

COVENTRY PUBLIC SCHOOLS

To: Grant Applicant

From: Service Learning Leadership Team

Date: October 2010

Re: Grant Procedures

Coventry Public Schools has received grants to fund service learning projects.

Teachers may apply for mini-grants up to **\$300 to support their student-led, teacher guided service learning projects.**

The mini-grant application and the scoring rubric are attached.

Mini-grant deadline is Wednesday, December 1st, 2010. Grants will be reviewed and all applicants will receive email notification on the status of their grant. Project end dates must be prior to the May 23, 2011 celebration..

Deadline: December 1st, 2010

Send applications to: converymike@coventryschools.net or mail to:

Mike Convery
Administration Building
1675 Flat River Road Coventry, RI 02816

Please speak to your building service learning contact, if you have any questions or concerns

Thank you.

Mini-Grant Form For Individual Projects 2010-2011

Note: The form can be revised as the project progresses and resubmitted at the end of the project. Responses do not need to be confined to the lines provided. Please expand as needed! Thank you.

1. Contact Information

*Teacher(s)	
*School Name	
*School Address	
*Phone	*Your email:

2. Project Information

*Project Name	
*Grade Level	*Number of Students Implementing Project:
*Subject(s)	
*Project Dates	

Project Descriptions

- a. * Briefly describe your project.

- b. * Academic Integrity: Identify the knowledge and skills students will learn by participating in this service learning project. Identify several relevant state/local standards to be met. Identify several ways to evaluate student learning.
(Please attach curriculum materials, student assessments, and rubrics developed for the project.)

- c. * Student Ownership: Describe how students were involved in selecting the idea for the service learning project, in the planning stages and in the implementation of the project.

- d. * Apprentice Citizenship: Describe the community need met by the project and the people who will directly benefit from the project. List the community partners who were involved. Explain how the expertise of the community members will be used to enhance the project and student learning.

Project Wrap-up Information

Describe the culminating assessment, product, performance, reflection, etc. that you plan as part of the project

Project Budget * all budget items should be described in project description.

Money Requested for Project:	\$	
List Budget Requested	Item	Amount
	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	7.	

Documenting the Project as you Proceed

- a. Number of Volunteers involved in the Project?
- b. Number of hours?
- c. Approximate value of donated products: \$

All Service Learning Grant recipients are required to participate in a District Service Learning Celebration. Students will present the project.

If your project is featured in the newspaper email the title of the newspaper and the title of the article to Dolores O'Rourke, OrourkeDolores@coventryschools.net . If you create a website about your project send the link to Dolores at the above email.

Coventry Public Schools Service Learning Program

Application Rubric

School:

Title of Grant:

Grant Applicant(s):

Number of Students Participating in the Project:

This rubric will be used to help determine funding for service learning projects and provide applicants with a tool to assist them as they follow the grant guidelines. Since these projects are student driven, it may be difficult at this time to have certain specifics clearly written. Therefore, the readers will be looking for the potential within each grant which will satisfy the criteria.

Points	4	3	2	1	0
Academic Integrity	<ul style="list-style-type: none"> • Identifies several ways it connects to state and local standards • Includes several ways to evaluate student learning • Several ways to provide proof of student learning are planned 	<ul style="list-style-type: none"> • Identifies some ways it connects to state and local standards • Includes some ways to evaluate student learning • Some proof of student learning is planned 	<ul style="list-style-type: none"> • Identifies few ways it connects to state and local standards - connections are unclear • Method to evaluate student learning is unclear • Plans to provide proof of student learning are incomplete 	<ul style="list-style-type: none"> • Does not identify how it connects with state and local standards • No clear method to evaluate student learning is mentioned • Plans to provide proof of student learning are absent 	<ul style="list-style-type: none"> • No mention of academic integrity •
Student Ownership	<ul style="list-style-type: none"> • Evidence of student planned project • Planning stages clearly shows student input • Plan allows students to exercise leadership and decision-making skills 	<ul style="list-style-type: none"> • Evidence that ideas were set up by the teacher for students • Planning stages show some student input • Plan allows some students the opportunity to practice leadership and decision-making skills 	<ul style="list-style-type: none"> • Planning of project was strongly guided by the teacher • Planning stages were teacher directed • Students have few opportunities to practice leadership and decision-making skills 	<ul style="list-style-type: none"> • Teacher initiated project with little student input • Planning stages clearly do not involve students • Students have no opportunities to practice leadership and decision-making skills 	<ul style="list-style-type: none"> • No mention of student ownership

	• Addresses a real	• Addresses a	• It is unclear if	• Does not	• No mention of
Apprentice Citizenship	<p>need or issue in the community</p> <ul style="list-style-type: none"> • Those who will value the project are clearly identified • Plans are in place to involve the expertise of community members 	<p>perceived need or issue in the community</p> <ul style="list-style-type: none"> • Those who will value the project are identified • Plans are in place to involve some community members 	<p>the project addresses a need or issue in the community</p> <ul style="list-style-type: none"> • Those who will value the project may be known • Plans to involve community members are unclear. 	<p>address a need or issue in the community</p> <ul style="list-style-type: none"> • Those who will value the project are not known • No plans to involve community members 	<p>apprentice citizenship</p>
Budget Supports Project Goals	<ul style="list-style-type: none"> • Budget is very written • Budget seems reasonable for the project • All aspects of the project have been taken into consideration • 	<ul style="list-style-type: none"> • Budget is detailed • Budget seems reasonable for the project • Some aspects of the project have been taken into consideration 	<ul style="list-style-type: none"> • Budget has some • The relevance of the budget to the outlined project is unclear • Few aspects of the project have been taken into consideration 	<ul style="list-style-type: none"> • Budget has little • Budget is unreasonable • Budget is unclearly related to the project 	<ul style="list-style-type: none"> • No mention of supports the project goals

Readers:

Total Points:

Comments: