Show Me the Money! How to Fund IT (and More)

Presented by: Rita Oates, PhD
July 17, 2019
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Slides in Google folder:
https://bit.ly/METIS2019-grants

METIS 2019

Session Description

- Learn where to look for grants and funding, secrets of a successful grant and what to do when you get one!
- Bring a dream you want to fund and work on it during this practical workshop session.
- You will develop your personal "grant-writing toolkit," items to use in multiple funding proposals, and get peer and leader feedback.
- See how "go local" can help you find support for your dreams. (two-part presentation)

Presenter

- **Dr. Rita Oates** has won grants exceeding $14 million and has taught a graduate class, Grant Writing for Ed Tech, at Barry University in North Miami, Florida.
- She was ed tech director in Miami-Dade County Public Schools (Florida) and later chair of educational computing and technology at Barry University.
- She has taught grant writing workshops for more than a decade.

Which describes your experiences with grants?

1. I have no experience, but I'd like to get one.
2. I helped write a grant.
3. I wrote a grant by myself.
4. I was part of a team that received a grant.
5. I administered a grant.
6. I award grants.

Which describes how much money you want to get after today's workshop?

1. Anything will help
2. $100 or less
3. $1,000 or less
4. $10,000 or less
5. $100,000 or less
6. At least $1 million for all this work!

How to Fund IT (and More)

1. **Dream**
   a. Write down **what you want to do** in a paragraph
   b. Find **research** to guide and support your ideas
   c. Make a **shopping list** and develop a **budget**
   d. Check in with district office now or after step #3
   e. Find a partner/team to work with you as appropriate

2. **Demographics** on your school (or program)
   a. **Know your numbers**; funders will check them!
   b. Consider photos
   c. Check your school website to make sure it's in sync

How to Fund IT (and More)

3. **Your biography**, resume or curriculum vita
   a. Convince the funder YOU and your team are good people to support
   b. Show that **expertise** matches your vision

First hour ends here

4. **Finding funding** sources
   a. Check in with district office!
   b. Know about **quick hits for funding**
   c. Go **local** first
   d. Join online grant community

5. Finding **more funding** sources

How to Fund IT (and More)

6. Funding dos and don'ts
   a. Know what can/cannot do from funding source
   b. Keep trying; recycle idea into new grant competitions
7. Why the **budget** and **evaluation** must match closely
   a. Showing matching funds/support
   b. Working with an evaluator before you submit
8. **After you get a grant – say thank you**
   a. Collect data for analysis, evaluation
   b. Prepare for criticism
   c. Disseminate results at conferences, in publications
   d. What would happen with **more funding**?

How to Fund IT (and More):
1. Dream

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1. Dream

Write down what you want to do in a paragraph (or a few)

- Your **elevator pitch** and a few details
- How would you tell your mama about what you want to do?
- Or what would you tweet about it?

NEA Foundation Grant Winner

Therese M. Jilek, Glendale, WI

Instructional Technology Coordinator, North Shore Middle School

Through an action research project, Ms. Jilek investigates the effect of authentic and relevant experiences on student learning and the effect of interaction with children around the world on students' attitudes toward other cultures and each other. Students in Ms. Jilek's increasingly diverse class establish e-mail correspondence with students in other countries and participate in a global classroom project to exchange information and reexamine cultural stereotypes. Ms. Jilek shares the results of her study through district staff meetings and an online teacher exchange. **(83 words)**

Deadlines: 2/1, 6/1, 10/15 www.neafoundation.org

Language used in successful FIPSE grant application in school district and university partnership

The purpose of this project was to develop, implement, and evaluate a model for providing district-wide teacher training in the use and integration of instructional technology to achieve curricular goals that are competency based and designed to be world class standards.

Barry University proposed a training-of-trainers model to conduct system-wide teacher training to help teachers utilize and integrate available state-of-the-art technology in the teaching of math, science, social studies, language arts and English as a second language. The seminal works by Joyce (1990) and Joyce and Showers on effective inservice education (1983, 1988) and Joyce, Showers, and Rolheiser-Bennett (1987) served to guide the development of the Infusion training model.

The key components of the Infusion model included:

- best practice in teacher training/professional development;
- levels of training: university, school based, and parent;
- competitive recruitment of teachers to be trained;
- intensive, graduate level training of project teachers;
- administrative involvement at all levels of project;
- mentoring and follow-up of trained teachers responsible for training personnel at their school sites.

This is NOT a dream...

Project: Obtaining a mobile lab cart of 36 tablets for two kindergarten classrooms for centers and full classroom learning. Consists of a cart, 36 tablets, case for each tablet, Google management licenses for each tablet, 36 headphones, and $1,000 voucher to purchase apps on Google Play for Education. This would be the initial step in placing tablets in all K-2 classrooms.

Keep this for your budget planning!

Build on new trends, ideas

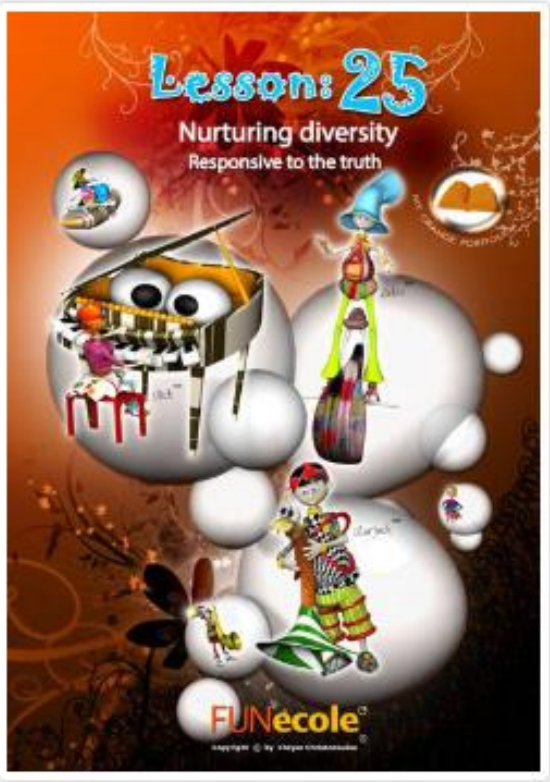
Social Emotional Learning (SEL)

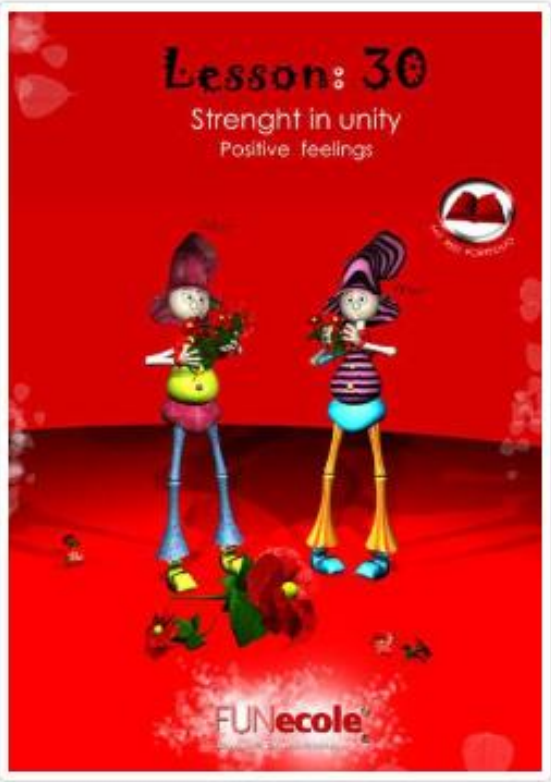
- SEL curriculum/embedded in other subjects
- CASEL.org has developed resources to integrate SEL with English Language Arts, Math, Social Studies, and general teaching approaches
- FUNecole – elementary computer coding/literacy with SEL embedded

Look at trends around you for ideas!

- Use technology creatively, purposefully and safely.

www.funecole.com





The Core Social Emotional Values

In addition to building creativity, critical-thinking, communication, and collaboration, every FUNecole® lesson is designed to develop and assess social-emotional learning competencies:"

1. Self-motivation for superior achievement.
2. Acceptance of divergent views.
3. Pursuit of alternative solutions.
4. Personal growth and happiness.

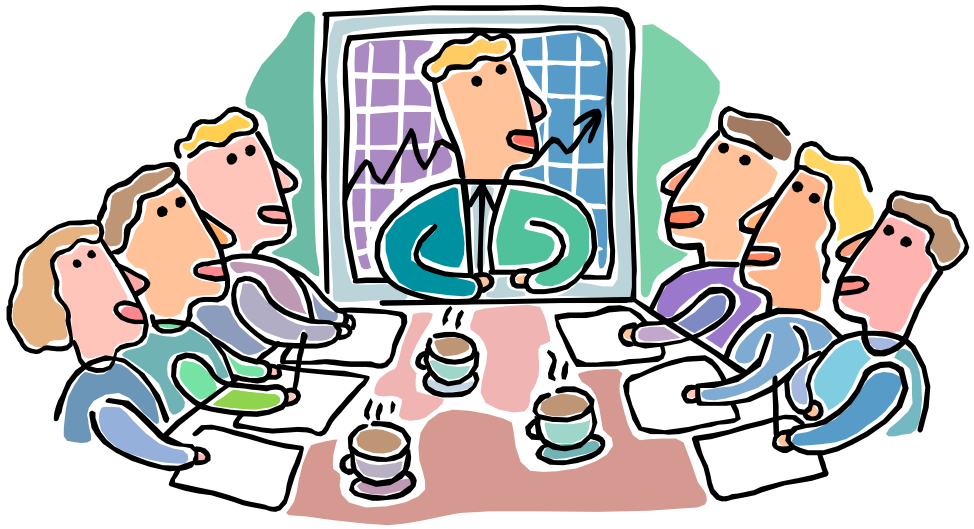
SEL embedded in grade 1-6 tech lessons

Draft your “dream” in a few sentences.

1. Dream Team

Find a partner/team to work with you

- "Critical friend" to comment, help write, edit
- Team members to draft sections
- Eyes for proofreading before submitting



Who's on Your Team?

External organizations can write support letters, share in the costs, donate space, goods or services, and help with the work

✓What organizations might provide some support?

What organizations might provide some support?

- PTA: $50-100 as matching funds
- Grocery store: $100 certificate toward deli items, platters
- McDonald's: drink mix (punch) and cups
- Bagel or doughnut shop
- Businesses in your area that parents own/work for
- Chamber of Commerce
- Museum (donate space for activity)

1. Dream

Find research to support your dream

- Professional publications, books
- Publications in your content area: ILA, NCTE, NSTE, NCTM, TESOL, etc.
- **scholar.google.com**
- **www.iste.org**

- learntechlib.org to search ed tech research studies
  - May be available through a university, if you are in grad school
- Have you done any action research or preliminary work in this area? Could you before submitting?

www.learntechlib.org

About Journals Proceedings Browse Collections Librarians Subscribe

Search over 100,000 articles and abstracts focusing on learning and technology

Search by title, author, or keywords SEARCH

Help Advanced

165,935 papers by **335,026 authors.**
30+ years of content.

104,957 journal articles
39,843 conference papers
14,299 dissertations
1,039 presentations
136 Invited talks
34 eBooks

New! Author Collaboration Map

Researchers

- Keep up-to-date by signing up for **alerts** for new journal issues.
- **Save individual papers to collections or browse public collections**

Authors

- **Submit your research and publications** to the library
- Share your published works with colleagues on your **papers page**

Librarians

- **Gather usage statistics** to monitor resource use
- Powerful **search engine** with advanced query & filtering support

Recently Added

Contemporary Issues in Technology and Teacher Education

Volume: 19 Number: 1

Top Papers May 2019

Blended Learning Environments: Definitions and Directions QRDE Vol. 4 Num. 3

Young Children and Technology: What Does the Research Say? YC Vol. 58 Num. 6

Sign up for LearnTechLib newsletter

E-mail

First Name

Research: E-books, Picture Books, K-2 Reading

- Heffernan, V. (2009) Click and Jane, *New York Times Magazine*, Jan. 30, 2009, p. MM13. Retrieved Sept. 25, 2013 from http://www.nytimes.com/2009/02/01/magazine/01wwln-medium-t.html
- Schugar, H. R., Smith, C. A., & Schugar, J. T. (2013). Teaching With Interactive Picture E-Books in Grades K-6. *The Reading Teacher*, 66 (8), 615-624.
- AAP policy statement. (2016). Media and Young Minds. http://pediatrics.aappublications.org/content/early/2016/10/19/peds.2016-2591

- Used in grant for licensing www.onemorestory.org (70+ digital picture books for K-2 readers)

1. Dream

- **Make** a shopping list
  - hardware, books, digital materials, software licenses, training, electrical upgrade, security upgrade, furniture, toner, paper, travel, clerical assistance, release time for project leader, custodian to open school on Saturday, buses for field trips
- **Develop** a rough budget from this list
- **Check in** with principal, district office

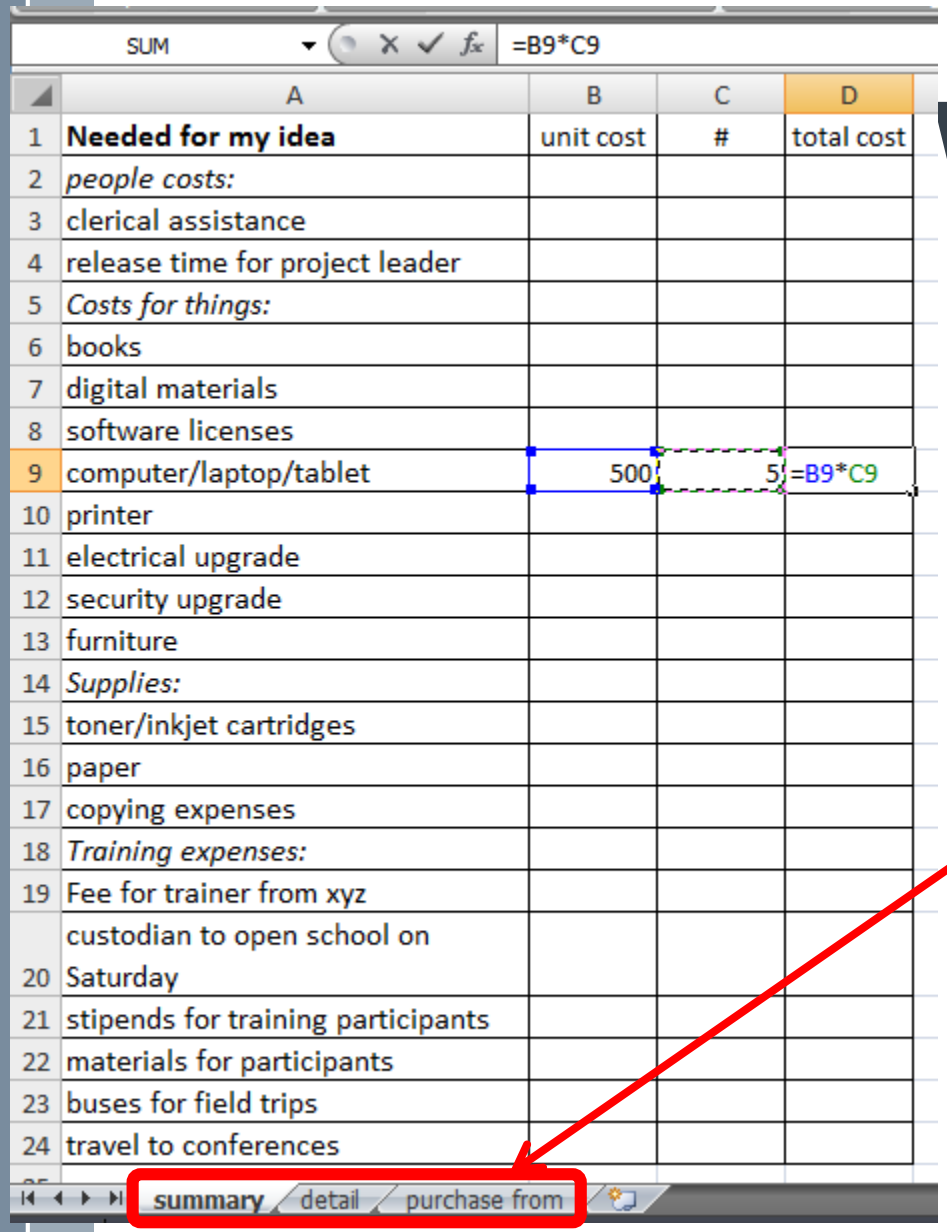
Great Details for Budget!

Project: mobile lab cart of 36 tablets for K for center and full classroom learning.

- a cart
- 36 tablets
- case and headphones for each tablet
- Google management licenses for each tablet
- $1,000 voucher to purchase apps on Google Play for Education

Anything else needed?

BUDGET



	A	B	C	D
1	**Needed for my idea**	unit cost	#	total cost
2	*people costs:*			
3	clerical assistance			
4	release time for project leader			
5	*Costs for things:*			
6	books			
7	digital materials			
8	software licenses			
9	computer/laptop/tablet	500	5	=B9*C9
10	printer			
11	electrical upgrade			
12	security upgrade			
13	furniture			
14	*Supplies:*			
15	toner/inkjet cartridges			
16	paper			
17	copying expenses			
18	*Training expenses:*			
19	Fee for trainer from xyz			
20	custodian to open school on Saturday			
21	stipends for training participants			
22	materials for participants			
23	buses for field trips			
24	travel to conferences			

What Does it Cost?

✓Create a spreadsheet with items, estimated costs

✓Are any of these on bid with purchasing?

✓Will you need approval of a district ed tech advisory board for things NOT on bid?

✓Start a file with purchasing sources (and costs) for the items in your Excel workbook

<u>Get district guidelines for:</u>

✓Fringe benefits: ~28%

✓Indirect costs: ~8%

Sample Budget Worksheet

Direct Costs	Requested Funds	Match/Other Funds	TOTAL
Personnel			
Hourly Salary			
Substitute/Temporary Instructor			
In-service Reimbursement			
Fringe Benefits			
SubTotal Personnel			
Non-Personnel			
Educational Materials and Supplies			
Equipment			
Office Supplies			
Travel			
Printing and Duplicating			
Other Costs			
SubTotal Non-Personnel			
TOTAL			
Indirect Cost *(if applicable)*			

What Can the School or Partners Cover?

Direct Costs	Requested Funds	Match/Other Funds	TOTAL
Personnel			
Hourly Salary			
Substitute/Temporary Instructor			
In-service Reimbursement	Grant could pay		
Fringe Benefits			
SubTotal Personnel			
Non-Personnel			
Educational Materials and Supplies			
Equipment	Grant could pay part	School paid $5,000	
Office Supplies			
Travel			
Printing and Duplicating		Co. pledged $500 worth	
Other Costs		PTA pledged $100	
SubTotal Non-Personnel			
TOTAL	$50,000	$50,000	$100,000
Indirect Cost *(if applicable)*			

You Started How to Fund IT: Dream, Team, Budget

- Your dream written down in a paragraph or more
- Research to support and guide your dream
- Who in the school can work with you?
- Who are possible partners who will help fund this dream?
- Rough budget

How to Fund IT (and More):
2. Demographics: Know Your #s

School Year	Enrollment	Gender Makeup		Racial Makeup				
		Female	Male	Asian	African American	Hispanic	Native American	White
	32,403	50%	50%	0.15%	97.25%	0.42%	0.02%	2.16%
	31,611	50%	50%	0.18%	97.01%	0.35%	0.03%	2.43%
	31,640	50%	50%	0.19%	96.25%	0.31%	0.03%	3.22%
	31,529	50%	50%	0.21%	95.83%	0.23%	0.04%	3.70%

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Finding IT Funds

1. Dream
   a. Write down **what you want to do** in a paragraph
   b. Find **research** to guide and support your ideas
   c. Make a **shopping list** and develop a **budget**
   d. Check in with district office now or after step #3
   e. Find a partner/team to work with you as appropriate

2. **Demographics** on your school (or program)
   a. **Know your numbers**; funders will check them!
   b. Consider photos
   c. Check your school website to make sure it's in sync

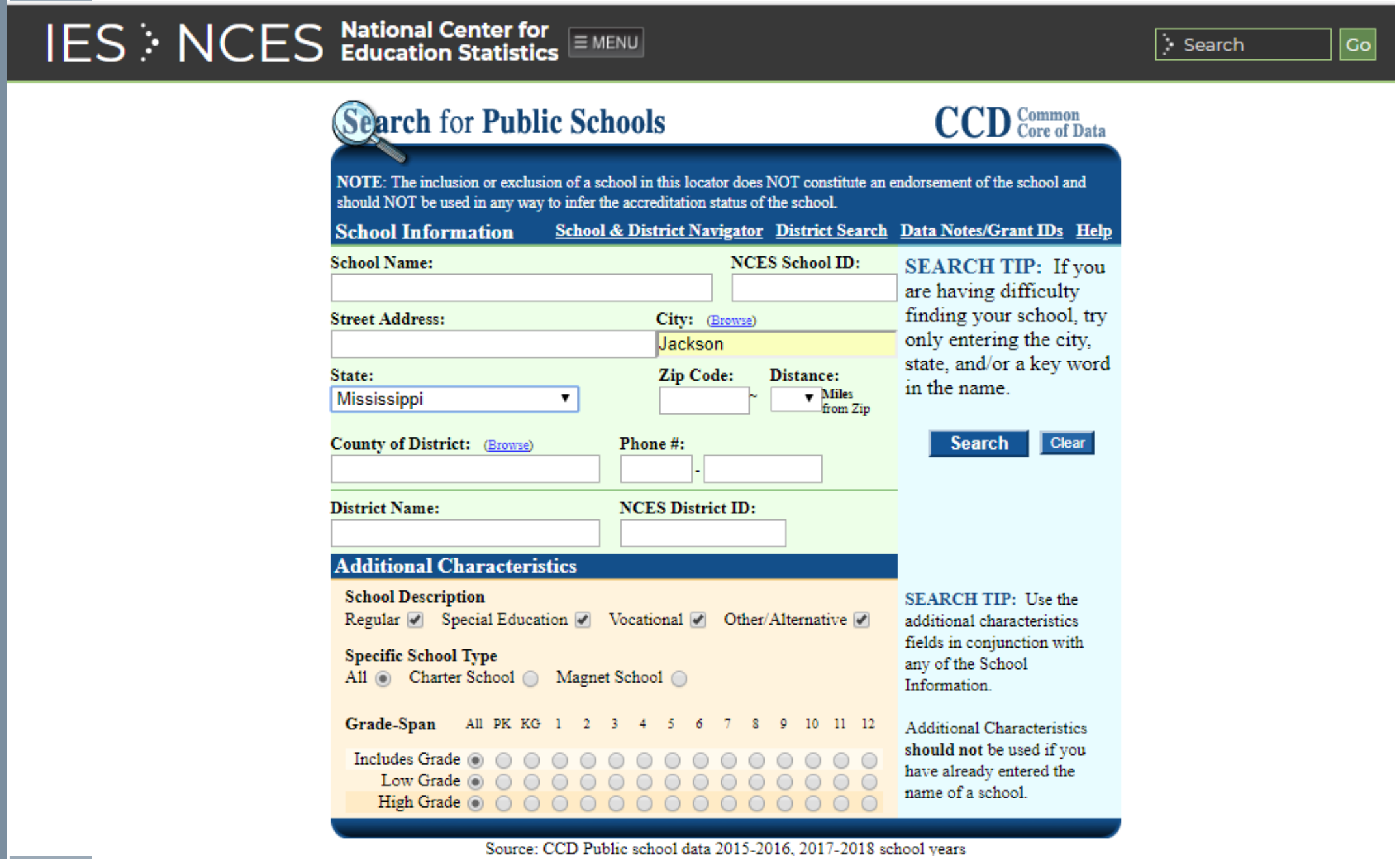
2. Demographics

- Student population
  - ✓ Racial %, gender %
  - ✓ ESOL student %
  - ✓ Free/reduced lunch %
- Data showing need for this project
  - ✓ Local, state, national to compare as appropriate
- Photos of reality that needs to be changed
- Other unique information about your program, ideas
  - ✓ First generation finishing HS %
  - ✓ Special program, strand
  - ✓ Single gender school

Verify Your Demographics

- Funders may check public sources, such as NCES or your own district website
- http://nces.ed.gov/ccd/schoolsearch
- Make sure your school website is in sync with your request!

http://nces.ed.gov/ccd/schoolsearch



Source: CCD Public school data 2015-2016, 2017-2018 school years

IES : NCES National Center for Education Statistics ☰ MENU

METIS

Search results

State: MS

City: Jackson

70 schools

Search for Public Schools

CCD Common Core of Data

NOTE: The inclusion or exclusion of a school in this locator does NOT constitute an endorsement of the school and should NOT be used in any way to infer the accreditation status of the school.

Search Results (records: 70) Modify Search | Data Notes/Grant IDs | Help

	School Name	Phone	County*	Students*	Grades
1.	BAILEY MIDDLE APAC SCHOOL 1900 N STATE STREET, JACKSON, MS 39202	(601)960-5343	Hinds County	421	6-8
2.	BAKER ELEMENTARY SCHOOL 300 EAST SANTA CLAIR STREET, JACKSON, MS 39212	(601)371-4327	Hinds County	291	PK-5
3.	BARR ELEMENTARY SCHOOL 1593 W CAPITOL STREET, JACKSON, MS 39203	(601)960-5336	Hinds County	146	PK-5
4.	BATES ELEMENTARY SCHOOL 3180 McDowell Road Ext, Jackson, MS 39212	(601)346-1412	Hinds County	348	KG-5
5.	BLACKBURN MIDDLE SCHOOL 1311 W PEARL STREET, JACKSON, MS 39203	(601)960-5329	Hinds County	439	6-8
6.	BOYD ELEMENTARY SCHOOL 4531 BROADMEADOW DRIVE, JACKSON, MS 39206	(601)987-3504	Hinds County	469	1-5
7.	BRINKLEY MIDDLE SCHOOL 3535 ALBERMARLE ROAD, JACKSON, MS 39213	(601)987-3573	Hinds County	432	6-8
8.	BROWN ELEMENTARY SCHOOL 146 E ASH STREET, JACKSON, MS 39202	(601)960-5326	Hinds County	191	PK-5
9.	CALLAWAY HIGH SCHOOL 601 BEASLEY ROAD, JACKSON, MS 39206	(601)987-3535	Hinds County	1,073	9-12
10.	CAPITAL CITY ALTERNATIVE SCHOOL 2221 BOLING STREET, JACKSON, MS 39213	(601)987-3608	Hinds County	†	†
11.	CARDOZO MIDDLE SCHOOL 3180 McDowell Rd Ext, Jackson, MS 39212	(601)346-5635	Hinds County	535	6-8

Bailey Middle Apac School (2016-17)

Calculate %

Asian = 0% (0/421)
Black = 93.3% (393/421)
Hispanic = 1.4% (6/421)
White = 5.2% (22/421)
2+ races = 0% (0/421)
Reduced/free lunch = 100% (421/421)

Compare with your own stats

School Details (2016-2017 school year)

County: Hinds County schools in county

Locale: City: Midsize (12)
Magnet: No
Title I School: Yes
Title I School-Wide Program: Yes

Total Students: 421
Classroom Teachers (FTE): 33.37
Student/Teacher Ratio: 12.62

Enrollment Characteristics (2016-2017 school year)

Enrollment by Grade:

	6	7	8
Students	139	150	132

Enrollment by Race/Ethnicity:

	American Indian/ Alaska Native	Asian	Black	Hispanic	Native Hawaiian/ Pacific Islander	White	Two or More Races
Students	0	0	393	6	0	22	0

Enrollment by Gender:

	Male	Female
Students	149	272

Free lunch eligible: 421 **Reduced-price lunch eligible:** 0

Note: Details may not add to totals.

What are Your School's Demographics?

- ✓Check NCES report
- ✓Check state website reporting school data
- ✓Check your school website
- ✓Save in spreadsheet
- ✓Update yearly

You Started How to Fund IT: Demographics

- Demographics of your school
  - What does NCES say?
  - What story does your school website tell?
  - Know your numbers. Do you qualify for grants for:
    - Free and Reduced Lunch (>51%, 75% or 90%+)
    - ESE – Exceptional Student Education
    - ELL – English Language Learners
    - Minority
    - Hispanic
    - Disaster relief (post hurricane, flooding)

How to Fund IT (and More):

3. Biography: Why You Can Do It

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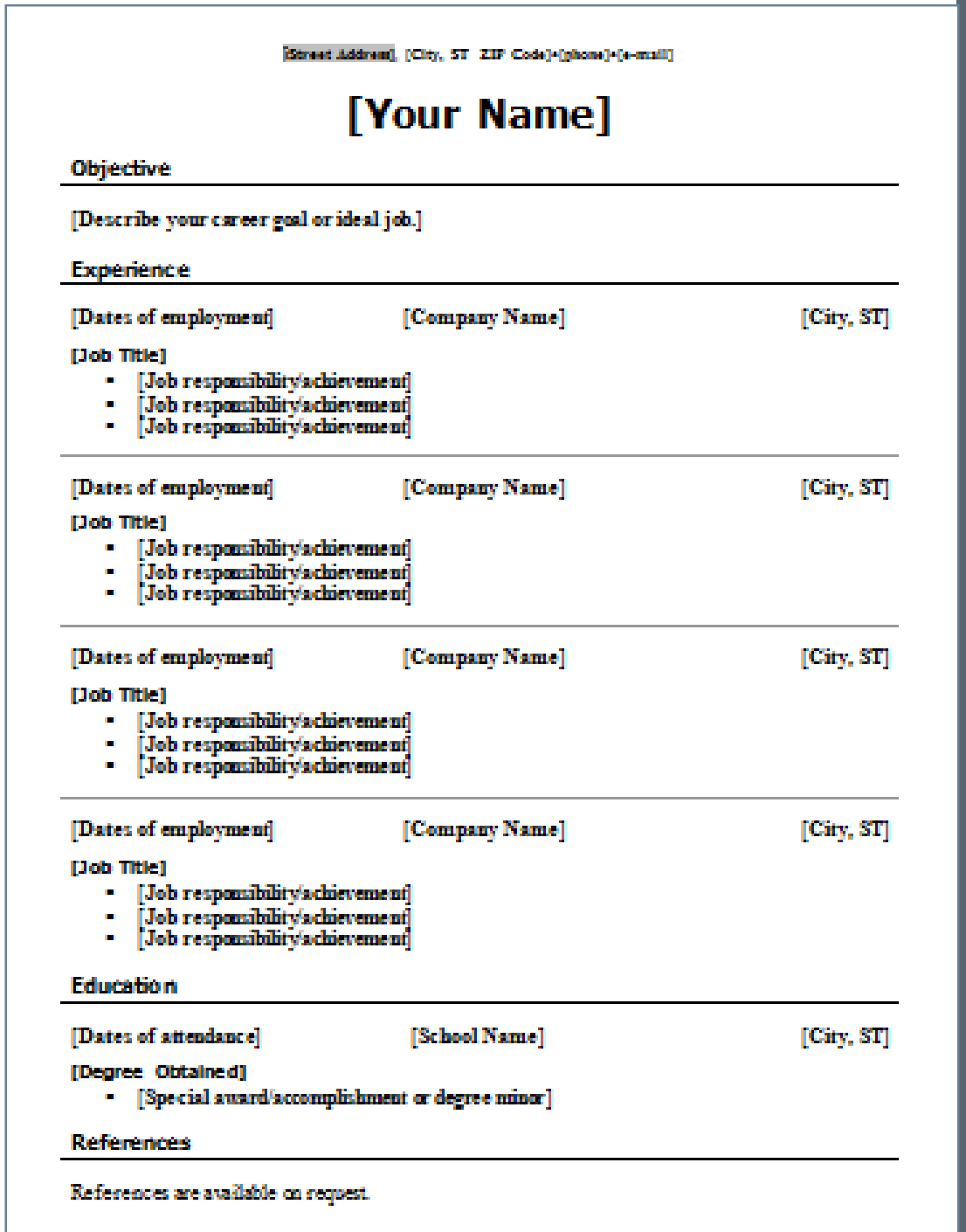
3. Resume, Biography, Curriculum Vita (CV)

- Resume: **1 page**
- Biography: 100-250 words, written as a narrative
- Curriculum Vitae (CV)
  - Detailed, multiple pages, up-to-date
  - Refocused to fit grant application
  - **Shows pertinent experience**
    - Conference presentations, articles
    - Workshops, classes taken
- Share with colleagues and revise

Microsoft Word Template for Resume

- One page
- Use action verbs in bullets for job responsibility or achievement
- Include educational honors, scholarships, internships if you are early in your career



[Street Address], [City, ST ZIP Code]•[phone]•[e-mail]

[Your Name]

Objective

[Describe your career goal or ideal job.]

Experience

[Dates of employment] [Company Name] [City, ST]

[Job Title]
- [Job responsibility/achievement]
- [Job responsibility/achievement]
- [Job responsibility/achievement]

[Dates of employment] [Company Name] [City, ST]

[Job Title]
- [Job responsibility/achievement]
- [Job responsibility/achievement]
- [Job responsibility/achievement]

[Dates of employment] [Company Name] [City, ST]

[Job Title]
- [Job responsibility/achievement]
- [Job responsibility/achievement]
- [Job responsibility/achievement]

[Dates of employment] [Company Name] [City, ST]

[Job Title]
- [Job responsibility/achievement]
- [Job responsibility/achievement]
- [Job responsibility/achievement]

Education

[Dates of attendance] [School Name] [City, ST]

[Degree Obtained]
- [Special award/accomplishment or degree minor]

References

References are available on request.

Three Versions of One Biography

› 72 words

› 134 words

› 340 words

-- Gwyneth Jones, librarian

Biography - 3 Different Versions - Different Lengths - All Still Daringly Humble

Super Short Cool Bio: (72 words)

Gwyneth A. Jones, aka The Daring Librarian, is a blogger, a Tweeter, a public speaker, a citizen of social media, and a resident of Second Life. Gwyneth is the teacher librarian at Murray Hill Middle School in Laurel, Maryland, a member of the ISTE Board of Directors, a Library Journal 2011 Mover & Shaker, and the author of the award winning Daring Librarian blog. Admittedly, she's also a goofball & a geek

Medium But SUPER Cool Bio (134 words)

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The Longer - Even Cooler - TMI- Bio: (340 words) ***With Bonus Daring Librarian Cartoon!***

Gwyneth A. Jones, aka The Daring Librarian, is a blogger, a Tweeter, a public speaker, a citizen of social media, and a resident of Second Life. Gwyneth is the teacher librarian at Murray Hill Middle School in Laurel, Maryland, a member of the ISTE Board of Directors, a Library Journal 2011 Mover & Shaker, and the author of the award winning Daring Librarian blog.

The Daring Librarian is a digitally shifted ed tech teaching ninja with a passion for re-mix mash-up production, transliteracy, cutting edge librarianship, graphic design, & being a change agent within in her learning communities both geographically and within the æthernets. Fearlessly daring to take chances, fight the filters, and ignoring the negative naysayers, all for our most important customers - our students.

As an elected member of the board of directors of the International Society for Technology in Education (ISTE), she passionately represents all PK-12 technology educators. Professionally, Gwyneth is committed to the NTTI "turn-key" philosophy of peer training, mentoring, generously sharing resources, building international personal learning networks through school, district, state, national, and online programs. Gwyneth was named one of five National Cengage/Gale SLJ New Leaders, was the PBS-NTTI "Teacher of the Year" in 2001 and the 2004 MICCA "Outstanding Educator Using Technology" for Howard County. She speaks locally and nationally, and has presented at METC_CSD, AASL, NECC, MSET, CASL, MASL, online webinars for ISTE SIGMS, TL Virtual Cafe, and in the virtual world of Second Life. Leaving a career in advertising, public relations, and marketing nineteen years ago, to pursue a career in technology education she now uses effective design and communication skills gained through her experiences in the business world to communicate her love of research and information gathering, reading, and technology with her students, staff, and community. In her spare time, Gwyneth enjoys reading, traveling, digital photography, graphic design, alternative/progressive music, Welsh stuff, buzztime trivia, darts, exploring the Steampunk Aesthetic and managing a virtual library & factory in New Babbage - Second Life, and writing biographies of herself in the third person. Admittedly, she's a goofball and a geek.

Biography of a School Board President

BUFFALO PUBLIC SCHOOLS

Dr. Barbara Seals Nevergold
Board President and Member-at-Large

Email: **banevergold@buffaloschools.org**
716-225-8074

Dr. Barbara Seals Nevergold

Dr. Barbara Seals Nevergold is an At Large Member of the Buffalo Board of Education and is currently Board President for the 2013-14 school year.

A native of Louisiana, Ms. Seals Nevergold moved to the East side of Buffalo in 1947 with her parents, the late Clara Ellis Seals and Rev. Willie B. Seals, seven brothers and sister. She is a graduate of the Buffalo Public Schools and Buffalo State College, where she earned a Bachelor of Science degree in French Education. She is also an alumnus of the University at Buffalo with Masters of Education degrees in French Education and Counseling Education. In 1986 she earned a Doctor of Philosophy degree at UB in Counseling Education. Dr. Seals Nevergold also studied French at Laval University in Quebec, Canada and at the University of Dijon in Dijon, France.

Dr. Seals Nevergold began her career as a French teacher in the Buffalo School System. She also worked as a guidance counselor in the system. Subsequent positions have included: Executive Director of Niagara Frontier Association for Sickle Cell Disease, Inc.; Vice President for Children's Services at Friendship House of Western New York, Inc.; CEO of Planned Parenthood of Buffalo and Erie County, Inc.; and Regional Director for Berkshire Farm Center. Dr. Seals Nevergold was, until recently, the Director of Student Support Services at the University of Buffalo's Educational Opportunity Center. She has also held adjunct instructional positions at Empire State College and the University at Buffalo. Beginning in the Fall of 2006, Dr. Nevergold and fellow co-founder, Dr. Peggy Brooks-Bertram, of the Uncrowned Queens Institute began working full-time on the establishment of the Uncrowned Queens Center for Excellence at the University at Buffalo.

The Uncrowned Queens Center for Excellence will enhance the work of the Institute by giving it a home and supporting the extension of the numerous programs developed and implemented by the Institute. The Uncrowned Queens Institute, founded in 1999 by Drs. Seals Nevergold and Brooks-Bertram, strives to promote the collection and dissemination of the individual histories of women, women's organizations and women's collective history; and to teach and educate women on the use of technology to preserve and disseminate their histories.

Curriculum Vitae (CV) is Lengthy

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- Your CV may need a table of contents for categories fitting your professional work
- Update twice yearly
- Include workshops, committees, volunteer work, including activities outside of school

Write Your 100-word Biography

Time for a Check

Check in with principal, district office

- What is the approval process before applying?
- What happens at district after you win a grant?
- Do they have info on a grant that needs a project?
- Get advice to help you refine ideas, direction, match, partnership, value of donations
- Use finance office budgeting expertise and district-allowed amounts
- Provide information on steps 1-3, especially your idea and rough budget

Grants officer will adore you -- if you bring in materials developed this far, she will consider you a serious grant seeker worth helping

You Started How to Fund IT: Biography, Resume, CV

- Who is working on this grant and experiences make them ready for this? Prep related to project:
  - Biography
  - Resume
  - CV
- At this point –- organize your notes and work into a binder and into an online space where you can easily find and reuse them
- Get ready to start looking for funding next!

Show Me the Money! How to Fund IT (and More) Part 1

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Dr. Oates gives workshops for schools, districts, regions, state DOEs, universities, conferences and organizations on grant writing and development.

She also does grant evaluations, particularly multiyear grants involving PD, technology and school reform efforts.

These slides (and Part 2) are saved in a Google folder:

https://bit.ly/METIS2019-grants