

**A School in Crisis:
A Quest to Help One Class at a Time**

**A Project Report Presented to the
Faculty of Spring Arbor University**

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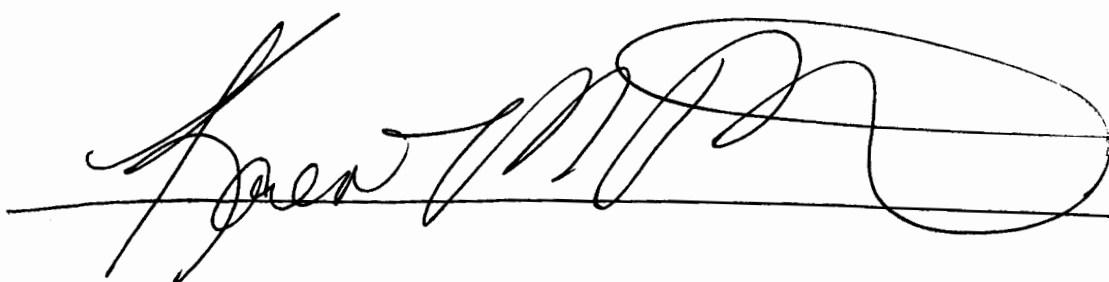
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Abstract

The purpose of this Option Two project was to obtain the funds for school supplies/ manipulatives in the Vanderbilt School district.

In the Vanderbilt Area School district, many programs have been cut due to lack of funding. One of the areas that suffered from budget cuts was the funding for school supplies. Out of the small budget each teacher is given for the year, they must buy the entire everyday classroom supplies including paper, pencils, etc. After these needs have been met, there are not a lot of funds left to buy manipulatives, or luxury supplies such as construction paper or markers. Without these tools, teachers are not able to teach creative hands on lesson plans. The objectives of this thesis were to decrease the spending of teachers personal funds on classroom supplies, and to increase the use of hands-on lesson plans in the classroom.

A submission of a grant proposal was selected because of the need for funding for classroom supplies. The grant was for a project that created a hands-on lesson plan for an individual classroom. The particular project was for the 3rd/4th grade classroom. Students were to create a backpack based on the measurements and conversion of measurements the pupil learned in the lesson previous to this project. The supplies for this project were more than the teacher could afford, and without this grant would not be able to use in the classroom.

A survey was presented to the teaching staff at Vanderbilt Area School. The results showed that the majority of teachers believed hands-on projects would increase the comprehension of the lessons presented. In addition, the survey determined that teachers believed there was a funding problem when it came to supplies in the classroom.

It was concluded that hands-on projects, aided by supplies, increase the comprehension of lesson plans. It can also be determined that there is not enough supplies in the classroom due to lack of funding. If the funding for the supplies were available, lesson comprehension would increase.

Based on the results of this study, it is recommended that funding be obtained through other means than a grant. The grants available to teachers are much too limited to make a significant difference in the funding problems.

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Everyone has the right to an education. Upon looking at this statement, one might notice something missing- the word, quality. Some would say the word quality was implied. What if it is not? What if a school system could only provide a basic education? In which the revenue that the school system was bringing in was barely enough to pay the utility bills? It is a terrible thought, but Vanderbilt Area School is facing this exact situation. The lack of funds has brought many difficulties to this small school district and it shows. Due to the lack of funding, classes were eliminated, grades have been consolidated, and teachers are forced to rely on the materials already provided by the school to conduct lessons. Many of the materials are outdated, and ineffective, and without extra funding, it is difficult for teachers to have creative lesson plans. The purpose of this project was to obtain a grant used to fund projects that made creative uses of common teaching aids, to approach curriculum from an imaginative angle or to tie non traditional concepts together for the propose of illustrating commonalities. The funds obtained by this grant will be used in the 3rd/4th grade classroom at Vanderbilt Area School.

One School- Many Problems

Vanderbilt Area School is a small school in the village of Vanderbilt. Unlike most schools, this school has kindergarten through 12th grade students in one building. There are 197 students, 18 teachers, and the principal of the school who also serves as the superintendent.

In 1997, there were over 300 students enrolled. Currently fewer than 200 students attend Vanderbilt School. With approximately one third of the students gone, the budget of Vanderbilt schools has been cut significantly. With these circumstances, the future of Vanderbilt School could be in jeopardy.

Due to declining enrollment and reduced state and federal funding, many members of the community have lost faith in the school system. Community members believe that because the school is lacking in budget, it is also lacking in quality for students. Because Vanderbilt School, and the surrounding school districts are open for enrollment, some parents have taken students out of the school system and the students elsewhere. Parents believe if the student will have more of a chance of success in a thriving school district.

For years, Vanderbilt has been viewed in a negative light. Surrounding areas have classified the school and the town as a low class community. This has crushed the morale of the students and staff. Many of the teachers have been there for years and much of the curriculum that is taught is the same material that has been taught for years. With the combination of low confidence and routine lessons, the students are not excited to learn and the staff is not excited to teach.

The organizational structure of this school is vertical. The decisions made for the school are made by the school board. These seven people are elected by the village in annual elections. Members of the school board serve two to four year terms. The school board bases their decisions from information received by teachers, students, and the principal/superintendent, Mr. Lidel. The school board tries to make decisions to benefit the school, however, with a deficit budget, and enrollment on a continual decline, the school board is primarily focused on keeping the school open.

In this past year, the school system has been facing many problems. As stated before, Vanderbilt School has lost over 100 kids since 1997. In such a small school district, this is a problem. Most of a schools budget is based on how many students are enrolled. School districts receive most of their money from the state of Michigan. Every

fourth Wednesday, schools turn in their enrollment figures to the state so the state can then determine how much the school will receive. At Vanderbilt Schools, every student is worth approximately \$6700. When 100 students leave the school district, over half a million dollars is automatically lost. It is extremely hard to run a school when this much revenue is lost. Mrs. Bonter, the school districts previous superintendent, told the school board that in order to be out of debt, the school would have to obtain 50 more students. In order to be stable, they would need their enrollment to be around 301 students- 50% more than are currently enrolled.

The programs and classes the school offers is directly affected by how many students are enrolled. When enrollment goes down, and programs need to be cut, parents get discouraged and children are placed in other schools. This just exacerbates the situation. Currently, the school has cut programs as far as possible. In the elementary, grades have been combined to be taught by one teacher. At the high school level, instructors are teaching more than one subject. Mr. Lidel has even taken on teaching, along with running the school.

The Vanderbilt School Board was faced with a very difficult position. How would it be possible to cut back programs that were as basic as they could be already? The school board was able to save some money by combining the superintendent and principal position. Some of the support staff positions were also eliminated. However, they were still in the red. Without clear answers in sight, the school board adopted a budget that had a \$285,000 deficit. In the state of Michigan, it is illegal for schools to have a deficit budget, but without any clear answers, the Vanderbilt School board did not have a choice.

Challenged with such a problematic situation, the school board invited a consultant in. Carl Hartman, from the Michigan Association of School Boards, reviewed the way Vanderbilt School was currently run. Suggestions were to convert Vanderbilt Schools to a kindergarten through eight grade school, and send the high school elsewhere. Other suggestions were an annexation, consolidation, or to close the school entirely. These suggestions were quite troubling to the Vanderbilt community.

If Vanderbilt school were to consolidate with another school, it would be a laborious, expensive process. In the consolidation process, two schools are combined to make a new one. One of the first steps in this process is to have voters from both communities decide if consolidation could be used. If voters voted against consolidating, the process ends. If voters decide to go forth with this process, the newly combined school needs to take on a new identity. The schools being considered are no longer permitted to keep their old name or mascot. This process can be quite costly.

The consolidation process is a very demanding process, and many schools prefer to avoid it, instead opting for annexation. In the annexation process, one school, usually the larger of the two, takes over another school. The annexed school is absorbed by the other and takes on the identity of the absorber.

The school board felt that every option should be explored. The board met with other area schools to talk about both annexation and consolidation. However, the talks did not pan out and neither option was considered further.

With options reduced, the school board decided to press on with the current school year.

One Person, One Classroom

During the year, each teacher is provided with \$1000 for classroom materials. This may seem to be a good amount of money for classroom activities, however, the law states that a teacher must be able to provide paper, pencils, and any other necessity a student will need in the classroom. When the cost of these materials for an entire year is subtracted from the \$1000 budget, there is little money left to work with. Many teachers will use the salary the school provides to buy supplies for their classroom to enhance lessons. However, it can become extremely costly for one person to supply each pupil with supplies. Although educators can claim this amount on tax forms, teachers do not get a complete refund of what is spent. In previous years, many volunteers have been adopting a classroom. With this program, community members donate funds to certain classes to help teachers for purchasing supplies. Last year, local citizens and businesses provided \$3000 for classroom supplies. While these donations helped, the classrooms could always use more money.

It would not be possible for one person to fix the financial troubles of an entire school district, so the focus of this project will be much smaller. The grant that will be written will focus on funding for classroom supplies. If the money is rewarded it will do two things. It will first free up more money out of the teachers budget for other projects and supplies. The more projects and manipulatives a teacher can use in the classroom, the more students will learn. If this money is granted, it will also help students become interested in what is being taught. When a student is able to participate in what is being taught, rather than listening or writing, a student learns better. If students are able to comprehend one subject, many times it helps in other areas.

Conclusion

There should not be financial limits when it comes to creating curriculum. Each student should be entitled to a quality education, however, when the budget does not allow this, it does not always happen. It will be a challenge to get the financial situation in Vanderbilt School settled. However, “A journey of a thousand miles begins with a single step” - Confucius

Definition of terms

Open Enrollment: When a school district allows students to transfer into or out of the school district into or from another school.

Manipulatives: Tools meant to teach a lesson.

This chapter presents a literature review that will highlight significant issues surrounding the importance of school supplies and the use of educational tools in the classroom. There have been many studies on how a person learns, and how educational tools, or manipulatives as they will be called in this chapter, enhance a person's ability to learn.

This information is relevant to obtaining a grant in order to receive funds for classroom supplies. In order to apply for the right grant, one must understand the importance of manipulatives and supplies in a classroom. The knowledge of this will reflect in the grant application and will increase the chances of winning a grant.

How Manipulatives help with the Learning Process

There is an ancient Chinese proverb that says, "I hear, I forget. I see, I remember. I do, I understand". This is nowhere more evident than in a classroom. In 1996, Bradstreet said that, "Learning is situated in activity. Students who use the tools of their education actively rather than just acquire them build an increasingly rich implicit understanding of the world in which they use the tools and of the tools themselves" Hands on learning, or learning by doing, is one of the most effective ways to engage students in learning. Hands on learning, which in most cases requires manipulatives, improves a student's critical thinking skills. According to Bloom (1956), there are six different levels of learning. The first being knowledge which is the ability to recall information, then comprehension which is where one can understand a problem, the third level is application which is the ability to use the concept in a new situation, the fourth is analysis which is examining and breaking information into parts by identifying

motives or causes; making inferences and finding evidence to support generalizations.

The fifth concept is synthesis, which is compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions. The final category is evaluation, which is presenting and defending opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria. Hands on learning is essential to Bloom's taxonomy. In order to prove that the higher levels of Bloom's taxonomy have been achieved, some action, or involvement by the learners must take place. (Clark, 1999)

Memorizing facts and understanding information are two extremely different things. Students typically remember 20% of what is read; 20% of what is heard; 30% of what is seen; 50% of what is seen and heard; 70% of what is seen, heard, and discussed; and 90% of what is seen, heard, discussed, and practiced. (Dale, 1969) According to this, one learns the best by actively participating in the learning process, not just by reading or listening. Charles Barman (2004) developed a method of learning for the National Science Foundation called Discovery learning. The first phase of this is called exploration. In this process, the teacher observes students with manipulatives. Students gather information about the objects that are being presented and are given the opportunity to take stuff apart. In the second phase called concept introduction, the teacher takes an active role and uses manipulatives and visual aides to introduce the concept. The third and final phase of this is called concept application. During this phase, the students are presented a new problem, and must solve it based on previously learned information.

Without learning manipulatives, the learning process cannot be fulfilled. Hands on learning is essential for both Discovery Learning and Bloom's taxonomy. In order to

fully assess the knowledge of one student, that student must be able to exhibit his or her knowledge. Without manipulatives, they are unable to do this.

Lack of Supplies

Schools all over the country are facing cuts in their budgets. Unfortunately, one of the first things to be cut from the budget is the funds for classroom supplies.

In Elizabeth, North Carolina, the school district has been facing budget cuts for three years. The first two years, the school district tried not cut money from the budget that directly effected the education in the classroom. However, faced with a third year of budget cuts, school supplies were cut this year, along with textbooks and teacher training. (Freeman, 2005) Unfortunately, this is becoming too common for school districts.

It is common knowledge that teachers are not the highest paid profession in the United States. In the San Francisco area, teachers in the poorer school districts were paid, on average, \$8,355, less than other educators at more prestigious schools. The lack of funds at these schools is not just a burden on the school district, but on the teachers. Out of the small paychecks the teachers receive, it is expected that those teachers supply their classrooms as well. (Knight, 2005)

A survey by Scholastic asked 400 teacher of the year recipients what they wanted the most, it was respect. Many people do not realize the cost of the school supplies to teachers. Teachers believe that low pay, and lack of supplies is a sign of disrespect. (Nissen, 2000) In 2005, Lu Battaglieri, the president of the Michigan Education Association sided with these teachers on the respect issue. The article stated that

Michigan wanted teachers to give more sacrifices, take pay and benefit cuts. Battaglieri points out that teachers continually buy classroom supplies, and take cuts.

One state is trying to shift more money to the classroom, but it is still a struggle. In Indiana, Governor Mitch Daniels would like to shift more money to the classroom, and less to the administration. As it stands now, 61 cents per dollar goes to the classroom. If the state could make it 65 cents per dollar, the increase in classroom funding would be \$300 million annually. Daniels has already negotiated with one business that provides a discount on school supplies for educators. It may not be a solution but it is a step in the right direction. (Weidenbener, 2005)

Creative Ways to Supply a Classroom

As stated above, supplies in are sparse in many areas. Educators have come up with many different, creative ways to fund getting supplies for their classroom. The methods of receiving school supplies that are listed below do not depend on the budget of the already tight school district, but on innovation, persuasion, and perseverance.

In one school district in the San Diego area, like many others across the country, ask parents and community members for donations. This particular school district gets a budget of \$60 for classroom supplies for the year. The average teacher spends \$200 each year out of one's salary to pay for additional school supplies. Some of the teachers send home wish lists with students, some ask for cash donations. One classroom even started a website with a list of needed goods. The amount of supplies students have to learn on is directly affected on how much the community is willing to give. (Ireland, 2005) In many communities, lists of needed supplies are included with the local newspaper, or are posted in retail stores.

On the Education World website, a resource for educators, Seeman, (2004) published a most needed list for any teachers. The most needed items range from chalk and eraser, to carbon paper. Most of the items on this list do not cost more than a couple of dollars, but when you are buying for multiple students, can get expensive for just one person.

One innovated idea out of Florida has teachers working for supplies- but the teachers are not complaining. A nonprofit organization called, "A Gift for Teaching of Pinellas", started a program in St. Petersburg that is meant to help teachers out with much needed supplies. Each year, the organization asks for donations from area businesses, and holds a dinner to raise funds for the organization. With this money and supplies, a warehouse has been created. In the warehouse, all the supplies a teacher could need are housed there. Teachers are allowed to select 25 items to use in their classroom. In exchange, teachers must log three hours working for the organization. This eliminates the need to hire workers, and allows the organization to put more money into the warehouse, and less into costs. (Roberson, 2005) In Seattle, Washington, this idea has also been used by the organization School, Home, and Office Supplies Association's (SHOPA) Foundation. One student (his name is not given) is even quoted as saying, "have you noticed I'm not getting in trouble any more? I have so much great stuff to work with now, I want to be good". This organization relies on donations for their company to work. \$30 will stuff a new backpack with school supplies for a child who would otherwise go without. \$100 will pay for transporting \$3,000 worth of crayons, pens, pencils, books, erasers, and other school supplies. \$10,000 will pay for a forklift for the Kids in Need Resource Center. \$27,000 will pay a truck to

transport supplies to the Kids in Need Resource Center and to carry supplies to special distribution event. ("Kids in Need", 2003)

One of the most common ways to raise money for a classroom is through grants. One grant, sponsored by the SHOPA Foundation, recognizes the need for supplies to enhance learning. The SHOPA Foundation sponsors a Kids In Need Grant. Teachers apply for this grant by coming up with a creative lesson plan, and submitting it to the organization for further review. The lesson plan must meet state and federal benchmarks, and include a projected cost sheet. On a typical year, 180-200 grants are rewarded that range from \$100-\$500. The ideas for the projects cannot be a prepackaged lesson, or a field trip. The grants are awarded on innovation. (Delisio, 2005)

A lack of school supplies leads to a lack of education. If students and teachers do not have the proper teaching supplies, the learning process is not being fulfilled. Until schools are able to properly budget money for supplies, teachers will have to find creative ways to fund classrooms. It does not always have to come from a teacher's salary. With some creativity, and thought teachers are able to find funding for what they need.

The purpose of this project was to find a way to finance more supplies for classrooms. The first chapter highlighted the history of Vanderbilt Area School and identified any issues surrounding the setting of the problem. Also included in Chapter one was an overview of the scope of the project. Chapter two reviewed current literature on the need for school supplies in the classroom, how supplies affect learning in students, and how other schools have worked to increase funding for school supplies.

Chapter three will determine which option is best suited for this project. Since there are pros and cons to selecting any of these options, each will be addressed. The decision of selecting the best option will be made based on several factors, including ease of implementation and the amount of time needed for this project.

Option Selection

Option one asked that a specific intervention be developed to fix the problem stated. This option was considered but ultimately not selected. The main problem is trying to find funding for school supplies. Those who decide the budget for the school year are elected officials. The author of this thesis is not an elected official, and would not be able to implement a plan to satisfy the requirements of option one.

Option 3 was the Alternative Policy Decision. This option was not selected because of the same reasons stated above. In addition, both option one and option three would require revising the existing budget. As a school in debt, this was not a viable option. There simply is just not enough funding for more money for school supplies.

Option two, the grant proposal submission, was ultimately selected for this project. Vanderbilt Area School is a nonprofit organization, and is eligible for grants. This also solves the problem of finding room in the existing school budget to fund more

supplies for classrooms. The money will come from an outside source and will not take away from other areas that need funds.

In conclusion, a grant proposal will be created to raise funds for supplies for the classroom at Vanderbilt Area School. If the grant is approved, it will bring outside revenue for classroom supplies.

In the Vanderbilt Area School district, many programs have been cut due to lack of funding. One of the areas that suffered from budget cuts were the funding for school supplies. Out of the small budget each teacher is given for the year, they must buy the entire everyday classroom supplies including paper, pencils, etc. After these needs have been met, there are not a lot of funds left to buy manipulatives, or luxury supplies such as construction paper or markers. Without these tools, teachers are not able to teach creative hands on lesson plans. The problem then is this.

1. Lack of funds for school supplies
2. Lack of creative lesson plans.

Evaluation Objectives

Objective One. Within 6 months of receiving the grant, at least 50% of the teachers at Vanderbilt Area School will not have to spend personal funds on classroom supplies.

Hypothesis

- A. Teachers obtain supplies for the classroom by paying for items without funding from the school.
- B. Teachers will not need to use personal income to supply classrooms.

Objective Two. Within 6 months of receiving the grant, 30% more of lesson plans at Vanderbilt Area School will be hands on because the teachers will have the supplies and manipulatives to create such lesson plans.

Hypothesis

- A. Teachers do not have many hands on lesson plans because the supplies for the projects are expensive and there is not enough funding in the budget for such projects.

- B. Teachers will increase hands on lesson plans because there will be enough funds to buy supplies/manipulatives.

Description of the Proposed Intervention

As stated above, the writer is seeking improvement in the funding for classroom supplies. The writer of the grant will apply for funding for manipulatives for the classroom. The writer of the grant seeks funding for classroom supplies, or the funds for educational projects. If the grant is for manipulatives for the classroom, the manipulatives will be used to enhance understanding of a subject or topic the classroom is learning.

If the grant is for an educational project, the hands on nature of the project will require materials that will be funded by the grant. In the project, the students and teacher will first go over the lesson using traditional means, i.e. lecture, and worksheets. Once knowledge of the lesson has been established, the class will move on to the hands on project that the grant will fund. The teacher will first demonstrate how the project is to be done, then the students will work independently. The teacher will be in the classroom for guidance. Levels of competency in the subject will be demonstrated on how the project is completed.

Data Collection Plan

The survey will be an entire population survey. The writer will be surveying the 18 teachers that are employed by Vanderbilt Area School. The participants will be divided by age, degree level, sex, years teaching, and the level at which the teacher is currently instructing. The survey will be passed out to the individual mailboxes, and teachers will

be able to complete the surveys at one's leisure. It is not mentioned that the grant is for a specific classroom, to prevent bias.

The survey will be a self-developed questionnaire that has not been field-tested. The survey is for the total population of teachers in the Vanderbilt School district, and it would be difficult to test the survey on a small sample of teachers. Questions were developed by the writer to determine the needs and desires of the educators when it came to manipulatives in the classroom. Some questions were also taken from prior surveys regarding supplies and manipulatives.

Data Analysis Plan

For each hypothesis associated with each objective, the data analysis plan will be discussed.

For the objectives, Items 1 and 2 on the survey will be used to hypothesis 1, and Item 3 will be used to address the second hypothesis. The following tables will be constructed to help us if the hypotheses are true:

Item 1	Yes	No	Total
Do you believe that there is enough funding for supplies/manipulatives in the classroom?	#	#	#
	(%)	(%)	100%
	#	#	#

Do you believe there are enough supplies/manipulatives in the classroom?	(%)	(%)	100%
Item 2	Yes	No	Total
Is the lack of funding preventing you from having adequate supplies in the classroom?	#	#	#
	(%)	(%)	100%
Do you create lesson plans based on the supplies you have?	#	#	#
	(%)	(%)	100%
Do you feel your creativity in creating lesson plans is limited due to the lack of supplies?	#	#	#
	(%)	(%)	100%

Do you feel that the quality of a student's work increases when working with proper hands on supplies/manipulatives?	#	#	#
	(%)	(%)	100%
Do you feel that hands on projects will increase the understanding of your student's skills?	#	#	#
	(%)	(%)	100%
Do you feel that hands on projects will increase the application of lessons for everyday life?	#	#	#
	(%)	(%)	100%
Do you feel that hands on projects will construct new knowledge?	#	#	#
	(%)	(%)	100%

Item 3	Yes	No	Total
If more funding was provided for supplies in your classroom, would you spend less on manipulatives?	#	#	#
	(%)	(%)	100%
If you had more supplies/manipulatives, would you create more hands on learning projects?	#	#	#
	(%)	(%)	100%

If a majority of the respondents' answers "No" to the first question of item 1 and answer "yes" to questions 1-2 of Item 2, then it can be concluded that the first part of the hypothesis to Objective 1 is true. If at least 50% of the respondents answer, "Yes" to the first question of Item 3, it can be concluded that the second hypothesis is objective 1 is true. If less than 50% answer yes, it can be concluded that the hypothesis is not true.

If a majority of the respondents' answers "No" to the second question of item 1 and answer "yes" to questions 3-7 of Item 2, then it can be concluded that the first part of the hypothesis to Objective 1 is true. If at least 30% of the respondents answer, "Yes" to the second question of Item 3, it can be concluded that the second hypothesis is

objective 1 is true. If less than 30% answer yes, it can be concluded that the hypothesis is not true.

Limitations of the Data Collection Plan

Some teachers may not want to participate in this survey. To encourage teachers, the writer plans to include a set of dry erase markers for the classroom with each survey. After two weeks, if not all surveys have been turned in, the writer will send reminder letters to all teachers. Another limitation is if a teacher is on a long-term absence. In that case, the writer will send the survey to the teacher's home.

In the Vanderbilt Area School district, many programs have been cut due to lack of funding. One of the areas that suffered from budget cuts were the funding for school supplies. Out of the small budget each teacher is given for the year, the educator must buy the everyday classroom supplies including paper, pencils, etc. After these needs have been met, there are not a lot of funds left to buy manipulatives, or luxury supplies such as construction paper or markers. Without these tools, teachers are not able to teach creative hands on lesson plans. The following will examine the criteria the writer was examining when selecting a grant, the grants researched, and finally, the selected grant.

Criteria For Selection

The main objective of obtaining a grant is to acquire funding for supplies in the classroom. The writer is searching for a grant that provides funding for manipulatives for the classroom, or the funding for supplies for a project. The writer will research the grants and decide what grant is suitable for the situation. The writer is predominantly searching for a grant that allows teachers to be creative, and fund the teacher with the supplies to do so.

Actual Sources Researched

The first grant researched was the Lowe's Outdoor Classroom Grant Program. This grant was found online. The intent of the grant is to create an outdoor classroom or improve an existing outdoor classroom. The grant program's purpose is to provide schools with additional resources to improve their science curriculum by engaging students in hands-on experiences outside the traditional classroom. The program states

that it will award grants up to \$2,000 to at least 100 schools, and in some situations, a grant for up to \$20,000 may be awarded to schools with major outdoor classroom projects. This proposal is limited to outdoor classroom projects. All public K-12 schools are eligible to apply. Private schools may not apply for this grant. The grant does not have a deadline, and the recipients are decided in January, May, and September.

The next grant that was researched was the Kids in Need Teacher grant. This grant was found online. It is sponsored by the Jo-Ann Fabric and the SHOPA Kids in Need Foundation. The purpose of the grant is to fund projects that make creative use of common teaching aids, approach curriculum from an imaginative angle, or tie non-traditional concepts together for illustrating commonalities. Innovation and merit account for 40% of the evaluation. The proposed lesson plan must meet the requirements of the states benchmarks, and how they are relevant to the No Child Left Behind initiative. The grant amounts are for \$100-\$500. Applicants must come up with an original lesson plan. The grant will fund the purchase of supplies or materials that students need to create a product, conduct an experiment, grow or tend living things, or learn a new skill. The grant will not fund pre-packaged lesson plans, collections of books for the classroom, field trips, substantial equipment, admission fees, bus driver fees, or teacher compensation. This grant also will not fund pre-school projects. Applicants will learn if the grant was received two months after the deadline.

The last grant researched was the Tool Factory/ Olympus Classroom Grant. This grant was found online. The purpose of the grant is to enhance creativity and fun in the classroom. The applicant must submit a proposed lesson plan involving the effective use of digital cameras and software resources in the curriculum. The project must involve the entire class, or the opportunity for each student to do an individual project.

Proposed projects that do not include the entire class will not be awarded the grant. The applicant must also submit a budget for the lesson plan. All schools K-12 in the United States, and Canada are eligible to apply. The grant includes up to \$500 for the lesson plan, 3 Olympus 5.0 mega pixel cameras, 30 digital camera basic workbooks, and 1 Tool Factory site license to install on every computer in the school. The decision will be made 45 days after the deadline.

Final Selection of Sources

The writer was searching for a grant that provided funding for the entire school district, but was unable to find a grant that met that particular stipulation. All of the grants found focused on individual grades and subject areas. Therefore, the grant will be focused on one class.

The writer of the grant decided to choose the SHOPA Kids in Need Grant. The SHOPA grant was selected based on the flexibility provided with the grant. The writer of the SHOPA grant is able to create any lesson plan for any lesson. The writer of the grant was searching for a grant that provided funding for classroom supplies, or the funding for a particular project, and this grant met the criteria the writer had established.

The other grants researched were not as flexible. The Outdoor classroom grant would have taken considerable time and due to the time constraints on this project, the writer would have been unable to complete the grant. The Tool Factory/ Olympus grant would have been difficult to implement in the classroom. The grant only provided three digital cameras, but the focus of the project was supposed to be on the use of digital cameras. With more than 18 students in a classroom, three digital cameras would not have been enough. If students were to take turns with the cameras, the time needed to

complete the project would have been more than the writer would have been able to allot for the project.

At Vanderbilt Area Schools, the funding for school supplies is lacking. The writer is attempting to remedy this problem. The past chapters have examined the problem in detail, chose a means of obtaining money for these supplies, and talked about what could result from remedying this problem. This chapter will examine the data the writer collected and prove if the hypothesis's are true. All data was collected using the entire population of teachers. Calculations were obtained by calculating the percentage, and the significance was calculated by using the Chi-square model. There were a total of 18 teachers.

Objective One

Within 6 months of receiving the grant, at least 50% of the teachers at Vanderbilt Area School will not have to spend personal funds on classroom supplies.

Currently, most teachers are using personal funds to pay for projects and supplies in the classroom. The school is unable to fund enough money from its budget to pay for these supplies. If there was another source of funding, such as a grant, teachers would not have to spend as much.

Hypothesis A

Teachers obtain supplies for the classroom by paying for items without funding from the school.

Table 1		
Do you believe that there is enough funding for supplies/manipulatives in the classroom?	Yes	No
	2	16
	11%	89%
Is the lack of funding preventing you from having adequate supplies in the classroom?	Yes	No
	2	16
	11%	89%
Do you create lesson plans based on the supplies you have	Yes	No
	11	5
	72%	28%

The results of the survey seem to support the hypothesis. The results show that teachers do not believe there is enough funding for supplies in the classroom. Teachers tend to create lesson plans depending on what is currently in possession. If the teacher

does not have the supplies that are needed, most likely they will use their own money or change the lesson plan.

Chi-Square Test for Significance

To determine if the figures obtained in table one are significant, the Chi-Square model was used. The method behind the calculations is fairly simple, first, one must calculate the average number of answers per categories. There were two categories to choose from, and 18 teachers, so the average for the problem would be 9. The average will be represented by the letter “z”. From there, one takes the answers from the yes column (represented by the letter “a”), and the answers from the no column (represented by the letter “b”), and computes them in the following formula:

$$\frac{(a-z)^2}{z} + \frac{(b-z)^2}{z}$$

Once the results of the above problem are obtained, the outcome of the problem is compared to the Chi-Square table. There are two columns in the table above, to get the correct equation to compare our computed values to, one must take the number of categories in the survey, and minus one. In this particular survey there were two columns. The writer is looking for a 95% confidence level, so, according to the chart, the answers will be significant if the computed value is greater than 3.84.

When the chi-square values are computed for table 1, the following results are obtained:

Table One

1)

Yes

No

2

16

$$(2-9)^2/9+(16-9)^2/9$$

10.89

2)

Yes

No

2

16

$$(2-9)^2/9+(16-9)^2/9$$

10.89

3)

Yes

No

11

7

$$(11-9)^2/9+(7-9)^2/9$$

0.889

From these results, it can be concluded to a 95% confidence level that the figures in questions 1 and 2 are statistically significant. Question 3, however, is not.

This data supports the hypothesis that teachers obtain supplies for the classroom by paying for items without funding from the school. It was not surprising to the writer that the statistics confirming that teachers purchase their own supplies was so high. It is common knowledge that Vanderbilt Area Schools is unable to provide enough funds to classrooms for supplies. Donations do not bring enough financial support for supplies, so, the funds must come from teachers personal funds. The question, “Do you create lesson plans based on the supplies you have?” was determined not to be statistically significant. While the figure is not significant, it can be determined from the figures that teachers may obtain outside sources to create lesson plans. The teachers may borrow supplies from others, or purchase supplies themselves. The data reflects that not all teachers determine the method of teaching based on the supplies at hand.

Hypothesis B

Teachers will not need to use personal income to supply classrooms.

Table 2		
If more funding was provided for supplies in your classroom, would you spend less on manipulatives?	Yes	No

	17	1
	94%	6%

Chi-Square Test for Significance

When the chi-square values are computed for table 2, the following results are obtained:

Table Two		
1)		
Yes	No	
	17	1
$(17-9)^2/9 + (1-9)^2/9$		
		14.22

From these results, it can be concluded to a 95% confidence level that the figures are statistically significant.

The results obtained by the survey support the hypothesis. It was anticipated that a high percentage of teachers would spend less on supplies. A teacher's salary does not provide a lot of extra funds to run a classroom. Any additional help received would be appreciated. Given that 94% of the answers agree with that statement, it can be concluded that the hypothesis is true. According to the results of the survey, the stated objective is valid.

Objective Two

Within 6 months of receiving the grant, 30% more of lesson plans at Vanderbilt Area School will be hands on because the teachers will have the supplies and manipulatives to create such lesson plans.

At this time, many of the lesson plans are not hands on. Teachers do not have the supplies, or the funds to buy supplies, for hands on projects. If teachers were able to buy more supplies, the amount of hands on lesson plans would increase.

Hypothesis A

Teachers do not have many hands on lesson plans because the supplies for the projects are expensive and there is not enough funding in the budget for such projects.

Table 3			
Do you believe there are enough supplies/manipulatives in the classroom?	Yes	No	
	3 17%	15 83%	
Do you feel your creativity in creating lesson plans is limited due to lack of supplies?	Yes	No	
	15 83%	3 17%	

Do you feel that the quality of a student's work increases when working with proper hands on supplies/manipulatives?	Yes 13 72%	No 5 28%
Do you feel that hands on projects will increase the understanding of your student's skills?	Yes 14 78%	No 4 22%
Do you feel that hands on projects will increase the application of lessons for everyday life?	Yes 10 56%	No 8 44%
Do you feel that hands on projects will construct new knowledge?	Yes 16 89%	No 2 11%

Chi-Square test for Significance

When the chi-square values are computed for table 1, the following results are obtained:

Table Three			
1)	Yes	No	
		3	15
	$(3-9)^2/9 + (15-9)^2/9$		8
2)	Yes	No	
		15	3
	$(15-9)^2/9 + (3-9)^2/9$		8
3)	Yes	No	
		13	5
	$(13-9)^2/9 + (5-9)^2/9$		3.556

4)

Yes

No

14

4

$$(14-9)^2/9+(4-9)^2/9$$

5.556

5)

Yes

No

10

8

$$(10-9)^2/9+(8-9)^2/9$$

0.222

6)

Yes

No

16

2

$$(16-9)^2/9+(2-9)^2/9$$

10.89

From these results, it can be concluded to a 95% confidence level that the figures in questions 1, 2, 4, and 6 are statistically significant. Questions 3, and 5, however, are not significant.

Teachers do not believe that there are enough supplies or manipulatives in the classroom. As a result, the survey shows that lesson plans suffer. Creativity, understanding, quality, new knowledge, and application are all areas that would be enhanced if teachers were able to obtain supplies for hands on projects.

The results of the survey were anticipated. Without the proper funding for supplies, it is difficult for educators to get enough supplies for the classroom. As stated in Chapter 2, learning is greatly enhanced by hands-on learning. Teachers do not have many supplies at ones disposal. Educators are unable to properly conduct lesson plans without hands-on learning. If there were more supplies, it would be expected the results of the survey would be much different. It can be concluded that the hypothesis is true based on the results of the survey.

Questions 3 and 5 were not significant. Question 3 asked “Do you feel that the quality of a student’s work increases when working with proper hands on supplies and manipulatives?” While the percentages agreeing with the statement were high, the chi-square test determined it was not significant. The quality of a students work may or may not change when doing a hands on project, it is the understanding of the project that is important. Question 5 asked, “ Do you feel that hands on projects will increase the application of lessons for everyday life?” This was also determined not to be statistically significant. It is not completely understood why the percentages on this question is down. It might be the question was not clear enough. However, the majority

of teachers did agree that the projects will increase the application of lessons for everyday life.

Hypothesis B

Teachers will increase hands on lesson plans because there will be enough funds to buy supplies/manipulatives.

Table 4		
If you had more supplies/manipulatives, would you create more hands on learning projects?	Yes	No
	14	4
	78%	22%

Chi-square test for significance

When the chi-square values are computed for table 3, the following results are obtained:

Table Four			
1)	Yes	No	
	14	4	
	$(14-9)^2/9 + (4-9)^2/9$		
	5.556		

From these results, it can be concluded to a 95% confidence level that the figures in question 1 is statistically significant.

The results obtained by the survey support the hypothesis. It was anticipated that a high percentage of teachers would agree that if they had more supplies, there would be more hands on projects. Teachers want students to learn, one of the best ways of doing so is through hands on learning. Hands on lesson plans are fun and educational for both teacher and student. Since 78% of respondents agreed with the question, it can be determined the hypothesis is true. According to the survey results, the stated objective is valid.

In the Vanderbilt Area School district, many programs have been cut due to lack of funding. One of the areas that suffered from budget cuts were the funding for school supplies. Out of the small budget each teacher is given for the year, they must buy the entire everyday classroom supplies including paper, pencils, etc. After these needs have been met, there are not a lot of funds left to buy manipulatives, or luxury supplies such as construction paper or markers. Without these tools, teachers are not able to teach creative hands on lesson plans. The follow chapter will discuss the results of the findings of the project, and offer recommendations to what the school could do to improve the situation, based on the research that was conducted.

Conclusions

The goal of this project was to create or find funding for school supplies in the Vanderbilt Area School district. The writer applied for a grant to meet the objectives set. The writer was unable to find a grant that would facilitate the entire school. The grant the writer applied for was for an individual lesson plan in one classroom. The writer worked with the 3rd/4th grade teacher, because it was believed the teacher had the most limited resources. The teacher, the writer worked with was extremely difficult, and not forthcoming with information needed for the grant. The writer had to make several attempts to obtain this information. While the grant was achieved, the writer was not informed when the project would be taken place, and was not able to see the final results of the lesson plan the author created.

The results of the study, in this writer's opinion, could be applied to almost any school district. In chapter 2, the idea of hands-on learning was discussed. It could be determined from the literature, that this method of learning is one of the most effective

means of teaching. If educators had more funds for supplies for hands-on projects, the level of comprehension in students could be expected to rise.

Objective One

The objective set was within 6 months of receiving the grant, at least 50% of the teachers at Vanderbilt Area School will not have to spend personal funds on classroom supplies. The writer was unable to find a grant that would be able to fund all the classrooms needs for supplies. As stated above, the grants the writer found pertaining to supplies in the classroom were for individual classrooms. The overall objective was not achieved. It should be noted, however, that the grant saved the individual classroom \$372. The teacher was able to implement a creative lesson plan that would not have been possible without the grant.

Upon examination of the questions pertaining to objective one, the results were not surprising. It was a general consensus that teachers did not believe there was enough funding in the classroom for supplies or manipulatives, that most created lesson plans based on the supplies already purchased, and if more funding was provided, educators would spend less. The question "Do you create lesson plans based on the supplies you have", was not statistically significant, however. This could be due to dedicated teachers. The writer observed that many teachers do not want to be limited to what supplies currently are in the classroom, and spend one's own funds. However, it should be noted that a high percentage of the teachers do in fact create lesson plans based on what is in the classroom inventory.

The conclusions that can be drawn from the findings are teachers do not have enough funds in their classroom. From the question "If more funding was provided for supplies in your classroom, would you spend less on manipulatives", all but one

respondent answered “yes”. From the results of this question, it can be determined that teachers desire more funding for classroom supplies.

Objective Two

The objective was that within 6 months of receiving the grant, 30% more of lesson plans at Vanderbilt Area School would be hands on because the teachers will have the supplies and manipulatives to create such lesson plans. As stated above, the grants the writer found pertaining to supplies in the classroom were for individual classrooms, and individual lesson plans. The objective was not achieved. Since the grant was so specific, it could not be applied to achieve the results of objective two.

The results to the questions asked in relation to objective two were not unanticipated. According to the results, teachers believed that hands-on lessons would increase the understanding of lessons, that one’s creativity was diminished due to lack of supplies. The majority of those surveyed also agreed that if more supplies were available, more hands-on lesson plans would be created.

The questions, “Do you feel that the quality of a student’s work increases when working with proper hands-on supplies/manipulatives?” and “Do you feel that hands-on projects will increase the application of lessons for everyday life?” were not statistically significant. The majority of respondents, however, agreed with these questions. It is not completely understood why these questions were not statistically significant, or why so many respondents did not agree with the statements.

From the results of the survey, it can be determined that if teachers had the supplies needed, hands-on lesson plans would be preferred. Hands-on lesson plans are successful in increasing the understanding of instruction. From the results, it can be determined that more lesson plans would be hands-on if the supplies were available.

Policy Recommendations

The writer found difficulty in finding a grant to meet the objective qualifications. The grants that were found were for individual classrooms for certain projects. The funding was not for generalized school supplies and manipulatives. From the research of the grants, the writer came to the conclusion that a grant was not the best method of obtaining funding for supplies in the classroom. The grants available to educators for supplies are much too limited. If a particular project needed funding, grants would be the ideal way of obtaining the financial support for these projects. However, the problem at Vanderbilt Area Schools is more extensive than that.

In Chapter 2, some recommendations were a list that teachers sent home with students so that parents could donate the supplies. This method is already in effect at Vanderbilt Area School. While this solution does offer some relief to the pocketbooks of teachers, it does not bring enough supplies in the classroom. Another method mentioned in Chapter 2, was a non-profit organization that raised funds for supplies in the classroom. This was for all school districts in need of supplies. The writer believes that this solution should be researched further. From research, the lack of funding for supplies, seems to be a universal problem. Otsego County, the district in which Vanderbilt Area Schools is located, has three school districts. The writer believes that this idea could benefit all schools districts in the county. From the research in Chapter two, it can be determined that a student's education is enhanced by manipulatives and supplies. Any school system would benefit from a program like this.

Recommendations for Further Research

The writer of this project only addressed the lack of school supplies in a particular school system. The writer did not look at the legislation of No Child Left Behind, and the

effects on education. If one were to continue the research on the topic of school supplies, the writer would suggest researching the effects of No Child Left Behind on classroom supplies.

The writer would also recommend researching new technology for classrooms. There are many grants available for technology in the classroom. The time needed to research both technology and supplies for the classroom was not available to the writer. It would be interesting to learn how technology affects learning.

Conclusion

The research gathered for this project truly reflected the need for supplies in the classroom. While the problem this project tried to solve was the funding for the supplies, it should be noted that the underlying goal of this project was to improve education for the students.

The research in this project showed just how important manipulatives are to learning. For many students, hands-on learning is the best way to learn. If school systems were able to increase hands-on learning, the quality of education would increase. The grant that was received for this project was only able to help one classroom, for a particular project. The writer of this project believes that if there were more of a focus on this type of learning, the results would be reflected in the type of students schools produced.

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Appendix A

Reflection

This project was the biggest project I have ever attempted to do. When our class started, we were handed the thesis handbook. Just looking at the thickness of the handbook had me completely intimidated.

The members of my class knew what options they were going to do. My classmates work in a considerable larger, more formal environment than I do. I work at a telephone answering service ran out of my boss' home. It would have been very difficult to write an option one or three thesis on my job. Before I had switched to the major of Management and Organizational Development, I had been an Elementary Education major. During that time, I had become very involved with Vanderbilt Area Schools. I had attended this school from the time I was 5 until I graduated at 18. Like most school districts, there were many problems, but without a large population base, it did not seem like there was as much support as the bigger schools in the area usually receives.

I decided that an option two would be the best project for me to attempt. At that time, I had not completely ruled out going back to school for education, so, I saw many benefits to writing a grant for the school. First of all, I was familiar with the problems the school district was facing. Due to major budget cuts, most areas were suffering in some way. I wanted to be able to help in some way. Secondly, I thought that writing a grant would be beneficial to me if I ever decided to become a teacher. In Michigan, the job market for teaching is extremely competitive, you have to be able to make yourself stand out, and I viewed this as a way to make myself stand out.

The first chapter of the thesis was not difficult. While writing it, I continually thought to myself, if this is an idea of what the next six chapters will be like, it should not be a problem. When I came upon Chapter two, I was set into a tailspin. I could not believe that I would have to write about 15 sources, in just six pages. With a combination of procrastination, and a little bit of fear, I put this chapter off for months. Looking back now, this was a huge mistake. This chapter was very difficult, but, beneficial. I was able to learn about different ways schools have adapted with budget problems. I already sort of knew how individuals learn, but I was surprised in myself that I was able to really apply my past knowledge, to this report. This chapter was the first chapter I was able to apply something I learned from class to what I was really doing. I was able to use Bloom's taxonomy theory in my research. This was exciting. In previous papers, I did a general explanation of what I learned, and applied it to general situations, but many times, I did not feel I was learning anything. When I applied this, it was exciting.

Around this time, I applied for the grant. I was unable to find a grant that would be able to fund the supplies for the entire school. This was discouraging. I wanted to be able to help the entire school. After all, this was the school that I had gone to kindergarten through 12th grade. They had given me an education. I wanted to give back to them. However, there was not a grant that I could find out there to accommodate my wants. I decided to use the SHOPA grant. This grant seemed to have the most freedom, I was able to be creative, and hopefully help.

I was unsure of what classroom to help out, so I consulted the principal. Because of the budget cuts, the third and fourth grade classes were combined and taught by one teacher. It was thought that, that teacher would need the grant the most. I learned

through this process that those who need the most, are not necessarily grateful. The teacher I was assigned to write the grant for was extremely difficult. For the grant, I needed information from the classroom to complete it. At times, it was a challenge to get that information. I created the lesson plan and submitted it to the teacher for her approval, and some feedback. I did not write lesson plans on a daily basis, and wanted some input. Unfortunately, the only reply I received was, "that's fine." I could not believe the lack of feedback. I could not understand why this teacher was not helping out. I showed the lesson to my mom, (a parapro in the school district), and she helped me polish the plan.

I turned in the grant and anxiously awaited it's fate. I would not be receiving the notification if it was accepted or not, the teacher would. In December, I received an email saying, "We got it." There was nothing else to the e-mail. It did not say thank you, or when they were going to do the project, or anything. I was discouraged. I had at least hoped for a Thank you.

In February, I asked my mom to find out when the class was doing the project. I thought since I had created this lesson plan and obtained the funds for it, I would be contacted, but because of the cool responses from the teacher I had worked with, I figured I should find out on my own. I found out that not only had the class already completed the project, but also the teacher had passed it on to another teacher to do with the class. I was extremely upset. This teacher was fully aware of what this project was, but chose to pass it on. In April, when the final report on how the project went was due, she contacted my mom, not me, on if I could do the report. I had not been invited to see the results of this, so I was unable to.

To me, the writing of the thesis was not very difficult. I had to try to overcome my procrastination tendencies, which was, at times difficult. Many times, I felt completely overwhelmed. Sometimes, I just told myself that the due dates were flexible. In the final chapters, I worked hard not to procrastinate as much. When I did not procrastinate, I felt better. I felt as if my head were finally above water.

The MOD program and thesis have made a huge impact on my life. This project was quite large, and I was not sure if I could ever finish it. There were times when I felt completely hopeless, but the times I finished a CSP, or a chapter of the thesis, I was proud. This program has prepared me for the business world. I have never worked in a very competitive environment, or one that I felt a lot was expected from me. This program has prepared me for that.

Appendix B

Survey

Dear Teacher,

I am inviting you participate in a research project I am conducting on the need for school supplies. Along with this letter is a short questionnaire that asks a variety of questions about supplies in your classroom, and the funding of these supplies.

The results of this project will be used for a thesis project. Through your participation I hope to understand the need of supplies in the classroom.

I guarantee that your responses will not be identified with you personally, and I will not share any information that identifies you with anyone.

I hope you will take the time to complete this questionnaire and return it. Your participation is voluntary (and there is no penalty if you do not participate). Please enjoy these dry erase markers as a token of my appreciation

Sincerely.

Karen Matelski

Age: 20-25 26-30 31-35 36-40 41-45 46-50 51+

Sex: Male Female

Years teaching:

Degree level: BA MA PHD

Level of teaching: Elementary Middle School High School

Item 1:

Do You Believe that there is enough funding for supplies and manipulatives in the classroom?

Yes No

Do you believe that there are enough supplies/manipulatives in the classroom?

Yes No

Item 2: If you answered “no” to item 1, please answer the following

Is the lack of funding preventing you from having adequate supplies in the classroom?

Yes No

Do you use your own funds to buy supplies in your classroom?

Yes No

Do you create lesson plans based on the supplies you have?

Yes No

Do you feel your creativity in creating lesson plans is limited due to lack of supplies?

Yes No

Do you feel the quality of your students education is lacking due to lack of supplies?

Yes No

Do you feel that the quality of a student's work increase when working with proper hands on supplies/manipulatives?

Yes No

Do you feel that hands on projects will increase the understanding of your students skills?

Yes No

Do you feel that hands on projects will increase the application of lessons for everyday life?

Yes No

Do you feel that hands on projects will construct new knowledge?

Yes No

Item 3:

If you had supplies/manipulatives, would you create more hands on learning projects?

Yes No

If more funding was provided for supplies in your classroom, would you spend less on manipulatives?

Yes

No

Appendix C

Grant Submission



2005 Kids In Need Teacher Grants Application

Sponsored by Jo-Ann Stores Inc. and the SHOPA Kids In Need Foundation

Please read the instructions carefully. Handwritten applications will be disqualified. Application deadline is Sept. 30, 2005. Please type or complete the application online. YOU MAY ALSO COMPLETE THE APPLICATION ONLINE AT www.joann.com.

Purpose of Grants: to fund projects that make creative use of common teaching aids, approach curriculum from an imaginative angle, or tie nontraditional concepts together for the purpose of illustrating commonalities. Innovation and merit account for 40% of the evaluation.

Eligibility: K-12 certified teachers teaching in the subjects of the projects at a public, private, or parochial school within the U.S. Kids In Need DOES NOT fund pre-school projects.

Name First Name Last Name
(1 teacher only): Cecilia Rich **Email Address:** crich@vanderbilt.k12.mi.us
School Name: Vanderbilt Area School **Phone:** 989-983-2561 **Fax:** 989-983-4571
Address: 947 Donovan Street **City:** Vanderbilt **State:** MI **Zip:** 49795

Grant Amounts: \$100 to \$500. We want to be the sole funding agent for your project. In exceptional cases, a grant may be awarded in conjunction with funding from another source. If you are receiving additional funds for this project, please indicate it in the budget section.

Funds requested from Kids In Need: \$ 364.10. A budget must be included at the end of this application. No other materials should accompany the application.

No. of Students Involved: 20 Grade Level: 3rd/4th Subject: Math

State in general terms the curriculum or state standards by which the project activities are driven and how they are relevant to the "No Child Left Behind" initiative. Do not include full descriptions of state standards.

- Students will be able to measure using common tools and select appropriate units of measure

- *Students will be able to give answers to a reasonable degree of precision in the context of a given problem.*
- *Students will be able to carry out the following conversions from one unit of measure to a larger or smaller unit of measure, feet to inches, feet to yards*

Name of Project: Back Pack It!

The project should be your original creation (or your teaching team's). Kids In Need WILL FUND: the purchase of supplies or materials that students need to do such things as create a product, conduct an experiment, grow or tend living things, or learn a new skill; and written materials or software to be used in the activities of the project.

Kids In Need DOES NOT FUND: pre-packaged lesson plans; classroom or library book collections; field trips, if they are the sole activity of the project; substantial equipment, such as office machines, computers, camcorders; admission fees; bus rental/driver fees; speaker stipends or compensation to a teacher, aid, or substitute teacher.

The project should engage students in hands-on activities that lead to new knowledge, awareness, or self-discovery. To read lesson plans of projects funded in the past, visit www.teacherplace.org. However, if your project is very similar to one of the lesson plans online, it will probably not be funded. Remember, we are looking for NEW ideas.

Kids In Need publishes a Best Practices Guide, lesson plans of previously funded projects. The Best Practices Guide is shared with teachers all over the U.S. Therefore, the feasibility of replicating your project is important and accounts for 20% of the evaluation. The concepts addressed in your project should be curriculum based, and the materials necessary to conduct the project should be widely available.

Project Objectives. *List at least two specific skills, behaviors, or new knowledge students gain from this project. The clarity of your written objectives accounts for 20% of the evaluation. Begin each objective with "The student will. . ."*

- 1. Apply measuring to everyday life.*
- 2. Recognize various units of measurement.*

•Every year the Kids In Need program publishes a Best Practices Guide, lesson plans of previously funded projects. The Best Practices Guide is shared with teachers all over the U.S. Therefore, the

feasibility of replicating your project is important and accounts for 20% of the evaluation. The concepts addressed in your project should be curriculum based, and the materials necessary to conduct the project should be widely available.

Describe the activities of the project. Do not restate the objectives. Describe sequentially what the students will do. ***PROVIDE DETAIL.*** Judges are looking for a clear picture of the exact activities in which the students will be engaged. Your description should communicate the quality of your project and justify its funding. If the students will be doing an activity, ***describe the activity.***

The teacher will bring out a finished backpack. She will then ask students what steps they think it took to create the backpack. The answer she is looking for is measuring out the material.

Procedures:

For the third graders, the teacher will explain different units of measurement and show students how to measure with a ruler. For the fourth graders, this will be a review. The fourth graders will then learn how to convert inches to feet, and feet to yards.

Once the students have learned to measure, they will be given instructions on how to measure out the material for the backpack. Students will first create this out of paper, and then move on to the m material. Once the denim material is cut out, teachers, and/or volunteers will sew these backpacks together. Students are then free to decorate the backpacks.

Evaluation Instrument. What method of evaluation will you use to determine if the objectives have been realized by your students? For instance, will the students be surveyed, tested, observed, or asked to write an essay? The appropriateness of your method accounts for 10% of our evaluation of your request.

Once the students have learned to measure, they will be given instructions on how to measure out the material for the backpack. Students will first create this out of paper, and then move on to the m material. Once the denim material is cut out, teachers, and/or volunteers will sew these backpacks together. Students are then free to decorate the backpacks.

Budget. Please identify the costs of the project by itemizing what you will buy with the funds. Again, provide enough detail for judges to determine if the items are necessary and the costs appropriate. Cost effectiveness accounts for 10% of the evaluation. Do not include catalogue descriptions or pictures of the

items you are purchasing.

40 yards of Denim material – 8.99 per yard- \$359.6

2 Coats & Clark Extra Strong Jean Thread- 1.75- \$4.50

Submission Deadline: *Midnight, September 30, 2005. You may, of course, submit applications for several different projects.*

Grant Award Notification: *You will learn whether or not your project has been funded by December 1, 2005. Please do not call the SHOPA Kids In Need Foundation to check on the status of your grant. If around November 20, you find yourself reaching for the telephone, please first check the SHOPA Kids In Need Foundation Web site, www.kidsinneed.net, to see if the list of grant recipients has been posted. Unfortunately, we cannot provide individual critiques of grant applications that are not funded.*

Agreement: *By submitting this application you agree that if you are awarded a grant based on this application, you irrevocably transfer and assign to the SHOPA Kids In Need Foundation, its successors and assigns, all right, title, and interest (whether known or unknown) including any copyrights and renewals or extensions thereto related to any and all materials submitted in connection with this application, including, but not limited to, lesson plans, processes, writing, designs or other materials. The SHOPA Kids In Need Foundation hereby provides all grant recipients the limited right to reproduce such materials for personal classroom use only. You will seek prior approval in writing if you wish to change the project from the original description. You will keep accurate records of dates, expenditures, and activities related to the project so you can complete an End Report. The End Report will be sent to grant recipients in March, 2006, for completion and should be returned by June 1, 2006.*

<input type="checkbox"/> Applicant's Name: Cecilia Rich	Date 09/23/05
<input type="checkbox"/> School Principal's Name: Jeff Lidel	Date 09/23/05

Questions? Email (preferred) to pennyh@shopa.org or phone us at 800-854-7467, ext. 3023.