

MINI-GRANTS FOR EDUCATION 2013-2014

A program designed to provide small grants to help develop innovative education projects.
Revised January, 2013



A BRIGHT IDEA....

The Education Foundation of Oconee County, Inc.

“Lighting the Way to Our Future!”

PO Box 348
Watkinsville, Georgia 30677
(706) 769-7947 (phone) (706) 769-7948 (fax)
Email: zgattie@oconeechamber.org

Oconee Chamber of Commerce - Executive Committee

Mr. Jonathan King, Chair
Mr. Jonathan Schwartz, Chair-Elect
Mr. Mack Guest, Past Chair
Ms. Ronda Holloway, Treasurer
Mr. Bob Taylor, Secretary
Mr. Tom Odom, Interim President

Education Foundation of Oconee County, Inc.

Mr. Jonathan King, Chair
Mr. Jonathan Schwartz, Chair-Elect
Mr. Mack Guest, Past Chair
Mr. Tom Odom, Interim President

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Mr. Robert Chambers – Athens Academy
Dr. Jason Branch – Oconee County Schools Superintendent
Mr. Tom Odom, Interim President

MINI-GRANTS FOR EDUCATION 2013-2014

WHAT IS A MINI-GRANT?

The Education Foundation of Oconee County, Inc. has developed a program offering Mini-Grants to Oconee County teachers and staff who wish to implement creative, innovative educational projects for which funding is not available through regular school sources.

Mini-grant monies may be used to purchase materials, supplies, equipment, etc., necessary for the successful completion of the project. For example, a Mini-Grant could be used to purchase science equipment for a special science experiment, or to purchase software packages for computer applications in any number of curriculum areas, or to fund parent study skill programs designed to improve the quality of parental involvement in their child's homework.

Specialized educational trips will be considered only if they are an integral part of the proposed project. Mini-grant funds may not be used as personal honoraria for the applicant, other teachers, or other school personnel.

HOW MINI-GRANTS ARE AWARDED.

The Mini-Grant Review Committee of the Education Foundation of Oconee County, Inc will review Mini-Grant proposals. The grant award process is designed to provide funds for special programs responsive to classroom needs and to the desire to know and learn.

The Foundation solicits proposals from teachers and others who wish to initiate learning experiences, which require **up to \$500.00** of funding for which other funding sources are not available.

WHO IS ELIGIBLE?

Any individual or group of teachers, counselors, media specialists, resource teachers, administrators, or educational support staff members (i.e. lunchroom employees, bus drivers, etc.) employed in any SACS accredited public or private school in Oconee County is eligible to apply.

HOW TO APPLY

The Mini-Grant Guidelines are short and easy to complete.

- ✓ **Submit information on pages 5, 6 and 7 by the deadline. **March 8, 2013****
- ✓ Please be sure to include your email address and total cost of project on the lines provided on page 5.

Additional forms are available by calling the Oconee County Chamber of Commerce at 706-769-7947 or Email zgattie@oconeechamber.org.

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HOW TO PREPARE YOUR PROPOSAL

The following guidelines must be followed. Proposals not meeting the criteria will be disqualified.

- **USE CAUTION: DO NOT MENTION NAMES IN THE CONTEXT OF THE PROPOSAL THAT WOULD IDENTIFY THE APPLICANT, THE SCHOOL, THE PRINCIPAL, OR THE CLASS INVOLVED!!!**

- * All proposals must be typed on 8-1/2" x 11" paper.
- * Make a copy of the cover sheet and complete the information requested, including signatures
- * Follow the sample outline and respond to every item as completely as possible.
- * The proposal should not exceed four (4) pages including the title page.
- * If you wish to provide information not requested in the outline but that you feel would promote a better understanding of your proposal, it should be shown as item VII in your outline.

THE SELECTION PROCESS (See Rubric on page 8)

Upon arrival at the Chamber of Commerce, your proposal will be assigned an identification number. Your cover sheet will be replaced with a cover sheet that omits your name and school location; it will show only the identification number. The judging committee will rank the applications received according to the extent to which the project: Please see Scoring Rubric on page 8.

- * *Challenges students at different ability levels;*
- * *Enriches the educational experience for students;*
- * *Is creative;*
- * *Has realistic goals;*
- * *Is cost effective.*

The committee will submit its preliminary selections to the total Foundation Board of Directors, which in turn will make the final selections. Funds will be awarded according to the Mini-Grant budget each year.

DISTRIBUTION OF FUNDS

Upon approval of a Mini-Grant proposal, the Foundation will create a special account at the school in the recipient's name. The recipient will be required to maintain records of all expenditures. Upon completing the project, these records, along with the evaluation of the project, will be submitted to the Foundation.

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OWNERSHIP OF MATERIALS

Equipment and materials purchased through the Mini-Grant Program will remain the property of the schools.

* The person receiving the grant will have exclusive use of the equipment and materials for as long as the project continues.

* Any unexpended grant funds are to be returned to the Foundation.

PROJECT EVALUATION/ See page 9

During the project, the Foundation Committee will review the progress of the program and may conduct at least one on-site review.

To ensure accountability, Project Directors (Teacher) will be required to submit a written final performance and budget report to the committee. Include all receipts for purchases and a one page description of project and outcome. See Evaluation Form on page 9

If project evaluation is not submitted, your school will be ineligible to receive Mini-grant awards the following year.

This report should be forwarded to: Zoe Gattie, Oconee Chamber of Commerce, PO Box 348, Watkinsville, GA 30677 no later than May 2, 2014.

An interim report may also be requested if the project exceeds one semester in length.

MINI-GRANT SCHEDULE FOR SCHOOL YEAR 2013-2014

Applications Distributed: February 4, 2013

Proposal submission deadline: March 8, 2013

Grants announced: Week of May 6, 2013

Funds awarded: May 16, 2013, 5:00 pm, North Georgia University

Project completion deadline: April 11, 2014

Project evaluation/financial reports submitted: May 2, 2014

NOTE: Under special circumstances, exceptions to the above schedule may be made. After the awards period, if you have a concern, please contact the Chamber of Commerce for any exceptions to the schedule.

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MINI-GRANT PROPOSAL TITLE PAGE

Name of Applicant Kathleen Landolt

Principal's Name Bruce Mulkey

School Name Adairsville High School

School Address 519 Old Hwy 41SW, Adairsville, GA 30103

Applicant's E-mail kathleen.landolt@bartow.k12.ga.us

Date 7/15/14 Total Cost of Project: \$478.90 (up to \$500.00)

Title of Project Analyzing and Evaluating Music Using Voicethread

(Proposal Due Date: March 8, 2013)

I have read the Mini-Grant Application information and wish to submit this application in accordance with the Mini-Grant Application Guidelines.

Applicant's signature

March 8, 2013

Date

Principal's Signature

March 8, 2013

Date

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Return to: Education Foundation of Oconee County, Inc.
Zoe Gattie
P.O. Box 348
Watkinsville, Georgia 30677

On a separate sheet of paper, please submit the following information. Be sure to include the total cost for your proposed project.

Analyzing and Evaluating Music Using Voicethread

I. Why this project is important (describe the need)?

Along with the expectations of performance and the ability to read and write music, students in the choral program are also expected to be familiar with music from different time periods, cultures, styles, and genres. Students must be able to critically analyze and evaluate music and musical performances and understand the characteristics of different types of repertoire. Listening to, analyzing, and evaluating music are important skills for all musicians, especially young musicians who are just learning to be performers themselves. These students need opportunities to evaluate and give feedback on different types of music and performances. It is important that students be exposed to many styles and genres of music from a variety of historical periods and world cultures. Students also need opportunities to reflect and interpret emotions and thoughts portrayed in music.

This project is designed to address the following standards for Beginner and Advanced Chorus, Grades 9-12:

Beginner Chorus

- MHSBC.6a - Listen to various genres and styles of music
- MHSBC.6b - Identify components of the choral score
- MHSBC.6c - Identify and describe emotions and thoughts communicated through music
- MHSBC.7a - Identify appropriate criteria for evaluation of vocal/choral performance
- MHSBC.9b - Identify distinguishing characteristics of repertoire representing various time periods, composers, cultures, styles, and genres

Advanced Chorus

- MHSAC.6a - Compare and contrast various genres and styles of music
- MHSAC.6b - Analyze music utilizing knowledge of the choral score

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MHSAC.6c - Interpret emotions and thoughts communicated through music

MHSAC.7a - Evaluate and offer constructive suggestions for improvement of personal and group performances

MHSAC.7b - Identify criteria and describe the quality of a composition

MHSAC.9b - Discuss how distinguishing characteristics of repertoire connect us to history, cultures, heritage, and community

II. What I would like to accomplish (list instructional objectives)?

Learners will use higher-level thinking skills to

- Use Voicethread (<http://www.voicethread.com>) to view and respond to various teacher-created music-based presentations
- Use Voicethread (<http://www.voicethread.com>) to create music-based presentations for their peers to view and respond to
- Use Voicethread (<http://www.voicethread.com>) to view and respond to various music-based presentations created by their peers

III. How I propose to do the work:

A. Steps to be taken in meeting instructional objectives.

- Introduce the whole class to Voicethread and its features
- Assign and complete together as a class an introductory Voicethread for students to practice recording responses
- Provide a rubric describing the type of thoughtful answers expected when responding to a Voicethread
- Organize a schedule based around different sections rehearsal needs that allows each student time to view and respond to at least one Voicethread per week related to different musical styles, genres, time periods, and/or cultures
- Once the students are comfortable with recording responses, conduct a whole class lesson on creating a Voicethread presentation
- Organize time for students to create a musical presentation to be shared with the class
- Organize time for students to view and respond to each other's presentations
- Repeat the last two steps as time allows

B. Time involved

- Length of project: Ongoing (year-long)
- Days per week required: 5
- Hours per day required: 2

C. People involved

- General subject area: Music/Chorus
- Number of students involved: 50
- Number of teachers and/or staff involved: 2

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D. Materials

- K-12 Single Educator License (includes 50 student accounts) to Voicethread (\$79/year)
- 10 CAD U2 USB Headsets with Microphone (\$39.99each)

III. Timeline for assessing accomplishments and objectives (describe program evaluation procedure).

- Program will be evaluated based on the products students create using Voicethread and the quality of their responses to various Voicethreads
- This assessment will be ongoing and adjustments will be made accordingly throughout the year-long project

IV. Student Assessment (tell how student progress will be assessed and reported to students, parents, teachers, and others):

- Formative assessments will be ongoing as the teacher listens to students' responses
- Summative assessments in the form of a rubric will be given for student-created Voicethreads
- Voicethread allows the teacher to invite non-Voicethread members to view and comment on their class's projects, so student work can be shared with parents, other teachers, students not enrolled in the class, administrators, etc. at the teacher's discretion

VI. Proposed budget:

A. Materials/supplies

K-12 Single Educator License (includes 50 student accounts) to Voicethread (\$79/year)

B. Equipment

10 - CAD U2 USB Headsets with Microphone (\$39.99each and free shipping)

C. Total Cost

\$478.90

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**MINI-GRANT EDUCATION
EVALUATION FORM/Scoring Rubric
2013-2014**

Code: _____

Total Points: _____

1. Impacts a variety of skill levels and/or learning styles or impacts an important target population:

Possible number of points: 20 _____

2. Clearly identifies Georgia Performance Standards and/or other learning objectives being addressed:

Possible number of points: 20 _____

3. Pedagogically sound, based on research and/or best practices:

Possible number of points: 20 _____

4. Clear plan for assessment of project and goals with examples of implementation methods:

Possible number of points: 20 _____

5. Impacts large number of students and/or can be recycled/reused:

Possible number of points: 20 _____

General Comments:

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MINI-GRANT EDUCATION REPORT FORM

Due to Chamber: May 2, 2014

Please attach a list of expenditures for the project

SCHOOL NAME: _____

TEACHER'S NAME(S): _____

PROJECT TITLE: _____

Briefly describe your project, describing grade levels involved, number of students impacted this year, whether you will be able to reproduce this project next year with the materials purchased this year, types of learning objectives/GPS standards addressed, etc.

Describe what assessment methods you used to evaluate the effectiveness of your project (i.e., how did you determine whether the intended learning objectives were achieved and/or whether the project was more successful than previous or other efforts without the mini-grant funds?)

Describe the results of your assessment of your project. Was the project more or less successful than other methods? Were students more successful in meeting the stated learning objectives?

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Other general comments: