

PROCURING BOOKS THROUGH GRANT FUNDING

by

Adam Kaiser

This project is submitted in partial fulfillment of the
requirements for the degree of

Masters of Education in Curriculum and Instruction

Ferris State University
School of Education
College of Education and Human Services

May, 2014

PROCURING BOOKS THROUGH GRANT FUNDING

by

Adam Kaiser

Has been approved

May, 2014

APPROVED:

_____, Chair

_____, Member

_____, Member

Supervisory Committee

ACCEPTED:

Graduate Coordinator, School of Education

FERRIS STATE UNIVERSITY

Rights and Permission Form for Electronic Thesis, Dissertation, or Capstone Project

Placement in Ferris Institutional Repository

Student Name: Student ID:

E-Mail Address: Phone: (Wk) (H)

Department:

Document Type: ___ Master's Thesis ___ Doctoral Dissertation ___ Capstone Project

Document Title:

Student Agreement:

I hereby certify that I have obtained all necessary permission in writing for copyrighted material to be published in my thesis, dissertation, or capstone project. Further, I certify that I have obtained a written permission statement from the owner(s) of any copyrighted matter, property owners, organizations, or institutions to be included in my thesis, dissertation, or capstone project allowing distribution as specified below. Copies of all such permissions are maintained by the author and will be provided if requested.

I hereby grant to Ferris State University and its employees the nonexclusive license to archive and make accessible under the conditions specified below, my thesis, dissertation, or capstone project in whole or in part in all forms of media, now or hereafter known. This is a license rather than an assignment. I, therefore, retain all other ownership rights to the copyright of the thesis, dissertation, or capstone project. I also retain the right to use in future works (such as articles or books) all or part of this document.

In addition to the unrestricted display of the bibliographic information and the abstract, I agree that the above mentioned document be placed in Ferris Institutional Repository with the following status

(CHOOSE ONE OPTION)

___ **Open Access Publishing:** I authorize immediate worldwide open access to the electronic full text of my work through the Ferris State University Library.

___ **Open Access Publishing -1 Year Embargo:** I request that the FSU Library embargo (closed - no one can access) the electronic full text of my work for one year. If I want to extend the embargo for second year, I will notify the Ferris Institutional Repository within one year in writing. If I do not request extension at the end of the embargo, I understand that the electronic full text of my work will default to open access. I understand my work cannot be embargoed for more than two years.

___ **Restricted Access:** I request that the FSU Library restrict access to the electronic full text of my work to the Ferris State University campus community. I understand that this restriction will expire after one year and I may request in writing that the restriction be extended for an additional year at that time. If I do not request extension, I understand that electronic full text of my work will default to open access. I understand that my work will be secured from view for a total of two years only.

I understand that any embargo or restricted access is at my discretion as the copyright holder and that I may request that Ferris State University library lift the embargo or restriction access at any time. I agree to abide by the statements above and agree that this up approval form updates any and all previous approval form submitted.

Student Signature: _____ Date: _____

ABSTRACT

This capstone project paper covers the process of obtaining grant funding to purchase books for the library/media center of a junior high school in a school district in northeast Michigan. This project paper focuses on the steps of the grant process. The process emphasizes the need to research the funding organization, determine a need for funding within the school district, develop a well polished grant proposal, and create a plan to implement the grant funding. The successful results of this process could create a blueprint to acquire future grant funding for the school district during the budgetary issues of the current economic downturn.

TABLE OF CONTENTS

CHAPTER		Page
1	INTRODUCTION AND BACKGROUND.....	8
	Alpena Public Schools.....	8
	Statement of Need.....	9
	Purpose of the Project.....	11
	Statement of Project Phases.....	11
2	LITERATURE REVIEW.....	12
	History of Educational Funding and Grants.....	12
	Current Issues Facing Educational Funding and Grants.....	14
	Funding Sources, Types, and Uses of Grants.....	14
	Reading and the Importance of Supplemental Texts.....	15
3	METHODOLOGY.....	18
	Project Plan.....	18
	Phase 1.....	18
	Phase 2.....	20
	Phase 3.....	20
	Phase 4.....	22

4	PROJECT.....	23
	Funding Organization and Endowment.....	23
	Data Collection.....	24
	Grant Application.....	25
5	SUMMARY & CONCLUSION.....	27
	Project Summary.....	27
	Results of Grant Acquisition.....	29
	Weaknesses and Limitations of the Project.....	29
	Conclusion.....	30

APPENDIX

A.	GRANT APPLICATION.....	36
B.	AWARD LETTER.....	41

CHAPTER 1

INTRODUCTION AND BACKGROUND

Alpena Public Schools

Alpena Public Schools (APS) is a district in northeastern Michigan with over 4,000 students from Alpena County and part of Presque Isle County (“About Alpena,” 2013). APS has a single junior high school, Thunder Bay Junior High School (TBJHS), which serves over 900 students from 6th through 8th grade (“Thunder Bay,” 2013). The demographics of TBJHS closely reflect that of the overall school district with a 51.5% female to 48.5% male ratio that includes a 2.5% minority population. TBJHS currently has 158 students with active individualized educational plans (IEP) receiving special education services (H. Stevens, personal communication, July 1, 2013).

TBJHS has classrooms for students with both mild to moderate cognitive and emotional impairments. In these rooms students receive their core curriculum of math science, social studies, and English. These students only leave their homeroom for extra curricular classes such as gym, art, or shop. For the core curriculum the majority of special education students are in inclusive co-taught classrooms with a subject area teacher working side by side with a special education teacher. The special education students receiving instruction in inclusive co-taught classes are required to have a support

class period in a resource room to get some extra help with their assignments. There are a handful of core curriculum classes with only special education students called power classes, but they are only for special education students who have trouble with a particular subject and these students spend the rest of their day in inclusive co-taught classes.

Three years ago, due to declining enrollment, the district's 6th grade students moved from the elementary schools to TBJHS. The following year enrollment combined with changing laws and efficiency issues inspired the district to implement inclusive co-taught classes at the district's secondary schools. The introduction of the 6th grade students to TBJHS was accompanied with a small amount of books transferred from the elementary schools libraries to meet the needs of the 6th grade student population. The introduction of the 6th grade to TBJHS combined with the implementation of co-teaching created complaints from co-teacher teams about the need for more supplemental texts to support their instruction and meet the various needs of their students widely fluctuating grade and ability levels. This need has caused those who care about the library and students at TBJHS to look into external funding sources such as grants.

Statement of Need

APS has faced declining enrollment for over a decade that has resulted in budgetary issues (H. Stevens, personal communication, July 1, 2013). APS recently stemmed the tide of this problem and financially stabilized the district by negotiating 10% pay cuts for all employees (Gulke, 2013). This is regarded as a short-term solution to a long-term problem as districts throughout Michigan face funding issues. With APS facing budgetary issues the budgets of elementary school libraries for new books has

been cut from 3,500-1,500 dollars a year depending on school size to 1,000 dollars a year per elementary school (H. Stevens, personal communication, July 1, 2013). The secondary schools' budgets to acquire new books has been cut to zero and any money to acquire new books is completely dependent on the librarians of these schools' abilities to collect late fees (H. Stevens, personal communication, July 1, 2013). The librarians of these schools report that late fees annually amount to over a thousand dollars, but it is hard to collect on these late fees and typically only about 20% of annual late fees are collected (S. Kaiser, personal communication, June 20, 2013). This fact is not only a blow to the teachers of these schools abilities to offer supplemental texts to their students, but has also created emotional stress to the professionals that run the libraries in these schools (S. Kaiser, personal communication, June 20, 2013).

The shortfall in library funding at TBJHS has inspired the school's faculty to look into external sources of funding to meet the instructional needs of both teachers and students. Finding, writing, and acquiring a grant for the library of TBJHS will not only give the library money to purchase new books, but in turn will fill holes in the 6th grade core curriculum through acquiring much needed supplemental texts and expand the libraries collection of books to meet the various reading ability levels of the students the library serves. It is the hopes of everyone involved that successful completion and acquisition of a grant for books at TBJHS will not only meet the needs of the TBJHS library, but also inspire teachers throughout the district to recognize deficiencies at their schools and write grants to meet the needs of those problems. The faculty of the Library at Alpena High School currently faces the same budgetary issues and if the grant for

books at TBJHS is successful it can act as a proven blueprint or framework for those at the high school to write a grant for books.

Purpose of the Project

The purpose of the project is to apply for a Northeast Michigan Youth Advisory Council (NEMYAC) mini-grant for the APS district. If awarded the two main objectives of using the funds provided by the grant are to acquire new books to expand TBJHS collection of books to supplement information for classes taught in the core curriculum and to strengthen TBJHS collection of books to meet the various reading ability levels of the student population. Richardson, Morgan, and Fleener (2009) state that traditional textbooks have limitations and there is a growing recognition among teachers of the need to bring multiple information resources into the classroom to give students different perspectives on material that is presented. Bender (2008b) states that differentiating instruction in the inclusive classroom to meet the ability levels of all students has to encompass every instructional aspect of the classroom from the material presentation and types of assignments given to the texts provided for the students.

Statement of Project Phases

This project will be conducted in four phases.

Phase 1: Describe the funding organization and the types of grants they have funded in the past

Phase 2: Create a needs assessment to document the need for the grant

Phase 3: Develop the grant application

Phase 4: Develop a plan for implementing the grant if it is awarded

CHAPTER 2

LITERATURE REVIEW

History of Educational Funding and Grants

In the early 1800s grants were first used in the United States to fund public education (Maxwell, 1952). The profits from the sale of 130 million acres of federal land were used to establish an endowment for public education and an additional 4 million acres were sold to contribute to the funding of higher education institutions (Maxwell, 1952). Additional education grants were created in 1816 to provide 3 percent of the profits of federal land sales to states from the land sold within their boundaries to fund public education and it was established that one-sixth of those funds would go exclusively to institutions of higher education (Maxwell, 1952). With the growing need for higher education the U.S. Congress passed the Morrill Act in 1862 that gave federal land and money to states to build more colleges and universities. The Morrill Act was extended in 1890, but states were warned that if the money provided was not used for the intended educational funding that further payments from the grant would be withheld (Maxwell, 1952). In 1917, Congress established grants for public school districts to provide vocational education classes for their students, but the grants were matching funds grants where the school districts would have to provide a dollar towards funding

the vocational education classes for every dollar received from the federal government (Maxwell, 1952).

Over the past hundred years the federal government has funded significant educational endeavors such as the GI Bill and Pell Grants that fund the higher education expenses of military personnel and students with financial need, but the majority of K-12 funding comes from the states (“Overview The,” 2013). The federal government provides fewer than 10% of yearly K-12 funding, states provide more than 45%, local governments provide around 35%, and the remaining 10% is supplied by private sources such as private schools. The K-12 funding provided by the federal government is established primarily through the No Child Left Behind (NCLB) Act of 2001 and the Individuals with Disabilities Education Act (IDEA) (“10 Facts,” 2013). NCLB is a descendent of the Elementary and Secondary Education Act (ESEA) of 1964 that was reauthorized in 1988 and 1994, which first provided federal funding for services for students with disabilities (Talley & Schrag, 1999). NCLB is primarily a reform law that provides funding for scientifically based reading instruction programs to improve the academic achievement of students in high-poverty schools, teacher training, and other established areas of high educational concern (“10 Facts,” 2013). The IDEA currently ensures the funding of services to students with disabilities and with its most recent reauthorization in 2004 aligned educational standards for students with disabilities with the standards established for general education students in the NCLB (Dettmer, Thurston, Knackendeffel, Dyck, 2009).

Current Issues Facing Educational Funding and Grants

The current recession stemming from the stock market crash of 2008 has had a major adverse effect on the funding of state and local governments (Johnson, Collins, & Singham, 2010). The United States faces the general results of a recession with increased unemployment equating to a decline in the tax base for every level of government and in turn budget cuts for schools districts across the country (Zhao, 2012). Shortfalls in funding for schools and nonprofit organizations since the recession has resulted in significantly increased numbers of individuals within those schools and organizations to look for external and grant funding opportunities to replace services that have been cut (Browning, 2011). Not only are the numbers of applications for grants increasing, but also the grant process is becoming more competitive as grant seekers become more familiar with the grant writing process (Browning, 2011). Common sense dictates that the number of grant seekers is going to continue to increase the longer it takes the economy to turn around and at the same time a prolonged economic downturn will make it hard for grant making organizations to continue to maintain their current level of grant funding opportunities (“National Survey,” 2012).

Funding Sources, Types, and Uses of Grants

Dettmer et al. (2009) states that federal grants are still available today, but since the inception of grants the funding sources of grants have become numerous. Currently schools can look for grants from various levels of government, foundations, corporations, businesses, organizations, clubs, and various other funding sources. Browning (2011) points out that along with grant funding sources there has become numerous amounts of grant types and, matching grant type with grant need is one of the most important factors

for acquiring grant funding. Some of the most widely used grant types for education are matching funds, program development, and scholarships (Browning, 2011). With matching funds schools have to match every dollar received from the grantmaker, program development is for the implementation of a new program or the expansion of a program in a school, and scholarships are financial awards to mostly high school seniors for the direct purpose of funding their college costs (Browning, 2011). The educational grants that the NEMYAC has funded are a good representation of the various uses of educational grants (“Annual Report,” 2013). Some examples of the grants that NEMYAC has awarded to schools over the past couple of years are to provide sports equipment, chemistry equipment, field trips, calculators, life skills programs, after school programs, kindergarten enrichment programs, classroom technology upgrades, and yearbook funding (“Annual Report,” 2013).

Reading and the Importance of Supplemental Texts

Temple, Ogle, Crawford, and Freppon (2011) point out that along with teacher instruction reading is the primary method of knowledge acquisition for school students. Reading provides the ability for students to unlock knowledge in print and use that knowledge to not only perform better academically, but also gives students the ability to acquire information that can positively impact their everyday lives from keeping up on current events to accessing technical knowledge that can help them gain future employment. Reading allows students the ability to gain background knowledge in the subject areas of their academic studies, build their vocabularies, and increase their logic/reasoning skills (Temple et al., 2011). Research shows that increasing students’ vocabularies directly influences students’ abilities to understand higher-level academic

concepts, understand how academic subject areas are interrelated, and use knowledge obtained in the classroom to solve real world problems (Temple et al., 2011).

Bender (2008a) states that two important factors that significantly affect students' reading skills are their reading comprehension and reading fluency abilities. Reading comprehension refers to students' abilities to acquire meaning from texts and reading fluency refers to students' abilities to recognize words in conjunction with understanding sentences. Richardson et al. (2009) suggests that students are more likely to independently read texts that match their readability level or texts suited to their reading comprehension and reading fluency abilities. Richardson, Robnolt, and Rhodes (2010) report that research shows that students' reading skills will improve the more they read regardless of the material. Students encouraged to use as much of their free time as possible to read books in their areas of interest within or outside of their academic workload showed significantly increased vocabularies, reading comprehension abilities, and reading fluency abilities (Richardson et al., 2010). The evolution of reading instruction is pointing to the significant need to have ability level reading available to students to help them improve their overall reading skills (Richardson et al., 2009).

Richardson et al. (2009) point out that most classroom textbooks provide the needed breadth of information for K-12 classes in the core academic subject areas of math, science, social studies, and English, but teachers need to provide their students with depth to their subject areas by making appropriate supplemental texts available. The multitext approach allows students to see academic concepts or events at different times in history through the eyes of people of various backgrounds from intellectual elites to students their own age (Richardson et al., 2009). Teachers can use the multitext approach

to add depth of information to their subject areas while tapping into their students' areas of interest to try to foster within their students a thirst for more information (Richardson et al., 2009). Readence, Bean, and Baldwin (2004) feel that informational texts are wonderful sources of supplemental material to subject area textbooks, but teachers need to also provide students with numerous other sources of supplemental materials such as electronic media, newspapers, magazines, and historical fiction.

CHAPTER 3

METHODOLOGY

Project Plan

This project will be conducted in four phases.

- Phase 1: Describe the funding organization and the types of grants they have funded in the past
- Phase 2: Create a needs assessment to document the need for the grant
- Phase 3: Develop the grant application
- Phase 4: Develop a plan for implementing the grant if it is awarded

The methodology for completing each phase will be discussed in the following sections.

Phase 1: Describe the funding organization and the types of grants they have funded in the past

NEMYAC is a group of area 8th through 12th graders from Alpena, Alcona, Montmorency, and Presque Isle counties that awards \$50,000 of grants annually to area non-profit organizations from a permanent endowment funded by the W.K. Kellogg foundation (“CFNEM Youth,” 2013). The purpose of the NEMYAC is to teach its student membership about philanthropy through experiencing the grant-making process and awarding grant funding to community improvement programs and projects.

NEMYAC consists of an annual average membership of about 50 students with seven adult advisors. The NEMYAC advisors council students when considering grant proposals, but grants are accepted or rejected by a majority vote of NEMYAC's student membership ("CFNEM Youth," 2013). A 6th grade social studies teacher at TBJHS is one of NEMYAC's seven adult advisors and she suggested NEMYAC as the perfect funding source for new books for the TBJHS library due to NEMYAC focus of funding youth-related programs and projects (T. Udell, personal communication, April 15, 2013).

NEMYAC was founded in 1993 as part of the Community Foundation for Northeast Michigan (CFNEM) and the NEMYAC has awarded over a half million dollars since its inception ("What is," 2013). CFNEM is an organization founded in 1974 with a permanent endowment from various donors to serve the communities of northeast Michigan and established the NEMYAC to give the area youth population a voice to meet their needs within the communities of northeast Michigan ("About Us," 2013). Along with APS the NEMYAC in the past year has provided grants to Alcona Community Schools, Atlanta Community Schools, Hillman Community Schools, Onaway Area Schools, Posen Consolidated Schools, and Rogers City Public Schools. The grants provided to these school districts have ranged from funding field trips and providing sports uniforms to promoting multi-cultural awareness. NEMYAC in the past year has awarded similar library grants to the media center at Alcona Junior/Senior High School for new books and Hillman Elementary School for library equipment and technology upgrades ("Annual Report," 2013).

Phase 2: Create a needs assessment to document the need for the grant

The 6th grade faculty discussed the need for new library books and determined that the social studies curriculum had the most significant need for new supplemental texts. The librarian at TBJHS surveyed the 6th grade social studies faculty to develop a needs assessment of the number and types of new books the library would need to acquire to satisfy their instructional needs (S. Kaiser, personal communication, June 20, 2013). The librarian determined that there are currently about 40 books, all of which have copyright dates older than 1992 that cover topics in the 6th grade social studies curriculum that equates to a ratio of one book to eight social studies students in the 6th grade (S. Kaiser, personal communication, June 20, 2013). The 6th grade social studies faculty indicated they would like that ratio reduced as close as possible to a ratio of one book to two students (S. Kaiser, personal communication, June 20, 2013). The 6th grade social studies faculty in conjunction with the librarian determined that the social studies units on Central and South America had the least amount of books in the library to use for supplemental information (S. Kaiser, personal communication, June 20, 2013). The 6th grade social studies faculty asked that if the \$500 grant was obtained that the books have copyright dates no older than 2008. The special education faculty added a request that if the grant is acquired that a portion of the books range in reading ability level to help meet their students various needs (S. Kaiser, personal communication, June 20, 2013).

Phase 3: Develop the grant application

To meet the guidelines to apply for a NEMYAC grant the applicant must fit within the category of school, government agency, or charitable organization (“CFNEM

Youth,” 2013). Individuals are not eligible to apply for a NEMYAC grant. The application must demonstrate a recognizable benefit to the youth population of Alcona, Alpena, Montmorency, or Presque Isle counties. NEMYAC provides separate grant application processes for grants \$500 or less and grants between \$500-\$2,500. Grants \$500-\$2,500 require a more detailed application and an interview with the student membership of the NEMYAC (“CFNEM Youth,” 2013). Those involved in the grant process for TBJHS have decided to ask for \$500 for new books and go through NEMYAC’s mini-grant application process.

Those at TBJHS involved in the grant process must complete four steps to successfully apply for a grant through NEMYAC. The first step in the grant application process is to fill out the grant application. NEMYAC’s mini-grant application asks for a project overview providing a description of the organization, the purpose of the project, a statement of how critical the grant funds are to the success of the project, a list of staff members responsible for implementing and carrying out the project, and establishing an evaluation process for determining the success of the project (“CFNEM Youth,” 2013). The second step in the grant process is to fill out the grant budget document provided by NEMYAC and write a budget narrative to provide any additional budget consideration that might help the NEMYAC in the decision making process (“CFNEM Youth,” 2013). The third step in the grant process is to provide documentation that verifies that TBJHS fits within the required Internal Revenue Service category of school, government agency, or charitable organization (“CFNEM Youth,” 2013). The fourth and final step of the application process is to provide a list of the Board of Directors of APS (“CFNEM Youth,” 2013).

Phase 4: Develop a plan for implementing the grant if it is awarded

If the grant is awarded the librarian of TBJHS plans to use a previously developed pricing assessment to choose a book vendor and purchase books to enrich the 6th grade social studies curriculum. As requested by the 6th grade social studies faculty of TBJHS the books purchased will focus on the geographic areas of Central and South America. The evaluation of the books purchased will take into account numerous aspects of social studies education such as history, geography, government, economics, customs, local foods, and various other aspects. The books purchased will have copyright dates no older than 2008 and cover a large span of grade reading levels to meet the needs of the special education population of TBJHS. Once books are chosen and received the librarian of TBJHS will catalog the books and hold an event to present them to the 6th grade social studies teachers.

CHAPTER 4

PROJECT

Funding Organization and Endowment

Locating a grant to fill the identified need for new books at TBJHS library was met with good fortune, a faculty member was able to suggest applying for the grant through the NEMYAC. This faculty member is an adult advisor of NEMYAC and is available to interview or acquire any information from the NEMYAC or CFNEM that is not provided on the organization's website. The website for the CFNEM provides background information on the organization, their affiliates, their various regional youth advisory councils, their donors, and the various grants they offer ("About Us," 2013). The NEMYAC section of the website provides grant guidelines, grant applications, mini grant applications, grant budget samples, and examples of needs assessments ("CFNEM Youth," 2013).

The NEMYAC funds their grants through an endowment provided by the W.K. Kellogg Foundation ("CFNEM Youth," 2013). W.K. Kellogg the founder of the Kellogg Cereal Company created the W.K. Kellogg Child Welfare Foundation in 1930 to support the needs of children within the company's hometown of Battle Creek, Michigan ("Who We," 2013). During the 1930s the organization shortened its name to the W.K. Kellogg

Foundation and expanded their charitable contributions beyond Battle Creek to over seven counties in south central Michigan continuing to focus on children's needs and K-12 education ("History &," 2013). During the 1940s the W.K. Kellogg Foundation expanded its charitable contributions throughout Michigan and the United States focusing on various social problems ("History &," 2013). By the 1980s the W.K. Kellogg Foundation was one of the worlds largest charitable organizations ("History &," 2013). In 2007, the W.K. Kellogg Foundation rewrote its mission statement to refocus on the needs of vulnerable children. Currently the W.K. Kellogg Foundation provides funds to support the health and educational needs of children in various locations throughout the world with the endowment that the company provides for the NEMYAC grants as a small amount of their annual charitable contributions ("History &," 2013).

Data Collection

The librarian of TBJHS has continually surveyed and interviewed the faculty, students, and administrators of the school to determine the strengths and weakness of the library's collection of books (S. Kaiser, personal communication, June 20, 2013). Over the past two to three years the assessment has indicated the need for more social studies books especially in the areas of Central and South America to meet the needs of the 6th grade social studies curriculum (S. Kaiser, personal communication, June 20, 2013). The 6th grade social studies faculty asked for a goal of bringing the book to 6th grade social studies students ratio down from the current one to eight to a more acceptable one to two ratio, but with a grant proposal of \$500 the librarian feels this is unattainable and a one to five ratio is more realistic (S. Kaiser, personal communication, June 20, 2013). Those involved in the grant process plan to search for book titles and best prices between

Perma-Bound, Scholastic, and Follett book vendors (S. Kaiser, personal communication, June 20, 2013).

Grant Application

To complete the grant application process those involved must complete the mini-grant application, provide a grant budget, provide proper documentation that proves that TBJHS is categorized as a school in the eyes of the IRS, and provide a list of the Board of Directors of APS (“CFNEM Youth,” 2013). The mini-grant application asks for a description of the organization, the purpose of the project, a statement of how critical the grant funds are to the success of the project, a list of staff members responsible for implementing and carrying out the project, and establishing an evaluation process for determining the success of the project (“CFNEM Youth,” 2013). The operating cost of the school is not a factor in filling out the grant budget making the only relevant factor the size of the grant. The librarian feels that \$500 is a suitable amount to ask for and fits within the mini-grant criteria. The administrators of TBJHS have all the proper IRS documentation on hand and available to the project as they openly encourage their staff to apply for grants to benefit the school. The principal of TBJHS has been eager to sign the finished grant application. A list of the Board of Director of APS is easily available on the APS website and the Board of Director along with the administrators at the district’s central office have been made cognizant of the grant proposal. Both groups are excited about the prospects of receiving the grant.

In regards to filling out the mini-grant application the description of the organization as previously described will focus on the composition of APS, how TBJHS fits within APS, and the demographics of the student population of TBJHS. The purpose

of the project section will focus on the need for new books for the library at TBJHS and how their acquisition will benefit the students and teachers of the school. An easy step in the process is justifying how critical the grant money is to the project in that the project is 100% dependent on acquiring the grant funds. The librarian at TBJHS will oversee all steps of the project from implementation through evaluation. The success or failure of the project will be determined through surveying the attitudes of teachers and students on bimonthly intervals within the first year of acquiring the new books about the effectiveness of the books as supplemental material to the 6th grade social studies curriculum. Questions to teachers will focus on the effectiveness of the books in regards to enhancing instruction in the classroom. Questions to students will focus on the effectiveness of the books in giving them access to information not available to them in their textbooks and how beneficial the new books have been in helping them with assignments. The grant application can be found in Appendix A.

CHAPTER 5

SUMMARY AND CONCLUSION

Project Summary

The specific purpose of this project evolved into applying for a NEMYAC mini-grant to fund the acquisition of new supplemental social studies texts for the library/media center of TBJHS the lone middle school of the APS district. The initial focus of the project was to find a financial need within the APS district, find a grant funding organization that had a solid history of funding such projects, research the grant writing process to build a solid grant proposal, use the grant funding organization's grant application outline to write a strong grant, and apply for the grant by the November 1st deadline set by the NEMYAC. The search to find an area of need to focus a project on that would positively benefit the APS district did not last long. The librarian at TBJHS commented on the growing need for new texts in the libraries throughout the APS district and how budgetary issues were likely to make future funding of the acquisition of new books from within the district unlikely.

Once the focus of the project was determined, the librarian of TBJHS focused on the main area of need for new library books at TBJHS the 6th grade curriculum. The 6th grade students had only recently moved from the districts' elementary schools to TBJHS

with the transfer of a small amount of books from the elementary schools' libraries and the faculty of TBJHS decided that if funding was acquired to obtain new books that the purchases should focus on books that would strengthen the 6th grade curriculum. After discussions specifically with the 6th grade faculty a consensus was reached that the social studies curriculum had the most significant need for new supplemental texts and that the texts should focus on Central and South America. The final request from the 6th grade faculty was that the new texts should meet the various reading ability levels of the student population of TBJHS from the gifted and talented students to the special education students.

After the focus of the project narrowed to the acquisition of supplemental texts to support the 6th grade social studies curriculum, one of the 6th grade teachers suggested the NEMYAC as the perfect grant funding organization for the project due to their track record of funding similar projects (T. Udell, personal communication, April 15, 2013). The NEMYAC along with their parent foundation the CFNEM and the W.K. Kellogg Foundation that provides the endowment for the NEMYAC were researched and have exemplary backgrounds for funding projects that benefit educational institutions. With the grant funding organization determined the next step of the process was to examine the NEMYAC's grant application. The grant application created the need to research the demographics of the APS district and TBJHS to best give the NEMYAC a true picture of the school and the need for the grant funds. After researching the district, school, and organizations involved the focus shifted to writing the grant or filling out the grant application. Upon completion of the grant application individuals with grant writing experience were asked for suggestions to strengthen the grant and once corrections were

made the grant was sent to the CFNEM's offices for review with a good cushion of time before the November 1st deadline.

Results of Grant Acquisition

The grant was awarded in the amount of \$300. The award letter can be found in Appendix B. The librarian at TBJHS, with input from the social studies and special education faculty, will select a group of books to purchase that meets curriculum standards and the needs of the student population. The librarian at TBJHS will purchase books through the book vendor that provides a combination of best value and quality material. Upon acquisitions of the books the librarian of TBJHS will process the books for the shelves and determine a date for an event to present the books to the teachers and students of the school. At the presentation 6th grade social studies classes will be assigned a project and given a variety of ideas to choose from that focus on topics or customs from the cultures of the countries of the different areas of the world that the books highlight. The library will host a multicultural day to give students a platform to present their projects to the community. During the day guests will get the opportunity to enjoy music, food, and other cultural customs that are local to the parts of the world covered in the students' projects. After the events of the multicultural day the new books will be returned to the library and shelved where they will be readily available for classes to enjoy for many years to come.

Weaknesses and Limitations of the Project

The main weakness of the project is that the grant writer had no previous grant writing experience. A point of emphasis for the grant writing process is that individuals with grant writing experience as in the case of this grant are a good source to utilize to

determine the strength of a grant and if corrections are necessary. The main limitation of the project is that the NEMYAC grant process does not allow for continued annual funding of any one source such as the long-term need for books for the libraries of the APS district. The grant funding provided for supplemental texts will only strengthen the social studies section of the TBJHS library/media center and is a one-time disbursement of funds. Once or if a grant is funded by the NEMYAC if the organization receiving the grant wants further grant funding from the NEMYAC the organization must determine a new need and write a new grant proposal specifically focused on the new need.

Conclusion

The grant application/proposal was completed in mid October of 2013 and was submitted to the CFNEM's offices for the November 1st review deadline. In mid February the librarian of TBJHS received a letter from the offices of the CFNEM written by Jennifer LaGrow, coordinator of the youth advisory council, stating that the NEMYAC student membership approved partial funding of \$300 for the acquisition of new books. Mrs. LaGrow praised the grant proposal and acknowledged that the full amount was not granted because of the strength of the grant proposal, but due to the large amount of well prepared grant proposals received by the NEMYAC and the want to fund as many of the grants as possible (S. Kaiser, personal communication, February 25, 2013). The administrators of APS have praised the success of this grant opportunity and have expressed a want to use this project as a blueprint or framework to acquire grant funding for books at Alpena High School (H. Stevens, personal communication, February 20, 2013). The librarian at TBJHS intends to host the multicultural day event she has been

planning around the acquisition of the new books in her library at the end of May or the beginning of June.

References

- About alpena public schools. (2013). Retrieved June 19, 2013, from <http://www.alpenaschools.com/info/info>
- About us. (2013). Retrieved June 17, 2013, from <http://www.cfnem.org/About.aspx>
- Annual report. (2013). Retrieved June 17, 2013, from <http://www.cfnem.org/AnnualReport.aspx>
- Bender, W.N. (2008a). Learning characteristics in reading and language arts. In V. Lanigan (Eds.), *Learning disabilities: Characteristics, identification, and teaching strategies* (6th ed., pp. 179-216). Boston, MA: Pearson Education.
- Bender, W.N. (2008b). Universal design for differentiation: Organizing the class for differentiation and personal responsibility for learning. In A.P. Sharp, A. Viriding, & G. Treadwell (Eds.), *Differentiating instruction for students with learning disabilities: Best teaching practices for general and special educators* (2nd ed., pp. 37-68). Thousand Oaks, CA: Corwin Press.
- Browning, B.A. (2011). *Grant writing for dummies*. Hoboken, NJ: John Wiley & Sons.
- CFNEM youth advisory council. (2013). Retrieved June 17, 2013, from <http://www.cfnem.org/CFNEM/YACGrant.aspx>
- Dettmer, P., Thurston, L.P., Knackendoffel, A., & Dyck, N.J. (2009). *Collaboration, consultation, and teamwork: For students with special needs*. Boston, MA: Pearson Education.
- Grulke, N. (2013, July 16). APS approves labor contracts. *The Alpena News*, pp. A1, A2.
- History and legacy. (2013). Retrieved June 18, 2013, from <http://www.wkkf.org/who-we-are/history-legacy>

- Johnson, N., Collins, C., & Singham, A. (2010, March 8). State tax changes in response to the recession. Center on Budget and Policy Priorities. Retrieved from <http://www.cbpp.org/cms/?fa=view&id=3108>
- Maxwell, J.A. (1952). Federal grants and the business cycle. Retrieved from <http://www.Nber.org/chapters/c4900>
- National survey reveals impact of economic recession on grantmaker practice. (2012). Retrieved June 22, 2013, from <http://www.geofunders.org/news/press-release-archives/332-field-study>
- Overview: The federal role in education. (2013). Retrieved July 2, 2013, from <http://www2.ed.gov/about/overview/fed/role.html>
- Readence, J.E., Bean, T.W., & Baldwin, R.S. (2004). Selecting textbooks and multimedia materials. In A. Willenbring, J. Chapman, & R. Heacock (Eds.), *Content area literacy: An integrated approach* (8th ed., pp. 50-70). Dubuque, IA: Kendall Hunt Publishing Company.
- Richardson, J.S., Morgan, R.F., & Fleener, C.E. (2009). Moving beyond the traditional textbook and transmission methods. In D. Alpert & C. Shortt (Eds.), *Reading to learn in the content areas* (7th ed., pp. 163-211). Belmont, CA: Wadsworth Cengage Learning.
- Richardson, J.S., Robnolt, V.J., & Rhodes, J.A. (2010). A history of study skills: Not hot, but not forgotten. *Reading Improvement*, 47(2), 111-123.
- Talley, R.C., & Schrag, J.A. (1999). Legal and public foundations supporting service integration for students with disabilities. *Journal of Educational and Psychological Consultation*, 10 (3), 229-249.

- Temple, C., Ogle, D., Crawford, A., & Freppon, P. (2011). Approaches to teaching reading. In A.M. Ramos & C. Robb (Eds.), *All children read: Teaching for literacy in today's diverse classrooms* (3rd ed., pp. 1-27). Boston, MA: Pearson Education.
- 10 facts about k-12 education funding. (2013). Retrieved July 2, 2013, from <http://www2.ed.gov/about/overview/fed/10facts/index.html>
- Thunder bay junior high. (2013). Retrieved June 19, 2013, from <http://www.alpenaschools.com/schools/tbjhs>
- What is a YAC?. (2013). Retrieved June 17, 2013, from <http://www.cfnem.org/CFNEM/whatisaYAC.aspx>
- Who we are. (2013). Retrieved June 18, 2013, from <http://www.wkkf.org/who-we-are/overview>
- Zhao, E. (2012, August 8). K-12 education funding: Most states at levels lower than pre-recession, cut spending this year. The Huffington Post. Retrieved from http://www.huffingtonpost.com/2011/10/07/k-12-education-funding-month_1000396.html

Appendix A

Grant Application

Northeast Michigan Youth Advisory Council (NEMYAC)

Grant Application

Date of Application (deadlines, February 1, May 1, or November 1): November 1, 2013

Legal name of organization applying: Thunder Bay Junior High School (TBJHS) of the Alpena Public Schools District

Current operating budget: N/A

Year founded: 1999

Principal: Steve Genschaw

Phone: 989-358-5400

Project contact person and title: Susan or Adam Kaiser, Susan is the Librarian at TBJHS or TBJHS Media Center Specialist

Address for primary correspondence: TBJHS, 3500 South Avenue

City/State/Zip: Alpena, Michigan 49707

Phone: 989-358-5462

E-mail: kaisers@alpenaschools.com

Fax: 989-358-5499

PROJECT NAME: Book Acquisition and Multicultural Awareness

PURPOSE OF GRANT (one sentence): The purpose of the grant is to procure books for the TBJHS library to supplement the 6th grade social studies curriculum and host a multicultural awareness day at the school to promote multicultural awareness in the community.

PROJECT DATE: If the grant funding is awarded, the project will be carried out within a month of receiving the grant funds.

AMOUNT REQUESTED: \$500

TOTAL PROJECT COST: \$500

PROJECT OVERVIEW

1. Provide a brief description of your organization (i.e., years of operation, services provided, etc.)

Alpena Public Schools (APS) is a district in northeastern Michigan with over 4,000 students from Alpena County and part of Presque Isle County. APS has a single junior high school, Thunder Bay Junior High School (TBJHS), which serves close to a thousand students from 6th through 8th grade. The demographics of TBJHS closely reflect that of the overall school district with 51.5% female to 48.5% male ratio and a 2.5% minority population. TBJHS currently has 158 students with active individualized educational plans (IEP) receiving special education services.

Three years ago due to declining enrollment the district's 6th grade students moved from the elementary schools to TBJHS. The following year enrollment combined with changing laws and efficiency issues inspired the district to implement inclusive co-taught classes at the district's secondary schools. The introduction of the 6th grade students to TBJHS was accompanied with a small amount of books transferred from the elementary schools libraries to meet the needs of the 6th grade student population. The introduction of the 6th grade to TBJHS combined with the implementation of co-teaching created complaints from co-teacher teams about the need for more supplemental texts to support their instruction and meet the various needs of their students widely fluctuating grade and ability levels.

2. Provide a brief project overview. Describe the purpose of the program, the way in which it will be carried out, how often it will be provided, how many people will be affected, etc.

If awarded the two main objectives of using the funds provided by the grant are to acquire new books to expand TBJHS collection of books to supplement information for classes taught in the core curriculum and strengthen TBJHS collection of books to meet the various reading ability levels of the student population. The 6th grade faculty discussed the need for new library books and determined that the social studies curriculum had the most significant need for new supplemental texts. The librarian at TBJHS surveyed the 6th grade social studies faculty to develop a needs assessment of the number and types of new books the library would need to acquire to satisfy their instructional needs. The librarian determined that there are currently about 40 books, all of which have copyright dates older than 1992 that cover topics in the 6th grade social studies curriculum. That equates to a one book to eight 6th grade social studies students ratio. The 6th grade social studies faculty indicated they would like that ratio reduced as close as possible to a one book to two students ratio. The 6th grade social studies faculty asked for a goal of bringing the book to 6th grade social studies students ratio down from the current one to eight to a more acceptable one to two ratio, but with a grant proposal of \$500 the librarian feels this is unattainable and a one to five ratio is more realistic. The 6th grade social studies faculty in conjunction with the librarian determined that the social studies units on Central and South America had the least amount of books in the library to use for supplemental information. The 6th grade social studies faculty asked that if the

grant was acquired that the books have copyright dates no older than 2008. The special education faculty added a request that if the grant is acquired that a portion of the books range in reading ability level to help meet their students various needs.

If the grant is awarded the librarian of TBJHS plans to use a previously developed pricing assessment to choose a book vender and purchase books to enrich the 6th grade social studies curriculum. As requested by the 6th grade social studies faculty of TBJHS the books purchased will focus on the geographic areas of Central and South America. The evaluation of the books purchased will take into account numerous aspects of social studies education such as history, geography, government, economics, customs, local foods, and various other aspects. The books purchased will have copyright dated no older than 2008 and cover a large span of grading reading levels to meet the needs of the special education population of TBJHS. Once books are chosen and received the librarian of TBJHS will catalog the books and hold an event to present them to the 6th grade social studies teachers.

If the grant is awarded, the librarian at TBJHS with input from the social studies and special education faculty will select a group of books to purchase that meets curriculum standards and the needs of the student population. The Librarian at TBJHS will purchase books through the book vender that provides the best value for the grant dollars received. Upon acquisitions of the books the librarian of TBJHS will process the books for the shelves and determine a date for an event to present the books to the teachers and students of the school. At the presentation 6th grade social studies classes will be assigned a project and given a variety of ideas to choose from that focus on topics or customs from the cultures of the countries of the different areas of the world that the books highlight. The library will host a multicultural day to give students a platform to present their projects to the community. During the day guests will get the opportunity to enjoy music, food, and other cultural customs that are local to the parts of the world covered in the students' projects. After the events of the multicultural day the new books will be returned to the library and shelved where they will be readily available for classes to enjoy for many years to come.

3. Specifically, for what purpose will the grant dollars be used? How critical is a grant to the success of your project?

All of the \$500 will be used to purchase social studies books. The \$500 is essential in that there are no funds for the project if the grant funding is not awarded. It is the pledge of the librarian at TBJHS that not a single dollar of the award will be spent in a wasteful manner.

4. Describe your evaluation plan and specify success measures.

The librarian at TBJHS will oversee all steps of the project from implementation through evaluation. The success or failure of the project will be determined through surveying the attitudes of teachers and students on bimonthly intervals within the first year of acquiring the new books about the effectiveness of the books as supplemental material to the 6th grade social studies curriculum. Questions to teachers will focus on the effectiveness of the books in regards to enhancing instruction in the classroom. Questions

to students will focus on the effectiveness of the books in giving them access to information not available to them in their textbooks and how beneficial the new books have been in helping them with assignments.

GRANT BUDGET

Indicate only the EXPENSES that apply to your project.

Project Expenses	Total Requested from NEMYAC	Total Expenses for this Project
Books	\$500	\$500
Totals	\$500	\$500

BUDGET NARRATIVE

Please include any additional information regarding your budget and expenses you feel may need further explanation, or will help the Grant Screening Committee in determining grant awards.

TBJHS has its own budget to operate. The grant is for a specific purpose to meet the determined needs of students by the acquisition of books for the library/Media Center at TBJHS.

BOARD OF DIRECTORS (please list the current directors)

*As an option you may mail this list to our office instead.

Alpena Public Schools' Board of Education

Diane Shields, President
244 Helen Street
Alpena, MI. 49707
989-356-6156 home
989-356-7352 work

Joe Stenz, Vice-President
1013 Lockwood Street
Alpena, MI. 49707
989-356-0514

Michael Barnett, Treasurer
209 Partridge Avenue
Alpena, MI. 49707
989-356-2889

Bruce Zahn
2937 South Third Avenue
Alpena, MI. 49707
989-354-5020

Susan K. Bowen
7618 Haken Road
Alpena, MI. 49707
989-595-5073

Maureen Mead
1216 Paddington Court
Alpena, MI. 49707
989-358-2020

Gordon Snow
173 North Lawn
Alpena, MI. 49707
989-356-2503

TBJHS IRS verification number as a tax-exempt school – 38-600392.

All of the statistical information about Alpena Public Schools for this grant was provided by Susan Kaiser the Media Center Specialist/Librarian at TBJHS and Hans Stevens the Elementary/Middle School Director of Curriculum for Alpena Public Schools.

Appendix B

Award Letter



100 N. Ripley St. Ste F ■ P.O. Box 495 ■ Alpena, MI 49707-0495 ■ Phone: 989-354-6881
Toll Free: 877-354-6881 ■ Fax: 989-356-3319 ■ www.cfnem.org

December 11, 2013

Ms. Susan Kaiser
Thunder Bay Junior High
3500 South Third Ave.
Alpena, MI 49707

Re: Grant Application #20140114 (Book Acquisition)

Dear Susan,

I am writing to inform you that your grant request has been approved for partial funding. The Board of Trustees of the Community Foundation for Northeast Michigan met on December 10, 2013, and approved a grant in the amount of \$300.00 from the Kellogg Youth Fund. Please know that requests for funding far outweighed the amount available to grant.

Kindly return a signed grant agreement to this office as soon as possible. An additional copy has been enclosed for your files. The grant will be paid upon receipt of bills, invoices, or other appropriate evidence of expenditures for the specific grant purpose. Proof of expenditure must be dated after December 10, 2013.

Please note the following information about the time within which a grant is to be used. The full amount of your grant must be expended not later than December 10, 2014. If you are unable to use the award before that date, you must contact our office in writing, before the deadline, to request a six (6) month extension. If no such request is received before the deadline has passed, you will be notified that your award will be closed within two (2) months following the notification. Be sure to mark that date on your calendar.

The Community Foundation for Northeast Michigan is very proud of the grants it makes. In an effort to inform the public about our role in community projects, we ask that our grantees send us photographs of their programs and projects to use in our publications. We would greatly appreciate any photos you can send.

Each grantee of CFNEM is required to complete a brief Final Grant Report to be turned in to the CFNEM office within two months after the completion of the project, or after grant funding has been fulfilled. I have enclosed the Final Grant Report form with this letter. It is also available online at www.cfnem.org. Please read the instructions and information carefully. If you have any questions or concerns, please don't hesitate to contact me. I would be more than happy to help.

Please contact us if you have any questions about this award.

Very truly yours,

Jennifer LaGrow
Youth Advisory Council Coordinator

Enclosures



Confirmed in Compliance with National Standards for U.S. Community Foundations