

**White Salmon Valley Education Foundation
Competitive Grant Application Due November 16, 2009**

Cover Page

All grant proposals must be approved by appropriate school administrator. The Administrator will provide the electronic file to be filled out by the applicant(s).

Email this application to: jerry.lewis@esd112.wednet.edu .

Limit your application to a maximum of 5 pages. Relevant photos may be attached. The Foundation does not fund construction, FTE's, lobbying or food.

Please save the file using the following format: **your proposal nameFall2009.doc**.

Date: _____

Applicant(s): _____

Status: Administrator Teacher Student Community Member Other: _____

School: _____ Email: _____

Contact Phone #: _____

Name of Project: _____

Dollar Amount Requested: _____ Total project cost: _____

Number of Students Involved: _____

How will funds be used (put 'x' on the line): ___ Professional Development ___ Equipment
___ Goods & Contracted Services ___ Substitute Teachers ___ Other: _____

Goals of this application:

To recruit proposals that are seeking tools (either professional development, mentors, hardware, equipment, materials, collaboration time or other) that will:

- aid or enhance specific instruction and learning methods which,
- with a plan,
- will be implemented in the classroom.

As well, including concrete measures to monitor benefit.

Part I - Description of Proposal - Overview:

Please give a brief description (75 words or less) of your proposal that will enhance instruction in the classroom:

Part II Detailed Proposal Description

Answers to all questions contribute to the general evaluation of the proposal. Some questions (noted below) contribute points to the quantitative ranking of the proposal.

- a. What are the goals of the proposal? How will they be achieved?
- b. What is the need for this proposal and how was it determined?
- c. Describe targeted student population.
- d. List any other participants (staff, students, community members etc...).
- e. Provide a timeline of major tasks and activities for this project.
- f. How will you evaluate success in achieving proposal goals as listed in (a) above? Up to two extra points can be earned for proposals with a clearly articulated, feasible assessment of the impact of the proposal.

Budget

Up to three points can be earned for high quality proposals or high impact programs with a reasonable cost. The focus here is not maximum number of students reached per dollar spent, but rather the quality and impact of the proposal on the target student population for the proposed budget.

- a. Provide an itemized budget for your grant proposal in the space below:
- b. List any other funding sources for this proposal, and explain how those funds will be used.
- c. Are there additional district costs not covered by this proposal (i.e. additional staff time, transportation, physical plant maintenance or cleaning, etc.)? If so, please explain.
- d. If this is an ongoing project, explain how it will be funded in the future.

Part III: Alignment with the WSVEF priorities and criteria-

Successful grant proposals will provide evidence of how they score at least a 4 in each of 3 (out of 6) funding priorities of the Foundation.

High Funding Priorities: (worth up to 5 points):

This first priority is compulsory: Must score a 4 or higher to meet funding requirements.

Scoring Rubric	Provides long-term benefit to the community and schools. (Multiple groups of students will be affected multiple academic calendar years through this investment.)	Receives a score of 5: A substantial portion of the funding (60% or more) will pay for <u>one or more</u> of the following: <ol style="list-style-type: none">1. equipment that is reusable for future projects and/or2. underwriting professional development and/or,3. creates capacity building opportunities and/or,4. develops or replicates curriculum and/or programs with strong potential for long term benefit. Receives a 4: A portion of the funding (50 – 59%) purchases any of the above options. Receives a 3: A portion of the funding (40- 49%) purchases any of the above options.
Answer		

Choose 2 of the following priorities leaving its scoring rubric and your answer, then delete all of the other rows.

Successful grants will receive scores of 4 out of 5 or better, and an outstanding total combined score.

Web links for terminology such as “ICT – Information & Communication Technology literacy”, “technology”, “21st Century skills and knowledge”, “Differentiating instruction” and “Zone of proximal development” are located at the bottom of this document.

High Funding Priorities:

Priority #	Indicator	Traits of a score of 5	Traits of a score of 3	Traits of a score of 1
#1 Rubric Where 50% or more of students are K - 2	Increases students’ proficiency in core subject areas.	Directly addresses state grade level standards for the content area(s) in question, and increases students’ proficiency in at least two of the following content areas: math, language arts (literacy and writing), social studies, or science.	Directly addresses state grade level standards for the content area(s) in question, and increases students’ proficiency in at least one of the following content areas: math, language arts (literacy and writing), social studies, or science.	May or may not address state grade level standards for the content area(s) in question, and only peripherally addresses the core content area subjects.
#1 Answer				
#1 Rubric Where 50% or more of the students are in grades 3-12	Increases student's literacy in Information and Communications Technology (ICT)ⁱ.	Uses digital technology as a central, integral part of information acquisition , processing, interpretation, analysis and communication of results. Information acquisition and processing is done in ways that teach students to effectively locate information and critically evaluate its quality. Digital sharing of information requires students to utilize multi-media applications and presentation.	Directly addresses state grade level standards for the content area(s) in question, and uses digital technology in some portion of: <ul style="list-style-type: none"> • information acquisition, • processing, • interpretation, • analysis and, • communication of results. 	May or may not address state grade level standards for the content area(s) in question, and uses digital technology only peripherally , in ways that do not enhance students’ acquisition of ICT literacy.
#1 Answer				

<p>#2 Rubric</p>	<p>Differentiates instruction (i) in ways that allow students:</p> <ul style="list-style-type: none"> • across dominant and varied academic ability levels, and/or • multiple intelligences (meaning mathematical, linguistic, artistic, musical, spatial, interpersonal, and so on) <p>to strongly connect with and extend their thinking in the curriculum.</p>	<p>Directly addresses state grade level standards for the content area(s) in question.</p> <ul style="list-style-type: none"> • May provide various avenues to learn new information, apply skills, or demonstrate understanding. • Encourages students to work within their individual zone of proximal development, and allows students to develop skills and proficiency in multiple intelligences (see Gardner, H1). 	<p>Directly addresses state grade level standards for the content area(s) in question.</p> <ul style="list-style-type: none"> • May provide avenues to learn new information, apply skills, or demonstrate understanding. • Although perhaps not addressing individual abilities, the project does allow for some differentiation among students, and/or may involve more than two of Gardner’s ‘intelligences’. 	<p>May or may not address state grade level standards for the content areas(s) in question. Although the project may be creative or unusual, all students will be expected to complete the project or work in a similar manner, at a similar level, and using the same dominant ‘intelligence’.</p>
<p>#2 Answer</p>				
<p>#3 Rubric</p>	<p>Uses innovative, real-world projects to help students:</p> <ul style="list-style-type: none"> • apply knowledge, • demonstrate higher-order thinking (eg/ critical analysis, synthesis, evaluation...) and, • apply literacy skills <p>in the development of unique products and solutions.</p>	<p>Directly addresses state grade level standards for the content area(s) in question.</p> <p>Involves projects that require students to use critical thinking to address, or attempt to solve a real-world problem for which there is no single ‘right’ answer.</p> <p>Will most probably involve collaboration among students and/or other members of the local or world community.</p>	<p>Directly addresses state grade level standards for the content area(s) in question.</p> <p>Involves projects that require students to read about or find minimal information regarding a problem for which there is no single ‘right’ answer. This work might involve the ‘upper end’ of Bloom’s taxonomy but will primarily address knowledge and comprehension.</p> <p>It may or may not involve collaboration among students or between students and other members of the local or world community.</p>	<p>May or may not address state grade level standards for the content areas(s) in question.</p> <p>Involves worksheets or other applications that have limited relationships with real world problems.</p> <p>Students will mostly be required to respond with right/wrong or multiple-choice types of responses.</p>

#3 Answer				
#4 Rubric	Students connect with greater communities: regional, national, and international	Directly addresses state grade level standards for the content area(s) in question. Requires students to establish relationships that involve mutual communication (including sharing ideas, talents, creations, etc.) with outside communities.	Directly addresses state grade level standards for the content area(s) in question. Requires students, as a component , to establish relationships, share ideas, talents, creations, etc. with outside communities, without any expectation that mutual communication will occur.	May or may not address state grade level standards for the content areas(s) in question. The students' work is not connected to communities beyond the school district boundaries.
#4 Answer				
#5 Rubric	Links with and/or recruits the service of community members and resources to further educational and career goals for students in the district.	Directly addresses state grade level standards for the content area(s) in question, and involves: <ul style="list-style-type: none"> • reciprocal relationships with community members (i.e. community members and/or students share expertise, engage in dialogue, reciprocally resolve problems, provide internships, etc.) and/or • provides career paths for students. 	Directly addresses state grade level standards for the content area(s) in question and may involve: <ul style="list-style-type: none"> • one-way relationships with community members (i.e. presentations, letters to the newspaper, assembling products to display in community businesses, etc.) and/or • provides career paths for students. 	May or may not address state grade level standards for the content areas(s) in question, and involves simply notifying community members of the event or project.
#5 Answer				

Web links for terminology such as “technology”, “21st Century skills and knowledge”, “Differentiating instruction” and “Zone of proximal development” are located at the bottom of this document.

Applicant signature _____ **Date** _____

Principal signature _____ **Date** _____

Superintendent signature _____ **Date** _____

Links: Feel free to delete these when you send in your application (a max. of 5 pages including the cover page), they are also posted in the Endnotes of this document.

¹21st Century skills and knowledge include skills in digital literacy and collaboration, effective use of the Internet including effectively locating and evaluating the quality of information and data, the interpretation of large quantities of scientific and numerical data, looking for broad patterns and trends in data and information that require synthesis, analysis, and evaluation of information, effective use of digital and technological products to communicate ideas and information, and other such skills and knowledge necessary to utilize and work with 21st Century technology and changes.

<http://www.k12.wa.us/publications> (and download The High Schools We need: Improving an American Institution),

<http://www.21stcenturyskills.org>: and <http://www.kn.pacbell.com/wired/21stcent/>

ⁱ See <http://en.wikipedia.org/wiki/Technology>

ⁱ See <http://www.21stcenturyskills.org/documents/RTM2006.pdf> page 12.

ⁱ ICT literacy: Information and communications technology (ict) literacy is the ability to use technology to develop 21st century content knowledge and skills, in the context of learning core subjects. Students must be able to use technology to learn content and skills — so that they know *how* to learn, think critically, solve problems, use information, communicate, innovate and collaborate.

¹ Addresses individual student abilities in ways that encourage all students to engage and excel at their current zone of proximal development

ⁱⁱⁱ The simplest thinking skills are learning facts and recall, while higher order skills include critical thinking, analysis and problem solving.

ⁱ see http://en.wikipedia.org/wiki/Zone_of_proximal_development

ⁱ see http://en.wikipedia.org/wiki/Howard_Gardner and

<http://www.infed.org/thinkers/gardner.htm>

See <http://faculty.washington.edu/krumme/guides/bloom1.html> and <http://www.teachers.ash.org.au/researchskills/dalton.htm>

ⁱ See <http://faculty.washington.edu/krumme/guides/bloom1.html> and <http://www.teachers.ash.org.au/researchskills/dalton.htm>

ⁱ See <http://en.wikipedia.org/wiki/Technology>

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