

## Sample Letter of Inquiry

### Introducing yourself to the grantee

This sample is designed to show you how you might integrate the required elements in a letter of inquiry.

This two page example can easily go to three pages when you replace program plan information and statistics with your own data. Three pages are fine.

Mr. Grantmaker  
Generous Foundation  
Address  
City, State, Zip

Dear Mr. Grantmaker,

Because of the interest the Generous Foundation has shown in educational technology and school improvement programs, **123 Public Schools** is writing to solicit your support for a project providing technology-based supplemental **reading and math programs to our 1st through 5th grade** students at-risk of not scoring “proficient” or above on the **ZZ state high stakes testing**. We are requesting \$365,740 to provide a portal installation with three course levels of each program, Houghton Mifflin Learning Technology’s (HMLT) *Destination Reading* and *Destination Math*, for **12 elementary and middle schools**.

We anticipate **servicing approximately 600 students** during each school year. The **123 Public Schools’** new Curriculum Director has extensive experience in technology integration and will manage the intervention effort. The program includes **a half-time educational consultant** from HMLT to provide professional development throughout the year in best practices use of these instructional materials. We propose to **evaluate the project with the xyz test** to determine student growth between the fall and the spring.

The **123 School District** serves the **43,600 students in Mathland County, in southeast ZZ** abutting the **City of Urban**. **123 Public Schools operates 25 elementary schools, 11 middle schools, and 6 high schools**. We have a student to computer ratio of 7:1, with a computer center in every classroom and a large computer lab in each school **purchased with E-rate dollars**. Our teachers and administrators are committed to using the power of technology to assist our most needy students. Currently our at-risk students get an extra 20 minutes of reading and math instruction each day in a small group program. Teachers have little time to individualize instruction. We believe the addition of this technology-based support for three of those days will make better use of that time and allow us to individualize each student’s program with the assessment-prescriptive assignment-assessment cycle in *Destination Reading* and *Destination Math*.

**Sixth-three percent of our students are on the free or reduced price lunch program. Twenty-six percent are English language learners; 13% are students with special needs; 22% of our students are Asian, 35% are Hispanic, and 27% are African American. Of our 25 elementary schools, 6 have not made Adequate Yearly Progress for the past three years due to the performance of the socio/economically disadvantaged sub-group and are in danger of additional sanctions.**



## INNOVATION IN EDUCATION

The goals of **123 Public Schools** are to individually address the needs of students who are in danger of not scoring “proficient or better” on the **ZZ State Assessment**, to meet the state proficiency goals of 52% in reading and 48% in math for the 2007-2008 school year, and remove these schools from the “needs improvement” list. The chart presents sample data from three elementary schools supporting our goals.

School/Subgroup	% Scoring Proficient or Above in Reading 2006	% Scoring Proficient or Above in Math 2006
Smith Elementary/ socio-economically disadvantaged	26%	32%
Jones Elementary/ socio-economically disadvantaged	31%	18%
Garcia Elementary socio-economically disadvantaged	22%	36%

For example, in the **Smith Elementary School**, students with special needs, English language learners, and ethnic minorities subgroups were able to meet the state goal last year. Yet when the socio-economically disadvantaged students were disaggregated their combined scores were less than required. It our belief based on an individual review of scores that on average these students are no more than 10% below the proficient level. Introduction of this program will help us to focus on these students who are likely to be successful with individualized intervention.

The project is designed to make the software available through a district portal to the 12 selected pilot schools that are not making AYP in at least one subgroup of students. These students will work with the math and/or reading program for three 20-minute periods each week. The assigned lessons will be built on the internal assessment and correlated to the work in class. The goal of this project is to raise student achievement to or above the proficient level by the time of high stakes testing in the spring.

### Project Action Items, Timeline, and the Assigned Personnel Chart

Action	Timeline	Personnel
Installation of 3 courses each of <i>Destination Math</i> and <i>Destination Reading</i> on district servers	Immediately upon purchase.	HMLT-Name
Initial training of teachers and administrators	One week after installation	HMLT-Name District-Name
Selection of students	Upon installation	School personnel-names
Scheduling for program	Immediately upon purchase	Principals-names
Pre-test students with the selected assessment instruments	One week prior to training	Teachers-names Principals-names
Begin services 3 times per week for 20 minutes	One week after training	Teachers-names Principals-names
Ongoing professional development/ coaching/mentoring	Scheduled during the year at intervals	HMLT-name Principals-names
Post-test students with the selected assessment instruments	3 weeks prior to high stakes testing	Teachers-names Principals-names



## INNOVATION IN EDUCATION

In addition to the Generous Foundation, we are seeking support from the Title I department in the district, the Target Foundation, and the Coca-Cola Foundation.

The district is excited about this opportunity to individualize instruction for our at-risk socio-economically disadvantaged students. With the three levels of reading and math software available from a district wide portal, we will be able to reach each student at the appropriate level of need. If the Generous Foundation is interested in learning more about this program, I will be happy to travel to HQ to discuss it in detail and/or to submit a full proposal outlining our plans. **My work phone number in the 123 district office is 123-555-1234, and 123-456-7890 at home.** I look forward to hearing from you soon.

Name

Title

Wk Phone

Cell Phone

E-mail



HOUGHTON MIFFLIN  
LEARNING TECHNOLOGY