

First Period: Grants 101

You are a first-year teacher. You have elaborate dreams of immersing your students into a rich, hands-on curriculum on a daily basis in order to enhance their learning experiences. You yearn to travel with your students through new, exciting worlds and push them to thinking beyond anyone's greatest expectations. Your dreams are limitless, until you awaken and realize that you are teaching in a school that has not allocated funds for extracurricular activities, resources, or curriculum enhancement. You realize that you cannot begin to pay for all of the expenses that come along with enriching activities, especially on your teacher salary. You start to think of your students and how hard it will be to explain to them that you simply have no means of gathering these extra resources for their learning . . .

Whether you are a first-year teacher or a twenty-year veteran, this situation may very well apply to you. Luckily, through the power of grant writing, you can overcome these obstacles. We are excited that you have decided to join us as we break down the complex and frightening world of grant writing into teacher-friendly examples and strategies. We hope after reading this book and putting it into practice, the only conversation you will need to have with your students is, "What project should we complete next!?"

Throughout this first chapter, you will develop an understanding of grant-writing basics—why grants exist, where to find them, what types are available for educators, and how to write them using key vocabulary. We will end this chapter with an analysis of a common RFP (request for proposal) and ask you to start searching for some grant applications that interest you.

Each section in this chapter (and each chapter in this book) is a key component to turning your dreams into realities for your students. Grant writing can seem like an overwhelming endeavor, but with the right set of tools and tricks, you will be well equipped to provide your students with a well-rounded, exciting education that is bursting with a variety of new experiences with all expenses paid!

“Show Me the Money”

Whenever we hear people talk about grants, the scene from *Jerry McGuire* comes to mind, when Tom Cruise and Cuba Gooding Jr. yell, “Show me the money!” (If you haven’t seen the movie, search “Show me the money” on YouTube.) Many people think of receiving a grant as winning the lottery or getting that big signing bonus for entering the education profession (wouldn’t that have been nice!). Show me that free money! To an extent, they are correct. Grants are “free” money, but that money comes with guidelines, reports, deadlines, and results.



A grant is a monetary award that is used to establish, implement, or sustain a project or program.

Grant writing is almost a misnomer. You don’t actually write a grant. You write a proposal and hope to win a grant. You receive a monetary award to use in order to establish, implement, or sustain a project or program; that monetary award is known as a grant. Grants come in all shapes and sizes, but they all have one thing in common—you have to work hard to win them.

Grants exist for a variety and usually a combination of reasons. Many organizations center their mission on supporting people or other organizations that do good deeds. Offering a grant is one way that organizations can provide support to others and fulfill their own mission at the same time. Grants also offer the convenience of claiming a tax-deductible donation on annual tax reports for the funding organization. This is why grants are usually awarded only to charitable entities—501(c)3 organizations and schools.

Types of Grants

This book focuses on education and classroom grants under \$5,000, although we will mention strategies that you can use if you are applying for a larger grant. Although grants range from small monetary awards to large monetary awards (we have seen grant opportunities for \$50 and some for \$5 million) and can cover a wide range of possible programming in a variety of professional fields, all grants fit into one of three distinct categories: rolling deadline, revolving deadline, and one-time awards.

Rolling deadline. If a grant is classified as *rolling*, the organization accepts proposals at any time. Think of it like a rolling college admissions process. The college accepts applications as they come until all spots have been filled. The granting organization will accept proposals until the allotted funds are all allocated. Usually with a rolling deadline, the funder will specify that applications will be reviewed during certain intervals throughout the year (monthly,

quarterly, semiannually), and awards are given after each review session. The American Honda Foundation offers education grants on a rolling deadline basis:

Deadline for submission	Anticipated board review	Anticipated grants awarded
February 1	April	May 1
May 1	July	August 1
August 1	October	November 1
November 1	January	February 1

The American Honda Foundation grants are rolling grants because there are multiple times of the year that you can submit a proposal (February, May, August, and November). Each interval has its own timeline for review and awards. If you submitted a proposal to the American Honda Foundation on August 10, your proposal would fall into the November–January–February time frame, because you missed the August 1 deadline.

Revolving deadline. Grants that have a set application window that becomes available every year are known as *revolving* deadlines. The UNITE Classroom Grant, similar to many small education grants, is a revolving grant because the RFP is announced annually on March 1 and proposals are accepted only through the end of March. The annual application window changes from grant to grant but will usually stay the same for a particular organization. The Dollar General Literacy Foundation offers a summer reading grant that becomes available every January and has a specific deadline for its application window. Once the application period is over, you will have to wait until the following year to apply.

One-time award. As the name implies, this type of grant is offered only once. A one-time award will have an application window, just like the revolving grant, but once the deadline is passed, the grant will no longer be available. You have a one-time chance to apply and receive funding. Many state and federal grants are one-time awards. These types of grants also have the tendency to have a larger monetary value and want to see a program implemented over a longer time frame, between one and five years. One-time grants usually will also have a more lengthy application process and will require a team of experienced writers and reviewers.

Grants Are Right Around the Corner

Seriously, grants are all around you. The trick is learning how to search for them and then keeping an up-to-date list of available grants that meet your eligibility requirements and align to your school's needs.

4 The Insider's Guide to Winning Education Grants

Many different organizations offer grants, and each organization has its own philanthropic goals and objectives. It is important to understand who offers grants in order to find them and write a successful proposal catered to the funding organization. We have taken a moment to describe some of the common entities that offer education grants.

Foundations. Foundations are organizations that are established to give out money. Most foundations are 501(c)3 organizations. Check out the mission statement of almost any foundation, and it will say something along the lines of “supporting,” “addressing,” “developing,” or “investing in” certain initiatives and programs. The most common way for a foundation to support, develop, or invest in is to offer monetary awards—grants. There are several types of foundations. The type and focus area of the foundation will determine your ability to receive funds based on your project or program. Common types of foundations are listed in the following paragraphs.

Family foundations. Established by a family or individual in remembrance of his or her family, family foundations can range in size and available funds. One of the most common family foundations is the Bill and Melinda Gates Foundation, which awards millions of dollars a year to a wide range of programs, including education. The application process for a grant from the Bill and Melinda Gates Foundation is highly competitive, so unless you have a team of experienced and proven grant writers, it may be best to keep this foundation as a bookmark in your Internet browser for now.

There are hundreds of smaller family foundations across the country, and many of them support local education initiatives that have a less-competitive grant-application process. Take, for example, the Zeist Foundation in Atlanta, Georgia. This family foundation offers monetary awards to education initiatives in its local region. Here is the mission statement of the foundation taken from its website:

The Zeist Foundation embraces a holistic approach to address the needs of at risk children, youth and families in the areas of education, arts & culture and health & human services. The Foundation seeks opportunities to leverage its investments in organizations that are innovative, collaborative, and sustainable in serving children, youth, and families.

Notice the use of the terms *address* and *investments* in its mission statement. This organization offers multiple education grants each year to fulfill its mission. Family foundations like the Zeist Foundation are present in cities across the nation.

Private foundations. Private foundations share many characteristics with family foundations. These types of foundations are a little less common but still

can be found in metropolitan and rural areas across the country. An example of a private foundation based in Denver, Colorado, is the Piton Foundation, which focuses its philanthropic goals and funding on programs that operate within a forty-square-mile area of land on the outskirts of Denver called “the Children’s Corridor.” Many private foundations have specific guidelines for funding within a specific geographical area. If there is a private foundation in your area, reach out to leaders of the foundation as soon as possible. It can be a great resource for your school.

Corporate foundations. Large companies like Walmart and Lowe’s will create a separate branch of the company under the foundation model. Corporate foundations are funded through the profits of the sponsoring corporation or the corporation’s owners and board of directors. Similar to other foundations, each corporate foundation will have its specific goals and focus when distributing funds. Most grants offered by large corporate foundations will ask how the proposal intends to use volunteers from the corporation or affect employees and families serviced by the corporation. The Walmart Foundation actually gives out three different types of grants: local, state, and national. It is important to read the guidelines in each grant application to determine which level of funding you should apply for when considering large corporation grants. Much like the Bill and Melinda Gates Foundation, the national level of large corporation grants can be very competitive.

Local community foundations. If you are lucky, you will find a small local community foundation that has a very specific giving mission. These foundations are similar to small family foundations or private foundations but are not operated by a family or individual. Usually local community foundations are funded through multiple individual trustees, supportive organizations, and business donors. The Chicago Foundation for Education is a local community foundation that offers education grants only to teachers in Chicago public schools. The Chicago Foundation for Education supports on average more than one thousand Chicago public school teachers each year! A great place to search for local community foundations in your area is at your local house of governance, school district headquarters, and city website.

Other 501(c)3 organizations. Other nonprofit organizations that hold 501(c)3 status also award education grants to teachers and schools. UNITE falls into this category, because we are a 501(c)3 organization but not set up as a foundation. Many similar education nonprofit organizations will offer monetary support for teachers.

Donor’s Choose, a popular teacher grantlike website also falls under this category because it is a recognized 501(c)3 organization. Donor’s Choose provides a venue for teachers to post projects and receive donations to fund

6 The Insider's Guide to Winning Education Grants

their proposal. Donor's Choose will be mentioned a few more times throughout this book. Although different from traditional grants, many of the writing tips and project assessment guidelines in this book will also apply to Donor's Choose grants.

Business support. Another source of funding that is often overlooked is various business grants offered in your community. Many businesses, small or large, have allocated funds for community giving. Some large businesses that do not create a foundation branch, such as Target, offer grants directly from the business side of the company. Reach out to community-based businesses in your area and ask if the business offers any type of monetary (or volunteer) support for teachers or schools. You will be surprised how many will say yes!

Government. Some of the largest providers of grant funding are government organizations. These are organizations situated within the local, regional, state, or national government. Oftentimes, these grants are tied to legislation and can either be competitive or noncompetitive. Typically, government grants allow schools and broad-based partnerships to complete large-scale work in efforts to meet an objective or new set of standards established by officials.

There are many places to begin looking for government grants (your local elected official's office for one), but a good place to start is with the United States Department of Education (DOE). The DOE offers many useful tools that can shed light on federally funded projects that could benefit your school. The US DOE maintains a useful education resource organizations directory at <http://wdcrobcolp01.ed.gov/programs/erod> where you can search for resources that align with your desired project or school priorities.

Now that you have a general understanding of the types of grants and who offers them, the next step is to find grants that apply to your classroom or school! This is a common question we hear during our grant-writing workshops: "Where do I actually find the grant application?"

Well, you are in luck, because we have taken care of a lot of the legwork for you! In appendix B, we have compiled a list of fifty grants available for classroom teachers and school districts. This is by no means an exhaustive list. This list includes grants that we thought would be a great place to get started. You will not be eligible to apply for each grant we have listed in this book, but we encourage you to start sorting through the grants used as examples in the chapters of the book (like the several we have already mentioned in this chapter) and those listed in appendix B and start creating a spreadsheet of grants that interest you. Make sure you include if the grant is rolling, revolving, or a one-time award on your spreadsheet. In the future, this will help you prioritize and schedule your time working on applications.

In addition to this book, there are quite a few other places to start searching for grants. Researching the local organizations and foundations in your community is a great way to become familiar with smaller grants available in your area. When searching online for foundations, organizations, and businesses that award grants, be very specific in your online search engine. Don't just type in *grants*. You will get a million irrelevant website links. Instead try searching, for example, *grants awarded Lancaster county Nebraska*. A targeted search like this will provide links to periodicals publicizing grants that have been recently awarded. Read through these articles and take note of grants that were awarded and who awarded them. A specific search like this will also bring up foundations and organizations that have received or award grants. Try a search based on your school's geographic area, following these guidelines:

- Use a combination of key words such as *grant*, *award*, *school*, or *classroom grant*.
- Target a specific area—city, county, state.
- Search for foundations in your local area (example: *foundation Tulsa, Oklahoma*).

General searches are not a bad idea every once in a while. For example, type in *classroom teacher grant* into any search engine and see what happens.

We also recommend checking out the Foundation Center's website (www.foundationcenter.org). This website offers a great search engine tool for finding foundations offering grants across the nation. It also features articles and updates about major grants awarded, grant applications currently available, and research and reference sources. The Foundation Center Online also offers a membership subscription service for an annual fee. Signing up for this feature will unlock a multitude of extra search features throughout the site, but unless you are a school district official who is committed to writing multiple medium and large grants each year, you probably will be fine just using the free services.

The Foundation Center also offers a free newsletter service called the *Philanthropy News Digest (PND)*. This newsletter will send you regular e-mails with national news and available grant applications. The *PND* webpage also



Don't forget about using your phone. Although the Internet is quickly becoming the communication and research tool of choice, a good old phone call to local businesses, foundations, or city council's office can still provide you with some important information and help you establish a personal relationship with the staff members of potential funders.

8 The Insider's Guide to Winning Education Grants

offers an “RFP of the day.” No matter what your level of commitment to writing grants may be, we recommend signing up for this free newsletter by going to www.foundationcenter.org/pnd.

Staying abreast on grants is also as easy as setting up Twitter and Facebook accounts. Yes, that is right, “tweeting” and “liking” can actually help you find grants! Both the Foundation Center (@fdncenter) and *Philanthropy News Digest* (@pndblog) have Twitter accounts and post updates on grant applications and regional and national awards. Many organizations and foundations also have Twitter and Facebook accounts. When researching foundations in your commu-



Follow UNITE on Twitter (@urbanneeds) and Facebook (www.facebook.com/urbanneeds) for updates on other small classroom grants released for teachers.

nity or region, check to see if the foundation uses a social media venue and use it to your advantage. Not only will you stay up-to-date on grants offered, but you can also gain knowledge about the organization as a whole, which can be used to strengthen your future proposal!

Learning the Lingo

Before you begin writing, it is important to have a general understanding of some key terminology used in most grant applications. The terms listed here are fairly common words you will find in most grant applications regardless of the size or type of the grant.

RFP (request for proposal). The official announcement from an organization or government entity to apply for funds. The RFP will contain all the guidelines and requirements for eligibility, funding, and submission. Most RFPs will contain the actual grant application sections and questions for you to complete, and others are just the public announcement of the grant opportunity.

Grant application. The actual form or format that you need to complete or follow to submit your grant proposal.

Note: *RFP* and *grant application* will be used interchangeably throughout the book.

Proposal. The completed application in response to the RFP. Each RFP will specify the contents and format of the proposal. (The proposal is what you

will be writing. You don't actually "write a grant"; you write a proposal to receive a grant.)

LOI (letter of intent or letter of inquiry). The initial letter to a grant funder that is required to be approved before you actually apply for funds. The LOI shows your interest and sincere intent to apply for funding if given approval. Most small classroom grants under \$5,000 will not ask for an LOI.

501(c)(3) organization. IRS status identifying a nonprofit organization as tax exempt. These organizations are also known as charitable organizations. All public and private schools are designated 501(c)(3) entities. Some for-profit schools have a different designation.

EIN (employee identification number). Specific number issued by the IRS used to identify organizations, companies, and schools. Ask your school administration or school clerk for your school's EIN if needed on the grant application.

Program officer. The contact person from the funding organization who will address questions or concerns during the application and submission process. If a program officer is not identified in the RFP, you can call the funding organization's main office and ask to speak to whoever is in charge of the grant or community-giving department.



Throughout the book, we will introduce more terminology that is common in many grant applications. The terms already given are the initial vocabulary you need to know as you begin to analyze an RFP.

Analyzing the RFP and Grant Application

Before we start discussing the actual writing process, we want to take some time for you to become familiar with certain sections of RFPs and grant applications. In the following are some of the common sections you will find in an RFP and grant application. Remember, most of the time the grant application is included within the RFP. Not all of these sections will be in every RFP that you find.

Summary of funding organization. A brief synopsis of the granting organization usually will be present. This summary gives you some important information or history of the organization, its mission and vision, and possibly its philanthropic focus or goals. Although this summary will give you a basis for learning about the organization, you will still need to complete some more in-depth research on your own. This will prove helpful as you begin writing. For example, in chapters 2 and 3 we mention using some of the granting organization's own word choice in your needs statement and goals and objectives.

10 The Insider's Guide to Winning Education Grants

Description or purpose of grant program. This section will give you information on the actual purpose of this particular grant. The funding organization will describe the award and provide an overview of the focus of the grant. Some RFPs you come across will have a very broad purpose of the program. Others will be more focused, such as this example from the Humane Society's Education Mini-Grant:

The purpose of the Mini-Grant is to provide funds for classroom teachers who lead innovative, standards-based programs and curricula in humane education, specifically the teaching of kindness and respect for animals and their natural habitats.

In this example, the purpose is clear—to provide funds to educators who teach humane education. Although most schools don't have a humane education course, teachers can use their own subject matter to teach a unit or project about animals' natural habitats or endangered species. This section of the grant will assist you in determining your eligibility to apply for this grant and in developing your project to meet the RFP's focus.

Award amount. This section will be short and sweet, telling you how much money will be awarded. Some RFPs will offer multiple awards totaling up to a certain amount, and others will select only one proposal to fund. Make sure in your proposal not to request over the maximum amount specified.

Specific rules or policies. Each RFP will have a list of specific rules that must be followed. These policies will vary from one RFP to the next, but most of the guidelines will be fairly straightforward. Make sure to adhere to each rule or policy listed. Failure to do so could result in your application being disqualified or promised funding withdrawn. The following show two examples of rules set forth in the Humane Society's Education Mini-Grant:

- Funded projects must be the applicants' original creation. The Mini-Grant does not fund the purchase of pre-packaged lesson plans or curriculums. The purchase of office machines and computers is not funded. It will, however, fund the purchase of written materials, technology, or software to be used in the project.
- No part of this grant may be used, directly or indirectly, to influence legislation at any level of government, either through efforts to influence legislators themselves, or through efforts to influence the views of the general public on legislative matters.

Make sure you do not just gloss over the RFP rules and policies. Reading and following them will ensure that all your hard work writing a proposal is not in vain.

Proposer eligibility. This section explains the eligibility requirements for the grant writer. After finding an RFP and reading the grant description, you should check out this section next. Read the proposer eligibility section very carefully to make sure that you are in fact eligible to apply for the grant. Certain RFPs will be available only to teachers or schools in a certain state, county, or even city. Sometimes eligibility will also depend on the size, type, and demographics of your school or district. If you are not eligible, don't apply. There is no wiggle room on the posted eligibility requirements for an RFP.

Would your school be eligible to apply for the Lois Lenski Covey Foundation (LLCF) Library Grant Program, based on the following eligibility requirements?

The LLCF library grant program provides grants to libraries for the purchase of books for children preschool through grade 8 [Early Reader books through Young Adult and Hi-Lo books]. We will consider applications for school libraries and for bookmobile programs, as well as for non-traditional libraries. Non-traditional libraries are those within or operated by charitable organizations [501(c)(3)] or other non-taxable entities that have lending libraries where young people may check out books to read or to use for gathering information. Examples of such organizations include youth or family resource centers, detention centers, organizations serving young people with mental or physical health challenges, etc. In this latter category the Foundation will consider purchasing books to be used by young people preschool through grade 12, but as with other libraries only Early Reader through Young Adult and Hi-Lo books may be purchased. Only libraries or organizations within the United States, its territories, or commonwealths are eligible.

Timeline. Each RFP will specify the application window and deadline date. Some RFPs will also note the timeline after the submission deadline, including dates when winners will be notified, money will be distributed, and deadlines for final reports and completion of the program. As with previous sections, make sure you follow the stated timeline and do not miss deadlines.

Here is an example timeline section from the Lois Lenski Covey Foundation (LLCF) Library Grant Program:

We have one grant cycle per year:

- Applications for library grants typically become available on this website on or around February 15th.

12 The Insider's Guide to Winning Education Grants

- The due date for sending the completed application is June 15th. This is the last date that an application should be postmarked. Do not waste money sending an application via express delivery.
- We send grant notification and checks to award recipients by December 15th. The list of recipients will be posted on the "News" page of this website by December 21st.

Submission process. Most organizations are moving to an online submission process, but there are a few that still use the traditional type-and-mail procedure. The RFP will give you details about the submission process. Pay close attention to any information about cover letters, additional permissions, and formatting. If you are required to type up your proposal and mail, fax, or e-mail it to the funding organization, you will need to follow any and all formatting guidelines. The formatting guidelines may appear under the submission process section, application guidelines section, or both.

Sometimes you will come across foundations or organizations that publicize their philanthropy and lists all the grants they have awarded, but you won't find an RFP or grant application anywhere on their website. Some foundations accept proposals only from organizations or schools that they invite to apply; this is called a closed or invite-only submission process. Don't just shrug off a foundation that has a closed submission process; send them information about your school or classroom and try to set up a meeting with the director or program manager. Realize that getting on the invite list may take some time, but in the end, it will be worth it!

The Zeist Foundation mentioned previously in this chapter has an invite-only submission process:

Grant applications are accepted through an invitation only process. At the request of either a foundation staff or a board member, an organization may submit an on-line letter of inquiry through Foundation Source, our web-based application platform.

Contact information. This provides you with the contact information of the organization and the name and contact information of the acting program officer to address any questions that may arise during the application and submission process.

Proposal evaluation criteria or rubric. Only a handful of RFPs will actually contain information about how the reviewing committee will evaluate or score the submitted proposals. If this information is included, use it to your advantage. Much like a rubric you may give to your students, this evaluation criteria will give you a great framework to plan and write your proposal. To see an example of a grant proposal rubric, check out appendix B.

Application. The actual grant application will be a series of questions, ranging from the proposer's contact information to your program's budget. The typical application sections are described in further detail throughout this book.

We have included a mock RFP in the following. Read each section of this RFP and decide which of the previously mentioned sections is being featured. Then, write it on the lines provided.



Not all RFPs have every one of the sections we discussed. Some RFPs will combine sections or leave out sections altogether.



After you finish this book, you can view completed proposals that were submitted based on this RFP in appendix B.

EXAMPLE

Request for Proposal: Health Awareness Classroom Grant

SECTION 1:

The mission of our organization is to support classroom teachers across the nation who are promoting projects that increase students' mental and physical health awareness. Our organization believes that mentally strong and physically healthy students will achieve high academic standards and succeed in postsecondary education.

SECTION 2:

Our organization believes that one of the most effective ways to affect student learning is to fund grants that allow classroom teachers to develop healthy lifestyle units and projects. Each school year, our organization awards grants of up to \$500 to worthy projects that significantly influence student learning and promote mental and physical health awareness.

14 The Insider's Guide to Winning Education Grants

SECTION 3:

Our organization will accept grant applications from July 1 through August 15. The grant process is competitive in nature. A committee composed of outside experts in the field of health education will review all qualified grant applications and make recommendations on funding. A maximum of five awards will be given.

The Health Awareness Classroom Grant program promotes health education activities in classrooms from kindergarten through twelfth grade. The program encourages development of innovative health awareness activities within the prescribed curriculum. Only full-time classroom teachers in a public or private accredited elementary, middle, or high school in the United States are eligible to apply.

Your application may be revised and edited until the final submission deadline at 11:59 PM EST on August 15. Winners will be notified by October 1.

SECTION 4:

All requests for funding must conform to the grant guidelines and submission instructions in order to be considered. Failure to complete any of the required information will result in the rejection of the proposal.

- Grant proposals are judged on a competitive basis and may not be funded or only partially funded.
- Funds must be used on the proposed items. Funds must be used within six months of approval or the funds will revert back to our organization.
- The Health Awareness Classroom Grant program promotes health education activities in classrooms from kindergarten through twelfth grade.
- Grant recipients should include our organization in any publicity regarding their grant.
- Grant recipients will be expected to announce their grant to the parents of students participating, school faculty, and in a school publication.
- Teachers are encouraged to send pictures of the project in use by the students as well as copies of any publicity involving the project and related activities.
- One grant per teacher, maximum of two teachers per school, will be considered under this program.
- Identical grants cannot be submitted multiple times by multiple individuals in the same awards year.
- Previously awarded grants will not be eligible for funding for the next funding cycle. They may be resubmitted every two years.
- Grants must be submitted under the name of the teacher who is leading the project.

Funds will not be considered for the following:

- Registration fees for competitions
- Tee shirts, promotional items, or awards

- Teacher workshop fees
 - Activities that benefit fewer than twenty students
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SECTION 5:

All proposals must be received via our online submission portal found on our website.

An end-of-project report must be submitted no later than six months from the date the grant is awarded. Grant fund expenditures are the responsibility of the grant winner, and an itemized list of expenditures must be included in the final grant report. If not received within the time period, the applicant will be ineligible for future grants until a report is submitted and received by our organization.

No applications will be accepted after August 15, 11:59 PM EST.

Our organization will announce the winners no later than October 1.

SECTION 6:

Please type responses to these questions in the online submission form located on our website. No attachments will be allowed.

1. *Needs assessment:* State why the funds are needed for your particular classroom. (maximum of 300 words)
 2. *Project description:* Provide a detailed description of the planned activities. How will students' overall health benefit? Include your unit or project objectives. Include a proposed timeline for the project. (maximum of 500 words)
 3. *Teaching method:* Describe the teaching methods you will use to implement your project, and describe how and when you will implement your project. (maximum of 150 words)
 4. *Outcomes and evaluation:* Describe the expected outcomes and evaluation methods you will use to measure your project's success. Be specific. (maximum of 300 words)
 5. *Vision:* Describe your vision and plan for replicating or adapting your project within your school or district. (maximum of 150 words)
 6. *Project budget list materials, equipment costs, and so on needed to implement your project:* List each item separately. Provide a total amount for all expenses.
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16 The Insider's Guide to Winning Education Grants

Let's see how you did with this exercise!

Section 1: We hope this first section was pretty straightforward. This is the "summary of funding organization." It contains the mission of the granting organization and some of the goals about giving.

Section 2: This section is the "description or purpose of the grant program." Although short, this section gives the reader the basic reason for the grant and its monetary purpose. The "award amount" is also included in a brief statement within this section.

Section 3: Here the granting organization combines "timeline" and "proposer eligibility" into one section. It specifies the opening and closing of the grant application, describes those eligible to apply, and even includes some guidelines about the proposals accepted, such as who will be evaluating the proposals and the maximum number of awards that will be given. This is a great example of how no RFP will exactly follow the sections that are outlined in this chapter. Each RFP will be composed in a different format, but most RFPs will contain the same general information.



More information about communicating with the funder and reporting the implementation of your program is highlighted in chapter 7.

Section 4: The format of this section is very common to see under a "specific rules or policies" section. A bulleted list of vital guidelines and rules will be included in most RFPs. Take particular note of the guidelines of what will not be funded by this RFP (tee shirts, registration fees, etc.). We recommend rereading this list of policies and rules

before you submit your completed proposal just to make sure you don't accidentally disqualify your hard work by forgetting one of the stated policies or rules.

Section 5: This short section would most likely be the "submission process." This section states how to submit your proposal, via the online submission portal, and notes that a follow-up report will be required six months after the funds are given. Also note that the deadline and award notification dates are mentioned again in this section.

Section 6: Finally, the "application" section featuring the questions that you will need to answer in your proposal. We highly recommend typing out your responses using a word processor on your computer and then copying your responses into the online form for this type of submission process. Also note that word counts are listed to guide you in the length of your responses. Word counts are explained more in the chapter 2.

Stop and Find an RFP

Before reading the next chapter, we encourage you to stop and find an RFP that you are eligible to apply for and provides funds to a project that interests you. Check out our list of classroom grants in appendix B and choose one that you can refer to as you continue reading about writing style, word choice, and each section of a grant application. Seriously, stop and find an RFP and print it out or have it minimized on your computer so you can reference it to gain more understanding about writing a proposal.

Once you have an RFP in front of you, read on and get ready to write! At the end of each class period, or chapter, we will include a quick bulleted list of highlights from the chapter called the “Review Guide.” These are key takeaways that will help you quickly reflect on what you have just read. We have also included a comprehensive list of these sections from each chapter in appendix B as a quick review tool before writing a future proposal.

First-Period Review Guide

- ✍ Grants are monetary awards used to establish, implement, or sustain a project or program.
- ✍ Three categories of grants are rolling deadlines, revolving deadlines, and one-time awards.
- ✍ Grants are right around the corner! Foundations, corporations, nonprofit organizations, businesses, and the government all offer education grants.
- ✍ When searching online, use specific search criteria and focus on your geographic area. Don't forget to use social media to your advantage.
- ✍ Review the key terminology found in RFPs and grant applications.
- ✍ Each RFP is unique, but most contain similar terms and content.
- ✍ Most RFPs will contain the grant application questions or direct you to an electronic submission form.

Each chapter will conclude with a quick exit ticket to test your knowledge of the topics, terms, and skills covered in the chapter. Think of it as a quick review quiz over the material you just read. The answers for each chapter's exit ticket are also included in appendix B. Good luck!



After each review, Grant, our proposal-writing student, needs to take an exit slip before leaving the class and turning the page. Join Grant and take the quizzes with him. He always does better when he has your sheet to look at!

First-Period Exit Ticket

1. Which of the following is not a type of grant deadline?
 - a. One-time award
 - b. Rolling
 - c. Annual
 - d. Revolving
2. *True or false:* All RFPs will contain information about how your proposal will be assessed.
3. *True or false:* Businesses cannot award grants because a business is not a recognized 501(c)3 organization.