

Sample Letter of Inquiry

Use your letterhead

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, Riverdeep’s *Destination Reading* and *Destination Math*, for 12 elementary and middle schools.

We anticipate serving approximately 600 students during the 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 Riverdeep 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.

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 2006-07 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%

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.

Garcia Elementary socio-economically disadvantaged	22%	36%
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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.	Riverdeep-Name
Initial training of teachers and administrators	One week after installation	Riverdeep-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	Riverdeep-name Principals-names
Post-test students with the selected assessment instruments	3 weeks prior to high stakes testing	Teachers-names Principals-names

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 districtwide 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, or to submit a full proposal outlining my 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