Finishing Touches

- It's time to type the proposal.
- Complete all information on first page. Don't forget to sign. Elaborate on student activities.
- Finish everything on the second page. Make it clear that your project can be reused.
- The summary will be used in LCEF news releases. It should reflect what students will be doing. Non-educators should be able to easily understand it.
- If other teachers are participating, attach a sheet with their names and signatures.

Self-Evaluation

- Is the grant complete?

Title

Project Director's Name

Signature

School

Grade Level

Subject Area

of Students

Amount Requested

Purpose

Student Activities

Budget

Time frame

Duration

Future Use

Summary

Extra Signatures (if needed)

Self-Evaluation

The highest scoring proposal meets these criteria:

- Project involves students in a dynamic unit of study.
- Activities are specific and well thought out.
- Budget is clearly articulated and itemized.
- Entire budget supports student activities.
- Cost per student is less than \$10.00.
- Project affects 100 or more students.
- The entire project can be reused without new purchases.
- The project provides something that is new, different, and/or engaging.

Self-Evaluation

Eligibility

- Is the applicant current staff, student, resident, or local businessperson?
- Has the applicant applied for only one grant this round?
- Does the project involve college credit, salaries, incentives, stipends, food, or travel?

Strengthening Your Case

Optional: Supportive Research

- If you would like to support your proposal with research, you may want to make reference to it at the end of the Student Activities section.
- Example: In a meta-analysis of current research, summarizing and identifying similarities and differences are recognized as two of the most effective teaching strategies with average effect sizes of 1.00 and 1.61 respectively (.80 is considered large). In this project, students summarize various biographies, compare and contrast famous scientists, and find similarities and differences in writing styles. (Marzano, Pickering and Pollock. *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement.*)

Strengthening Your Case

Optional: Addressing the Standards

- You may also reference the standards you are addressing to strengthen your proposal.
- Example: Seventh grade language arts and science standards are covered through these activities. Students will read and write biographical narratives, conduct an Internet search, practice public speaking, and learn about men and women who have made contributions to science and technology.

Summing It Up

Steps to Success

- Determine what you want to purchase and how much it will cost.
- Brainstorm the possibilities. Push your personal limits!
- E-x-p-a-n-d your options.
- Find a broad, common theme.
- Determine specific, student-centered activities.
- Complete the proposal.
- Self-evaluate.

- **GOOD LUCK!**