LCR3EF GRANT APPLICATIONS
TIPS AND FAQs

1. Before You Begin Writing

- Discuss your idea with your administrator and team
- Discuss your idea with any support departments you will need. Any needed departments MUST approve your grant idea before it is sent to LCR3EF for scoring.
    - **Technology** - NEW or EXISTING - devices, hardware, software, apps, Wi-Fi, Bluetooth, electronics (batteries or AC power) PLTW, and/or accessory items used with technology. Items often overlooked include lab equipment, sound or light hardware, calculators, and other technological items that may not be computers.
    - **Facilities/Maintenance** - grants that include furnishings, shelving, storage, seating, cabinets and/or ANYTHING that modifies the room layout. Anything needing installation. Consider impacts on custodial services and future maintenance.
    - **Transportation** - any need for school buses

2. LCR3EF Role

- Our #1 factor for scoring is – the quality and clarity of the writing. Grants sent to LCR3EF for scoring have already been approved by administrators, curriculum, and support departments as ideas that can be implemented and advance district goals.
- Be complete, BUT concise – we read and score 50-75 grants in a month.
- Scoring is blind – **no names, no buildings**
- LCR3EF can provide a grant review before you submit the final application – but that person cannot score it.

3. Writing Style: Technical Writing

RECOMMENDED
- Get to your point quickly supported by facts and limit use of emotion and colorful narratives.
- Make sure your grant reflects you – even if you may have borrowed some verbiage from other applicants.
- As you complete a section – re-read the directions and make sure you answered the question.
- Have someone outside the education field review your writing. Another perspective that isn't too close to your project can help point out insider speak or processes that aren't well explained to someone on the outside, as well as standard checks for grammar, spelling, and calculations.

BEWARE
- Be warned if you use humor in your writing – it often doesn't come across and may seem to disrespect the process.
- Reviewers are well educated volunteers, but not in the professional field of Education – so beware using undefined professional jargon or acronyms that the general public may not understand.
- Fatal Flaw: It can help with editing and review to draft your writing in a word processor and then copy the final into the form, but BEWARE that if you copy and paste you do so into the correct sections. Again, a final proof-reader can help.

- Don't answer a section by directing reviewers to read another section – each section is scored alone.
- Don't answer a section by largely referring to an attachment. Only the information written in the form is scored.
- Attachments are NOT SCORED, but may clarify the writing with additional information, pictures, or sources.

4. Grant Description Section

RECOMMENDED
- Treat this section like an abstract. You have other sections to get into fine details.
- Within the first sentences, write in <u>general</u> what the grant project is, clearly state the need and what you hope to accomplish, and explain the use of funds. The first few sentences should answer "what" and "why".
- Highlight in <u>general</u> your most important facts or points.

BEWARE
- Don't build up a lot of justification at the beginning and not reveal what your project is, what you are buying, or what you hope to accomplish until the end.   State the "what" and "why" from the very beginning.

COMMON MISTAKES
- Lack of a clear vision rambles. Struggling logical flow to what you are wanting to do.
- Focusing on one detail of the project, but not reaching a complete big picture overview.

5. WIG Goals

RECOMMENDED
- Give a discussion of how your grant is going to support your student-based Wildly Important Goals (WIGs).

BEWARE
- Don't just list the goals – explain how your project meets them.

6. Timeline

RECOMMENDED
- Should be DETAILED – Walk us through your plan step-by-step. We can only consider what you write for us; we cannot make assumptions.
- Review the question and include every step that applies. Consider adding steps that share your knowledge, experience, or peer-to-peer training as a result of your grant.

BEWARE
- Don't neglect all the intermediate steps of your project like installation, planning, assessments, and reports.
- Be careful of calendar years – if you type the wrong one – we can't assume what you meant

COMMON MISTAKES
- The most often missed items are (1) purchasing or ordering and (2) sending back an evaluation report to LCR3EF.
- You are writing for the next school year and it is very easy to get your calendar years mixed up. Get a proof-reader.

7. Research – 500 words

RECOMMENDED
- Very factual, technical writing that presents a discussion of the needs and potential for success of the grant.
- Include solid facts with citations from academic, reliable sources. A list of references may be attached to save word count. You may, <u>in addition</u>, use first person experiences if you or a colleague has implemented this project or something similar before and have reportable results.

BEWARE
- Don't use research that does not directly apply to the grant or instruction level without explaining the application.

COMMON MISTAKES
- Choose your research carefully so that it best supports the facts you are discussing.
- Cite the research attached in your references within the text.

8. Measurable Objections

RECOMMENDED
- List and Explain how you will be measuring your progress toward the WIGs that your grant will support.
- You may choose to use data you are already collecting as part of your WIGs tracking, as long as it relates directly to the grant and helps measure its success.
- Present how you will determine project success. Include objectives, metrics, methods, benchmarks, and/or comparisons.
- It is sometimes helpful to present your plans in an outline format rather than in paragraph.
- Your WIGs measurements should relate directly to the stated need of the grant.
- Metrics may mix quantitative and qualitative measures.
- Consider using more than one metric if appropriate to get a big picture of the effect you are having.
- You will use this data/observations to present grant results in your final LCR3EF report.

COMMON MISTAKES
- Using methods that are not strong measures of the metrics you have proposed to use
- Using metrics that aren't strong indicators of the objectives you have stated
- Using measures that will not have appropriate sample size. (i.e. increase in the % of students, but your avg class size is 4).

9. Student Impact

RECOMMENDED
- The most important reason to be awarded a grant, is to have a positive impact in the lives of students.
- Show how all the evidence you provided in research and reaching your WIGs will translate to the lives of your students. This can be more descriptive and less technical writing.
- Be concise and clear on how a <u>R-III students</u> experience is impacted. Give definable benefits that result directly from the grant.

- Relate the scale of the impact across a class, team, grade level, building, or multiple buildings as it applies. Discuss the scale and why it's important – more numbers are not always more impactful. Highlight how this grant is part of a larger program or fills holes to provide better learning equity. How is it employed as part of an education team effort to benefit the maximum number of students?

BEWARE
- Don't only restate research or get lost in emotional narratives and never reach your point.

COMMON MISTAKES
- Wasting this area to leave a last impression by just summing up things you already said. This is the last paragraph we will read and the impression we will be left with.

10.　　Budget

RECOMMENDED
- List all your items by Priority – and give lots of details. We can only order what is listed. Don't forget things like batteries, cords, installation hardware, etc.
- If your items have codes – add a general description of the item for reviewers (we aren't looking up all the codes!) Although it doesn't add to the score – an attached picture of the items or a list can be helpful in understanding.
- **ALWAYS** – list shipping charges – even if the total is $0.00 – we can't assume you didn't omit it.
- VERIFY – if you quote prices from the internet they are in US DOLLARS from a US provider.
- If requesting Apps – please list the specific website link for reviewers and technology.
- If you take initiative to work out pricing deals or coupons reflected in your pricing – tell us about it, and don't forget to include information on any deadlines or expiration dates.
- If you have secured other funding that will further or complete your project or add accessories – tell us about that in detail. If you have plans for further funding, explain the chances of your receiving those funds.
- Recommended book sellers that are easy to work with and have more efficient shipping methods than Amazon include: Scholastic, Harcourt, Barnes & Noble, and Books-a-Million. Email the foundation any time you would like to ask for recommended providers.

BEWARE
- Coordinate with technology when budgeting for items sold in bundles or with licensing. Pricing and licensing rules for school districts can be different than those for personal use.
- Consider asking facilities department if there are furniture or classroom storage needs. They sometimes have access to other pricing options (and occasionally exactly what you asked for in storage!)
- If you have included a common fee (i.e. building use fee) in several related grants, explain that to us in the pricing considerations so we know only one fee will be needed if all grants are awarded.
  - Sometimes – buildings will commit to cover a single use fee from their own budget – described in the additional funding section – and that frees up the cost for each related grant. Remember – each grant in the same year has to be able to succeed alone.
- Amazon can be a problematic source because of receiving large numbers of items (books) in shipments of a zillion boxes of 2 or 3 at a time. Don't prefill your cart and expect to check out from there, as we will have to create a new one under the LCR3EF non-profit account.

COMMON MISTAKES

- Each grant has to stand independently. You may write multiple grants intending to use them together, but DO NOT design the applications so that they cannot be successful independently. If a single grant does not succeed on its on – it will be considered a non-viable project.

11.   Grant Release

RECOMMENDED

- This is a few sentences that may be published in the newspaper, website and/or social media in the event your grant is awarded.
- Let's get the community excited about the great things you are doing!
- This is NOT seen by a reviewer so feel free to use names, mascots, buildings, or whatever!

12.   Approval and Terms

- The Name and Email on the "Signature Page" box is that of the **ADMINISTRATOR**. This is what sends the request for approval.
- Ownership: Your grant items belong to the district and must stay within R-III. If written as a team, it stays with the team.
- Photo Release: You agree to allow us to use photos or videos for publicity.
- Reports: PLEASE, take seriously the requirement that a grant outcomes report be submitted to LCR3EF by the end of your implementation year. This is how we show donors how their investment was used.

Print a Copy for your Records.

Applications in the online portal are removed each new grant year.

2023 GRANT APPLICATION UPDATE

Grant Focus

All requests are welcome. The District is encouraging grants that work together to create learning equity. The focus is promoting grants or multiple grants submitted by teams (grade levels, departments, buildings, etc.) to expand the benefit to beyond the classroom. Sharing and stretching resources to reach more students.

Grants are also encouraged to focus on student engagement and support the following teaching best practices: non-fiction writing, project-based learning, student goal setting, technology integration and evidence-based grading.

Grant Application Information

- You may submit more than one application, as long as each grant could be successful on its own.
- All grant applications must be reviewed and approved by your Administrator.
- If your grant needs services from technology (devices, tech accessories, software), facilities (project affecting the room, furnishings, etc.), or transportation (needs for busing), contact those departments **BEFORE APPLYING**. Their approval will be required to move forward.

Application Planning

- What do you need and why?
- What CSIP Goals and/or WIGs will this grant help you reach?
- Summarize reliable research as to why this grant can be successful.
- Explain the impact you expect for students. Does your project help further a larger team initiative?
- The timeline of your project - purchasing, training, set-up, organizing, planning, assessing, reporting
- Total cost - include sources, and any negotiations for discounts you may find with the company. Don't forget extras: shipping, batteries, hanging hardware, extension cords, etc. If part of your project is funded outside this grant, gather documentation for that additional funding.

Application Deadline

- Applications must be submitted and approved by the administrator by midnight Feb 6, 2023.

LCR3EF GRANT RUBRIC

15 points	13-15 points	9-12 points	5-8 points	1 - 4 points	0 points
Project Description	Clear, concise and detailed description that addresses a stated need. Uses of funds specifically addressed.	Rambling description of project and need. Uses of funds generally addressed.	Incomplete description of project and need. Uses of funds minimally addressed.	Vague or unclear description of project and need. Uses of funds minimally addressed.	No description and need are presented.
15 points	13-15 points	9-12 points	5-8 points	1 - 4 points	0 points
Support of CSIP Priorities, CSIP Goals, and/or WIGs	Clearly listed CSIP/WIGs supported by the grant. Detailed explanation of how this grant will help meet stated CSIP/WIGs. Strong, direct support of stated goals.	Listed CSIP/WIGs supported by the grant. Explanation of how this grant will help meet stated CSIP/WIGs. General support of listed goals.	Incomplete listing or explanation of how this grant will help meet stated CSIP/WIGs. Minimal support of CSIP/WIGs.	CSIP/WIGs are not clearly stated. Little/No explanation of how this grant will meet stated CSIP/WIGs. Unclear support for current CSIP/WIGs.	CSIP/WIGs are not stated. No support for current CSIP/WIGs are presented.
10 points	8-10 points	5-7 points	3-4 points	1 - 2 points	0 points
Timeline	All applicable steps are included (e.g. purchasing, training, set-up, organizing, planning, assessing, reporting). Clear and defined dates that are attainable.	A few steps are missing. Less Detail. Clear, defined dates.	Multiple steps are missing. Detail is lacking. Unclear dates.	Major steps are missing. Unclear or unrealistic dates.	No timeline included.
15 points	13-15 points	9-12 points	5-8 points	1 - 4 points	0 points
Research	Clear, concise discussion of referenced information (research, case studies, examples, etc.) that support the need and potential success of the grant. Sources must be reliable and relate directly to the grant and instruction level.	Disorganized or rambling discussion of referenced information (research, case studies, examples, etc.) that support the need and potential success of the grant. Sources must be reliable and relate directly to the grant and instruction level.	Discussion of referenced information (research, case studies, examples, etc.) from reliable sources that only generally relates to the grant and instruction level.	Discussion of information from unreliable sources or information that is largely unsupported. Information does not directly apply to the grant and instruction level.	No information is provided or all information is in attachment only.
10 points	8-10 points	5-7 points	3-4 points	1 - 2 points	0 points
Objective Measurements	Clear outline of measurements, data collection, and benchmarks of the grant that will directly measure progress toward stated CSIP/WIGS. Methods are described in detail. Grant success is well defined.	Measurements for grant progress toward CSIP/WIGs generally addressed. Methods lack clarity, detail, or completeness; but are obtainable. Grant success is defined.	Measurements for grant progress toward CSIP/WIGs generally addressed. Methods lack clarity, detail, or completeness; but are obtainable. Grant success is partially defined.	Disorganized data collection that only minimally measures grant progress toward CSIP/WIGs. Poor choice of methods. Grant success is poorly defined.	Project measurements are missing or do not address progress toward CSIP/WIGs or stated needs. Methods are unobtainable. Grant success is not defined.
20 points	16-20 points	10-15 points	5-9 points	1 - 4 points	0 points
Student Impact	Clear, detailed description of impacts on students with well-defined and recognizable benefits. Benefits are a direct result of the grant. Grant contributions benefiting team initiatives (grade-level, department, or building) are discussed if applicable.	General description of impacts on students with recognizable benefits. Benefits are a general result of the grant. Grant contributions benefiting team initiatives (grade-level, department, or building) are discussed if applicable.	Rambling description of impacts on students with general benefits. Benefits are minimally the result of the grant.	Minimal description of impacts lacking focus on students with unclear benefits. The relationship of benefits to the grant is unclear.	Benefits to students are not addressed. Benefits do not result from the grant.
15 points	13-15 points	9-12 points	5-8 points	1 - 4 points	0 points
Budget	Detailed items and descriptions listed with confirmed costs. All budgetary items addressed (e.g. training, shipping). Needed details on additional funding and future expenses are addressed. Budget items meet the stated need.	Detailed items with descriptions listed with estimated costs. Most budgetary items addressed. Needed details on additional funding and future expenses are lacking. Budget items meet the stated need.	Items listed with estimated costs. Some budgetary items addressed. Needed details on additional funding and future expenses lacking. Budget items meet the stated need. Calculation errors.	Generic items listed with estimated costs. Few budgetary items addressed. Needed details on additional funding and future expenses are missing. Budget items only generally meet the stated need. Costs are NOT in US dollars. Calculation errors.	Budget is missing and no detail is given. Budget items do not meet the stated need.

LCR3EF Grant Process

Programs Committee Meets and Assesses Forms and Process Updates
- (Aug – Oct)

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Meeting with District to debrief last grant cycle, discuss needs, determine this cycle focus:
TEAMWORK

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Grant Online Form Open for Applications Submission
(Nov 4– Feb 6) 2022-23

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Applicants have discussions with administrators and district departments. They write and submit grants.

Required and Time Sensitive

Grants are approved by building administrators as advancing the WIGs. Any rejected grants are notified and may be modified and resubmitted if time allows.

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DEADLINE

Monday, February 6, 11:59 pm

Deadline for final grant submission with completed approval from the building *administrator*.

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Grants with administrator approval are reviewed by *District Academics* and recommended as advancing the CSIP. Any rejected are notified by the reviewer and may reapply next year.
- February 7 – February 17

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Grants are reviewed by needed *District Departments* and receive a final *District Academics* recommendation. Any rejected are notified.
February 7 – February 17

Grants that are approved by the building administrator, district departments, and district academics are forwarded to the LCR3EF Programs Committee.
- February 17, 2023

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LCR3EF Programs Committee scores the grant writing of the forwarded grants using rubric criteria and a "blind", unbiased process. Grants scoring >70 are awarded in order of score until funds are exhausted.
- February 22– April 12, 2023

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LCR3EF program committee discusses grant scoring results with District Academics and district departments as needed to finalize awards.
- April 12 - 21, 2023

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LCR3EF Board is presented the proposed awards from the committee and holds a final vote on the decisions.
- April 25, 2023 Board Meeting

Grant Brigade brings awards to District Buildings / Facebook Announcements.
- Early May

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Press Release for Awards
Rejection Letters are sent to applicants who were NOT awarded.
- May

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Grant Award Products are ordered through LCR3EF & District Departments
- Mid-May– **June 30, 2023**

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Award recipients send pictures and updates throughout the grant project. A final evaluation form is submitted by **June 1, 2024**.