Appendix B: Resources

Comprehensive Chapter Review Guide

This is a comprehensive list of each chapter's review guide. This is a great resource to refresh what you read from this book and to review certain chapters in pursuit of your next grant-writing experience!

First-Period Review Guide

- Grants are monetary awards used to establish, implement, or sustain a project or program.
- Three categories of grants are rolling deadlines, revolving deadlines, and one-time awards.
- Grants are right around the corner! Foundations, corporations, nonprofit organizations, businesses, and the government all offer education grants.
- When searching online, use specific search criteria and focus on your geographic area. Don't forget to use social media to your advantage.
- Review the key terminology found in RFPs and grant applications.
- Each RFP is unique, but most contain similar terms and content.
- Most RFPs will contain the grant application questions or direct you to an electronic submission form.

Second-Period Review Guide

- Be fully prepared before you sit down to write your grant. Gather data and resources pertaining to your school or district and specific information about your proposed program.
- Follow the ten writing tips while creating your proposal:
  - Think of your proposal as a conversation with another teacher.

- Consider whether you want to use the first or third person.
- Your proposal is alive and active!
- Leave the slang on the streets.
- Your project is not "out of this world!"
- Offend no one.
- Use your English teachers.
- Make sure your points are evidence based over adjective based.
- Data always trump common knowledge.
- Be consistent.

✎ All ten writing tips must be used together to create your writing style.

✎ Keep track of your word and character counts.

✎ Assemble your editing team early.

✎ Four main components of most RFPs:
- Needs statement or statement of need
- Project or program description
- Budget
- Assessment and evaluation

Third-Period Review Guide

✎ Your needs statement is an explanation of the problem or challenge facing your students, school, or district.

✎ Use data to support the claims in your needs statement.

✎ Connect your specific problem to a larger-scale consequence.

✎ Goals are long term; objectives are the short steps taken to reach the ultimate goal.

✎ Your project description is the climax of your proposal.

✎ Make sure your project description answers the who, what, where, when, why, and how questions.

✎ Have a focused chronological implementation plan.

✎ Expand the impact of your program and make it stand out by partnering with a community organization and having a memorable name.

Fourth-Period Review Guide

✎ A budget is a plan for the coordination of resources and expenditures.

✎ Five best practices when shopping for goods or services are as follows:

- Go to real vendors that you know and trust.
- Shop around.
- Account for all the extras.
- Avoid private sales.
- Make best estimates when appropriate.

✎ Read grant prompts carefully and adhere to their requirements.

✎ A simple budget presentation should show the following:
- Quantity
- Description
- Product number
- Unit cost
- Total cost

✎ Never overspend your budget!

Fifth-Period Review Guide

✎ While writing the grant proposal, determine who or what entity will be the fiscal agent, that is, who will control the money.

✎ Keep an accurate log or ledger of all incoming and outgoing funds.

✎ Ensure that a trusted, independent person is also keeping a logbook to avoid errors, abuse, and questions regarding fraud.

✎ The five types of security are as follows:
- Establishment of responsibility
- Segregation of duties
- Documentation procedures
- Physical controls
- Independent internal verification

✎ Make a habit of reporting financial information to the public on a regular basis.

Sixth-Period Review Guide

✎ When including statistics in your proposal, make sure to do the following:
- Do your research.
- Include relevant information.

- Know your audience.
- Cite your data correctly.
- Quantitative data are measures of values or counts and are expressed as numbers.
- Qualitative data are measures of types and can be represented by a name, symbol, or number code.
- A high-quality assessment plan combines the use of qualitative and quantitative measures.
- The four items to keep in mind when collecting data are as follows:
  - Stay on schedule.
  - Stick to your plan.
  - Keep it legal.
  - Get permission.
- You should never make a change that will dramatically alter the project from what was originally proposed, even if you never have to provide follow-up data to the funder.

Seventh-Period Review Guide

- Before you even hear back from the granting organization about the status of your proposal, thank everyone who helped you during the process. Your appreciation of their help goes a long way!
- Rejection letters happen to all grant writers. You will live through it! Still take a moment to professionally thank the granting organization for the opportunity to apply for the grant.
- Enjoy the feeling of success after the award letter! Notify everyone involved that the proposal was funded! Professionally thank the funding organization for the opportunity and award.
- Make sure to meet all deadlines of communication with your funder.
- Think of some creative ways to thank the granting organization and publicize your program.
- Don't stop! Keep searching for RFPs, writing proposals, and winning grants!

Exit Ticket Answers

Use this list to check your answers to each chapter's exit ticket. The exit tickets and answers could be a great way to keep your grant-writing skills sharp or to review before you write your next proposal!

First-Period Exit Ticket Answers

1. c. Annual is not a category of a grant deadline, although most revolving grants become available on an annual basis.
2. *False*. Most RFPs will not contain information on how the granting organization will assess your proposal.
3. *False*. A business does not have to be a 501(c)3 organization to give a monetary award to a charitable organization or other entity.

Second-Period Exit Ticket Answers

1. *False*. Classroom grants under $5,000 are a great opportunity to use the first person to your advantage. Review the chart in tip 2 of chapter 2 about when to use the first versus third person.
2. *True*. Give your team plenty of time to plan ahead and time to review your proposal as you write each section.

Third-Period Exit Ticket Answers

1. d. All of these given answers must be present in a proficient needs statement, as well as anecdotal evidence and a connection to a larger-scale problem.
2. *False*. Some grant applications will not ask for either goals or objectives, but you should try to include them if possible. Not all classroom grants need to have an overall goal, but each proposal should contain specific objectives.
3. An implementation plan is a step-by-step timeline of each activity in the project in chronological order.

Fourth-Period Exit Ticket Answers

1. School personnel, granting organizations, and you are the key stakeholders. Each stakeholder has significant interest in how money is being spent. The second reason other stakeholders matter is that by viewing your budget through their lens, you have an opportunity to build a long-lasting relationship that could bring more success in the future.

2. d. Because you have paid for the work with grant funds, it cannot be considered an in-kind match. If someone else paid for the work, you could count it as a donation from that person.

Fifth-Period Exit Ticket Answers

1. The dedicated account approach is when your school creates a separate account to hold only the money related to your project. No other funds would go in and only approved project-related costs would go out. This allows for extreme control and transparency.

2. a. Physical controls. There are no physical controls securing the goods purchased.
   b. Some ideas to add physical controls would be to add identification tags to all furniture and games purchased, have a sign-in sheet for students to be completed when entering or leaving the room, create a short checklist for staff to go through before they leave the room each period that includes checking that all goods are still in the room, and ornately distinguish each product, making it more recognizable.

Sixth-Period Exit Ticket Answers

1. a. You should never make a change that will dramatically alter the project from what was originally proposed, even if you never have to provide follow-up data to the funder. Funders make their decisions based on your initial proposal and to dramatically change it would be unethical and potentially damaging when under consideration for future opportunities. When in doubt, check with a program officer before making any changes to ensure they are allowable.

2. *False*. Even though age is expressed as a number, it is categorical data, which means it is qualitative.

Seventh-Period Exit Ticket Answers

1. *True*. Always write a thank-you letter to keep future funding opportunities open.

2. See the list in chapter 7 about creative ways to thank and recognize a funder.

Fifty Classroom and School Grants

We have compiled a list of fifty grants available for classroom teachers, schools, and school districts. Each grant listed has a website or online webpage that will give you more details about the RFP. Just use any Internet search engine to find more information about a particular grant. Most of these grants are on an annual revolving basis, but some are rolling deadlines. Use this list to start researching and writing grants as you develop a grant-writing team at your school!

Granting organization	Title of grant or program
Active Schools Acceleration Project	ASAP Acceleration Grant
Air Force Association	Educator Grant
American Academy of Dermatology	Shade Structure Grant Program
American Association for the Advancement of Science	AAAS Leadership in Science Education Prize
American Chemical Society	Hach High School Chemistry Grant
American Honda Foundation	Grants for youth and science education
Associate of American Educators Foundation	AAEF Classroom Grant
Best Buy Children Foundation	Community grants
Build-a-Bear Workshop Bear Hugs Foundation	Literacy and Education Grant
Captain Planet Foundation	Captain Planet Foundation grants
Center for Research in Emotional and Social Health	CRESH grants
Clorox Company Foundation	Power A Bright Future program
Crayola	Champion Creatively Alive Children grants
CVS Caremark	Community grants
Dollar General Literacy Foundation	Youth Literacy grants
Dominion	Dominion K–12 Educational Partnership
Elmer's & Kids In Need Foundation	Elmer's & Kids In Need Foundation Teacher Tool Kit Grants
Ezra Keats Foundation	Ezra Jack Keats Minigrant Program
Fuel Up to Play 60	Funds for Fuel Up to Play 60

Gale/Library Media Connection	The Gale/Library Media Connection TEAMS Award
Humane Society of the United States	Humane Education Mini-Grant for Teachers
ING Financial Services	Unsung Heroes grant
KaBOOM! and Dr Pepper Snapple Group	Playground grants
Keep America Beautiful	Graffiti Hurts grant
Liberty Mutual Insurance	Responsible Sports community grant
Lois Lenski Covey Foundation, Inc.	LLCF Library Grant Program
Lowe's Charitable and Education Foundation	Lowe's Toolbox for Education grants
McCarthey Dressman Education Foundation	Academic Enrichment and Teacher Development Grants
Mr. Holland's Opus Foundation	Michael Kamen Grant Program
National Storytelling Network	Brimstone Award for Applied Storytelling
National Weather Association	Sol Hirsch Education Fund Grants
NFL Network	Keep Gym in School Grant
P. Buckley Moss Foundation for Children's Education	National Educator grants
Pioneer Drama Service	Touching Lives Through Theater Grant
Red Robin Foundation	U-ACT Grant
School Garden Network	Schoolyard Habitat Program
Snapdragon Book Foundation	Grants
Spencer Foundation	Evidence For The Classroom
Target Foundation	Field Trip Grant; Early Childhood Reading Grant
The American Institute of Aeronautics and Astronautics	AIAA Foundation Classroom Grant Program
The Herb Society of America	HSA Grant for Educators
The National Guild For Community Arts Education	MetLife Partners in Arts Education
The NEA Foundation	Student Achievement grants

The Pet Care Trust	Pets in the Classroom Teacher Grant
Toshiba America Foundation	Grants for Grades K–5 or 6–12
Urban Needs In Teacher Education (UNITE)	UNITE Classroom Grant
USA Today Charitable Foundation	USA Today Literacy Program Grant
W.K. Kellogg Foundation	W.K. Kellogg Foundation Grant
Walmart Foundation	Local, state, and national giving program
Whole Kids Foundation	School Garden Grants Program

The following flowchart depicts the entire grant-writing process.

```
                    ┌──────────────────────┐        ╭─────────────╮
                    │ Identify a need in   │        │ Brainstorm a│
                    │ your school or       │        │ project or  │
                    │ community.           │        │ program to  │
                    └──────────┬───────────┘        │ fix your    │
                               │                    │ need.       │
                               ▼                    ╰──────┬──────╯
  ╭──────────────╮   ┌──────────────────────┐              │
  │ Talk to      │   │ Search for an RFP.   │              │
  │ teachers,    │   └──────────┬───────────┘    ╭─────────┴────────╮
  │ administrators,│            │                │ Develop goals    │
  │ and community │            ▼                 │ and objectives   │
  │ members about │ ┌──────────────────────┐     │ for your program.│
  │ the need and  │ │ Research the causes  │     ╰─────────┬────────╯
  │ your project. │ │ of the need and      │               │
  ╰──────────────╯  │ other ideas like     │               │
                    │ your project.        │               │
                    └──────────┬───────────┘               │
                               │                           │
  ╭──────────────╮             ▼                  ╭──────────────────╮
  │ • Needs      │   ┌──────────────────────┐     │ Assemble a       │
  │   statement  │   │ Write the proposal.  │     │ reviewing panel  │
  │ • Project    │   └──────────┬───────────┘     │ to make edits    │
  │   description│              │                 │ and suggestions. │
  │ • Budget     │              ▼                 ╰────────┬─────────╯
  │ • Evaluation │   ┌──────────────────────┐              │
  ╰──────────────╯   │ Have reviewers edit  │◄─────────────╯
                     │ your proposal.       │
                     └──────────┬───────────┘
  ╭──────────────╮              │
  │ Keep your    │              ▼
  │ fingers      │   ┌──────────────────────┐
  │ crossed      │──►│ Submit your proposal.│
  ╰──────────────╯   └──────────┬───────────┘
                               │
                               ▼
                    ┌──────────────────────┐
                    │ Thank everyone       │
                    │ involved.            │
                    └──────────────────────┘
```
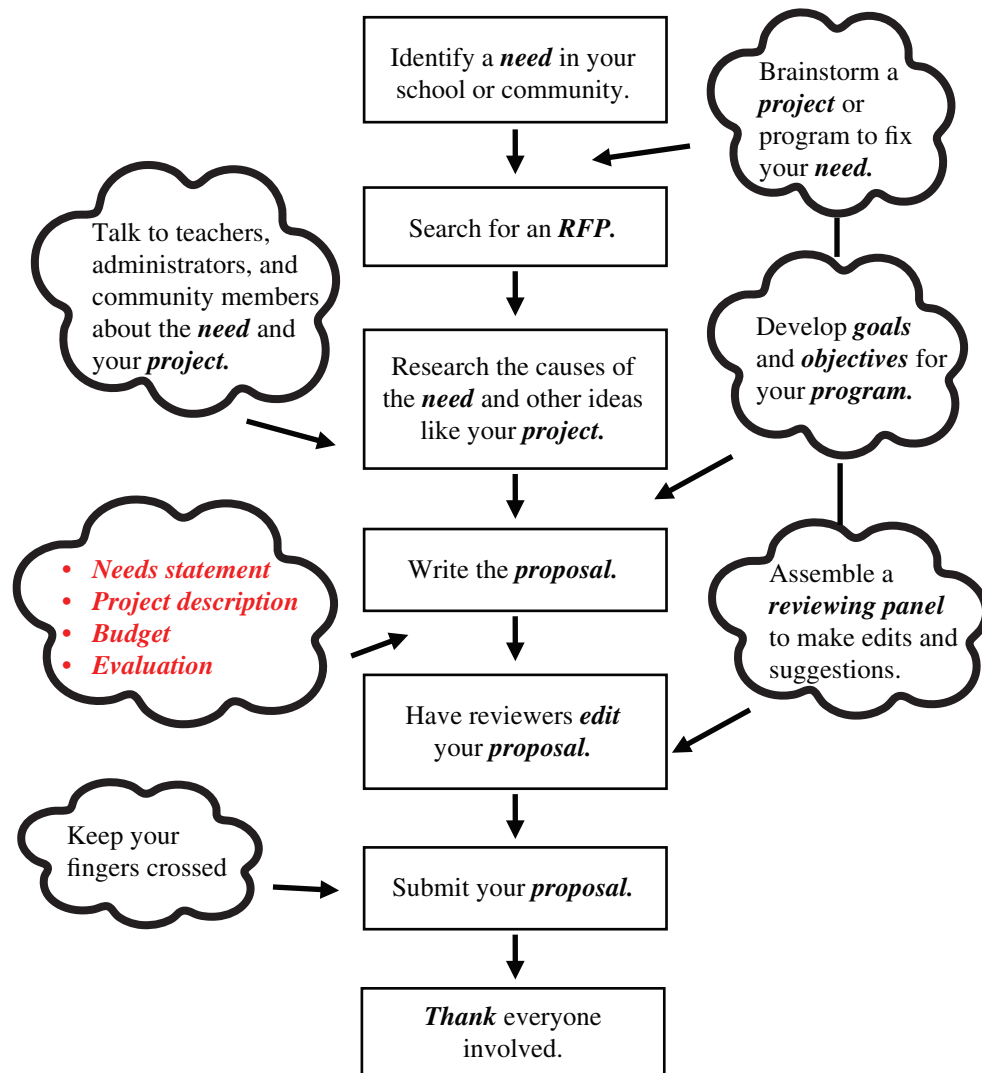
FIGURE B.1 The Grant-Writing Process

Grant-Reviewing Committee: Proposal Evaluation Rubric

This is an example of a proposal evaluation rubric that you can use to score each of the proposals based on the mock RFP found in chapter 1. Each grant-reviewing committee will have its own rubric or criteria to judge and score proposals. Put yourself in the grant-reviewing committee's shoes and score the "Operation: Eat SMART" (page 173) and "No More Desserts in the Desert" (page 178) grant proposals using the following rubric. Which proposal would you fund? How will you base your decision?

Request for Proposal: Health Awareness Evaluation Rubric

Category	Strong 10 points	Moderate 6–5 points	Below adequate 3–2 points	Nonexistent 0 points
Needs assessment	Clear explanation of a need or problem facing the students cited with at least two sources of research or documented source.	Problem or need is stated clearly, does not specifically affect students, one or no sources of research support the need.	Problem or need is not clearly stated; no credible source is mentioned that documents the need.	No problem or need is stated that affects students.
Project description	The section includes a goal or objectives, chronological project timeline, various activities that directly relate to the stated goal or objectives, and shows that the project will affect student overall health.	The section includes a goal or objectives, chronological project timeline, various activities that directly relate to the stated goal or objectives, but has a questionable impact on student overall health.	The goals or objectives listed are not aligned or are vague, activities relate to most of the objectives; direct correlation to student overall health is not evident.	No goal, objectives, or activities are listed. Student overall health will not be affected.

Teaching method	Multiple teaching or instructional methods are explained and will affect student learning, including when the teaching will occur.	Multiple teaching or instructional methods are mentioned and will affect student learning; time frame or description is vague.	Teaching or instructional methods don't directly affect student learning; time frame is listed but vague.	No teaching or instructional methods are listed.
Outcomes and evaluation	Desired outcomes are clearly stated; one or more formal evaluation tools assessing the project will be used.	Desired outcomes are clearly stated; a formal evaluation tool assessing the project is mentioned but will not yield believable data.	Desired outcomes are vague; only informal assessments are used to evaluate the project.	No outcomes are mentioned or no evaluation tool will be used.
Vision	A clear vision to expand and support the project is evident; the school and community support the vision and development in the future.	A vision to expand and support the project is included but questionable; the school and community support the vision and development in the future.	A vision to expand and support the project is included but questionable; no mention of school or community support.	No vision to expand or support the program is stated, or the vision is not believable or attainable.
Project budget	An itemized project budget is present and easy to read; each requested resource aligns to the overall goal or objectives; budget does not exceed $500.	An itemized project budget is present and easy to read; one or more requested resources do not align to overall goal or objectives; budget does not exceed $500.	An itemized project budget is not easy to follow; questionable resources are requested; budget does not exceed $500.	Budget is not itemized or exceeds $500.

TOTAL _____/60

Complete Proposal: Instructional Unit

These two proposals were written based on the mock RFP featured in chapter 1. Review the RFP from the first chapter and then see how the authors created instructional units that fit all the requirements laid out in the RFP. Look closely at each section and review the techniques and guidelines throughout this book to assess each proposal. Would you give these teachers the requested funds to implement their unit? Do the units line up with the stated objectives of the funding organization?

Operation: Eat SMART

1. *Needs assessment:* State why the funds are needed for your particular classroom. (maximum of 300 words)

> A variety of challenges are presented to my third and fourth grade students as part of everyday life in Memphis, TN, including access to physical health and wellness programs. Despite our city being ranked the most obese city in America (Centers for Disease Control and Prevention, 2010), our school recently reduced physical education by 50% and cut the already sparse health class that met once a year for six weeks.

> With basic health and physical education cuts, it is no wonder that the Center for Disease Control reports that child obesity has tripled in the past 30 years and that the parents of our children, mainly minority men and women, are affected the most (49.6% of African American women nationally). Education serves as the foundation for our children's future and yet a major life skill once taught has now been removed, effectively reducing the options for healthy living and increasing the likelihood of an ever-growing child obesity pandemic.

> The negative effects of overweight and obese children are evident in our classrooms each and every day. The daily attendance rate has methodically reduced each year, as more and more children need health care for conditions related to excessive weight. As a result of poor diets, students often come to school mentally unprepared for the day and in some cases have sugar crashes during the middle of the day from sugary drinks and snacks substituted as breakfast foods. And while our school has instituted a "Healthy School Initiative" where sugary drinks and unhealthy snacks are no longer allowed in school, it is obvious by the litter surrounding the school grounds and community that our students are making unhealthy food choices beyond the four walls of our school.

2. *Project description:* Provide a detailed description of the planned activities. How will students' overall health benefit? Include your unit or project objectives. Include a proposed timeline for the project. (maximum of 500 words)

> *Operation: Eat SMART* is a cross-curricular program developed by one third and one fourth grade teacher to replace the recently cut health class. By infusing health education and activities into each unit of curriculum, students will be exposed to healthy habits year round and begin to make SMART choices.
>
> Each unit will focus on one *SMART* strategy for weight reduction. Students will learn to eat **S**ugar-free options, **M**ove every day, **A**ssess their eating habits/options, eat **R**eal food, and **T**alk with friends and family about health.
>
> During the first quarter, students will be introduced to *Operation: Eat SMART* and address the first topic, "**S**ugar-free options." Students will learn how to read nutritional labels on the products they consume and track their dietary habits for two weeks. After recording, each grade will tabulate how much sugar they consumed over the past two weeks and visually create the total sugar consumed through a visual aid to be displayed in the school using real sugar to fill measuring cups. After discussion and lessons talking about the negative effects of having too much sugar, the third and fourth grade will then repeat the recording process for two weeks, competing against each other to see who can reduce their sugar intake.
>
> Each classroom will also implement movement into each day's lesson including teaching through kinesthetic movement and teaching about the importance of **M**oving every day. Additionally, teachers on recess duty have agreed to develop various small games to be used out at recess to keep kids active and moving during their twenty-minute recess period.
>
> During the second quarter, students will learn to **A**ssess their eating habits through using the logs from the first quarter and comparing those to suggested national and caloric guidelines provided by the USDA and CDC. Third and fourth grade teachers will also tie this to an annual food drive that takes place at this time of year. Each item collected during the school-wide food drive will be evaluated for its nutritional value and worked into sample healthy recipes that will be provided to shelters receiving the donations.
>
> The third quarter will focus on eating **R**eal food. Using their own health records and the assessments of donated food, students will begin to identify and incorporate healthy alternatives into their routines. In classrooms, students will learn about the science

behind making different tastes chemically versus the natural taste in grown foods. Additionally, the kitchen staff has agreed to run an "exchange" program where students can turn in their unhealthy snacks in return for a healthy snack. At the end of the quarter, the unhealthy snacks will be weighed to be displayed to the school and community.

Finally, in the fourth quarter, students will learn to **T**alk about healthy eating. Students will identify ways in which they have changed their habits. They will produce media campaigns outlining what they have learned that will be released by the school and local organizations, thus getting our students to become civically engaged and empowered members of their community.

Unit Timeline

Quarter #	Student activities
Quarter 1	Overview of *Operation: Eat SMART*. Classrooms will then introduce basic nutrition principles including reading of labels and review digestion. Students will also complete the sugar-reduction race.
Quarter 2	Students will chart and compare their nutritional intake and draw comparisons to recommended intakes using mixed literacy techniques. Students will also work with the school food drive to log, classify, and sort donated food items and generate healthy recipes to be sent with the foods.
Quarter 3	Students will demonstrate their mastery of mathematical skills used in calculating data including mean and median as they assess their individual records and the donated food logs. A science unit focusing on taste, the production of artificial tastes, and chemical reactions within the body caused by food will be taught to both third and fourth grade students.
Quarter 4	Students will demonstrate their cumulative knowledge by producing media campaigns focusing on healthy eating and living. Using materials already owned by the school, students will create video- or document-based information to be distributed school and community wide. Additionally, students will complete another two-week tracking to compare to the beginning of the year data.

3. *Teaching method:* Describe the teaching methods you will use to implement your project and describe how and when you will implement your project. (maximum of 150 words)

This year-long curriculum enhancement will be taught by one third and one fourth grade teacher covering a wide array of content areas including science, social science, math, literacy, and physical education. While traditional teaching methods will be employed

(direct instruction, peer-to-peer, small group) this curriculum will largely rely on experiential learning with a focus on civically engaged service learning during the second quarter food drive.

Other stakeholders including cafeteria staff, recess staff, and administration will contribute to this initiative by reinforcing *Operation: Eat SMART* goals within their work. Upon conclusion, the community at large will be provided an opportunity to engage in student learning through the production and distribution of the students' media campaigns.

4. *Outcomes and evaluation:* Describe the expected outcomes and evaluation methods you will use to measure your project's success. Be specific. (maximum of 300 words)

> Data will be collected intermittently to check for progress and inform immediate plans. Additionally, a final assessment will be provided to capture both formative and summative information. Specific outcomes are as follows:
>
> 1. Students will demonstrate a mastery of knowledge regarding reading nutritional labels.
> 2. Students will effectively be able to compare and draw conclusions regarding different food options available to them.
> 3. 90% of third and fourth grade students will reduce their sugar intake from quarter 1 to quarter 4 by no less than 25%.
> 4. Students' self-efficacy regarding their ability to talk about food options will increase in a statistically significant manner.
>
> Pre- and post-assessments will be used to measure the above items. Other measurable outcomes include the sugar reduction race, activity time at recess, healthy snack exchange program, and media campaign projects. These data points will be used as qualitative measurements to supplement the above quantitative measures.
>
> Other assessments will also be provided throughout various science, social science, math, and literacy classrooms as this curriculum enhancement will be part of the graded portion of students work.

5. *Vision:* Describe your vision and plan for replicating or adapting your project within your school or district. (maximum of 150 words)

> The school administration has shown support for this project by engaging school staff beyond the third and fourth grade teachers in the implementation plan and by allocating some school resources including video cameras, paper goods, and planning time. Once the project is proven successful, we will begin adding one grade level per year to better infuse the curriculum and make certain programs (sugar reduction race and healthy exchange) school wide.

Last, local community organizations, which are engaged during the dissemination of media campaigns, will use their resources to supplement existing school resources to sustain and replicate this project not only within our school, but also in other schools citywide. Once such organization that has stepped forward is the Memphis Chamber of Commerce, who plans to tie this school initiative to their small business incubation program for low-income communities within and around Memphis.

6. *Project budget:* List materials, equipment costs, etc. needed to implement your project. List each item separately. Provide a total amount for all expenses.

Materials, equipment, resources	Number of units	Cost per unit	Cost
Nutritional recording books—produced in-house	70	$3.50	$245.00
Sugar—20 five-pound bags	20	$7.50	$150.00
Colored duct tape multipack—recess games	3	$2.37	$7.11
White copy paper pack	3	$17.00	$51.00
Shipping	1	$21.73	$21.73
Total Requested			**$474.84**

Note: All products will be purchased with six months of award to conform to Health Awareness Classroom guidelines.

The following resources will be provided at no charge to the grant:

Materials, equipment, resources	Number of units	Cost per unit	Cost
Measuring cups and glasses	100	$3.99	$399.00
Flip Video Cameras—previously owned for 1 year (depreciated value shown)	6	$120.00	$720.00
Healthy snacks for exchange program provided by cafeteria—estimated 150 snacks exchanged @ $.74/snack	150	$.74	$111.00
Community organizers time—calculated at 5 hrs @ $23/hour for 3 organizers			$345.00
Total in-kind match			**$1,575.00**

No More Desserts in the Desert

1. *Needs assessment:* State why the funds are needed for your particular class-room. (maximum of 300 words)

> The majority of my 7th grade students live in one of the designated "food deserts" in downtown Atlanta, Georgia, according to the USDA's Food Desert Locator (name recently changed to the Food Access Research Atlas). A food desert is a populated area that is void of fresh food options up to a one-mile radius (USDA, 2010). My students constantly arrive to school with bags of chips, candy bars, fruit cocktail juice mixes high in sugar, and soda. When asked about their unhealthy purchases, my students respond that there are no healthy options for snacks on their way to school. According to a recent study by the Atlanta Regional Commission, only half of low-income families in the Atlanta city limits have equal access to fresh food in relation to fast food. According to the US Centers for Disease Control and Prevention, "limited access to nutritious food and relatively easier access to less nutritious food may be linked to poor diets and, ultimately, to obesity and diet-related diseases."
>
> Student nutrition and diet have been tied to academic performance in a number of studies, including the Children's Lifestyle and School-performance Study. The results of this study found that "students with decreased overall diet quality were significantly more likely to perform poorly" on a given assessment and on school academics (Florence, 2008). Without knowledge of the effects of their eating habits and raising awareness about the need for fresh food in their community, the majority of my students will continue to suffer from a non-nutritious diet and decreased academic performance.

2. *Project description:* Provide a detailed description of the planned activities. How will students' overall health benefit? Include your unit or project objectives. Include a proposed timeline for the project. (maximum of 500 words)

> The title of my proposed combination science and social studies classroom unit is "No More Desserts in the Desert." My 7th grade students will investigate the nutritious value, or lack thereof, in their daily diet and raise awareness about the lack of healthy food options in the downtown Atlanta district. These learning out-comes will be stated in two distinct yet related objectives: (1) students will be able to use labeled nutritional value facts to assess the nutrition of their daily food choices and (2) students will propose a tangible solution to raising awareness about the need for healthy food options in their community.
>
> The week before I begin the actual unit, I will have my students document the nutrition facts for all food and drinks they consume

for five consecutive days. This will be introduced only as a homework assignment. The students will then use this documentation the following week to analyze their nutritional value intake when the actual unit begins. Other activities will include lessons on assessing nutritional value, the difference between saturated and unsaturated fats, the carbohydrate energy cycle, and the importance of the body receiving the right amount of each daily vitamin. Students will then conduct a mini-research project on a disease of illness that is caused by an unhealthy diet. Students will then create a weekly menu of healthy food items and balance a weekly nutritional fact sheet. Finally students will assess the available food options in their community, plot healthy and non-healthy food options on a map, and raise awareness about the lack of healthy food options in their community.

Students' overall health will benefit by bringing to light the lack of nutrition they are currently consuming, creating a healthy menu, and finding the closest healthy food option in their community.

Unit Timeline

Week number	Student activities
Week leading up to unit	Students document the nutrition facts of food and drink items for five consecutive days.
Weeks 1–2	Science lesson on assessing nutrition value, essentials to a healthy diet, difference between saturated and unsaturated fats, the carbohydrate energy cycle, and the importance of the body receiving the right amount of each daily vitamin.
Week 3	Research project and presentation on a disease or illness caused by unhealthy diet. Students also create a healthy meal menu and balance the nutrition values.
Weeks 4–5	Students will plot the valuable food options in their community, create a poster, radio advertisement, or short commercial about the lack of healthy food options.
Week 6	Students document their eating habits using their healthy menu and balanced nutrition chart.

3. *Teaching method:* Describe the teaching methods you will use to implement your project and describe how and when you will implement your project. (maximum of 150 words)

A variety of instructional methods will be used throughout the unit, including direct instruction, peer-to-peer instruction, small-

group research teams, project-based learning, and inquiry-based learning. This variance in instructional methods will ensure that all learners will receive instruction through various means catered to individual learning styles. Differentiation will be a driving component of each type of instruction to ensure that each student is challenged at his or her ability level.

The project will take place during the first six weeks of the second quarter of the academic year, roughly beginning of October up until mid-November.

4. *Outcomes and evaluation:* Describe the expected outcomes and evaluation methods you will use to measure your project's success. Be specific. (maximum of 300 words)

> This unit's success will be evaluated multiple times throughout the unit. The formal summative evaluation tool will be twofold. Students will measure the change in their eating habits from their pre-unit documentation and post-unit documentation of their daily food intake. Students will also take a pre-test and post-test assessing their content knowledge of both the science and social studies standards covered during this unit (i.e., nutritional terms and geographical mapping skills).

> Students' progress will be informally measured through daily exit tickets, a research project based on an illness related to diet, the mapping of food options in the community, and the community awareness portion of the unit.

> I expect 90% of students to increase their scores from the pre to post standards based assessment and 75% of students to improve their diet based on their post-unit diet documentation.

5. *Vision:* Describe your vision and plan for replicating or adapting your project within your school or district. (maximum of 150 words)

> Upon this unit's success, I plan to approach the Truly Living Well Wheat Street Garden, a nonprofit organization, that turned a once-dilapidated housing project into a four-acre urban garden providing fresh fruits and vegetables to the citizen of inner city Atlanta. I hope to secure a partnership between our school and the TLW Wheat Street Garden in which in each subsequent year all 7th grade science and social studies classrooms at our school can visit the urban garden, study the impact of the garden on Atlanta, and help to raise funds to increase the TLW Wheat Street Garden mission. This will become the community outreach component of future units and will ensure the stability of funding and community support to continue the "No More Desserts in the Desert" unit.

6. *Project budget:* List materials, equipment costs, etc. needed to implement your project. List each item separately. Provide a total amount for all expenses.

Materials, equipment, resources	Number of units	Cost per unit	Cost
Map of Atlanta	12	$3	$36
Chart paper	2	$27	$54
Construction colored paper pack	1	$22	$22
White copy paper pack	1	$17	$17
Carbohydrate experiment materials	1	$46	$46
Food and Nutrition for Every Kid	1	$11.98	$11.98
Diet Minder Food and Exercise Journal For Kids	30	$9.86	$295.80
The Mayo Clinic Kids Cookbook	1	$15.96	$15.96
Total Requested			**$489.74**

Example of a Classroom Instructional Unit Grant

The following proposal was submitted by Katie Lyons, a veteran middle school language arts teacher. This proposal was written in 2011 and was fully funded by the Chicago Foundation for Education, a foundation that supports teachers in Chicago Public Schools. The Chicago Foundation for Education supports more than one thousand teachers each year through various classroom, leadership, research, and team member study grants. Katie Lyons's proposed unit was entitled "From Tupac to Tennyson: A Spoken-Word Poetry Revolution" and was written for her middle school language arts classroom.

1. Describe your project and the key activities included.

> In this interactive, performance-based unit on the spoken word, students will compare classic poetry to the contemporary hip-hop poets and rappers of today. Students will learn about the roots of poetry as an oral tradition and analyze how the evolution of spoken-word poetry moved from the Beats to rap and hip-hop to performance art. In addition to analyzing Shakespearean sonnets, students will also interpret lyrics from musical artists such as Tupac. Through close examinations of the written and spoken word, students will analyze poetic literary devices (such as symbolism, imagery, metaphor) and apply their understandings of the devices by composing and performing their own poems. Furthermore, students will use technology to record their composed poems and then transform their recordings into video productions to be showcased at a schoolwide poetry slam.

The key activities are described in detail and will definitely engage students and add to student learning. The author could have used a more focused approach to outlining the project, including stating an explicit objective or objectives. The author mentions three possible learning statements that could be considered the objectives (compare classic poetry to the contemporary hip-hop poets and rappers, learn about the roots of poetry as an oral tradition, analyze the evolution of spoken-word poetry). When describing your project, be very specific about the desired outcomes, for example, "At the completion of this unit, students will be able to . . . "

2. Please explain why the materials and resources outlined in your budget are necessary to complete the project.

> The resources will aid in developing an interactive poetry unit that incorporates students' interests (rap and music videos) while not neglecting the importance of influential poets such as Langston Hughes. Students will analyze poems; listen to audios of the poets to learn how to create spoken word; and manipulate the flip cameras to record themselves reciting their poems. Also, the resources will support a trip to the Apple store to transform the recorded poems into multimedia presentations.

> *The author's proposed trip to the Apple store is a component that sets her proposal apart from a standard instructional unit grant application. This unique experience will allow students to travel out of the building and learn from an expert in the field. The students will be learning twenty-first-century technology skills and applying the skills directly to their created work! Refer to chapter 3 for more ideas about how to strengthen your proposal!*

3. Describe the specific learning needs and the Illinois Learning Standards that are being addressed by this project.

> The activities will engage students in analyzing how poets use the written and spoken word to express ideas. Students will examine how poets use metaphoric and figurative language as well as poetic devices (alliteration, rhyme scheme, unrhymed verse) to convey meaning. Students will learn about the important themes and perspectives that emerged during the different poets' lifetimes and they will use this knowledge to interpret the poets' point of view. Students will apply their knowledge of the written and spoken poetic language to compose their own poems that reflect their unique experience as a black child growing up in the 21st century. Students will synthesize their analysis of current political events and reflect on the challenges of their lives growing up as pre-teens in the Chicago housing projects through the composition of their poems. Students will enhance their creative writing and performance skills through the production of a multimedia video presentation.

4. What formal and informal learning tools will you use to evaluate how your project increases student learning?

> Students will write a reflection of each poet's work analyzing the language the poet used to express his/her perspective. Students will compose a poem that reflects their experiences growing up in today's society. Students will then write an essay elaborating on how their poem illustrates their life experiences and relates to current events. Students will record themselves reciting their poem and they will then create a multimedia video presentation of their poem.

Make sure to state which learning tools are formal and which are informal. Your response should directly answer the question prompt. If the prompt asks for formal-informal or summative-formative, make sure you specifically label each learning tool or assessment as one of the categories mentioned in the prompt. Don't forget to mention how each learning tool or assessment will help you evaluate the project's overall impact on student learning. The author here could have included how she will measure the increase in student learning by use of a formal assessment. A pre- and posttest evaluating the students' knowledge of symbolism, imagery, and metaphor (as previously mentioned) in poetry could be used to measure student learning in relation to a stated objective or standard.

5. Itemize your budget requests; include all materials, equipment, and tentative sources of supplies along with the cost of each item. Your budget may not exceed $500. Please note that money cannot be used to pay CPS district personnel and should NOT include sales tax. Round costs to the nearest dollar.

Hip-Hop Poetry and The Classics, by Alan Lawrence Sitomer and Michael Cirelli	Amazon	$20.00
Poetry for Young People: Langston Hughes, edited by David Roessel	Amazon	$15.00
Hip Hop Speaks to Children with CD: A Celebration of Poetry with a Beat (A Poetry Speaks Experience), by Nikki Giovanni	Amazon	$20.00

Oxford Book of American Poetry, by David Lehman and John Brehm	Amazon	$30.00
Stage a Poetry Slam: Creating Performance Poetry Events: Inside Tips, Backstage Advice and Lots of Examples, by Marc Kelly Smith and Joe Kraynak	Amazon	$15.00
Flip video camera, Ultra HD 8 GB	Flip video	$200.00
Bus transportation from school to Apple store on Michigan Ave.	Sunrise Bus Company	$180.00
The Rose That Grew from Concrete, by Tupac Shakur	Amazon	$20.00
Total		$500.00

The budget is itemized but not easy to read. Although each requested resource is explained in context in the proposal, the individual line items appear cluttered. The author should have formatted the book titles in a manner easier for viewing such as an APA or MLA format. For aesthetic viewing purposes, it may be beneficial to group the resources by one category (i.e., materials, equipment, etc.). Another method would be to sort like items together such as all books together. Additionally, because the instructions request rounded dollar figures, there is no need to list values in the above format showing zero cents. Instead, simply show dollar figures for each item as a whole number amount such as, "Flip video camera, Ultra HD 8GB—$200."

Example of a Teacher Travel Grant

The following proposal was submitted by John Dudley, a veteran high school history teacher. This proposal was written in 2008 and was fully funded. John Dudley and another colleague were able to complete their entire proposed travel project with the awarded funding. An excerpt of this proposal also appears in chapter 3.

Project description: Please describe your project in detail and outline each phase of travel.

> My colleague and I are interested in pursuing a fellowship in South Africa. The overall theme for this two-week in-depth examination will be diversity and change. We will further subdivide this theme into three specific objectives or areas of study: diversity in culture and expression, diversity in flora and fauna, and historic change and the legacy of apartheid.

The overarching goal, stated here as "overall theme," appears at the very beginning of the project description, which creates a focus for the entire section. The theme is then broken down into three tangible objectives or areas of study. This focus follows the discussion of creating goals and objectives as described in chapter 3. A strong project description will make sure to describe how each of these objectives will be achieved in relation to the overall goal.

> South Africa has an amazingly diverse population, with 11 different national languages. In completing this fellowship our first goal is to engage the people of this unique nation. We have no prejudices, whether they be white, black, rich, or poor, we want to hear about their lives and their experiences in South Africa. We will do this through conversation, participating in local events and celebrations, and through township home-stays (a township is an area of land, generally on the outskirts of South Africa's major cities, that was reserved for non-whites during the Apartheid era. Townships generally are composed of poor blacks and shoddy housing). We will also examine the public schools in various parts of the country to make comparisons between our education system and theirs. And we will also view the artwork of the township people of South Africa, in the hopes of viewing the world, and their country, and their lives, through their eyes.

> It has only been 16 years since Nelson Mandela was released from the Robben Island prison which held him for nearly 3 decades.

And it has only been 12 years since South Africa held its first democratic election. The nation is still changing, and recovering, and recoiling from the almost 50 years of Apartheid rule. Our third goal in traveling to South Africa is to examine the legacy of Apartheid and in particular its impact on the native black community. We will do this through historic examination, visiting the one-time home of Nelson Mandela in Soweto, traveling by boat to Robben Island to see the prison which shackled him for so long, and visiting the Apartheid Museum in Johannesburg, and the Mandela museum in Umtata. Furthermore we will look at the other important figures of the Anti-Apartheid movement including Steve Biko, Desmond Tutu, and Hector Pieterson (whose death sparked a 2-year uprising in Soweto). We will also achieve our goal through direct, but respectful, conversation with South Africans of every color. In particular, however, we plan to spend time in the poor townships discussing the Apartheid era, and the successes and failures of the South African government, now that the majority black population is in charge.

In order to successfully complete these three objectives we will travel in a circuit route through the heart of South Africa. We will begin in Cape Town on the country's southwest coast. Cape Town is the oldest South African city (still in existence), and due to its natural beauty, it also happens to be a cultural melting pot of Africans, white Europeans, indigenous tribal peoples, and, of course, tourists. We will stay in Cape Town for 6 days. During our time there we will visit Robben Island prison (where Nelson Mandela was held) and the District 6 museum (District 6 was a successfully integrated community in Cape Town that housed both black and white families for 100 years. It was considered a cultural center until 1966 when the Nationalist government declared District 6 a "white-area" and forcibly removed the community's 60,000 black residents). In an effort to immerse ourselves in South Africa's culture we will spend a day and a half in Cape Town's largest township, Khayelisthsa, where we will meet with locals, tour the housing, visit schools, and dine in one of the small township eateries. We will stay for the night at a small inn in the township, and then travel the next morning, by rental car, to the Cape of Good Hope Nature Reserve, one of the country's largest displays of its unique flora and fauna.

On the 6th day of our stay we will fly by commercial plane 1,000 miles east of Cape Town to Johannesburg, the largest city in South Africa. We will spend only 2 days in Johannesburg, enough time to take in the "Tried for Treason" Mandela exhibit at the Africa Museum, and to visit the highly recommended Apartheid

Museum. Following our 2nd night in Johannesburg we will take a bus out to that city's main township, Soweto. Soweto is the largest township in South Africa, and contains the only street in the world where two Nobel Peace Prize winners lived, Nelson Mandela and Desmond Tutu. It also has the largest township art gallery in South Africa, the Soweto Art Gallery. In furthering our cultural and historical studies we plan to spend the night in Soweto on a home-stay, an arrangement through one of the township touring companies where travelers can stay the night with a local black family.

Following our night in Soweto we will travel by bus 300 miles southeast to Durban, a large industrial city sitting on the western edge of the Indian Ocean. Our stay in Durban, like in Johannesburg, will only be for 2 days. We hope there to continue our cultural conversations with local South Africans, and to visit some of the nation's public schools. Furthermore we will visit the BAT Centre, one of South Africa's largest performance and display art venues. At the BAT Centre we will examine more of the nation's self-expression through art, and take in an evening dance performance.

Leaving out of Durban we will take a traveler's bus 250 miles west to Umtata, the hometown of Nelson Mandela, and the current location of the Mandela Museum. We will spend half of the day there, and the other half in King William's Town, 120 miles further west. King William's Town is the birthplace and final resting place of Steven Biko, founder of the Black Conscious-ness movement, and a legendary hero of the Anti-Apartheid movement. Continuing on, on our way back west toward Cape Town, we will spend a day in East London, meeting with locals and visiting schools. In East London we will also rent a car, with the intention of driving the remaining 600 miles to Cape Town along the southern coast of South Africa, a route known as the Garden Route, naturally because of its incomparable landscape, wildlife, and environmental beauty.

On the first day of our drive out of East London we will drive about 120 miles west, before detouring north to visit the Addo Elephant Park: a game reserve containing various animal and plant species, including giraffes, lions, leopards, black rhinos, and, of course, elephants. We will travel from there another 20 miles north to the Mountain Zebra reserve where we will rent a cabin for the night. In the morning we will continue our examination of the flora and fauna of South Africa with a tour of the Mountain Zebra reserve itself. In the afternoon we will drive 350 miles west to the DeHoop Nature Reserve, stopping along the way at areas of interest, and to examine the unique landscape of the Garden

Route. At DeHoop we will rent another cabin for our last night in
South Africa, and in the morning we will drive the remaining
130 miles to Cape Town for our flight home to the United States.

Benefits to teacher: Please describe the benefits to each teacher participating in
the project. How will the overall travel experience impact the teacher's instruction?

The impulse for this project is that we teach in an embattled inner-
city community. Our students are all black, and the community
that surrounds the school is 98 percent African American. My
colleague and I are both white and we struggle to find common
ground with the families who send their children to our school.
Obviously as Americans and as stakeholders in the future lives of
their students we have a connection, but otherwise there is a clear
cultural gap between us and this community. We believe that we
can bridge this gap, however, by immersing ourselves in the root
culture of African peoples, and by determining for ourselves the
inspiration and inherent motives that inspire black communities
back home.

*The author is able to provide a short needs statement within the proposal under a different
prompt. This is a great strategy to create a connection between the grant-reviewing panel
and your targeted audience when there is no specific needs statement section given within
an RFP.*

Furthermore this experience will help us grow as teachers in that
we will discover our own ability to share our native culture with
those whom we visit, as well as the ability to listen and draw from
the experiences of the South African people. That exchange will
benefit our teaching practice because it will help us to determine
which aspects of our culture are unique and important and
should be taught, and which aspects are more trivial, self-
aggrandizing, and are better off ignored. Furthermore, in spend-
ing an extended period of time in South Africa we will be able to
visit schools, talk to students, and teachers, and learn about the
education system of another country, in particular an African one.
Obviously the insights that we gain from that experience will
have a profound impact on how we teach and interact with our
students when we return to America.

To put ourselves out there and to share our experiences and to
critically examine how another part of the world lives, and in
particular how it educates its people, and tries to (or doesn't try

to) help its impoverished communities, is an important effort that will forever impact and influence our lives. We are both passionate about learning, and we are both extremely passionate about our students and the work that we do with them. We feel that this experience will make us better teachers because we will have diversified our understanding of African culture, the struggles and successes of poor communities, and the nature of people to teach each other and to learn from one another, regardless of race and homeland.

Benefits to students: Please describe the benefits to the students of the teacher participating in the project. How will the overall travel experience impact students?

In the community we teach our students have been, for the most part, disenfranchised from the American Dream. They face monumental challenges on a daily basis, are behind in their education, and have a hard time getting help from the politicians they elect and the media outlets that judge them. Our students need to see a community like theirs that has successfully stood up for itself, and implemented a system of change. In this regard we chose South Africa because of its recent overthrow of Apartheid oppression. Our students need to see that injustice is not omnipotent, and that change can come from grassroots community movements that act in the name of righteousness. We will therefore collect artifacts and record stories from the Apartheid era. We will bring back pictures, and maps, and charts, and personal accounts of violence, struggle, and victory. We will demonstrate for our students visually, sensually, and through writing how one embattled community of Africans overcame their oppressors and successfully took control of their government.

Furthermore this experience will help augment our students' learning in that they will discover how young people live and are educated in South Africa. Ideally we will be able to do this by establishing a partnership with a high school–level institution in Cape Town or Durban, so that our students can develop a system of correspondence (whether through e-mail, teleconference, or handwritten letters) with the students whom we meet there. In this way they will be able to engage in active discussion about their lives and the lives of the South African students, allowing us to bring our experience to our students, and allowing them to make it their own.

Benefits to school: Please describe the benefits to the entire school of the teacher participating in the project. How will the overall travel experience impact the entire school community?

Upon return we will begin the year by establishing a display in the library of our artifacts, maps, pictures, and written accounts of our experience. Furthermore we will hold a professional development seminar at the start of the year to discuss three skills we expect to develop. Those skills are creating an educational travel itinerary (so that future members of our school can create and apply for their own travel grant); cultural immersion activities (including how to learn about local customs, engage locals in conversation, and how to document cultural experiences, sacred or common); and last, forming partnerships with educational institutions in foreign countries. It is our hope that the partnership we form with a South African school will be available to all of the teachers at our high school. So that if one of our math teachers wants to discuss strategies with a Cape Town geometry teacher he can. Or if our principal is curious as to how a South African school teaches reading he has an authentic, available resource to utilize. This exchange would not only benefit our high school, but also the school in South Africa that agrees to work with us. Ideally it will open a gateway for not only the exchange of information, but perhaps even the exchange of teachers for a limited time, and likewise, possibly even students, or a team of teachers and students.

Documentation: Please describe how each phase of the project will be documented and shared with stakeholders.

> *This is another method of asking for an assessment plan. Because this grant is specific to teacher development through travel, it would be difficult to assess a teacher's growth. Instead, the funder is asking for a documentation plan but the premise is still the same. The author does an excellent job by covering a number of methods that will reach a wide audience.*

We plan to use several different forms of documentation to report on our experience. We will of course use artifacts that we collect from our travel, including clothing, masks, tools, jewelry, posters, maps, and relics of Apartheid. Furthermore, we will document our experience through a weblog. A weblog is an information board on the Internet that can be created to provide stories, journal entries, editorials, and photographs for people who are curious about the experience. Speaking of photographs, my colleague and I both have digital cameras, and we plan on taking a

numerous amount of photographs (shooting people only upon permission, as of course is the African tradition), which we will display on the weblog, and on a massive collage in the school's library. Between the artifacts, the library display, and the weblog, curious information seekers will have plenty of opportunity to explore, discover, and interact with our experience in South Africa.

Budget: Please provide a line item–based budget with all expenses for your trip based on your travel description. The maximum amount requested cannot exceed $10,000.

Line item	Category	Estimated amount
Two roundtrip airplane tickets on South Africa Airlines	Travel	$4,600.00
Nine nights' stay at hostel/low-budget hotels in various locales	Accommodations	$400.00
Two nights stay in township accommodations, including home stays	Accommodations	$100.00
Two nights stay in natural game reserve cabins	Accommodations	$100.00
Fourteen days of food costs at a rate of $50 per day	Food	$700.00
Rental car for trip from Cape Town to the Cape Nature Reserve (w/gas)	Travel	$45.00
Rental car for trip from East London to Cape Town (w/gas)	Travel	$200.00
Two one-way airplane tickets from Cape Town to Johannesburg	Travel	$255.00
Bus travel from Johannesburg to Durban on Baz Bus company service	Travel	$100.00
Bus travel from Durban to East London (via Umtata and KWTown)	Travel	$100.00
Boat and tour of Robben Island Prison in Cape Town	Travel	$40.00
Museum entrance fees, area specific tours, and exhibits	Educational	$100.00

Entrance fees to natural reserves and game reserves	Educational	$60.00
Reference materials and supplies for trip to South Africa	Travel	$100.00
Misc. educational souvenirs, artifacts, relics, etc. for display and either personal or school use	Educational	$300.00
Total:		**$7,200.00**

The budget meets the minimum requirements with ease; it is not over budget, it is line-item based, and is simple enough to follow. The author adds a "category" column to assist the reviewer with the evaluation of how grant funds are going to be spent. Although a "quantity" column could be used, in this context (because not many physical items are to be purchased) it is okay to do without.

Example of a Final Report of a Grant-Supported Program

Figure B.2 shows an excerpt from the final report submitted to partner funders of UNITE's summer program GET SCIENCE! during its pilot year in 2012. Refer to chapter 7 for information about communicating results with partners and the funding organizations. Notice how this report combines data, charts, pictures, and text to create an easy-to-follow yet detailed report about student scores, financials, and thanking those involved. To download the complete GET SCIENCE! final program report in color, visit the resource page associated with this book at Wiley.com and www.urbanneeds.org/Insiders_Guide .html.
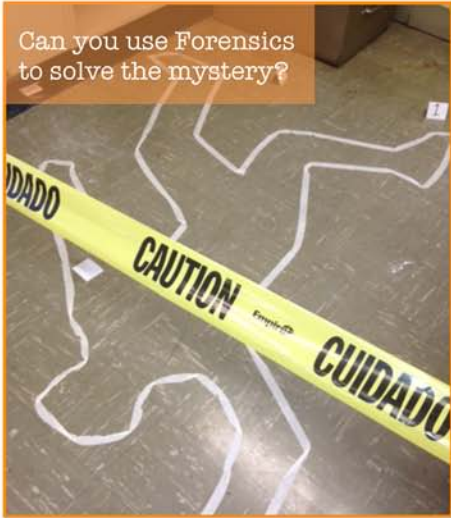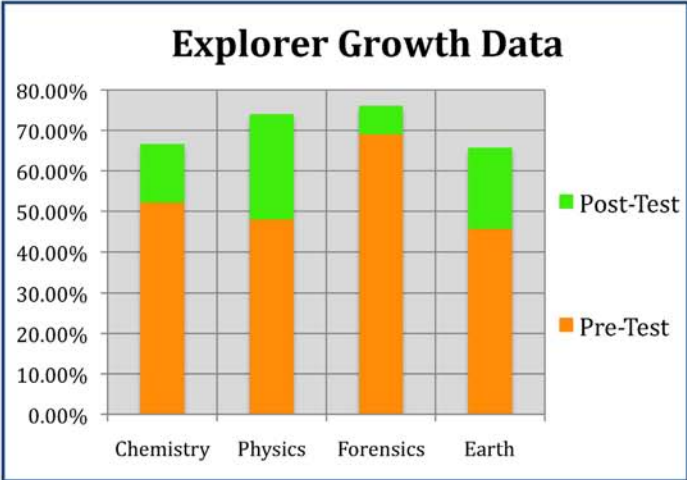
4

Explorer Data

We love Science!

Explorers are all students from **Chicago Public Schools** attending schools on the Westside of Chicago.

Daily Schedule
8:00-8:15am   **Breakfast**
8:15-11:00am   **Science Instruction**
11:00-11:30am   **Lunch**
11:30- 1:30pm   **Science Inquiry**
1:30-2:30pm   **Girl Empowerment**

Can you use Forensics to solve the mystery?

For questions regarding data gathered or displayed, please contact UNITE at unite@urbanneeds.org.

During the **four** week summer science camp, Explorers spent one week investigating and learning about each of the following sciences: **Chemistry**, **Physics**, **Forensics**, and **Earth Science**. The Explorers took a pre-assessment in each science on Monday of every week and a post-assessment at the end of the week. Explorers' average scores increased in all of the four sciences! NCEs value added instruction is shown on the graph below. Wow, Physics! 26% increase in Explorer scores in just one week of instruction!

Explorer Growth Data

At the conclusion of the GET SCIENCE! day, Explorers joined together for their one-hour **Girl Empowerment** session. The Explorers talked about issues such as **self-esteem**, **conflict resolution**, **self-worth**, **appearance**, **female stereotypes**, and **media influences**. A facilitator from the **American Red Cross** also visited the Explorers twice during the summer to speak about first aid basics and home safety procedures.

Alternatives, Inc., a non profit organization in Chicago, visited during professional development to model girl empowerment sessions for the NCEs. The NCEs worked together to create a dynamic and informative girl empowerment curriculum to meet the **emotional needs** of female students entering third through sixth grade.

"G-E-T! S-C-I-E-N-C-E! I am a girl and science is for me!"

FIGURE B.2 GET SCIENCE! Program Report (Partial)

Partners

5

A huge "thank you" to all of our partners who made this summer program possible!

Henson Elementary School
Steans Family Foundation
Chicago Public Schools
Chicago Teacher Education Pipeline™
American Red Cross
Alternatives, Inc.
Museum of Science and Industry
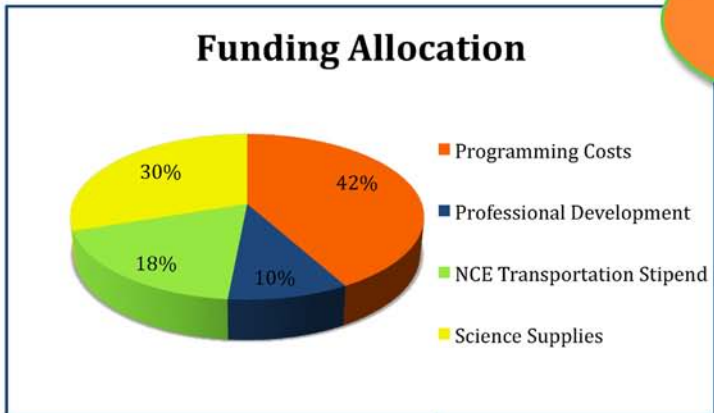**Open Books Literacy Center**

Professional Development Presenters

Eric Snodgrass Professor, University of Illinois
Dr. Linda Figgins Professor, Illinois State University

NCE University Affiliations

Illinois State University
Concordia University
Michigan State University
Loyola University

Funding

Funding Allocation

- Programming Costs — 42%
- Professional Development — 10%
- NCE Transportation Stipend — 18%
- Science Supplies — 30%

During the **GET SCIENCE!** pilot summer, UNITE relied on the generous donations from **private individuals**, **Steans Family Foundation** grant, and multiple **in-kind contributions** to offer the summer program **free** of charge to all participants.

Budget Overview

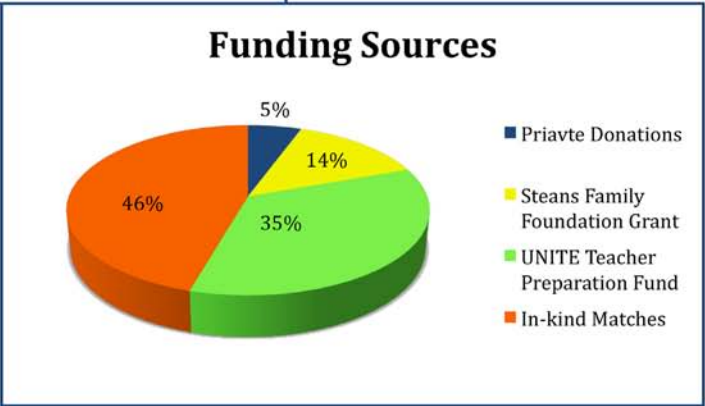**Total GET-SCIENCE! Cost:**
$7571.68
Total In-kind Contributions:
$6550.00

Funding Sources

- Priavte Donations — 5%
- Steans Family Foundation Grant — 14%
- UNITE Teacher Preparation Fund — 35%
- In-kind Matches — 46%

FIGURE B.2 (Continued)