

The WorkNet grant may use the rubric as a guide for budgets, evaluations, timeline questions. The need and activity for this grant is specific and the writer should reflect these criteria in their application, career education.

Universal Grant Instructions & Information

The Universal application will allow you to apply for Teach for Excellence and WorkNet Career grants. You will have a pull down menu to specify which grant you are applying for during the application process. If you would like to apply for more than one grant, you will need to select and create an application for each grant.

Universal Application Instructions

1. All proposals must address a student need and/or requirement.
2. Only Pinellas County School Board instructional personnel may apply for funding; however, those instructional personnel at PCS charter schools are also welcome to apply.
3. No food, salaries or travel (other than student field trips) are eligible for funding. However, stipends, additional duty, and substitutes will be considered.
4. Applicants must follow all procedures to be considered for funding – career education.
5. This application is available on the Pinellas Education Foundation website at <http://www.pinellaseducation.org/>.
6. Applicants should limit proposals to space provided on this application. Please limit essay inputs to the equivalent of 1/2 page of text with a 12-point font and 1 inch margins (approximately 1,400 characters without spaces). Applications that exceed this limit will not be able to save/submitted.
7. Applicants may submit more than one application per year for different projects and may receive funding for different projects.
8. Worknet Career Education grant proposals may not exceed \$5000

Universal Grant Additional Information

Judging

All grant proposals will be read and scored by a review team. The projects will be funded based upon the review team's ranking of each proposal after scoring from the criteria. The scoring rubric for Teach for Excellence appears at the bottom of this document. It is suggested that WorkNet grant applicants use the rubric as a guide for budgets, evaluations, timeline questions.

Applications will be reviewed by the Pinellas Education Foundation's selection committees in September 2009 and a list of winning teachers will be posted shortly after on the Foundation's website at <http://www.pinellaseducation.org/>. All applicants will receive written notification of their status.

If Proposal is Funded

September 2009 - Winning teachers will receive an official letter from the Pinellas Education Foundation, along with further information and instructions to access funding.

September/October 2009 - Winning teachers and/or their groups will be recognized at a Pinellas County School Board meeting.

September 2009 - Projects should begin immediately and items ordered from the approved budgets. Winning teachers are encouraged to write a letter of appreciation to the program sponsors and invite them to visit their classrooms. Teachers are encouraged to seek media attention for their projects and to involve the community and school to become aware.

April/May 2010 – Worknet winners may be asked to present a project update to WorkNet Board of Directors.

May 2010 - All project funding must be spent by end of the school year, there is no carryover into the next school year. At the conclusion of the funding period, a brief project summary must be submitted. The project summary (a) describes significant project activities and (b) describes the successes and failures of the project. Teachers must complete this project summary in order to be apply for another grant in the 2010-2011 school year. Accountability is critical to the success and further funding of the classroom grants program.

Tips for Preparing a Classroom Grant Application

1. **READ ALL INSTRUCTIONS, GUIDELINES AND JUDGING INFORMATION ABOVE**
2. **DO NOT MISS THE DEADLINE!!!! BEGIN EARLY!!!!**
3. Keep it simple! Avoid acronyms and “edu-speak.”
4. Have your application read by a non-educator.
5. When describing your project, use real world examples so that those judging have a clear understanding of your intentions
6. Submit a professional product. Proofread your application. Spell check only assures words are spelled correctly—not that you have used the correct word.
7. Carefully read the entire application and make sure that it makes sense.
8. Fundable projects must be student-centered.
9. Just like a jigsaw puzzle, each part of the completed application must be part of a single picture.
10. Classroom activities should lead toward the achievement of time-bound, measurable objectives. Activities should be short-term steps to the long-term aspirations defined by project goals.
11. The timeline should be appropriate to the project and the mini-grant funding cycle.
12. A competitive application has a well-thought out evaluation plan assuring that 1) project-identified need(s) were addressed, 2) project goals were met, and 3) project activities were directly linked to student need(s) and project goals.
13. Nothing should be requested in the budget without establishing its usefulness in the text of the application.
14. Be creative, but be realistic.
15. When appropriate support ideas with research.
16. Review the scoring rubric, making sure to address properly each component that will be judged. This is the scoring criteria judges will use when reviewing your application.

For further details on these grant writing tips, visit the Special Projects site on the Pinellas County Schools Internet at <http://www.pcsb.org/special/>

Reviewer Scoring Rubric for Teach for Excellence Classroom Projects

This rubric is designed to guide reviewers when scoring applications. Because all projects are different, examples may not apply to every application. Please keep in mind that applicants may address criteria out of order; give credit if required information/detail is provided even if it is not in the proper section. State Farm & WorkNet Applicants: You may wish to use this rubric as a “quality” guide when developing your application’s plan for improvement (goals & objectives), budget, and evaluation sections, as well as when developing your project timeline. Student need and project activities, however, should be developed to specifically address the separate and unique program priorities of each grant program (e.g., State Farm - student need and project activities must focus on required service learning components; WorkNet-student need and project activities should focus on Career Ed. programming).

Application Component	Level of Detail Required				
	0	1	2	3	4
1. Student Need	Applicant has described a teacher need --- not a student need.	Includes a basic description of student need(s), characteristics, or requirements, but no “hard” data and/or anecdotal information is provided And/or The need described is not compelling.	Includes a description of student need(s), characteristics, or requirements, backed by “hard” data and/or clear anecdotal information. And/or The need described is somewhat compelling.	Includes a description of student need(s), characteristics, or requirements, backed by “hard” data and/or clear anecdotal information. And/or The need described is compelling.	Includes a description of student need(s), characteristics, or requirements, backed by “hard” data and/or clear anecdotal information. And/or The need described is very compelling.
2. Plan for Improvement (Goals and Objectives)	No goals or measurable objectives have been provided.	Includes goals and/or objectives that do not directly relate to the identified student need(s).	Includes goals and objectives that directly relate to the identified need(s).	Includes goals and objectives that directly relate to the identified need(s); And Includes objectives that are realistic and measurable.	Includes goals and objectives that directly relate to the identified need(s); And Includes objectives that are realistic, measurable and timebound.

Application Component	Level of Detail Required				
	0	1	2	3	4
3. Action Plan a. Engagement of Students	<p>Proposal describes activities to be carried out by the teacher, but none are described for the students.</p>	<p>Project activities will not be engaging to students.</p> <p>And/or</p> <p>Project activities will not encourage students to learn or apply information/skills in meaningful, real-world ways.</p> <p>And/or</p> <p>Project activities will not include any hands-on, experience-based, collaborative learning opportunities.</p>	<p>Project activities will be somewhat engaging students.</p> <p>And/or</p> <p>Project activities will somewhat encourage students to learn or apply information/skills in meaningful, real-world ways.</p> <p>And/or</p> <p>Project activities will include relatively few hands-on, experience-based, collaborative learning opportunities.</p>	<p>Project activities will be engaging to students.</p> <p>And/or</p> <p>Project activities will encourage students to learn or apply information/skills in meaningful, real-world ways.</p> <p>And/or</p> <p>Project activities will include some hands-on, experience-based, collaborative learning opportunities.</p>	<p>Project activities will be highly engaging to students.</p> <p>And/or</p> <p>Project activities will strongly encourage students to learn or apply information/skills in meaningful, real-world ways.</p> <p>And/or</p> <p>Project activities will include many hands-on, experience-based, collaborative learning opportunities.</p>
b. Project Activities	<p>Activities are not described or do not seem to relate to project goals & objectives.</p>	<p>Some activities relate to project goals & objectives.</p>	<p>All activities relate to project goals & objectives--they "make sense"</p>	<p>Activities will strongly support achievement of project goals & objectives.</p>	<p>Activities will strongly support achievement of project goals & objectives.</p> <p>Activities are relevant, engaging, innovative and/or unique.</p>
c. Timeline	<p>Timeline has not been provided.</p>	<p>Timeline doesn't have a logical sequence, or is missing key steps.</p>	<p>Timeline has a logical sequence and includes key steps.</p>	<p>Timeline has a logical sequence, and reflects a well thought-out implementation plan.</p>	<p>Timeline has a logical sequence, reflects a well thought-out implementation plan, and seems "doable" within the project period.</p>

Application Component	Level of Detail Required				
	0	1	2	3	4
3. Action Plan, continued d. Project Replication	Project has no replication potential.	Project would need to be substantially altered in order to be replicated.	Project could be replicated with minor modification(s).	Project could be adopted as is, but more easily replicated if slightly adjusted.	Project could be readily adopted as is.
4. Evaluation Plan	Evaluation plan has not been provided.	<p>The evaluation plan is vague. It is unclear how the applicant will ensure accountability for the following:</p> <ul style="list-style-type: none"> the use of project funds the <u>implementation</u> of project activities the <u>impact</u> of project activities the extent to which the identified student need(s) was addressed by the end of the project 	<p>The evaluation plan, as described, does not adequately ensure accountability for one or more of the following components:</p> <ul style="list-style-type: none"> use of project funds <u>implementation</u> of project activities <u>impact</u> of project activities the extent to which the identified student need(s) was addressed by the end of the project 	<p>The evaluation plan described adequately ensures accountability for each of the following components:</p> <ul style="list-style-type: none"> use of project funds <u>implementation</u> of project activities <u>impact</u> of project activities the extent to which the identified student need(s) was addressed by the end of the project 	<p>The evaluation plan is clearly described. It specifies how data and/or documentation related to each of the following components will be collected, used, and reported, ensuring a high degree of accountability:</p> <ul style="list-style-type: none"> use of project funds <u>implementation</u> of project activities <u>impact</u> of project activities the extent to which the identified student need(s) was addressed by the end of the project
5. Budget Detail	<p>Costs exceed the max. allowed for individual or group grants;</p> <p>Costs include teacher travel, personnel, or food that will not be used as part of instruction.</p> <p>Little budget detail is provided.</p>	<p>Costs do not exceed the maximum allowed for individual or group grants.</p> <p>Costs do not include teacher travel, personnel, or food that will not be used as part of instruction (i.e. cooking class for special diploma).</p>	<p>All costs are within the funding guidelines.</p> <p>Some items do not align to the project activities described in the application.</p>	<p>All costs are within the funding guidelines.</p> <p>All items align to the project activities described in the application.</p>	<p>All costs are within the funding guidelines.</p> <p>All items align to the project activities described in the application.</p> <p>The budget request is reasonable and appropriate given the needs of the students and the potential impact of the project.</p>

