CCEF Grant Review Tips

Writing grants can appear daunting, but after your first experience, you'll feel more comfortable.

This year, please take some time to review the rubric that coincides with the grant guidelines. This will provide a clear outline of what the board/reviewers use when scoring the grants.

If you are unsure about the description, implementation, etc. of your grant being understood, share with a family member or friend who is not in education. Have them ask questions and give feedback. It will make a difference on how you write your grant.

Also, please see the additional tips below:

- The need and purpose of the grant should be very clearly stated – the **WHY.** What skills and behaviors will be impacted by the grant? The goals and objectives of the grant should align with district curriculum. Often submitters provide extensive data and research to back up the need for the grant. Don't let those details overwhelm you. The need and purpose should be clearly stated.
- **Is the grant innovative?** To be innovative, the grant itself does not have to be an innovative product/device (although those are always welcome). Does it introduce new ideas; is it original and creative in thinking? Is the teaching style or method used for the grant innovative. (A good teacher can be innovative with almost anything, even a pair of dice.)
- **WHAT** is being requested? Is it <u>clearly</u> described? Is it a product or technology? What does the product or technology offer? You may have to do a little research if the submitter hasn't clearly described the item. Google/Chat GPT can be of assistance. Please remember these grants are being reviewed by business professionals in the community and not all of them have an education background. Be sure to clearly explain the vision, teaching method/process, and how the grant can measure the impact.
- The grant should specifically <u>detail</u> **HOW** the items/technology will be implemented in the classroom.
- Look for the **WHEN** – the implementation timeline should allow the funds to be utilized as quickly as possible during the school year.
- What does success look like – how will it measurable? How will the submitter evaluate success? How will the impact be tracked? Being able to accurately report back on the results and impact this grant has is very important.
- Does the grant have a large impact? Grant submissions with a lower cost per student indicate a larger student impact and are preferred. However, please do not put a blanket number. Be thoughtful and strategic.
    - Is more than one school being impacted?
    - Is more than one grade being impacted?
    - Is more than one class being impacted?
    - How many students are impacted?
- Has the grant been funded previously? Is this an enhancement of a previous grant? If so, how does it take the initial project to the next level?

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- Can the grant effort be replicated and adopted as a best practice in other classrooms/schools? If so, please explain.
- Has the submitter considered how to make a difference with a partial grant and outlined how it would be utilized? The Board often funds partial grants. For example, rather than purchasing a full classroom set of an item, can half be purchased and students be paired together?

What the Foundation <u>does not</u> fund:
- Travel & lodging
- Consultant fees
- Technology the district provides
- Construction
- A project that the campus PTA would potentially fund
- Something the District should tackle – e.g. the Learner Support Center, textbooks, supplies landscape upkeep