

# [SAMPLE GRANT PROPOSAL]

[COVER PAGE]

**SENIORS HELPING SENIORS**  
**Senior High Students Get Involved with their Senior Citizens' Community**  
**by Creating and Sharing Power Point Presentations**

**Dorie Doe**, Language Arts/English Teacher  
871 So. Overthere Street  
Lemon Highlands, California 92461

**Our Town High School**  
2821 So. High Street  
Lemon Highlands, California 92461  
914-630-5730

**Lemon Highlands Unified School District**  
250 Highly At-Risk Students will be Served by the Project  
Grades 9-12, ALL Levels - English 1 Transitional through 2,3,4,5,6,7and 8 AP

I VERIFY THAT APPLICATION INFORMATION IS ACCURATE AND  
COMPLETE, AND I AGREE TO ALL OF THE OBLIGATIONS OF THE GRANT  
PROGRAM.

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Signature of Applicant

I HAVE READ THE GRANT APPLICATION AND OBLIGATIONS AND  
I SUPPORT THE PROPOSED PROJECT

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Signature of Supervising Administrator

**SENIORS HELPING SENIORS**  
**Senior High Students Get Involved with their Senior Citizens' Community**  
**by Creating Power Point Presentations**

**PART I - PROJECT PLAN**

1) A group of students from a high school of two hundred fifty highly-at-risk students, have been working on a Service Learning Project for Community Awareness. The project encourages them to interview and use family members, grandparents and senior citizens to glean information for their core and content curriculum required assignments. They are turning their "boring" assignments into excitingly creative PowerPoint products - slide presentations. They want to give back to the community what it has given them, by delivering public presentations of their Power Point projects. They don't have a portable LCD projector and desperately need one to present their impressive sideshows.

2) The faculty of this Alternative Education/Continuation High School has had to be creative in designing a curriculum that both meets the district's expectations and the California State Standards, and at the same time, will induce our Highly At-Risk students to perform to these expectations and Standards. It is a challenging task to motivate the transient 250 students (99% Hispanic English Language Learners) who have been transferred out of the district's comprehensive schools, and are in a last ditch effort to remain in school to obtain their high school diploma. Many of the students exhibit overwhelmingly low esteem, because of their failure to succeed in a "regular school setting." Within the student and faculty community, there are vastly diverse demographics, living conditions, economic and cultural differences and education needs.

In the effort to enable the academic success of these Highly At-Risk students, the school staff and administration has engaged in a unified and intense project to incorporate computer technology into the daily classroom curriculum of each and every student. However, since the school district's budget is experiencing such a drastic cutback, our expected technology financial support has been pulled from us and is no longer available.

We have been a Digital High School for almost five years; the average of twenty-five students per classroom, have access to seven classroom computers programmed with Micro Soft Office 98, which has the Power Point presentation program, two classroom printers, an overhead projector and a projection screen in each classroom. The faculty has been intensively trained to instruct and assist the students with their technology achievement. We have been trained by "Future Kids" and various other technology staff development programs. We have a weekly "modified Wednesday" which consists of technology staff development from 12:30 - 3:30 each Wednesday.

The teachers have designed their courses to include a technology requirement. The students produce final projects that involve computer-generated products in the form of Power Point presentations. The purchase of LCD projectors, with which these projects could be displayed, was the next phase of our computer hardware acquisitions. The funding is no longer available to us to purchase these projectors. It has therefore become

necessary for each department to devise its own means by which the projectors can be purchased.

By enabling the students to engage in the community service of interacting with, gleaned from and entertaining their senior citizen community, this unit encourages the students to address all of the School's Expected Learning Results (the ESLR's: S.O.A.R. - Serve the community, Operate as effective consumers and citizens, Apply knowledge, Respect diversity and the environment). They would be experiencing the satisfaction of achievement and self-confidence while developing technological competency, as well as developing public speaking poise and oral presentation skills.

The three teachers of the Language Arts Department have literally hundreds of wonderful Power Point presentations, which their students have spent many seriously focused hours creating, but they have no way of sharing their students' achievements with their classmates, other classes, faculty, administration, parents, guests, school visitors and the community. Since they already have the classroom computers, programs, permanently wall-mounted projection screen and printers, the major piece of equipment that they lack is the portable LCD Projector (including the light bulbs, wires/connectors, portable projection screen and carrying case). According to the Epson purchase quote, there would be enough money left over for the purchase of the very much needed memory devices such as an external hard drive, a disk drive, DVD player, blank disks, Fire Wires and media device connectors, on which the students could store their presentations. The external hard drive would actually be used exclusively as their presentation library.

3) The specific Power Point Projects that need to be shared by LCD projection are personal presentations that the students are making about themselves. In a unit which uses the theme, "SENIORS HELPING SENIORS" - senior high students get involved with their senior citizens' community by creating Power Point presentations. The students create slide presentations of their families, interviews with their grandparents about their heritage and culture, community service projects and senior citizen tutorial programs, their achievements, career goals, anticipations, dreams and future expectations. Rather than dwelling on their past failures, this unit gives our students a tremendous sense of future, accomplishment, self worth and confidence in their potential for success. By integrating the theme of this unit, they have become almost consumed with "Power Pointing" all of their curriculum requirements. And by projecting these project presentations on screen and out into their audiences, they would be able to effectively share their lives and accomplishments, with their fellow students, teachers and community.

The unit concept was originally shared and adopted in a staff development session. It was demonstrated to the Digital High School Observation Team and representatives from the Orange County Board of Education. Examples of the student presentations will be displayed in the school's on-line web site and the school district web site. The student creations were shared with Orange County teachers who were enrolled in INTEL's Teach To The Future, class and will be included as one of the on-line INTEL Class Unit projects. As desired, these student projects will proudly be presented by the participating

students to their parents at the monthly PTA/Site Council meetings, as well at Back-To-School Night and Open House. Not only do we plan to help the students write the required OC CUE Newsletter article, additionally, a student team has agreed to give a Unit Presentation during the OC CUE Winter Technology Festival.

With a portable LCD Projector, the students would be able to deliver their own oral presentations of their Power Point creations in their classes and to the Senior Citizen Community which was the focus for this theme based unit. They would be fulfilling the school district's curriculum requirements, in accordance with the California State Standards, by engaging in academic research and by applying their acquired knowledge to create products of permanency.

4) Since there is an average of 25 students per class, and each class period has fifty minutes of instruction time, each student would be able to give (approximately) a ten-minute oral and projected presentation of his/her monthly Power Point project. Because of the small student population, each student would have the opportunity to deliver a projected oral presentation every month.

When the students are asked to give presentations to community groups, they will form Presentation Teams, and with the supervision of their representative teacher, will schedule their community presentations in the afternoons, after school between 3 and 5:00. They would take the portable projector with them to the presentation site. The students have already received presentation requests for staff development presentations and from Orange County Boy Scouts, Learning for Life, Orange County Prevent Child Abuse, Casa de Salud Medical Clinic and a local senior citizens' center.

Since the students have already been creating these Power Point projects, they can start delivering their presentations as soon as they get the portable projector. In an ongoing and continuous program, students will create and deliver their Power Point projections for peer and public audience, as monthly and final product presentations of the various Language Arts units and daily assignments.

5) The students will create their projects on the classroom computers or their home computers and will e-mail them to each other using their classroom Yahoo! email address; then they open them and make disks on the teacher's iBook, which has a DVD-CD Rider so that they can keep their projects on DVD's and CD-RW's. They perfect their technology projects by following a 6-point rubric that they designed to evaluate, assist and assess each other. They will be able to establish a Language Arts Power Point Project/Presentation CD Library that would be used as a research resource, instructional aide and a measurement for individual student improvement.

## **PART II - BUDGET**

With the anticipation of being awarded the \$500 OC CUE - Orange County Computer Using Educators' Grant, the students have researched prices and purchasing options for a portable LCD projector that would meet our needs. After researching various LCD projector promotions, they have located a source from which we would be able to purchase, provided we received a CUE Grant. Jeff Grenfield, of Epson Corporation has offered to extend to us their March promotion; the portable LCD projector that would meet our needs. His offer would enable us to purchase an Epson Powerlite 53C LCD Projector, including one light bulb, carrying case, portable projection screen, tax and shipping for the package of \$500. The additional required equipment that is not mentioned in this proposal is already available for our use. If and as needed, other accessories that the project might use as it gets underway (an external hard drive, FireWire and a disk drive, USB, disk drive, DVD player, DVD's, etc.) will be procured by monetary or in-kind donations from our school Business Partners.

### **THE MATERIALS NEEDED AND COMPONENTS TO BE FUNDED BY OC CUE GRANT:**

- Portable LCD Projector Package, which includes a portable projection screen

**TOTAL PROJECT COST: \$500.00**