



## 2025-2026 Grant Guidelines and Application

The McCall-Donnelly Education Foundation (MDEF) is now accepting applications from tax exempt organizations (schools, nonprofits) for grant funding to support innovative projects in education. We invite proposals that align with one or more of the following categories:

1. **Academic Innovation:** This category supports innovative programs and projects that enhance learning, foster critical thinking, and prepare students for a dynamic future. Special consideration given for upper-level foreign language programs.
2. **Student Engagement and Well-being:** Initiatives that promote mental health, well-being, and a sense of belonging among students. Special consideration given to programs that promote kindness, social well-being and/or address bullying.
3. **Health & Nutrition:** Projects focused on innovative approaches to healthier lifestyles, particularly in nutrition. Special consideration given to programs that promote lifetime sports.
4. **Arts & Creativity:** Programs that encourage creative thinking and sustainable growth in the arts and music.

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### How to Apply

- **Application Form:** The application is available online at [MDEF.org](https://mdef.org). Please ensure all questions are answered and include a detailed budget.
- **Funding Range:** Grants must be between **\$2,500 and \$25,000**.
- **Required Signatures:** If your project involves McCall-Donnelly School District (MDS) students, your application must be signed by the relevant school principal. Additional MDS board approvals may apply — please consult the district office if uncertain.

### Submission Details:

- Applications must be submitted **via email as a PDF attachment** to [grants@mdef.org](mailto:grants@mdef.org).
- Hard copies, incomplete applications, unsigned forms, or late submissions will **not be accepted**.
- Deadline: **Friday, March 14, 2025**.

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### Optional Project Review

If you would like feedback on your project outline before submitting a formal application, please contact the MDEF Grants Committee at [grants@mdef.org](mailto:grants@mdef.org) or call Erin Roper at 208-315-3595 by **February 1, 2025**.

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### Grant Review & Award Timeline

- Grant decisions will be announced in **May 2025**.
- Funds will be available starting **June 1, 2025**, and must be fully utilized by **June 30, 2026**.

### Use of Funds & Reporting Requirements

- Any changes to the originally proposed budget must be approved by MDEF in advance.
- Unused funds must be returned to MDEF by **June 30, 2026**.
- **Acknowledgment:** Grantees are required to credit MDEF in all external communications related to the funded project.
- **Reports:** An interim report is due by **January 31, 2026**, and a final report by **June 30, 2026**, detailing expenditures and outcomes. Reports are to include photos of the projects that are approved to be used for social media and fundraising collateral.

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### Questions?

For any inquiries regarding the grant program or the application process, please reach out to Erin Roper at [grants@mdef.org](mailto:grants@mdef.org) or 208-315-3595.

Applicant name:

Jared Hopkins

Mailing address:

McCall-Donnelly High School, Attention Jared Hopkins 401 N. Mission St. McCall Idaho 83638

Contact:

Jared Hopkins

Phone: 208-363-9198 Email: [jhopkins@mdsd.org](mailto:jhopkins@mdsd.org)

NOTE: If you are applying from an organization other than McCall-Donnelly School District, please attach proof of your organization's tax-exempt status.

Check the grant category this application represents:

Academic Innovation

Student Engagement and Well-being

Health and Nutrition

x  Arts & Creativity



Project title: MDHS 3D Studio Mixing Pugmill

1. Brief narrative or summary of the proposed project:

In effort to enhance my current program I'm applying for the MDEF grant to purchase a new machine/tool called a pugmill for the 3D studio courses that the MDSD. The machine is designed not only to recycle clay, to conserve the consumable material, but also a way to stretch an already strained budget for supplies for students' exposure to the medium. With the addition of this machine, it would help prioritize my visual arts budget to enhance and develop more exposures for my students as well as other students to work with the ceramic medium.

2. How is the applicant affiliated with the McCall-Donnelly School District? If not directly affiliated, what grades/age children does your project benefit and in what communities?

I have worked in the district in a variety of roles since fall 2016, as a paraprofessional, middle school visual art teacher, and the high school visual art teacher.

I'm currently teaching grades 9-12, offering 6 different visual art courses as well as a dual credit partnership with the University of Idaho.

This would directly benefit the visual artists students in the MDSD, from elementary, middle, high school, and the MDSD art club.

This is the second year MDHS visual arts department has teamed up with Rise Up 2 Thrive, in our local area to help support a fundraiser, "Bowls of Hope".

3. Why is this project needed? Please share how you anticipate the project will impact students.

Since my transition from PLMS to MDHS I have initiated several changes to the visual arts program offered for students' exposure. With the elimination of one course it has allowed me to expand on another for students to take their interests that they gained in the 3D Studio Arts I (ceramics) and inviting them back into a newly added secondary 3D Studio Arts II (ceramics). By doing so we have doubled the number of students in the 3D studio. Not to mention the Foundations of Arts and Humanities course, which is required course for graduation, has some of the largest numbers in years also have their opportunity to create visual work in the clay medium. The mixing pugmill is a



much-needed addition to the studio to support the development of these creative experiences for the students here at MDHS.

Purchasing wet clay is nearly twice the cost of purchasing dry clay, which is one of the costliest consumables in the 3D studio. By eliminating the purchase of wet clay, I would be able to prioritize my budget to allow me to create new and alternative experiences for my students. Students would learn the process of sustainability of working with the ceramic medium. Students would begin to help to recycle clay, that was once thrown away, back into working clay for all students to use.

In addition to working with the students at MDHS, I'm also collaborate closely with KC Wheeler, the visual arts teacher at Payette Lakes Middle School. KC's program is strong with nearly 200 students. All will participate in working with the ceramic medium, thus creating opportunities for the need to access this machinery to recycle the clay. And presents the ability to redirect the PLMS budget into alternative avenues for her student's exposure in the arts.

I've been contacted by Donnelly Elementary to collaborate on 2 different projects directly involving the ceramic medium. As of now they do not have a capacity to complete something like this on their own. And feel as a token of good stewardship my students could mentor those classes from Donnelly to experience something new.

This is the second year MDHS visual arts department has teamed up with Rise Up 2 Thrive, to help support a fundraiser called "Bowls of Hope" and which is my MDHS visual arts community project. My students volunteer to create ceramic bowls and then invite their families in to decorate and glaze those bowls prior to donating them to Rise Up 2 Thrive. They are then sold off and with that money generated going back into the Rise Up 2 Thrive foundation to provide community relief.

So, you can see the need for a machine such as this to support not only the needs of my classroom, but other schools in the MDSD school district as well our community.

4. What are the proposed outcomes of the project and how will they be measured?



Students would become an integral contributor of the clay recycling process. They would begin to recognize the need to sustainability working with artistic mediums, specifically clay and the impact it can have on the studio and our environment. But also, allow for the expansion of new alternatives working the 3D medium clay.

5. How is the project innovative and new in its approach to achieving its proposed outcomes?

Essentially, with the addition of this machine, it would allow me to prioritize the visual arts budget to create new alternatives for my students to experience. I'm truly focused on the continual development of my 3D program, which requires the necessary tools and machinery to provide those outlets. This is one of many items I would need to enhance an already growing program.

6. What is the timeline for the project? When would funds be needed?

The purchase of the machine is relatively straight forward. The shipping lead time is around 2-3 weeks. I would accept those funds as soon as they are available to make the purchase.

With the addition of the machine there would be a need for a dedicated 220-volt power supply to be run to the room. My application requests money to have the power pulled and delivered to the room where the machine would be located.

The resource would be up and running for the 2025-2026 school year.

7. If only partial funding for the project is awarded, how will this affect the project?



Partial funding will be greatly appreciated. At this point I have no other means of acquiring funds besides applying for other grant opportunities or beginning to fundraise.

I currently rely on \$3,300 dollars to facilitate purchasing of consumables student work (paint, pencils, clay, glazes, etc.) but also for introducing new art experiences into the room which include tools and machinery (glue guns, printing press, kilns, slab rollers, easels, etc.). Realistically that budget is already strained to the point and cannot be used as an avenue to supplement a partial award.

8. Explain how the project will continue after the end of this year's grant funding?

The piece of machinery is a long-term investment, and will run for years with regular maintenance.

9. Tell us why this project is exciting to you — include any additional information you would like us to know about the project.

I'm excited that the MDSO school district is allowing me to begin the process of building something that wasn't available prior to my employment. I understand that the district is also financially strained and yet supports my vision of the 3D studio courses offered within the schools.

During my time within the district as a visual art teacher I have continually developed the ceramic outlet for students in the MDSO. I have written grants to purchase a raku kiln, to offer a new and exciting alternative firing technique for students. Acquired MEDF grant to purchase 5 potters' wheels for PLMS, which has now become a shared resource between PLMS and MDHS. A community member donated money to purchase 50 sculptural banding turn tables. I've built a saggar primitive kiln for students' new exposure for finishing work. All of which is focused on the continual development of the districts 3D program.



Applicant's signature

Date

\_\_\_\_\_  
Principal's signature\*

\_\_\_\_\_  
Date

\*If the applicant is affiliated with the McCall-Donnelly School District, then their principal or superintendent must sign the grant application.

**Proposed Project Budget**

Budget item descriptions (Itemize)	Funds requested from MDEF	Matching funds provided by other sources (if any)	Total item cost (from all sources)
Peter Puggger VPM-60 Vacuum Deairing Power Wedger/mixer 220-volt	\$9647.00		\$9647.00
220-volt electrical wiring run to room	\$2000.00		\$2000.00



<b>Totals:</b>	MDEF Funds	Matching Funds	Total Cost \$11647
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**Total grant funds requested from MDEF: \$ 11647.00**