

Grant Proposal

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Mountain View Elementary School's Grant Proposal

Introduction and Statement of Need

After performing a needs assessment for my school, I discovered several needs that the teachers and administrators expressed. Staff members expressed an immediate need for redefining the technology plan and communicating it clearly to the staff, a need for one-to-one devices, and more effective professional development that aligns with grade-level standards with the use of technology. The last need and one of the most important needs addressed was for Mountain View students to become proficient at typing to prepare them for state-mandated online testing. The last concern was deemed of high importance because the teachers and administrators didn't feel that the students were fully prepared for the state-mandated online testing. They believed our students were at a disadvantage going into online testing without having the proper keyboarding skills to perform at their best ability and successfully. So, with this in mind, the key stakeholders felt the immediate need to purchase a subscription to the Type to Learn program to help better prepare the students for success in the digital world and to teach them typing skills.

The purpose of this grant proposal is to acquire the funds to purchase a schoolwide subscription for Type to Learn. With the purchase of this subscription and the implementation of one-to-one devices this school year, it will allow students to have the opportunity to expand and improve their typing skills at an individualized pace. The need to purchase the Type to Learn program for the school is not a serious problem, but our students are lacking in their typing skills causing them to not perform to the best of their ability on the state-mandated tests. The biggest concern was that our third, fourth, and fifth-grade teachers strongly felt that the students were at a disadvantage when it came to typing the essays required on the English Language Arts part of

the test. They expressed that typing is an essential skill for the students to learn because it would provide them confidence when it came to typing and performing well on the state-mandated online test. After speaking with the administration and the teachers, they all felt that the students would strongly benefit from the Type to Learn program. They observed that the school's English Language Arts (ELA) milestone scores for the third-fifth grade students were lower than in past years. They determined that this was more than likely due to students' lack of typing skills. The test scores showed that scores have dropped in the last few years since the tests have been administered online. Students have not been able to finish the essay component on the ELA section of the test resulting in students receiving a lower score. By purchasing a school subscription for the Type to Learn program students can begin learning typing skills as soon as kindergarten which would prepare all students for online testing once they are in third grade. As the school moves towards one-to-one devices for the 2022-2023 school year, students would benefit from this program because every student could start the program as soon as possible and begin reaping the benefits in school and at home with the use of their own device.

The technology teacher briefly teaches basic typing skills in her classroom. However, she only sees students once every six days due to the school's special's rotation. That doesn't allow her enough time to expand on typing skills because of her other responsibilities and demands of her job. Additionally, she must educate the students on digital citizenship, internet safety, and basic technology needs such as turning on and off computers, logging into programs, and being able to maneuver a mouse.

The Type to Learn program will benefit every child in our school. Students will begin the program in kindergarten and will continue the program until they graduate in fifth grade. The Type to Learn program is adaptive and customizable for individualized learning, so every child

can be successful at their own pace. Also, the program offers accessibility options that provide support to students who are visually or auditorily impaired. These features include adjusting the font size of the text for sight-impaired students, audio descriptions of buttons for auditorily impaired students, and adjustments of font color for the visually impaired. The program also provides support for Spanish-speaking students as they learn to touch type in English. Every student in the school would greatly benefit from the Type to Learn program because, Leigh E. Zeitz, Ph.D.'s research, it is shown that learning to type at a young age reduces the development of bad habits (*The Research Behind Our Keyboarding Software*, 2016). Introducing typing at an early age can help improve students' spelling, writing, and reading comprehension.

Goals and Objectives

Below are the goals and objectives that are broken down for the students, teachers, and the school. This section also addresses how each of these goals will be achieved if the school is granted the money. The main objective of acquiring a subscription for the Type to Learn program is to enhance all Mountain View students' typing skills because it is a crucial skill for using computers as an integrated learning tool. The goal of teaching typing is to help students become comfortable using a computer for important skills such as gathering information, solving problems, and communicating their learning effectively. In addition, in order to prepare students for the ever-evolving digital world keyboarding skills are essential for every child to learn.

Student Goals

By the end of the 2022-2023 school year, every child in the school will become more proficient in their typing skills by actively participating in the Type to Learn program three times a week. By doing this, students will increase their typing skills by 50% while providing students

with other essential technology skills such as communicating, researching, and solving problems within the classroom across all academic areas.

There are several ways that students will achieve these goals if the school is granted our award. Below is a table that breaks down how the students will become successful at achieving their goals.

Student Goals	Steps to achieve goals
<p>By the end of the 2022-2023 school year, every child in the school will become more proficient in their typing skills by actively participating in the Type to Learn program three times a week. By doing this, students will increase their typing skills by 50% while providing students with other essential technology skills such as communicating, researching, and solving problems within the classroom across all academic areas.</p>	<ul style="list-style-type: none"> -Make sure that students have the skills to access the program (logging in, getting started, and logging off) -determine a baseline of each student's typing skills at the beginning-perform a pre-diagnostic assessment test -determine the frequency students are utilizing the program in school -determine the frequency students are using Type to Learn at home. -pull data to determine each student's personal skill growth on a weekly basis -Participate in weekly homework practice -make sure students have access to devices regularly at school and at home -collect data at the end of the year to determine student growth in typing proficiency

Teacher Goals

By the end of the 2022-2023 school year, teachers will implement the Type to Learn program within their classroom to enhance and improve student typing proficiency and to

prepare students with computer skills to make them successful in school and build their confidence to perform their best on online state testing.

Below is a chart that displays how teachers will achieve their goals if the school is granted the award. The teachers will need to exhibit a positive attitude and excitement for the program to gain their students' buy-in of the program.

Teacher Goals	Steps to achieve goals
<p>By the end of the 2022-2023 school year, teachers will implement the Type to Learn program to enhance and improve student typing proficiency and to prepare students with computer skills to make them successful in school and build their confidence to perform to their best of their ability on online testing.</p>	<ul style="list-style-type: none"> -teachers will be provided with training on effective and creative ways to implement the program, follow-up with teachers who were unable to attend to provide them with proper training -the cloud-based program provides teachers with tech support and tutorials which teachers will be expected to view -the technology teacher and media specialist will assist in classroom instruction during designated Type to Learn time. -make sure every student and all devices have access to the program -create allotted times during the day for students to learn the program and practice -provide students with weekly at-home practice assignments -review a weekly report to see student progress and make adjustments if needed -collect data monthly on each student's improvements -customize the program for each individual child and personalize it to best meet their needs

School Goals

By the end of the 2022-2023 school year, the school will have acquired the funds to purchase the Type to Learn software program to be implemented to improve student academic success and keyboarding skills to become more proficient in typing.

For these goals and objectives of this project to be accomplished, the school must acquire the funds through grants to purchase a schoolwide subscription for the program and begin implementation. Below is a chart that breaks down the steps on how the school will accomplish meeting this goal.

School Goals	Steps to achieve goals
By the end of the 2022-2023 school year, the school will have acquired the funds to purchase the Type to Learn software program to be implemented to improve student academic success and keyboarding skills to become more proficient in typing.	<ul style="list-style-type: none">-discuss the budget with the administrative team to determine if there are funds to purchase a school subscription to Type to Learn-contact the organization for a quote on purchasing a school subscription for the Type to Learn program-consult and discuss with the administrative team the quote-determine if the budget allows for this purchase-if not, develop a team that can write a grant to acquire the funds-the team will explore different grant options-apply for grants to fund the software purchase-purchase a schoolwide subscription to the Type to Learn program if the grant is awarded

My role as leader of the project

Being a leader of a project is an important role because it is my job to make sure that the goals and objectives are fulfilled. In addition, it is imperative that I am an effective leader who can lead a group of individuals and make sure that the project is being carried through according to plan. I see my leadership of this project as a combined effort between the media specialist, technology teacher, and myself. I feel that the three of us working together will help guide this project to success. With the three of us having a united commitment to the project, staff members will see the importance of this project and the benefits it will yield to the students, the school, and themselves. I foresee my leadership style as being the distributed management style. This management style would establish a collaboration between administrators and teachers to help support student learning and achievements. In addition, this management style allows for leadership roles to be shared among staff members to promote positive student/teacher outcomes and best practices. By incorporating this type of management style as one of the leaders of this project, it allows the entire school to have input on the project. The entire school would be united, working together to achieve the goals as a team.

Using a distributed leadership management style allows for the committee to share the leadership responsibilities. By doing this, it provides everyone on the committee to have their own set of responsibilities. I would hold myself and the committee accountable for their responsibilities and actions. The team would meet monthly to reevaluate responsibilities, review the progress of the project, and make any necessary adjustments if needed. If I happen to make a mistake as the leader of the project, I will accept my mistake and find a solution to rectify the issue. It is important to evaluate my role as the leader of the project and make any adjustments that might need to be made to best accomplish our goal.

Methods

It is crucial to continuously assess the effectiveness of the implementation of the Type to Learn program throughout the school year. First, the technology committee will be responsible for holding the staff accountable for implementing the Type to Learn program within their school day and instruction. The committee will consist of the administration, the media specialist, the technology teacher, the technology training integration specialists (TTIS), one teacher from every grade level, and myself. It will be our job to follow through with the staff on how the implementation is going and what they may need to be more successful. The staff will complete quarterly surveys to help the technology team assess how the project is going. These surveys will give the team insight into what is working, what is not, and ways to help address the teachers' needs with the implementation of the program. This will also allow the team to make any adjustments that might be necessary to improve student success with the program. The team may learn from the teacher surveys that the teachers need more assistance or training on the program to effectively implement and yield success.

The goals will be met by having the teachers follow the curriculum program that is offered through the program website. Type to Learn offers a scope and sequence for the teachers to follow as they implement the program with their students. Every student in the school will take a diagnostic pre-test which will set the goals for each individual student. Once this is done, the teacher can customize each lesson to best meet the needs of every student in their classroom.

In addition, the teacher can pull detailed reports from the website. These reports will provide student status in the program. These "detailed error reports allow for easy grading and in-depth insights into student progress" (Type to Learn, 2022). The program will automatically increase difficulty levels and accuracy goals for students as they progress in the program, keeping them challenged and engaged.

Evaluation Plan

It is imperative to have a plan to evaluate the success and effectiveness of the program. It is crucial for the principal and assistant principal to be included in this evaluation process. I chose the administrative team to be included in this process because of their presence in the school building. They visit classrooms daily to interact with students and explore the engaging lessons being taught. In addition to the administrative team aiding in the evaluation plan, I would also include the media specialist and technology teacher as part of this process. They will help evaluate student progress as they perform individual assignments within their own classes. They will be able to share input on whether the program is working, and whether students are meeting their goals. As the physical education specialist in the school, I can only evaluate the program and its success when I am not teaching classes. I can only visit classrooms during my planning period and on mornings when I do not have a duty. However, I will have an active role in leading the project and making sure the school is moving forward in the right direction.

The administrative team, technology teacher, media specialist, and I will pull each classroom's detailed report and analyze the data to determine the program's effectiveness. Having the ability to dissect every classroom report will help us gain a better understanding of how the process is going and ask several key questions. Do we see visible improvement in students' typing skills? Are the students improving weekly? Are the students meeting their accuracy goals in the program? Do teachers need assistance or more professional development to implement the program effectively? Are there any adjustments or improvements that need to be addressed? Determining the answers to key questions like these helps the school successfully implement a program that will help yield student success.

Budget

The school's subscription for the Type to Learn program will be purchased online through the Type to Learn website. The school-wide subscription to Type to Learn will cost \$2.00 per student. The school consists of 833 students; however, the team will purchase a subscription to cover 850 students. This will help cover any students that enroll once the school year begins. A subscription for a school that consists of 850 students, the subscription would cost \$1445.00 yearly for a three-year commitment. By agreeing to a three-year commitment to the program, the school will receive 15% off. So, the proposed budget would be \$4,500 for a one-time purchase of a three-year subscription to the Type to Learn program for the school. The school's principal and bookkeeper will oversee the budget to ensure it is properly used and allocated correctly. Since the initial purchase of the school subscription to the program would cover three years the technology committee will review and evaluate the program. The team will determine how to address funds to extend the program past the initial three-year implementation if the program has been found to be beneficial and yielding positive outcomes. The teachers' salaries will not play a role in the proposed budget. The grant we are applying for would be a total of \$4500 for the school year. This would allow the committee to purchase a three-year subscription for the Type to Learn program and begin implementation with the students as soon as possible.

2-minute elevator pitch link

<https://youtu.be/5pC9-7oURRo>

Grant Agency Guidelines

The agency that I am seeking to obtain a grant from is the NEA Foundation. I am hoping that my school will be awarded a \$4500 Student Success Grant that will allow the purchase of a

school subscription for the Type to Learn program for three years. The NEA Foundation supports educators engage students in learning activities and projects that support the development of skills that contribute to their success in an ever-changing world. Mountain View Elementary's vision statement is "for all children to appreciate life-long learning and become productive citizens in society" (Mountain View Elementary School Website, n.d). In addition, the school's mission statement is "One Team, One Goal: Student Success" (Mountain View Elementary School Website, n.d). Therefore, I believe that this grant is ideal for the school. Mountain View strives to achieve student success daily. Individuals applying for the Student Success Grant funded by the NEA Foundation must be teachers, education support professionals, or specialized instructional support personnel. In addition, the applicants must be current members of the National Education Association.

Lead Applicant

I, Carissa Smith, will be the lead applicant for this grant. The NEA Foundation will notify me regarding award notification and status. Also, I am a current member of the National Education Association.

Partner Information

If I am unable to fulfill the responsibilities as the lead applicant, I have selected two individuals who will be prepared to take over the leadership of this project. The two individuals who I have chosen to take over leadership if I am unable to are the media specialist, Jami O'Connor, and the technology teacher, Debby Taylor. Both ladies are certified teachers and hold current memberships in the National Education Association.

Narrative/Summary

Mountain View Elementary promises to deliver student outcomes through the implementation of the Type to Learn program. We strive to increase students' typing skills while providing students with other essential technology skills such as communicating, researching, and solving problems within the classroom to prepare digital-age learners for success in a global, ever-changing society.

Goals

The skill of typing is critical today in education and is an imperative skill for students to learn. Learning to type helps produce students into digital learners and prepare them for the real world. Our goal is to improve student typing to establish student confidence, so they will feel prepared and be ready to perform well on the online-state mandated tests. Over the last few years, we have seen a slow decline in our students' English Language Arts scores. The school believes this is because the students are now required to take the test online. The students must be efficient in typing to fully complete the test and have the confidence to type an entire essay using a keyboard. The Type to Learn program is a program that aligns directly with state and national curriculum standards. This program will yield in students learning as they explore typing through all subject areas. The program offers a curriculum to follow. The program also provides a scope and sequence for the teachers to follow as they implement the program. The program also yields additional benefits for the students such as advancements in spelling, writing, reading comprehension, research, problem-solving, critical thinking, and communication skills. These are all important skills that will help students be successful in and outside of the school and would yield academic achievement in all subject areas.

Student Need

Students need to learn the proper way to type to provide a foundation for the rest of the students' lives. Basic typing skills are introduced during technology class; however, students need more practice and time to develop these skills. Unfortunately, the school is on a six-day specials rotation which means the technology teacher sees every homeroom every six days. That doesn't allow her enough time to expand on students' typing skills because of her other responsibilities in her job. In addition, she must educate the students on digital citizenship, internet safety, and basic technology needs such as turning on and off computers, logging into programs, and being able to maneuver a mouse. The Type to Learn program is an effective, easy-to-use program that reaps positive benefits and builds student confidence while guaranteeing student success. This program would prepare our students for the online state-mandated test. All 833 Mountain View Elementary students would greatly benefit from this program.

Activities

The Type to Learn program offers a variety of engaging activities for students to participate in while learning how to use a keyboard to type. These activities increase in difficulty as students become more proficient in their skills. The teacher can customize each child's lessons based on their skill level by providing the student with individualized learning. The program is built upon keyboarding research and the most effective ways students learn typing. The scope and sequence provide age-appropriate, gamified activities that allow students to process what they are learning and reinforce speed and accuracy. These games focus on critical thinking and problem skills through a variety of academic content. Research has proven that this program helps students strengthen communication and collaboration skills that will provide success in real-world situations.

Students will participate in a comprehensive keyboarding curriculum. This curriculum evaluates student progress and achievement through 7 diagnostic, formative assessments that will determine each student's ability level and enables the creation of personalized goals for success. The program aligns with the Common Core State Standards and the International Society for Technology in Education (ISTE) Standards for students. One of the Common Core State Standards that it meets is ELA-Literacy standard 6 that "with guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others" (CCSS, 2016). In addition, it also meets the fourth and fifth-grade standard that states, "that the student must "demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting" (CCSS, 2016). The two ISTE standards that are focused on are empowering the learner and creating a creative communicator.

Sustainability

After the grant money is used to purchase a three-year subscription to the Type to Learn program, it will be important to determine how to keep the program going. Each year, my co-team leaders and I will evaluate the project's effectiveness and determine if the program showed positive benefits for the students. If the program proved to be successful and effective, we would meet with the stakeholders (administration) to determine the best way to move forward to extend the program. My team and I would try to secure a partner to help keep the program going. It would reach out to the school's PTA and Foundation committee to see if they would be willing to partner in this project to supply the funds to keep the project going because it positively impacts student learning.

Equity and opportunity

The Type to Learn program offers the ability for all students to participate in the program. Every child will have the opportunity to be successful no matter their age, race, gender, etc. The program is perfect for any learning environment. The program works on any device that has internet access. In addition, students can access the program in school, at home, or both. Also, the program offers accessibility options that provide support to students who are visually or auditorily impaired. These features include adjusting the font size of the text for sight-impaired students, audio descriptions of buttons for auditorily impaired students, and adjustments of font color for the visually impaired. The program also provides support for Spanish-speaking students as they learn to touch type in English. This provides every student at Mountain View Elementary with an equal chance to succeed.

Budget

Site Information	Number of Students	Cost	Total Cost
Type to Learn Program Website: https://www.typetolearn.app/	850 students (school subscription)	\$2.00 per student	850 students=\$1445 for 3 years (15% off) if purchased at 1 time

Total Cost: 1-time purchase of a 3-year subscription for \$4500

References

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<https://www.typedtolearn.app/curriculum/keyboarding-program-methodology-and-white-paper/>

Appendix

Lead Applicant

The lead applicant will serve as the NEA Foundation's contact person for award notification, reporting, publicity, and other grant-related activities. Applications missing lead applicant data will not be considered. The lead applicant must be a current member of the National Education Association.

Partner Information

All proposals must include partner information. The partner should be prepared to assume leadership of the project should the lead applicant be unable to complete the work. Applications without partner data will not be considered. The partner applicant must be a current member of the National Education Association.

Narrative

Summary

In 100 words or fewer, give a summary of the project you're proposing. Write in a way that you'd feel comfortable with the NEA Foundation sharing on our website to describe your project. (For examples of how to write a summary, please view our [Grantee Archive](#) for descriptions of our recently funded grants.)

Goals

Describe your project. What are your goals for student learning and growth, as well as how you will measure outcomes and success. Be sure to include any academic standards to which you will link your work.

Need

Describe the student need for this project. Please note academic, social and/or emotional needs to be addressed and any pertinent data on the student population to be served.

Activities

Describe the activities in which you and your students will engage to reach the project goals. This description should address how the activities will engage students in critical thinking and problem-solving; mastery of essential academic content; strengthening communication and collaboration skills; and/or project-based learning and learning experiences connected to real-world issues and challenges.

Sustainability

Describe how this project will be sustained beyond the grant period and/or how it provides a model that other educators can use.

Equity and opportunity

Describe how this project will address educational equity and opportunity gaps.

Budget

Provide a line item budget for the proposed work. Your budget should total between \$1,500 and \$5,000. Identify any additional support (cash or in-kind) from other sources, including that provided by your school/district/college/university. Your budget must be in the form of a Word, Excel, or PDF document.

