



Applied Learning Grant Information Page – Due October 30, 2023

GRANT PURPOSES:

The purposes of this grant are to improve student learning through the hands-on application of WA state and/or National subject area standards and to develop partnerships with parents and community members. *All projects must be completed by the end of the 2023-2024 school year. Grant recipients will be expected to provide pictures of their project activities by June 2024 and to present their project to the public at the OHEF Banquet for Education event in October 2024.*

APPLICATION COMPLETION:

This grant application is scored based on the Project Based Learning Six A's rubric below. The bullets listed on the application under each of the Six A criterion directly align to this rubric. They are provided for your convenience, and you are encouraged to use them as guidance while completing your application. *While you may attach supplemental documentation if desired, that documentation should be in addition to the Six A criterion information provided and not in place of it.*

SUBMISSION:

Print out your completed application and obtain the signature of approval from each applicable building Administrator. *You must submit the signed application to Mark Moder at Oak Harbor Educational Foundation mark@ohedfoundation.org no later than 5:00pm, October 30, 2023.*

Essential Elements	1 Point Unsatisfactory	2 Points Basic	3 Points Exemplary
1. Authenticity	<ul style="list-style-type: none"> - The project has little or no connection with the outside world. - The problem or question has little or no meaning to the students. - There is no audience for the student work. 	<ul style="list-style-type: none"> - The project simulates “real world” activities. - The problem or question has meaning to the students. - There is an appropriate audience for the student work. 	<ul style="list-style-type: none"> - Adults in the “real world” are likely to tackle the problem or questions addressed by the project. - The problem or question has meaning to the students. - There is an external audience for the student work.
2. Academic Rigor	<ul style="list-style-type: none"> - The driving question is not based on standards. - The project demands little specific knowledge of central concepts. - Students can complete the project without learning new content. - Project does not include habits of mind in outcomes. 	<ul style="list-style-type: none"> - The driving question is based on standards. - The project demands specific knowledge of central concepts. - Students learn minimal content. - Project reinforces previously learned habits of mind. 	<ul style="list-style-type: none"> - There is a well-defined and clear driving question that is derived from specific national, state, district, or school content standards. - The project demands breadth and depth of specific knowledge of central concepts. - Students develop new habits of mind (e.g., questioning and posing problems; precision of language and thought; persistence).
3. Applied Learning	<ul style="list-style-type: none"> - Students do not apply new knowledge to a problem. - Students are not required to develop collaborative or teamwork skills. 	<ul style="list-style-type: none"> - Students apply new knowledge to a problem. - Students are required to work in teams. - Students use self-management skills to improve their performance. 	<ul style="list-style-type: none"> - Students apply new knowledge to a realistic and complex problem. - Students use multiple high-performance work organization skills (e.g., working in teams; using technology appropriately; communicating ideas, collecting, organizing, and analyzing information).
4. Active Exploration	<ul style="list-style-type: none"> - No research is required. - Students gather information from textbooks or other secondary sources. - Students use raw data provided by the teacher. 	<ul style="list-style-type: none"> - Students conduct their own research. - Students gather information from a limited number of primary sources. 	<ul style="list-style-type: none"> - Students do field-based activities (e.g., interviewing experts, surveying groups of people, exploring worksites). - Students gather information from a variety of primary sources and use a variety of methods (interviewing and observing, collecting data, model-building, using on-line services).
5. Adult Connections	<ul style="list-style-type: none"> - Students have no contact with adults outside of school. 	<ul style="list-style-type: none"> - Students have limited contacts with adults outside of school (e.g., guest speakers). - The teacher uses role-playing or other staff members to simulate “expert” contact. 	<ul style="list-style-type: none"> - Students have multiple contacts with adults outside of school who have expertise and experience and who can ask questions, provide feedback, and offer advice. - Students have the opportunity to observe and work alongside adults in a worksite relevant to the project. - Adults outside of school provide students with a sense of the real-world standards for this type of work.
6. Assessment Practices	<ul style="list-style-type: none"> - Students are not provided with an explanation of the assessment at early stages of the assignment. - The only product is a culminating exhibition or presentation 	<ul style="list-style-type: none"> - Students are provided with a clear explanation of the assessment in the early stages of this assignment. - Students receive infrequent feedback on their works-in-progress from teachers, mentors, and peers. - The Project includes multiple products. - The final product is a culminating exhibition or presentation that demonstrates their ability to apply the knowledge they have gained. 	<ul style="list-style-type: none"> - Students help in establishing assessment criteria. - Students use a variety of structured self-assessments (journals, peer conference, teacher or mentor conferences, rubrics). - Students receive frequent and timely feedback on their works-in-progress from teachers, mentors, and peers. - The final product is a culminating exhibition or presentation in front of an informed audience. - The project employs multiple products, and all products are aligned with outcomes.

Oak Harbor Educational Foundation Applied Learning Grant Application

APPLICANTS:

Teacher(s):
 School(s):
 Subject(s):
 Grade(s):

GRANT SUMMARY:

Project Title:
 Number of students involved:
 Number of teachers involved:
 Total dollar amount requested (**up to \$600.00 per teacher; \$3,000 maximum**): \$
 Brief summary of this project:

ESSENTIAL ELEMENTS: You must thoroughly address each question separately for each of the six elements below for this project to be considered.

1. Authenticity

- Does the project emanate from a problem that has meaning to the student?
- Is it a problem or question that might actually be tackled by an adult at work or in the community?
- Do students create or produce something that has personal and/or social value, beyond the school setting?

2. Academic Rigor

- Does the project lead students to acquire and apply knowledge central to one or more discipline or content areas?
- Does it challenge students to use methods of inquiry central to one or more disciplines (e.g., to think like a scientist)?
- Do students develop higher order thinking skills and habits of mind? (e.g., searching for evidence, taking different perspectives)?

3. Applied Learning

- Does the learning take place in the context of a semi-structured problem, grounded in life and work in the world beyond school?
- Does the project lead students to acquire and use competencies expected in high performance work organizations (e.g., teamwork, appropriate use of technology, problem solving and communication)?
- Does the work require students to develop organizational and self-management skills?

4. Active Exploration

- Do students spend significant amounts of time doing field-based work?
- Does the project require students to engage in real investigations, using a variety of methods, media, and sources?
- Are students expected to communicate what they are learning through presentation and/or performance?

5. Adult Relationships

- Do students meet and observe adults with relevant expertise and experience?
- Do students have an opportunity to work closely with at least one adult?
- Do adults collaborate on the design and assessment of student work?

6. Assessment

- Do students reflect regularly on their learning using clear project criteria that they have helped to set?
- Do adults from outside the classroom help students develop a sense of real world standards for this type of work?
- Will there be opportunities for regular assessment of student work through a range of methods, including exhibitions?

PROJECT BUDGET: You must complete a budget identifying how funds will be allocated for this project to be considered.

Category	OHEF Grant Request	Other Funding Source (ASB, general fund, etc.) Other sources need to be listed if you are splitting costs with a source other than OHEF.	Description of Expenditures
Supplies/Materials	\$	\$	
Purchased Services (honorariums*, bus/van**) Trans. Dept. can provide estimated trip costs	\$	\$	
Travel (mileage***) 66.5 cents/mile	\$	\$	
Payroll (sub costs) approx. \$150/day	\$	\$	
Total Project Costs (ensure all costs are accounted for, including shipping & handling)	\$	\$	

Grant recipients may scan and send invoices to mark@ohedfoundation.org. The office staff will write a check for the amount of the invoice and mail it either to the vendor directly or to the teacher. Grant recipients can also be reimbursed for out-of-pocket expenses by turning in receipts. The only grant-related items that may be placed on an OHSD PO are KCDA orders, technology orders (because they must be approved by the OHSD IT Dept.), OHSD Transportation costs, and items on which the funding will be split between OHSD and OHEF funds.

Projects cannot be written as a cash fund-raiser. Students cannot sell items and handle cash, even if the donations will be going to a charity.

*It is encouraged that you attempt to get any guest speakers, etc. to donate their time to grant projects. If an honorarium is paid, it cannot exceed \$100.

**To request school district transportation (bus/van), ask your school secretary to submit a transportation request. Be sure to identify the trip as an OHEF grant activity. Transportation will forward this information to the Business Office, and an invoice will be sent to OHEF.

***Mileage will only be paid for out-of-district travel.

APPLICANT ACKNOWLEDGEMENT: You must have at least one applicant's signature for this project to be considered.

I understand that all grant expenditures must be made and reimbursed prior to June 17, 2024.

I understand that photographic documentation of grant projects is required and must be submitted to Mark Moder by June 17, 2024.

I understand that grant recipients are expected to participate in the OHEF Banquet in October 2024.

Signature/Building: _____ Date: _____

Signature/Building: _____ Date: _____

Signature/Building: _____ Date: _____

ADMINISTRATOR APPROVAL: You must have Administrator approval from each applicable building for this project to be considered.

Signature/Building: _____ Date: _____

Signature/Building: _____ Date: _____

Signature/Building: _____ Date: _____