Grants for Great Ideas Application Resource

Question Guide

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?
  - Will they be in the classroom
  - Online o 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 o 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?
  - Is that because of socio-economic status o Limited funding at the school o 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, English Language Arts, and Art), you should develop an evaluation plan that references those needs.

When writing your Evaluation Plan include the following:
- When students will be evaluated (pre-and-post participation data is required for each grant category)
- 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 and Expenditure Guide

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 budget produced for the final report
- Teachers should work with their bookkeeper to determine if they are able to receive an Account History Detail report that will track when the funds entered and left the account being used ○ Some teachers may not be able to do this depending on your school's bookkeeping process
    - If possible, grant funds should be in their own account for each teacher, so that expenditures can be represented on the detail report