The purpose of this assignment is to have you write a proposal to a funding source for educational improvement. The goals of this project are to have you consider 1) what is important for technology education, and 2) what could be done to better educate our students. Your objective will be to write a convincing proposal for a project that will address an important problem and provide a potential solution to it.

1. Grantor:
   From whom are you asking for money? How much? (It should be over $100,000) Fill out the application on the following pages.

2. Proposers: (1 page max)
   Describe the people who are involved in the project. Establish who you and the others are professionally. Be sure you can answer the question, who are you, and what makes you think you can do what you say you can?

3. Problem statement: (1 ½ pages max)
   What is the problem you will be addressing? You should have a strong sense of the purpose of education, and that a hole exists or a piece is missing in the current way we teach. Your proposal should provide a means to fill this hole. Use citations from state and national policy statements that support your views.

4. Activities: (4 pages)
   These activities should span at least 2 years, and support at least a semester of student work. This is where you actually describe what you are going to accomplish. Be as specific as possible. There should be a very clear link between what you want to do and the problem statement. Be sure you state several MEASURABLE outcomes that will determine progress toward your goals (formative) and ultimate success (summative). You should support the value of these activities with writings and commentaries from educational pundits (citations required!).

5. Distribution and continuation: (1 page max) How will you share your results, Conferences, web pages, listserv, Wiki, MySpace, brochures, etc.? And, how do you intend to sustain your project after the money is gone?

6. Timeline: (1 page explanation)
   When will the activities occur? When will the money be spent? What will the money be used for? Be sure to consider substitute teacher pay, summer salary, release time, materials, and planning time.

7. Budget: No more than 10% of the budget should be for equipment (1 page budget sheet)

8. Budget justification (1 page max). Explain who is getting the money, and how you will use the stuff. Also, mention here “inkind” contributions, materials and funding from other sources. This shows that others are willing to invest in your idea as well.

9. Your resume: (no more than 2 pages)
CURRICULUM FUNDING PROJECT

Funding Agency: US Department of Education: Ed Tech State Program

Funding Request: $155,000 for 2 years.

Principal Investigator: Jocelyn Castro

Co-Investigators: Jennie Malonek

Project Name: Improving Technology Literacy
The International Society for Technology in Education (ISTE) developed the National Educational Technology Standards to help educators integrate technology in their curriculum and develop highly technology literate students (citation website). ISTE also created student profiles to help set goals for where students should be with their knowledge of technology at certain age groups before their college careers. Although the goals are not prescribed with using actual tools, its goals are to display students knowledge of how to creatively and properly use the technology in their everyday lives (ISTE, 2007).

By 2005, the access to computers on public school campuses seemed universal (The National Center for Education Statistics, 2006). Yet with the standards set by ISTE and the universal access of computers, a discrepancy is found in the State Technology Report, where it assessed the access, use, capacity of technology in the K-12 setting. Education Week and Editorial Projects in Education Research Center assessed the survey and it reported that California received an overall grade of D+ in the three areas (Editorial Projects in Education Research, 2008).

In an urban high school with a population of about 3200 students, the school has two computer labs equipped with 36 computers each, a library with 24 computers, and a career center with 36 computers as well. With all of these computers on campus, they are not utilized often enough. The computers may not be utilized for many reasons from teacher comfort with technology to lack of classroom time or the lack of patience to teach the students. Although there maybe computers, I have found that there is a good portion of our students who do not feel comfortable using the computer. Some students do not know how to do simple tasks like change document setting in word processing software to attaching a file on an email. These are tasks that are basic in today’s technology. Even though there maybe computers on campus, teachers need to be aware of their responsibility to show the students how to use this technology that will vastly advance by the time the students get out of high school. Students need to understand the basics of technology and how this will be used later on in their future.

Technology can be embedded throughout the student’s curriculum. This responsibility should not be left to computer teachers, but in every content area. Students should be allowed to use the technology that they have at their fingertips and demonstrate their knowledge of the content and technology literacy.
ACTIVITIES

SUMMER TRAINING

The purpose of the training is to introduce and/or review software and programs. Teachers will have the opportunity to be taught, trained and use the features of several programs, such as, but not limited to:

- Windows and Mac Platform
- Microsoft Word, Excel, PowerPoint
- Website development
- Moodle
- Open Source programs
- Internet evaluation
- Blogs

The goals of the training are to have the teachers be comfortable in using the technology themselves, learn how to incorporate it in their curriculum, and assist/mentor other teachers in their department with the technology. When individuals feel comfortable with the resources they have at their finger tips, people are more apt to utilize these tools themselves. As the comfort level rises in each individual, teachers will be more likely to embed it in their curriculum so that students can be exposed to the tools. The exposure will give the students the needed experience so that they can use the tools in their academic and personal lives. Both students and teachers will have mentors that will allow them to ask question about the tools and properly use them.

A resource library will also be developed so that teachers and students can utilize it. The resource library will consist of tutorials (done via video, animated presentations, and paper handouts). Teachers will be able to share their technology knowledge with the group.

Throughout the training, collaboration and independent time will be offered so that teachers can develop curriculum for their own classes and department. An online bulletin board group will also be created so that the teachers can stay in touch throughout the year. Throughout the year these teachers will be able to lead technology inservices for both teachers and students.

Teachers will start to create web portfolios just to show case some of the work of the students using the technology in their content.

REFRESHER DAYS

These pull out days throughout the school year will allow teachers to come with questions about previous software and/or introduce other software not discussed during the summer. These days will be used to share their experiences in the classroom and with students using the technology. Surveys will be reviewed in these sessions as well. Teachers will see if there has been improvement made in the student products, and verbalize student suggestions that were made in the surveys. These days will serve as a time to reconnect with the group, and reconnect with the goals of the project.

Several of the days will also be used to brainstorm on how Freshmen Technology Orientation will be developed. The committee will come up with the structure and goals of the orientation days allotted for technology.
CONFERENCE/PROFESSIONAL DEVELOPMENT

The teachers are encouraged to attend outside professional development so that they can learn other ideas that may be useful in the classroom and/or to the school. Teachers can update each other on other technologies through the bulletin board and the meetings throughout the year. Every teacher will help enrich the resource library that has been created in the summer.

FRESHMEN (NEW STUDENT) ORIENTATION

Several of the teachers will lead a group of incoming Freshmen. The goal of leading these orientation days is so that students can be familiar with what is expected of them with the use of technology. Students will be encouraged to create an email account, if they have yet already to do so. The e-mail account will provide another way students can communicate with their teachers outside of the classroom environment. Students will also be introduced with several programs that they may use in their classes. They will learn the basics of the program. Students will also be introduced to the resource library so that they can know where to look for assistance.

ON-SITE PROFESSIONAL DEVELOPMENT

Teachers will share their knowledge with other teachers as well. Professional days in the beginning of the school year and in the middle of the school year will be allotted for technology. Other teachers will have the opportunity to see what is out there and how they can use these technology items in their classroom. The mentor teachers will serve as support for the teachers throughout the year.

SURVEYS

Surveys will be given to students of the participating teachers using technology in their classroom. A survey in the beginning of the year will be given to observe the technology comfort level of these students. The survey will be given on EdTech profile.

As projects or assignments are assigned with technology, teachers will create shorter surveys to observe the feelings of the students throughout the assignment. This will be done throughout the year to see any gradual changes (both good and bad) in student attitude towards technology use in and out of the classroom. At the end of the year, the same survey given at the beginning of the year will be given again. The results will be compared. Just like the surveys given throughout the year, student attitude towards the use of technology will be observed.

The results of these surveys will be shared at the beginning of the following year. Other teachers outside of the committee will be highly encouraged to do these surveys with their classes as well.

Teachers will also be given surveys about their use of technology with the students. They will rate how it helps or doesn’t help the students.

PORTFOLIOS

Student work will be saved throughout the year. The student work will display any improvements, if any, with the use of technology. Teachers will share this work with the committee and it will be compared to the student surveys and see if there is any correlation with student attitude and performance.
DISTRIBUTION AND CONTINUATION

The results of this project will be presented in several ways. Within our district, reports will be sent to the district level, and to individual school sites to share the progress of the project throughout the two years. A website will also be created to highlight the work of the individual teachers, share the curriculum ideas developed, and showcase student work. If the opportunity presents, at the end of the two years, both investigators will present the project at a conference (NSTA or CUE) so that other educators can know the possibilities that they have.

Throughout the two years, research will be conducted to look for open source software that will be useful to the project. This will help curve cost. When the project is successful, the results will be shared with other foundations in hopes of finding more financial support with this endeavor. The project will continue because there will be enough faculty members who knowledgeable about the project and continue to share their knowledge through the collaboration days that are embedded within the school year.
**Timeline**

**Year 1**

The 5 teachers (cadre 1) will be trained in the month of July for about 7 days. The training will take place on school campus, utilizing the current computer labs. The training will be Monday through Friday for a length of a week and a half. Equipment, such as LCD projectors and mimios, will be utilized in the training. Money will also be used in paper good materials, such as folders and notebook, so that the teachers will have supplies ready for use. During this training, teachers will receive their flash drives and external hard drives so that they may start creating their own resource library. At the end, teachers will receive the equipment that they will be using in their classroom. Majority of the equipment will be bought before the summer training. Teachers and facilitators will be paid at the end of the session. Freshman/new student orientation will take place in the month of August for two days. Teachers and facilitators will be paid at the end of the second day of orientation. The Refresher Days will occur in the months of October, December, February, and April. Teachers will receive half of their stipend at the end of December and the second half at the end of April. Professional development proposals must be given at least a month ahead in advance so that money can be allotted. Teachers are given a limit. If expenses exceed the amount, individual will be responsible for their own costs. The yearly stipend will be paid at the end of the school year, upon review of the work collected with the student portfolios.

**Year 2**

The 5 new teachers (cadre 2) to the group will be trained just like cadre 1. Cadre 2 will be paired up with a teacher from cadre 1, where they will mentor and support each other. Equipment such as the LCD projector and Mimio will be shared between the cadre partners. The cadre 2 will receive their own external hard drives and flash drives, and other consumables that cadre 1 received. Cadre 1 will only join the last 4 days of the training. During this time, collaboration, mentorship and support will start to take place. Teachers and facilitators will be paid at the end of the session. Freshman/new student orientation will take place in the month of August for two days. Cadre 2 and facilitators will be paid at the end of the second day of orientation. Just like the first year, refresher days will be similar. Professional development stipend is only offered to Cadre 2. Cadre 1 yearly stipend will be paid at the end of the year after they have performed the on-site professional development to teachers outside of both cadres. Cadre 2 yearly stipends will be paid at the end of the school year, upon review of the work collected with the student portfolios.
## BUDGET

### Year 1

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BUDGET JUSTIFICATION

The facilitator/director are the two primary investigators of the project. They will lead the project and ensure that goals of the project are being met. They are the main mentors for all teachers in the school site. Majority of the money will be spent on professional development within the two years so that more of the faculty can be accustomed to technology and teach it to the student population. Equipment will be shared amongst the teachers initially involved in the project.
JOCELYN C. CASTRO
134 BROOKMONT LANE • POMONA, CA 91766
909.973.1923 (cell) • jocelyn.castro@gmail.com

EDUCATION

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE, Northridge, CA May 2008
Candidate for Masters of Arts in Science Education

LOYOLA MARYMOUNT UNIVERSITY, Los Angeles, CA May 2005
Bachelor of Science in Natural Science Emphasis Biology, Minor in Secondary Education

CERTIFICATION

Clear Single Subject Teaching Credential (Biological Sciences)
BTSA Induction Completed
CSET certified
CBEST certified

EXPERIENCE

Alhambra Unified School District Alhambra, CA Sept 2005 to present
Biology Teacher – Alhambra High School
- Instructed regular and honors biology class
- Instructed one year of Integrated Science
- Collaborated with Science department about curriculum
- Tutored students during after school
- Lead Professional development

Loyola Marymount University Los Angeles, CA Jan 2005 to May 2005
Student Teacher – El Segundo High School
- Instructed 3 classes of Biology 1 and Biology 2
- Developed daily lesson plans
- Coordinated with the Biology department
- Incorporated images and examples outside of their textbook into the lesson
- Encouraged students to strive to the best of their ability
- Tutored students during snack and lunch
- Assigned and graded work to classes
- Used PowerGrade program

California Science Center Los Angeles, CA May 2004 - present
Hands On Science Summer Camp and Overnight – Instructor
- Instructed a group of students for a week
- Developed science based curriculums specifically for all grade levels
- Communicated with the whole staff about issues pertaining to camp
- Coordinated with other instructors on curriculums
- Encouraged staff throughout the summer
**AFFILIATIONS**

- National Science Teacher Association
  2001 – present
- Pi Lambda Theta – Kappa Delta Chapter, CSUN
  2008

**RELATED SKILLS**

- Windows and Mac platform
- PowerGrade/Teacher user