

Seth Bramble
Educational Transfer Plan
Summer 2003

FINDING FINANCIAL FREEDOM

Lessons:

1. SCHOOL NEEDS (65 minutes)

Location: Classroom and walk around school

Supplies: White board and markers, Rubrics for group participation

Introduction: Teacher will introduce the unit. Teacher will explain why companies and foundations donate money to special causes and how much money is available. Teacher will explain that in this unit, students will write grants for the school. Students will submit their grant proposals to large companies and foundations to bring money into the school for projects that the students will author. (5 minutes)

Directed Lesson: Teacher will explain what aspects of the school are funded through grants and how the process works. It is a good idea for the teacher to ask about grant programs from the district office beforehand, so that the teacher can speak intelligently about this issue. Teacher will not only discuss the grants, funding amounts, and the sponsor, but will also explain the districts responsibilities once the grant has been received. This may include submitting a report and/ or monitoring proper use of the grant. Teacher will explain that most school districts do not have time or staffing to write grants for all the available money that is out there. (10 minutes)

Guided Instruction: Teacher will assign a recorder who will write on the white board. Teacher will lead a discussion about what kinds of things students could write grants about. The results of the class's brainstorming will be recorded on the white board. Pass out rubric for teamwork and discuss with the students. Discuss group work tasks:

1. Note taker will write down comments and ideas
2. Reporter will report out to the class the decisions of the group.

(20 minutes)

Independent Practice: Students will choose the groups that they wish to participate in. They will exchange phone numbers and discuss plans. Then each group will report out their decision and what their goals are for this unit. (10 minutes)

Closing: Students will walk around the school looking at areas for improvement. Upon return to the classroom, students will have had time to think about their topic and whether they would like to change their topic. (10 minutes)

Homework: Submit an abstract (3 sentences) of your project and list the members of your group. Your abstract should include what your grant proposal will be about, how much money you will need, what some of the costs associated with your grant might be, and why you feel this is an important project for the school to undertake.

2. GRANTS (70 minutes)



Location: Classroom

Supplies: Word document (ditto #1) about grant writing and key things to include, Rubric for group work (ditto #2)

Introduction: Teacher will ask what aspects of the school are funded through grants and review some ideas students had in projects to develop. This will serve as a way to check how invested students are in the project by investigating how much knowledge they retained from the first lesson. (5 minutes)

Directed Lesson: Hand out ditto #2 and review responsibilities of each group member. Teacher will discuss the main aspects to include in a grant. These will include: budget and description of project. (10 minutes)

Guided Instruction: Teacher will write these words (budget, description) on the board and ask students what they think these two ideas mean. Teacher will ask what components a business or foundation would want to know about in a project description. Be sure to highlight the following points:

- Name of school
- Address of school
- Phone number of school
- Website of school
- Population served
- Name of person writing the grant proposal
- Expected Outcomes
- Sustainability of project

(15 minutes)

Independent practice: Hand out ditto #1 and ask students to begin writing their practice project description. Note taker will map out a pre-write for the proposal as both group members brainstorm. Then each student will write a separate grant proposal. After choosing the more effective proposal, the reporter will be prepared to share. (30 minutes)

Closing: Several examples of project descriptions will be read to the class and students will give feedback. What did they like about the proposal? What would they have questions about? Was appropriate language used? (10 minutes)

Homework: Have a parent read your grant proposal and sign it. Discuss proposal with parents and ask for suggestions for improvement. Ask if parent would be able to attend class on lesson 4 to assist students in writing proposals.

3. WEB QUEST (70 minutes)



Location: Classroom and Computer lab

Supplies: Excel spreadsheet with web sites to view (ditto #3), Word document outlining web quest (ditto #4), Word document with parent volunteer form (ditto #5)

Introduction: Introduce the web quest concept. Explain how difficult it is to find accurate information on the internet and why web quests help students maximize their time on the computer. Explain the basic components of a web quest:

1. Group work- Students will work together to solve a problem
2. Their will be a task to overcome
3. Students will browse over several predetermined web sites and extract specific information that is selected for them to acquire

(5 minutes)

Directed Lesson: Hand out ditto #4 and walk them through the web quest. Explain that in this web quest, they will be finding the grants that are most related to their project, and taking down as many relevant notes as possible about the company or foundation providing the grant. (5 minutes)

Guided Instruction: Students will walk to the computer lab. Briefly review computer lab procedures. Hand out the spreadsheet and walk them through the first link, explaining some relevant information. (5 minutes)

Independent practice: Students will go through the web quest in their groups. The recorder will take notes from the web sites selected. (45 minutes)

Closing: Reporter will share which grants they chose and why. (10 minutes)

Homework: Students will talk to their parents about the importance of having parent volunteers for the next lesson. They will have their parent sign a form (ditto #5) informing teacher whether they will be attending or not.

4. WRITING THE GRANT (Could last several days)



Location: Classroom

Supplies: Students need pencils, paper, dictionaries, thesauruses, and print outs of grant writing directions of grants they have chosen to pursue, parent volunteers

Introduction: Talk about the phrase: Finding Financial Freedom and what students think it means. Discuss current trends for funding in education. (5 minutes)

Directed Lesson: Discuss what good writers do and the writing process. Discuss the form of a business letter. (10 minutes)

Guided Instruction: Students will do a quick write as their pre writing strategy. Explain that they will be writing for 2 minutes about why the school needs this project. During these two minutes their pencil should not leave the paper and they should not stop writing. If they cannot think of what to write next, they should write 'I cannot think what to write next.' Ask for volunteers to share their quick writes with the class. As a class we will write the first sentence of the grant proposal. (10 minutes)

Independent practice: Students will write their grant proposals and parent volunteers will help students with their writing. (45 minutes)

Closing: We will discuss the difference between long term costs (maintenance) and one time funding. (5 minutes)

Homework: Research costs of all components of the project. Finish writing a final neat copy as a final draft for their proposal.

5. BUDGET (65 minutes)



Location: Classroom

Supplies: Excel spreadsheet with sample budget (ditto #6)

Introduction: Discuss how students decided on the grant proposals they selected. How did they decide how to spend the money. Suggest that they used a process of estimation in assigning their budget items. Discuss other ways that estimation is used. (10 minutes)

Directed Lesson: Pass out ditto #6 and discuss the importance of having a well organized budget. Talk about what makes adding of decimals difficult and the need to estimate when working with decimals in any operation. (10 minutes)

Guided Instruction: Do a lesson about adding decimals:

1. Estimate answer
2. Line up decimals
3. Check place value alignment
4. Conduct calculations

Sometimes it is helpful to ask students to use lined paper sideways so that they can keep numbers in correct place value. Do several problems on the board racing students to the correct answer. Then have several volunteers come to the board and try it. (25 minutes)

Independent Practice: Students will Add up their budget items and ensure that they are asking for the correct amount. Assign different group tasks:

1. Reporter- rounds figures and estimates what answer should be close to. Decides which items in the budget must be eliminated
2. Note taker- adds all decimals and numbers

(15 minutes)

Closing: Seal the grant proposals into envelopes and address the envelopes. (5 minutes)



Dear Parent(s),

Your child has been working on a grant for the benefit of the school. As I'm sure you are aware, California has seen better economic times. With the State of California slashing the education budget, student research on how to bring more money into our schools will serve as a teachable moment to relay an important message about the current state politics at play and the need for assistance with creative and new modes of thought. These student written grants will provide a new source of funding, as well as a practical application of their written language instruction. If funded, imagine the sense of pride students will feel at the accomplishment. However, they cannot do it alone. We need parents to come into the classroom tomorrow from 9:00am until 10:00am who can help students in writing the grant. They will need your perspective on what appropriate grant language is and how realistic their proposal is. Please consider coming in to volunteer an hour of your time tomorrow. It would be greatly appreciated.

Thank you,

(Please check one)

_____ I **can** attend tomorrow and will be there at 9am!

_____ I **cannot** attend tomorrow

Comments: _____

Parent Signature _____ Date _____

Names: 1. _____ 2. _____ Date _____

Web Quest Mission: Identify 3 grants that you will pursue. For each grant write down the name and purpose of the company or foundation, the application information and deadlines, and the amount of the grant.



NAME OF COMPANY OR FOUNDATION: _____

Average amount of grant funded: _____

Address and contact information: _____

Purpose of the grant and foundation/ company: _____

Application requirements and deadlines: _____



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Address and contact information: _____

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Application requirements and deadlines: _____

Here are ten of the common elements found in winning proposals:

1. **Winning proposals have clearly defined needs and describe how those needs were identified.** Winning proposals define programs to meet the identified needs.
2. **Winning proposals describe what kids and teachers will do.** Create a real-life scenario for the reader. Try to paint a picture with words. The reader must clearly make sense of what you intend to do.
3. **Winning proposals present the material in a logical manner.** Sections are clearly identified and a parallel structure is maintained. Each need has a stated objective, activity, and evaluation statement.
4. **Winning proposals are written in positive terms.** Some writers believe that if you describe how bleak a situation is, someone will throw money at you to solve your problems. This is not true. Funders hedge their bets by backing proposals that describe worthwhile programs that will meet identified needs and match the criteria set forth by the grant-maker.
5. **Winning proposals do not overuse educational jargon.** Terms that are known only to educators are clearly defined. For example, "cooperative learning" has different connotations in different parts of the country. Define what you mean. Will a non-educator understand your proposal?
6. **Winning proposals present detailed budgets that match the proposed program.** All bases must be covered. If you are going to purchase hardware, have you purchased software? If you are going to buy software, what specific programs do you intend to purchase? If you plan to offer training, how much, and at what cost?
7. **Winning proposals give something back.** Some projects develop a product. The process you go through can become a product. Funders want others to adopt and adapt what you've learned. Dissemination of information or knowledge to others may give your proposal the winning edge.
8. **Winning proposals follow all the guidelines specified in the Request for Proposal.** If a scoring rubric or evaluation checklist is given to you, read it and follow those directions!
9. **Winning proposals are professional looking.** They are word-processed and simply presented. They are not bound in fancy leather covers with 12 different typefaces. Instead, winning proposals are presented according to the directions in the Request for Proposal. Most grant-makers want a signed original and several copies. Sign all materials in blue ink. This way the original can be clearly distinguished from the copies.
10. **Winning proposals are not too short or too long.** They tend to be as long as necessary to answer each and every question in the Request for Proposal. As a rule of thumb, use the scoring guidelines to determine length. For example, let's say the grant-maker wants the finished proposal to be no longer than ten pages. How long do you make each section? The guidelines may suggest you include an abstract, needs, activities, expected outcomes, evaluation plan, and a budget. If the scoring guidelines weight the evaluation section to be 20 percent of the final score, take that to mean that 20 percent, or two of the ten pages, should be devoted to evaluation.

#	Grant Area	Main Contact	Amount	What they support?	Dates
1	Alameda and Santa Clara Counties	S.H. Cowell Foundation 120 Montgomery Street San Francisco, CA 94104 (415)397-0285 Fax (415)986-6786 webmaster@shcowell.org	\$1,000-\$50,000	community and economic development, education, social services, family services, youthbuild, children/ youth services, citizen participation, youth development	
					http://www.shcowell.org
2	Alameda and Santa Clara Counties	Sobrato Family Foundation 10600 North De Anza Boulevard Cupertino, CA 95014 (408)996-9500 Fax (408)996-9516 Grants@sobrato.com		children/ youth services, community and economic development, education, social services, family services, job training, youthbuild, safe communities in which to live and raise families, breaking dependence and achieving economic self-sufficiency, strengthen individuals of all ages and families towards leading productive lives	
					http://www.sobrato.com/foundation
3	Alameda and Santa Clara Counties	Wayne & Gladys Valley Foundation 1939 Harrison Street, Suite 510 Oakland, CA 94612-3532 (510)466-6060 Fax (510)466-6067 Contact: Michael Desler info@wgvalley.org	\$10,000-\$200,000 (max \$3 million) Assets: \$344 million	youth, building, operating support, professorships, challenge support, program development, research	
					http://www.hecsoft.com/grants/CA-Wayne%20&%20Gladys%20Valley%20Foundation.html

4	CA	Greenville Foundation 283 2nd Street East. Sonoma, CA 95476 (707)938-9377 Fax is same Contact: Virginia Hubbell	\$5,000- \$25,000	education, human and social issues	Dec1, April1
	http://www.fdncenter.org/grantmaker/grvill				
5	CA	Magic Johnson Foundation, Inc. 9100 Wilshire Boulevard Beverly Hills, CA 90212 (888)624-4205 Fax is same		children/ youth services, education, social services, youthbuild, inner city communities	
	http://www.magicjohnson.org				
6	CA	Mazda Foundation (USA), Inc. 1025 Connecticut Ave., N.W., Ste. 910 Washington, DC 20036 Fax (202) 223-6490 Contact: Barbara Nocera bnocera@mazdausa.com	\$5,000- \$100,000 Assets \$9 million	education for youth, civil rights, race/intergroup relations	15-Aug
	http://www.mazdafoundation.org/grant.html				
7	CA	Pacific Life Foundation 700 Newport Center Drive Newport Beach, CA 92660 (949)219-3011 Fax (949)219- 7614 Contact: Brenda Hardwig	\$2,500- \$10,000	children/ youth services, community and economic development, education, social services, family services	30-Aug
	http://www.pacificlife.com				
#	Grant Area	Main Contact	Amount	What they support?	Dates

8	CA	Peninsula Community Foundation 1700 South El Camino Real San Mateo, CA 94402 (650)358-9369 Fax (650)358-3950 Contact: Ellen Clear grants@pcf.org		children/ youth services, families, community building, community and economic development, education, social services, youthbuild
	http://www.pcf.org/			
9	CA	Samuel B. Mosher Foundation 3278 Loma Riviera Dr. San Diego, CA 92110 Contact: Robert R. Fredrickson	\$10,000-\$15,000 (max \$100,000) Assets \$7 million	grants mainly for educational purposes, some support for agencies or organizations benefiting youth and cultural organizations, youth development
	http://www.hecsoft.com/grants/Arizona/Samuel%20B.%20Mosher%20Foundation.htm			
10	CA	Wal-Mart Foundation 7000 Marina Blvd. Brisbane, CA 94005 (650)837-5000 Fax is same fndatn@wal-mart.com		community and economic development, education, social services, volunteerism
	http://www.walmartfoundation.org			
11	CA	Wells Fargo Foundation One Montgomery Street San Francisco, CA 94104 (415)222-2525 Fax (415)975-7436 Contact: Brenda Wright	\$1,000-\$10,000	children/ youth services, community and economic development, education, social services, family services, job training, human services
	http://www.wellsfargo.com			
12	Earth	Bill & Melinda Gates Foundation P.O. Box 23350. Seattle, WA 98122 (206)709-3100 Fax (206)709-3180 Contact: Tammy Simon info@gatesfoundation.org	\$2,500-\$3.5 million Assets \$597 million	building, continuing support, program development, research, technical assistance, education, life-long learning, use of modern information technology
	http://www.gatesfoun			

	dation.org				
13	Earth	Intel 2200 Mission College Blvd. Santa Clara, CA 95052 (408) 765-8080 Fax (408) 765-9904 support@intel.com	average \$10,000	community programs that deliver the kind of educational opportunities that all students will need to prepare themselves for the 21st century, underserved populations, diversity, multiculturalism	
	http://www.intel.com/community/grant.htm				
14	San Francisco Bay Area	John and Marcia Goldman Foundation 1957 Cornflower Common Livermore, CA 94550 Contact: Janet Morgan	\$1000-\$300,000 Assets \$3 million	culture, education, children/youth, services	
	http://www.hecsoft.com/grants/California/John%20and%20Marcia%20Goldman%20Foundation.htm				
15	San Francisco Bay Area	Richard and Rhonda Goldman Fund 1 Lombard. San Francisco, CA 94111 (415)788-1090 Fax (415)788-7890 Contact: Robert T. Gamble info@goldmanfund.org		anti-crime programs/ public safety, children/ youth services, educational/ social services, violence prevention	
	http://www.goldmanfund.org/				
#	Grant Area	Main Contact	Amount	What they support?	Dates
16	San Francisco Bay Area	United Airlines Foundation Chicago, IL 60666 (877)225-1327 Fax (877)406-1059 Community.Support@ual.com		citizen participation, community and economic development, education, social services, volunteerism, diversity	
	http://www.ual.com/middlepage/0,1454,1358,00.html				

17	Santa Clara County	Applied Materials, Inc. 3050 Bowers Ave. Santa Clara, CA 95054 (408)727-5555 Fax (408)748-9943 investor_relations@amat.com	at least \$2,500	community and economic development, education, social services	
		http://www.appliedmaterials.com/			
18	Santa Clara County	David and Lucile Packard Foundation 300 2nd St. Los Altos, CA 94022 (650)948-7658 Fax (650)941-0205 inquiries@packfound.org		children/ youth services, community and economic development, family services, youthbuild, science, organizational effectiveness	
		http://www.packfound.org/			
19	Santa Clara County	Valley Foundation 16450 Los Gatos Boulevard Los Gatos, CA 95032 (408)358-4545 Fax (408)358-4548 admin@valley.org	\$10,000-\$100,000	youthbuild, children/ youth services, community and economic development, education, social services, research	
		http://www.valley.org/			
20	Silicon Valley	Adobe Systems, Inc. (Headquarters) 345 Park Ave. San Jose, CA 95110 (408)536-6000 Fax (408)537-6000 community_relations@adobe.com		children/ youth, education, social services	
		http://www.adobe.com/			
21	Silicon Valley	ALZA Corporation 1900 Charleston Road Mountain View, CA 94309 (650)564-5000 Fax (650)564-7070 Contact: Lucinda Tatman corpinfo@alza.com	\$1,000-\$5,000	communtiy and economic development, education, social services, family services, science	
		http://www.alza.com/			
22	Silicon Valley	Aspect Communications 1310 Ridder Park Drive San Jose, CA 95131 (408)325-2200 Fax (408)325-4232 community.relations@aspec		children/ youth services, community and economic development, education, social services	

			t.com			
	http://www.aspect.com/index.cfm					
23	Silicon Valley	Community Foundation of Silicon Valley 60 South Market Street, Suite 1000 San Jose, CA 95113-2336 (408)278-2200 Fax (408)278-0280	max \$25,000 Assets \$500 million	use technology to low-income residents' access to technology, develop a diverse technology workforce		
	http://www.cfsv.org/grants_focus_areas_tech.html					
24	Silicon Valley	eBay Foundation c/o Community Foundation Silicon Valley 60 South Market Street, Suite 1000 San Jose, CA 95113 ebayfdn@cfsv.org	\$1,000-\$15,000	innovative and collaborative approaches that increase technology access and skills, empower individuals to improve their lives, economic empowerment, a world where information technology overcomes geographic, social, cultural, and economic barriers and enables everyone to fully access and participate in the benefits of the global economy		
	http://pages.ebay.com/community/about_ebay/foundation/grantprogram.html					
#	Grant Area	Main Contact	Amount	What they support?	Dates	

25	United States	Abelard Foundation West, Inc. c/o Common Counsel Foundation Oakland, CA 94612 (510)834-2995 Fax (510)834-2998 Contact: Elizabeth Wilcox ccounsel@igc.org	max \$8,000	anti-crime programs/ public safety, community and economic development, education, social services, family services, job training,	Jan15, Jun15
		http://www.commoncounsel.org			
26	United States	AT&T Foundation 1301 Avenue of the Americas, 31st Floor New York, NY 10019 (212)387-4801 Fax (212)387-5075	Assets \$150 million	programs that focus on use of technology to enhance learning and teaching, and use of technology in innovative ways, develop/ implement life long learning programs	
		http://www.att.com/foundation			
27	United States	Hewlett Packard 20555 SH 249 Houston, TX 77070 (281) 370-0670 Fax (281) 514-1740 philanthropy_ed@hp.com	max \$5 million	community technology centers, digital village	
		http://grants.hp.com/us/programs/index.html			
28	United States	Levi Strauss Foundation 1155 Battery Street San Francisco, CA 94111 (415)501-6000 Fax (415)501-7112 Contact: Merle Lawrence mlawrence@levi.com		children/ youth services, community and economic development, job training, youthbuild, ensuring access to education	
		http://www.levistrauss.com/responsibility/foundation			
29	United States	MCI Worldcom Foundation 1801 Pennsylvania Avenue NW Washington D.C. 20006	\$10,000-\$100,000 max \$300,000	curriculum development, operating support, program development, technical assistance, equipment, charitable organizations that support the integration of information technology within education and	

				society	
	http://www.wcom.com				
30	United States	Pew Charitable Trusts One Commerce Square 2005 Market Street, Ste. 1700 Philadelphia, PA 19103-7077 (215)575-9050 Fax (215)575-4939 Contact: Rebecca W. Rimel info@pewtrusts.com	Assets \$5 billion	culture, education, human services, child development, children/youth services, civil rights, community development, economically disadvantaged, family services, immigrants/refugees, leadership development, minorities, science, urban development, youth development, volunteerism	Mar1, Jun1, Sept1, Dec1
	http://www.pewtrusts.com				
31	United States	Target Foundation 33 S 6th St. Minneapolis, MN 55402 (612)696-6098 Fax is same		community and economic development, education, social services	
	http://www.targetcorp.com				
32	United States	Tiger Woods Foundation 4281 Katella Avenue, Suite 111 Los Alamitos, CA 90720 (714) 816-1806 Fax (714) 816-1869		providing opportunities to children and families who are underserved, programs and projects that develop potential through recreation and leisure activities, volunteer based mentoring programs and community service projects, programs that build self-esteem and/ or provide positive values while expanding opportunities, urban issues	
	http://www.twfound.org				

33	Within 50 miles of San Jose	Cisco Systems Foundation 170 W Tasman Dr. San Jose, CA 95134 (408)527-3040 Fax (800)553-6387 ciscofoundation@cisco.com	\$10,000- \$15,000	family services, youthbuild, job training	
	http://www.cisco.com/warp/public/750/philanthropy/foundation.html				