

FREE MONEY FREE CLASSROOM MATERIALS GRANTS

Teachers need educational materials! There are many ways to get what you need including grants, in-kind donations, supplies grants, and sponsorships. The only **MUST** is a positive attitude, a little organization, and an investment of a little time. Most teachers need less than \$400 in money or supplies to fund an educational project. The easiest way to fund small projects is to approach local businesses. Why? Less paperwork and time is necessary for you to get what you need.

Applying for Funds with Local Businesses

Local businesses, including national businesses in your area, such as Staples and Target, are receptive to the needs of local educators. For small requests, usually a letter and a visit will yield positive results. A follow-up thank you note is essential.

1. Plan your project.

What do you want?

Where can you get it?

How much will it cost?

Do you need "in kind" donations or cash or both?

What are you willing to contribute, such as organizing the project?

2. Write your budget or list of requested materials. Include your own contribution/s (You do not need to put a value on your time.).

3. List funding resources to approach.

4. Write a one-page letter of request. Keep the letter short and concise. Stay positive.

Personalize the letter for each funding source you plan to approach.

Include:

- the school letterhead
- your contact information: name, complete address, and phone number
- the school's nonprofit number
- a brief statement describing your request and why the project is valuable and important
- the budget
- a brief, specific statement describing how the business will benefit from the contribution (publicity via press release, appreciation announcement at PTO meeting, etc.)
- It helps to write at the bottom of the letter "Approved by ----, Principal," with signature.

5. Physically approach local businesses or your funding sources you have on your list. Dress professionally. Go during the time of day that is least busy. Ask to speak with the manager or store owner. Introduce yourself, briefly explain your request, and hand him or her your letter of request. Be appreciative. Smile. Let him or her know "what's in it for them," such as advertising. If other organizations are helping, share that information. Ask how he or she can help with fulfilling the funding request. Ask when you should contact him or her for follow up.

Note: Don't waste your time by sending letters by email or mail. This approach generally yields a very small percentage of success.

6. Do the follow up. When you receive funding, be sure to write a thank you note.

Staples Local Giving

Staples provides charitable donations to nonprofit organizations engaged in educational and youth focused projects and events. If your organization fits within our focus area, please visit your local Staples® store and speak with the general manager about how they can support your community organization. All requests are evaluated by your local Staples store and decisions are made at the discretion of store management.

We Care Gift Cards

Staples stores are able to support nonprofit organizations making a positive difference in the local community through We Care gift cards. These gift cards enable nonprofit organizations to obtain from Staples supplies needed to make a community event or program a success! Ask your local store manager for details.

In-Kind Product Donations

Our stores are able to donate eligible products to help your organization's administrative needs. Your local store manager can answer any questions about product availability and eligibility.

You can also request in kind support from Staples Home Office by filling out an online donation request. Please note, Staples will only consider online requests and will not accept or review unsolicited faxed or mailed requests.

Sample Application: Elements Curriculum

**YOUR SCHOOL
Your School Address**

Date

Staples

Attn: Store Manager's Name

Store Address

Dear _____,

I teach Special Education at ABC High School. As you know, the economic crunch has affected funding for educational resources. For this reason, I am appealing to your help me with the purchase of curriculum that has shown to help seriously at-risk students. The Elements curriculum is one of a kind because it is written at a Gr. 2/3 reading level. With these books, my students, who are candidates for dropping out, would be able to read and learn algebra, biology, economics, government, etc. I am asking for your help with the purchase of one or more of the book set listed below.

Budget:

Title	Quantity	Price
The Elements of _____, Complete Kit	1	\$ 559.00
The Elements of _____, Complete Kit	1	\$ 559.00
The Elements of _____, Complete Kit	1	\$ 559.00
subtotal		\$ 1,677.00
S/H		\$ 167.70
total		\$ 1,844.70

In appreciation of your help, the following announcement will be posted in the teachers' work room:

Support our Supporter!

Our local Staples Store, located at ----- has generously contributed to the education of our students.

Please visit Staples!

Thanking you in advance, I am

Yours truly,

Name

School

School Nonprofit Number

School Address

Sample Thank You Letter:

**YOUR SCHOOL
Your School Address**

Date

Staples

Attn: Store Manager's Name

Store Address

Dear _____,

Thank you for your help with the purchase of the curriculum for my seriously at-risk students. The books arrived last week and we are already using them in the classroom. The books have made learning tough subjects much easier. My students and I are very appreciative. Thank you Mr. _____ and thanks to Staples.

The following announcement was posted in the teachers' work room:

Support our Supporter!

Our local Staples Store, located at ----- has generously contributed to the education of our students. Please visit Staples!

Yours truly,

Name

FIRELIGHT BOOKS MATCHING GRANT

Grant Name: Firelight Books Matching Grant

Funded by: The program is funded and administered by Firelight Books, a private U.S. business, committed to helping schools implement more effective curriculum to improve student results. A matching grant is a conditional award that requires an organization to raise a specified portion of the grant via solicitation of new money and/or in-kind contributions, depending on the stipulation. Matching grants are meant to challenge an organization to increase its revenue and/or contributions and to encourage a non-profit to diversify and broaden its base of support.

Description: The Firelight Books Matching Grant program was established to recognize outstanding teaching and differentiated instruction in public schools that serve at-risk students. If you would like to improve student performance, please review the details and apply for a Firelight Books Matching Grant today.

Program Areas: Grant funds may be used for the purchase of the Elements Curriculum or the EduREALM Math Intervention.

Recipients: Applicants must complete the grant application (refer to below). If you have never been a Firelight Books Matching Grant recipient, you are eligible to apply. Applicants must be public school educators in grades PK-12.

Proposal Deadline: Submission is open throughout the year. Grants are awarded in February and September.

Average Amount: Grants averaging \$300.00 will be awarded to individual teachers for Firelight Books curriculum that will impact classroom innovation and improve instruction.

Recipients for all levels of grants are required to submit pretest and posttests results to the Company, provide testimonials and a release for reference, and complete a brief final survey

Website: www.firelightbooks.com

To Apply: <http://www.firelightbooks.com/pages/W9%7B47%7DSole-Source.html>

For help applying, contact us 800-975-0054. If you need support submitting the application please send an email to nancy@firelightbooks.com.

Submit Grant Application: FAX to 903-882-7571 or email to nancy@firelightbooks.com

FIRELIGHT BOOKS MATCHING GRANT APPLICATION

(School Name)

(Address)

(Phone Number)

(Second Phone Number)

(FAX Number)

(First Contact Person/Title)

(Email Address/Phone Number)

(Second Contact Person/Title)

(Email Address/Phone Number)

Check subject REQUESTED Elements Curriculum

- Elements of Basic Algebra A
- Elements of Basic Algebra B
- Elements of Basic Geometry
- Elements of Basic Biology
- Elements of Basic Integrated Physics
and Chemistry
- Elements of Basic English

- Elements of Basic U.S. History
- Elements of Economics
- Elements of Government
- Elements of Speech and
Communication
- Elements of Texas History

EduREALM Math Intervention

- PreK
- PreK Spanish
- Level A
- Level B
- Level C
- Level D

- Level E
- Level F
- Level G
- Level H
- Level I

The Recipient agrees to

- coordinate with the Company representative for initial training
- administer the pretest, unit tests, and posttests, and release them to the Company
- use the Elements Curriculum for one school year
- provide testimonials and a release for reference
- complete the final survey

Amount of Match:

Unless otherwise stated in the Grantee's Acceptance & Understanding Form, we require the organization to have met the full match amount before the matching portion of the grant can be fulfilled.

Please explain how the organization was able to meet the match requirement.

Please describe or attach documentation that verifies that the match has been met.

(Ex. a grant award letter from another funder; or a chart of how much money was raised from individuals, foundations, etc.)

NAME:

SIGNATURE OF APPLICANT:

DATE:

Target

Field Trip Grants

Teachers can apply for one of 5,000 grants of up to \$800. As part of the program, each Target store will award three Target Field Trip Grants to K-12 schools nationwide- enabling one out of every 25 schools throughout the U.S. to send a classroom on a field trip. Each grant is valued up to \$700.

Tools for Learning

Education is essential for a strong community. That's why Target offers teachers a host of resources and opportunities to help young minds explore and discover:

Early Childhood Reading Grants

Available to programs that encourage children (from birth to age 9) to read with their families.

Take Charge of Education[®]

Target has donated more than \$200 million to schools through Take Charge of Education. Help your school raise money with our easy-to-use fundraising tools.

How the Program Works: You shop, your favorite K-12 school benefits. It's that simple. And your REDcard[®] makes it possible.

Here's how to participate:

1. Apply and get approved for a REDcard[®].
2. Enroll in Take Charge of Education and designate a K-12 school.
3. Start shopping with your REDcard[®].

Donations to Schools: We'll track purchases made by participating REDcard[®] holders, then send a no-strings-attached donation check directly to the school principal. Checks are distributed once a year.

Multicultural Classroom Materials

Looking for a way to explore and celebrate cultural diversity and history in your classroom? Check out **free classroom materials** for all grade levels, provided by Target and the Smithsonian Institution. Then visit our **Dare. Dream. Do.** site to meet four extraordinary people who put their dreams into action every day.

Green Across America Grants

Inspire K-12 students to engage in sustainable, earth-friendly behavior in their communities through an education program, lesson or event. NEA's Green Across America grants program, sponsored by Target, awarded grants totaling \$50,000—up to \$1,000 each—to educators for innovative educational programs, activities, lessons, or events designed to excite students about going green, caring for the earth, and creating a sustainable future.

Eco Boys and Girls Lesson Plans & Resources

Get the free Eco Boys and Girls lesson plans, designed to help introduce environmental awareness to PreK – Grade 2 students.

Grant Name: The Jordan Fundamentals Grant Program

Funded by: The program is funded by the Jordan Brand, a division of NIKE, Inc., and administered by COMPASS Consulting, a private non-profit educational consulting firm, helping schools and communities develop more effective and equitable interventions, approaches and systems to improve student results.

Description: The Jordan Fundamentals Grant Program was established in 1999 to recognize outstanding teaching and instructional creativity in public secondary schools that serve economically disadvantaged students. If you and your students have a special project that requires funding or would like to create a project that helps education reach new heights, please view the guidelines and apply for a Jordan Fundamentals grant today.

Program Areas: Grant funds may be used for project-related expenses, e.g., materials, supplies, equipment, transportation, software and other items required to implement and evaluate the project.

Recipients: Applicants must develop an educational approach that supports improved student academic achievement and social/emotional/behavioral interventions through student engagement, student teacher relationships, and/or building the capacity of teachers. Applicants are encouraged to involve students in the development of this plan or unit. Jordan Fundamentals accepts applications from Middle and High School (Secondary) Educators. If you have reviewed the Guidelines for completing an application, please go to the Apply Now page and begin the registration process. (Please note: you will not be able to begin the application unless you have successfully registered). The Jordan Fundamentals Grant Program application must be completed online.

You will be required to complete the eligibility quiz on the Apply Now page to determine which application (Innovation or Inspiration) you should complete. You are eligible for an Inspiration Grant if you have been a past recipient of a Jordan Fundamentals Grant and wish to expand the project to multiple classrooms. If you have never been a Jordan Fundamentals recipient, you are only eligible to apply for an Innovation Grant.

Applicants must be public school educators in Middle and High Schools (grades 6-12). We will consider applications from 6th grade teachers even if they are in a K-8 school setting or an Elementary school. We will no longer be providing funds to programs focused on Kindergarten through Fifth grade.

Jordan Fundamentals will consider grants in communities where the Jordan Brand or Nike, Inc. has a significant presence.

At least 50% of the school's student population must be eligible for the free or reduced school lunch program at the time of application.

Please review the [Guidelines](#) and [FAQ](#) pages carefully before attempting to apply to Jordan Fundamentals.

Proposal Deadline: Submit after February. You may not submit a grant request without an invitation code. A pre-application Letter of Inquiry (LOI) is required in order to obtain an invitation code. An invitation code is only provided after an LOI is submitted electronically and has received a favorable review. You will be contacted regarding next steps after your LOI is received.

Average Amount: Innovation Grants: Grants averaging \$5,000 will be awarded to individual teachers for projects that will impact classroom innovation and improve instruction. **Inspiration Grants:** Previous awardees of Innovation Grants may apply for an Inspiration Grant. Grants ranging from \$5,000 to \$25,000 will be awarded to teams of teachers to support scaling-up the implementation of successful approaches developed with Innovation Grants.

Grants are awarded once a year in September. Recipients for all levels of grants are required to electronically submit a mid-year and final report detailing the use of funds, outcome results and lessons learned.

Website: <http://www.nike.com/jumpman23/features/fundamentals/overview.html>

To **apply** go to www.jordanfundamentals.com

For **answers** or help applying, contact us at jf@compass-consult.org or 800-673-5723. If you need support submitting the application please send an email to info@cybergrants.com. If you need help with the content of the application please send an email to jf@abekam.org or call 1-877-266-8640.

Sample Application: Elements Curriculum

The Elements curriculum is designed for underserved students who have learning difficulties and special needs. Poor reading skills affect comprehension in every subject. The effort of the Elements curriculum is to help these students master grade level subjects. The curriculum has been used successfully in classrooms for over six years increasing students' knowledge of grade level instructional information as required by state standards.

The Elements curriculum uses a real-life approach to help students with learning and reading difficulties. The Elements curriculum was developed for people with reading difficulties caused by learning disabilities, such as dyslexia, attention deficit disorder (ADD) and other language-based difficulties. The Elements curriculum is a research-based and success driven curriculum. It enables all children access to state and national curricula and conforms to today's research focused funding requirements. With the Elements curriculum, students can confidently tackle tough subjects such as Biology or Physics because it is designed to accommodate reading difficulties. The Elements curriculum incorporates hands-on activities and real-life examples to reinforce the learning objectives of each chapter.

The goal of our project is to enable at-risk students and students with learning and reading disabilities to improve their comprehension of grade-level subject matter to the point where they can succeed in school and prepare them for high school and post secondary education. These are the students who are the most underserved. Statistically, 30% or more high school freshmen do not graduate.

We hope to give our students a better chance to succeed. When students are engaged in academics that are meaningful to them, they are motivated to stay in school. Behavior improves, which strengthens relationships between students and teachers.

We are encouraged by the measurable success demonstrated by classrooms using the Elements curriculum and we are now seeking to create our own Success for Special Needs program to address the needs of all the at-risk students in our school. Our proposal requests \$_____ in funding to obtain the software, hardware, and training necessary to equip _____ (school name) Special Education department with exact number of books and instructional materials needed.

Sample Budget:

Title	Quantity	Price
The Elements of _____, Complete Kit	1	\$ 559.00
The Elements of _____, Complete Kit	1	\$ 559.00
The Elements of _____, Complete Kit	1	\$ 559.00
subtotal		\$ 1,677.00
S/H		\$ 167.70
total		\$ 1,844.70

Apply online only at:

http://www.cybergrants.com/pls/cybergrants/quiz.display_question?x_gm_id=2637&x_quiz_id=3393&x_order_by=1

Details:

Successful proposals will demonstrate strengths found on our Eligibility and Guidelines page in addition to the following components:

- Clear and concise project descriptions
- Demonstrated connection of project objectives to student engagement and academic achievement
- Measurable outcomes and targets
- Detailed budgets and practical use of funds

To be successful, the proposed project should incorporate a number of critical components:

- Address one or more of the grant Program Objectives
- Address specific student needs
- Will connect to and rely on at least one specific Jordan Brand Truth as its guiding principle
- An innovative program may be unique in how it uses or combines resources. It may discover something new about "the problem" or "population". An innovative program may also be new to the community or regions it serves or an incremental improvement in an accepted practice.

To be successful, the proposed project must address at least one of the Program Objectives:

Applicants must develop and implement an educational approach that supports improved student academic achievement and/or social/emotional/behavioral interventions. Proposals may attempt to do this through any of the following program objectives:

- student engagement
- student - teacher relationships
- building the capacity of teachers

To be successful, the proposed project must address specific student needs:

Proposals should reflect appropriate needs of students as they relate to the community in which the school exists and be focused on filling gaps in educational access for the same student population.

To be successful, the proposed project must provide evidence of being effective, scaleable, and sustainable.

EFFECTIVE: The project has clear strategies to meet its objectives and produces the intended effects for students.

SCALEABLE: The project can be expanded from a small classroom, to multiple classes to the whole population of a school or district.

SUSTAINABLE: The project can be continued over time with funding from other sources or without the Jordan Fundamentals Grant.

To be successful, the proposed project must connect explicitly to the Jordan

Brand Truths: Jordan Fundamentals believes that educators are at the critical intersection of a child's life where they can not allow a student to accept mediocrity and the impact of circumstances of the community in which they live or as an educator, they can offer their students an opportunity to be authentic, uncompromised, earned and aspirational. Please consider how the vision behind your proposal and/or the curriculum your project intends to implement will convey the Core Truths.

AUTHENTIC - STAY TRUE. Raw Passion. Quiet Confidence. Visible Leadership. Proudly display your passion for all to see - raw, intensely honest, determined. Never pretend to be what you're not. Instead, trust that your hard work will grant you authority. Earn respect.

UNCOMPROMISED - DEMAND EXCELLENCE. Meaningful Innovation. Fully Considered. Unmatched Performance.. Take no shortcuts. Obsess over every detail. Innovate. Act with grace and style, even when tempted to do otherwise. Set the standard of performance for all others to follow.

EARNED - BRING YOUR BEST GAME. EVERY DAY. Unbridled Commitment. Relentless Improvement. Labor of Love. Be relentless in your commitment to reach the pinnacle. Always improve. Be in the zone. Fully commit. Labor because you love it and know such remarkable efforts afford you deep respect.

ASPIRATIONAL - BE MORE THAN EXPECTED. Righteous Ambition. Unquenchable Desire. Inner Strength. Demonstrate righteous ambition - the unquenchable desire to be and do more than expected. Resolve to find the inner strength that propels you beyond your own limits. Be unwavering in your aspiration to achieve excellence, as well as in the ethics that you use to get there.

Indicators of Social Change

You will be asked to identify which Shifts you intend to make through the impact of your funded proposal:

- **Maintaining earlier progress**
(Recover earlier accomplishments or maintain current achievements)
- **Shifts in critical mass and engagement**
(Project is able to bring large number of students/community closer to topic of project)
- **Shifts in definition and reframing of issues**
(Students/community thinks differently about the problem that the project seeks to impact)
- **Shifts in individual and community behavior**
(Students/community behaves differently about the problem that the project seeks to impact)

Recipients for all levels of grants are required to file a mid-year and final report detailing the use of funds, outcome results and lessons learned. Jordan Fundamentals will collaborate with grantees to collect data at three stages in the grant cycle: as a baseline at the beginning of the project through the application, at the mid point of the cycle and at the end of the project. Proposals must be completed online and submitted prior to the posted deadline. All communication is executed via email.

Grant Name: Fund for Teachers Grants

Funded by: Fund for Teachers

Description: K-12 teachers with a minimum of three years teaching experience as a full time teacher spending at least 50% of the time in a classroom or classroom-like setting, in an eligible area, can apply for this grant by designing a professional development experience. Eligible applicants may apply as an individual or as a team; the funding limit is \$5,000 per person and \$10,000 total per team of two or more. Applicants submit a written online proposal explaining how their experience will make them a better teacher and how the applicant's improved skills or capacity will be implemented in the classroom, benefiting students, curricula and school. In addition, applicants should supply information as to how they will document experiences and describe, in narrative form, their proposed fellowship budget.

Program Areas: Professional Development

Recipients: Teachers K-12

Proposal Deadline: The Fund for Teachers fellowship application becomes available online each October, with an application deadline in January. Awardees are notified in April and fellowships take place during the summer. The fellowship application asks teachers to thoughtfully consider not only what objective they'd like to pursue, but also why, and how they foresee the proposed experience making a difference for them as teachers, for their students, and for their school community.

Average Amount: \$5,000 per person and \$10,000 total per team.

Website: <http://www.fundforteachers.org/home.html>

Availability: Most states, check map for details:
<http://www.fundforteachers.org/apply.html>

Sample Professional Development Application: Creating Graduates Instead of Dropouts

The entire Special Education department can benefit from applying for this grant. Through this grant, the department can all receive professional development training in order to improve the academic performance of their at-risk students. **Creating Graduates Instead of Dropouts** is a teacher training that focuses on differentiating instruction to increase success with the at-risk student population.

Students with reading difficulties caused by learning disabilities, such as dyslexia, attention deficit disorder (ADD), and other language-based difficulties are at risk of not understanding grade-level subjects. **Creating Graduates Instead of Dropouts** teaches educators how to differentiate instruction in junior high and high school classes. Educators learn how the grade level textbooks can be used so that those students will not fall behind. Junior high and high school students with very low reading skills can learn the same information as their peers, including algebra, physics, and other grade-level information. Differentiating instruction is the way to provide standards-aligned instruction to all students. Educators learn when it is appropriate to provide supplementary materials and how to differentiate instruction to a lower reading level.

After attending this session, participants will:

1. be able to differentiate instruction for students who are reading at a grade 2/3 level.
2. understand that students who are reading at a grade 2/3 level are able to meet grade-level standards.
3. be familiar with standards-aligned materials for students who are reading at a grade 2/3 level.
4. understand that many behavior problems decrease when students are given age-appropriate instructional materials that are at a reading level appropriate for them

Students who have learning disabilities, cognitive disabilities, emotional disturbance, severe dyslexia, or language acquisition problems are unable to read regular textbooks and most alternative textbooks. Students with serious reading problems are often excluded from the opportunities to learn higher level objectives because they cannot read the textbooks, supplemental materials, or the tests. Literacy is more than reading. It is the quality of being knowledgeable in various subjects, and students with reading challenges are stepping into the world of literacy!

It is not easy for teachers to find resources and texts that address middle school grade-level standards and are written below third-grade reading levels. There are specific components to identify in curriculum in order to ensure success such as improved test scores, treating kids with respect, and teaching age-appropriate concepts are a few of the critical indicators.

By attending this training, educators are able to immediately implement effective instruction in the classroom, and improve the learning conditions for the most underserved population of students.

Sample Budget

Trainer Fee	\$ 1,250.00
Classroom Materials*	\$ 1,677.00
subtotal	\$ 2,927.00
S/H	\$ 292.70
total	\$ 3,219.70

* includes two Elements kits

Details:

FELLOWSHIP RATIONALE AND PURPOSE: When thinking about your teaching practice, what would you like to learn? What are the key questions you want to explore? What challenge or passion inspires your proposed fellowship?

PROJECT DESCRIPTION: Describe and outline in detail your proposed fellowship. What key activities will you pursue, and why are they important? What is the time frame for achieving the goals outlined in the rationale and purpose?

TEACHER GROWTH AND LEARNING: How will your fellowship help you address your key questions and/or learning goals? How will this fellowship help you grow as a teacher?

STUDENT GROWTH AND LEARNING: How will students benefit from your proposed fellowship? What meaningful additions will this experience bring to your classroom?

BENEFITS TO SCHOOL COMMUNITY: How will your fellowship experience contribute to your school community's efforts to engage students and improve learning? How will you share the fellowship learning with colleagues?

PLAN FOR FELLOWSHIP IMPLEMENTATION OF LEARNING: Please outline a plan for implementing learning from your proposed fellowship within your classroom or school. We are aware that unintended learning experiences may constitute powerful aspects of your fellowship, so that not all valuable learning and transfer can be predicted. We do feel, however, that planning clear structures for bringing fellowship learning back to students can contribute to a more focused and significant experience in the field. Your implementation plan may be (1) an outline of a newly created or enhanced curricular unit/project; or (2) an action plan for new classroom or school-wide structures that you hope to implement.

(1) Curricular Unit/Project Outline: Focus on goals, student skills, general content, teaching methods, and assessment ideas.

(2) Action Plan: Focus on the goals, strategy, and outcomes for new classroom or school-wide structures.

BUDGET NARRATIVE: Provide a brief narrative showing evidence of thoughtful planning and research into your specific itinerary. The narrative should explain the rationale for the project's expenses. It is helpful to be precise. If final dates are not known, stipulate a time frame and approximate costs as closely as possible. The total amount requested is not a factor for selection; however, costs should be realistic in relation to the proposed scope. The selection committee reserves the right to increase or decrease the proposed budget.

Grant Name: Improving Students' Understanding of Geometry

Grants for Grades PreK–8 Teachers

Funded by: National Council of Teachers of Mathematics

Description: The purpose of this grant is to develop activities that will enable students to better appreciate and understand some aspect of geometry that is consistent with the Principles and Standards for School Mathematics of NCTM. For 2011–2012, grants with a maximum of \$4,000 each will be awarded to persons currently teaching at the grades PreK–8 levels. The project should include applications of geometry to, for example, art, literature, music, architecture, nature, or some other relevant area and may integrate the use of technology into the teaching of geometry. The activities may use published materials. Any published sources must be documented. Any acquisition of equipment or payment of personal stipends must be critical to the grant proposal and may not be a major portion of the proposed budget. Proposals must address the following: geometry content, the appropriateness of the application, the link between the Geometry Standard and the project's activities, and the anticipated impact on students' learning.

Program Areas: applications of geometry

Recipients: The applicant must be a current Full Individual or E-Member of NCTM or teach at a school with a current NCTM PreK–8 school membership. No person(s) may receive more than one award administered by the Mathematics Education Trust in the same academic year. Past recipients of this grant are not eligible to reapply.

Average Amount: maximum of \$4,000 each

Website: <http://www.nctm.org/resources/content.aspx?id=1324>

Availability: all states

Details:

Interested teachers are invited to submit a proposal. The 2011–2012 MET Proposal Cover Form must be completed and serve as the top page of each copy of the proposal. The proposal must be typewritten, double-spaced and single-sided (please organize as outlined below), with margins of at least one inch on 8.5" x 11" paper. Font size must be no smaller than 10-point (Times Roman suggested), and width between characters should be normal (100%). **Five copies (one original and four copies)** of the proposal should be included in a single packet addressed to the Mathematics Education Trust at NCTM, 1906 Association Drive, Reston, VA 20191-1502.

Sample Application: Elements of Basic Geometry and EduREALM Math Intervention

Students who have learning disabilities, cognitive disabilities, emotional disturbance, severe dyslexia, or language acquisition problems are unable to read regular textbooks and most alternative textbooks. Students with serious reading problems are often excluded from the opportunities to learn higher level objectives because they cannot read the textbooks, supplemental materials, or the tests.

The Elements of Basic Geometry allows for students to understand concepts in geometry even if they are reading at a lower level. Students will learn to identify, describe, and analyze geometrical shapes. They will learn to describe and use mathematical relationships, compare and contrast lines, points, and planes with practical, "real life" applications. The content matter is grade level, age-appropriate, and standards-aligned. Each lesson is self-explanatory so that students can progress independently. It is not easy for teachers to find resources and texts that address grade-level standards and are written for those reading at lower levels. The Elements curriculum is uniquely designed to meet this need.

The EduREALM Math Intervention is standards aligned, and allows students to progress through the levels of mathematics so that each book builds on the information from the last. EduREALM Math Intervention is aligned with the Principles and Standards for School Mathematics of NCTM.

The EduREALM Math Intervention and Elements curriculum enable students to better appreciate and understand geometry.

Sample Budget:

Title	Quantity	Price
The Elements of _____, Complete Kit	1	\$ 559.00
The Elements of _____, Complete Kit	1	\$ 559.00
The Elements of _____, Complete Kit	1	\$ 559.00
subtotal		\$ 1,677.00
S/H		\$ 167.70
total		\$ 1,844.70

Proposal Requirements

I. Proposal Cover Form (Microsoft Word 2000 or higher required)

II. Proposal (Two pages maximum)

- A. Plan. Describe the what, how, and why of the plan. Be as detailed as possible; indicate any initial work on the project, and connect your project with the NCTM Principles and Standards.
- B. Budget. Include an itemized budget (presented by line item in a table format) including both funds requested from the Mathematics Education Trust and other sources of funds, if applicable.
- C. Outcome. Explain how you plan to assess the impact of the proposed project on the students' appreciation and understanding of geometry.

III. Background and Experience (One page maximum; outline format preferred)

- A. Formal education. Indicate the institution, type of degree, major, minor, and date each degree was granted.
- B. Teaching experience related to this grant proposal. Indicate the school(s), teaching assignments, and other pertinent information, including continuing education and professional activities.

IV. Principal's Letter of Support (One page maximum)

The letter must be signed on school stationery, confirm the teaching status of the applicant, and indicate strong support for the proposal. Any local financial support must be confirmed in this letter.

Final Report Requirements

- A. Awardees will be required to share the results with colleagues by submitting a descriptive report, documenting the results of their project. The report should be at least two and not more than four double-spaced typewritten pages. The report must also contain an itemized report of expenses.
- B. Two-thirds of the approved budget, not to exceed \$2,666.67, will be paid at the beginning of the project. The remainder will be paid on receipt of a final report and verified expenses (with receipts) related to the proposal.

**National Council of Teachers of Mathematics
Mathematics Education Trust (MET)**