



## **Grant writing: Let's do this**

**EDUO 9919**

**3 Semester Credit/Units**

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**Note: This is a Public Syllabus of the course. For a detailed syllabus, please email the instructor.**

### **Course Syllabus**

#### **Course Overview**

Move your amazing classroom ideas into reality through grant writing. Explore the numerous sources of classroom grant funding available, learn tips and strategies to make your grant proposal stand out. Examine possible grant ideas for your own classroom or school. Participants will have the opportunity to apply for a real grant.

#### **Course Objectives:**

By the end of the course participants will:

Explore the numerous sources of classroom grant funding available, learn tips and strategies to make your grant proposal stand out.

- Examine the possibilities available through grant funding.
- Discover the trips and strategies of successful grant writing
- Create a grant proposal

#### **Course Relation to CCS or other Professional Standards**

This course aligns to the standards for:

\* Standard 2 Creating and Maintaining Effective Environments for Student Learning

\* 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students

\* Standard 6 Developing as a Professional Educator

\*6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning

\* 6.6 Managing professional responsibilities to maintain motivation and commitment to all students

## How to Submit Coursework

Each completed assignment in this course is submitted to the instructor for review. Follow directions at the end of each assignment on how to prepare and in which Moodle Dropbox to place completed work. Name each file submitted with your last name and assignment number (i.e. BrownAssignment3). Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Grading assessment rubrics for written projects and for presentation projects are found in this document.

## Course Assignments

There are 6 modules which comprise this course. The modules will guide you through your current knowledge on the course matter, to gaining knowledge, to doing your own research on the course matter, to writing your own classroom grant, submitting the grant if you choose, and reflecting on the grant writing process.

### Module one

Overview	Reflection is needed prior to starting a grant writing journey. A teacher needs to explore what they know and don't know prior to starting a grant proposal.
Goal	By the end of this module, the teacher will have discovered and analyzed their prior knowledge of grant writing.
Assignments	<p>Read article "The case for writing classroom grants".</p> <p>Write a short bio about yourself and a reflection paper on what you think you already know about grant writing. Do you think you have any bias's toward grant writing? Do you think it is too hard? Have you applied for a grant in the past? What specific questions might you have about grant writing? Submit this to the drop box #1.</p> <p>The course instructor is available to you throughout this class. Please be sure to ask at least one question related to any step in this process to the instructor. Please post your question in the forum and then look for the answer within 72 hours.</p>

### Module two

Overview	Step one of grant writing is to do a needs-assessment and formulate your idea for the grant proposal. Once you have your idea, teachers need to gain their administrator's approval.
Goal	By the end of this module, the teacher will have analyzed the needs to their classroom/school building and will have developed an idea for a grant proposal. They will also have discussed their grant idea with a school administrator.
Assignments	<p>Read articles "Understanding your needs" and "Developing your plan".</p> <p>Perform a needs analysis, develop an idea for a grant, and discuss grant idea with your school administrator.</p> <p>Write a paper on your work in this module. What you did for the needs assessment? (ie. Spoke to colleagues, collated data, etc) What did the needs assessment show? What is the grant proposal idea that fits the needs assessment? Confirm in the paper how and when you obtained the school administrator's approval for the grant proposal idea. Submit this to the drop box.</p>

### Module three

Overview	Step two of grant writing is to find a grant that fits your idea.
Goal	By the end of this module, the teacher will have examined the different types of grants available. The teacher will have researched specific different grants available and analyzed the grant platform looking to see if the vision, budget and timeline of the grantor matches the idea of the grantee. The teacher will chose a grant that fits their idea.
Assignments	<p>Read articles “Find possible grants”, “overview of the grant seeking process”, and explore different grant proposal links provided, including “community foundations locator”.</p> <p>Examine the different types of grants available, choose a platform that matches your needs/goals, and choose a specific grant you feel may be a good fit.</p> <p>Submit a paper on the work done in this module. Explain the different types of grant platforms. What specific different grants did you consider? Why were some grants determined not to fit your grant idea? What grant did you find that best fits your grant proposal? Why do you feel that this grant is the best fit for your grant idea? Submit this to the drop box.</p>

### Module four

Overview	Step three of grant writing is to research the grant-making organization you chose.
Goal	By the end of this module, the teacher will have researched the grant-making organization they have chosen. They will have determined if the grantor is a good fit for the grant idea based on this further research. They will have analyzed the information they gained to make the grant proposal the best fit for the grantor.
Assignments	<p>Watch the TED talk “Why- How Leaders Inspire Action” and read the article “Finding Likely Grants: Making the Call”.</p> <p>Contact the grant organization via phone or email. Ask a question NOT on the FAQ page of the organizations website. This question should help determine how to best get the grant approved/awarded. Examine the past grants awarded by this grantor.</p> <p>Submit a paper on what you discovered in this module. What did you think of the “why” TED talk. How might you re-examine your grant idea to lead with the “why”? How did you contact the grant organization? What question(s) did you ask and what was the response? Discuss the past grants awarded by this grantor. Does your grant idea fit in with past grants awarded? Submit this to the drop box.</p>

## Module five

Overview	Step four of grant writing is to write the actual grant per the grantor's outline/instructions.
Goal	By the end of this module, the teacher written the grant that they may submit to the grantor organization.
Assignments	Read the article "How to get an edge on your grant competition", "writing a successful grant proposal" and "3 common grant writing mistakes and how to avoid them" Write the grant based on the instructions of the grantor organization. If this is an online proposal, please print. Submit this to the drop box.

## Module six

Overview	Many teachers stop after step four of grant submission. It is important to continue to the last step. This is grant discussion and follow up
Goal	By the end of this module, the teacher will have analyzed feedback on their grant proposal from the grantor.
Assignments	Read the article "what to do when you don't get the grant" and other articles provided. If you received the grant, congratulations! Please write a thank you letter to the grantor and write a paper on how you will analyze the implementation/outcome of the grant idea activity within your school/classroom. (i.e. will data be analyzed pre/post implementation, etc) If you did not receive the grant, don't fret! This is where the learning can occur. Contact the grantor to gain feedback on your grant proposal. Follow questions in the article. Write a paper on what you asked the grantor and what you learned from the feedback from the organization. Place this in drop box.

## Course Assessment Rubric

<b>EXCELLENT</b> Meets or Exceeds Course Objectives: A to A-	<b>ACCEPTABLE</b> Majority of Work Meets Course Objectives; B+ to B-	<b>NOT ACCEPTABLE</b> Needs Considerable Improvement: Resubmit Work Suggested: C or below
Shows exemplary understanding of the grant writing process for classrooms.	Shows basic understanding of the grant writing process for classrooms.	Needs more time to develop an understanding the grant writing process for classrooms.
Shows exemplary application of new knowledge evidenced by develop of a grant proposal suitable for submission.	Shows basic application of new knowledge evidenced by develop of a grant proposal.	Needs more time to develop the application of new knowledge evidenced by poor develop of a grant proposal.
Work is very organized. Supporting material is easy to locate, clearly labeled and aligns with course assignments.	Work is fairly-well organized. Supporting material is hard to locate, not clearly labeled, aligns only loosely to course assignments.	Work is poorly organized. There is a lack of supporting material, the material is not related to course assignments.
Assignment content and projects are original.  Assignment content aligns with course learning objectives and subject-related professional standards	Assignment content and projects are original.  Assignment content align with course learning objectives and subject-related professional standards	Assignment content and projects may not be original.  Assignment content does not align with course learning objectives and subject-related professional standards
All work submitted follows suggested formatting. Work is free of spelling and grammatical errors. Resources are cited.	All work submitted follows suggested formatting. Work is free of spelling and grammatical errors. Resources are cited.	Submitted work does not follows suggested formatting. Work has numerous spelling and grammatical errors. Resources are not cited.

- You are allowed 9 months to complete the course. Course questions? Contact your instructor by email.
- For questions involving your registration please contact us at [support@dominicanCAonline.com](mailto:support@dominicanCAonline.com) or call (800) 626-5080. To change your address, link to your Dominican Store account at [https://www.dominicancaonlinestore.com/store/index.php?main\\_page=login](https://www.dominicancaonlinestore.com/store/index.php?main_page=login)
- For Dominican Self-Guided course information, link to <http://dominicancaonline.com/Dominican-CA-Online-FAQ>