

Sample Grant Application

Date Received _____

with Explanations and Helpful Hints for Completing Sections

Request a 2009-2010 service learning binder of information for more service learning information.

The Joe W. and Dorothy Dorsett

Brown Foundation

Service Learning Program

320 Hammond Highway, Suite 502, Metairie, LA 70005

GRANT APPLICATION FOR 2010 - 2011 SCHOOL YEAR

Two Copies Due By Mail on Friday, March 12, 2010

(Actual application is online at www.thebrownfoundation.org/servicelearning.)

Name of School: _____ Amount Requested: _____

Title of Project: _____

Grant Preparer: _____ Position/Subject: _____

Summer Phone Number: _____ Summer Email Address: _____

Contact Person: _____ Position/Subject: _____

School Address: _____

City/Zip: _____

Phone Number: _____ Ext. _____ Fax Number: _____

Email Address: _____

Is Grant Application for: School Year **OR** Summer _____
Date summer funds are needed.

Is Grant Application New **OR** Continuing

We would like to know if this grant application is a continuation of the project that you proposed last year although you may be doing it with different students.

Please do not submit previous year's grant application verbatim. Write an original each year.

Verification and Approval Statements

I have reviewed the service learning project proposal and grant application. To the best of my knowledge, the service learning project conforms to the rules and regulations of the school board, works in accordance to the policy for extracurricular activities, and is a beneficial activity for the school. The proposal has the support of the students, administrators and the teachers

Principal's Signature: _____ Date: _____

Please Print Name: _____

SERVICE LEARNING PROJECT PROPOSAL

Title of Project:

Amount Requested:

Service Learning Project Description: **(Write a brief summary)**

If you checked the "continuing" box on page one, please share what improvements/changes you are making as you continue the grant:

Name of Class and Subject:

Please list standards, benchmarks and/or units of study. If this is a club project, what learning outcomes are expected for students? **Please attach or write out in full the standards, benchmarks and/or units of study; do not list letters and numbers (i.e. PS-M-C4, G-1D-M2, etc.).**

If not a class, Name of Club (please do not use acronym) and Purpose:

Grade Level(s) Participating from your School:

Number of Your Students Participating:

Number of Students Attending Your School

Name and Address of Service Partner(s): **All applications must list a service partner. Do not write N/A. A Service Partner is a school other than your own, a Head Start, a nonprofit agency - specific agency that addresses a need in the community (i.e. literacy or wetlands preservation) or targets a population (i.e. elderly, homeless, chronically ill, etc.).**

Contact name and phone number:

Number of Individuals from Your Service Partner You Will Provide Service to:

Distance from School:

How often will you go to the Service Partner:

What are the reasons for selecting the service partner?

Questions to consider in completing this section: What influenced the decision in selecting this service partner? What need did the service partner have that the students could meet?

Match service goals to learning goals.

Tying project goals to specific outcomes of the project is one of the most important steps of the planning process. If you start with a service idea, seek learning objectives to match or vice versa. It is beneficial to involve the students in this process to encourage ownership.

Your overall goals can be outlined as follows:

Service Goals	Learning Goals (Knowledge, Skills and Abilities)
Benefits to students: _____ _____	Students will know: _____ _____
Benefits to the school or community partner: _____	Students will understand: _____ _____
_____	Students will be able to: _____ _____
_____	_____

Student Ownership: How will your students choose the project(s) they will participate in or how will they have a role or a voice in making decisions on how project is done?

Student Ownership refers to activities during a service learning project which allow students to have significant input into project design, implementation and/or evaluation. Research indicates that the more students “buy into” a project, the more benefit they receive. Tell us how the students have ownership.

In each of the following sections, please explain using at least a five sentence paragraph. You may use as much space as you wish. We need specific details.

Student Preparation: How will your students prepare for this service learning project? What will they need to know to take the action?

Student Preparation covers the very beginning stages of a service learning project where teachers/club sponsors plant the seed of an idea of what students will do. Students are spurred (stimulated) to take action (become interested and move to next step). During this period students are doing some or all of the following: researching, planning, brainstorming, listening to guest speakers, observing, viewing a video, learning techniques and setting timelines. All this prepares the students to take the action identified in the service learning project. Students can reflect throughout the entire service learning process. In fact, research indicates having reflection throughout the experience established connections between information learned and actions taken. During Student Preparation students can complete a pre-reflection which will help them look at their attitudes, beliefs and expectations in working with the service partner and its clients. This provides the opportunity to question students' assumptions and help them move beyond preconceived notions and foster empathy. Pre-reflection can help students focus on what they are supposed to be learning during Student Action.

Questions to consider in completing this section: How are the students being prepared to work with the service partner and its clients? Do students need to role play working with the clients or develop conversation starters/open-ended questions? What are the strengths of the clients of the service partner (This helps students see the clients in a respectful manner with their helping hand extended "across the table" in equality not extended downward with a tinge of pity)?

Student Action: What will your students actually do?

Student Action is the culmination of all the planning. In preparation the teacher and students worked together to set the stage for learning and social action. They have investigated, planned, analyzed, collaborated, set time lines for each step of the action and assigned tasks or roles based on the individual talents of the students. At this point they are ready to just do it! The action step might be cooking/serving food for the homeless, writing books for chronically ill children, tutoring elementary students, leading a food drive or instructing younger students to find an educational cache using a GPS. The action may be carried out over the course of the school year, a semester, a two week period or a single day. As students see their plan come to fruition, they recognize how classroom lessons fit into their daily lives and shape the lives of others.

Reflection can occur during Student Action. During this time teachers can observe what students are paying attention to or commenting about. It may be helpful to make notes of behaviors observed and comments overheard to refer to later. On-the-spot insights and recommendations may not be remembered later and the contribution can be lost.

Student Reflection: Share the way your students will reflect and the specific questions they will answer.

Student Reflection occurs during and following action and is the key to service learning. As Aldous Huxley says, "Experience is not what happens to man; it is what a man does with what happened to him." Although giving service can stand alone as having value, students benefit most when they stop to consider what they did in their service learning experience and think critically about what it meant to them. Why is a service partner like Head Start or Ozanam Inn necessary in their community? How reflection is done can vary. It may be painting a picture or creating a collage of photographs instead of or in addition to writing in a journal. Students still reflect on answers to questions like "What difference did the action make?," "How do I feel about it?," "How could I/we improve on the service?," "What lesson(s) did I learn?," "How will I apply those lessons/insights to new situations or future goals?," and "How have I changed (attitude, ability or outlook) as a result of participating in the action. The important outcome is for the student to gain a meaning deeper than "I helped someone" or we had "fun."

Questions to consider in completing this section: What is the detailed reflection plan that will assist students in thinking critically about their service learning experience

and answering open-ended questions about what the experience meant to them? What prompts or questions will students be given?

Student Demonstration: Share how your students will showcase skills and insights to a wider audience.

Student Demonstration follows upon successful completion of a project. Students can showcase skills and insights gained and outcomes achieved to an outside group such as other classmates at school, parents, the community or media. It could be, for example, through having a display at school, showing a video or PowerPoint to the student body or creating a website that helps others learn from their experiences. This acknowledges and validates students' efforts and impact.

Evaluation: Share how your students will measure their experience.

Evaluation measures results and should include feedback from both the students and the service partner. Answers from the service partner to questions like "What were the benefits of today's experience for your agency?" and "What service needs do you have that our school could assist with in the future?" can be valuable feedback to students and helpful in future planning.

Evaluation is built into a project during the planning step so that students are clear what measurable and observable indicators will show that a project is a success or failure. If it is a success the important outcome is for students to gain a deeper and lasting meaning beyond the surface impression that the project was enjoyable. If students can recognize failure, learning occurs. They can take steps to change the parts that did not work, learning not only how to improve future efforts but also that efforts do not end in a failure. As Malcolm S. Forbes said "Failure is success if we learn from it." Most importantly, what gets measured gets done.

We plan to visit service learning projects. Please keep in touch with us and invite us to see your service learning plans in action. Below share an anticipated time line.

Date project will begin:

Date(s) for Student Preparation:

Date(s) for Student Action:

Date(s) for Student Reflection:

Date(s) for Celebration/Demonstration:

Date(s) for Evaluation:

Comments:

Comments can be used to provide additional information that may not fit into any other section.

PROJECT BUDGET

What items will be provided through the funding you requested? Please list the specific items needed for the project. Show the cost of each item. We do not fund salaries, stipends, guest speakers, trainers, overnight travel, retreats, gifts, gift bags, donations to individuals and equipment for your school (computers, digital cameras, etc.). Example: We will fund transportation costs but not buy a bus for your school. (See current year's service learning binder for more information on what we will and will not fund.) Use the "Changes Form" if you need to re-adjust a budget in a different category after your grant application is approved. Refer back to the "Grant Agreement Form."

Project Budget Example:

ITEMS AND PURPOSE OF ITEM:	TOTAL COST OF EACH ITEM
A. Bus transportation to service partner, Water Elementary School - 4 round trips @ \$100 each	A. \$400
B. 4 Packages of Stickers as incentives for 50 students 1 package costs \$3	B. \$ 12
C. 50 Bookmarks as incentives for 50 students Each bookmark costs \$.50	C. \$ 25
D. 5 "I Can Read" Books for Water Elementary School Library - Cost per book \$25	D. \$ 125
E. 5 packages of paper and 1 package of cover stock to create 50 ABC books to give to 50 students	E. \$ 75
F. 50 Binding combs - \$1 each	F. \$ 50
G. 10 - 12 oz. bottles of tempera paint @ \$8.00 each	G. \$ 80
H. 1 package of art paper	H. \$ 15
TOTAL AMOUNT REQUESTED:	\$ 782

NOTE: Please double check your addition and make sure all amounts requested on each page are the same and the total amount is correct. If you are reapplying for a service learning project that was funded last year, re-examine the budget, match your budget to your previous year's Expenditure Report form, see what was spent on each item and re-evaluate your budget request. Do not copy verbatim. Please refer to your Expenditure Report Form to make adjustments in reapplying. We match your Budget Request to your Expenditure Report Form, and you should, too!

