

Example of successful teacher institute grant application

NOTE:

The application format has changed. This example can provide general guidance in preparing your proposal. Grant applications are now submitted electronically through the Humanities Council website at www.wvhumanities.org

West Virginia Humanities Council
Teacher Institute Grant Application Cover Sheet



Mail application to: WVHC 1310 Kanawha Blvd., East, Charleston, WV 25301
Phone: 304-346-8500 <http://www.wvhumanities.org>

For Council Use Only

Project No. 12115
Type of Grant TI
Date Received 9-1-12
Decision Date 10-26-12
Date Notified 10-29-12
Amount Funded \$12,250
Audience # _____

Institute Title

CWVWP One Week Open Summer Institute: Teachers Investigate Place

College/University

Name

Marshall University Research Corp o/b/o GSPED

Address

401 11th Street, Suite 1400

City

Huntington

WV

Zip

25701

Phone

(304) 696-6598

Email

maheri@marshall.edu

President

Dr. John Maher, Vice President for Research

Signature

John M Maher Km

Institute Director

Name

Paul Epstein

Address

MUGC 100 Angus E Peyton Drive

City

South Charleston

WV

Zip

25303

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304 343-5074

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pepstein@suddenlink.net

Fiscal Officer

Name

Dr. John Maher

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Brief Description of Institute

This teacher institute consists of one Saturday in May, one full week in summer, and two follow-up Saturdays in fall. It will be open to any WV teacher K-16. By inquiring into a topic related to WV, its history, their experiences, or current areas of interest in order to write a piece for publication in an anthology, teachers will experience the type of inquiry learning recommended for their students in the Common Core State Standards. By participating in a variety of exemplary demonstration lessons by master teachers who have had extensive professional development with Central WV Writing Project, they will acquire effective strategies for using writing across the curriculum in their classrooms. Given time to try these ideas in their classroom, they will develop a lesson related to their inquiry to use with students and bring back the results in fall to share with their colleagues.

WV House District

35

WV Senate District

17

Congressional District

1

Institute Budget

Request	\$ 12250
Cash Cost Share	\$ 3415
In-Kind Share	\$ 8835
Total	\$ 24500

Project Period

Beginning of project	5/4/13
Expected Final Report Date	11/2/13

The dates, times, locations of the seminar

all activities at Marshall University South Charleston Campus*
 Saturday, May 4, 2013, 9:00 am - 3:00 pm
 M-F June 10-14, 2013, 8:30 am - 3:30 pm
 Saturday, Oct. 5, 2013, 9:00 am - 3:00 pm
 Saturday, Nov 2, 2013, 9:00 am - 3:00 pm
 *Wed, June 12, participants will spend 1/2 the time visiting the WV State Museum for a "writing marathon".

During the last five years, has the applicant organization been investigated for its financial or management practices?

Yes No If yes, please explain.

Has the project director directed a previous WVHC Project?

Yes No If yes, please give date: _____

Budget Form

Expenditure Categories	Grant Request	In-Kind Cost Share	Cash Cost Share
Honoraria	\$ 12100	\$	\$ 2000
Salaries	\$	\$ 2700	\$ 215
Travel	\$	\$	\$
Supplies, Books	\$	\$	\$ 1000
Promotion & Printing	\$ 150	\$ 350	\$ 200
Postage/Telephone		\$	\$
Equipment/Facilities Rental	\$	\$ 2600	\$
Other (specify)			
Indirect costs and facilities use	\$	\$ 3185	\$
Totals	\$ 12250	\$ 8835	\$ 3415

Budget Narrative (attachment if necessary)

Budget Narrative

One Week Open Summer Institute, Barbara O'Byrne Principal Investigator, Paul Epstein, Project Director

Grant Request

Honoraria

\$10,000 Twenty teacher participants will each be paid \$500.

\$2100 in honoraria is requested for speakers as follows: \$1,500 for co-director Sharon Huffman; \$200 each for teacher consultants Matthew Cox, Cyndi Smith, and Ryan Addis.

Promotion/Printing

\$150 is requested for promotion and printing.

Total Direct Program Cost request : \$12,250

In-Kind Cost Share

Salaries

\$500 Principal Investigator Dr. Barbara O'Byrne's salary provides in-kind representing 1% time based on 9-mos annual salary.

\$2200 Director's salary will be provided in-kind, based on one course equivalency, adjunct pay.

Promotion and Printing

\$350 Promotional materials and the institute anthology will be done by Marshall University print services at cost savings of 50% of commercial printing.

Equipment/Facilities

\$2600

A classroom is provided by MU for 8 full days at a rental value of \$200/day (\$1600), and a computer lab is provided for eight afternoons at a value of \$125/half day (\$1000).

Other:

\$3185 Indirect Costs (26% maximum allowable by WVHC guidelines).

Total In-Kind Cost Share: \$8835

Cash Cost Share

Honoraria

\$2000

Central West Virginia Writing Project will contribute honoraria for speakers as follows: \$1500 for Emily Patterson; and \$500 for Sarah Sullivan.

\$200 Barbara Norvell, administrative secretary senior, Marshall University 1.2% time as calculated on annual salary \$22,436. Cost underwritten by the Central West Virginia Writing Project.

Supplies/Books

\$1000

All Institute participants will receive the books from the book list, and subsets of participants will additionally receive grade-level specific book selections.

Promotion/Printing

\$200 towards general promotional and printing costs from allocated line item of the CWWVP.

Total Cash Cost Share: \$3415 (27% cash match)

Central West Virginia Writing Project (CWVWP) One Week Open Summer Institute (OWOSI):
Teachers Investigate Place

A.) Explanation of what you want to accomplish and why you are doing the project;

As an affiliate of the National Writing Project (NWP), perhaps the nation's most respected provider of teacher professional development, the Central West Virginia Writing Project's (CWVWP) mission is to improve the teaching of writing and improve learning in the schools of West Virginia. Through its professional development model, CWVWP recognizes the primary importance of teacher knowledge, expertise, and leadership, which impact students, schools, and extends into the community. CWVWP believes that access to high quality educational experiences that incorporate 21st century skills is a basic right of all learners and a cornerstone of equity. Through its network of teachers, the CWVWP seeks to promote exemplary instruction of writing in every classroom in WV. We have statewide name recognition and contact with teachers through our sponsorship and management of the WV Young Writers Contest, in which every county participates. Our basic beliefs are:

1. Writing is pivotal to learning, academic achievement, and job success.
2. Writing instruction begins in kindergarten and continues through university.
3. Universities and schools in collaboration can provide powerful programs for teachers.
4. Effective teachers of writing regularly write themselves.
5. Exemplary teachers make the best teachers of other teachers.
6. Teachers are the key to reform in education.
7. Professional development begins when teachers enter teaching and continues throughout their careers.
8. Writing is fundamental to learning in all subject areas.
9. Technology is a necessary tool for writing and learning in 21st century schools.
10. Real change in classroom practice happens over time.

For almost thirty years, NWP sites in WV have been inspiring small groups of teachers and building teacher leadership in intensive three to four week Invitational Summer Institutes (ISI). During the ISI, teachers read professional literature, engage in a variety of writing activities and genres, and develop lesson plans with a writing component in their area of expertise/interest that they demonstrate to their fellow teachers in a supportive workshop setting. Participating teachers, or Fellows, are offered six hours of graduate credit and a stipend, or fellowship, which more than covers the cost of that credit. In January 2011, the National Writing Project lost their federal funding because it was considered in earmark. Nevertheless, CWVWP held an ISI in 2011, since funding for it had already been received. In 2012, we also held an ISI with the help of money NWP received through Title II SEED (Supporting Effective Educator Development) funding. Whether money will be available for 2013 is not known at this time.

In recent years, the number of teachers willing to sign up for that kind of intensive commitment has dwindled, and we have only attracted 7-12 Fellows the past few summers. Our plan, with the help of this grant, is to offer a condensed version of the CWVWP ISI to a larger number of teachers. Whereas our "Invitational Summer Institute" traditionally has begun with a full day Kickoff Meeting, convenes for fifteen days in the summer, and follows up with a three hour meeting in the fall, our "One Week Open Summer Institute" (OWOSI) will begin with the same Kickoff Meeting, meet for one week in summer, and follow up with two full days in the fall. This will literally be half the time of our ISI, or forty-five hours, and teachers will be eligible for three graduate credit hours. We believe we will be able to attract at least 20 teachers to this condensed version of our ISI. If we later become eligible for and receive federal funding from NWP, we may make the ISI available to those who elect to participate for the full three weeks and receive an additional three graduate credit hours. For the rest of this application, however, we will describe only the OWOSI, as WVHC grant money would only be used to support that portion of the program.

B.) Clear statement about the humanities content of the project;

Our theme for the OWOSI will be Teachers Investigate Place. Participants will be invited to inquire into their personal or family history in WV or into some aspect of the state's past or present. From their inquiry, they will develop both a piece of writing for publication in an anthology and a lesson plan for their classroom that they will demonstrate for other participants.

Because we believe that all teachers are responsible for teaching reading and writing, CWVWP programs are made available to teachers of all content areas and all grade levels, K-16. Typically, we attract a mixture of elementary level teachers and middle and high school language arts teachers, along with a couple content area teachers: social studies, science, and/or math. With such a diversity of teaching levels and subjects, we have found that an inquiry approach is the most effective tool for engaging teachers in pursuing topics of study that they will find most useful in their classrooms. While elementary teachers will often inquire into how to utilize children's literature to spark student writing, high school language arts and social studies teachers may inquire into how to engage their students in improving their research writing or about a particular aspect of history. Even math teachers search for ways to use writing to expand their students' literacy as well as their math skills by looking for books or articles that have an aspect of math for students to read and write about or by having them study historical figures in the study of mathematics.

Since participating teachers will spend significant time sharing their inquiries and demonstrating the lessons they have designed to each other, they are all exposed to the ideas and writing assignments of their colleagues.

Another component of our summer institutes is “teacher as writer.” Time is given for teachers to explore their own writing in a genre of their choice: narrative, expository/informative, or opinion/argument. These are the genres identified in the Common Core State Standards, or “Next Generation CSOs,” as West Virginia Department of Education (WVDE) calls them, and practice in these genres is important for teachers, since their students must master them as well. We will invite teacher participants to publish some of their writing in an anthology, which we will publish in a small print run and online.

C.) A list of scholars involved in the project. Include a short bio for each

Sarah Sullivan is a WV author of children’s books (see reading list for some titles). She will be brought in to present a half-day workshop during which she will help teachers explore and develop their own writing processes in the context of the theme of the institute: investigating their place, as she has done in her books. Ms. Sullivan holds an MFA in Fine Arts from Vermont College in Writing for Children and Young Adults.

Paul Epstein is the Director of CWVWP, and will lead the OWOSI along with two co-directors, both full time teachers. Epstein retired from full time teaching to direct CWVWP in June, 2012 with twenty-five years experience in elementary schools as a classroom teacher and a reading and technology specialist. He holds an MA in Education. He has had articles published in professional journals, a chapter in a book and is a regular contributor to the Charleston Gazette’s op-ed pages on educational and political issues. He has been leading the ISI and various other professional development initiatives for CWVWP for over fifteen years. He has also held leadership positions in the National Writing Project (see full resume following application)

D.) Information about the sponsoring organization, cooperating groups, and project staff;

CWVWP is supported by the Graduate School of Education and Professional Development located on Marshall University’s South Charleston campus (MUSC). MUSC provides office and classroom facilities, administrative support, and secretarial support. The National Writing Project (NWP) provides funding opportunities for approximately two hundred sites around the country through grant programs. Since 2011, when Congress cut back severely on funding of Congressional “earmarks”, these opportunities have been less secure and more sporadic.

CWVWP receives support from the State of West Virginia through a line item appropriation to Marshall University Graduate College for West Virginia’s writing projects. This money, which comes from WV Lottery proceeds, can be as much as \$25,000. Approximately half the money is used each year to fund the WV Young Writers Contest, which CWVWP manages with

cooperation from the WVDE. The remainder is unrestricted, and is used by CWVWP to further its mission and support programming.

CWVWP also partners with county school districts to provide professional development to their teachers. We currently have agreements with Kanawha, Putnam, and Cabell Counties and collect varying amounts of money from them to provide these services. In the past ten years we have partnered with Nicholas and Webster Counties as well. Logan County has also supported writing project programs. When we are able, we use federal and state funds to implement these programs, holding funds from counties in reserve.

Dr. Barbara O'Byrne, Marshall University, will serve as Principal Investigator. She is program director of the Graduate Literacy Education Program and publishes in numerous scholarly journals. She will review grant materials, participate in planning with the Project Director throughout the project, and assist with the evaluation of the grant.

Teachers who have successfully completed our Invitational Summer Institute are referred to as Teacher Consultants who then are often asked to present classroom demonstrations and lead programs. Sharon Huffman has been teaching thirty years, the last ten in social studies at the at Winfield Middle School, Putnam County. Emily Patterson has taught English/Language Arts at John Adams Middle School, Kanawha County for four years and has two years experience teaching high school English. Their educational resume follow. Both have led many professional development workshops, including our ISI. They will co-direct the OWOSI, presenting demonstration lessons, leading discussions, and sharing their classroom experiences.

Emily Patterson's Education:

Middlebury College / The Bread Loaf School of English: MA English, 2010

West Virginia University: MA Secondary Education / English Education, 2007

Washington & Lee University: BA cum laude English, 2005

Sharon Huffman's Education:

Marshall University: BA Elementary Education, Middle School Social Studies, 5-8, 1980

Marshall University Graduate College: MA Elementary Education, 1990

The following Teacher Consultants will also be presenting demonstration lessons: Cynthia Miller, Kanawha County middle school English teacher, Matthew Cox, Kanawha County high school social studies teacher, and Ryan Addis, Putnam County English teacher.

E.) A preliminary schedule showing how each day will be organized and describing the major activities;

OWOSI begins May 4, 2013 with a Kickoff Day (9 am – 3 pm) and continues June 10-June 14 (8:30 am – 3:30 pm). An additional ten hours will be scheduled in fall on two Saturdays TBD. The general schedule for Kickoff Day and M,W,F in June is as follows:

8:30-9:30 am: Free writing and sharing (participants are offered writing prompts, but allowed to write on the topic and in the genre of their own choice). After writing for approximately 20 minutes, participants share in various ways—partner, small group, and/or whole group.

9:45-11:15 am: Model Lesson Demonstration: one of the institute leaders or a teacher leader will conduct a sample lesson in which the teachers will participate in a writing activity similar to what students are asked to do in the classroom. This may involve literature, poetry, brief research activities, etc. After each demonstration, teachers make a list of ways that they might be able to implement the lesson in some way in their own classroom.

11:15-12:15 lunch

12:15-1:30 pm: Model Lesson Demonstration

1:30-3:00 pm (computer lab): time to read, pursue inquiry topic and/or write piece for publication.

3:00-3:30 pm: end of day reporting back, discussion, and exit slip

On Tuesday, June 11, Sarah Sullivan, WV children's author, will present a three hour workshop on her writing process and lead the teachers in various exercises that will serve the dual purpose of improving their own approach to writing for publication and writing about "place" and giving them strategies to employ with students.

On Thursday, June 13, participants will visit the WV State Museum as part of a "Writing Marathon". On this day, fellows will tour the museum in groups of 2-4, stopping every ½ hour to write about a topic for fifteen minutes and use a digital camera to take one or more pictures. They will then share their writing with their group. After spending at least two hours at the museum, they can opt to continue that process or move to a new location somewhere in the greater Charleston area to continue the marathon, writing for 15-20 minutes, sharing for 15-20 minutes and moving to a new location to repeat. Groups will meet back at MUSC computer lab to upload pictures and some of their writing to a group blog or wiki.

The primary activities of the two follow up days will involve the teachers presenting mini-demonstration lessons to each other. These twenty minute demonstrations will be of an activity they have developed and tried out in their classroom based on their inquiry and the strategies they learned during the summer. They will also read aloud from the piece they publish in the anthology.

F.) Number and cost of graduate credit and continuing education hours to be made available.

OWOSI will be offered as "500" level graduate course of 3 credit hours from Marshall University. The current cost/per credit is \$317, making the total cost \$951 excluding registration fees. The university will offer a 50% discount to counties through "3rd party contracts" as part of their "in kind" contribution.

G.) A proposed reading list for the institute participants;

Teaching Argument Writing, George Hillocks, Jr. (Heinemann, 2011)

Rural Voices: Place Conscious Education and the Teaching of Writing, Edited by Robert E. Brooke (National Writing Project and Teachers College Press, 2003)

Root Beer and Banana, Sarah Sullivan, (Candlewick Press, 2011)

Passing the Music Down, Sarah Sullivan, (Candlewick Press, 2005)

H.) Outline of promotional plans and the intended audience;

The intended audience is any teacher in the state of WV, K-16. We will enlist help from the WV Department of Education in distributing e-mail flyers to all county superintendents, language arts and social studies supervisors in WV. It will be up to superintendents or their designees to distribute the e-mails to schools and teachers in their counties. In addition, we will distribute e-mails directly to our listserv which includes teachers from our partner counties asking them to distribute the e-mails in their schools and counties.

I.) Plan for Evaluation:

We use several methods of evaluating our effectiveness. On a daily basis, we ask for written "Exit Slips." These informal anonymous notes provide us with information on what is working, what participants may need clarified, and what participants may feel they need to be successful. We will also ask participants to complete pre- and post-institute surveys to assess the growth in their familiarity with and plans to use various aspects of teaching writing and using writing across the curriculum strategies in their classrooms.

Paul Epstein

Education and Employment History

- 2000- 2012, Title I Reading/Technology, Ruffner Elementary, Charleston, WV. Duties: taught K-5 students reading and writing through technology, provided classroom support and interventions.
- 2002- Awarded certification as reading specialist, K-12; Marshall University Graduate College, South Charleston, WV
- 1993 M.A. Elementary Education, concentration in Reading and Language, Marshall University Graduate College, South Charleston, WV.
- 1987-2000 classroom teacher, grades 3, 4, 5, 6, in classrooms at Clendenin Elementary and Ruffner Elementary, both in Kanawha County, WV.
- 1987 B.A. Summa Cum Laude, Elementary Education, West Virginia State College, Institute, WV.
- 1979-1986 crisis counselor, houseparent, DAYMARK, Inc., 1583 Lee St., Charleston, WV
- 1969-1979 self employed as folk musician, laborer, etc.
- 1969 graduated from Freedom High School, Bethlehem, PA

Writing Project History

- 2012 – present Director of Central WV Writing Project
- 2010-2011 member of Director's Retreat Leadership Team of National Writing Project
- 2007-2010 Co-director of Rural Sites Network of National Writing Project
- 2005-2007 member of Leadership Team of Rural Sites Network of National Writing Project
- 2002-2012 Co-director of Central WV Writing Project (CWVWP) and CWVWP Invitational Summer Institutes, supervisor of several professional development seminars and other programs.
- 2001 helped write successful CWVWP site application and became Co-director of CWVWP
- 2001 co-directed WV Writing Project (WVWP) Open Summer Institute in Kanawha County, WV
- 2000 directed WVWP Invitational Summer Institute in Nicholas County, WV
- 1998 attended WVWP Invitational Summer Institute in Wood County, WV as Teacher Consultant for one week
- 1997 co-directed WVWP Invitational Summer Institute in Putnam County, WV
- 1996 co-directed WVWP Invitational Summer Institute in Kanawha County, WV
- 1995 co-directed WVWP Invitational Summer Institute in Logan County, WV
- 1992-present presented over thirty workshops to WV teachers for the WV Center for Professional Development and at conferences of WV Language Arts Council, WV Reading Association, WV English Language Arts Council, National Council Teachers of English, and assorted schools.
- 1990 attended WVWP Invitational Summer Institute in Kanawha County, WV

Other Accolades, Accomplishments, Publishing history

- 2008-present essays published regularly in Charleston Gazette, Charleston, WV.
- 2010 essay published in book, How Teachers Become Leaders: Learning from Practice and Research Lieberman and Friedrich (Teachers College Press, 2010)
- 2010 featured in College Board Publication: *Teachers are the Center of Education: Writing, Learning, and Leading in the Digital Age*
- 2001 named Teacher of the Year, Elementary Level, by WV English Language Arts Council
- 1996 wrote successful Multimedia Technology Demonstration Grant to WV State Dept. of Education
- 1992 "Jerry: A Special Education Student Discovers Writing and Reading", *The Quarterly: the journal of the National Writing Project*, Vol. 14, No. 4.