



2017-2018 Grant Application Information Packet

This packet includes the grading rubric, a description of each grant type, and example grant submissions.

2017-2018 Grant Application Rubric Grid

Objectives	Low Performance	Below Average	Average	Exemplary
Project Objectives	<i>0 points</i> No written objectives	<i>1 point</i> Objectives are vague and do not address student achievement	<i>2 points</i> Objectives are clearly stated and worthwhile	<i>3 points</i> Objectives are clearly stated, realistic, and are linked to grant rationale
Statement of Need	<i>0 points</i> No demographic information about the students or school to be served are given	<i>1 point</i> Did not clearly identify the audience to be served in relation to the need. Supportive data was weak and inclusive.	<i>2 points</i> Provides an adequate statement of the audience to be served and supportive data	<i>3 points</i> Provides a detailed, clear statement of need, including a description of the audience to be served
Grant Activities	<i>0 points</i> Activities have no relevance to content or school goals	<i>1 point</i> Activities show little connection to content or school goals	<i>2 points</i> Provides activities that are adequate to meet an instructional need	<i>3 points</i> Provides a clear explanation of proposed activities which are well structured, logical, and include interdisciplinary or team-taught projects
Evaluation of Project	<i>0 points</i> Provides no evidence of an assessment tool to determine impact of proposal on student learning	<i>1 point</i> Provides little evidence of a method to determine how the project will impact student learning	<i>2 points</i> Provides an adequate explanation of proposed assessment tools which will show impact on student learning	<i>3 points</i> Provides clear description of evaluation tools that are measureable and show impact on student learning
Budget	<i>0 points</i> No budget is provided or doesn't follow MPSF budget guidelines	<i>1 point</i> Budget is incomplete and inadequate for proposed activities	<i>2 points</i> A clear explanation of funding is provided	<i>3 points</i> Evidence is provided and MPSF should have confidence that the project will succeed
Timeline	<i>0 points</i> No timeline for activities provided	<i>1 point</i> Only a vague timeline of activities provided	<i>2 points</i> Goals are attainable within the allotted grant time period	<i>3 points</i> Proposal includes a clear plan and timeline outlining all activities

Experience Grant Description

Maximum award of \$750

The best educational opportunities do not always happen in the classroom! It is important for students to get out in the world and have educational experiences that are hands on and fun while making memories that will last a lifetime. This grant is available for K-12 students and has a \$750 maximum. The funds must go towards the use of the Moore Schools District transportation and admission to the experience for all students eligible to participate.

The application for this grant will be broken into 6 sections:

Project Objectives – Description of experience and how it is applicable to area of study the students are currently involved in. What curriculum topics will your experience enhance? You can include website information that may be available for the experience.

Statement of Need – Explain why your students need this experience to increase their knowledge of the topic(s) you are covering.

Grant Activities – What will your students be doing on the field trip? Do you have specific areas of focus on the field trip that you are going to emphasize more than others? Explain the structure of the experience that you're presenting.

Evaluation of Project – How will you know that the experience was beneficial to your students?

Budget – What is the cost of transporting your students on this trip? What is the cost of admission to the experience?

Timeline – When will your experience take place? Does it coincide with a certain unit in the curriculum?

Note: Field trips that are not related to or do not enhance a portion of the mandatory curriculum are less likely to be funded.

Material Grant Description

Maximum award of \$500

Innovative teaching is important, but it can be expensive. The MPSF Material grant is designed for classroom enrichment. Teachers can apply for new teaching materials that may not be available to purchase under the fiscal budget of their school. New equipment, manipulatives, classroom technology, and other educational material needs are applicable within this grant. The Material Grant can be applied for by an individual teacher or a group (and/or department) within a school. All materials purchased with funds awarded by the Material Grant must stay within the school district. If an individual teacher is awarded funding, and moves schools, the teacher can take the materials with them to the new facility as long as it stays within the Moore School District. If the teacher leaves the district the materials must stay behind. This grant is available for K-12 students and has a \$500 maximum.

The application for the grant will be broken into 6 sections:

Project Objectives – Description of materials being purchased. This is a good area to include any literature or web info on proposed materials. How will children interact with materials? How will these materials enhance your curriculum?

Statement of Need – How many students will these materials affect? What is the demographic of your school? Why are these materials important to your students?

Grant Activities – What activities are you planning on doing with the new materials once you have been awarded the funding to purchase them? What curriculum will these materials coincide with and enhance during the school year?

Evaluation of Project – How will you know that there has been success in learning from the new materials provided? What benchmarks are you hoping to reach from the use of these new materials?

Budget – What is the complete cost of the materials and what vendor will you purchase them from (could be multiple vendors)? Make sure to include shipping. MPSF will not cover the cost of shipping from local vendors (ex: Lakeshore Learning Center) or tax (you should be purchasing with a PO from your school, making you tax exempt). If there is any maintenance or upkeep that will need to be done on the materials, please make sure to include.

Timeline – Do the materials have an expiration date? How soon do you plan to order, receive, and use the materials? The evaluation of the project needs to be included in this timeline. How long until the materials have helped you reach your expected outcome?

Program Grant Description

Maximum award of \$1000

The MPSF Program grant is for special programs that teachers or groups of teachers would like to bring into their classroom or school. Guest Speakers, subscriptions, student workshops or projects that require sustainability are all programs that will be considered under this funding format. Arts, dance and drama, agriculture, horticulture, physical education, reading/writing, all types of curriculum are welcomed to apply. This grant is available for K-12 students and has a \$1000 maximum.

The Application for the Program Grant will be broken into 6 sections:

Project Objectives – Detailed description of the program.

Statement of Need – How many students will the program affect? What is the demographic of your school? Why is this program an important addition to your school or curriculum?

Grant Activities – What activities will result from the funding of your request? What curriculum does your program coincide with? Or what curriculum aspects will this program enhance?

Evaluation of Project – What will the success of your program look like? What benchmarks are you hoping to reach with the implementation of your program?

Budget – The total cost of your program. If your project is expected to need additional funding for maintenance or upkeep, you can request enough funding to keep your program sustainable for three school years (up to the maximum award of \$1000). After your funding has run out, you are welcome to apply for another program grant through MPSF to refund your program.

Timeline – When will your program take place? When will your required funding run out?

The following pages contain samples of each grant type

Experience Grant Sample

Name: Ms. Teacher
Email Address: sample@mooreschools.com
Your School: Moore Elementary
Project Title: Farm to School with Berry Creek Farm
Content Area: Science, Social Studies
Grant Type: Experience (\$750)
Students directly affected: 65
Grade Level(s): Kindergarten
Total Budget Requested: \$635.00
Matching/Additional funds: No
If yes, please describe: 0.00
How much? N/A

Clearly state the objectives of this project:

On this field trip experience, students will travel to Berry Creek Farm in Blanchard, Oklahoma. Berry Creek Farm is an eight acres certified organic farm that claims to raise some of the best produce in the area. In addition to fruits and vegetables, Berry Creek Farm is home to pasture-raised chickens, ducks, geese, and turkeys that produce eggs. While at the farm, the students will be fully immersed in an environment in which they will experience many exciting and educational activities. These experiences will include the following opportunities:

1. See the way the farm works on a daily basis (*K-PS3-1, K-PS3-2, K-LS1-1, K-ESS2-1, K-ESS2-2, K-ESS3-1*)
2. See what produce is being grown during that time of year and discuss the output of other seasons (*K-PS3-1, K-LS1-1, K-ESS2-1, K-ESS2-2, K-ESS3-1*)
3. Experience an Oklahoma farmer's daily job. (*K-PS3-2, K-LS1-1, K-ESS2-2, K-ESS3-1*)
4. Learn the meaning of organic and local foods. (*K-LS1-1, K-ESS3-1*)
5. Sample a variety of organic produce. (*K-ESS3-1*)
6. See how the farm's poultry play an important role in the fertilizing of the farm. (*K-LS1-1, K-ESS2-2, K-ESS3-1*)

Using the Oklahoma Academic Standards for Kindergarten, the following standards will be taught and/or reviewed during this experience:

K-PS3-1: Sunlight warms Earth's surface

K-PS3-2: Design and build a structure that will reduce the warming effect of the sun on an area

K-LS1-1: All animals need food, animals obtain food from other plants and animals, plants need water and light

K-ESS2-1: Weather is a combination of sunlight, wind, snow or rain, and temperature

K-ESS2-2: Plants and animals can change their environment

K-ESS3-1: Living things need water, air, and resources from the land, and they live in places that have the things they need; Humans use natural resources in everything they do.

While this field trip was designed with the help of the growers of Berry Creek Farm, more about this great local resource can be found here: <http://www.berrycreekfarm.us>. I found Berry Creek Farm through a search at:

<http://www.pickyourown.org/OK.htm>

Statement of Need:

I want to be able to provide my students with a simple education on one of the most important aspects of their lives: the food they eat. Many children in today's world do not have the opportunity to try various non-processed foods and therefore, make poor food choices. Not only have these poor choices lead to an obesity epidemic in our young people, but lack of proper fuel for the body and brain leads to poor classroom performance and focus. This grant would provide the opportunity to give Kindergarten students an experience showing them where their food comes from, how it is produced, different options that are available for food, and even give them the chance to taste foods they may have never tasted before. I believe that an experience like this will not only stick with students long after the trip is over, but will provide them with the knowledge to tell other people, even their families, about the importance of healthy food for our bodies and the environment. Students will be able to make deeper connections with the Oklahoma Academic Standards listed above, when they get this hands-on opportunity to make memories that will last a lifetime.

Grant Activities:

The students will travel to Berry Creek Farm in Blanchard, Oklahoma. There they will:

1. Tour the farm and growing areas.
2. Learn about the daily routine for the farmers of Berry Creek.
3. Observe the weather and its effect on the farm.
4. Observe poultry and other important wildlife found at Berry Creek and articulate their benefits to the farm.
5. Learn the differences between organic/non-organic and local/non-local produce through a brief discussion.
6. Sample organic fruits and vegetables. Then, using all five sense, describe each item in a "Farm Diary."
7. Question/Answer session with the farmers of Berry Creek.

Evaluation of Experience:

The evaluation for this experience will be in two parts"

1. Students will create a "Farm Diary" in the days leading up to the field trip. This book will include questions for students to answer during the field trip, as well as places for them to draw pictures, take notes, and write down questions/answers they have and receive. It will also include a KWL Chart (what we **K**now, **W**ant to learn, and what we **L**earned) in which the "L" portion will be left for students to fill in after/during the visit. Students will submit this book and I will evaluate students' learning based on their understanding and efforts in completing their "Farm Diary." If there are common misunderstandings or things that stand out that need to be retaught, it will be done in the days following the field trip.
2. Once all review has been completed, students will use the Farm Diaries to get up in front of the class and present three things that they learned from visiting the farm and three things they enjoyed the most.

Budget:

Item 1: VENDOR- MPS, 2 Busses- \$80 (\$1/mile)

Item 2: VENDOR- MPS, 2 Drivers @ \$16 for 5 hours=\$180

Item 2: Cost of produce and sampling items for 75 people @ \$5/person-\$375

Detailed Plan and Timeline:

April 27: Farm Unit begins

April 28: Students Begin Farm Diaries

May 5: All field trip waivers due for participation

May 7: Field Trip to Berry Creek Farm

May 8: Students complete and submit Farm Diaries

May 12, 13: Student presentations

Program Grant Sample

Name: Ms. Teacher
Email Address: sample@mooreschools.com
Your School: Old Moore Elementary School
Project Title: Little Researchers-Using the PebbleGo Database in Grades K-3
Content Area: Library Media

Grant Type: Department Program (\$1000)
Students directly affected: 80
Grade Level(s): 8th
Total Budget Requested: \$1000
Matching/Additional funds: Yes
If yes, please describe: The total cost of the PebbleGo database is \$1,145.00. The remaining \$145.00 to cover the cost of the program after MPSF grant funds will come from the Old Moore Elementary Library Activity account.
How much? \$145.00

Clearly state the objectives of this project:

Increasing the amount of hands-on research and inquiry experiences for students across all grade levels is a priority in the library program at Old Moore Elementary. Students in grades Kindergarten through 3rd will use the PebbleGo database as another source of information while completing research based projects at school. Students will use this database to aid in their understanding of the research process. PebbleGo will be used frequently and as a first-stop, electronic resource in projects throughout the school year. Despite not being aimed at students in grades 4-6, these students will have access as needed to the PebbleGo database, and be able to use it in conjunction with other more age appropriate electronic and print resources. This program will allow the media specialist and classroom teacher together to teach and practice the following Standards for the 21st Century Learner:

Standard 6: Research-Students will engage in inquiry to acquire, refine, and share knowledge. Reading-Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.

Kindergarten- K.6.R.1 Students will identify relevant pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest. K.6.R.2 Students will identify graphic features to understand a text, including photos, illustrations, and titles.

1st Grade- 1.6.R.1 Students will decide who can answer questions about their topic or what resources they will need to find information. 1.6.R.2 Students will identify graphic features including photos, illustrations, titles, labels, headings, charts, and graphs to understand a text.

2nd grade-2.6.R.1 Students will create their own questions to find information on their topic. 2.6.R.2 Students will identify graphic features including photos, illustrations, titles, labels, headings, subheadings, charts, and graphs to understand a text. 2.6.R.3 Students will consult various visual and text reference sources to gather information.

3rd Grade-3.6.R.1 Students will use their own questions to find information on their topic. 3.6.R.2 Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, and graphs and legends to define a text. 3.6.R.3 Students will locate information in visual and text reference sources, electronic resources, and/or interviews.

Statement of Need:

Inquiry and research-based projects are crucial for students to learn how to independently ask a question, find answers to that question, and share or publish their findings with others. Media Specialists and teachers need safe, accurate, up-to-date, and trusted resources to provide their students. Having access to the PebbleGo database will provide our K-3 and special education students with a broader selection of safe sources when completing a research or inquiry project.

Although the library collection has many wonderful nonfiction resources for students to use when completing a research project, there are some topics our library collection does not cover. Having access to the PebbleGo database will fill in holes in the collection and allow our students to research a larger variety of topics. Access to a database also allows students to go further in their research with interactive components such as sound clips, maps, videos, and links to further information that books cannot provide. We will use these funds to purchase a year-long subscription to the PebbleGo database. This subscription includes five separate databases comprising of Animals, Science, Biographies, Social Studies, and Dinosaurs. These five different search tools cover the most commonly researched and studied topics for the targeted students. These simple databases allow younger students to search for topics independently and help build their confidence in research before moving on to other electronic and print resources. PebbleGo will also allow students to make the connection between electronic resources and nonfiction, print resources. Students will be able to see how all informational text, whether found electronically or in a book, has helpful text features including photos, headings, subheadings, charts, maps, and bold words. Having access to PebbleGo throughout the school year will be a beneficial component to our library program.

Grant Activities:

At Old Moore Elementary, students in all grade levels participate in planned and spontaneous research and inquiry projects multiple times throughout the school year. In the media center, the librarian will demonstrate and model how to use the PebbleGo database and allow time for independent practice using our mobile laptop lab. Students will be able to partner up or work alone on laptops to research assigned subjects or topics of their choosing. Once students are comfortable using the database we will begin working on grade level research projects. Scheduled research projects are already planned for this school year, but having access to the PebbleGo database will allow for spontaneous research throughout the year as well. Kindergarten will be researching the habitats and life cycle of turkeys before Thanksgiving. First grade will complete a project on an insect of their choice and create an insect fact file to display their findings. Second grade will use the database to research mammals and answer the question “What is the difference between reindeer and caribou?” They will work as a team to create a poster to display in the library using their researched information. Finally, 3rd grade will use both biographies and the PebbleGo database to research a famous person and complete a bottle biography project. These are some of the pre-planned projects the database will be used for this school year.

Evaluation of Project:

We will evaluate the benefits and effects PebbleGo has on student learning throughout the school year. Observation and conversation will be key evaluation tools. Students will begin using the database by watching the media specialist model the process. They will then have independent practice time where the classroom teacher and media specialist will observe how easily and effectively they navigate the database. The students will again be observed throughout the year as they use the database on their own inquiries and on their classroom projects. Throughout the year, the classroom teacher and the media specialist will have discussions with students about their use of the database and its effectiveness. Students will be asked how comfortable they are using the database, how easily it helps them answer their questions, and what successes or difficulties they have had using it. Other than discussion and observation, the media specialist and classroom teacher will evaluate how using PebbleGo has increased student understanding of the research process. Upon completion of their research projects, students will have a clear understanding of how to ask a question, use nonfiction resources to answer that question, and share their findings.

Budget:

Item 1- PebbleGo, Vendor-Capstone, Cost -\$1,145.00

Detailed Plan and Timeline:

Use of the PebbleGo database is not limited to the pre-planned activities below. The database will be a resource for students to use throughout the school year during any classroom research or inquiry projects or even to answer their own inquiries. Although the database is aimed at K-3 research, students in all special education classes and grades 4-6 will have access to the database as well.

October-November: Students in grades K-3 will be introduced to PebbleGo and will have independent practice time using the database during their library visits.

November: Kindergarten students will research habitats and life cycles of turkeys.

December: 2nd grade students will research the similarities and differences between reindeer and caribou.

January: 3rd grade students will complete a biography bottle project using biography books and the PebbleGo biography database.

April: 1st grade students will create insect fact files using information they have found on PebbleGo.

Material Grant Sample

Name: Mrs. Teacher
Email Address: sample@mooreschools.com
Your School: Westmoore High School
Project Title: WHAP Test Review Books
Content Area: Social Studies
Grant Type: Independent Material (\$500)
Students directly affected: 140
Grade Level(s): 10th
Total Budget Requested: \$500
Matching/Additional funds: Yes
If yes, please describe: The Westmoore Parent Teacher Student Association (PTSA) has graciously agreed to cover the balance needed so that I can get all of the materials needed.
How much? \$198.60

Clearly state the objectives of this project:

This class set of AP World History exam review books will be used to help students prepare for the newly re-designed AP World History exam offered by the College Board. Based on a student's score on this exam, combined with individual university policies, a student can earn course credit and/or advanced standing while still in high school. With the new design of this AP exam, this revised review book will better equip students for success on the exam in addition to their overall understanding of United States History.

Statement of Need:

The College Board, in cooperation with university World History professors, high school World History teachers, and assessment design personnel from ETS (Educational Testing Services), has been working on a "course redesign". This redesign of the AP World History Course has placed greater emphasis on significant themes throughout World History as well as developing students' abilities to critically evaluate primary and secondary documents and sources. As such, the nature of the exam itself is significantly changing including: 1) additional short answer questions based upon a historic document excerpt, 2) redesigned multiple choice questions in thematic groups of 2 to 6 questions each and typically linked with a reading passage stimulus, 3) redesigned long essays to examine students' understanding of broad themes in World History, and 4) redesigned document-based-question essays. With the significant changes to the course and the ultimate examination, much of the test preparation materials previously acquired by the teacher will no longer provide significant linkages between the students in his classroom and success on the redesigned AP World History exam. These high school students in AP World History who are seeking to earn college credit through this exam need access to test preparation materials that have a greater linkage to the new format of the College Board's exam.

Grant Activities:

Students will use this class set of AP World History exam review books in a variety of ways to help prepare for the AP World History exam offered by the College Board. The review books contain a diagnostic test which will be used, following in class discussion and teaching throughout the year, to help identify those course concepts on which individual students are still struggling. Various in class activities will make use of both the condensed and highlighted course content guides to refresh students on significant topics and themes within World History prior to the College Board's exam; such activities will include small group or partner sharing of information, written question guides, mobile response device quiz games based on material within the review books and use of the sample essays and four complete AP style review exams.

Evaluation of Project:

Informal observations of students' discussions within small groups of partner teams as well as student responses in full-class discussion and mobile response quiz games will allow teacher to measure daily progress in reviewing for the AP World History exam. Formal evaluations will be made through the comparing of student scores on the initial diagnostic exam with the four additional practice exams contained within the review book. Additionally, the impact of the AP World History exam review book on student learning will be made through student success on the AP exam administered by College Board. Collectively, this information can help the teacher to evaluate the impact of this review book as a teaching tool and to adapt strategies for future students as needed.

Budget:

Item: 5 Steps to a 5 AP World History 2016, Cross-Platform Edition / Edition 8; individual books are \$24.95 each and Barnes & Noble will give a \$20 educator discount bring the book total to \$19.96 each; 35

Vendor: Barnes & Noble

Total: 698.60

Detailed Plan and Timeline:

1. Purchase materials as soon as grant funds are available for use; ideally purchase will occur not later than November 15 and should be purchased absolutely no later than March 15.
2. Materials will be used immediately upon arrival; primary usage of materials will be after Spring Break in March.
3. If materials are acquired earlier (most likely), then teacher will develop additional lesson plans for their use prior to Spring Break.