

Grantwriting for Educators: Effective Proposal Writing		ONLINE COURSE BY: VICKIE PARKER AND SARA ZAIDSPINER-LEIBO			
WEEKLY OUTCOMES	ASSIGNMENTS	ASSESSMENTS	NYS STANDARD	SEAT TIME EQUIVALENT	
Week 1					
Developing and sharing of descriptions of the program or need to be funded	Post introductions in designated area.	Appropriate, complete, professional information posted in a timely fashion in designated thread	N/A	15 minutes	
	Become familiar with Caucus interface by visiting and completing the tutorial on Caucus	Response to tutorial is posted.	N/A	20 minutes	
Beginning awareness of grantsmanship vocabulary and structure of foundations and other funding sources	Read: <i>Foundations and Their Role in Philanthropy</i> (www.fdncenter.org/getstarted/learnabout/foundations.html) Take the Online Tutorial: <i>Proposal Writing Short Course</i> (www.fdncenter.org/getstarted/learnabout/proposalwriting.html)	Participant will indicate they have read <i>Foundations</i> and taken the tutorial in designated assignment area and will demonstrate they have incorporated knowledge through appropriate use of vocabulary in future assignments.	N/A	45 minutes	
	Post general idea of your program that requires funds. If the idea addresses specific	Participant posts idea on the system. Post is assessed according to previously posted system for assigning quality of submission.	N/A	20 min.	

	NYS standard subject areas, it should clearly state the appropriate NYS Standard and Key indicator.			
WEEK 2				
Participants will learn the structure of successfully crafted “needs statements” to begin creating the elements of their own complete proposal narrative.	<p>Read “Tips on Developing Your Needs Statement” by Vickie Parker and Sara Zaidspiner-Leibo.</p> <p>Examine the provided sample needs statements, both successful and unsuccessful, and post a listing of the most important components in a successful “needs statement” with an explanation of essential elements. Comment on one of the other postings from class participants per online etiquette guidelines.</p>	<p>Participant posts successful elements on the system. Post is assessed according to previously posted system for assigning quality of submission.</p> <hr/> <p>Comment is assessed based upon course evaluation guidelines.</p>		60 minutes
	<p>Craft and Post your fully developed “Needs Statement” for your proposal in the indicated thread.</p> <hr/> <p>Choose one “Needs Statement” developed by a colleague and comment upon the feasibility of its success and give suggestions for improvement.</p>	<p>“Needs Statement” is posted on the system. Instructor (s) evaluates the posting based upon the scoring rubric. Instructor makes comments and suggestions on an individual basis for effectiveness.</p> <p>Comments on classmates’ Needs Statement’ are evaluated according to rubric and per Netiquette standards.</p>		90 minutes
WEEK 3				
Participants will master the development of	Read www.cfda.gov <i>Writing Grant Proposals: Developing a Grant Proposal</i> .	Participant posts criteria in appropriate thread on the system. Post is assessed according to previously posted system for assigning quality of		70 minutes

<p>their 'project design' in their proposal narrative</p>	<p>Read "Tips on Developing Your Project Design" by Vickie Parker and Sara Zaidspiner-Leibo. Examine selected grant project designs, both successful and unsuccessful. Post a listing of the most important components of a successful Project Design, explaining the criteria for their success.</p>	<p>submission.</p>		
	<p>Craft and Post your fully developed "Project Design" in the indicated thread. Choose one "project design" developed by a colleague and comment upon the feasibility of its success and give suggestions for improvement. Comment on one of the other postings from class participants per online etiquette guidelines.</p>	<p>Participant posts well developed "Project Design". Instructor (s) evaluate the posting based upon the scoring rubric. Instructor makes comments and suggestions on an individual basis for effectiveness. Post is assessed according to previously posted system for assigning quality of submission. Participant comment is assessed based upon course evaluation guidelines.</p>		<p>120 Minutes</p>
WEEK 4				
<p>Participants will understand how to organize an effective</p>	<p>Read and comment upon "Developing the Master Proposal: the Project Description" from <u>Guide to</u></p>	<p>Participant posts comments in appropriate thread on the system. Post is assessed according to previously posted system for assigning quality of</p>		<p>60 minutes</p>

proposal timeline	<p><u>Proposal Writing</u>, 4th edition, The Foundation Center, 2004. Pay particular attention to their suggestions for structuring grant timelines. Examine examples of both realistic and unrealistic timelines (provided by instructors). Produce and post an effective Timeline for your own proposal. Compare two of your colleagues' timelines to the exemplars and post your impressions.</p>	<p>submission.</p> <hr/>		
Participants will understand the components included in the budget narrative	<p>Read and comment upon <i>Proposal Budgeting Basics</i> tutorial (www.fdncenter.org/getstarted/tutorials/prop_budget/index.html). Write and post your own budget narrative making certain an understanding of the above reading is reflected in your budget.</p>	<p>Participant posts comments and budget in appropriate thread on the system. Post is assessed according to previously posted system for assigning quality of submission. Instructors will comment upon feasibility and corrected/editing will be re-posted.</p> <hr/>		60 minutes
WEEK 5				
Participants will be able to determine the	<p>Read article <i>Words of Advice</i> (http://www.teachercenter.org/04grants.pdf). Read <i>Beware the</i></p>	<p>Participant posts ongoing discussion in appropriate thread on the system. Post is assessed according to previously</p>		60 minutes

<p>difference between successful and unsuccessful proposals</p>	<p><i>Margin Police, the Chronicle of Philanthropy.</i> (supplied by instructors).</p> <p>Read unrated proposals for Teacher Center mini grants (provided by instructors) and determine which were deemed fundable by reader/raters (rubric used by raters will be provided). Post and defend your decisions.</p> <hr/>	<p>posted system for assigning quality of submission.</p> <hr/>		
	<p>Read actual decisions and rater score sheets. Comment upon the outcomes. Did anything surprise you?</p> <hr/> <p>Read a proposal that was initially rejected, then revised and resubmitted successfully. Share your thoughts on this process.</p>	<p>Participant posts ongoing discussion in appropriate thread on the system. Post is assessed according to previously posted system for assigning quality of submission.</p> <hr/>		<p>45 minutes</p>
		<p>Participant posts ongoing discussion in appropriate thread on the system. Post is assessed according to previously posted system for assigning quality of submission.</p> <hr/>		
<p>Participants</p>	<p>Read "Tips for Formative and</p>	<p>Participant posts their own program</p>		<p>90 minutes</p>

<p>will be able to formulate formative and summative assessments for their grant proposal</p> <hr/>	<p>Summative Evaluation” by Sara Zaidspiner-Leibo and Vickie Parker. Write your own program evaluation section for your proposal. Post your program evaluation section and comment on your colleagues’. Revise your own section according to instructor’s and colleagues’ comments.</p> <hr/>	<p>evaluation and constructive comments on their colleagues’. Suggestions for improvement are incorporated in revisions.</p> <hr/>		
WEEK 6				
<p>Participants will be able to write an effective ‘executive summary’ for their own grant proposal</p> <hr/>	<p>Read <i>Developing the Master Proposal: the Executive Summary, Guide to Proposal Writing</i>, 4th edition, The Foundation Center, 2004. Refer to guidesheet for executive summaries provided by instructors as you craft your own Summary. Write and post your own summary.</p> <hr/>	<p>Understanding of the readings is reflected in the written Executive Summary as well as the overall grant proposal. Participants incorporate suggestions of their peers and instructors in their final revised proposal.</p> <hr/>		50 minutes
<p>Participants will compile all the revised versions of the various components of their own grant proposal into a coherent,</p>	<p>Post your masterpiece.</p>	<p>Understanding of the readings is reflected in the written Executive Summary as well as the overall grant proposal.</p> <p>Participants incorporate suggestions of their peers and instructors in their final revised proposal.</p> <hr/>		80 minutes

cohesive and complete proposal.			
Online course on grantwriting is evaluated using provided evaluation form and comment sheet.	Inservice credit is granted upon satisfactory course completion, including course evaluation.		15 minutes (course total = 900 minutes or 15 hours)