



- B. The learner will accomplish thoughtful, critical analyses of the assigned reading and research material.
- C. The learner will complete all written research assignments and complete a grant that is acceptable for submission to the funding source.

**V. Course Content or Outline:**

- A. Sources to find appropriate avenues of funding that will meet the needs of the writer and the school district represented will be presented. Students will be trained in how to utilize technology in their search. 4
- B. Variety of funded and non-funded grants will be examined to determine the criteria that are common among funded grants. 4
- C. Sources, guidelines, and examples of how to successfully write the literature review of the section of a grant will be developed. 4
- D. Questionnaires, surveys, and anecdotal records will be studied prior to the development of the instrument that will be used for needs assessment. The assessment tool will be administered and evaluated in preparation for inclusion in the grant. 4
- E. Measurable objectives will be studied and written that are compatible with the grant requirements and match the stated needs. 4
- F. Various activities that are appropriate for the needs and objectives will be formulated. 5
- G. Partners for the grant writing process will be examined. The ramifications of what each partner can bring as support to the grant will also be examined. 5
- H. National and state standards, current trends, and local political climate will be researched and the support of each of these elements will be sought when appropriate for the grant. 5
- I. Budget requirements, restraints and existing policies will be analyzed prior to preparation of the grant. 5
- J. A panel of experts will examine the grants written by the students and critique them prior to the final submission where all details will be reexamined, reevaluated and rewritten prior to the submission date for final approval of the grant. 5

**VI. Textbook(s) and/or Other Required Materials or Equipment:**

Peterson, S. (2001). *The grant writer's internet companion: A resource for educators and others seeking grants and funding*. Thousand Oaks, CA: Corwin.

**VII. Basis for Student Evaluation:**

Evaluation will be based upon the knowledge demonstrated on written assignments, projects, active participation, and the successful completion of a grant proposal.

Locating funding source and review of supporting literature 20%

Needs assessment tool developed and administered or supportive assessment documentation compiled 20%

Objectives and activities developed to match needs	20%
Realistic comprehensive budget submitted	20%
Timeline and all necessary approval documentation	15%
Feasible, accurate and complete proposal, meeting grant timeline	5%

**VIII. Knowledge Base:**

Belcher, J. C., & Jacobsen, J. M. (1992). *From idea to funded project: Grant proposals that work*. Phoenix, AZ: Oryx Press.

Locke, L. F., Silverman, S. J., & Spirduso, W. W. (2000). *Proposals that work: A guide for planning dissertations and grant proposals*. Thousand Oaks, CA: Sage.

Orlich, D. C. (1996). *Designing successful grant proposals*. Alexandria, VA: Association for Supervision and Curriculum Development.

Reif-Lehrer, L. (1995). *Grant writer's handbook*. Boston, MA: Jones and Bartlett Publishers.