

Barnett Writer – Sample Grant Proposal

This sample grant proposal showcases a typical structure and content style for a not-for-profit organization, in this case an historical museum. The funding agency addressed is a quasi-public agency, but not a government agency at the state or federal level. The expectations of the funding agency could also match those of a private foundation.

Note: All organizations mentioned are fictional, but details of the project are realistic.

The proposal consists of the following parts:

- Cover letter
- Cover page
- Proposal abstract
- Proposal description
 - Acknowledging the need
 - Addressing the need
 - Goals and Objectives
 - Project schedule
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 - Budget
- Appendices [not included]



Cover Letter

Mr. Robert Haynesworth
Executive Director
The Connecticut Constitution Museum
100 Old Main St.
Hartford, CT 06108

October 21, 2016

Ms. Robin Fluke
Chief Program Officer
New England Historical Foundation
700 Front St., Floor 15
Boston, MA 02101

Re: Charter Oak Lives!

Dear Ms. Fluke,

In light of our previous conversations, I am pleased to present the attached proposal—Charter Oak Lives!—for your consideration. As you know, this project will engage middle school students throughout Connecticut to learn more about their heritage as a colony in New England, the initial stages of producing a written constitution, the relationship of early government in the English colonies to slavery and native peoples, and the subsequent influence of such events on the U.S. Constitution and its interpretation. With the assistance of school districts, teachers, and state education officials, a new historical unit that conforms to Common Core Standards will be developed and implemented. Middle school classes in each district will compete for the honor of planting an oak sapling on school grounds as a public event in commemoration of the Charter Oak.

We request funding for this project that will consist of two main phases: (1) a curriculum development phase over a period of 12-18 months, and (2) an implementation phase over a period of three years. At the close of the funding period, we hope that the project can become self-sustaining at least in part.

To date, we have enlisted the cooperation of major historical museums and historic houses in Connecticut as well as several school districts. In addition, all colleges and universities in the state have pledged to open their archival and library resources to teachers and students involved in the project, and we enjoy modest financial support from several organizations that bear “Charter Oak” in their name.



The importance of the “Charter Oak” for history of colonial New England and the development of constitutional government in the United States can hardly be overemphasized. Nevertheless, despite the ubiquity of the phrase, “Charter Oak,” throughout Connecticut, many citizens are unacquainted with the social and legal significance of this history. In other words, citizens of the State of Connecticut and beyond do not sufficiently appreciate their own heritage. Improving this situation is therefore vital for our common life together today.

As you consider the details of this proposal, I hope you will reach out to me, as you have in the past, with any questions or concerns that you and your colleagues at the New England Historical Foundation might have. Please feel free to contact me via email at rhaynesworth@ctconstitutionmuseum.org or by phone at 860-555-1636.

Sincerely,

Robert Haynesworth



CHARTER OAK LIVES!

A Social Studies/History Project for Middle-School Students

in the State of Connecticut

Sponsored and Coordinated by

The Connecticut Constitution Museum

A Proposal Submitted to the New England Historical Foundation

October 21, 2016



Charter Oak Lives!

Proposal

Project Abstract

In order to improve appreciation and understanding of the history of government and social values among middle-school students in Connecticut, Charter Oak Lives! will implement a curricular unit that provides an opportunity for students to engage in guided research. Students will have access to primary sources and other materials from regional archives and will be encouraged to present their research in various formats, including papers, skits, videos, museum exhibits, and online content. Independent panels of teachers, area experts, and community leaders will evaluate the quality of participating schools' results. Schools judged to be superior will be rewarded by having their students plant an oak sapling on school grounds that commemorates the original Charter Oak of Connecticut. After an initial year for planning, curricular development, and teacher workshops, the program will operate for three school years. We anticipate needed total funding of \$998,000, in support of which we request \$698,000 from the New England Historical Foundation.



Project Description

Acknowledging the Need

The State of Connecticut contains many streets, bridges, parks, businesses, organizations, and even a state university bearing the name, “Charter Oak.” And yet, it is safe to say that most citizens have little or no understanding of the significance of the term. “Charter Oak” refers to an incident in the colonial history of Connecticut when the British crown demanded return of the Royal Charter that had been granted by King Charles II in 1662 that permitted the colony some latitude in self-governance. Refusing to return the Charter in 1687, colonial leaders squirreled away the document in the hollow of a white oak tree. When King James II was overthrown in 1689, the Charter was retrieved and thereafter served as the main governing document for Connecticut until 1818. The Charter Oak was destroyed in a storm in 1856. In defining the rights and obligations of citizens of Connecticut before and after the American Revolution, the Charter played an important foundational role in the development of governmental institutions in the State and the American Republic.

To become fully engaged with their cultural heritage and to appreciate its significance today, school children require exposure to innovative instructional methods that include active, hands-on learning. Beyond the ability to research and produce written reports, today’s students need to demonstrate the ability to analyze primary source materials and to present their conclusions in a compelling manner—as is required by Common Core Standards in social science and history. Increasingly, partnerships between museums and educators are being developed to provide the needed instructional resources. This program will contribute to that effort.

Addressing the Need

Collaborating with other organizations and individuals, the members and staff of the Connecticut Constitution Museum (CCM) propose to create an educational program—Charter Oak Lives!—that will potentially reach all middle school students in the State of Connecticut. The program will create a new curricular unit that will be incorporated into the 8th-grade social studies curriculum and that will promote achievement of specific Common Core Standards. Students will be expected to examine primary sources while exploring historical factors that led to the establishment of a written constitution for the Colony of Connecticut. Additional avenues for primary source research will include the movement for colonial independence that informed the legend of the Charter Oak, the relation of colonial government to enslaved and native populations in Connecticut, and the significance of this history for the development of constitutional government in the American Republic.

There are approximately 46,000 eighth-grade students in Connecticut who can benefit from this program. Over the three-year funding period for implementation of this program, 138,000



students could be helped to become more appreciative and better informed citizens. In addition, public events and media attention can increase the benefit of the program to include the wider community.

Achievement of the project's goals and objectives will be evaluated on the basis of students' performance on relevant examinations and the quality of their research projects. Participating schools will be divided into groups of no fewer than 6 and no larger than 10 schools statewide. Within each group, one school will be selected by a local panel of educators and community leaders to receive an oak sapling for planting on school grounds at a widely advertised public event in commemoration of the original Charter Oak. In addition, the CCM will maintain an archive of all student research projects (including digital, video, and other formats) which will be available to the public.

In addition to students who will directly participate in the program, teachers and the general public will be able to draw upon the curricular and archival resources that the program will generate. These resources will include student research reports, identification of primary and archival sources relevant to the project, and any digital or video products of student participation. The CCM will maintain a database and will coordinate access to all such materials. To the extent possible, such materials will be made available via the Internet.

The study of history entails the construction of the narrative of our lives together as a society. Students who participate in this project will be able to take pride in their lasting contribution to that narrative. They will achieve not only a deeper understanding of their heritage but also a sense of personal accomplishment by making a contribution to their community. The CCM is proud to collaborate with school districts, community organizations, museums, and institutions of higher learning in making this opportunity available to all middle-school children in Connecticut.

We anticipate that \$328,000 will be required to fund the curricular development phase of the project, and \$670,000 will be required for the implementation phase. Of the total amount needed, we are requesting funding in the amount of \$698,000 from the New England Historical Foundation. (Please see the proposed budget below for details.)

Goals and Objectives

1. Create and implement a curricular unit for 8th-grade students on the early history of governance for the Colony and State of Connecticut.
 - 1.1. The unit will support achievement of specific requirements of Common Core Standards in social studies/history.
 - 1.2. Creation and implementation of the unit will result from collaboration among qualified teachers, university faculty, and other educational and cultural experts.



- 1.3. Educational materials will include lesson plans, written resources, digital materials (e.g., videos, webcasts, podcasts, brief online articles).
 - 1.4. Creation of the unit will be completed 12-18 months following initial funding of the project.
2. Involve at least 75% of all 8th-grade students in Connecticut in the project.
 - 2.1. Offer summer faculty development workshops to 8th-grade social science teachers.
 - 2.2. Collaborate with school district administrators in providing support for the project.
 - 2.3. Enlist local organizations, businesses, and community leaders in supplying the structure for school competition and the planting of oak tree saplings.
 - 2.4. Establish a central archive (or regional archives as necessary) in order to make results of the project (e.g., student papers, skits, videos, artifacts) available to the public.
 3. After implementation of the project for three years, identify and procure resources that will allow the project to become self-sustaining.

Project Schedule

1. Develop the curricular unit within 12-18 months of initial funding.
2. Following development of the unit, conduct faculty development workshops for six months.
3. Implement the unit in 8th-grade classes for a period of three years.
4. During final year of implementation, compile a comprehensive evaluation and report.

Evaluating Success

1. Monitor the number of teachers and students involved in the project.
2. Assess student performance on the basis of content area examinations and quality of student research projects.
 - 2.1. Examinations will conform to CCS requirements.
 - 2.2. Student research products (papers, videos, skits, artifacts, etc.) will be evaluated by independent panels of teachers and other experts.
3. Administer surveys to random samples of students, teachers, parents, and community leaders respectively.



Budget

Expenses	Year 1	Summer	Year 2	Year 3	Year 4	Totals
Professional Salaries	\$60,000	\$10,000	\$60,000	\$60,000	\$60,000	\$250,000
Teacher Workshops		\$200,000				\$200,000
Educational Materials	\$10,000	\$40,000	\$120,000	\$140,000	\$140,000	\$450,000
Promotional Expenses	\$3,000	\$5,000	\$30,000	\$30,000	\$30,000	\$98,000
Subtotals	\$73,000	\$255,000	\$210,000	\$230,000	\$230,000	\$998,000
Funding						
CCM Contribution	\$30,000	\$5,000	\$30,000	\$30,000	\$30,000	\$125,000
Community Contributions	\$5,000	\$20,000	\$50,000	\$50,000	\$50,000	\$175,000
NEHF Requested Contribution	\$38,000	\$230,000	\$130,000	\$150,000	\$150,000	\$698,000
Subtotals	\$73,000	\$255,000	\$210,000	\$230,000	\$230,000	\$998,000

Appendices

Appendix A – Professional Staff and Organization

Appendix B – Collaborating Institutions and Contact Information

Appendix C – Letters of Commitment from Cooperating Institutions

