

ABOUT YOUR SCHOOL

School enrollment: 202 Grade Levels (e.g., K-6) K-5th

Is your school (circle one): Urban

Approximately how many students in your school are in each group:

5%	African American/Black, non-Hispanic	7%	Native American or Alaskan Native
10%	Hispanic	14%	Asian American or Native Pacific Islander
35%	White, non-Hispanic	27%	Multiracial/Other _____

Percentage of students who are eligible for free and reduced price lunch: 47.5% in 2009-2010

Does your school receive Title 1 or Schoolwide Title 1 funds? No

Is your school on a state watch list or in any type of corrective action status for failing to meet adequate yearly progress measures?

If yes, please explain: No.

Describe any other measures that would indicate your school is in need:

Due to our small size, many NCLB categories are not counted. Our ELL, Economically Disadvantaged, and minority students are not faring well on our state assessments. We failed to meet our school goals that included reading scores for our K - 2nd grade students.

ABOUT YOUR PROJECT

How many students do you anticipate will be affected directly by this project? 202

Briefly describe the target audience for your project: Chester Valley's students, families, community members and staff are the target audience for this project.

Please list local organizations, businesses and other partners that you plan to work with on your project: Our school business partners, the US Army-Alaska, Brown's Electrical Supply, Alaska Native Heritage Museum, local cultural groups, Anchorage Parks and Rec Foundation, Alaska State Council for the Arts

HOW DID YOU HEAR ABOUT THE SHARING THE DREAM GRANT PROGRAM?

NAESP Web site Other website (identify): _____

Other NAESP publication (describe): _____

____Other (identify):_____

PART II. PROPOSAL NARRATIVE

In a separate narrative document, not to exceed five pages, describe your proposed project, including the following elements:

NEED STATEMENT: Provide a picture of your school and community, the problem being addressed, and the reason for initiating the project.

PROJECT DESCRIPTION: Describe your project, including outcomes, target audience, timeline of activities/events, potential for long-term impact and sustainability, and how it meets the Criteria for Selection (above). Give details for how you plan to share information about the project (e.g., through websites, blogs, social media, press releases, presentations, publications, videos). Also explain how collaborating partners will contribute to the project.

EVALUATION PLAN: Outline how you will evaluate the effectiveness of the project (e.g., surveys, interviews, scores).

BUDGET: Provide an itemized budget for how funds will be used.

FREQUENTLY ASKED QUESTIONS

Who is eligible to apply for a Sharing the Dream grant?

Elementary and middle school principals in the U.S. and its territories. Applicants must be active principals during the 2010-2011 school year. Please note: If your school has received a Sharing the Dream Grant in past years, your school is ineligible for a second grant.

Do I have to be a NAESP member?

No, but special consideration is given to members.

Can I apply for a grant to support an ongoing project in my school?

Sharing the Dream grants provide funding for new projects. Existing programs are not eligible.

What do awardees receive as part of the grant?

Sharing the Dream grantees receive:

- \$5,000 to implement their project
- A toolkit of print and online resources focused on local and global engagement
- Recognition in NAESP publications
- Access to a powerful national network of like-minded principals who are building strong learning communities

What kinds of projects do Sharing the Dream grants support?

Eligible projects may include, but are not limited to:

- *Experiential learning activities*—engaging students in school-wide research projects, simulations (e.g., model United Nations), or multimedia projects organized around a global theme, topic, issue or problem
- *Field trips*—visiting cultural institutions and museums in the local community to explore global themes and show students how world cultures, languages and issues impact their own neighborhoods
- *Arts*—studying cultural artworks by connecting with artists around the world, visiting art museums or galleries in the local community, or by hosting school-wide international arts festivals
- *Service learning*—working with students overseas and international nonprofit organizations, like Heifer Village, to address issues of global impact, such as the environment, hunger and natural disasters
- *Parents*—involving parents and families, especially immigrant families, in the international school environment to enrich learning
- *Adopting a sister school*—linking with schools overseas, fostering intercultural understanding through global encounters, classroom to classroom partnerships and collaborative service learning projects
- *Integrating international content across the curriculum*—using math, science, social studies, language arts, music, physical education, health and nutrition and other disciplines to learn about the world and explore global challenges
- *Language instruction for students, teachers and staff*—particularly in critical-need languages like Chinese, Korean, and Arabic, and languages spoken by families in the community

Once I submit my proposal, what happens to it?

If the proposal meets the basic eligibility requirements as described in the Selection Criteria, it is reviewed by a qualified review panel that assesses the strength, feasibility, impact and long-term sustainability of the proposed project.

If I am awarded, what are my responsibilities to NAESP during and after the grant year?

Sharing the Dream grantees must:

- Implement their project during the 2010-2011 school year
- Submit mid-year and final reports, including digital photos of events and activities, budget expenditures, and press releases or news clippings about the project
- Attend periodic meetings via conference call and social media technology
- Participate in other activities as requested by NAESP staff

Grantees are also encouraged to lead in-service workshops and make district-wide presentations about their projects. A PowerPoint presentation highlighting the Sharing the Dream program is being developed by NAESP and will be made available to grantees for this purpose.

What expenses are eligible under the grant?

Funds are available for:

- Computer and audiovisual equipment (e.g., webcam, digital camera)
- Resources, books, videos, software
- Translation devices
- Project related supplies, materials and incentives
- Advertising/publicity

The following cannot exceed one-third of the total grant:

- Meals, food and beverages
- Transportation for project participants
- Project related childcare

New this year, grantees may use a portion of their grant funds to take part in professional development activities to support their projects. Funds are available for, but not limited to:

- Language courses
- Workshops and seminars that show how to integrate global content into the curriculum
- International studies courses exploring world regions, cultures and issues--especially those which are relevant to the applicant's school community
- Attendance at NAESP's annual conference and/or conferences organized by international focused organizations (e.g., Asia Society)

When are applications due?

Sharing the Dream applications are due August 20, 2010. They can be emailed to Jennifer Pascal at jpascal@naesp.org or faxed to 703-548-6021. Winners will be announced September 23, 2010 on the NAESP and NAESP Foundation Website.

PART II. PROPOSAL NARRATIVE

Need Statement:

Chester Valley is an urban elementary school located in Anchorage, Alaska, and home to over 200 students in grades K - 5. We are a diverse community of learners with a balance of new-to-the-area and established families. Unfortunately, the level of community involvement has waned in recent years as the community base has shifted. We have a growing number of economically disadvantaged students and a transiency rate above our district average at 27%. Our kids live in single-parent households, with grandparents, or in two-parent working families. We have ten students currently receiving support from our district's Child in Transition/Homeless program. We have an increasing number of English Language Learner students, including first year immigrants who are monolingual.

We are re-entering our neighborhood this fall after holding school off-site due to construction in our school during 2009-2010. Our community needs to reconnect due to being off site for a year and to the changing nature of our demographics. We aim to facilitate positive community relations by exploring the diverse cultures represented within our school together. Our explorations will begin with student-led in-class research. Our remodeled school facility includes interactive whiteboards in classrooms, allowing teachers to take students on virtual field trips using Google Earth and other online programs. Studying cultures represented in our school community will allow students to better understand the kids and families with whom they attend school each day. Students will present their learning to family and community members through evening programs and family culture nights. Our program will integrate music, the arts, literacy and technology skills. Learning experiences will occur both in and outside the classroom.

I am initiating this Sharing the Dream project with the goal of providing high-interest learning opportunities for kids that incorporate the history, beliefs, and traditions of cultural groups represented in our community. The experiences planned incorporate technology as students document each event and present their learning. Events planned as part of our Sharing the Dream project will bring parents into our schools, facilitate connections between members of our school community and enhance student learning.

Project Description:

Chester Valley's Sharing the Dream project includes student studies of four cultures represented within our student body. We seek to expose students and families to the

language, music, art, history and geography of featured cultures with the goal of promoting greater understanding of the students and families who are valued members of our school community. Staff will engage in language study where appropriate with the goal of having some conversational proficiency in languages represented in our community, which will support staff-parent interactions in the coming years. Outside presenters are incorporated into our proposal, adding authenticity to student learning experiences.

Each quarter's cultural focus begins with a student study period conducted in the regular classroom and resulting in individual and group student cultural projects and presentations. These projects will incorporate technology skills and proficiencies where appropriate, ranging from global communications to podcast reports and from slide show presentations to digital storytelling.

Artifacts and products from student studies will be demonstrated and on display during family cultural nights each quarter where students will participate in a living museum as they interact with community members and present their learning. Events will feature art, music, food, and other aspects of the featured culture for the enjoyment and edification of all participants.

Outcomes

Social-emotional learning outcomes:

- ✓ A 10% decrease in number of office behavior referrals
- ✓ Increased sense of connectedness and an enhanced school climate (School Climate and Connectedness annual survey)
- ✓ Increase in students feeling safe at school (SCCS)
- ✓ Enhanced sense of feeling like they belong at school (SCCS)

Academic learning outcomes:

- ✓ Student learning will be enhanced through integrated units of study
 - Reading, writing, speaking, and social studies standards addressed
- ✓ Technology research and presentation skills applied

Target Audience:

The students, parents, community members and staff at Chester Valley School are the target audience for our grant activities. Events invite participation from senior citizens, siblings, and parents of our students both in the classroom, during field learning experiences, and through attendance/presentation at cultural nights.

Notification about programs, events, and evidence of student learning will be shared via our school website, newsletter, and in-school displays. We will notify the Anchorage School District's Communications department prior to Cultural Nights, inviting them to document

the happenings. School photos, taken during events with digital cameras supplied by our NAESP grant funding, will be forwarded to our district's Communications department for publication on Facebook and other appropriate networking sites. Collaborating partners will participate in our programs by attending events, assisting with editing and production of student presentations, providing supplemental funding for Artists in our Schools, and by providing transportation to field learning experiences. Outside agencies may assist with food during evening events or serve as monitors during demonstrations.

Timeline of activities/events:

First Quarter 2010: Alaska Native cultural focus

- ✓ Classrooms engage in cultural study incorporating technology tools and literacy skills.
- ✓ Alaska Native Artist Stephen Blanchett -- two-week long residency with songs, storytelling, and dance
- ✓ Culminating event is a Family Cultural Night with food and student presentations.

Second Quarter 2010: Hispanic cultural focus

- ✓ Classrooms engage in cultural study incorporating technology tools and literacy skills.
- ✓ Author in our schools – student program
- ✓ Six week conversational Spanish for staff
- ✓ Culminating event is a Family Cultural Night with food and student presentations.

Third Quarter 2011: Polish cultural focus

- ✓ Classrooms engage in cultural study incorporating technology tools and literacy skills.
- ✓ Dance unit/folk culture \$35 for resource materials
- ✓ Folk and Fairy Tales feature study, including drama club play presentation
- ✓ Six week conversational Polish for staff
- ✓ Culminating event is a Family Cultural Night with food and student presentations.

Fourth Quarter 2011: Asian/Pacific Islander cultural focus

- ✓ Classrooms engage in cultural study incorporating technology tools and literacy skills.
- ✓ Dance assembly presentation from partner high school
- ✓ Culminating event is a Family Cultural Night with food and student presentations.

Long-term impact/sustainability:

The long-term potential for this program model is significant. As a structure is developed

for the student learning components in class, the presentation outlines for community cultural events, and staff continued learning, repetition is simplified and enhancements easily added.

An After Action Review will be conducted with students, staff, and parents identifying strengths of the programs and ideas for enhancing student learning. Based on feedback received, revisions will be made to plans for this year and for continuation the following school year and beyond.

How it meets criteria for selection:

Our grant activities engage our local community by inviting them to participate in the planning and implementation of cultural nights. Community members will be invited to attend events via phone, website, and local postings. Members of our local cultural communities will be invited to teach students about their culture as guest speakers, assist with project development and students' action research projects and celebrate during evening events.

Parents will be meaningfully involved in Chester Valley's quarterly programs including engaging in song and dance with their children, assisting with in-class research projects, and learning from and with them during evening events.

Students will engage globally through Google Earth field trips allowing them to travel to distant locales. They will communicate via internet with students and/or citizens in focus countries or cultures.

Evaluation Plan:

An evaluation of project effectiveness will be conducted at the conclusion of each individual event through interviews with participants. Statements and summaries will be included in our school newsletters and/or on our website with the goal of "spreading the word" after each experience and increasing participation for the next event. A summary survey will be conducted at the end of the school year to assess perceived effectiveness of the overall project and solicit input about how experiences may be enhanced for next year.

BUDGET: Artist in our Schools – Blanchett Residency - \$1500*
*Seeking funding to offset cost from Alaska State Council on the Arts
Author in our Schools -- \$1200
Family Night Food - \$865
Polish Dance Book/CD Set - \$35
Digital Cameras used in project composition-set of six @ \$150 = \$900
Conversational Language Instruction – DVD sets - \$1000