

# Grantwriting Tips

Clarity! Clarity! Clarity!

Clearly define the needs. Describe how those needs were identified.

Describe what students and teachers will do. Create a real life scenario. Paint a picture. Reader must clearly make sense of what you intend to do.

Ideas should be innovative, creative and educational.  
Funders rarely fund operating expenses.

Keep your goals realistic. Don't plan to accomplish more than your budget makes realistically attainable.

It is important to have an evaluation plan. Grantors want to know if your project is successful and you have met your goals.

Present material in a logical manner.  
Sections are clearly defined. Use of bullets.  
Maintain a parallel structure.  
Each need has a stated objective, activity and evaluation statement.

Write in positive terms. No bleak descriptions.  
Funders want to fund worthwhile programs.

No jargon.

Use the same terms in your proposal as the funder used.  
Take words and phrases from the guidelines.  
Listen to what they are saying. They are telling you what to tell them.  
If they don't fund technology, don't use the word technology.

Less is more!  
Reviewers tend to scan.  
They want to see what you expect to do, how, when and with whom and the measurable outcomes.  
Be short and to the point. Answer the question.  
Too much detail makes the project harder to understand.

Follow the guidelines carefully.  
If there is a rubric or evaluation check list, read it and use it.

Do not try to make the grantors guidelines fit what you want to do. Your project must be in line with the funding agency's priorities.

# Grantwriting Tips

Present a detailed budget that matches the proposed program. If your buying software, what software.

If you are providing training.... how much and what cost?

Sustainability - how can you assure ongoing benefits once the funding runs out.

Do your homework! Funders appreciate those who paid attention to their RFP (Request for Proposals). Follow the instructions exactly.

Have someone outside the field of interest read the grant for clarity.

Proofread! Spelling and grammar errors do not convey a positive image.

Submit a professional looking document.

Word processed and simply presented.

No fancy covers or fonts.

Sign originals in blue ink to distinguish from copies.

## Grantwriting and Funding Sources

- **An Easy First Introduction to Grant-writing**  
<http://lone-eagles.com/mira2.htm>  
**From Lone Eagle Consulting's community training workshops.**
- **A New Federal Grants Portal**  
<http://www.grants.gov>  
All federal grant information available here!
- **A Short course on proposal writing**  
<http://fdncenter.org/learn/shortcourse/prop1.html>  
A quality mid-level tutorial on grant-writing.
- **The Foundation center**  
<http://fdncenter.org>  
Searchable database with most foundations listed!  
Ex. Enter "Native Americans" for a listing of all funders for Native American projects.
- **The Chronicle of Philanthropy**  
<http://philanthropy.com>  
The newspaper of the non-profit world. Extensive resources.

## Grantwriting Tips

- **Grantsmanship Center**  
<http://www.tgci.com> The world's leader in grantsmanship training.  
Includes federal register announcements
- **Cal State's Guides to the Internet**  
<http://web.calstatela.edu/academic/orsp/Grantwriting%20Tips.htm>
- **Rural and Community Networking Funding Sources**  
<http://www.aspeninstitute.org>  
Great listings of funding sources for rural community networking.
- **Grant Sources for K-12 Schools**  
<http://www.schoolgrants.org> One-stop for K12 grant information.
- **Markle Foundation**  
<http://markle.org>  
Watch for community development grants programs.
- **Morino Institute**  
<http://morino.org>  
Netpreneurship, YouthLearn, and Venture Philanthropy resources.
- **Office of Vocational and Adult Education**  
<http://www.ed.gov/offices/OVAE>  
Major Funding for Community Technology Centers
- **Federal Technology Opportunities Program (TOPS Program)**  
<http://www.ntia.doc.gov/top/>  
No more funding, but extensive evaluations for over six hundred past community projects.
- **Educational Technology Grants and Grant Writing**  
<http://www.netc.org/grants/index.html>
- **Grants and Funding for K12 Educational Technology**  
<http://www.lwc.edu/administrative/library/grants.htm>
- **The U.S. Department of Education Grant Site**  
<http://www.ed.gov/offices/OCFO/gcsindex.html>  
Note that the "Federal Register" is the master listing for all new Federal funding opportunities.
- **The National Science Foundation Grant Site**  
<http://www.nsf.gov/home/grants.htm>

## Grantwriting Tips

Recent funding trends include ‘collaborative’ community emphasis.

- **Kathy Schrock’s Grant Listing**

<http://school.discovery.com/schrockguide/business/grants.html>

- **The Digital Divide Network Links to Grant Resources**

<http://www.digitaldividenetwork.org/content/webresources/index.cfm>

Resources listed by category - Federal, Corporate, Private

- **Community Technology Funding Sources**

<http://www.cybertelecom.org/usf/funding.htm>

- **The Bill and Melinda Gates Foundation**

<http://www.gatesfoundation.org/>

Microsoft's grant program. One to watch closely!

- **Univ. of Tennessee Educational Technology Grant Sources**

<http://www.utc.edu/Teaching-Resource-Center/grants.html>

- **The Community Technology Empowerment Project**

<http://www.technologypower.org> <http://www.technologypower.org/links.html>

- **America Online Foundation**

<http://www.aolfoundation.org/grants/grants.html>

- **An online lesson on Grantwriting**

<http://lone-eagles.com/asdnl8.htm>

From an online course by Lone Eagle Consulting.

Includes grant templates.

- **Council on Foundations** <http://www.cof.org> (links to “Looking for Grants?--long list, then go to “Foundation Center”, then to “For Grantmakers” or “Finding Funders”)

## Grantwriting Tips

Following are three examples of winning grants.

See if you can identify what made them stand out to the review committee.



**Hillsboro Schools  
FOUNDATION**



**Applicant:** Hillsboro School District 1J  
3083 NE 49th Place  
Hillsboro, Oregon 97124

<b>School</b>	<b>J.W. Poynter Middle School</b>
<b>Project Contact, Title</b>	<b>Jonathan Pahukula, 8<sup>th</sup> Grade Science Teacher</b>
<b>Phone/Fax/Email</b>	<b>503.844.1580 / 503.640.8965 / pahukulj@hsd.k12.or.us</b>
<b>Project Name</b>	<b>Short Shot Science</b>
<b>Grade Level(s)</b>	<b>7 and 8</b>
<b>Subject Area(s)</b>	<b>General Science (Life, Earth and Physical)</b>
<b>Amount Requested</b>	<b>\$4948</b>
<b>One sentence summary</b>	<b>Short Shot Science is a series of after school hands-on, enrich science activities designed to allow students to explore topics more depth and build positive attitudes for learning.</b>



**State project purpose and objectives.**

**1. Short Shot Science is a hands-on, minds-on enrichment activity for students interested in exploring scientific topics in greater depth.** Short Shot will provide extra time for students to explore topics in more depth by offering labs and activities that aren't traditionally done in the class and allows students to further study topics of interests.

**2. Short Shot Science is also designed to help students meet the 8<sup>th</sup> grade state science benchmarks.** To meet the 8<sup>th</sup> grade benchmark, students are expected to recall information from 6<sup>th</sup> through 8<sup>th</sup> grade. Data from previous years' tests show that our students score lower on the information from 6<sup>th</sup> and 7<sup>th</sup> grade. Short Shot will provide a review opportunity while engaging students in a hands-on lab activity.

**3. Short Shot Science will meet the needs of a different population while helping them build a positive identity with their learning community.** While our school provides extra-curricular and co-curricular activities, we are limited in the diversity of our offerings. This program will meet the needs of our students who are interested in

science, and who are not necessarily gifted in athletics or interested in the performing arts. Short Shot will help students build an identity within the school.

**Please provide a description of the project and how it will increase student engagement and achievement. (Criteria 1)**

We are excited about the format for Short Shot Science. Short Shot is exactly what it says, a short exploration into a scientific topic. Short Shot will meet for an hour after school for a specified number of days that is needed to complete the activity. For example, a frog dissection lab may be conducted over three days, while studying the physics of lenses may be completed in just two days. The time will be determined by the lead instructor.

Flexibility is the strength of the program. The flexibility allows students to commit to individual short projects rather than longer term commitments of a weekly science club that tends to prevent students from actually participating. Students nowadays have busy schedules, thus Short Shot allows students to sign up when they have the time. Flexibility also allows the teachers time to breathe during their busier times of the year and provide a Short Shot when they have the time as well.

Ultimately this format allows a teacher to mold a lesson into an engaging activity, which becomes a rich experience for our students. Teachers can also work off of the interest generated by a topic of study in their classes. If a group shows a strong interest in genetics, their teacher can create a Short Shot lesson for those who want to pursue the topic further.

**Describe the innovative instructional methods and tools the project will use. (Criteria 2)**

Short Shot is an innovative approach to increasing the experiences in science and solving the problem of overcrowded classes. As class sizes have increased many of the opportunities for students have decreased. Our science department has made a commitment to continue to provide a hands-on curriculum even with the increased number of students per class. However the reality is that group sizes are larger and thus the lab experience has decreased. Where two or three students once shared a microscope, now three or four students are competing for time looking at specimens. Short Shot will bring the experience back to the students by bringing the group size back down where students will have the opportunities to fully engage the lab activity.

Teachers are committed to an enriched, hands-on Short Shot curriculum. The activities will be ones that supplement our existing curriculum and support the state benchmarks. In class we do pop bottle rockets because students can bring inexpensive two liter pop bottles to class. Short Shot would be a three day Estes rocket series where we can spend a few extra dollars for a group of students to learn about rocketry. In class we discuss run-off in the water cycle. A Short Shot series may include an afternoon field trip to Rood Bridge Park to allow students to test the chemical composition of water and learn about the factors that make our water clean.

The flexible structure will also allow teachers to be innovative as they integrate other subjects and passion areas into a Short Shot lesson. Can you see a group of baseball and softball players testing the affects of different materials used for bats? What about a group of students studying Lewis and Clark's journal observations of plants and animals of the Pacific Northwest? Short Shot will give teachers the freedom to explore topics in a very creative approach to meeting the benchmarks.

**Please describe the outcomes you expect and how you will measure them. (Criteria 3)**

The outcomes are clear; increased interest in science, higher test scores, and more students feeling connected to their learning environment. Short Shot meets the districts strategic plan by providing a program that offers more individualized instruction (District Strategy IV), identifies individual talents in science (District Strategy IV) and works to decrease our drop out rate (District Strategy III).

We have a crisis at our school, students with a high interest in science and few avenues to meet those needs. Our family science night brings in over 200 people each November. In December, we entered four Lego robotics teams each consisting of eight students. And the past two summers have been packed in with students participating in our Poynter Summer Science Team. Our students are crying out for Short Shot Science. The success of this program will be measured in part by the number of participants for each Short Shot class. We expect a full house for each activity.

Short Shot will positively affect our state science scores. You will see our scores increase over the baseline that is being established this year, the first year that the state test is being reinstated. Short Shot will provide some of the review which students need, while serving as an enrichment for the benchmark topics. More importantly, the review will be a dynamic lab activity and not the traditional worksheet type review. The positive attitude that students have about science will also influence them to try harder on the state exam.

Short Shot, like our after school programs, will enhance the school/student bond. Research shows that students who feel connected with their school show an increase in academic performance. Research also supports that idea that the smaller group sizes and targeted interest groups provided by after school clubs and teams is a positive link to students feeling good about their school. Short Shot will be that activity which hooks students interested in science who don't fit the other clubs in our school. Short Shot will help students build friendships, while establishing a positive peer group with a common interest. We will have students provide feedback after each activity that will allow us to track our progress.



### C. Project Budget

Item(s)	
Teacher Stipends and Benefits	\$ 3248
Science Materials and Supplies	\$ 1600
Printing	\$ 100
Resources from school/other sources	\$

The teacher stipends and benefits would reflect a total of 82 hours of work. In most cases teachers will be given one hour of prep for each hour of activity. Forty hours will be divided equally for teacher prep and student contact time. A teacher's prep time prior to the activity includes planning the activity, ordering supplies and organizing student sign ups. Lab set up and clean up on the day of the activity are also included into this prep time. The other two hours will pay for the initial start up, advertising, and setting up the structure of Short Shot. These figures are based upon information provided by the district.

The initial breakdown is to provide forty total Short Shot hours of activities. This will give us an average of 20- two hour activities lasting two days apiece. Of course we may deviate from this number if teachers design activities that last three or four days.

Using the premise of 20 activities, we budgeted \$80 per activity. This dollar amount gives teachers the flexibility to order kits and supplies to successfully complete each activity and keep the group numbers low enough for each student to directly engage the lab. Over the past two years we have proven to be fiscally responsible with HSF funds by returning unused monies back to the foundation.

#### Other resources:

The science department is equipped with lab equipment and many of the materials needed to supplement Short Shot activities. During our four athletic seasons students will also be able to ride the school's activity bus home after a short shot of science. The activity bus will also increase the number of students whose parents may not have the means to provide transportation.

## HSF Grants for Innovative Education

### A. Summary Information

Applicant: Hillsboro School District 1 J  
3083 NE 49th Place  
Hillsboro, Oregon 97124

School	Farmington View Elementary School
Project Contact, Title	Lisa Pfister, Counselor
Phone/Fax/Email	Phone: 503-844-1735 Fax: 503-640-0364 Email: PfisterL@hsd.k12.or.us
Project Name	Wildlife Observation Garden
Grade Level(s)	K-6
Approximate Number of Students Involved	215 (All Students)
Subject Area(s)	Science, Math, Writing and Research
Amount Requested	\$7,780
One Sentence Summary	The project will extend the knowledge students have gained through the Jackson Bottom Wetlands Preserve partnership by providing outdoor "hands-on" science experiences for students in our own backyard.

### B. Project Information

#### State project purpose and objectives:

Over the past three years, a strong partnership has been developed between Jackson Bottom Wetlands Preserve and Farmington View Elementary School. This partnership provides students with science outreach programs, field experiences, service learning projects and opportunities for primary research. Our students have gained extensive environmental knowledge and skills through this partnership. **The purpose of the Wildlife Observation Garden project is to extend learning of opportunities for our students by providing them with readily accessible science experiences in our own backyard.**

Farmington View is fortunate to have its own "wildlife preserve" located directly behind the school. A large pond surrounds the school on two sides. A source of food for wildlife is available in the nearby grain fields. Students are able to observe Canada Geese, Northern Pintail, Mallard Ducks, Northern Shovelers, Red-winged Blackbirds, Song Sparrows, Skunks, Otters, Mink, Raccoons, Nutria, Beaver, and Squirrels to just name a few.

We have recently cleared an unsightly area near the playground that overlooks the wetlands in anticipation of this project. The fenced in area had nearly 60 years of accumulated junk and was overgrown with weeds and blackberry bushes. We would like turn this eyesore into something both beautiful and educational— a Wildlife Observation Garden. Students will use the knowledge they have learned through the Jackson Bottom partnership with the "wetland preserve" at our own school. **Our first objective is to teach outdoor science lessons and provide hands-on learning experiences for students.**

**The second objective for this project is to construct the Wildlife Observation Garden with materials that are "eco-friendly" and environmentally safe for students and the neighboring wetland habitat.** All benches and tables will be made from recycled materials and 95% of the vegetation will be both native to Oregon and commonly found around our wetlands area. Students will be able to study the benefits of reusing, recycling, reducing and using products that are environmentally sound.

The third objective of the project is to give students an outlet for expressing their creative and artistic talents. A wall mural in the garden area will be designed around the wetlands wildlife theme depicting animals and plants of the region. Student will help create and paint the mural. Fence art will also be designed and constructed to tie in with the wildlife theme.

**Please provide a description of the project and how it will increase student engagement and achievement. (Criteria 1 & 2)**

The project will provide all students with outdoor science learning opportunities through observatiopn and research. Students participating in the *Junior Naturalist Club* will gain additional environmental knowledge and skills. The wildlife observation garden can also be used to foster ideas for students' Science Fair projects. Science curriculum can be taught to students outside when they learn about the concepts of organisms and plants; meteorology (weather); geology; frogs and toads and the habitat they live in; birds and their habitat; the study of forests and other plant organisms; and the study of mammals. This garden will provide students with a very hands-on learning approach. Research shows that students retain more when they learn close up and personal, and have the ability to actively touch and see what they are learning about.

**Describe the innovative instructional methods and tools the project will use. (Criteria 3 & 4)**

(1) The project will provide direct hands-on experiences that will engage students in their own learning; (2) cooperative learning strategies will be used when students work as a group; (3) direct science instruction as outlined by district approved curriculum will be implemented; (4) students will have access to the necessary tools to activity see, feel (touch), and create using raised planter boxes to study plants, grasses and other organisms, investigate habitat needed by mammals, birds, and frogs, explore areas to actively observe wildlife on the school wetlands, and study about what can be recycled through in the construction of the garden area.

**Please describe the outcomes you expect and how you will measure them. (Criteria 2 & 5)**

The outcomes will include (1) on-going participation by students and teachers; (2) actively engaging students in an outdoor classroom for hands-on activities that will increase their knowledge of the lessons being taught within the science curriculum; (3) provide students with lessons that are close up and personal so they can be active participants in their learning experiences.

The success of this program will be measured by (1) student and staff participation; (2) written assignments and regular student assessments as well as feedback from teachers about how the program is increasing their students' science knowledge and skills; (3) use of the garden for Science Fair projects developed by students; (4) Science scores on the Oregon Assessment of Knowledge and Skills in science will also be considered in measuring the success of the project.

**Please outline a plan for sustaining the project beyond the grant year. (Criteria 6)**

The plan for sustaining the project beyond the grant year includes, (1) continuation of the school's partnership with Jackson Bottom Wetlands Preserve through donations and grant funds; (2) using the *Kids Saving Earth (KSE) Club* to maintain the Wildlife Observation Garden by weeding, general clean-up, watering, and monitoring plants that might need to be replaced; and (3) embedding the use of the garden on an on-going basis into teachers' science and math curriculum. A future plan may include exploring grants or other ways to help fund a cistern that will provide water to the garden in an eco-friendly way.

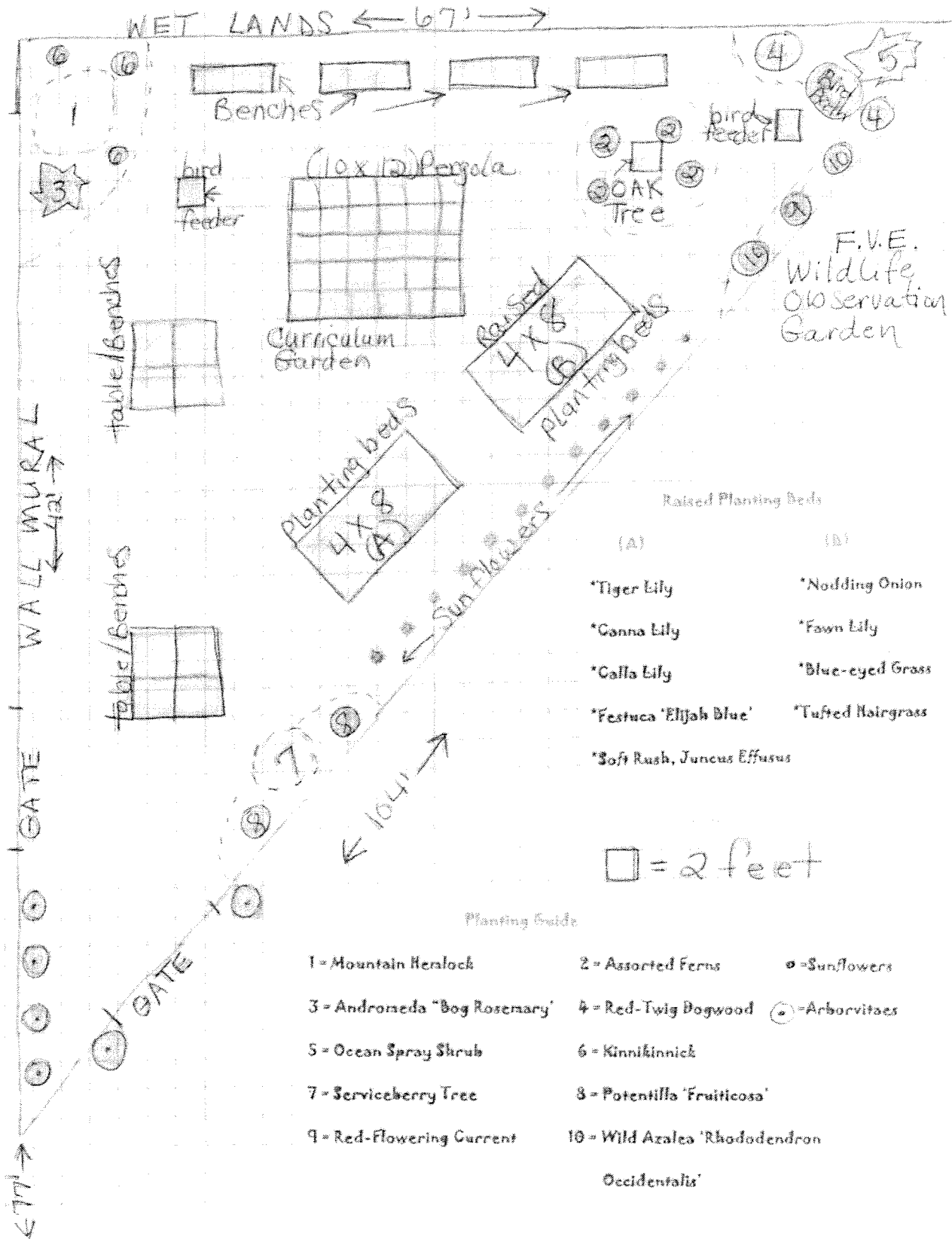
**C. Project Budget**

Item(s)	Total Project
<b>Bird feeder/post</b>	
4x4-10 pressure treated wood	\$27.94
60lb bag cement mix	\$5.14
8 6" wrought iron brackets	\$15.76
8 Misc. hanging bird feeders	\$160.00
4 20 lb bags bird food	\$60.00
<b>Item(s) Curriculum Garden</b>	
Titan 10'x12' Pergola	\$999.99
4 60lb bag cement mix	\$10.28

12 2x6-8ft cedar boards	\$89.64
1 lb box 3" deck screws	\$8.69
Landscaping weed fabric 3'x50'	\$15.99
24 -1cubic feet bag top soil	\$56.40
<b>Item(s) Misc. Gardening Supplies</b>	
4-2gal. watering cans	\$48.00
Water nozzle	\$7.97
2-100 ft hose	\$86.00
4-hand trowels	\$31.88
Bird Bath	\$100.00
2 Toad Houses	\$39.90
<b>Item(s) 4'x8' Planting Bed</b>	
4-2x6-8ft cedar boards	\$55.88
2" deck screws 1lb box	\$8.69
3" deck screws 1lb box	\$8.69
Landscaping weed fabric 3'x50'	\$15.99
10 bags 1cu ft top soil	\$23.50
<b>Item(s) Tables/Benches</b>	
Two 4 seat picnic bench	\$2560.00
Four 70" Polyethylene bench	\$2288.00
Four 60lb bag cement mix	\$10.28
<b>Item(s) Irrigation System</b>	
Complete Automatic yard Watering Kit (3)	\$150.00
Micro Sprinkler watering kit (2)	\$53.94
Automatic Water Timer	\$50.00
<b>Item(s) Garden Sign</b>	
3'x3' aluminum sign	\$120.00
<b>Item(s) Gravel</b>	
5 yrds ¾ quarter minus rock delivered	\$193.00
<b>Item(s) Plants</b>	
12- ½ gal sunflower	\$59.88
2- 1 gal Potentilla	\$15.98
Mountain Hemlock	\$99.99
4- 2 gal assorted fern collection	\$47.96
1 gal Andromeda 'bog rosemary'	\$7.99
2 -1 gal Red-twig dogwood	\$15.98
1-1 gal Ocean spray	\$7.99
3 -1 gal Kinnickinnick	\$14.97
1-7 gal Serviceberry tree	\$69.99
2-3 gal Red-flowering current	\$59.98
2-2 gal Wild azalea	\$23.98
Tiger Lily (5 bulbs to bag)	\$5.99
Canna Lily (5 bulbs to bag)	\$5.99
Calla Lily (5 bulbs to bag)	\$5.99
Nodding Onion (5 bulbs to bag)	\$5.99
Fawn Lily (5 bulbs to bag)	\$5.99
Festuca 'Elijah blue'	\$5.99
Soft rush	\$5.99
Blue-eyed grass	\$5.99
Tufted Hair grass	\$5.99
Resources from school/other sources	Materials for wall mural and one 8'x4' planter box have been paid for through two SOLV mini-grants. Extra paint was donated by various people. All arborvitaes were also donated. School owns 30 pairs of binoculars for animal/bird observations.
Grant Request	\$7,780.15

# FARMINGTON VIEW ELEMENTARY SCHOOL Wildlife Observation Garden

Control+Click On Link: <http://www.hsd.k12.or.us/farmingtonview/GardenProject>



### A. Summary Information

Applicant: Hillsboro School District 1J  
3083 Ne 49<sup>th</sup> Place  
Hillsboro, OR 97124

School	Century High School
Project Contact, Title	Rachelle Carnes – Teacher : Science/Health Services
Phone/Fax/email	503-848-6500/503-848-1825/carnesr@hsd.k12.or.us
Project Name	Integration of Media, Muse and Music into the Scientific Technology of Today and Tomorrow
Grade Levels	9-12
Subject Area(s)	Science & Technology
Amount requested	\$7506
One Sentence Summary	Century Science students will have the opportunity to collect and analyze data or complete and present a project using multimedia options of digital cameras, laptops and MovieMaker.

### B. Project Information

#### Project purpose and objectives:

The purpose of this project is to have students familiarize themselves and manipulate multimedia technology to help enhance their understanding of scientific concepts. Using the cameras, laptops and software students will create digital presentations of their experimentation and manipulation.

#### Objectives:

- Students will learn the operations of the digital cameras, laptops and software.
- Students will integrate technology into basic science courses by using movies, images and sound to communicate their results, outcome, findings and understanding.
- Students will take digital images and download into the laptop computers and manipulate and analyze the images using MovieMaker and Vernier software that is available on the district network.
- Students will be working in different roles and will have the computers available in the classroom so that they do not have to run back and forth to the lab or take up an entire lab when students are at different points in their projects.
- Students will use the cameras and tripods to set a timer for time-lapse photography of growth and development of organisms or behavior observations, as an example.
- Students will use the cameras, laptops and software to create claymation of foundational biological concepts such as photosynthesis, fertilization, respiration, mitosis and meiosis to name a few.
- Students will photograph or film motion and analyze it using the Vernier software that we have available on the district network. Students will observe arcs, pendulums, velocity and other concepts in motion.
- Students will ALL be able to contribute to a group project by using their strengths in concepts, photography, organization, leadership and/or other areas addressed by the projects.

- Students will present their final projects/outcomes in a “film festival” type atmosphere and will be assessed on their understanding of concepts through their communication of these concepts.

#### **Achievement & Innovation:**

- Science student in all science classes will have the opportunity to gain greater understanding of standards based scientific concepts through photography and video of engaging activities using the laptops, cameras and software. If asked, teens would say that their favorite website is “YouTube” but many have never created or uploaded anything themselves onto the website.
- Students will have the opportunity to engage in something “everyone” is doing while learning foundational scientific concepts and creating a “product” that can be available to their peers. As a result of the excitement connected to the project, students will be engaged in the project with their group, “...people working cooperatively can achieve more than individuals working alone,” (Strategic Plan Beliefs), and demonstrate their individual strengths.
- Students will gain a greater depth of knowledge of the topics through research, manipulation and “teaching” as part of the final presentation as a video or movie. As students have to “break apart” a concept they will gain a more foundational understanding of the concept.
- Students will take a base idea and will go beyond the bar that is set due to the “innovative learning environment” (Strategic Plan) as this multi-media option meets the needs of diverse learners. Students will be able to marry concepts with stop-action, live action, claymation, stock clips and then add music to all of it and much more.

#### **Methods & Assessment:**

- Students will create a story board and plan of a project that may include the process of fertilization (as an example). The story board will then guide them through their filming, editing and final product. Each student creates a story board that includes/indicates their contribution to the project.
- All story boards and final projects will be scored using a rubric that evaluates accuracy of concept as well as understanding. A self-evaluation rubric as well as a group evaluation rubric will be used to evaluate the group process.
- Students will film/photograph using their storyboard as a guide and then download the images into MovieMaker or Vernier software for manipulation or analysis.
- Students will film long term data collection for a science fair project and analyze using the software available.
- Students will save their project as an AVI file in a shared folder and then a group presentation or “film festival” will take place as a class event.
- The videos will then be uploaded onto the school web page for others to view (and admire).
- Student will also have the opportunity to present their “shorts” school wide during Jagfest week at our school film festival.

#### **Sustainability**

- Century Science department will keep the “media lab” together for check out by all seven instructors and will be overseen by Rachele Carnes. The media lab should be viable and usable for many years with normal software updates in the building through the district. The cameras are ruggedly designed as are the laptops (to meet district standards) and will be kept in a locked cabinet. This project should continue for many years with many new and innovative modifications as the students discover new ways to use technology and media to express their knowledge and understanding of scientific concepts.

**Budget**

6 DELL E6400 LATITUDE (Quote #476120145) Laptop Computers	\$999.64 x 6 =	5997.84
8 Canon PowerShot SD1100IS 8MP Digital Camera		
3x Optical Image Stabilized Zoom (Blue)	\$149.95 x 8 =	1199.60
8 Sandisk 8GB SDHC Memory Card (SDSDB-8192, Bulk Package)	\$ 11.50 x 8 =	92.00
8 Digital Concepts TR-60N Camera Tripod with Carrying Case	\$ 15.50 x 8=	124.00
Lenmar DLC4L Lithium-ion Digital Camera/Camcorder Battery (Equivalent to the Canon NB-4L Battery)	\$ 11.57 x 8=	92.56
	<hr/>	
	<b>TOTAL</b>	<b>\$7506</b>