Creating A Winning Project Proposal

Funding will be provided for projects which enrich the standard curriculum or school activities in ways that directly affect students’ day-to-day school experiences. Proposals should encourage creativity and increase student motivation to learn. Each proposal should address high priority needs at the school and show that funding does not supplant school district responsibilities. **Projects must be grade specific.**

**Priority** will be given to projects designed to do one or more of the following:
- move students toward world-class standards (English, mathematics, science, etc.)
- develop new strategies and methodologies that motivate students and keep alive their eagerness to learn about energy and the environment
- improve basic learning skills
- improve cultural awareness to better prepare our students for a global economy
- to help underachieving students reach their potential
- involve the community in the improvement of education
- provide meaningful and measurable parental involvement activities to projects when feasible
- address critical issues facing Arizona including economic, energy and environmental issues.

**Considerations:**
- grants cannot be used to supplant school district responsibilities
- grants cannot be used for food and/or refreshments
- proposals for equipment and/or field trips will be considered only if they are an integral, vital component of a larger strategy and is no more than 25% of the total budget
- outside consultants and experts, as well as transportation, will be supported only if the expenditure is a necessary part of the overall objective of the project
- each educator may submit only one proposal; however, if that educator is part of a team for one proposal the educator is not prohibited from submitting another proposal as part of a different team or on his/her own.
The **Project Description** section should clearly outline the need for the project. Define the problem or issue in local and national terms. Include any research to support your idea. Define your target population and the reasons why this project will meet its needs. Explain what is unique about the project, how it is innovative or builds upon what others have done and how it links to core subjects/concepts. Describe the anticipated results of the project.

The **Activities Planned** section should clearly and concisely describe the project activities, the sequence, the scope and interrelationship of activities, the staff and students involved.

The **Project Evaluation** design will be closely examined since one of the goals of the Committee is to share the results of programs. Programs that fail have just as much value to education when shared as those that succeed. For each objective, include a measurement indicator of results: surveys, pre-/post-tests, students portfolios, running records. Questions to ask yourself are: What do you want your students to learn? and, How do you know if your students have learned it?

**Budget** items should be related to activities. Include specific information, such as kinds of materials and equipment needed, sources of supply and costs.

Do...

- collaborate - apply as a team
- try to develop projects which will be self-sufficient at the end of funding
- remember evaluation is an important component of the grant
- integrate technology; however, purchase of computers or major equipment in and of themselves is discouraged.

Look for...

- grammatical and spelling errors
- logical inconsistencies
- unjustified budget items
- unsupported statements.
Activities Planned: including how your students will be involved. Indicate which activities are "hands-on" or laboratory based.

Project Evaluation: How will you determine if your objectives/outcomes have been achieved and whether your project has been successful? Describe your evaluation design.

Budget Detail: The budget may be used for expenses such as field trips, equipment/instrumentation, expendable supplies and materials for classroom distribution. Funding will not be provided for teacher stipends or textbooks.

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<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Total Cost</th>
<th>Brief Description of Use</th>
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