

Colorado FFA Foundation Chapter Improvement Grant

Description:

The Colorado FFA Foundation chapter grants program is designed to assist chapters with equipment and improvement projects they are working on within their community. It is the goal of the donors that the funds will supplement existing equipment or programs—not be the sole source of income. Donors have specific requirements and not all chapters may qualify for all grants, but one application is used for all grant funds. It is HIGHLY recommended that other parties be assisting the program as well. If the school, the FFA Chapter, or no other partners are involved, you will likely not receive the grant. Recipients receive their checks at a reception in January at the Stock Show and put together a display board and meet with their donors at the State FFA Convention.

Requirements of the instructor and Ag Program

- Completed Application
- Be a chapter in good standings
- The school must return grant monies awarded if the project does not conform to the original project as outlined in the award application.
- The grant monies should be spent within the current fiscal year.
- **Ag Ed Program should keep accurate records** of the Improvement Grant. Financial records must be kept up to date for potential review by the Colorado FFA Foundation or its designee. Failure to adhere to the terms of the grant, may disqualify the chapter/ag education program from future grants and scholarships from the Colorado FFA Foundation.
- Meet with sponsors and/or mentors at scheduled reception times. i.e. NWSS Stock Show reception and at State FFA Convention when possible.
- A Display board of the improvement project will be shown at the State FFA Convention during the year of the program.
- Grant funds should be used to complete a project and not be the seed money for starting a project.
- The Foundation may at times elect to award the grant, but not forward the funds until adequate funding progress is made and it is demonstrated that the project will be completed.
- Failure to follow the provisions of the grant program and use the funds as outlined in the grant application may disqualify the Ag Ed Program/FFA Chapter from future grants and scholarships from the Colorado FFA Foundation.
- By accepting and cashing the award check the advisor, their administrator, and school district are agreeing to the terms and intent of this program, these requirements and any additional terms outlined with the grant award. Any potential violations will be reviewed by the Colorado FFA Foundation and/or designee. All decisions are final.

Assurances

Local Instructor Responsibilities <i>(please initial beside each point indicating your understanding of responsibility)</i>	
	Attend the donor reception during the NWSS on FFA Day
	Purchase requested equipment/supplies/assets that were requested in the application in a timely manner
	Create a project display board of the improvement project. This board will be displayed at the State FFA Convention the school year that the project is funded
	Treat the grant as a gift and only use the funds for the intended use as outlined in the grant application
	Agree to create, pay for, and provide signage recognizing the donor(s) on the purchased equipment/assets as outlined and recommended by the Colorado FFA Foundation
Local Administrator Responsibilities <i>(please initial beside each point indicating your understanding of responsibility)</i>	
	Have full knowledge of the improvement project that is being implemented
	Support the intent of the improvement project and agree that the project adheres to all school policies and if funded will be allowed to function as outlined in the grant application.

We have read the rules to the above selected program and agree to abide by those rules if selected. We have also initialed the responsibilities above in the Program Requirements.

Instructor printed name: _____

Instructor Signature: _____ Date _____

School Administrator Printed name _____ Title _____

School Administrator Signature _____ Date _____

Upload this completed assurances page with the online application.

Application can be found at:

[Chapter Improvement/School Based SAE Grant](#)

Colorado School based SAE and Chapter Improvement Grant Review Rubric

Contact Information		
Teacher Name: (Last, First)	Chapter #:	
Reviewer Name:	Date Reviewed:	
Project Category:	Project Sub-Category	
Funding Recommendation:	Fund	No Fund

Overview of Scoring		
Corresponding Section	Total Points Possible	Points Received
Need for Grant	15	
Time Investment	10	
Financial Investment	15	
Capital Investment/Partner Investment	15	
Learning Outcomes/Goals	15	
Instructor Letter	10	
Budget	10	
Administrator Letter	5	
Assurances	5	
TOTAL	100	
Overall Comments		

Need for Grant		Score 15 points possible
Describe the need for the grant. Please explain what you plan to purchase with the funds. How will this help your program/students?		
13 14 15 (Excellent)	Description of need effectively includes and describes all of the following components: <ul style="list-style-type: none"> A clear overview of the need for the grant including what the funds will be used for and how this will help the program/students. Excellent grammar and sentence mechanics (spelling, capitalization, punctuation): No errors 	
9 10 11 12 (Good)	Description of need is mostly inclusive (may be missing 1 component) and effectively describes the following: <ul style="list-style-type: none"> An overview of the need for the grant is provided. The plans for how the funds will be used are provided and how this will impact the program/students is stated. Effective grammar and sentence mechanics (spelling, capitalization, punctuation): 1-2 errors 	
5 6 7 8 (Average)	Description of need is missing 2 components and vaguely summarizes the following: <ul style="list-style-type: none"> An overview of the need for the grant, plans on how the funds will be used, and how the project/SAE will impact the program/students. Adequate grammar and sentence mechanics (spelling, capitalization, punctuation): 3-5 errors 	
1 2 3 4 (Poor)	Description of need is missing all components and ineffectively summarizes the following: <ul style="list-style-type: none"> An overview of the need for the grant, plans on how the funds will be used, and how the project/SAE will impact the program/students. Ineffective grammar and sentence mechanics (spelling, capitalization, punctuation): >5 errors 	
0 (Incomplete)	<ul style="list-style-type: none"> If applicant has not completed the section, indicate the incompleteness with a zero. 	
Comments:		

Learning Outcomes/Goals		Score 15 points possible
List and explain at least 3 learning outcomes that will be sought through this SAE/Improvement project. Ensure that outcomes/goals are SMART (specific, measurable, attainable, realistic and time bound). Be sure that each outcome/goal directly relates to the grant selected for this application.		
13 14 15 (Excellent)	<ul style="list-style-type: none"> At least three outcomes/goals are identified At least three goals are identified and written in SMART format Goals align with the SAE/project description and timeline Excellent grammar and sentence mechanics (spelling, capitalization, punctuation): No errors 	
9 10 11 12 (Good)	<ul style="list-style-type: none"> Two outcomes/goals are identified Goals are mostly written in SMART format Goals generally align with SAE description and timeline Effective grammar and sentence mechanics (spelling, capitalization, punctuation): 1-2 errors 	
5 6 7 8 (Average)	<ul style="list-style-type: none"> At least one outcomes/goal is identified Goal is not fully developed in SMART format Goals vaguely align with SAE description and timeline Adequate grammar and sentence mechanics (spelling, capitalization, punctuation): 3-5 errors 	
1 2 3 4 (Poor)	<ul style="list-style-type: none"> At least one outcomes/goal is identified Goals are not developed or written in SMART format Goals are too vague and do not adequately relate to the SAE description and timeline Ineffective grammar and sentence mechanics (spelling, capitalization, punctuation): >5 errors 	
0 (Incomplete)	<ul style="list-style-type: none"> If applicant has not completed the section, indicate the incompleteness with a zero. 	
Comments:		

Time Investment		Score 10 points possible
Describe the timeline for implementation and completion of the project/school based SAE.		
9 10 (Excellent)	<p>Timeline of activities is specific and includes:</p> <ul style="list-style-type: none"> • Monthly or bimonthly plans • Activities related to the planning, implementation and evaluation of the project • A minimum of five activities • Excellent grammar and sentence mechanics (spelling, capitalization, punctuation): No errors 	
7 8 (Good)	<p>Timeline of activities is mostly specific or excludes one of the following:</p> <ul style="list-style-type: none"> • Monthly or bimonthly plans • Activities related to the planning, implementation and evaluation of the project • A minimum of five activities • Effective grammar and sentence mechanics (spelling, capitalization, punctuation): 1-2 errors 	
5 6 (Average)	<p>Timeline of activities is vague and missing two of the following:</p> <ul style="list-style-type: none"> • Monthly or bimonthly plans • Activities related to the planning, implementation and evaluation of the project • A minimum of five activities • Adequate grammar and sentence mechanics (spelling, capitalization, punctuation): 3-5 errors 	
1 2 3 4 (Poor)	<p>Timeline of activities is ineffective at describing activities and is missing more than two of the following:</p> <ul style="list-style-type: none"> • Monthly or bimonthly plans • Activities related to the planning, implementation and evaluation of the project • A minimum of five activities • Ineffective grammar and sentence mechanics (spelling, capitalization, punctuation): >5 errors 	
0 (Incomplete)	<ul style="list-style-type: none"> • If applicant has not completed the section, indicate the incompleteness with a zero. 	
Comments:		

Budget		Score 10 points possible
The budget should be inclusive of the award amount, but the overall budget plan may exceed the award amount.		
9 10 (Excellent)	<ul style="list-style-type: none"> Line items are specific and quantifiable Items are directly related to the SAE project as identified within the project plan Items adjoin to the priorities of the SAE and are apparent in earlier narratives Excellent grammar and sentence mechanics (spelling, capitalization, punctuation): No errors 	
7 8 (Good)	<ul style="list-style-type: none"> Line items are somewhat specific and quantifiable Items are mostly directly related to the SAE project as identified within the project plan Most items included link to the priorities of the SAE and are apparent in earlier narratives Effective grammar and sentence mechanics (spelling, capitalization, punctuation): 1-2 errors 	
5 6 (Average)	<ul style="list-style-type: none"> Line items are slightly specific or quantifiable Items are indirectly related to the SAE project Items included vaguely link to the priorities of the SAE and are somewhat apparent in earlier narratives Adequate grammar and sentence mechanics (spelling, capitalization, punctuation): 3-5 errors 	
1 2 3 4 (Poor)	<ul style="list-style-type: none"> Line items are not specific or quantifiable Items are not related to the SAE project Items included do not link to the priorities of the SAE and are not apparent in earlier narratives Ineffective grammar and sentence mechanics (spelling, capitalization, punctuation): >5 errors 	
0 (Incomplete)	<ul style="list-style-type: none"> If applicant has not completed the section, indicate the incompleteness with a zero. 	
Comments:		

Capital Investment/Partner Collaboration		Score 15 points possible
Describe the facilities and/or equipment that you have access to that will ensure this school based SAE/Improvement project has an opportunity to be successful.		
13 14 15 (Excellent)	<ul style="list-style-type: none"> Resources and/or collaborators are clearly identified Includes thorough details of how the resources and/or collaborator will play a role in the SAE Excellent grammar and sentence mechanics (spelling, capitalization, punctuation): No errors 	
9 10 11 12 (Good)	<ul style="list-style-type: none"> Resources and/or collaborators are identified Includes vague details of how the resources and/or collaborator will play a role in the SAE Effective grammar and sentence mechanics (spelling, capitalization, punctuation): 1-2 errors 	
5 6 7 8 (Average)	<ul style="list-style-type: none"> Resources and/or collaborators are vaguely identified Lacks details of how the resources and/or collaborator will play a role in the SAE Adequate grammar and sentence mechanics (spelling, capitalization, punctuation): 3-5 errors 	
1 2 3 4 (Poor)	<ul style="list-style-type: none"> Resources and/or collaborators are not identified Does not contain details of how the resources and/or collaborator will play a role in the SAE Ineffective grammar and sentence mechanics (spelling, capitalization, punctuation): >5 errors 	
0 (Incomplete)	<ul style="list-style-type: none"> If applicant has not completed the section, indicate the incompleteness with a zero. 	
Comments:		

Financial Investment		Score 15 points possible
Describe the financial sources you plan to use (aside from this grant) to assist in the development, implementation and completion of the proposed improvement project/school based SAE.		
13 14 15 (Excellent)	<ul style="list-style-type: none"> Clearly explains how the grant will benefit their School based SAE/project. Clearly describes any limiting circumstances Excellent grammar and sentence mechanics (spelling, capitalization, punctuation): No errors 	
9 10 11 12 (Good)	<ul style="list-style-type: none"> Explains how the grant will benefit their School Based SAE/project Application describes any limiting circumstances Effective grammar and sentence mechanics (spelling, capitalization, punctuation): 1-2 errors 	
5 6 7 8 (Average)	<ul style="list-style-type: none"> Vaguely explains how the grant will benefit their School based SAE/project. Application imprecisely describes limiting circumstances or indicates that there are not many limiting factors Adequate grammar and sentence mechanics (spelling, capitalization, punctuation): 3-5 errors 	
1 2 3 4 (Poor)	<ul style="list-style-type: none"> Application does not explain how the grant will benefit their School based SAE/project. Application does not describe any limiting circumstances or addresses that there are not any limiting factors Ineffective grammar and sentence mechanics (spelling, capitalization, punctuation): >5 errors 	
0 (Incomplete)	<ul style="list-style-type: none"> If applicant has not completed the section, indicate the incompleteness with a zero. 	
Comments:		

Instructor Letter		Score 10 points possible
Explain specifically, how this grant will benefit the development and/or expansion of the program/school based SAE. Use this letter to explain anything related to this grant that was not already explained in the grant application.		
8 9 10 (Excellent)	<ul style="list-style-type: none"> Advisor clearly explains how the grant will benefit the program/students. Advisor clearly describes any limiting circumstances Excellent grammar and sentence mechanics (spelling, capitalization, punctuation): No errors 	
4 5 6 7 (Good/Average)	<ul style="list-style-type: none"> Advisor explains how the grant will benefit the program/students. Advisor describes any limiting circumstances Effective grammar and sentence mechanics (spelling, capitalization, punctuation): 1-2 errors 	
1 2 3 (Poor)	<ul style="list-style-type: none"> Advisor vaguely explains how the grant will benefit the program/students. Advisor does not describe any limiting circumstances (or address that there are not any limiting factors) Ineffective grammar and sentence mechanics (spelling, capitalization, punctuation): >5 errors 	
0 (Incomplete)	<ul style="list-style-type: none"> If applicant has not completed the section, indicate the incompleteness with a zero. 	
Comments:		