

APPLICATION RESOURCE & QUESTION GUIDE

Grant Project Requirements:

What does the Grants Committee *need* to see?

- Projects should address school and district goals.
- Projects should meet Florida standards.
- Projects must have measurable outcomes.
- Projects should be hands-on and creative.
- Projects should provide changes in knowledge, skills, attitudes, and/or behavior.

Making Your Project Stand Out:

What does Grants Committee *like* to see? Below are helpful tips to make your project stand out.

- **Thorough Plans** – A detailed, thought through plan gives the committee more confidence you will be able to complete the project you’re proposing. Not everyone on the committee is from an education background so please explain any educational acronyms or jargon.
- **Detailed Budgets** – Try to specify your purchase plans as much as possible to show you’ve done your research and justify you need the amount requested. You may also want to provide links to unique, subject specific, or technological purchases. For general supplies, you don’t have to specify exact quantity or product but simply sharing a list of supplies is helpful. Ex: \$500 - Art Supplies (Color pencils, Paint, Construction Paper)
- **Collaboration and Sharing of Resources** – The committee loves to see if you’re able to collaborate with other teachers or share the resources/lessons learned when possible. This can be during your project or after.
- **Lasting Impact** – If possible, they like to see if a project can be repeated or if technology and/or materials can be used the following year(s).

Program “Elevator Pitch”:

Pitch your project as if you were in an elevator with someone who could fund your project and only had 30 seconds to get them excited about it. A short description of the idea, the need, what you'll accomplish, and who will benefit. Be sure to share what makes your project unique, engaging, and memorable.

Program Summary:

Your program summary should include a 1 -2 paragraph description of the Who, What, When, Where, and Why of your project. Reviewers should understand from your program summary the following:

- Which class/grade level will this project serve and who will be carrying out the activities?
- What activities will be the students be doing and how will you incorporate the supplies/equipment you are requesting?
- When will this project take place?
 - Provide a general timeline (For example: weekly, over the course of the fall semester, etc.)
- Where will the program activities take place?
 - Classroom
 - School Campus
 - Online
 - Off-site
- Why are you doing this project for your students?
 - Achievement based reasons like increasing literacy, increasing STEM subject grades, etc.
 - Reinforce learning through hands-on activities.
 - Increase attitudes toward certain subjects.
 - Provide students with opportunities they would otherwise not have.

Statement of Need:

This is the place to describe why your students are in need of the benefits this project will provide. This section should act as an expansion of your “Why” portion of the program summary.

When thinking about need, consider the following:

- Will this provide a measurable benefit to your students?
 - Why do you think they need that benefit?
- Will your students not receive this type of education without this grant?
 - Due to socio-economic status
 - You’ve requested funds through the school but funding is limited.
 - Other factors

Project Goals:

When describing your project goals, you should tie them to the following:

- Activities Completed
 - For example, one of your goals could be to deploy 5 activities using the equipment and supplies purchased with the grant.
 - Another example could be that you want to reach at least 20 students with 3 activities over the course of the semester.
- Measurable outcomes
 - Use the measurable outcomes required in your evaluation plan to anchor your project goals.
 - A goal could be that there is a 25% increase in positive student attitudes toward STEM-learning as reflected in pre-and-post participation survey.
 - Or, that you would like to see a certain percent increase in books read over the semester.

Program Activities:

In this section, describe the activities the students will do and how they will incorporate the equipment and supplies purchased with the grant funds. Include the following:

- Describe the activity in detail.
 - What will the students be doing?
 - Will it be in groups or solo work?
 - How many students total?
 - Will this take up a partial class, an entire class period, or span multiple lessons?
- Describe your expected outcomes and observations.
 - Students will become more acquainted with the subject.
 - Students will develop a better sense of collaboration.
 - Students will understand a certain process taught by the lesson.

Evaluation Plan:

Your evaluation plan should simply be a short description of how you intend to evaluate your students. Since there are requirements specific to each type of grant (STEM, ELA, and Art), you should develop an evaluation plan that references those needs.

When writing your Evaluation Plan include the following:

- Note when students will be evaluated (pre-and-post participation data is required for each grant category).
- Note how they will be evaluated:
 - Online survey tool

- Diagnostic test (Such as iReady)
- Your own survey printed and distributed to students.
- Some other method
- If you are using any other evaluation method that is not required, please describe that process.

Budgeting:

While budgeting can seem intimidating since you are providing a “best guess” for what you will purchase, you should not worry. The Foundation understands that things often change once the grant is actually being implemented in the classroom. Teachers frequently report price changes or equipment being out of stock once the grant is awarded, among other issues like shipping time.

For your application, you should provide your “best guess” toward what you will need for your project. For example, if you are pursuing an art project, but you aren’t sure how much paint you will need compared to how many colored pencils, you can simply list something like the following:

- \$500 - Art Supplies (Color pencils, Paint, Construction Paper)

Only if you have significant changes to your project based on difficulty acquiring items should you feel the need to contact the Grants for Great Ideas program. If you are simply adjusting the budget to buy more paint and fewer colored pencils, you do not need to contact us.

Expenditures:

Though expenditures are part of your reporting process, you should familiarize yourself with the following expectations:

- Teachers, while not required to produce receipts for their purchases, must still be able to track their purchases.
 - These purchases will need to be represented in the final expenditure produced for the final report.
- Teachers should work with their bookkeeper to determine if they are able to provide a detailed report of all your expended funds. The report needs to include the date expended, amount expended, vendor, and brief description of each purchase.
 - If possible, grant funds should be in their own account for each teacher, so that expenditures can be represented on the detail report. Some teachers may not be able to do this depending on your school’s bookkeeping process.
 - If a detailed report is not available, provide copies of all receipts along with a coversheet summarizing all purchases including the date expended, amount expended, vendor, and brief description of each purchase.