

**White Salmon Valley Education Foundation**  
**Grant Application and Guidelines**  
**2011 Due Dates: June 21 & October 28**

The White Salmon Valley Education Foundation is seeking high quality proposals that will aid or enhance specific instruction and student learning. Proposals should have a plan, be implemented in the classroom, and include concrete measures to monitor benefit. Proposals for professional development, hardware, equipment, materials, collaboration time, or other projects will be considered.

**Eligibility:**

The schools in the White Salmon Valley School District are eligible to apply for grants from the White Salmon Valley Education Foundation (WSVEF). These schools are the White Salmon Preschool, Whitson Elementary School, Henkle Middle School, and Columbia High School.

**Scoring:**

Each grant is scored by the WSVEF grant review committee. A maximum total of 20 points are possible. Points are awarded as follows:

- 5 points for long term benefit
- 5 points each for two of the five other priorities in the scoring rubric – for a total of 10 points
- 3 points for budget. Projects are prioritized that have a high impact for a reasonable cost
- 2 points for a clearly articulated, feasible assessment of the impact of the proposal

Scoring deduction: The total point value will be reduced by 10% for programs that have received two or more grants in the last two years.

**Review Process:**

All grant applications are previewed by the White Salmon Valley School District Superintendent and the District's Administrative Council. Eligible applications are then reviewed and ranked by a White Salmon Valley Education Foundation Grant Review Committee that includes two teachers, two community members, and a WSVEF board member. Final grant awards are made by the WSVEF board of directors.

**Due Dates & Submittals:**

Grant due dates for 2011 are June 21<sup>th</sup> and October 28<sup>th</sup>. Award letters will be sent approximately two months after the due date.

At the school district's request, the grant application is available only via the school administrators. The WSVEF has posted a "read-only" version of the application and guidelines on our website. Please contact your school administrator to obtain a digital version of the grant application. All grant proposals must be approved by appropriate school administrator.

To apply for a grant, please email the completed application to: [jerry.lewis@wsalmonsd.org](mailto:jerry.lewis@wsalmonsd.org) by the due date.

**Important Information:**

Requests for construction, full-time staff positions, lobbying, or food are not eligible for funding. The WSVEF will be granting \$20,000 in each of two funding cycles in 2011.

Applicants may be formally asked to provide changes to a proposal's scope based on available funding, if full funding for a given proposal cannot be provided. Partial funding of an application may be considered if it does not hinder the success of the project or an option for partial funding is provided by the applicant.

All successful grant applicants will sign an agreement with the WSVEF regarding their funding amount, measures of success and set an evaluation meeting date.

Any requested modifications or additions to budgets for approved grants will be considered by the WSVEF board of directors on a case-by-case basis.

All applicants will invoice the school district for costs associated with their grant projects. Accounting codes will be provided by the school district office to the grantees. The school district will invoice the WSVEF.

# 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 completed application to: [jerry.lewis@wsalmonsd.org](mailto:jerry.lewis@wsalmonsd.org) .

**Limit your application to a maximum of 6 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 nameSummer2011.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: \_\_\_\_\_

## **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.

<p><b>Scoring Rubric #1</b></p>	<p>Provides <b>long-term benefit</b> to the community and schools. (Multiple groups of students will be affected multiple academic calendar years through this investment.)</p>	<p><b>Receives a score of 5:</b> A substantial portion of the funding (60% or more) will pay for <u>one or more</u> of the following:</p> <ol style="list-style-type: none"> <li>1. equipment that is reusable for future projects <b>and/or</b></li> <li>2. underwriting professional development <b>and/or</b>,</li> <li>3. creates capacity building opportunities <b>and/or</b>,</li> <li>4. develops or replicates curriculum and/or programs with strong potential for long term benefit.</li> </ol> <p><b>Receives a 4:</b> A portion of the funding (50 – 59%) purchases any of the above options. <b>Receives a 3:</b> A portion of the funding (40- 49%) purchases any of the above options.</p>
<p><b>Answer #1</b></p>	<p>Please calculate and list what percent of your budget as described in Part II will pay for the following: equipment that is reusable, professional development, capacity building, or development/replication of curriculum or programs with potential for long term benefit. Enter your calculation below and explain in narrative the long term benefit of your request.</p>	

**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”, “21<sup>st</sup> Century skills and knowledge”, “Differentiating instruction” and “Zone of proximal development” are located at the bottom of this document.

**High Funding Priorities:**

<b>Priority #</b>	<b>Indicator</b>	<b>Traits of a score of 5</b>	<b>Traits of a score of 3</b>	<b>Traits of a score of 1</b>
<b>#2 Rubric</b> Where 50% or more of students are K - 2	<b>Increases students' proficiency in core subject areas.</b>	Directly addresses state grade level standards for the content area(s) in question, and increases students' proficiency <b>in at least two</b> 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 <b>in at least one</b> 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.
<b>#2 Answer</b>				
<b>#2 Rubric</b> Where 50% or more of the students are in grades 3-12	<b>Increases student's literacy in Information and Communications Technology (ICT)<sup>i</sup>.</b>	Uses digital technology <b>as a central, integral part of information acquisition</b> , 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 <b>some portion of:</b> <ul style="list-style-type: none"> <li>• information acquisition,</li> <li>• processing,</li> <li>• interpretation,</li> <li>• analysis and,</li> <li>• communication of results.</li> </ul>	May or may not address state grade level standards for the content area(s) in question, and uses digital technology <b>only peripherally</b> , in ways that do not enhance students' acquisition of ICT literacy.
<b>#2 Answer</b>				

<p>#3 Rubric</p>	<p>Differentiates instruction (i) in ways that allow students:</p> <ul style="list-style-type: none"> <li>• across dominant and varied academic ability levels, <b>and/or</b></li> <li>• multiple intelligences (meaning mathematical, linguistic, artistic, musical, spatial, interpersonal, and so on) to strongly connect with and extend their thinking in the curriculum.</li> </ul>	<p>Directly addresses state grade level standards for the content area(s) in question.</p> <ul style="list-style-type: none"> <li>• <b>May provide</b> various avenues to learn new information, apply skills, or demonstrate understanding.</li> <li>• Encourages students to work within their individual zone of proximal development, <b>and</b> allows students to develop skills and proficiency in multiple intelligences (see Gardner, H1).</li> </ul>	<p>Directly addresses state grade level standards for the content area(s) in question.</p> <ul style="list-style-type: none"> <li>• May provide avenues to learn new information, apply skills, or demonstrate understanding.</li> <li>• Although <b>perhaps not addressing individual abilities</b>, the project does allow for <b>some differentiation</b> among students, and/or <b>may involve more than two</b> of Gardner’s ‘intelligences’.</li> </ul>	<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, <b>all students will be expected to complete the project or work in a similar manner, at a similar level</b>, and using the same dominant ‘intelligence’.</p>
<p>#3 Answer</p>				

<p>#4 Rubric</p>	<p>Uses innovative, real-world projects to help students:</p> <ul style="list-style-type: none"> <li>• apply knowledge,</li> <li>• demonstrate higher-order thinking (eg/ critical analysis, synthesis, evaluation...) and,</li> <li>• apply literacy skills</li> </ul> <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 <b>to use critical thinking to address, or attempt to solve a real-world problem for which there is no single ‘right’ answer.</b></p> <p>Will most <b>probably involve collaboration among students and/or other members</b> 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 <b>to read about or find minimal information regarding a problem</b> for which there is no single ‘right’ answer. This work might involve the ‘upper end’ of Bloom’s taxonomy but will <b>primarily address knowledge and comprehension.</b></p> <p>It <b>may or may not</b> involve <b>collaboration</b> 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 <b>worksheets or other applications that have limited relationships with real world problems.</b></p> <p>Students will mostly be required to respond with right/wrong or multiple-choice types of responses.</p>
<p>#4 Answer</p>				

<p>#5 Rubric</p>	<p>Students connect with greater communities: regional, national, and international</p>	<p>Directly addresses state grade level standards for the content area(s) in question.</p> <p>Requires students to <b>establish relationships that involve mutual communication (including sharing ideas, talents, creations, etc.)</b> with outside communities.</p>	<p>Directly addresses state grade level standards for the content area(s) in question.</p> <p>Requires students, <b>as a component</b>, to establish relationships, share ideas, talents, creations, etc. with outside communities, <b>without any expectation that mutual communication</b> will occur.</p>	<p>May or may not address state grade level standards for the content areas(s) in question.</p> <p>The students' work is not connected to communities beyond the school district boundaries.</p>
<p>#5 Answer</p>				

<p><b>#6 Rubric</b></p>	<p>Links with and/or recruits the service of community members and resources to further educational and career goals for students in the district.</p>	<p>Directly addresses state grade level standards for the content area(s) in question, <b>and</b> involves:</p> <ul style="list-style-type: none"> <li>• <b>reciprocal relationships</b> with community members (i.e. community members and/or students share expertise, engage in dialogue, reciprocally resolve problems, provide internships, etc.)</li> </ul> <p><b>and/or</b></p> <ul style="list-style-type: none"> <li>• provides career paths for students.</li> </ul>	<p>Directly addresses state grade level standards for the content area(s) in question and <b>may involve:</b></p> <ul style="list-style-type: none"> <li>• <b>one-way relationships</b> with community members (i.e. presentations, letters to the newspaper, assembling products to display in community businesses, etc.)</li> </ul> <p><b>and/or</b></p> <ul style="list-style-type: none"> <li>• provides career paths for students.</li> </ul>	<p>May or may not address state grade level standards for the content areas(s) in question, and involves simply <b>notifying community members</b> of the event or project.</p>
<p><b>#6 Answer</b></p>				

Web links for terminology such as “technology”, “21<sup>st</sup> 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.

<sup>1</sup>21<sup>st</sup> 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 21<sup>st</sup> 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/>

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

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

<sup>i</sup> 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.

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

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

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<sup>i</sup> see [http://en.wikipedia.org/wiki/Zone\\_of\\_proximal\\_development](http://en.wikipedia.org/wiki/Zone_of_proximal_development)

<sup>i</sup> see [http://en.wikipedia.org/wiki/Howard\\_Gardner](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>

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

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

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