THE EDUCATION FUND
40 YEARS
FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

Empowering Teachers Since 1985

Classroom Grants Fund Hands-On Project-based Learning

THE EDUCATION FUND 40 YEARS

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Tips For Writing Successful Grant Applications
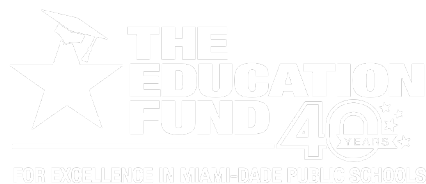
- Write in complete sentences.

- Write clearly and concisely with proper grammar.

- Review and check spelling and grammar before submitting.

- Write in same professional manner as you would on a job application and cover letter.

DO NOT WRITE IN ALL CAPS!

(No screaming, please!)

- Use AI to help you write! You will not be penalized for using AI to write, but be sure to review and edit accordingly.

- Describe in detail examples of student activities and the learning tasks. Help judges visualize what the students are doing.

- Education jargon should be avoided. If you must use acronyms (e.g., SPED), please clarify what it is. Judges are often non-educators!

- The overall language should be simplified and clear.

- Have a friend or family member who is not an educator read your applications before submitting. If they don't understand it, revise until they do!

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✓ **Simplify**

✓ **Clarify**

✓ **Describe**

USE STUDENT-CENTERED LANGUAGE

- **Describe the specific problems the students in this project have.**

- **Briefly, describe your project and items you need to purchase. Then show how this project will help these students solve these learning problems, achieve specific goals, and be creative.**

- Who are your students? Show who they really are socially, emotionally, academically.

- **Why are the resources, materials,and supplies that you need to purchase required for the students and their learning?**

- How are your students' related to the learning goals, curriculum, standards, etc.?

- How will the project and requested items meet the learning goals and outcomes for students?

WHAT GRANT REVIEWERS LOOK FOR:

✓ Does the project motivate students in a new way through hands-on and real-life experiences?

✓ Does the project offer an improved way to do or learn something?

✓ Does the project's activities challenge students to use 21st century skills and higher order thinking?

✓ Does the project have a lively and enriching take on traditional curriculum?

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WHAT GRANT REVIEWERS LOOK FOR:

- What are the tasks students will do each day, week, or month?

- What is the teacher doing or providing to help the students have success?

- What skills are students honing while completing the learning tasks?

- What outside resources or activities are included to amp up the activities?

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HOW DO I COME UP WITH AN INNOVATIVE PROJECT IDEA?

- Think about what you want or need in your classroom. What would you buy if you had $1,000 that would help your students the most? Build your idea around how to best utilize what you would buy.

- Your project can be a variation on a similar idea. Again, think about what you want to purchase, and do research to find ideas on how to use that item in an innovative way. You don't have to reinvent the wheel!

- Describe how the project is totally new, is a variation on similar ideas, or is adjusted to a new age group.

- Describe how the project requires hands-on learning and creativity by students.

THE EDUCATION FUND INNOVATOR GRANT APPLICATION

- Project Title
- Budget
- Notifying your principal
- Summary of Project
- Project Innovation
- Examples of student activities
- Filling student needs
- Timeline
- Objectives
- Project Evaluation
- Number of Students

PROJECT TITLES

FOR CLASSROOM GRANT PROJECTS AND CONFERENCE WORKSHOPS

The best titles are

✓ Short

✓ Creative

✓ Descriptive

- *The Art & Science of Candle Making*

- *The Statistics of Mass Shootings*

- **Alliterative**

    Reading, Rhetoric, and Rhyme

- **Rhyme**

    Excite and Entice

- **Acronym**

    Future Entrepreneurs in Every Direction (FEED)

TIP: DO NOT GET STUCK ON TITLES !

CONTENT IS MORE IMPORTANT - COMPLETE APPLICATION THEN WORRY ABOUT TITLES.

USE AI TO HELP COME UP WITH CATCHY TITLES, OR ASK US FOR HELP!

BUDGET – JUDGES OFTEN LOOK AT BUDGET FIRST

- You do not need to enter brand names or model numbers, simply state what you need to buy.

- The form will do the math totaling, simply add the quantity of each item and cost per item.

- It's a good idea to slightly increase the cost per item – prices may increase between the time you apply and time you get funds.

- The MAXIMUM is $1,000. If you apply for anything over $1,000 your application will not be considered.

- **You do not need to request the full $1,000!** Do not pad your budget with unnecessary items just to reach $1,000. Only ask for what you need to do the project.

Budget *

	Item to Purchase	Quantity Needed	Cost of Item
1.	Journals	25	$7
2.	Pens	25	$1
3.	Pack of 100 Stickers	1	$5
4.	Bus for Field Trip	1	$400
5.	Snacks for Field Trip	25	$10
6.			
7.			
8.			
9.			
10.			
11.			
12.			

Grand Total (the form will total this figure for you)

855

Notifying Your Principal

- Please notify your principal that you are applying for a grant. You want to be sure they are ok with you adding to your curriculum. (It's rare for a principal to not approve a grant project, but please notify them anyway.)

- Please note that if you are selected, the items you purchase belong to you, not your school. If you get transferred to another school within M-DCPS, your purchased items go with you.

Provide a concise paragraph that gives a clear overview of your projects. You will have room for more details – for this section, think of this as your "elevator pitch" where you have just a few minutes to sell something to someone during the course on an elevator ride.

Project Summary

EXAMPLES OF PROJECT SUMMARIES

This project is innovative because it is the **first of its kind** at the Senior High School. It will **allow students to use their creative abilities** to research and develop a bank of activities with a focus on various works of literature such as essay anthologies, literary plays, and poetic works that can be used during the delivery of instruction for the purposes of **improving their research and writing skills** from multiple perspectives with support from multiple literary works. **Students will collaborate and utilize learning strategies** such as Analyzing Author's Craft, Meta-cognition Strategies, Mind Streaming, Power Thinking and Socratic Circles to engage with the content and create products that will display mastery and understanding of the literary works. Students will be required to present their collection of work to the teacher along with an artifact, and a **reflection upon completion of their literary project**.

Project Innovation

How is Your Project Innovative?

Innovation could be described as the first time you are trying this project, the first time it's been done at your school, the first time for your students' grade and/or achievement levels.

Another way to complete this section is to describe how you are reworking a tried and true project with new elements.

EXAMPLE OF INNOVATION:

Several of my students are recently-arrived immigrants from trauma zones. Most speak little or no English. Initially, the coding app guides the student through the process of coding, but gradually students will make their own coding decisions. It requires students to count and identify numbers**. They will also use critical thinking to determine how to move objects throughout the game**. The Osmo coding game will allow me to engage my non-readers in coding activities while they learn how to read. **Osmo is a proven way for students to interact with technology without losing the value of hands-on play.** Students will use the hands-on coding tiles and the iPad to control the character . **Students can use logic and problem solving even if they cannot read.**

- Use bullet points to describe what students will do. Action words grab judges' attention!

- Show students solving problems and being creative.

- Use action phrases such as:

  ➢ students will do…

  ➢ students will learn how to….

  ➢ students will be challenged to…

Examples of Student Activities

The Rhetorical Triangle

ETHOS: ETHICAL APPEAL

- Tell stories about the students and their need while discussing the curricular importance.

LOGOS: LOGICAL APPEAL

- Weave in what the research says about the topic; state what students do--their tasks.
- Use facts, statistics, data, quotes, etc.

PATHOS: EMOTIONAL APPEAL

- Use charged words and phrases such as "students deserve" "innovate" "motivate" "inspire" "challenge" "empower" "crave".
- Incorporate vivid language that pulls on the reader's/judge's heart strings.

FILLING STUDENT NEEDS

Incorporate each part of the Rhetorical Triangle into your application.

For the *question "What need does this project fill? What particular challenges are your students facing that this project will address?",* use **ETHOS** and **PATHOS.** Here, you can be emotional and tug at judges' heartstrings. Don't be shy – paint a vivid picture of how your students struggle.

For Project Objectives question, use **LOGOS** . Provide logical reasoning for what you hope to accomplish. Increase test scores, comprehension, improve attitudes and attendance, etc.

Example – Student Needs

"Hands That Speak: Uniting Our School Through ASL"

No student should feel invisible. Yet, every day, our deaf and hard-of-hearing students sit in classrooms, hallways, and lunch tables where conversations happen around them, but not with them. This project will change that. By teaching American Sign Language (ASL) to the entire school, we will break down barriers and build a truly inclusive community where every student is seen, heard, and valued. Deaf students will no longer feel isolated—they will be fully ingrained in school culture, forming friendships without limits. At the same time, hearing students will gain a lifelong skill that could open doors to future careers in interpreting and advocacy. **This is more than a language program—it's a movement toward true belonging.**

Research indicates that proficiency in American Sign Language (ASL) significantly enhances academic performance among deaf and hard-of-hearing (DHH) students. **A study published** in the *Journal of Deaf Studies and Deaf Education* found that DHH students with high ASL proficiency outperformed their less proficient peers in standardized assessments of reading comprehension, English language use, and mathematics. (*OXFORD ACADEMIC*) Additionally, early exposure to sign language has been linked to improved cognitive development and academic achievement. (*CROWN SCHOOL OF SOCIAL WORK AND POLICY*) For hearing students, learning ASL can also be beneficial. While specific statistics are limited, acquiring a second language like ASL has been associated with enhanced cognitive flexibility, better problem-solving skills, and increased cultural awareness. Moreover, proficiency in ASL can open career opportunities in interpreting, education, and advocacy, addressing the growing demand for professionals skilled in sign language.

![The Education Fund 40 Years - For Excellence in Miami-Dade Public Schools](logo)

TIMELINE

- Most grant applications ask for a timeline to show that you have carefully planned for your project, and to ensure that your project goals are realistic. This does not mean we will check on your progress or penalize you if your timeline changes once you start.

- Providing a clear and realistic timeline increases your chances of being approved.

- Timelines can be listed by month or in 2-3 month blocks. You don't need to show daily or weekly activities, unless it is a short project.

Objectives Examples

Project Objectives: "Hands That Speak: Uniting Our School Through ASL"

• **Foster Inclusivity** – Ensure deaf and hard-of-hearing (DHH) students feel fully integrated into the school community by reducing communication barriers.

• **Teach ASL School-Wide** – Implement structured ASL instruction for all students and staff to promote fluency and everyday usage.

• **Enhance Social Connections** – Encourage meaningful interactions and friendships between DHH and hearing students by creating a shared language.

• **Improve Academic and Cognitive Skills** – Support both DHH and hearing students in developing enhanced cognitive abilities, problem-solving skills, and bilingual advantages.

• **Increase Awareness and Advocacy** – Educate students on Deaf culture, communication accessibility, and the importance of inclusive communities.

• **Expand Career Opportunities** – Introduce students to potential careers in ASL interpretation, special education, and advocacy for the Deaf community.

• **Promote Long-Term Cultural Change** – Establish a lasting, school-wide culture of inclusion where ASL becomes a natural part of daily communication.

PROJECT EVALUATION

- Base your evaluation on this project, not what is being done the whole year.

- The evaluation can be a test, but can also be a demonstration, performance, composition, experiment, competition, or other creative evaluation.

- Do the standards-aligned objectives match what is being evaluated?

- What are the learning activities, and are they measurable?

- How will you determine if your objectives have been met?

- Hint: Including a clear project evaluation is very important to many grant judges!

Evaluation Examples

Objectives: Students will research and identify global issues and connect them to relevant literary works through the creation of a Research Literary Toolbox.

- Literary Toolbox Rubric created by the teacher
- Peer-to-Peer editing of research reports
- Teacher observations/feedback
- Formal and informal assessments
- Student written reflections
- Dialogue Journals with student free write responses
- Open group discussions

Examples of Evaluations Methods

- Pre- and Post-Surveys
- Observational Data
- Student and Teacher Feedback
- Participation Metrics
- Academic Performance Comparison (Pre- and Post Project Testing
- Inclusion and Engagement
- Retention and Program Growth
- Community and Family Engagement

Total number of students that you teach *

Number of Students Participating *

Number of Students

We like to know the total number you teach in total, but also please specify how many students will participate in your project. Some projects are for clubs or after school and do not have the same number of students that you teach in total.

Scoring Rubric

| RATINGS	
4 - OUTSTANDING 3 - GOOD 2 - ADEQUATE 1 - WEAK 0 - NO MERIT	
Purpose/Objectives of Project: Why is grant needed? How will it affect students?	**Score** _____
Program Description and Activities: Are the activities well-planned, specific, realistic, and related to project objectives?	**Score** _____
Program Evaluation: Are the plans for evaluating the project realistic and measurable? Are the objectives significant?	**Score** _____
Budget: Is the budget request reasonable and sufficiently detailed?	**Score** _____
Overall Assessment: Does the project meet a special need? Is it an instructional learning experience that motivates and challenges students to learn?	**Score** _____

THE APPLICATION

DUE APRIL 30, 2025

ADDITIONAL GRANT RESOURCES

These tips and guidelines are applicable to any grant you apply for. There are many funding sources for educators. Your portal has a section "**Dade Gets Grants**" and you can also subscribe to their monthly newsletter for updates on available grants.
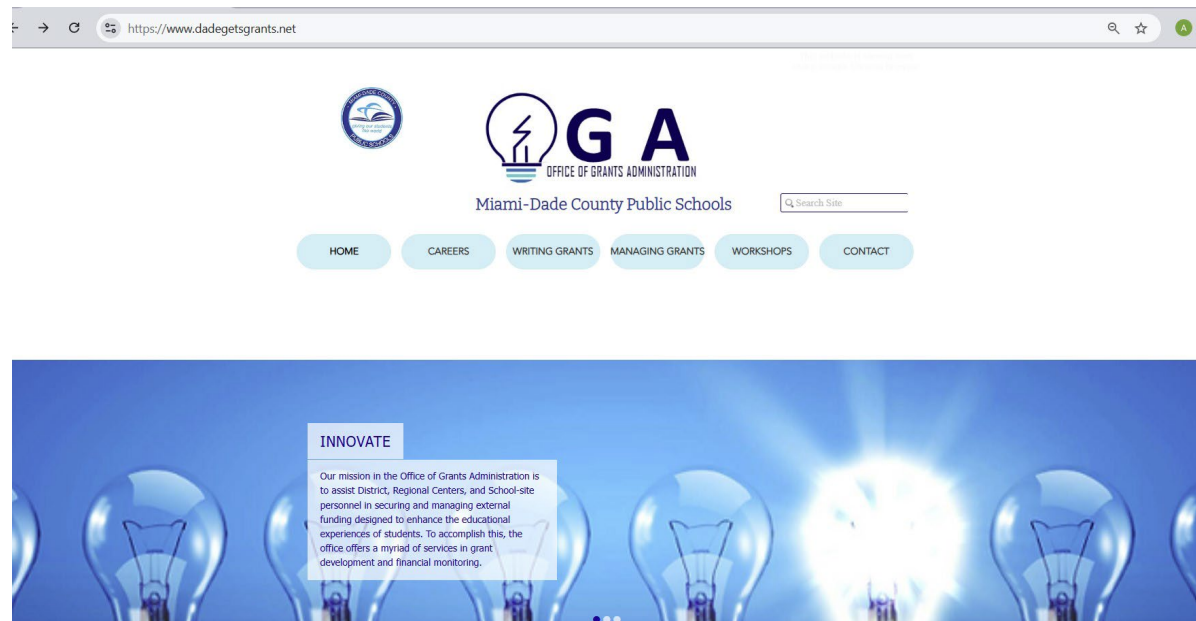
Office of Grants Administration
Miami-Dade County Public Schools

WRITING A GRANT

01 Guide To Writing Grants
Learn the basics of completing a strong grant application

02 Useful Resources for Writing a Grant
Find helpful tools for the grant writing process

03 Identify Funding Sources
Browse the latest funding opportunities

04 Customer Satisfaction Survey
Help us improve the services we deliver by completing our customer satisfaction survey

05 Letters of Support
Request letters of support for grant applications from the Office of Grants Administration

06 The Children's Trust
Memorandum of Understanding for The Children's Trust RFP's in partnership w/ M-DCPS

07 21ST CCLC Request For Proposal
Guide To Writing Grants

08 FNEI Teacher Mini-Grants
Foundation for New Education Initiatives Teacher Mini-Grants

LINK:

DADE GRANTS

M-DCPS Fundraising Resource Center

School Board of Miami-Dade County

Bylaws and Policies Related to Fundraising

5830 – Student Fund-Raising

7230 – Gifts to the School District

9211 – Parent Organizations, Booster Clubs, and Other Fund-Raising Activities

9700 – Relations with Special Interest Groups

Fundraising Resources

Fundraiser Insight – Find out what is working in the world of fundraising and how to make the most money possible for your group.

Network for Good – Online fundraising and donation tools to support nonprofits.

Fundraising.com – Fundraising ideas for your group.

Books on Fundraising – Fundraising guidebooks through the Miami-Dade Public Library System.

Crowdfunding Resources

Crowdfunding is the practice of obtaining needed services, ideas, or content by soliciting contributions from a large group of people, especially from the online community rather than from traditional employees or suppliers.

Article – "Raise Money for Your School Using Crowdfunding" (Edutopia.org)

Listed below are a few of the most popular crowdsourcing websites that could be used to fund projects at schools.

Kickstarter focuses on creativity. The company's stated mission is to help bring creative projects to life.

Connect2give pioneered mobile fundraising and communications for nonprofits.

Crowdrise is the number one fundraising website for personal causes and charity.

mGive offers text donation capabilities and professional services that help nonprofits acquire, engage, and retain donors.

Txt2give is dedicated to providing affordable, effective, and engaging mobile fundraising solutions.

Give by Cell is the nation's leading provider of mobile fundraising solutions to non-profit organizations.

Classwish is the only nonprofit that lets people contribute or fund any K-12 school or teacher in the country.

RocketHub is used to raise funds and awareness for projects and endeavors.

GoFundMe allows people to raise money for events.

Giveforward allows you to raise money for yourself or someone else by creating a fundraiser.

Piggybackr focuses on schools, communities groups and youth. It is designed just for teams.

Fund My Classroom is a convenient vehicle for educational related projects to raise funds that are cost and overhead free.

GoEnnounce empowers students to achieve more by inviting family, friends, and mentors to recognize achievements, projects, and goals as well as give encouragement and financial help.

Donors Choose makes it easy to help classrooms in need of supplies.

Adopt A Classroom allows donors find and fund a classroom, teachers purchase supplies online, students have the supplies they need to succeed, and donors receive updates on their impact.

Indiegogo is a way for people all over the world to join forces to make ideas happen.

Partnerships to Leverage Resources

Dade Partners

Since its 1978 inception, Dade Partners has grown to include than 4,500 entities that have formed thousands of partnerships with these organizations and our schools. Together these partners in education share their professional expertise and provide our schools with a multitude of resources.

Grants Opportunities

For grant opportunities, please visit our Grants Administration webpage.

Follow us on Twitter @DadeGetsGrants

LINK

[M-DCPS FUNDRAISING RESOURCE CENTER](#)

2025 Grants Ceremony February 4, 2025

School Board Chair Mari Tere Rojas, M-DCPS Assistant Superintendent Rouben Yaghdjian, M-DCPS Chief Academic Officer Lourdes Diaz, M-DCPS Chief Human Capital Officer Dr. Dawn Baglos with 2024-25 grant recipients.

We hope to celebrate YOU next year!

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Email me for more information or to schedule a Zoom meeting to discuss your ideas. We want you to win!

Audrey@educationfund.org