



## Reaching for Success Grant Application 2014-2015

*To ensure ANONYMITY during the selection process, do not include the name of your school, teachers, principal, school mascot, or any other identifying information in this part of the application.*

### PROJECT DESCRIPTION

**Grant Title (8 words or less):** Mock Trial: Collaborative Higher-Level Thinking

#### 1. Summary

Write a **one or two sentence** description of the project. (The Foundation reserves the right to edit this summary as needed for use in our external communications, such as the website and mailings.)

Bridging the gap between high school students and the US legal system, Mock Trial provides students with a unique opportunity understand parts of the law while participating in a rigorous competition that develops their ability to lead, work in a team, analyze text, speak publically and think critically. Throughout the year, students will attend multiple meetings a week, along with scrimmages and practicums where they will work with professional attorneys, judges, and other Mock Trial teams to form theories which are presented by each side of the team at regional and state competitions in February and March.

Estimated number of students participating/affected 35      Grade level(s) 9-12

#### 2. Continuous Improvement Process (CIP) Goal

Summarize the specific goal or goals from your school's CIP plan to which the project applies, and attach the relevant pages from your school's approved 2012 CIP plan that explain these goals. Do *not* attach the full CIP or the executive summary; attach only copies of the pages which address the actual goal(s) your program is aiming to meet.

-Cite several pieces of textual evidence to support analysis of what text says explicitly as well as inferences drawn from text. (Humanities)

-Develop knowledge of the interconnections and interdependency of ecological, social and economic systems. They demonstrate understanding of how the health of these systems determines the sustainability of natural and human communities at local, regional, national and global levels. (International Studies)

Describe how this project helps the school accomplish the targeted CIP goal(s). Include specific student outcomes you expect will result from the project. (300 words maximum)

Students will read and analyze a Mock Trial case to create lines of questioning, speeches and witness characters. The process of analyzing this case will allow the students to “cite several pieces of textual evidence to support analysis of what text says explicitly.” As the students construct theories and timelines centered on the facts of the case, they will gain valuable experience with creating “inferences drawn from text.” Specifically, students who write pretrial motions will be required to analyze previous Washington State cases. From these cases, students will draw inferences from, quote, and rebut each case in the form of a five-minute speech. These experiences will further develop the students’ ability to effectively examine and evaluate texts given to them.

Over the past few years, Mock Trial cases have addressed topics such as domestic terrorism, insurance claims, criminal assistance, and free speech rights. Within each case, students must understand the many different perspectives embodied by the witnesses. Students must learn to either discredit or gain information from witnesses that specialize in many fields such as insurance, vehicular homicide, or biking. As students analyze the conflicts that arise between these witnesses, they will develop an understanding of the “interconnections and interdependency of ecological, social and economic systems.” For Mock Trial participants to anticipate objections and make objections during trial, the students must develop a strong understanding of the opposition’s motives and opinions. Working to compromise with the opposing side’s witnesses and their personal desires, students will “demonstrate understanding of how the health of these systems determines the sustainability of natural and human communities at local, regional, national and global levels.”

### **3. Project Description**

Provide a description of the project and its purpose. Briefly describe how the project will be implemented, who will participate, and what activities and tasks will be completed. (300 word maximum)

Mock Trial is an after school activity that meets two-three times a week. Students in Mock Trial must tryout in the beginning of the year to be placed in an attorney or witness role. From October through November, students will receive their case for the year and begin analyzing while learning rules of evidence and courtroom procedure. Students with attorney roles will learn how to question witnesses during meetings led by a student-led executive council and NITA textbooks. Students with witness roles will be assigned a witness and will memorize their statements.

From November to December, students will draft lines of questioning. Coaches and club members will mentor the new participants. In December, the team will scrimmage another school. Students with attorney roles will practice questioning and objections. Students with witness roles will participate in their first public direct and cross-examinations.

From December to January, student-attorneys will continue editing while drafting opening, closing, and pretrial motions. Witnesses will create characters through working with students and coaches to develop accents and unique responses. In January through early February, each team will compete against themselves at practicums where a panel of judges, coaches and students will help strengthen their arguments.

In mid-February, students will dedicate their midwinter break to Mock Trial, spending each day at school. Students will edit and work with their team members and coaches.

In late February, students will compete at regionals. At this competition, jurors rate attorneys by their arguments, lines of questioning, courtroom presence, and objections to improper evidence. Witnesses are rate on character, memorization and responses questions from an opposing team. The



top ten teams from this competition proceed to semifinals the following week. The top eight teams proceed to a three-day state competition in Olympia, Washington in late March.

#### **4. Project Significance**

Explain why this project is important for the students at your school. (200 word maximum) If this project is a continuation of a Reaching for Success grant funded last year, please show how this grant request will build upon that program. Explain why the Foundation should continue to fund your program.

The purpose of mock is to instill in our students the highest ideals of the legal system while teaching crucial critical thinking and public speaking skills. Mock Trial shapes students into dedicated, efficient workers who develop strong abilities to think analytically and work with different, often opposing, perspectives. Yet Mock Trial is as much about community as it is about critical thinking. Through countless hours of meetings on Saturdays and winter breaks spent at school, the lines between Junior Varsity and Varsity teams dissolve. This sense of unity and camaraderie bridges both the age and experience gaps between ninth graders and seniors.

In contrast to many mock trial teams from private schools, our team is student-led. At first glance this disparity could appear to put our team at our disadvantage, however nothing could be further from the truth. Student leadership gives "Mock Trialers" confidence and pride in knowing that they have facilitated their own achievements.

This atmosphere of collaborative improvement allows students to experience group work in applicable life situations. With experiences like practicums and scrimmages, students are exposed to possible career paths in law from their coaches and mentors. Even if the students choose not to pursue careers in law, the lessons in public speaking, critical thinking, leadership and teamwork that they learn are irreplaceable.

#### **Project Resources**

Describe the resources required for implementation of the project. If the project involves equipment, transportation, software, or subscriptions that you are asking the Foundation to fund, explain why these resources are necessary to the program and how they will help meet the goals. Clearly justify the need for all elements for which funding is requested. (300 word maximum)

- a. Orientation: This coaches' orientation costs twenty dollars per person. It is very important for understanding the rules for the case that year. Typically we send one adult coach, the president of Mock Trial, and the Vice President of Mock Trial. These are the main leaders of the team each year.
- b. Case Printing: Each student and coach needs a full copy of the case, exhibits, and rules. A few extra copies are printed for the competition that remain unmarked. 45 cases are usually printed at FedEx.
- c. Enlarged Exhibits: A key element in presenting evidence within the case includes using exhibits from the case. The exhibits given by YMCA are made on standard sheets of paper. However, in court, students are required to use exhibits that have been enlarged and placed on poster board. Costs for exhibits include poster board, printing, and glue.
- d. Stands and Case Binders: To hold up the enlarged exhibits, exhibit stands are necessary for each team (2 total). Case binders are also necessary during the competition, to compile the students' work for reference. Two binders are needed.

- e. Regional Registration Fees: For two teams to register for regional competitions, the cost is \$1500. This fee is necessary so that students can have the opportunity to progress onto a state competition.
- f. State Registration Fees: Typically, [REDACTED] only sends one team. These are registration fees.
- g. Transportation to Olympia, Washington: Students need a bus to and from our school to Olympia Washington. On Friday, when the students arrive, students must use a grayline bus because school buses are in use. On Sunday, when the students return, school buses are available. If our team qualifies for state, we plan to use a grayline bus to Olympia and a school bus to return.

**Note:** Grant readers want to understand the specifics of proposed programs. If you have sample lesson plans, please include a copy. If you are requesting funds to purchase books, grant readers like to see a list of sample book titles. If you have any additional documentation that could provide support or justification for your proposed program, feel free to include it as well, but *only* include pages that are meaningful and useful to the grant readers (no extraneous pages).

## **5. Project Evaluation**

Describe how you will measure the results of your project to determine its success at achieving your targeted CIP goal(s). Identify what methods of evaluation will be used; data and quantitative analysis provide the best program measurements. Feedback from students is strongly encouraged, especially written feedback from secondary students. Your evaluation process and measured outcomes should be specific to this project and to the cited CIP goals. (A change in MSP/HSPE scores is not an appropriate tool for this type of evaluation as it is too broadly based and not timely.)

-At the end of the year, each student will fill out a feedback form. Within this form we will assess how well students met CIP goals regarding analyzing texts and understanding the interdependency of various systems by asking questions about club processes for writing lines of questioning and analyze the case. We will also ask the students what they have learned about the interplay between various systems and how law seeks to balance them. Students may refer to the rules of evidence, witness biases, or case theories. These evaluation sheets will also inquire about the students' experience in the club and if they wish to continue their experiences in the program.

-Competition judges will evaluate students on the quality of their opening and closing statements. These ratings will provide quantitative data displaying specifically how the students have "develop[ed a] knowledge of the interconnections and interdependency of ecological, social and economic systems." These speeches are based on building stories and balancing perspectives from characters with very different perspectives to create a strong argument. The students will demonstrate understanding of how the health of these systems determines the sustainability human communities in the theories they work on over the year and present in their arguments.

-Students who write pretrial will be evaluated based off how well they have demonstrated the of the CIP goal to "cite several pieces of textual evidence to support analysis of what text says explicitly as well as inferences drawn from text." This will be evident in the students' analysis of multiple cases and the inferences they draw from these cases. These will all be reviewed by teachers and students as well.



If this project is a continuation of a Reaching for Success grant funded last year, please show how this year's project will build upon that program. Explain why the Foundation should continue to fund your program. (You may include a mid-year evaluation.)

#### **6. Community Awareness of the Lake Washington Schools Foundation**

Recognition of the grant in the community outside the school building helps the Foundation obtain support from donors and assures continued operation of the grant program. Describe how you and the students benefiting from the project will acknowledge the Foundation for its support.

-Each year, the Mock Trial team orders team sweatshirts stating our school name, the year's case, and who the club has been sponsored by. If Mock Trial receives funding from the Lake Washington School Foundation, we will include "Sponsored by Lake Washington School Foundation" on our sweatshirts.

-One of the duties of the Mock Trial Executive Council and participating members is to speak to the PTSA about their positive experience in Mock Trial over the past year. At these meetings, participating team members, my executive council and I are always very forthright about all of our funding sources. As we express our gratitude, the PTSA will also become very aware of the funding LWSF has provided for us.

-At our school, a portion of a hallway is dedicated to advertising Mock Trial. If we receive funding we would proudly display a poster of LWSF throughout the entire year.

#### **7. Instructional Materials and Technology Requests**

If you are requesting curriculum materials, have these materials already received Instructional Materials Committee (IMC) approval? (if repeat grant, prior approval?) Yes ☐ No ☐ N/A ☒ Pending ☐

If you are requesting software with curriculum content, has this software already received IMC approval? Yes ☐ No ☐ N/A ☒ Pending ☐

If you are requesting software for production purposes only, has this software been approved by LWSD Technology Support? Yes ☐ No ☐ N/A ☒ Pending ☐

If you are requesting hardware such as a digital or video camera for use with a specific project, have you confirmed that the hardware has been approved for use with the LWSD computer system and that technical support is available for that item? Yes ☐ No ☐ N/A ☒ Pending ☐

If you answered "No" to any of the above questions, please explain what you plan to do to acquire the necessary approvals. Build these approval processes into your timeline.

#### **8. Project Personnel**

If outside resource personnel (non-LWSD employees) will be involved in the project, submit their resumes with your application. Do not include resumes or qualifications for LWSD staff or teachers.



## TIMELINE

List specific steps and the expected dates to mark your progress, including start and completion dates. Include time for IMC review of books, curriculum, software, or online subscriptions, if necessary.

Grants awarded are intended to be used by June 1, 2015. All grant reimbursement requests **MUST** be submitted to the Foundation office by noon on June 1, 2015.

Evaluations are due to the Foundation office within one month of the completion of the grant, but no later than noon on June 12, 2015.

STEP	DATE
<u>Tryouts</u> - this past year we had 45 students try out for 30 available spots. 5 more spots were created as understudies/ paralegal	10/1-10/7
<u>Coaches Orientation in Olympia</u> - 1 day trip where executive council of students and coaches receive the case, registration directions, rules, and suggested lesson plans for the year.	10/20
<u>Print and Distribute Cases and Assign Roles</u> - After printing around 45 sets of the case, (each case is over 60 pages), cases are distributed to each student and coach for the year.	10/21-10/24
<u>Scrimmage with Another School's Mock Trial Team</u> - lasts around 4 hours, may require transportation if unable to host scrimmage at home school.	12/7
<u>Junior Varsity and Varsity Practicum</u> - present material to coaches and judges at the Redmond City Council Hall.	1/31- 2/7
<u>Mid-Winter Break</u> - students spend four days at the school from 9 a.m.- 3 p.m. working with teammates and coaches.	2/12- 2/16
<u>Regional Competition</u> - located at the King County Court House. Prosecution and Defense on each team compete against four different schools. The top ten teams continue onto Semifinals.	2/22
<u>Semifinals Competition</u> : Occurs on two days. The top 8 teams continue onto State Competitions.	2/25- 2/27



<u>State Competition</u> - Occurs over 3 days in Olympia. Each side competes twice, followed by a closing ceremony and Mock Trial Dance! State champions go onto Nationals.	3/28-3/30
Submit Disbursement of Funds Request	5/1
Complete and submit project evaluation to the Lake Washington Schools Foundation office.	5/30

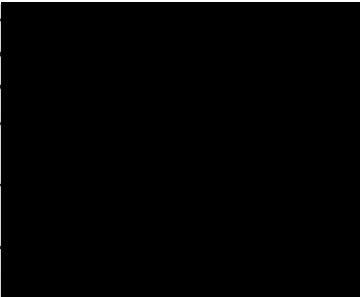


## BUDGET REQUIREMENTS

An explicit budget is mandatory in order for the grant to be eligible for funding. Identify books, videos, CDs, etc., by title and quantities. Attach multiple pages if necessary. Indicate funding sources for each item; collaboration, partnerships, and leveraging of funds are strongly encouraged.

Include budget information for ALL items needed for the project, including, but not limited to, materials, supplies, equipment, entry fees, professional/consulting services, sales tax, shipping, or transportation. If you are requesting funding for a teacher stipend, use \$2,089.00 as the cost of a full stipend and \$1,045.00 as the cost of a half stipend. Per diems are not permitted.

The final dollar amount awarded to a grant applicant is a not-to-exceed amount. If the program costs more than the not-to-exceed awarded amount from the Foundation, the school will need to seek funding from other sources for the additional costs.

ITEM	COST	FUNDING SOURCES Lake Washington Schools Foundation, LWSD, PTSA, Building, etc.
Orientation	\$60	Students <i>LWSF</i>
Case Printing (2 teams)	\$385	Lake Washington Schools Foundation
Enlarged Exhibits and Color Copies	\$100	Lake Washington Schools Foundation
Exhibit Stands and Case Binders	\$50	Lake Washington Schools Foundation
Regional Competition Registration Fees (2 teams)	\$1500	Lake Washington Schools Foundation
State Competition Registration Fees (1 team)		Students
Transportation for State Competition in Olympia	\$1,800	
Sales Tax, if applicable	Ø	
Shipping Costs, if applicable	Ø	
Total Cost of Project:	\$ 3,895 ✓	
Total Amount Requested From The Foundation:	\$ 2,095	



**International Studies:** Goal: Students will understand how the geography of expansion and encounter has shaped global politics and economics. Focused on this standard: *Integrated Environmental and Sustainability Learning Standards, Washington State, OSPI, Standard #1: Students develop knowledge of the interconnections and interdependency of ecological, social, and economic systems. They demonstrate understanding of how the health of these systems determines the sustainability of natural and human communities at local, regional, national, and global levels.*

**Humanities:** Goal: We expect students to improve reading comprehension scores on quizzes and state tests. (Students [REDACTED] tend to perform better on critical thinking scores than comprehension.) Focused on this standard: *Common Core, Reading Literature, Key Ideas and Details #1 Cite several pieces of textual evidence to support analysis of what text says explicitly as well as inferences drawn from text.*