

# Supporting Summer Learning

## Project Based Learning Planning Grant

### Overview

Project Based Learning (PBL) is a teaching method in which students learn by actively engaging in real-world problems with personal and community relevance. PBL promotes the authentic integration of multiple subject areas and skills.

OSPI is offering short-term planning grants for Spring 2021. **Funds will support planning and resources to design summer PBL experiences that focus on a relevant community issue or problem.**

These summer experiences will become a model for future development of 9 week PBL modules that will be openly licensed and shared via the [Washington OER Hub](#).

### Grant Walkthrough

April 26, 2021

4:00 pm–4:30 pm

[Register](#) to attend webinar  
*recording will be available after event*

Apply through iGrants– FP 136

Proposals Due: May 6, 2021 (by 4:00pm)

Grant Timeframe: May 11, 2021 – June 30, 2021

### Purpose

The goal of this grant is to plan for a summer PBL experience focused on a complex question, problem, or challenge that will enhance student learning and meaningfully integrate standards-aligned content. **Note that this grant is only for planning the summer opportunity.**

*Examples of planning activities:*

- Convene stakeholders to identify PBL focus, potential resources, and collaborators
- Partner with student representatives to determine needs and interests
- Design the summer learning activities, identify the relevant learning standards, and develop/adapt instructional materials
- Discuss any professional learning needs to effectively implement project

### Proposal Requirements

In order to be considered for funding, applicants must:

1. Intend to plan a summer PBL experience that addresses learning standards in three or more subject areas and includes a civic action component.
2. Work in a team which includes more than a single educator (e.g. multiple teachers or district staff/administrators, community partners, student representatives, etc.)
3. Submit completed PBL plan to OSPI by June 30, 2021
4. Agree to provide feedback to OSPI after the summer learning experience to inform future PBL development work



### Example theme idea for project plan:

Food Deserts PBL Experience—How is the availability of quality groceries related to the value of homes nearby?

- Math (geometry): students use circle models to explore the question and see relevance
- Social Studies (civics): explore societal issues and implications – present to community group
- Science/Health: research about how food is grown and transported safely to grocery stores
- ELA: critical reading and composition opportunities help students investigate, understand, and synthesize the variety of aspects related to the project

## Award and Budget Information

### Type of Number of Awards

- Competitive two-month grant for FY20-21.
- Planning only grant requests are for a maximum of \$5000.
- Proposals may include up to an additional \$2500 for the purchase of any reusable materials for the summer project.
- Anticipated number of awards: 10-12.

### Submission Details

Submissions may come from a public school, district office, tribal school, or ESD. Only one proposal may be submitted per organization.

### Indirect Costs

May be calculated at a rate of 7% for districts and 11% for ESDs

### Allowable Activities and Expenses

*For public schools/districts:*

- Costs associated with planning meetings (e.g. substitutes, after work compensation in the form of stipends)
- Reusable supplies for use in the summer PBL (e.g. books, tools)

*For educational service districts:*

- Instructional professional development and general support

## iGrants Application Questions

1. What is the grade level (or range of levels) for the PBL experience you will be planning? What are the anticipated content areas that will be integrated? If known at this time, cite the key learning standards that will be addressed.
2. What is the anticipated topic/theme/problem addressed by the PBL? How will this learning experience be relevant to students and their community?

3. Describe a potential civic action or social justice activity your team will explore including in the PBL.
4. Provide a brief summary (250 words or less) of the planning strategy and activities that would result if the proposal were funded. Include the names and roles of core team planning team members.
5. Provide a justification for how funds will be used in support of this project. Make sure to address how you arrived at the request amount.

*For example:*

*Stipends for # of certificated teachers x \$ per teacher (outside of contracted hours)*

*Reference books for # students x \$ per book*

### **Proposal Scoring Rubric**

All proposals will be reviewed with the scoring rubric at the end of this document. Please review.

## Planning Grant Proposal Review Rubric

| Section   | Exceeds Standard<br>(4-5 pts each)   | Meets Standard<br>(2-3 pts each)   | Below Standard<br>(0-1 pts each)  | Score<br>(0-5) | Weight | Total |
|---|--|--|---|----------------|--------|-------|
| <b>Content Areas and Grade Bands</b>            | Three content areas are targeted through an integrated structure. Areas include ELA, mathematics, science, or social studies.<br>Grade or grade band is clearly defined.<br>(for 5 pts) Addresses several key learning standards from the multiple content areas proposed. | At least three content areas are targeted.<br>Grade or grade band is clearly defined.  | Content areas and target grade(s) are unclear or undetermined.  |                | 2x     |       |
| <b>Topic/Issue</b>                              | Project includes a meaningful context suitable for the grade or grade band<br>Topic shows potential for student learning and connections between school content areas and their lives  | Project includes a context suitable for the grade or grade band<br>Topic shows potential for student engagement but limited relevance for learning connections | Project topic is unsuitable for grade or grade band or is inauthentic or contrived  |                | 2x     |       |
| <b>Civic Action/Social Justice/Equity Focus</b> | Project provides potential for students to explore age appropriate civic action, social justice, or equity concerns  | Project has limited application for a civic action, social justice, or equity lens   | Project is inappropriate for the age or has no application for a civic action, social justice, or equity lens   |                | 1x     |       |
| <b>Strategy</b>                                 | The summary <b>clearly outlines</b> the <b>planning process</b> – including anticipated <b>activities</b> , <b>team</b> members, and <b>outcomes</b> . Team members include expertise in the content areas included.   | Summary is <b>adequate</b> to describe <b>planning process</b> and anticipated <b>activities</b> .   | Summary is <b>not clear</b> or descriptive or is <b>too long</b> .  |                | 2x     |       |
| <b>Budget</b>                                   | <b>Score of 4 or 5 only</b><br>Budget is <b>appropriate for project scale</b> . Budget <b>costs</b> are for <b>allowable</b> activities or expenses. <b>Budget justification</b> provides detail on how expenditures were calculated.                                      |  | Budget is <b>not appropriate for project scale</b> or <b>costs</b> are <b>not</b> for <b>allowable</b> activities or expenses. <b>Budget justification is missing</b> . |                | 1x     |       |

Two additional points will be awarded for Small/Rural and Low-Income schools/districts.

**Total Score (out of 40):**