Grant Proposal

Project Title: Electronic Showcase

Submitted by John Olson

SED 610

April 9, 2008
Title II, Part D, Enhancing Education through Technology (Competitive)

http://www.cde.ca.gov/fg/fo/profile.asp?id=1289

- The primary goal of the Enhancing Education through Technology Competitive (EETT C) Round 7 grant program (2008-2010) is to improve student achievement of the state content standards and technology literacy in grades four through eight with expanded access to technology, electronic resources, professional development, and enhanced communications.

- Legal Authority
  No Child Left Behind (NCLB) Act of 2001, Public Law 107-110, Title II, Part D

- Source / Type Federal / Grant  State Fiscal Year 2008-09

Funding Request: $ 150,000 for 2 years.

Principal Investigator: Mr. John C. Olson, 8th grade science department chair.

Co-Investigators: Mrs. Cathy Novean, Assistant Principal, Mrs. Lori Hermelin, Technology Coordinator, Mr. Chuck Good, Department Chair 8th grade history, Mr. Mark Dannerth and Mr. Blake Bowers, co-chair, showcase portfolio presentations committee. Mr. Greg Oatey: School Site Council, Mrs. Rhondi Durand, Principal.

Project Name: Electronic Showcase

Investigator Credentials

Principal Investigator: John Olson: MA Science Education:

Olson currently serves as the 8th Grade science department chair at Arroyo Seco Junior High. He has served in this position for the last 4 years. He is also a member of the school leadership team. Olson has inserviced staff on individual website development. He led his department in the development of the science writing prompt for Arroyo Seco’s school wide across the curriculum writing project, and participated in writing the pacing calendars and benchmark assessments at the district level for teaching and measuring student achievement on the state science standards. Olson earned his Masters Degree at California State University, Northridge, where he gained first hand experience in developing a website-as-portfolio, and has had advanced coursework in the use of computers in science education and advanced seminars in issues in science education and in current issues in general education. Olson has had overseen the design and start up of three computer labs, received a PTA grant to run a science and technology center program at Rio Vista elementary, and has designed curriculums for GATE students, and computer courses in elementary and middle schools.
Associate Investigator Credentials

Assistant Principle Investigator: Mr. Chuck Good: MA Technology in Education

Good is the 8th Grade history department chair. Good has extensive background in web design, has been involved in staff development and has in-serviced and teachers in the development of classroom and team websites.

Mrs. Rhondi Durand: MA Administration

Durand is the Principal at Arroyo Seco. She has led school through the successful implementation of a school wide writing project, California Distinguished School Award, and research supported Special Education Inclusion Teams

Mrs. Cathy Novean: MA Administration

Novean is one of two Assistant Principals at Arroyo Seco. Novean has had experience as the administrator of Arroyo Seco’s School Improvement Plan, Back to School and Open House events, and has been responsible for overseeing and implementing National Blue Ribbon and California Distinguished School documentation and organization. She has had experience as an ASB director, managing ASB budgets and activities. She is the administrator that oversees teacher credentialing, CLAD and Inclusion teams and all other special program budgets. Novean will be the Administrator overseeing the grant budget, implementation and evaluation.

Mrs. Lori Hermelin: MA Library Science and Technology

Hermlin serves as the Arroyo Seco Technology Coordinator. She is the site librarian and serves on the school leadership team. She has modernized the technology in the library and oversees student computers and research. She is highly motivated to incorporate technology and works with teachers to develop technology based curriculum.

Mr. Blake Bowers: MA Education and Mr. Mark Dannerth MA Reading Specialist

Dannerth and Bowers are currently co-chairs of the school wide Showcase Portfolio program. They are in charge of organizing the event, arranging scheduling for students and community volunteers and in-servicing the staff on the Showcase Portfolio program.

Mr. Greg Oatey: MA Education

Oatey has served the last 5 years as the Site Council Liaison. His duties include the recruitment of School Site Council members, and overseeing and implementing the school improvement plan, including all reports, budgets, and requisitions. Oatey has also served as the school technology coordinator and teaches a computer elective.

Honorary Member: Dr. Norman Herr: Ph.D.

Dr. Herr, Professor of Computer and Science Education at Cal State University, Northridge, has agreed to serve as a technical consultant to the E-folio development team. Herr is a distinguish teacher and writer, and has been the principal investigator or co-investigator for numerous grants from organizations such as the W. M. Keck Foundation, the Richard Riordan Foundation and the Microsoft Corporation.

Mr. Danny McHorney: district technology director.
Mr. Jon Carrino: administrator, all of the district servers.
Mr. Daniel Ross: school site technology technician.
PROBLEM STATEMENT

Student Showcase Portfolios need to be converted to web based e-folios to better address the expectation that students will be able to properly use technology to organize, problem solve and communicate effectively and to become capable information technology users. (ISTE, 2008)

Arroyo Seco Junior High has had a highly effective, popular and community supported 8th grade culmination activity for the past decade called Showcase Portfolio. At its inception, Showcase Portfolio was designed to provide a medium for students to collect and evaluate their best work and a format for them to present their best work to an evaluator from the community. Each year over 50 community volunteers take a day off from work to come to the school and listen to students as they present their portfolios. The atmosphere is that of a first job interview. Students take the event very seriously, spend hours organizing and preparing their portfolios, then come prepared in their best professional attire to share their accomplishments and what they have learned with an evaluator, who rates them on the quality of their work and their presentation.

As the Portfolios have become more sophisticated, the work included is now aligned with state standards for each of the core disciplines included in the portfolio. Student portfolios are collected and arranged in a three ring binder in a standardized format. The completed portfolio has over 20 different assignments, each with a student authored reflection on what he/she learned from the assignment (state standard), what they believed they did well, and what they would do to improve the assignment. They also write on how the assignment reflects on their potential as a future employee or professional.

Since the inception of this program, technology has changed the way students’ use and share information. Unfortunately, the current Showcase Portfolio model is still a paper and pencil technology, and does not address many of the current needs and expectations for our students. The current format does not allow for the inclusion of student Power-Point projects, audio or video projects, web based learning, or for the inclusion of performance arts, such as band, drama, school news productions, or extra curricular activities which can best be represented with sound bites or video clips. We believe that by allowing our Showcase Portfolio program to evolve into an electronic portfolio, we will better serve our students. Helen C. Barrett, Ph D. University of Alaska Anchorage warns that, “As we move to more high stakes performance assessments for high school graduation, it will become more critical to have a flexible recordkeeping system that can track these demonstrations of competency in a variety of multimedia formats” (Barrett, 2008).

“The primary goal of the Enhancing Education through Technology Competitive (EETT C) Round 7 grant program (2008 -2010) is to improve student achievement of the state content standards and technology literacy in grades four through eight with expanded access to technology, electronic resources, professional development, and enhanced communications.” (California Department of Education. http://www.cde.ca.gov/fg/fo/profile.asp?id=1289)

This proposal will increase students’ access to technology and electronic resources through the experience of creating an electronic portfolio. It will increase their technology literacy skills through the process of learning the skills required to create their portfolio. It will allow them to participate in standards based assessments to enhance overall learning by incorporating and sharing standards based assessments in their portfolios. It will provide training for staff members in technology based assessments and technology driven standards based assessments. (See activities)

The National Educational Technology Standards Project has established the following goals for students and their use of technology. An electronic portfolio can address all of these goals, and it is well within the capability of our staff and students to make the transition to this format by following
the implementation program outlined in this proposal. Changing our portfolios to an electronic format will allow students to address each of the goals. Below each of the goals is our response to how the electronic portfolio will support or address that goal.

1. All students should be: Capable information technology users: Students will be able to more effectively use the technology currently available on site, and allow them to become proficient in using that technology. Students will learn to use web-authoring software, scanners, digital cameras, and will have access to server space to store electronic copies of their work.

2. All students should be: Information seekers, analyzers, and evaluators: Students will be able to view one another’s portfolios, analyzing and evaluating each others work.

3. All students should be: Problem solvers and decision makers: Students will need to decide what they include in their portfolio, the format of that information, and devise a system (problem solving) concerning how they include, present or document their work.

4. All students should be: Creative and effective users of productivity tools: Students will be motivated to do more of their assignments and projects electronically, as they will be able to include electronic versions of their work in their web based portfolios and will have more access to the software needed to accomplish those goals.

5. All students should be: Communicators, collaborators, publishers, and producers: Students will use their websites to publish their work, and will present their work to peer and, parents throughout the year, and the community on the day of Electronic Showcase Portfolios. They will be able to work with other students to link to team or partner projects.

6. All students should be: Informed, responsible, and contributing citizens: By creating an electronic web-based portfolio, students will be learning productive skills that will enable them to be more productive and responsible citizens.
ACTIVITIES

School Year 2007-2008 4th Quarter

At the conclusion of the 2007-2008 school year, all students, community members and staff who participated in the showcase portfolio culmination activity will take an exit survey on all aspects of the current model of the showcase portfolio (summative assessment). This survey will be written by three members of the grant team prior to the day of showcase. The data collected will be compiled and used to compare the old format with the new format to verify whether or not students, staff and community members find the new electronic format in this proposal to be successful.

Summer 2008-2009

District technology department will begin the upgrades and modifications required to provide server space for student websites. Since all schools are serviced by T1 lines which communicate at 1.5 mbps, the file server for the student portfolios will reside at the district which has an OC3 connection at 25 mbps to the internet. Student portfolio websites will be supported by the same system that houses teacher and school websites. District will coordinate with site technician to make sure connectivity and adequate server space is allotted. District indirect costs will cover this portion of the grant proposal, and if necessary, will be sufficient to purchase a dedicated server for the project and to administrate the program. All software for this project is already provided through district licenses from multiple vendors, including Dream Weaver, which will be the platform for the portfolio template, as well as Microsoft Office, Adobe Creativity Suite and PDF support. District will also provide password protection, filtering, student email, and technical support.

School Year 2008-2009, Fall Semester

August

At the start of the school year, administration will post position for hourly certificated technology teacher. Technology coordinator will order scanners, digital cameras, video cameras and other related hardware as prescribed in the program budget.

On the staff development day during the pupil free week before school begins, The Grant Team will be introduced to the staff, and the grant will be presented. The philosophy of the showcase portfolio will be reviewed and the rational for conversion to an electronic portfolio will be presented. The objectives for staff development and training during the initial phase of the grant will be presented, and teachers concerns and questions will be addressed. Teachers will also be challenged to rethink strategies for design and implementation of lessons that are true assessments of standards based learning. Hope J. Gibbs, writing for Techniques, an online technology magazine, states that

“New instructional approaches emphasizing the student’s role in understanding what, why and how they are doing have increased the value of portfolios and the appreciation of portfolios as an assessment tool for classroom based performance. Many educators and researchers feel that a portfolio assessment is a superior and more accurate indicator of student progress than the more conventional types of assessments” (Gibbs, 2004, 7).

September

In September of 2008, three days will be set aside for the initial development of the necessary components of the grant

Day 1: The technology committee will meet with the showcase portfolio coordinators to determine the best formatting options for a web based portfolio. The committee will focus on making the electronic portfolios standards based in their organization and content.
This day’s objective will be to determine what information should be in the portfolios, and how it can best be uniformly arranged. Those items, such as the student reflection forms, that will support the new format, will be carried over in an electronic form.

Day 2a: After getting input from the technology committee and the showcase coordinators, the Template Design Team will create a standardized draft template based on those recommendations. The template will be created in Dream Weaver. It will be created so that minimal knowledge of the software will be necessary for students to create a quality, standardized format electronic portfolio. Dream Weaver is the software of choice, as it is widely supported throughout the district, allows for web-based portfolios, and is already in place throughout the school’s classrooms and computer labs. June Ahn writes in The Journal (Technological Horizons in Education), that

“A larger audience could now access Web-based portfolios anytime and anywhere an Internet connection existed. Digital versions of student work could be stored efficiently, providing increased access to student artifacts. Finally, converting student work into digital formats provided new and innovative ways to organize, search through and transport e-portfolios. (Ahn, 2004, p. 2)

It is this new flexibility and versatility that compels Arroyo Seco to modernize its Showcase Portfolio culmination activity.

Day 2b: The Student Documents Support Team will design a protocol for a standardized process of scanning, converting, uploading, and collecting electronic media. This process will be taught to all staff members involved and all students trained to be technology aides during the second semester.

Day 3: Technology committee reconvenes with showcase coordinators to present web based portfolio template and protocols. Technology committee makes final recommendations for trial showcase. Chuck Good, associate principle investigator, will be responsible for any modifications to the original template based on the committee’s recommendations.

Within the next 10 days, Olson and Good meet with Dr. Herr of CSUN to review the template for problems, recommendations, and advice.

October

On the first Saturday of October, the Template Design Team and the Protocol Team present the template and protocols to Arroyo Seco’s professional development team. Each staff member not receiving a stipend from the grant will be paid at the district’s hourly rate for their time.

Staff Development

Day 1: The professional development team will develop methodologies for teachers to use to redesign their favorite standards based alternative assessments to be technology based. It is critical that the staff be trained to focus on standards when developing or adjusting their lessons, especially major projects or assessments that are normally included in the showcase portfolio. Dr Helen C. Barrett of the University of Alaska, Anchorage, cites the importance of standards based portfolios:

“Without standards as the organizing basis for a portfolio, the collection becomes just that...a collection, haphazard and without structure. High technology disconnected from a focus on curriculum standards will only exacerbate the lack of meaningful integration of technology into teaching and learning” (Barrett, 2008).

Day 2: The Technology Education Team drafts a curriculum to use to train the students who will sign up in the spring for the student technology team. This curriculum will outline what skills these
students will need to learn in order to serve as technology assistants (TA’s) to their teachers and teammates.

Day 3: Staff development buy back day. On this third day, the staff development team and the team designing the curriculum for the TA’s will present to the staff. Staff will then work with their departments to share ideas and strategies to implement the new guidelines for the portfolio.

During the last weeks of October, all staff members will be given release time by departments for training in the template and protocols that will be used by their students (see timeline). Each staff member will be trained to convert hard copies to PDF’s, take and transfer digital photographs, and upload electronic files to a mock website on the server. They will then learn how to attach those files to the appropriate links in the student template. This training is not to make the staff experts, but to give them a basic understanding of what the students will be creating. This will give them a better perspective on how to adjust, modify or recreate some of their assessments.

December

The Grant Committee meets to select or confirm two 8th grade teams participating in this year’s trial electronic showcase, based on feedback from the 8th grade teams after their training and practice sessions. The portfolio completion rate, quality, and evaluator comments will be compared to the two 8th grade teams with notebook based portfolios. Evidence from one study demonstrated that:

“…undergraduate students with e-portfolio artifacts had significantly higher grade point averages, credits earned and retention rates than a matched set of students without e-portfolio artifacts,” (Knight, Hakel & Gromko. 2006, p. 6)

January 2009

Upon the receipt of hardware, the committee and technician will see to the placement of scanners in primary computer lab, distribution of scanners to team technology leaders for classroom use and to the distribution of digital/video cameras to elective teachers for student use to document activities.

March, 2009

At the start of the fourth quarter, the hourly teacher starts. The teacher will work without students for one week of orientation and scheduling. He or she will work with members of the Grant Committee. At that point, the participating teams will begin a rotation through the lab to begin creating their electronic showcase portfolios. Each day of the rotation, a different teacher from the team will meet with their class in the on-site computer lab dedicated for this quarter for showcase portfolio development. Teams will arrange actual scheduling, but typically, a student from each team would visit the lab one day for each core class, math, English, science, history each day of the week. On the fifth day of the rotation, an elective teacher would bring in their classes. The hourly teacher will run the lessons and the classroom teacher will act as a facilitator, helping students determine the assignments they want to include, while the hourly teacher takes students through the actual training of using the Dream Weaver template. At the end of the week, the second participating team would rotate in for a week, and the teams would switch off every other week. This schedule will give the students twelve to sixteen hours of time to develop their portfolio while having a minimal impact on any one teacher or subject. Classroom teachers and hourly teachers will daily assess student websites and make teaching adjustments (formative assessment).

During this same time frame, the student technicians TA elective starts. Students interested in becoming TA’s will be recruited equally from all teams which will provide each team with 4-6 TA’s that will be available to help team teachers with the process. These students must pass a skills test (summative assessment) before they will be certified to work as a teacher’s assistant.
**May, 2009**

Showcase portfolio presentations. Two teams will present their binder based showcase portfolios to community volunteers in the library and the multipurpose room. The other two teams who have electronic portfolios will be present in the largest lab. Each evaluator will meet with two students, and each student will have 15 minutes to present their portfolio. At the end of the session, all staff, students and participants will take an exit survey which will be comparable to the one given the previous year. This survey will be evaluated and compared with the previous year by the Grant Committee and will be used to make recommendations and changes during the second year of the grant (*Summative Assessment*).

During the days following the showcase presentation, two 7th grade teams will go through the rotation for initial exposure to what they will be doing the following year.

**School Year 2009-2010**

**August**

Buy Back day: Workshops on portfolios to reintroduce staff to the grant. This year all 8th graders will create an electronic portfolio. The Showcase Committee will set standards of excellence for portfolios and creates a script for student presenters to follow for their presentations.

**September**

All 8th grade teams and electives will be given release days to plan together for showcase collections, share ideas and divide up responsibilities. Each team will have staff members and student teacher assistants (trained 7th graders from previous year) to start saving projects as they are completed. All 7th grade teams will be given release days to plan together for collecting and organizing student work.

**January, 2010**

The hourly technology teacher returns for the second semester. The same protocols with any recommended modifications will be followed as were used in the first year (see March 2009). The teacher will work for one semester instead of one quarter, and will accommodate all four 8th grade teams in the rotation. At this time the Student Technicians TA elective starts. The third quarter will be for training recruited eight graders to assist their teams with showcase portfolios. During the fourth quarter, the elective will train 7th grade recruits to help their teams wrap up the year and to prepare a core of knowledgeable students for the next academic year. Again, classroom and hourly teachers daily monitor quality and progress of student progress towards completing their websites (*formative assessment*).

**May, 2010**

Students will prepare for showcase portfolio presentations by sharing and evaluating each other’s portfolio website (*formative assessment*). Students will make practice presentations on Smart Board.

The portfolio is viewed as a personal, learner-in-control tool. It is treated as central to the learning and assessment process. (*Knight, Hakel & Gromko. 2006, p. 6*)

**May 19, 2010**

All students will present their electronic portfolios throughout the school’s four computer labs. Community volunteers fill out students’ evaluation sheet* commenting on content, presentations, and professionalism. Exit interviews* completed by all participants (*summative assessments*).

**June 2010**

The Grant Committee members will evaluate the program of the last two years, and identify writers from within school to write up the findings of the project. Committee will look into presenting those findings at schools within the district, the school board, and one or more educational conferences.
DISTRIBUTION AND CONTINUATION

Distribution

Each year the showcase event at Arroyo Seco brings out citizens, business partners, and dignitaries to participate in the evaluation process. This is a very positive public relations event for the district and the district has long been supportive in its success.

After the findings are written up, the Grant Committee will approach the District and ask to present their findings and samples of actual student portfolios to our feeder high school, Saugus High School. At that time, we would encourage Saugus to put together a committee to find a way to continue the program at the high school. Since the servers, software and infrastructure will already be in place, the High School should be able to seek funds of its own to continue the portfolios at the high school level. There might even be avenues for collaboration and design of a template that would accommodate a student’s portfolio from grade 7 through grade 12.

The Committee will also see to present its findings, the bumps and high points of the project at a state Educational Convention. Many schools do not have portfolio programs school wide, and fewer have web-based projects. What Arroyo Seco learns from its conversion experience would be of value to many other schools entertaining the same idea.

Finally, since the student’s portfolios are housed on a district server, parents, teachers, counselors and even colleges can be given ongoing access to a students collection of standards based assessments and best work to help evaluate the paths and progress each student is making.

Continuation

The hourly teacher hired for this project was intended to be a facilitator to help teachers become comfortable with the process of taking their students to a lab to work on portfolios. The program will only continue successfully if the teachers take it upon themselves to train the students in the use of the Dream Weaver portfolio template. Recognizing that ongoing training and support for staff will be vital for the continuation of the program, the following sources of support will be pursued.

SIP: school site council. The school site council already approves SIP funded days for teams and departments to get together and collaborate. If the program is successful, site council will be asked to support some training days to address teacher and student needs.

Businesses from the community who are active participants in the showcase day: will be solicited to support a fund for hiring an hourly teacher, on a progressively scaled back schedule, until teaching staff has fully assimilated the process of teaching and supporting electronic portfolios.

Grants: Members of the original committee will seek other grant sources for further funding of release time, training, hardware and other issues as needed.

District: The district technology plan has a three year replacement cycles on all servers and the district will continue to support the project by maintaining the server for our school and other schools that may come on board.
TIMELINE

5/5/2008 Showcase exit survey writers: substitutes required for: Dannerth, C. Tracy
5/16/2008 Scheduled showcase day. Exit survey
5/20/2008 Data entry from survey: Loleen Beekman, classified sub 3 days @ 13.25 @ 8 hrs
8/1/2008 Post position for certificated technology teacher; order scanners, digital cameras, video cameras.
8/26/2008 Presentation of Grant to Staff
9/1/2008 Day 1: Technology committee meets with Showcase coordinators. Substitutes required for Olson, Good, Hermelin, Ross, Novean, Dannerth, Bowers, Oatey, (Christol Tracy: English Dept Chair)
9/2/2008 Day 2a: Template Design Team creates a draft template. Substitutes required for Olson, Good, Duran. Day 2b Student Support Team designs protocol for standardized process. Substitutes required for Hermelin, Ross, (Bruce Tracy, school webmaster: Von Hougo, video production).
9/6/2008 Olson and Good meet with Dr. Herr between 9/8 and 9/12 Olson/Good
10/4/2008 Template Design team and Protocol team presents template and protocols to staff development team: $33 hour hourly rate for non stipend staff @ 6 hours. Participants: Olson/Good/Hermelin/Ross. Daily rate for Ainalian, Hammer, Edmunds, Monteonele, Oatey, Hougo
10/7/2008 Developmental development team: Develops methodologies for teachers to use in redesigning alternative assessments. Subs for Ainalian, Hammer, Edmunds, Monteone
10/7/2008 Technology Education Team drafts a curriculum to use to train student technology team members. Substitutes required for Oatey, (Von Hougo, student video production, technology teacher)
10/10/2008 Staff development buy back day: Provided for in district technology plan Presentation of methodologies for standards based technology driven assessments
11/15/2008 7 Science Teachers and 2 inclusion SP ED in-serviced on showcase template and protocols. Substitutes required for Olson, Ross, and 9 staff.
11/16/2008 8 Math teachers in-serviced on showcase template and protocols. Substitutes required for Good, Hermelin and 8 staff.
11/22/2008 8 English teachers in-serviced. Substitutes required for Olson, Hermelin and 8 staff.
11/24/2008 4 elective, 5 PE and ELL teacher. Substitutes required for Duran, Ross and 10 staff.
12/1/2008 Grant Committee meets to select or confirm two 8th grade teams participating in this year’s trial electronic showcase
3/24/2009 Hourly teacher starts: 1 week of orientation and scheduling. 1 quarter = 9 weeks.
3/31/2009 Rotation of two participating teams starts.
5/18/2009 Employ classified office staff for to organize evaluator volunteers Loleen Beekman: 20 hours per week @ 2 weeks @ $13.75 per hour
5/18/2009 Showcase Presentation Lunch and refreshments for community evaluators
8/14/2009 Staff development buy back day: workshops on portfolios
9/1/2009 September 2009, 7th grade and 8th grade team release days to plan together for showcase collections, share ideas and divide up responsibilities.
9/2/2009-9/10/2008 Team planning release time. Multiple sub days required, see budget.
1/11/2010 Hourly teacher returns for 1 semester 1 Semester 18 weeks
5/18/2010 Team rotations and Student Technicians TA’s elective starts.
5/18/2010 Employ classified office staff for to organize evaluator volunteers. Loleen Beekman: 20 hours per week @ 2 weeks @ $13.75 per hour
5/18/2010 Showcase Presentation Lunch and refreshments for community evaluators
5/18/2010 Exit Survey and Exit interviews of community and students
6/15/2010 Write up of findings after two years:
Olson, Hermelin, Bowers, Dannerth, C. Tracy, Ross: 3 days @ $33 @ 6hrs @ 7staff
Post Project: Presentation of Showcase @ Convention
3 presenters: accommodations, stipend, food, travel. $1600.00
<table>
<thead>
<tr>
<th>payee</th>
<th>Up front costs</th>
<th>calculation</th>
<th>Quantity</th>
<th>subtotal</th>
<th>Running balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost</td>
<td></td>
<td></td>
<td></td>
<td>$100,000.00</td>
<td></td>
</tr>
<tr>
<td>Olson</td>
<td>stipend for primary investigator</td>
<td>2 years @ 1800 per year</td>
<td>1/2 per annum</td>
<td>$3,600.00</td>
<td>$96,400.00</td>
</tr>
<tr>
<td>Good</td>
<td>stipend for associate investigator</td>
<td>2 years @ 1800 per year</td>
<td>1/2 per annum</td>
<td>$3,600.00</td>
<td>$92,800.00</td>
</tr>
<tr>
<td>Hermelin</td>
<td>1/5 technology coordinator's stipend</td>
<td>2 years @ 1500 per year</td>
<td>1/2 per annum</td>
<td>$600.00</td>
<td>$92,200.00</td>
</tr>
<tr>
<td>Ross</td>
<td>stipend for site technician</td>
<td>2 years @ $150 per month @ 10 months</td>
<td>1/2 per annum</td>
<td>$3,000.00</td>
<td>$89,200.00</td>
</tr>
<tr>
<td>Equipment</td>
<td>scanners, cameras, digital video, smart boards for training and demonstrating how to present</td>
<td>not to exceed $10,000 one time cost</td>
<td></td>
<td>$9,977.37</td>
<td>$82,822.63</td>
</tr>
<tr>
<td>10%</td>
<td>district administrative costs</td>
<td>server upgrades, etc.</td>
<td></td>
<td>$10,000.00</td>
<td>$72,822.63</td>
</tr>
<tr>
<td>consulting</td>
<td>Honorarium for Dr. Herr, consultant</td>
<td>consulting honorarium one time</td>
<td></td>
<td>$600.00</td>
<td>$72,222.63</td>
</tr>
<tr>
<td>district technology technician to cover for Ross</td>
<td></td>
<td>12 days @ 8 hours @ $13.25 per hour</td>
<td>12</td>
<td>$1,060.00</td>
<td>$71,162.63</td>
</tr>
<tr>
<td>annual Data entry from survey required for each of 3 years</td>
<td>classified Clerical 3 days @ 13.25 @ 8 hrs</td>
<td>9 days</td>
<td>9 days</td>
<td>$954.00</td>
<td>$70,208.63</td>
</tr>
<tr>
<td>annual Employ classified office staff for 2 weeks to contact and organize evaluator volunteers: required for each of 2 years</td>
<td>20 hours per week @ 2 weeks @ $13.75 per hour @ 2 years</td>
<td>80</td>
<td>80</td>
<td>$1,100.00</td>
<td>$69,108.63</td>
</tr>
<tr>
<td>annual Showcase Presentation</td>
<td>Lunch and refreshments for community evaluators</td>
<td>2 incidents @ $500</td>
<td>2 incidents @ $500</td>
<td>$1,000.00</td>
<td>$68,108.63</td>
</tr>
<tr>
<td>10/4/2008 SATURDAY: Template Design team and Protocol team presents template and protocols to staff development team: $33 hour hourly rate for non-stipend staff @ 6 hours</td>
<td>$33 @ 6 hr @ 6 staff</td>
<td>6</td>
<td>6</td>
<td>$1,188.00</td>
<td>$66,920.63</td>
</tr>
<tr>
<td>6/15/2010 Write up of findings after two years Olson, Hermelin, Novean, Monteleone, Bowers, Dannerth, C. Tracy, 3 days @ $33 @ 6 @ 7 staff</td>
<td>$4,158.00</td>
<td>7</td>
<td>7</td>
<td>$4,158.00</td>
<td>$62,762.63</td>
</tr>
<tr>
<td>3/24/2009 Hourly teacher starts: 1 week or orientation and scheduling</td>
<td>1 quarter 9 weeks</td>
<td>9</td>
<td>9</td>
<td>$14,850.00</td>
<td>$47,912.63</td>
</tr>
<tr>
<td>1/11/2010 Hourly teacher returns for 1 semester</td>
<td>1 Semester 18 weeks</td>
<td>18</td>
<td>18</td>
<td>$29,700.00</td>
<td>$18,212.63</td>
</tr>
<tr>
<td>Over 2 years: see timeline</td>
<td>Staff Development Substitute Release days</td>
<td>133 days @ $110 per day</td>
<td>133</td>
<td>$14,630.00</td>
<td>$3,582.63</td>
</tr>
<tr>
<td>reserve</td>
<td>unspecified Substitute days for unanticipated release time</td>
<td>$110 per day @ 10 days</td>
<td>10</td>
<td>$1,100.00</td>
<td>$2,482.63</td>
</tr>
<tr>
<td>distribution</td>
<td>Presentation of Showcase @ Convention: 3 presenters:</td>
<td>accommodations, stipend, food, travel 3 @ $600</td>
<td></td>
<td>$1,800.00</td>
<td>$682.63</td>
</tr>
<tr>
<td>Office</td>
<td>Postage, Mailings, Office supplies</td>
<td></td>
<td>Incidents</td>
<td>$682.63</td>
<td>$0.00</td>
</tr>
</tbody>
</table>
Budget Justification

Line items 2-4: Stipends for major investigators and trainers: These four investigators will be asked to put in time and energy above and beyond their normal teaching day. Their responsibilities will require many extra hours during their normal workweek. The stipend is aligned with the level of extra service, within district norms, and commensurate with the experience and service years of those receiving the stipend.

Line Item 6:

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Quantity</th>
<th>Price 1</th>
<th>Price 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMART Board 680 77in. SMART Board</td>
<td>2</td>
<td>$1,999.00</td>
<td>$3,998.00</td>
</tr>
<tr>
<td>Optoma 2000 Lumens XGA DLP Projector</td>
<td>2</td>
<td>$599.99</td>
<td>$1,199.98</td>
</tr>
<tr>
<td>Kodak C713 7-Megapixel Digital Camera</td>
<td>4</td>
<td>$99.00</td>
<td>$396.00</td>
</tr>
<tr>
<td>Canon Vixia FS100 Camcorder</td>
<td>3</td>
<td>$399.00</td>
<td>$1,197.00</td>
</tr>
<tr>
<td>HP Scanjet G3010 Photo Scanner</td>
<td>15</td>
<td>$99.00</td>
<td>$1,485.00</td>
</tr>
<tr>
<td>HP Scanjet 5590 Digital Flatbed Scanner/Lab</td>
<td>1</td>
<td>$399.99</td>
<td>$399.99</td>
</tr>
<tr>
<td><strong>Total with tax ship @15%</strong></td>
<td></td>
<td><strong>$9,977.37</strong></td>
<td></td>
</tr>
</tbody>
</table>

This equipment will be placed throughout the school in classrooms and computer labs for students to access. Scanners will be available for students to scan hardcopies of work as PDF files. Digital cameras will be available to trained TA’s to photograph or video student work and activities: (Wood shop projects, artwork, foods projects, band performances, cheer performances, drama performances and other activities or projects as needed.) Smart Board and projector will be used in 800 building computer lab where most training of students and staff will occur. Smart Board will enhance teacher understanding of the template and functions of student portfolios, and will enhance student’s training by allowing practice demonstrations of portfolio presentations to be acted out.

Line item 8: Consulting fee for ongoing evaluation and advice from Cal State Northridge.

Line item 9: Ross, site technician, will be involved with teacher training during the course of the project. The project will fund 12 days of technician substitute hours to cover Ross’s daily duties when he is involved with training.

Line items 10-11: Clerical help. This expense is required to hire extra office support staff to input data from exit surveys and interviews and to enlist community volunteers to participate in showcase.

Line item 12: To ensure the goodwill of the community members taking time off work to participate as evaluators and to allow them sufficient time to work with students, lunch will be provided for all community volunteers and dignitaries involved during the showcase presentations.

Line items 13-14: Hourly rate paid to teachers for initial planning of staff development presentations and help in coding data from survey and writing up final findings from the project. The first activity will be on a Saturday, due to the number of staff out of the classroom. The second activity will be during the summer at the end of the project.

Line items 15-16: Salary for hourly certificated technology teacher.

Line items 17-18: Substitute coverage. Arroyo Seco has a very strong, professional staff. In house we have teachers with many talents and areas of expertise. All facets of the program can be addressed with the talents of one or more staff members. Arroyo Seco is a very collaborative school, and has a history of school wide programs that have been successful: teaming for small learning communities, school wide writing project, special education and ELL inclusion team program. Teams and Departments take advantage of SIP funded collaboration and planning days each year. The substitute coverage will allow every teacher at least two days of training and collaboration over the course of the project. Substitute release time is one of the core components of the project.

Line item 19: Anticipated cost of sharing the results of our conversion at a state or national conference.

Line item 20: Office expenses, including mailings, printing, and other supplies.
Resume: John Olson

Education

California State University Northridge
- MA Science Education

California Lutheran University
- Bachelor of Arts: English
- California Multiple Subjects Credential (K-12) (Life)
- Computers in Education Certificate

Teaching Experience:


Arroyo Seco Junior High:
- 8th Grade Physical Science, Teen Issues
- Science Department Co-Chair (5 years)
- School Leadership Team (ASC)
- Advisor: Literary Magazine Club 5 years
- Home Study Teacher for housebound student 1 and ½ years
- After School Teacher Tutor and Intervention teacher
- Teacher of the Year ASJHS, May 2005

- GATE Instructor:
  - Rio Vista, Charles Helmers, North Park, James Foster
- Classroom Teacher, Grades 5/6. (Rio Vista)
- Computer Lab Specialist (K-6)
- Science and Technology Center Project (grades 3-6)
- Teacher Training on New Computer systems: (District Grant)
- Golden Oak Service Award. Charles Helmers PT A

Rancho Bernardo, CA

Pleasant Valley School District: Camarillo, CA
Las Colinas Middle School: 1982-1990: Grades 6, 7 and 8
- Life, Physical, Earth Science, Discovery Lab
- Microcomputers, Yearbook, Journalism
- Set up school's first computer lab.
- Developed computer curriculum for 6th and 8th graders.
- Input on design of 2 new computer labs.
- Authored software for middle school report cards.
- PT A Honorary service award.

El Rancho School

Beyond the Classroom
- Newton and Copernicus: A science-themed online cartoon strip featuring two lab rats
- Crafter of wooden toys
- Backpacker: High Sierras, Channel Islands
REFERENCES


