**MARIAN UNIVERSITY**

**SCHOOL OF EDUCATION**

**Department of Educational Technology**

**EDT 655- Developing Grant Proposals Integrating Technology**

**Action Assignment 6 – The Grant Proposal**

Name: Jennifer Nelson School & Grade Level: Valley View Elementary, Spanish 4,5

Cohort/School District: Ashwaubenon School District

Grant Title: Bringing Everyone Together with Technology

Grantor: NEA Foundation

Grantor’s url: <http://www.neafoundation.org/pages/educators/grant-programs/student-achievement-grants/>

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Requirement | Criteria  Rating Scale: 2= strong 1= average 0= weak | Possible Points | Peer  Reviewer 1 | Peer  Reviewer 2 | Prof  Reviewer 3 |
| Cover Letter or Fitness Action Assignment 5 | Attention-grabbing, pointed out project’s uniqueness, explicitly made vision statement, irrefutably linked proposed project with grantor’s interests; project has a clear fit with the funder’s priorities and parameters; correctly and consistently followed grantor’s format and guidelines; no spelling or grammatical errors | 2 |  |  |  |
| Abstract or Summary Action Assignment 5 | Coherent, concise and complete description of the project- addressing all of the required elements; showed overall value of the project (the relationship of benefits to costs) is high; unique and innovative; correctly and consistently followed grantor’s format and guidelines; no spelling or grammatical errors | 2 |  |  |  |
| Statement of Need Action Assignment 1 | demonstrated an urgent need using recent data, case studies, interviews, survey results, media attention, etc. supported statements with references (literature review), correctly and consistently followed grantor’s format and guidelines; no spelling or grammatical errors | 2 |  |  |  |
| Goals & Objectives Action Assignment 1 | **S**pecific, **m**easurable, **a**chievable, **r**elevant and **t**ime-bound goals and objectives;  correctly and consistently followed grantor’s format and guidelines; no spelling or grammatical errors | 2 |  |  |  |
| Sound Methodologies w/ Technology Integration Action Assignment 1 | Described specific activities and procedures, included who will what, how and when, with corresponding expected outcomes for each activity with innovative use of emerging technologies; correctly and consistently followed grantor’s format and guidelines; no spelling or grammatical errors | 2 |  |  |  |
| Organizational Credibility Action Assignment 4 | Demonstrated institutional support by stating mission of the organization, history, leadership and programs that relate to the project being proposed; convincingly established the capacity of the organization to undertake the proposed project; attached signed assurances, updated vita of key personnel | 2 |  |  |  |
| Evaluation Plan  Action Assignment 3 | Described both formative and summative evaluation to determine if goals and objectives are met; provided information regarding internal or external evaluation; purposefully triangulated data sources; correctly and consistently followed grantor’s format and guidelines; no spelling or grammatical errors | 2 |  |  |  |
| Dissemination & Replicability Action Assignment 3 | Realistic plan for sharing lessons learned (i.e. publication, replication, blogs); correctly and consistently followed grantor’s format and guidelines; no spelling or grammatical errors | 2 |  |  |  |
| Budget & Sustainability Action Assignment 2 | Showed budget in table form with other sources of funding, both cash and in-kind; included narrative to demonstrate how the project will continue after the grant has run out; correctly and consistently followed grantor’s format and guidelines; no spelling or grammatical errors | 2 |  |  |  |
| Other Considerations- Overall Presentation, Attachments;  Action Assignment 6 | Complete, accurate and relevant References and Appendix as required by grantor; current cited sources (within the last 5 years); The overall value of the project (the relationship of benefits to costs) is high; Submitted clean final copy in one Word document on or before due date, professional and scholarly writing, easy to understand, well-organized, flows logically, visual presentation is effective; helpful graphics/charts/tables, (pursuant to funder preferences); the proposal is neat and orderly; correctly and consistently followed grantor’s format and guidelines; no spelling or grammatical errors | 2 |  |  |  |
| TOTAL | Decision: 18-20= Accept; 15-7= Resubmit Less than 15= Reject  Note: Points will be deducted from the total for late submission | 20 |  |  |  |

**NEA Student Achievement Grantor’s Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Requirement/Criteria 2=strong 1=average 0=weak** | **Self** | **Peer** | **Peer** | **Prof.** |
| **Applicant Information** | **√ 2** |  |  |  |
| **Partner Information** | **√ 2** |  |  |  |
| **Fiscal Agent Information** | **√ 2** |  |  |  |
| **Project Title** (Text; 255 character maximum) | **√ 2** |  |  |  |
| **Requested Amount** (Currency; 20 character maximum) | **√ 2** |  |  |  |
| **Proposal Budget** Provide a line-item budget for the proposed work. Your request must total $5,000. Identify any additional support (cash or in-kind) that will be provided by other sources. Your budget may be in the form of either a spreadsheet or a word processed document.  (File Upload; 1,048,576 byte limit) | **√ 2** |  |  |  |
| **Additional Support** Identify any additional support (cash or in-kind) that will be provided by other sources.  (Paragraph; 2000 character maximum) | **√ 2** |  |  |  |
| **Abstract/Summary**  Provide an abstract/summary of your proposed work of 100 words or less.  (Paragraph; 700 character maximum) | **√ 2** |  |  |  |
| **Describe your project, including goals for student learning and how you will measure each outcome. Be sure to include the standards with which you will be linking your work.** (Long Paragraph; 3500 character maximum) | **√ 2** |  |  |  |
| **Describe the student need for this work.** (Long Paragraph; 3500 character maximum) | **√ 2** |  |  |  |
| **Describe the activities in which you and your students will engage to reach your stated goals. In this description, address how the activities will engage students in critical thinking and problem solving.**  (Long Paragraph; 3500 character maximum) | **√ 2** |  |  |  |
| **Describe how this project will be sustained beyond the grant period and/or how it provides a model that can be used by other educators.**  (Long Paragraph; 3500 character maximum) | **√ 2** |  |  |  |

[**NelsonJ\_EDT655(GB09)\_Assignment5.docx**](http://jennifernelson.wikispaces.com/file/view/NelsonJ_EDT655(GB09)_Assignment5.docx) **Cover Letter, Abstract**

[**Nelson\_j\_EDT655\_ GB09\_ Assignment 1.docx**](http://jennifernelson.wikispaces.com/file/view/Nelson_j_EDT655_%20GB09_%20Assignment%201.docx) **Needs, Goals, Objectives, Activities**

[**NelsonJ\_EDT655(GB09)\_Assignment4.docx**](http://jennifernelson.wikispaces.com/file/view/NelsonJ_EDT655(GB09)_Assignment4.docx) **Organization Information, Signed Assurances, Curriculum Vitae**

[**NelsonJ\_EDT655(GB09)\_Assignment3.docx**](http://jennifernelson.wikispaces.com/file/view/NelsonJ_EDT655(GB09)_Assignment3.docx) **Evaluation, Dissemination**

[**NelsonJ\_EDT655(GB09)\_Assignment2.docx**](http://jennifernelson.wikispaces.com/file/view/NelsonJ_EDT655(GB09)_Assignment2.docx) **Budget, Sustainability**

**Grant Application**

|  |  |
| --- | --- |
| [**Applicant Information**](http://www.cybergrants.com/pls/cybergrants/ao_application.display_step?x_gm_id=2862&x_step=1&x_source_flag=&x_style_id=11135&x_invitation_id=&x_proposal_type_id=9994&x_ir_type_id=&x_org_id=4032288&x_req_id=5772708&x_impact_report_id=) | |
| Job Category **(required)** Teacher | |
| Salutation | Mrs. |
| First Name **(required)** | Jennifer |
| Last Name **(required)** | Nelson |
| Contact Type | Lead Applicant |
| Home Address **(required)** | Lobelia Drive |
| Home Address - Line 2 |  |
| Home City **(required)** | Green Bay |
| Home State **(required)** | Wisconsin |
| Home Zip **(required)** | 54313 |
| Home Telephone **(required)** | 920- |
| NEA Membership **(required)** | No |
| NEA Membership Number | |
| NEA Member SSN |  |
| School/Institution **(required)** | Valley View Elementary School |
| Work Title **(required)** | Teacher |
| Work Address **(required)** | 2200 True Lane |
| Work City **(required)** | Green Bay |
| Work State **(required)** | Wisconsin |
| Work Zip **(required)** | 54304 |
| Work Telephone **(required)** | 920-492-2930 |
| Work Fax **(required)** | 920-492-2340 |
| E-mail Address **(required)** | jnelson@ashwaubenon.k12.wi.us |
| Grades Taught **(required)** 1st Grade 3rd Grade 4th Grade 5th Grade | |
| Subjects Taught **(required)** Foreign Language | |
| Percentage of Free and Reduced Lunch Students **(required)** | 27.2 |
| American Federation of Teachers Membership **(required)** | No |
| Work Experience in Education **(required)** | 17 |
| [**Partner Information**](http://www.cybergrants.com/pls/cybergrants/ao_application.display_step?x_gm_id=2862&x_step=2&x_source_flag=&x_style_id=11135&x_invitation_id=&x_proposal_type_id=9994&x_ir_type_id=&x_org_id=4032288&x_req_id=5772708&x_impact_report_id=) | |
| Job Category **(required)** Teacher | |
| Salutation **(required)** | Mrs. |
| First Name **(required)** | Alycia |
| Last Name **(required)** | Johnson |
| Home Address **(required)** |  |
| City **(required)** | Greenleaf |
| State **(required)** | Wisconsin |
| Zip **(required)** | 54126 |
| Home Telephone **(required)** | 920- |
| NEA Membership **(required)** | No |
| NEA Membership Number |  |
| NEA Member SSN |  |
| School/Institution **(required)** | Valley View Elementary School |
| Work Address **(required)** | 2200 True Lane |
| Work City **(required)** | Green Bay |
| Work State **(required)** | Wisconsin |
| Work Zip **(required)** | 54304 |
| Work Title **(required)** | Teacher |
| Work Telephone **(required)** | 920-492-2930 |
| Work Fax **(required)** | 920-492-2340 |
| Email Address **(required)** | ajohnson@ashwaubenon.k12.wi.us |
| Grades Taught **(required)** | 3rd Grade |
| Subjects Taught **(required)** | Language Arts Social Studies Mathematics Science Technology |
| Free and Reduced Lunch Students **(required)** | 27.2 |
| American Federation of Teachers Membership **(required)** | No |
| Work Experience in Education **(required)** | 20 |
| [**Fiscal Agent**](http://www.cybergrants.com/pls/cybergrants/ao_application.display_step?x_gm_id=2862&x_step=3&x_source_flag=&x_style_id=11135&x_invitation_id=&x_proposal_type_id=9994&x_ir_type_id=&x_org_id=4032288&x_req_id=5772708&x_impact_report_id=) | |
| Fiscal Agent Name **(required)** | Ashwaubenon School District |
| Address **(required)** | 1055 Griffiths Lane |
| City **(required)** | Ashwaubenon |
| State **(required)** | Wisconsin |
| Zip **(required)** | 54304 |
| Fiscal Agent Agreement | |
| Signature of Authorized Representative **(required)** Katie Schmidt | |
| [**Proposal Information**](http://www.cybergrants.com/pls/cybergrants/ao_application.display_step?x_gm_id=2862&x_step=4&x_source_flag=&x_style_id=11135&x_invitation_id=&x_proposal_type_id=9994&x_ir_type_id=&x_org_id=4032288&x_req_id=5772708&x_impact_report_id=) | |
| Project Title **(required)** | Bringing Everyone Together with Technology |
| Requested Amount **(required)** | $5,000 |
| Proposal Budget **(required)** | [Budget.docx (16.66 K, uploaded by Jennifer Nelson on 08/03/11)](http://www.cybergrants.com/pls/cybergrants/upload.get_file?x_gm_id=2862&x_ut=GS_USER_ID&x_value_id=5772679&x_custom_field_id=184339&x_key=5772708&x_parent_table_name=request) |
| Additional Support No additional support will be provided by other sources, other than what is described in the sustainability portion of this proposal. That includes providing hardware support if issues arise, and by assisting in installation and maintenance. They will provide replacement bulbs for the projector, as well as any other necessary replacement parts or cords for the SMART Board and document camera. | |
| Abstract/Summary **(required)** Language acquisition and increased cultural awareness through the use of interactive technology are the goals of the Bringing Everyone Together with Technology project. It aims to infuse 21st century skills throughout the curriculum by incorporating relevance and technology into daily lessons. Students investigate the culture of a Spanish speaking country, and communicate via Skype and written correspondence with students from this country. Students practice the language in an authentic way, resulting in higher achievement and self-confidence. This project includes the exploration of various web 2.0 tools, and culminates with multimedia projects created/shared by students all in Spanish! | |
| Describe your project, including goals for student learning and how you will measure each outcome. Be sure to include the standards with which you will be linking your work. **(required)** Language acquisition and increased cultural awareness through the use of interactive technology are the goals of this project. It aims to infuse 21st century skills throughout the curriculum by incorporating relevance and technology into daily lessons. Students will investigate the culture of a Spanish speaking country, and communicate via Skype and written correspondence with students from this country. Students will practice the language in an authentic way, resulting in higher student achievement and self-confidence. This long lasting project includes the exploration of various web 2.0 and research tools, and culminates with multimedia projects created and shared by students all in Spanish!  In order to accomplish these goals an update of technology is necessary. These updates will result in a significant improvement in student attention while heightening their awareness and increasing their motivation. With the help of this technology, video chats will be a reality, and we will all be able to see it and hear it! My students will be able to communicate with Spanish speakers from afar, and be excited about speaking Spanish in an authentic way!  To determine if the goals and objectivesof this project have been met, I will be using both formative and summative assessments. Throughout the experience students will be asked to write 2 or 3 letters to their pen pal in Spanish. These letters will show my students' written communicative skills and their grasp of grammar concepts and vocabulary. When we conduct our class to class Skype video conference I will observe my students' ability to introduce themselves in Spanish, making note of their confidence level and correct usage of grammar and syntax. Throughout the entire process I will be continually asking myself; Do my student's communicative skills seem better, equal to or worse than students from previous years? Have the additional use of technology and the authentic use of the language created motivation, enthusiasm, and increased levels of self-confidence? Are the students more engaged and is class time used more wisely? At the end of the project, students will be asked to write a reflection of their experience, and share their final multimedia project.  The academic standards for foreign languages that are addressed include:  A.1. Conversations: Students will carry on a short conversation about personal  interests, including what they have done, are doing, and are planning to do  A.2. Questions: Students will ask and answer questions, including biographical  information  B.1. Listening: Students will understand spoken language that incorporates familiar vocabulary and structures  B.4. Reading: Students will comprehend the main idea of selected, short authentic written materials  B.5. Strategies: Students will use previous classroom experience with the language to understand its spoken and written forms  C.1. Oral presentations: Students will present student-created works  C.5. Forms of writing: Students will write personal journals and/or brief messages to friends (postcard, letter, or e-mail)  D.2. Cultural activities: Students will experience cultural and social activities common to students of similar age in the target cultures (such as holiday celebrations, school life, and pastimes)  J.3. Communication: Students will exchange information with people locally and around the world through avenues such as penpals, e-mail, videos, speeches, and publications | |
| Describe the student need for this work. In addressing student need, focus first on academic need and then describe sociological, economic, emotional, and/or cultural issues. **(required)** Learning another language makes you competitive in our global world market. Research shows it may also improve students' cognitive ability and problem-solving skills, which enables them to perform better in other subject areas. As a Spanish teacher, I strive to provide interactive, engaging and authentic learning opportunities in my classroom to help my students master communicative skills in Spanish and develop a deeper cultural understanding of world cultures, to prepare them for the world of tomorrow.  At Valley View Elementary School students are required to participate in Spanish class. Students begin in first grade with sixty minutes of instruction per week. Second graders receive ninety minutes of instruction per week and third through fifth grade students attend Spanish class four times a week for 30 minutes, for a total of 120 minutes per week. Our students have learned a great deal through this program, but would benefit tremendously through direct communication with native Spanish speakers, and easier access to technology and digital information available to help increase cultural awareness and language acquisition. Cultural awareness is the foundation of communication, and using technology is a great way to learn about other cultures. Currently in my classroom, the lack of adequate technology hampers my efforts to reach our goals. Communication in the target language is limited to discussion within the classroom. It has rarely included communication with native speakers of the language in an authentic way. In my classroom students are asked to crowd around one computer or television screen to view various websites, presentations, examples, demonstrations, or to share student work. Using technology in the classroom makes teaching and learning more diversified and interactive, and helps to maximize the effectiveness of instruction.  Though the Ashwaubenon School District is fairly progressive with the implementation of technology throughout the district, the additions are slower to come than we would wish, largely as a result of tough economic times and budget cuts. In addition, the implementation rotation of projectors and other technology into classrooms usually begins with core classes, leaving classes such as Spanish at the elementary level among the last to receive upgrades.  My elementary Spanish students need an enhanced, interactive and inspiring classroom experience that will help them to attain the 21st century skills needed to survive in an ever changing world. | |
| Describe the activities in which you and your students will engage to reach your stated goals. In this description, address how the activities will engage students in critical thinking and problem solving. **(required)** In January I will make contact with other teachers from Spanish speaking countries around the world to find a suitable classroom match for our desired project.  In January and February 2011 the students will  \*Create a list of the things we already know about the country of our partner school and the culture of its people.  \*Create a list of the things we would like to know about the country of our partner school and the culture of its people.  \*Explore various websites, books, articles, songs etc. to increase the knowledge and cultural awareness of those living in the Spanish speaking country of our partner school.  \*Be paired up with students from our partner school.  \*Write their first letter in Spanish, with a complete English translation, practicing all of the grammar and vocabulary concepts we have learned thus far through our Spanish instruction. This letter will include basic introduction of themselves and a basic description of some of their likes/dislikes and basic information about their families.  \*Mail their letters to their "Spanish pen pal."  In February and March 2012 the students will  \*Receive their first letters from their "Spanish pen pal"  \*Have ongoing communication through a second and possibly a third letter. Communication may take the form of email, or class blog, depending on the desires of the other teacher and students. The goal of this communication is to practice our Spanish in an authentic way, to build relationships with our friends and to also learn the things from our list of things we still want to learn about this country.  \*Be introduced to various web 2.0 tools including Prezi, Photo Story and/or Windows Movie Maker with which students can learn to present information they have learned through our pen pal experience.  In April, May and June 2012 the students will  \*Experience a class to class Skype video conference in which each student will briefly introduce themselves in the target language.  \*Sit down at individual computers and have the opportunity to communicate one on one with their "pen pal" using Skype video conferencing.  \*Create a digital project using a web 2.0 tool to show how they feel about their experience and what they have learned.  \*Write a reflection about their experience. This can be included in the digital project.  The students will be engaged in critical thinking and problems solving throughout this entire project. As they research the country of our partner school, the students will be looking for similarities and differences among their culture and ours. They will be looking to find answers to the questions we have. As they write their letters in Spanish, they will be putting together the vocabulary and grammar concepts we have learned over the years to create meaningful correspondence in Spanish. When they receive letters from their pen pals the students will need to read, interpret and make sense of what was written. As students learn about and begin using the web 2.0 tools they will have to learn how to insert, manipulate and edit text, images, sound and video to their final project, and of course determine how to create a project that is interesting and meets the requirements of the project. | |
| Describe how this project will be sustained beyond the grant period and/or how it provides a model that can be used by other educators. **(required)** Ashwaubenon School District will support the continuance of this project by providing hardware support if issues arise, and by assisting in installation and maintenance. They will provide replacement bulbs for the projector, as well as any other necessary replacement parts or cords for the SMART Board and document camera. Knowing that the technology pieces of this project will be maintained and supported is important, but my final goal to sustain this project is to find a teacher from a Spanish speaking country that would like to collaborate on this Skype/pen pal project every year, for years to come. With success of this project, I would like to encourage other world language teachers from my district to establish a similar project with lasting relationships with native Spanish speakers from around the world. | |
| [**Required Signatures**](http://www.cybergrants.com/pls/cybergrants/ao_application.display_step?x_gm_id=2862&x_step=5&x_source_flag=&x_style_id=11135&x_invitation_id=&x_proposal_type_id=9994&x_ir_type_id=&x_org_id=4032288&x_req_id=5772708&x_impact_report_id=) | |
| Lead Applicant Signature **(required)** | Jennifer Nelson |
| Lead Applicant Signature Date **(required)** | 08/05/11 |
| Principal or Dean Signature **(required)** | Kurt Weyers |
| Principal or Dean Signature Date **(required)** | 08/05/11 |

I had trouble opening my budget document within my proposal. The link is not working. I will continue working on it. Here is a copy in case you had difficulty opening it as well.

Budget

Here is a complete, line-item budget, including the equipment and materials needed, the individual costs of each item, and the total cost of the project.

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Price/Cost | Quanity | Total |
| Mounted Hitachi Projector 3LCD, connection control panel with installation and power (CP-X3010Z) | Installed  $2500.00 | 1 | $2500.00 |
| Document Camera AVer AVerVision CP300 | $ 519.00 | 1 | $ 519.00 |
| SMART Board 680 series – 77” Diagonal (SB680)  USB Audio System for 600 series with 2 USB ports– (SBA-NA)  Wireless Bluetooth Connection for Smart Single/Dual 600 series – (WC6D-NA) | $1330.00  280.00    210.00 | 1  1    1 | $1330.00  280.00    210.00 |
| Total Cost |  |  | $5000.00 |

The LCD projector, at the cost of $2500, and the SMART system, at the cost of $1820 are the key elements in making this project work. My students will now have the ability to see from their tables, anything that I need to show them, including but not limited to the Skype conferences with our Spanish speaking friends. The document camera, at the cost of $519.00, will allow students to view other students’ work, copies of our written letters to our companions from afar, and their written responses, all for sharing, editing, critiquing and manipulating.