

Guidance Pertaining to MHJF Funding for Technology, Equipment, and Material Requests

The Martha Holden Jennings Foundation funds proposals that ensure deep learning and/or excellent teaching in Ohio's public schools. **All proposals** should clearly communicate the deep learning and/or excellent teaching that will specifically and directly take place.

The examples below aren't full proposals. They emphasize the difference between "the potential for" deep learning/excellent teaching and "more clearly ensuring" they take place. Use the examples to help differentiate between proposals that **✗ do NOT** adequately ensure deep learning/excellent teaching vs. those that **✓ do**.

When developing full proposals:

1. Specify how the materials will be used to support the Foundation's themes
2. Justify how the materials create(s) teaching and learning opportunities that cannot be achieved using existing or common classroom materials and technology
3. Describe how the materials are essential to achieving the outcomes targeted in the project
4. Describe why the school or partners cannot provide these materials

Even in circumstances where items 1-4 are addressed effectively, an effort should be made to demonstrate shared responsibility for the project and/or requested items on behalf of the group applying for the grant.

Example 1- Proposals with similar technology budget items

Proposal 1A ✗ (Does NOT adequately ensure deep learning)

The proposal is submitted to obtain a set of Ipad touches for the classroom as a tool that can repeatedly be utilized to help enhance deep learning. Rationale is provided that these devices can be used in learning centers, will give students access to a myriad of apps to work through a variety of subjects and that the apps will allow for independent, differentiated, and personalized learning to take place.

This proposal has the ability to relate to the Foundation's deep learning theme. However, the emphasis is on the "potential" for the technology to provide support for the Foundation's deep learning theme rather than a specific plan and/or project to ensure it is used in a manner that ensures deep learning.

Proposal 1B ✓ (Better structured to ensure deep learning)

The proposal is submitted for a genre study and for fluency support. The project involves students recording themselves while reading aloud three selections related to three specific genres. Students will share what they read with a parent/guardian at home. Students will then create three of their own short stories using the format of each of the three genres. The students will read their created selection aloud, record it along with a commentary comparing and contrasting their pieces with the original selections. These will be played back and presented to their peers. Ipad touches will be used to record and share throughout the project.

This project clearly is about the targeted objectives and focuses on engaging students in higher order thinking to deeply learn about genres and to become more fluent readers. The technology and materials are vehicles to help achieve goals, but not the central purpose of the grant.

Example 2 - Proposals with similar classroom material budget items

Proposal 2A ✗ (Does NOT adequately ensure deep learning)

The proposal is submitted to obtain a classroom library of age appropriate, non-fiction books at various lexile levels. The applicant indicates current classroom resources consist only of grade-level, fiction titles and that the new classroom library will enable the teacher to better develop reading strategies more specific to expository text. The teacher expresses that by broadening her classroom library she can better accommodate new standards and more appropriately meet students' needs at various reading levels. As in Example 1, the emphasis is on the "potential" for the materials to provide support for the Foundation's deep learning theme. Specific higher order thinking activities are not referenced. This proposal is not a project, but rather provides potential for future projects.

Proposal 2B ✓ (Better structured to ensure deep learning)

The proposal is for implementing two integrated social studies and language arts units where students trace and evaluate various arguments and specific claims in texts about (1) how human activities alter the physical environment and (2) political, environmental, social and economic factors that caused people, products and ideas to move from place to place in the past and today. Students will distinguish claims that are supported by reasons and evidence from claims that are not. Students will also utilize specifically selected pieces related to the social studies objectives to compare and contrast one author's presentation of events with that of another such as a memoir written by and a biography on the same person. A classroom library of specifically selected, non-fiction texts at various lexile levels will be needed to see these units are implemented effectively. This proposal is an integrated learning project using higher order thinking.