

## Top 10 Basics for Successful Grant Writing

(from Rob Guentter of GrantSource)

- 1.) **Know What You Really Need:** Define your real needs and figure out specifically what you need to do, then how much money you will need to do it. Don't always assume you need cash for your projects. In many cases, donations of materials, labor and equipment may help achieve your goals.
- 2.) **Get to Know the Grant Providers:** Up front, personal contact with those who are providing grants can be critical in ultimate awards. The key to successful grant writing is matching your needs with grant provider's goals and objectives. Personal contact can provide critical insight which may lead to a fundable match.
- 3.) **Follow Directions:** As grants continue to get more competitive, providers are looking for reasons to throw out your application. Carefully follow their rules. Read, then re-read all instructions.
- 4.) **Always be Honest:** Yes, you can include half-truths and misinformation that may help get your project funded, but don't! You may get funded this time, but audits and performance reviews will catch you and will hurt your chances for funding in the future. Maintain high integrity for yourself and your organization.
- 5.) **Write Grants That are Reader-Friendly:** Avoid jargon and long sentences. Leave as much white space as possible. Use a readable typeface and be neat. People have to read this stuff!!
- 6.) **Evaluate Your Grant Against Review Criteria:** Most grant applications explain how the readers will evaluate your grant. When you have completed your initial grant draft, evaluate it against the reader's review criteria. Make changes as necessary to maximize your score.
- 7.) **Do Not Save Best Points for Last:** When writing your grant narrative, come right to the point in your opening paragraphs. Explain how your project will fulfill the grantors' objectives.
- 8.) **Proofread, Proofread, Proofread:** Clear sentences and correct spelling are essential. Have a friend who knows little about your project read the application and see if they can clearly explain it to you.
- 9.) **Follow-Up:** *If funded*, send a thank you letter and keep your grant provider up-to-date on your project. Send copies of developed materials and media coverage. Always mention your funding source in all public relations. *If not funded*, always ask for review comments and talk to your grant provider contact. Be polite and positive. Armed with information, your chances of getting the grant on the second try are quite high.
- 10.) **Get Started Now:** Locating grant sources and preparing applications takes time. Most grants have application deadlines. Missing a deadline means you will not even have a chance of getting your project funded. Expect to invest a great deal of time to prepare a winning grant. As funding gets tighter, this trend will continue. The resources are out there. Be aggressive and persistent and you can achieve your goals.

*Rob Guentter, Jr. is president of RFG Associates, Inc, a planning, grantwriting and project management consulting firm located in Zanesville, Ohio.*

## **Grant Funding Opportunities & Information Sources**

**eSchool News** (<http://eschoolnews.com>) School technology news and funding information  
United States Department of Education Grants and Contracts  
(<http://www.ed.gov/about/offices/list/ocfc/grants>) Information includes current requests for applications and a forecast of future grant competitions

**Foundation Center** (<http://foundationcenter.org/findfunders/>) Website provides a wide variety of information and resources regarding foundation funding opportunities. You can sign up to receive a weekly email notice.

**California Department of Education** (<http://www.cde.gov/>) home page of the California Department of Education. If you click on funding opportunities, you can sign up for automatic email notice of requests for applications.

**Grants.Gov** (<http://www.grants.gov>) A link to Federal grants and grant seeking sources

**Grant Wrangler** (<http://www.grantwrangler.com>) Bi-weekly email update on the latest K-12 school and teacher grants

**EDVENTURES** (<http://www.edventures.com>) Great funding opportunities that can help you organization find desperately needed funding. May sign up for a newsletter and additional grant resources

**Donor's Choose** – you post a request for your classroom, donors can give directly to your class!  
<http://www.donorschoose.org/>

**Target** – Field Trips <http://sites.target.com/site/en/company/page.jsp?contentId=WCMP04-031880>

**BestBuy** – technology for the classroom

**Loews Toolbox for Education** for projects with permanent impact (indoor/outdoor facilities, landscaping/clean-up, gardening projects) <http://toolboxforeducation.com>

**Westinghouse** provides grants emphasizing math and science <http://bit.ly/alagm6>

**BP A+ for Energy** grants (solar energy and alt. energy)  
<http://www.bp.com/modularhome.do?categoryId=1060&contentId=7057807>

### ***Professional Organizations***

- Journals, websites, conferences (i.e. NSTA, CSTA, NCTM, CCTM)
- **Knowles Foundation** supports future and early career teachers. Includes PD \$ and \$ for classroom <http://www.kstf.org/>

## SEARCHING FOR DATA

**CBEDS** California Basic Educational Data System  
<http://rea.fresno.k12.ca.us/Cbeds2006.cfm>

**Ed-Data Website** Find Fiscal, Demographic and Performance Data of K-12 schools  
<http://www.ed-data.k12.ca.us/welcome.asp>

**Data-Quest** (California Department of Education) Facts about CA Schools and Districts  
<http://data1.cde.ca.gov/dataquest/>

**The National Center for Education Statistics (NCES)**, located within the U.S. Department of Education and the Institute of Education Sciences, is the primary federal entity for collecting and analyzing data related to education.  
<http://nces.ed.gov/>

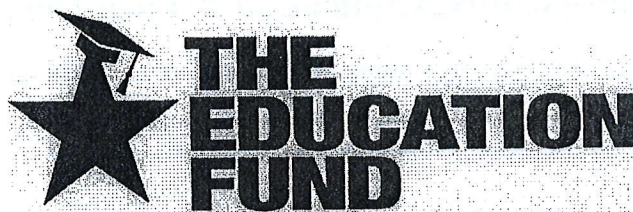
**American Fact Finder** -Your source for population, housing, economic, and geographic data  
[http://factfinder.census.gov/home/saff/main.html?\\_lang=en&\\_ts=](http://factfinder.census.gov/home/saff/main.html?_lang=en&_ts=)

**RAND California Educational Statistics**  
<http://ca.rand.org/stats/education/education.html>

**U.S. Department of Labor - Bureau of Labor Statistics**  
<http://www.bls.gov/>

**CA Postsecondary Education Commission**  
<http://www.cpec.ca.gov/FederalPrograms/ITQProgram.asp>





FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

## Teacher Mini-Grants Application General Information

Please type. You may reproduce this application on a computer.

All information must be completed for consideration.

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Teacher's Name	Employee #	E-mail Address
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School Name	School Phone Number
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Home Address	Zip Code	Home Phone Number
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I hearby apply for a Mini-Grant: \_\_\_\_\_

Teacher's Signature	Date
---------------------	------

I am aware of this application: \_\_\_\_\_

Principal's Signature	Date
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Other Team members if any

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Project Title (short, **creative** and on point)

(continue to Project Description on next page)



## Teacher Mini-Grants Application Project Description

Please do not write your name or school's name on this page or in the description attachments.

Project Title: \_\_\_\_\_

Funds Requested: \_\_\_\_\_ Teaching Assignment (grade level & subject): \_\_\_\_\_

Number of Students Participating: \_\_\_\_\_ Level of Achievement: \_\_\_\_\_

Ethnic Distribution of Project Group: \_\_\_\_\_% Hispanic \_\_\_\_\_% Black \_\_\_\_\_% White \_\_\_\_\_% other

Ethnic Distribution of School: \_\_\_\_\_% Hispanic \_\_\_\_\_% Black \_\_\_\_\_% White \_\_\_\_\_% other

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**Please provide the following information in the order presented.  
You may attach up to four pages to answer the questions.**

- 1. Summary of Your Project:** (one paragraph) Please include Who, What, Why & How.
- 2. Provide Project Objectives:** What will students learn and be able to do as a result of this grant?
- 3. Detailed Description of the Project:** Describe your project idea. Be sure to include examples of envisioned student activities.
- 4. Schedule of Events (Projected Timeline):** Please provide a list of activities by month (starting in December) to show that the project is well planned.
- 5. Project Evaluation:** How will you determine if your objectives have been met? Include at least one quantitative method.
- 6. Budget Detail:** In column format, please provide specific information on the materials to be purchased with grant funds. You should have four columns:
  - 1) Describe each item;
  - 2) List where you intend to buy the item;
  - 3) Indicate how many of each item you intend to purchase;
  - 4) List the cost of each item.

**APPLICATION DUE: November 3rd**

# The Budget

Direct Cost

In Kind

A. Personnel

B. Fringe Benefits

C. Consultants

D. Travel / Per Diem

E. Supplies

F. Indirect / Overhead

G. Totals





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**Who Foundation Fundraising**

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**FDO PROFESSIONAL**

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**WELCOME**

How can we help?

INFORMATION FOR...

**REGISTER! It's free!**

## GET STARTED

## FIND FUNDERS

## GAIN KNOWLEDGE

### New On the Red Carpet

As Hollywood honors its brightest stars this awards season, find out what inspires generosity in celebrities. Our new *Celebrity Foundation Directory* profiles foundations started by VIPs in the fields of entertainment, sports, business, and more.



[Order Now»](#)

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DIRECTORY ONLINE**  
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*Get answers. Sharpen proposals.  
Sign up for courses.*

*Locate grants. Refine searches.  
Connect to helpful resources.*

### Investing for Impact: Policy Advocacy

Endeavor Group partner Ashley Allen launches *Investing for Impact*, a new series in *Philanthropy News Digest*, with a look at how policy advocacy can help funders maximize their philanthropic investments.



[Read the first article»](#)

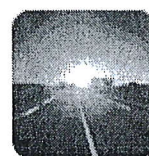
*Stay current. Learn from the experts.  
Tap our research collection.*

## What's New

## Headlines Events

### Share Your Thoughts on Our New Strategic Plan

Foundation Center 2020 is the Foundation Center's just-launched strategic plan, which looks a decade down the road. We invite you to comment on our plans and the direction of the field. Your feedback will help shape our future.



[Read and comment now»](#)



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Search  
for  
"Cooperating  
Collection"



Title \_\_\_\_\_ Teacher \_\_\_\_\_

Grade \_\_\_\_\_ School \_\_\_\_\_

GOAL:

Objectives:

Materials

Background:

Procedures:

Closure & Evaluation:

Variations & Extensions:

Notes:

## Top Ten Basics for Successful Grant Writing

YOU TOO CAN BE A WINNER!

### Know What You Really Need

- Be specific about your needs
- How much will you need to do the project
- Do you really need cash, or will donations suffice
- Do not ask for more that is needed and do not ask for less
- Be sure your budget total is in line with the range of support established by the funding provider

### Get to Know the Grant Providers

- Personal contact with grant providers can be critical in ultimate awards
- Match your needs with provider's goals and objectives!!
- Personal contact can provide critical insight which may lead to a fundable match.

### Follow Directions!

- Grants are competitive and getting even more so
- It is imperative to follow directions or your grant will not be considered
- Read and then re-read all instructions.

### User Friendly Grants are Winners

- Avoid jargon and long complex sentences.
- Leave as much white space as possible
- Use a readable typeface and be neat
- Remember, reviewers have to read this stuff!!

### Always Be Honest

- Misinformation and half-truths may get you funded the first time, but audits and reviews will expose you and future funding will be tough to get
- Always maintain the highest integrity for yourself and your organization

### Evaluate Your Grant Against Review Criteria

- Most grant applications explain how the reviewers will evaluate your grant
- Upon completion of draft, evaluate it against review criteria

### Never Save Your Best Points and Ideas for Last

- When writing the narrative, come right to the point in your opening paragraphs
- Explain how your project will fulfill the grantors' objectives

### Proofread, Proofread, Proofread

- Clear sentences and correct spelling are essential
- Have someone who knows nothing about your project read your draft and explain the project
- Make it more clear as necessary

### Follow-Up

- *If funded*....send a thank you letter and keep your grant provider up-to-date on your project. Send copies of developed materials and media coverage and ALWAYS mention your funding source in all public projects
- *If not funded*...always ask for review comments and talk with provider....be polite and positive
- This communication and knowledge will greatly help you get funded the next time around!

### Get Started Now!

- Locating the right sources and preparing applications takes time.
- Never miss the deadline!
- Expect to spend a great deal of time to prepare a winning grant proposal
- Funding is out there, be aggressive and persistent and you will eventually succeed.

### Credits

- Credit to Mr. Rob Guennter, President  
RFG Associates, Inc.  
Zanesville, Ohio



## GRANT WRITING WORKSHOP

Western Regional Noyce Conference  
2011

## Develop a Clear Strategic Plan

Have a plan in place (project concept)

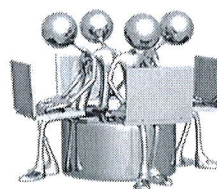
- Why do you need the money?
- What will you do with it?
- How will you put the plan into action?
- Who will oversee the project?
- How will you know it is successful?

## What About Funding?

- Funding Sources
  - Government vs. Private
- Research Potential Funders
- Follow Directions



## TYPICAL GRANT SECTIONS



## Grant Sections

- Abstract/Summary
- Need
- Goals and Objectives
- Project Description
- Timeline

## Grant Sections

- Sustainability
- Administrative Structure
- Success/Evaluation
- Budget

## Putting It Together

1. Write a proposal that is creative/innovative (specific plan and budget)
2. Compile a list of potential funders
3. Initial contact and cultivation (build the relationship)
4. Submission of proposal
5. Result: funding or rejection
6. Cultivation (continue the relationship)
7. Appointment
8. Continue the process with the same grant maker and new proposal

## It Looks Like This!

1. Cover Letter \*
2. Executive Summary (Abstract) \* 1 page
  - Brief overview of project
3. Statement of Need 2 pages
  - What are the gaps in services or resources, poor environment/test scores, etc. that are causing the need (Include data, statistics)
4. Project Description 3 pages
  - Goals and objectives, description, activities, timeline, sustainability, administrative structure, evaluation

## It Looks Like This!

5. Budget \* 1 page
6. Organizational Information 1 page
  - Basic information (demographics of the district)
7. Conclusion 2 paragraphs
  - Summary/Review of key points
8. Appendix
  - References

**\* the grant maker looks at these 3 sections first to determine if they want to fund**

## End of Project



- Send thank you note to grant maker
- End of project report including pictures
- Continue to cultivate relationships



## Acknowledgements

- Fresno Unified School District Grants Office (Linda Furnas & Velarie Binion)

# TOSHIBA AMERICA FOUNDATION

## GRANTS PROGRAM FOR K-5 SCIENCE & MATH EDUCATION

### APPLICATION FORM

Please fill out the gray text field. All fields are required.

#### School Name

Enter Full Name of School

#### Address (Street, City, State, Zip)

Enter the address of the School

#### Teacher (Title, First Name, Last Name)

Enter Teacher's Name

#### Phone (Work)

Enter Teacher's work phone number

#### Phone (During Vacations, After School)

Enter Teacher's alternate phone number

#### School Administrator

Enter Administrator's Name

#### Phone (Work)

Enter Administrator's phone number

#### E-mail (Work)

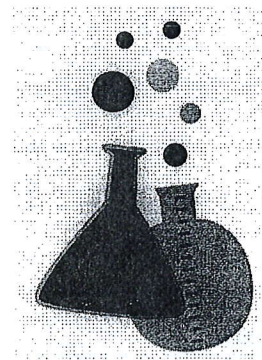
Enter Teacher's work email address

#### E-mail (During Vacations, After School)

Enter Teacher's alternate email address

#### E-mail (Work)

Enter Administrator's work email address



#### Project Title

Enter the Project Title

#### Project Grade(s)

Enter Project Grade(s)

#### No. of Children Involved

Enter No. Of Children Involved in this project

#### Project Start Date

Enter Project Start Date

#### Project End Date

Enter Project End Date

#### Please summarize your project idea in a short paragraph:

Enter BRIEF project summary



Please describe the following in as much detail as possible within the space provided:

- **Student Learning Objectives**

Please describe the student learning objectives

- **Methods of Instruction**

Please describe your methods of instruction

- **Project Timeline**

Please list your project timeline

- Method of Evaluation

Please describe your method of evaluation for this project

## BUDGET

List items to be purchased and costs. Combine like items so that there are no more than six categories.

1. Item #1	\$0.0
2. Item #2	\$0.0
3. Item #3	\$0.0
4. Item #4	\$0.0
5. Item #5	\$0.0
6. Item #6	\$0.0
<b>Total Request (may not exceed \$1,000)</b>	<b>Enter budget total</b>

Please explain how the materials listed in the budget above will be used.

Please summarize your project idea and explain how the materials listed in the budget above will be used

## CERTIFICATIONS

"I certify that the applying teacher is employed by my school, that I am aware of his/her project, and that I will provide the support necessary to allow the project to take place in a timely fashion."

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

"I certify that the proposed project is in addition to what I usually do to teach science or math to my students."

\_\_\_\_\_  
Signature of Applicant (teacher)

\_\_\_\_\_  
Date

\_\_\_\_\_ I teach at a public school; or

\_\_\_\_\_ I teach at an eligible private (non-profit) school. Private school teachers must attach a IRS 501(c)(3) tax exemption letter or qualifying state tax exemption notice to the application. Applications without this documentation cannot be accepted.

**Have you previously requested a Toshiba America Foundation grant?**

Yes ☐ No ☐

**If yes, was your project funded?**

Yes ☐ No ☐

**How did you hear about Toshiba America Foundation?**

☐ TAF Website ☐ Internet Search ☐ Colleague Recommendation ☐ NSTA Convention ☐ Other

If Other, please explain: Other



Submit your completed application via e-mail to **[Kto5Applications@tai.toshiba.com](mailto:Kto5Applications@tai.toshiba.com)**.

Please include your school name & the request amount in the subject line of the e-mail.

If you prefer to submit your application by mail, please send three paper copies to

**Toshiba America Foundation  
1251 Avenue of the Americas, 41<sup>st</sup> Floor  
New York, NY 10020**



Full proposals must be received on or before 5:00 p.m., April 29, 1993.

Use only the space provided. Proposal must be submitted on this form with ten (10) additional copies to be considered. Application information will not be returned. All materials become the property of the Public Education Fund.

**PROJECT SUBJECT EMPHASIS** (Check One):

- ♦ Math \_\_\_\_\_ Science \_\_\_\_\_ Math AND Science   X
- ♦ Directly impacts grade(s):   K-8

**PROJECT DESCRIPTION** (Refer to S<sup>2</sup>MART<sup>2</sup> Grant brochure for guidelines)

1. Clearly explain the **NEED** for this project. What will be different because of it?

Although the math scores in \_\_\_\_\_ Schools have been steadily rising in the last few years on the California Achievement Tests and the 9th Grade Proficiency Tests, math is still our lowest subject area tested. A test for science is in the making and we are insufficient in the area of materials and equipment for teaching this subject. The purchase of science and math materials will greatly enhance our program and should produce higher scores as a result.

2. Outline the goals and objectives of your project.

**GOAL:** To help students in grades K-8 to use their creative abilities and the scientific method (identify the problem, make an hypothesis, experiment, observe & collect data, retest) to develop good problem solving strategies.

**OBJECTIVES:** 1. To have at least one teacher at each grade level (9 per year) to attend a workshop that emphasizes hands-on and inquiry based methods in the math and science areas. 2. To have these same teachers develop a science unit each grading period that stresses the use of the scientific method and everyday materials in our environment. 3. To purchase, make, and collect a variety of math and science materials and list of resources pertaining to environmental science that will be catalogued and kept in a central location for timely and organized distribution.

5. How will this team approach help you to be more effective educators?

Our teaching will become more effective due to the innovative ideas attained by our staff members at math & science workshops such as AIMS & TOYS. The teachers will be able to share their ideas, successes, and newly acquired knowledge at quarterly meetings. The interaction and continuity developed between \_\_\_\_\_ and \_\_\_\_\_ will help to assure the continued success of our students as they progress through grades K-8.

6. How will you measure and evaluate program results (e.g. concrete examples, portfolios, control groups, pre/post tests, etc.)? How will you know that this project has made a difference?

Each teacher will create an appropriate test on environmental science to be given in September and again in May to each student in the class. Teacher annotations will be kept which will document significant failures and successes to be shared in the quarterly meetings. Either the student or the teacher will keep a portfolio showing examples of their scientific discoveries which will be shared at the end of each unit.

7. How will this project/team help your school(s)/district implement the NCTM standards and/or hands-on, inquiry-based science? Develop and increase the use of "real world" applications? How will it increase **teacher expertise** in these areas?

Each teacher involved will have access to a copy of the NCTM standards and at least one meeting will be set aside to discuss their use. The team will make sure each teacher obtains the manipulatives they need for hands-on, inquiry-based learning. Each unit will be developed around real life situations that apply to the real world as in the example of the blades of grass from different life styles. Teachers in this group will be actively seeking education in the fields of hands-on and inquiry-based teaching methods.



**Full proposals must be received on or before 5:00 p.m., April 29, 1993.**

**Use only the space provided. Proposal must be submitted on this form with ten (10) additional copies to be considered. Application information will not be returned. All materials become the property of the Public Education Fund.**

**PROJECT SUBJECT EMPHASIS** (Check One):

- ♦ Math \_\_\_\_\_ Science \_\_\_\_\_ x Math AND Science \_\_\_\_\_
- ♦ Directly impacts grade(s): \_\_\_\_\_ K-6

**PROJECT DESCRIPTION** (Refer to S<sup>2</sup>MART<sup>2</sup> Grant brochure for guidelines)

**1. Clearly explain the NEED for this project. What will be different because of it?**

At \_\_\_\_\_ School, we serve a community with a diversity of needs and socio-economic levels. We have a strong commitment to teaching all students hands-on science in a productive and safe environment. We know that students need to experience science instead of simply reading about it, and we feel strongly about providing them with experiences that focus upon the higher level thought processes that accompany creative problem solving. Many of our teachers have recently taken special training, and they are anxious to re-vitalize their science program to include chemistry. As they try to do the experiments and bring their new-found knowledge to their students, they are thwarted because their classrooms are not conducive to the lab environment that they need. A great deal of time is spent trying to gather equipment and materials, and they often find themselves worrying about the safety of the experiments in the classroom setting. With the creation of the \_\_\_\_\_ Science Society, materials, equipment, and expertise will be made more accessible for all. Through the creation of experiments which are integrated with the established curriculum, we will help teachers provide relevant science experiences for their students in a safe lab environment.

**2. Outline the goals and objectives of your project.**

Our goals, which are consistent with those outlined by the National Assessment Educational Program (NAEP) and the School Sciences Curriculum Conference of 1991 are to improve the quality of science education by ensuring that:

1. All teachers receive special training throughout the year in hands-on science methodology.
2. All students acquire a core of scientific knowledge through hands-on experiences.
3. We organize and maintain a wide variety of equipment and supplies and provide a safe working environment for their use.
4. Students can see the interconnection of science with their own lives and the world around them.
5. Students can apply scientific principles in a practical manner.
6. Science is integrated with other areas of the curriculum.
7. Students learn to use both written and oral communications to reflect upon the results of their experiments.
8. Emphasis is placed on working in cooperative teams to solve problems and conduct experiments.
9. Students experience doing long-term science projects.
10. We help students overcome stereotypes connected with science careers.
11. We focus upon helping students use divergent thinking, deductive reasoning skills, and creative problem solving as well as the scientific method.



**5. How will this team approach help you to be more effective educators?**

We will be working as a team to provide inservice for all our teachers. With the lab in place, we will have many opportunities to improve our skills in utilizing cooperative learning, teaching for higher level thinking skills, and integrating science with the other academic areas. On our team there is one representative per grade level who will work with the other teachers on his/her grade level to plan the lab. Since all teachers will have input into the planning, there will be more interest in and ownership of the project, thus creating a user-friendly atmosphere and a greater chance for lab usage. Having planned and developed activities will reduce teacher fear of "doing" science and encourage involvement. We will also have the ability to schedule teachers into the lab to watch master science teachers at work. Through the team's work we will have created a multi-grade level support system, and through the parent volunteers, we will have created another link to the home.

**6. How will you measure and evaluate program results (e.g. concrete examples, portfolios, control groups, pre/post tests, etc.)? How will you know that this project has made a difference?**

Our team will help ensure the best opportunity for success by conducting both formal and informal evaluations. Formal evaluations will include pre and post-lab teacher and student interest inventories and tests, analyses of standardized test scores and state proficiency tests, which will include science in 1996. Informal evaluations include student, teacher, and parent feedback and actual usage figures on the lab. Authentic assessment will be of great importance to measuring the effectiveness of this project. For example, students will be assessed on their performance on specific science experiments, projects, and presentations. We will look for improved oral and written communication skills, which reflect an understanding of their products, through written science logs and/or science related literature. Peer evaluation will be important, especially when we are pairing some of our classes with the high school.

We will know that this project has made a difference when we see significant increases in formal measurements such as test scores; when there is an increase in the frequency of the usage of the lab; and when there is a higher quality of student products.

**7. How will this project/team help your school(s)/district implement the NCTM standards and/or hands-on, inquiry-based science? Develop and increase the use of "real world" applications? How will it increase teacher expertise in these areas?**

This project will provide for teachers a safe environment where hands-on science lessons can be selected and done in a laboratory setting. Because teachers will have easy access to the lab and because they will be supported by the parent volunteer and their fellow grant team teachers, they will do more hands-on science than they are currently doing in their classrooms. The inservice training component of the project will help teachers learn more of the teaching techniques that the standards are emphasizing, and they will have resource people on their own grade level who can help them. As the teachers work in the lab more and more, they will gain confidence and build their skills in the science area. Experts agree that often it is the "fear" of science that keeps some teachers from doing more of it with their students. Through our project, we hope to reduce teacher stress associated with science by helping teachers see the benefits of hands-on science and making it readily accessible for them.

All experiments designed by the team for the lab will focus upon real-world applications similar to the ones that our teachers learned from their business partners in PTS. Chemistry relates to everything in the world, and it lends itself to real world application at every level. We will also be linking this project with our career program in order to educate our students about the wide variety of career opportunities for them in science.

[illegible]

TOTAL: \$10,000.00

- ◆ Please remember: Teams which legitimately involve **significant** numbers of teachers and students are much more likely to be granted awards of \$5,000 or above. Teams which **cross building and/or school district lines** are eligible for grant awards of \$8,000 or above.



**S<sup>2</sup>MART<sup>2</sup> GRANT BUDGET**

ITEM	District Pays	\$ AMOUNT
Lab tables with specially treated surfaces 10 @ \$391.00 ea	\$1,955.00	\$1,955.00
Lab chairs 30 @ \$ 50.00 ea	1,500.00	
Sink	350.00	350.00
Installation of sink	300.00	
Substitute teachers (for release time for the team)	500.00	
Books for science library	850.00	588.35
Periodic table (illustrated chart)		17.19
Demonstration table with mirror		1,500.00
Hot plate 6 @ \$160.43		962.58
Incubator		286.35
pH Meter		67.85
Ring stands		
Set (stand with rod & ring)		
6 @ \$28.75		172.50
Wire gauze (set of 12)		21.94
Buret clamps 6 @ \$8.00		48.00
Alcohol burners 6 @ \$7.76		46.50
Triple beam balance 6 @ \$112.13		672.78
Inservice training	\$150.00	500.00

District Total: \$5,605.00 TOTAL: \$ Continued on next page.

- ♦ Please remember: Teams which legitimately involve significant numbers of teachers and students are much more likely to granted awards of \$5,000 or above. Teams which cross building and/or school district lines are eligible for grant awards of \$8,000 or above.