

# Q U E S T I O N S

## What is the timeline for applying for the grant?

The Request For Proposals is issued in January of each year. Public schools in Northeast Wisconsin receive fliers announcing the request for proposals and announcements are made in the local media and through the Institute's newsletter that is circulated to over 13,000 educators in the region. Application forms can also be accessed through the Institute's Web site at <http://www.uwgb.edu/learnpart>.

## When are the awards announced?

Awards are announced in May and grant recipients are notified by mail. In addition, the awards are posted on the Institute's Web site and announced in the Institute's newsletter.

## Who decides which proposals to fund?

The selection process is thorough and rigorous. The Institute's grant review committee, composed of members of the Institute staff, the University and local school communities, selects proposals to be funded. To avoid conflict of interest and ensure objectivity, members of the committee read only proposals from school districts with which they have no direct affiliation.

## When is the grant cycle?

The grant cycle begins on July 1, ending on June 30 of the following year. Funds are allocated on July 1. In order to provide all grant recipients with adequate, on-going support, each recipient is expected to submit an interim progress report at the mid-point of the grant cycle. A final report that details the results of the project is required within 60 days after the end of the grant period.

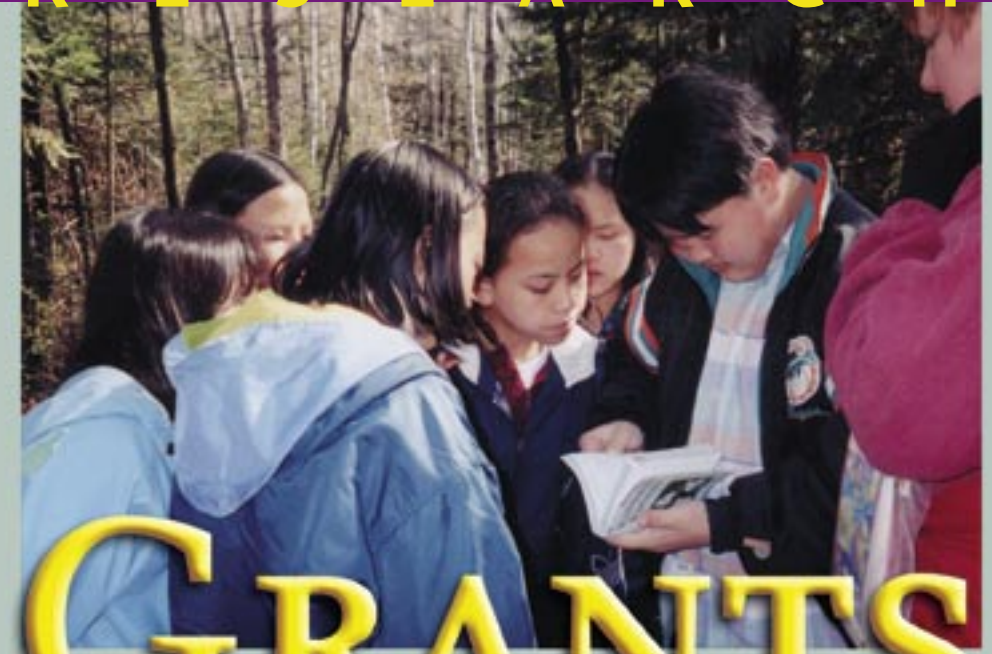
## Are the proposals difficult to write?

No. There are clear guidelines for the proposals. The Institute has posted sample grant proposals and an annotated bibliography on action research on its Web site. Applicants are encouraged to call the Institute for Learning Partnership office for help. Applicants may call (920) 465-5555 or e-mail, [learnpart@uwgb.edu](mailto:learnpart@uwgb.edu).

## How has the grant program impacted teaching and learning?

Many educators are attesting to the significant educational improvements being made in their classrooms. Grant recipients have confirmed achievements through pre- and post-test measurements.

# R E S E A R C H



# GRANTS

## TO IMPROVE TEACHING AND LEARNING

Improving teaching and learning in Northeast Wisconsin through the funding of school-based, action research projects



Institute for Learning Partnership  
at the University of Wisconsin-Green Bay

### COVER PHOTO:

Franklin Middle School (Green Bay) students are the "scientists" in an Institute grant supported program at Newport State Park in Door County.

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UNIVERSITY of WISCONSIN  
GREEN BAY

1

Projects should be designed to improve teaching and learning in regional PK-12 schools. Special priority areas will be announced each year, but any project with the potential to enhance teaching effectiveness and improve learning outcomes will be considered for funding.

2

Projects should involve the development and implementation of new practices that address immediate needs or problems within authentic teaching and learning contexts.

3

Projects should incorporate an action research approach. Action research typically involves identifying problems or needs, considering alternative solutions, designing a plan of action, and evaluating the effectiveness of the implemented solutions.

## SAMPLE PROJECTS

- Multiple Intelligences Enhancing Math Learning
- Service Learning: An Intergenerational Partnership
- United We Read: Opportunity for Summer Reading
- Improving Kindergarten and First Grade Student Writing
- Assessment and Authentic Learning in the State Park

Since 1998, the Institute for Learning Partnership has awarded 53 grants totaling more than \$355,000 to educators in many CESA 7 and 8 districts.

With its mission to promote and improve academic excellence for all students through improved teaching and learning, the Institute supports through its grants program, school-based action research projects that improve instructional practices and curricula and lead to the documentation of effective strategies.



*“The grant allowed us to promote literacy by hosting popular author of young adult literature, Todd Strasser. His two days of small group lessons stimulated student interest in reading and writing, as students and teachers integrated new learning into classroom practice. Students clearly understood the value of using descriptive language and editing and proofreading each piece of writing. The connection between the writing process and the real world made students more willing to expend the time and effort to produce quality writing.”*

**Pamela Aikins**  
Title 1 Reading and Resource Teacher  
Washington Junior High School  
Manitowoc



*“The Institute grant was invaluable. We developed a fairly extensive library of resources, tests, activities, books, etc., all related to phonological or phonemic awareness. We also funded planning time to allow teachers across disciplines to grow and develop with regard to teaching phonemic awareness skills to students. The improvement in the knowledge base and skills of educators was significant and could not have occurred without the resources supplied by the grant. The opportunity was so meaningful for our students and staff alike.”*

**Sue Williamson**  
School Psychologist  
Cascade/Parnell Schools  
Plymouth



*“The Institute grant allowed a collaborative vision between educators and state park naturalists to become a reality. We were able to breathe authentic science into the state standards so that both the instruction and the assessment grew out of the natural community in which we live. The grant support provided the teachers and students the experience of being scientists and doing meaningful science, and it also provided Newport State Park the experience of participating in science education at Franklin Middle School.”*

**Linda Pletcher**  
ESL Teacher  
Franklin Middle School  
Green Bay



*“The Institute grant was critical in providing substitute teachers so that our teachers could learn more about writing and then go back to their classrooms to teach what they learned. We have seen great improvement in students’ writing as measured by the pre- and post-tests. If we didn’t have the grant, we would not be where we are today in improving writing in our school.”*

**Kathy Costello**  
Principal  
Jackson Elementary School  
Green Bay