



English IV

Procedural Texts: Project Proposals

Learning Targets

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LEARNING STRATEGIES

Guided Reading, Marking the Text, SOAPStone, Graphic Organizer, Brainstorming, Drafting, Sharing and Responding

Writing a Project Proposal

In order to be successful members of society, we must be prepared to engage successfully in the discourse of the business or professional community. This kind of communication involves the ability to understand and to create work or procedural documents, such as instructions, emails, memos, or **project proposals**. Much like other modes of writing, procedural documents have established conventions and structures.

To prepare for the need to master these communications, you will engage in a series of activities in which you work with your teacher to construct a model project proposal. You will then use these models to write your own proposal.

ACTIVITY 1

Discovering the Elements of a Project Proposal

Before Reading

1. A project proposal is a professional, persuasive document that requests approval or funding for a proposed project. It attempts to persuade the audience to comply with the request by fulfilling three objectives:

- Identify what work is to be done in the project
- Explain why this work needs to be done
- Establish that those proposing the project are qualified for the work, have a plausible management plan and organized approach, and have the ability to complete the task within the stated time and cost constraints (when applicable).

ACADEMIC VOCABULARY

Project proposals are formal documents in which the author describes a problem, a plan of action for addressing it, the resources needed to implement that plan, and the credentials of the author to carry the plan out. Project proposals are addressed to a person or group with authority or power in the area the project entails. They need to employ standard English and formal diction.

Procedural Texts: Project Proposals (continued)

2. Consider the description above. In what circumstances might a project proposal be submitted? For what projects, to what audience(s), and making what kinds of requests? Brainstorm a list of potential topics, purposes, audiences, and writers of project proposals.

During Reading

3. The following sample text is a short proposal requesting funding for a project. The items listed in the Appendices are not included here, but they would be provided with such a proposal as supporting evidence for why the writers should be granted their request. As you read the proposal, mark the text where answers are provided to the following questions:
 - What work will be done in the proposed project?
 - Why is it important that this work be completed?
 - How do the authors of this proposal establish that they are qualified for this work?
 - What is the management plan for the project?

My Notes

SAMPLE TEXT

I. PROJECT DESCRIPTION

A. Addressing the Needs of At-Risk Children

The Leaders for Hope organization is requesting a grant of \$1 million to develop a program for at-risk children in the local community. This grant will fund the planning, development, implementation, and start-up for an expansion of an existing program into new areas of the community.

Our successful establishment of a current program has resulted in measurable results in school attendance and performance for the children participating in the program. Additional funding will allow us to expand this long-term model to benefit even more children.

B. Goals and Objectives

Our program currently works with approximately 200 children. Our goal is to triple this number within two years. The needs of at-risk children in this community are currently underserved, and our objective is to address the skills needed to prepare young children for school. A longer-term goal is to help ensure that more children are prepared to stay in school and complete their high school years, thus providing them the opportunity to attend college.

C. Target Population

The area that Leaders for Hope serves is an impoverished community of more than 150,000 residents with a median household income of \$15,000, which is 50 to 60 percent below the median income for the city. Nearly all of the residents in this area are minorities. Many are immigrants who arrive in this country poor, with a lack of basic language skills and minimal social, educational, and vocational skills needed for successful employment and participation in society.

Many of the children in these families are lacking the basic skills they need to be successful in school. Skills development in children is often hampered by lack of time with a parent or parents and the appropriate stimulus for learning needed skills. The need for ongoing programs that assist in preparing students to learn in school is

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critical. Studies across the country have demonstrated that early intervention in helping children develop the social and academic skills that prepare them for learning in school can make a measurable difference in student performance and in graduation rates.

D. Project Activities

Leaders for Hope has established a successful at-risk program and maintained it for five years. Establishing additional training capacity will permit us to expand and improve our fast-paced two-year plan to triple the number of children served by our program. We will use the requested funding of \$1 million to rent additional space in the areas to be served, hire additional project staff and program instructors, and purchase educational materials for use in the programs.

II. MEASURING PROJECT RESULTS

We will measure the success of the project by the number of children who are added to the program and by their readiness to enter school, as measured on school-administered tests. We will also expand the project-tracking capabilities to ensure that the program is meeting the needs of the children as they progress through school.

We will keep detailed records of expenditures made for this program and will submit a project report upon the completion of the 2011 fiscal year. Upon request, we will provide financial statements audited by a certified public accountant as documentation that the funding has been spent on the purposes for which it was provided.

APPENDICES

- A. Project Budget
- B. Key Staff Résumés
- C. Organization Operating Budget
- D. Current Funding Sources and Uses
- E. Letters of Support

After Reading

- 4. When you have finished reading the text, use the SOAPStone reading strategy on the following page to identify basic elements of this communication. Be prepared to discuss your answers with your classmates.

My Notes

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Procedural Texts: Project Proposals (continued)

Who is the <u>S</u> peaker (or writer)?	
What is the <u>O</u> ccasion?	
Who is the <u>A</u> udience?	
What is the <u>P</u> urpose?	
What is the <u>S</u> ubject?	
What is the <u>T</u> one?	

Check Your Understanding

5. What purpose is the proposal promoting? Do you get a sense of what kind of organization authored this proposal?
6. Do you believe this proposal makes the project sound like a worthy investment to possible funders? Why or why not?

ACTIVITY 2

Writing a Project Proposal

WRITING PROMPT: You are the president of your school's Leadership Group, and you are proposing a school-wide, semester-long service project to address the growing problem of homelessness among students in your school, especially as it affects school performance. You will need funds for this project, but first you must obtain the permission of the administration. As a class, write a proposal to the principal, with the goal of obtaining approval to go ahead with this project. Refer to the Scoring Guide for this writing task at the end of the workshop to help you understand where to focus your attention and efforts. Make sure your proposal meets the requirements listed in the learning targets.

Be sure to:

- Clearly state a purpose combined with a well-supported viewpoint on the topic.
- Use appropriate organizational structures supported by facts and details.
- Convey accurate technical information in accessible language.
- Demonstrate use of appropriate formatting structures.
- Use a mature voice and present a persona that suggests the ability to competently and effectively carry out the proposed task.
- Adhere carefully and fully to the conventions of English.

Prewriting

1. Use the space below to brainstorm ways in which homelessness may affect the lives of students, particularly in their ability to do well in school. After brainstorming individually, you will think-pair-share your ideas before sharing them with the whole class. Add to your own list as you hear classmates' ideas.

2. Use these ideas to create a web of possible interventions that could be incorporated into a school-wide project. In what ways could students in the school pool their resources to support homeless teenagers in the area? What student groups would be involved, and what would their responsibilities be? You may want to design your web on a separate piece of paper as your teacher models the process.

Procedural Texts: Project Proposals (continued)

3. To come to a clearer understanding of your vision for this project, work to complete the graphic organizer below.

Benefits (Advantages of doing the project; sell the audience on the project)	
Procedure (How you will go about initiating and conducting the project)	
Collaboration (What school groups and other organizations or businesses would be involved, and what they would be asked to do)	
Results (What the finished project will look like and how it will work)	
Schedule (Timeline for the project, or list of project milestones)	
Feasibility (Likelihood that the project will achieve its goals)	
Costs (Hours needed to complete the project, equipment or supplies to be used, assistance from other people)	

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Outlining

4. The following is an overview of the organizational structure of the model proposal. Decide whether these headings will work for your proposal. Which may need to be changed, and what headings might need to be added? Create a class-constructed outline similar to this model:

- I. PROJECT DESCRIPTION
 - A. Addressing the Needs of the Target Population
 - B. Goals and Objectives
 - C. Target Population Details
 - D. Project Activities
- II. MEASURING PROJECT RESULTS

Drafting

6. Write a draft. Remember to consider the objectives of project proposals: establish the need for the project, clarify the project details, explain its suitability for meeting the stated need, and convince the audience that the author of the proposal is capable of completing the project effectively.

Revising

7. When writing a proposal, keep in mind that the purpose is to persuade the audience to accept the project being proposed. To be effective, the writer must attempt to anticipate any questions, potential problems, or misunderstandings that may arise from the audience. Generate two to three questions in the space below that the principal may have about your proposal that are currently not answered by the draft.

Procedural Texts: Project Proposals (continued)

SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging	Incomplete
Ideas	<p>The project proposal</p> <ul style="list-style-type: none"> conveys a compellingly stated purpose directed toward a specific audience presents a well-supported, insightful viewpoint on the topic includes pertinent and convincing facts and details 	<p>The project proposal</p> <ul style="list-style-type: none"> conveys a clearly stated purpose directed toward a specific audience presents a well-supported viewpoint on the topic includes appropriate facts and details 	<p>The project proposal</p> <ul style="list-style-type: none"> conveys a vague or limited purpose or has a vague sense of the audience presents limited support of the viewpoint presents vague or inappropriate facts and details 	<p>The project proposal</p> <ul style="list-style-type: none"> lacks a purpose and audience presents minimal support of the viewpoint lacks facts or details
Structure	<p>The project proposal</p> <ul style="list-style-type: none"> has a skillfully designed organizational structure elaborates on information to respond effectively to anticipated audience questions 	<p>The project proposal</p> <ul style="list-style-type: none"> has an appropriate and clear organizational structure has some information that anticipates audience questions 	<p>The project proposal</p> <ul style="list-style-type: none"> uses a poorly organized structure makes a limited effort to anticipate audience questions 	<p>The project proposal</p> <ul style="list-style-type: none"> lacks an organized structure does not anticipate or respond to audience questions
Use of Language	<p>The project proposal</p> <ul style="list-style-type: none"> uses varied, skillfully designed sentences for style and clarity conveys accurate, technical information in accessible language demonstrates strong proficiency in standard English, including hyphenation 	<p>The project proposal</p> <ul style="list-style-type: none"> uses varied sentences for clarity conveys information in accessible language demonstrates some proficiency in standard English, including hyphenation 	<p>The project proposal</p> <ul style="list-style-type: none"> has several examples of vague or incorrect sentences but has some variety of sentence structure often conveys information in vague or general terms demonstrates a lack of proficiency in standard English, including hyphenation 	<p>The project proposal</p> <ul style="list-style-type: none"> only uses simple sentences; has many vague or incorrect sentences conveys information in vague or general terms demonstrates a lack of proficiency in standard English, including hyphenation, that detracts from meaning

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