



**2019 - 2020 School Foundation
Major Grant Request Cover Sheet (=> \$10,000)**

Cover Sheet

This entire application may not exceed 10 pages.

Title of Project _____ Amount Requested _____

Focus Area: Math Literacy/Writing Technology Early Childhood Other _____

Submitted by _____

Name(s) of Applicant(s) _____

School _____ E-Mail Address _____

Work Phone _____ Home Phone _____

Lead Applicant's signature: _____ **Date:** _____

Endorsement of Principal/Superintendent/Instructional Technology

I have read this proposal and approve its implementation within this school. To the best of my knowledge, the materials requested are not available in this school at this time.

Principal's signature

Superintendent's signature

Director of Instructional Technology (if applicable)

If your proposal includes technology this signature is required.

PROPOSAL TEMPLATE

Type directly into this template. Cells will expand, as needed.

Section	Requirement	Points
A. Cover Sheet	This sheet must be completely filled out and must be signed by the Project Director and the appropriate administrator (Principal, Director, or Superintendent).	0
ATTACH COMPLETED COVER SHEET AS FIRST PAGE		
B. Description of Project	The summary provides the evaluation committee with a narrative overview of the proposed project. Tell the story of your project here. Innovative and creative approaches are encouraged.	10
TYPE DIRECTLY IN THIS TEMPLATE		
C. Statement of Need	This section should explain why your school and this project should receive this award over other highly qualified requests for funding. Tell your school story in a way that helps the committee understand your unique needs. Support your need with data (e.g. poor state assessment results) that are specific to the classroom, school, or district-wide need that is being addressed.	10
TYPE DIRECTLY IN THIS TEMPLATE		
D. Research Base	The project being proposed should address the area of need and should be based on promising practices and/or research. For example, if an instructional project is being proposed, there should be some evidence cited that the instructional approach has worked in a similar setting.	10
TYPE DIRECTLY IN THIS TEMPLATE		
E. Plan for Sustainability	This section should address how the proposed project will be sustained after the initial School Foundation funding has been completed.	10
TYPE DIRECTLY IN THIS TEMPLATE		
F. Logic Model	This sheet must be completely filled out and must be signed by the Project Director and the appropriate administrator (Principal, Director, or Superintendent).	50
ATTACH COMPLETED LOGIC MODEL AS SECTION F		
G. Budget	This section should describe expense projections over the lifetime of the project. Be certain to list all project costs and the amount that is being requested from The School Foundation. If funding from sources beyond The School Foundation is required, please be specific about the origin of the funding and provide written assurances from the district that those other funds are already committed. List in-kind contributions by the school, district, and volunteers, if applicable.	10
ATTACH COMPLETED BUDGET AS SECTION G		

F. Logic Model Template (Required)

(Use this logic model to provide an outline of how each goal or objective will be implemented in the project.)

Type directly into this template. Cells will expand, as needed.

Goal/Objective (25)	Evaluation Measure (15)	Timeline – Outputs (15)	Materials and Costs
<u>Goal 1</u>	<u>Goal 1 Measures</u>		
<u>Goal 2</u>	<u>Goal 2 Measures</u>		

Goal/Objective (25)	Evaluation Measure (15)	Timeline – Outputs (15)	Materials and Costs
<u>Goal 3</u>	<u>Goal 3 Measures</u>		
<u>Goal 4</u>	<u>Goal 4 Measures</u>		
<u>Goal 5</u>	<u>Goal 5 Measures</u>		
<u>Goal 6</u>	<u>Goal 6 Measures</u>		

LOGIC MODEL INSTRUCTIONS

Goal/Objective (25)	Evaluation Measure (15)	Timeline – Outputs (15)	Materials and Costs
<p>List each project goal using the following format:</p> <ul style="list-style-type: none"> • Tell who this goal will impact. • Define expected outcomes. • Tell how goal will be accomplished. • Optional: Tell what quantitative or qualitative gain is expected as a result of this treatment. • Optional: Tell how the goal will be measured. • Optional: Align goal with Standard(s) 	<ul style="list-style-type: none"> • Specify qualitative or quantitative assessments that will be used to measure the success of each goal. • Attach samples of formal measures, when appropriate. 	<ul style="list-style-type: none"> • Develop a timeline for each action you will take to accomplish your goals. 	<ul style="list-style-type: none"> • List all materials required for this goal that will be purchased with this grant. • List cost per item, including shipping.

INSTRUCTIONS

EXAMPLE LOGIC MODEL

Goal/Objective (25)	Evaluation Measure (15)	Timeline – Outputs (15)	Materials and Costs
<p>Goal 1 <i>First grade students at Acorn Elementary will improve inquiry skills of hypothesis development, investigation, experimentation, and data analysis through the use of Integrated Project Based Learning (IPBL) units.</i> <i>(Standard: Inquiry 1a, 1b)</i></p> <p style="text-align: center;">OR</p> <p><i>Students in 9th grade at Oak Tree High School will improve inquiry skills of hypothesis development, investigation, experimentation, and data analysis by 10% as measured by the ABC test through participation in Integrated Project Based Learning (IPBL) units.</i> <i>(Standard: Inquiry 9a, 9b)</i></p>	<p>Goal 1 Measures Formative Assessments: <u>Inquiry Observation Tool (IOT)</u> (attached) will be used weekly to evaluate student application of inquiry skills during project activities.</p> <p>The <u>Representation Journal Checkbric (RJC)</u> (attached) will be used weekly to evaluate student application of inquiry skills during project activities.</p> <p>Summative Assessments: The <u>ABC test</u> (link to description) will be used at the conclusion of each unit as a measure mastery of Inquiry standards.</p>	<p><u>July 2019</u> – Purchase IPBL unit materials</p> <p><u>August 2019</u> – All teachers receive training in use of unit materials</p> <p><u>August 2019</u> – All teachers prepare classrooms for initial unit before students arrive for new year and purchase supplemental materials needed for first unit.</p> <p><u>August – September 2019</u> – Unit 1 Weekly Format Mon-Wed: Investigations and journal documentations Thurs: Small group data discussions; video recordings. Fri: Final journal representations</p> <p>Weekly Assessments: Conduct formative assessments Analyze outcome data Adjust unit studies as needed</p> <p><u>September – October 2019</u> – Unit 2 -Prepare classroom for unit -Purchase supplemental materials, as needed. -Implement weekly format -Conduct weekly assessments and analyze data</p> <p>Repeat unit study process throughout the year: <u>October – November 2019</u> – Unit 3</p> <p>December 2019 - Mid-Project Assessments</p> <p><u>January – February 2020</u> – Unit 4 <u>February – March 2020</u> – Unit 5 <u>March – April 2020</u> – Unit 6</p> <p>April 2020 – Culminating Project Public Presentations</p>	<p>IPBL unit materials (website link) XXXXXX package-----\$3500 YYYYYYY package-----\$2200 ZZZZZZZ package -----\$1800 Shipping -----\$ 220</p> <p>Supplemental materials: <u>Unit 1:</u> XXXX -----\$30 XXXX -----\$25 <u>Unit 2:</u> XXXX -----\$30 XXXX -----\$25 <u>Unit 3:</u> XXXX -----\$30 XXXX -----\$25 <u>Unit 4:</u> XXXX -----\$30 XXXX -----\$25 <u>Unit 5:</u> XXXX -----\$30 XXXX -----\$25 <u>Unit 6:</u> XXXX -----\$30 XXXX -----\$25</p>
<p>Goal 2 <i>First grade students at Acorn Elementary will improve writing skills through the use of Integrated Project Based Learning (IPBL) units.</i> <i>(Standard: Writing 1a, 1b)</i></p> <p style="text-align: center;">OR</p>	<p>Goal 2 Measures Formative Assessments: <u>Writing Applications Rubric (WAR)</u> (attached) will be used to weekly to evaluate student writing skills during project activities.</p>		

EXAMPLE

Goal/Objective (25)	Evaluation Measure (15)	Timeline – Outputs (15)	Materials and Costs
<p>(Goal 2 Continued) <i>Students in 9th grade at Oak Tree High School will improve writing skills by 15% as measured by the Writing Assessment Tool (WAT) through participation in Integrated Project Based Learning (IPBL) units. . (Standard: Writing 9a, 9b)</i></p>	<p>(Goal 2 Measures Continued) Summative Assessments: The <u>DEF test</u> (link to description) will be used at the conclusion of each unit as a measure mastery of Writing standards at the conclusion of each unit.</p>	<p>April 2020 – Summative Assessments</p>	
<p>Goal 3 <i>Participating students will demonstrate collaborative skills in small and large groups as measured by the SEL through the development and implementation of public presentations based on IPBL studies. (SEL practice – Cooperative learning)</i></p>	<p>Goal 3 Measures Formative Assessments: The <u>Social Emotional Learning (SEL) Rubric</u> (attached) will be used to assess student interpersonal interactions during project activities. The <u>Student Interest Survey (SIS)</u> will be used to survey student perception of IPBL learning.</p>		
<p>Goal 4 <i>Participating students will reflect on and self-report perceptions of engagement and learning as measured by the SIS resulting from participation in Integrated Project Based Learning (IPBL) units</i></p>	<p>Goal 4 Measures Formative Assessments: The <u>Student Interest Survey (SIS)</u> will be used to survey student perception of IPBL learning.</p>		
<p><u>Goal 5</u></p>	<p><u>Goal 5 Measures</u></p>		
<p><u>Goal 6</u></p>	<p><u>Goal 6 Measures</u></p>		

EXAMPLE

GRANT SCORING PROCEDURES

1. All grant proposals are initially scored by Grant Committee Members using the 100 point rubric embedded in the template.
2. All proposals that earn a total score of 70 points or higher advance to a second stage of scoring.
3. The Grant Committee reviews second stage proposals using the following criteria:

Innovation	10
Creativity	10
Educational Value	10
Potential Reach of Project	10
School Need	10
Degree to which Priority Area is Addressed	10
Evidence of Commitment to Project	10
Total Possible Points	70

*Note that priority **MAY** be given to qualified requests from schools that have not recently received grants.*

4. No fewer than three grant candidates are invited to provide a presentation of 60 minutes or less to the Grants Committee.
5. Projects recommended for funding by the Grants Committee are reviewed and approved by The School Foundation Board of Directors.