

# Competitive Grant Information

WVDE Division of Teaching and Learning  
Dr. Jan Barth, Assistant Superintendent

## WVDE Division of Teaching and Learning Competitive Grant Information

The WVDE Division of Teaching and Learning invites West Virginia schools to submit an application for the following competition.

### Family Engagement in Early & Elementary Mathematics Learning Grants (Grades Pre-K–5)

Competitive mini-grants will be awarded in the amount of up to \$10,000 to each elementary school whose proposals include an innovative plan for family engagement in understanding of early mathematics. The total anticipated amount to be awarded is \$150,000 for this grant application.

Priority will be given to those schools that include:

- The West Virginia College & Career Readiness Standards for Mathematics
- Support increased understanding of early mathematics and incorporating learning into everyday activities and schedules.
- A multi-faceted approach to family engagement to support early mathematics learning at home and school.

### How to apply for this grant:

- Complete the mini-grant application attached and submit electronically as a PDF by e-mail to [jbockhager@k12.wv.us](mailto:jbockhager@k12.wv.us).

### Timelines for all three grant competitions:

November 2, 2018:.....Request for Proposals Released  
December 3, 2018:.....Grant proposals due (See submission requirements in each section below.)  
January 11, 2019:.....Award letters sent to grant recipients; funds available  
December 31, 2019: .....Grant period ends



# Prek-Grade 5 Family Engagement & Early Mathematics Request for Mini-Grant Proposals



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## INTRODUCTION

Growing evidence illustrates that quality mathematics instruction and knowledge acquired in the early grades is a major indicator of long-term overall academic success. It is also in the early grades and before that children naturally explore mathematics concepts as they try to make sense of the world around them. Children explore mathematics organically through challenges they face every day. Families are also at the center of the child's world. Years of research show that when parents are engaged in their child's education, benefits are evident with children, parents, schools, and within the community; further, positive impacts are long-lasting. Family engagement outcomes include sustained achievement, better student attendance, better self-esteem in children, increased high school graduation rates, and decreased participation of criminal behavior in adolescence. Strong family engagement programs that include multi-faceted strategies also provide vast benefits to families that carry beyond the early and elementary years.

Various studies have confirmed a strong link between family engagement related to development of mathematics outcomes for children in early and elementary grades. Family engagement to support development of mathematics knowledge increases overall outcomes and attitudes toward math for children and parents. The powerful evidence on the impacts of parent engagement and early mathematics instruction prompts the need for further resources to support schools in developing partnerships with families to improve the quality of math learning. Therefore, the West Virginia Department of Education Office of Early & Elementary Learning is providing the opportunity for schools seeking to strengthen family engagement and quality mathematics instruction to apply for a competitive mini-grant.

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## OVERVIEW AND SELECTION CRITERIA

Competitive mini-grants will be awarded in the amount of up to \$10,000 each to elementary schools whose proposals include an innovative plan for family engagement in understanding of early mathematics. Only those schools who include a comprehensive application that addresses outcomes of the mini-grant will be considered. Of those considered, applying schools with the highest scores on the grant rubric (attached) will receive the mini-grant award.

Mini-grants will be awarded to elementary schools who include the following outcomes in their application process:

- The West Virginia College & Career Readiness Standards for Mathematics define what students should understand and be able to do in mathematics.
- Families of children in the early and elementary grades will have an increased understanding of early mathematics and incorporating learning into everyday activities and schedules.
- Families will have varieties of tools to support mathematics development at home and school.
- School staff will provide a multi-faceted approach to family engagement to support early mathematics learning.



Proposals will also be scored based on the following criteria:

- Innovative strategies to meet a variety of family needs
- Diverse strategies to support parent participation
- Provisions for parent engagement in program decision-making
- Incorporating students as leaders
- Community partnerships
- Use of school data
- Connection to best practices and current research on family engagement and mathematics
- Strategies to support positive attendance habits in children



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## APPLICATION AND IMPLEMENTATION

### Application Information:

School: \_\_\_\_\_

County: \_\_\_\_\_

Superintendent: \_\_\_\_\_

Principal: \_\_\_\_\_

Grant Contact Name: \_\_\_\_\_

Grant Contact Title: \_\_\_\_\_

Grant Contact E-mail Address: \_\_\_\_\_

Grant Contact Telephone: \_\_\_\_\_

### Project Information:

Project Title: \_\_\_\_\_

Project Goals: \_\_\_\_\_

Goal 1: \_\_\_\_\_

Goal 2: \_\_\_\_\_

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### Executive Summary:

Describe the school's innovative plan for family engagement in the understanding of early mathematics. Include how West Virginia College & Career Readiness Standards for Mathematics will be encompassed in the family engagement plan. Provide the mission and vision of the engagement plan. Include how staff, families, and children will be included in planning and implementing the plan. Include how instructional strategies will be enhanced and engaging to families in a manner that meets diverse needs.



### Engagement Plan Focus Questions:

1. Describe community and school data sources utilized to determine the engagement goals and activities.
2. Describe how the school's engagement plan is connected to best practices, current research in family engagement, and student achievement in addressing college and career readiness standards for mathematics.
3. How are families represented in planning and implementation of the plan?
4. What innovative strategies will be implemented to meet a variety of families' needs?
5. What strategies to support positive attendance habits in children will be incorporated in the plan?
6. How will you evaluate and report the impact this project has on family engagement and early mathematics learning and other stated goals and objectives?
7. What is the timeline for meeting the engagement plan goals?
8. Explain the sustainability of the plan beyond initial funding.

### Budget and Budget Description:

Item and Description	Amount
<b>Total Amount Requested (Cannot Exceed \$10,000)</b>	

### Persons/Organizations Contributing the Plan (Add lines as needed):

Name	E-mail	Title/Role



## Family Engagement in Early and Elementary Learning Grant Rubric

Grant Rubric	Low (0-2)	Medium (3-5)	High (6-8)	Points	Comments
Goal(s)	Not present or did not address how plan will enhance family engagement or early math development.	Somewhat address how plan will enhance family engagement or early math development.	Clearly address how plan will enhance family engagement or early math development.		
Executive Summary	Not well developed. Description of most or all of the following elements are missing or vague: project's vision, activities, and key features.	Somewhat developed. Description of some of the following elements are missing or vague: project's vision, activities, and key features.	Well developed. Description of all of the following elements are clear: project's vision, activities, and key features.		
Current Data	Little or unclear use of data to determine the need for the plan.	Somewhat clear use of data to determine need for the plan.	Clear, convincing use of data to determine need for the plan.		
Connection to Best Practices and Research, student achievement in college and career readiness standards	Does not present research or research presented does not clearly support project goals. No linkage to CCRS.	Presents some research and/or research presented somewhat supports project goals. Some linkage to CCRS.	Thorough research presented and research clearly supports project goals. Clearly linked to CCRS.		
Family representation	Families are not or minimally represented in planning and implementation of the plan.	Families are somewhat represented in planning and implementation of the plan	The plan includes a clear plan for family representation in planning and implementation of the plan.		
Innovative strategies to meet families' needs	There are no or few innovative strategies to meet families' needs.	There are some innovative strategies to meet families' needs.	Innovative strategies are clearly included throughout the plan to meet families' needs.		



<b>Grant Rubric</b>	<b>Low (0-2)</b>	<b>Medium (3-5)</b>	<b>High (6-8)</b>	<b>Points</b>	<b>Comments</b>
Supports for positive attendance habits in children	Supports for positive attendance habits are not or minimally included throughout the plan.	Supports for positive attendance habits somewhat included throughout the plan.	Supports for positive attendance habits for children are embedded throughout plan.		
Project Evaluation	Progress-monitoring, data collection, and evaluation process are not described or minimally address how instructional effectiveness, student engagement, or family/ community involvement are measured.	Progress-monitoring, data collection, and evaluation process are described and also address how instructional effectiveness, student engagement, or family/ community involvement are measured.	Progress-monitoring, data collection, and evaluation process are thoroughly described and clearly address how instructional effectiveness, student engagement, or family/ community involvement are measured.		
Timeline	Timeline includes few or no action steps to meet goals of the plan.	Timeline includes some action steps to meet goals of the plan.	Timeline includes a clear process and action steps to meet goals of the plan.		
Project Sustainability	The plan does not or minimally suggests possible ways to continue beyond the initial funding.	The plan mentions ways to continue beyond the initial funding.	The sustainability plan clearly describes how it will continue beyond the initial funding.		
Total Points:					

