

**Our mission** is to lead, serve and collaborate to mobilize enduring philanthropy for a better Flagstaff.



# P-12 Educational Resources Fund

## Guideline Recommendations

### Introduction

Frances McAllister, a longtime activist for Educational reform in Flagstaff, created this fund to increase educational opportunities for children (from birth through twelfth grade) as well as their teachers and their families, in the community of Flagstaff, Arizona.

### Program Service Area

Organizations must serve the Flagstaff area.

- The Flagstaff area is defined as: The approximate area covered by the Flagstaff Metropolitan Planning Organization including, Bellemont on the west, Kachina Village and Mountaineer on the south, Winona on the east, and San Francisco Peaks on the north and also will include the area(s) served by Flagstaff Unified District (FUSD). Programs and/or organizations must specifically benefit the residents of Flagstaff.
- The grant committee will not solicit outside the area for proposals.

### Pre-K through 12<sup>th</sup> grade

Grant proposals will focus on services for children, age birth through 12th grade, and may include their families and teachers.

- Emphasis will be placed on early education (ages birth through 8 years old.)

### Grant Distribution

- The P-12 fund will allow for either Flagstaff Community Foundation Cycle grant proposals or out of cycle grant proposals.
- Proposals will be accepted for one-time or ongoing programs.
- Established programs or start-up programs will be eligible.

### Criteria (required)

#### Experiential Learning

Grant proposals will focus on experiential learning. Experiential learning is defined as the process of making meaning from direct experience. It includes involving students in planning, preparation, experience, reflection and review.

- Further definition for Experiential Learning is found in appendix A.

## Whole Child

Grant proposals will focus on Whole Child. In this context, focusing on the “whole child” means using multi-faceted approaches, innovative methods and/or a variety of materials that serve the **physical, cognitive and social aspects** of the child as well as the academic ones.

- “In order to learn, students must be healthy, safe and secure, motivated to learn, interested in their studies, and feel supported by caring, qualified adults. They must have access to a 21<sup>st</sup> century curriculum that challenges and inspires them.”
- For a complete definition, review the Association for Supervision and Curriculum Department definition of Whole Child: physical, cognitive and social aspects of a child, appendix B.

## Emphases (not required but recommended)

### Outdoor/environmental

Grant proposals can promote children learning about their natural local environment with a hands-on experience. Measurable outcomes are required.

### Teachers and Families

Grant proposals can promote teacher and/or family support and the tools needed to assist children in learning. Grants may be used to hire teachers or staff. However, the focus of the grant must be the child.

### Diversity/Wide range of Cultures/Low Economic Status

- It is strongly suggested that Grant proposals predominately serve low economic families and youth.
- It is strongly suggested that Grant proposals serve a wide range of cultures and diverse populations.

### Collaboration/Partnerships

- It is strongly recommended that Grant Proposals establish or continue a collaboration or partnership between organizations.
- Grant proposals will not be penalized if a collaboration/partnership does not exist between organizations.
- Collaboration/partnerships may be used as tie-breaker between two similar proposals.

### Systemic Change

Systemic change offers an opportunity to enact change while moving beyond thinking about individuals and individual organizations, single problems and single solutions.

- Grant proposals can seek to advance systemic change in education to achieve ambitious student outcomes for all students through replicable advances to curriculum, instruction, assessment and professional development. Educational challenges are to be addressed and methods established to address these at the root, seeking to eradicate the causes, not simply reduce the subsequent need. Processes for continuous evaluation and effective communication are to be established throughout all levels of the educational system.
- For further definition for systemic change, review appendix C.

## Other Areas of Interest

Areas of interest, in addition to outdoor environmental, but not a criterion or emphasis are:

- Music, Community Service, Peace (world and community), and Arts