

Grant Writing for Educators: Effective Proposal Writing

Dates of Course: Fall, 2006, specific dates TBA

Target Audience: All educators K-12

Credit: 15 Hours-1 in-service credit recommended

Course Description:

The purpose of this online course is to demystify the proposal writing process by providing educators with a basic overview of how to write a proposal. It will examine the components of the standard proposal format as well as provide examples and feedback that will familiarize the writer with successful, narrative techniques.

Although each individual grant may pose different requirements, the proposal itself contains the same basic components. The need statement, program design, timeline, budget, assessment, and executive summary will all be explained and exemplars will be evaluated.

Each participant should have a class-critiqued, effective proposal completed by the end of the course.

Major Learning Outcomes:

The participant will:

1. Examine the elements of a standard proposal form
2. Master the elements of effective proposals
3. Write an effective, complete, grant proposal

Objectives:

At the end of the on- line course, each student will have produced:

A statement of need

A description of their project design

A budget narrative

An assessment plan

A time line

A letter of inquiry

An executive summary

During the online course students will:

Read both successful proposals and unsuccessful proposals

Critique other participants' proposals

Have their proposals critiqued by other participants in the class

Visit funding web sites

Learn the difference between a private foundation, corporate foundation, community foundation, and private foundation

Learn the vocabulary of philanthropy

At course completion; participants will have written a complete grant proposal.

NYS Standards addressed:

This course does not focus directly on student instruction; therefore, it does not lend itself to a direct link to the NYS or other Standards for instruction. Our general goal is to guide teachers in formulating their ideas for their individual programs which may reflect instructional goals.

If your program design addresses specific instructional areas, it must clearly state the appropriate NYS Standard and Key Indicator. Direct links to the standards can be found at vls.nysed.gov or, www.nyiteez.org/MarcoPoloNY

Contact Information:

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Prerequisite Skills/ Requirements:

Participants must have a computer with Internet access, Microsoft Office (no preference for Mac or Windows), Windows Media Player (or equivalent), and their own secure email address. Participants should be familiar with these software packages and with Caucus. Most of the course will be conducted asynchronously (on your own time); however, there will be some limited synchronous (at a previously arranged time) group work. It is expected that participants will have completed the Caucus tutorial (if necessary) before the start of the course. This can be found at: <http://www.nassauboces.org/cit/vls/lectora/participant/index.html> or under the HELP button in Caucus.