Writing a Grant Proposal for Funding by the Title IV, Part C of the Elementary and Secondary Education Act

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Abstract
STATEMENT OF PROBLEM
This paper deals with the problem of developing and writing a grant proposal following the Title IV, Elementary and Secondary Education Act guidelines.

PROCEDURE
The writer explains the procedure she followed to develop her idea into the final project proposal that was submitted to the Title IV, ESEA office. Included in this narrative are: an explanation of how the proper funding was located, the development of the project, a copy of the evaluation process used by the Title IV office to determine which projects are funded, and copies of the final evaluations of the project proposal.

CONCLUSIONS
The writer has drawn the following conclusions from her grant writing experience:
1. Grant writing is time consuming, but can be accomplished by regular school personnel.
2. The best source for help and information is the Illinois Office of Education district representative.
3. The Guidelines for Proposal Writers, Title IV, ESEA was a useful and easy to follow manual.
4. The evaluation methods developed by the Title IV office to determine which proposals will be granted monies is a fair but impersonal approach.

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Grants Fail... Problem: The grant proposal fails to address the grantor’s stated requirements or needs. • The grant writer may not understand the focus/priorities of the grant or the funding agency. • The grant writer may not have chosen the appropriate Request for Application (RFA). Solution: Find the Right Funder. Solution. • Make sure you understand the requirements of the grant and the type of proposal that the grantor is calling for. • Make sure that the funder’s priorities are similar to your own.

Finding a Funder. Postsecondary institutions that are eligible for Title IV federal financial aid programs and that grant an associate's or higher degree. For an institution to be eligible to participate in Title IV financial aid programs it must offer a program of at least 300 clock hours in length, have accreditation recognized by the U.S. Department of Education, have been in business for at least 2 years, and have signed a participation agreement with the Department. An estimate of the future based on rational study and analysis of available pertinent data, as opposed to subjective prediction. Forecasting. Assessing the magnitude that a quantity will assume at some future point in time, as distinct from "estimation," which attempts to assess the magnitude of an already existent quantity. Four-year institution.