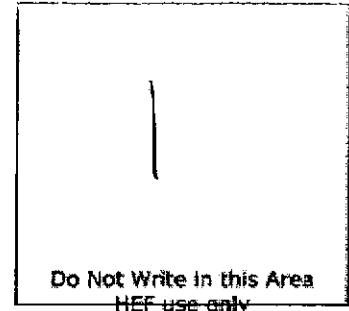




Holdenville Education Foundation
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Grants to Teachers Application Form

*Please use a typewriter or word processor to complete the application.
Submit in the format listed below.*

Date: 1, 1, 2020

Grant Title: High School Students, High Success Rates

School: Holdenville High School

Grade Level(s): 8th - 12th

Content Area: All courses offered at the high school

Total Dollar Amount Requested: \$9,250

\$2050^{ed}

"...research finds that students learn more when they use technology to create new content themselves, rather than just being the recipients of content designed by others."

-Research by Darling-Hammond of Stanford University¹

"Do you have any idea what my students could do if they had access to one of those?"

-Teacher referring to chromebooks, Holdenville High School, 2019

1. What is the major educational need this grant addresses? Please give grade level and academic area.

In general, the major educational need that this grant addresses is the lack of required devices for current teachers at the high school to meet the academic needs of the students. There are several classrooms that will have computer based skills assessed on a state test, yet they do not have access to the devices needed to teach that content. Keyboarding is an assumed skill, yet there is no required, specific class that offers instruction on it. Chromebooks are needed in order to meet the academic requirement of writing across the curriculum. When a student struggles to type correctly, it makes writing a paper for chemistry, geometry, or history that much more difficult.

¹ Darling-Hammond, L., Zieleszinski, M.B., Goldman, S. (September 2014). Using Technology to Support At-Risk Students' Learning. Stanford Center for Opportunity Policy in Education.

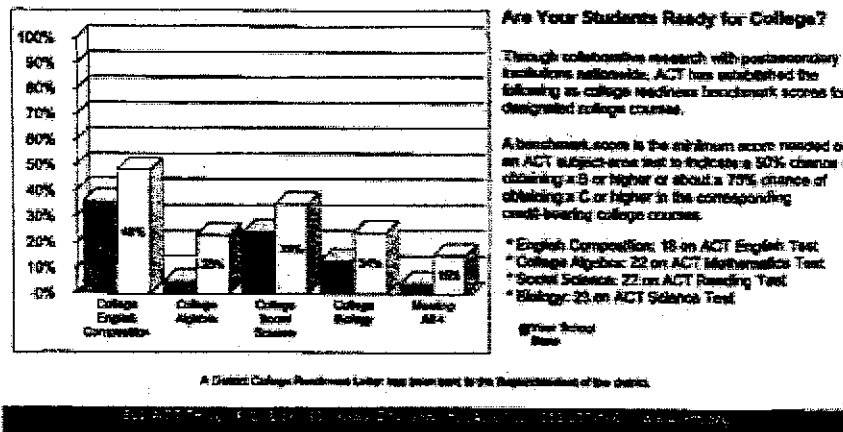
<https://edpolicy.stanford.edu/sites/default/files/scope-pub-using-technology-report.pdf>

The more pressing need that this grant addresses is preparing our students for success in college. The following chart represents the last 5 years of ACT scores that Holdenville High School juniors have received.

Table 1: Five Year Trends - Average ACT Scores

| Grad Year | English | | Mathematics | | Science | | Reading | | Composite | |
|-----------|---------|--------|-------------|-------|---------|-------|---------|-------|-----------|-------|
| | School | State | School | State | School | State | School | State | School | State |
| 2015 | 71 | 30,844 | 18.2 | 20.1 | 17.2 | 18.8 | 18.8 | 21.9 | 17.7 | 20.7 |
| 2016 | 81 | 32,854 | 17.1 | 19.8 | 17.0 | 18.3 | 18.2 | 21.3 | 17.5 | 20.4 |
| 2017 | 58 | 42,465 | 14.3 | 18.5 | 16.5 | 18.6 | 16.1 | 20.1 | 16.4 | 19.8 |
| 2018 | 77 | 42,288 | 18.5 | 18.4 | 18.4 | 18.8 | 17.7 | 20.1 | 17.3 | 19.4 |
| 2019 | 55 | 49,254 | 15.8 | 18.2 | 18.4 | 18.3 | 17.9 | 18.6 | 17.2 | 18.8 |

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework



We recognized a need for intervention at the end of the 2018 school year and implemented "Flex Time." This is a 30 minute period where students use a program called USATestPrep to study and practice ACT and 8th grade OAS test questions. The class of 2019 was the first group to have a full year of access to that preparation, and their scores in the sub-areas either increased or held steady. However, while every student had the full year, not every student had access to devices. Athletes were not included in the flex time because there were not enough devices to use. Each year there are between 350 and 400 students enrolled in grades 8-12. The high school has only 248 working devices. Had all students been able to use the program in school, we assume that the scores would have been higher. This grant will help provide additional devices so that close to all students may have access to this program.

Additionally, the high school offers college courses to juniors and seniors. These are either blended or 100% online courses offered through Rose State. Since the high school has so few devices, it is a daily struggle to make sure those students have access to the devices they need. They must participate in online written discussion panels, submit powerpoint presentations, and type essays. All of these require a keyboard and the software that comes standard on Chromebooks. This grant would help meet that need.

2. Approximately how many pupils will be affected by this project, both directly and indirectly?

Approximately 350 students each year for the life of the chromebooks will be affected.

3. Describe your grant including methods, materials and objectives. Foundation grants are intended to fund a creative teaching plan, so if equipment or materials are requested it should be clearly stated as to why these are an integral part of the plan.

The primary objective for these chromebooks is to meet the needs of our teachers and students. For teachers, this grant will provide access to creative tools that can be integrated into their content areas. For students, this grant will provide the much needed devices so that they can easily succeed in concurrent enrollment, ACT Prep, and basic computer skills that entry level jobs and college classes take for granted.

Each core class will have an increased opportunity to creatively teach information, media, and technology literacy that applies to their content area. This will help students learn to write reports or create content for classes outside of English or composition, and better prepare them for college level classes.

The chromebooks will be housed in a central location that is easily accessible to all teachers. Teachers will check out or reserve a certain number of chromebooks on a daily basis to be used at their discretion to meet their students' needs.

4. Give a time schedule of implementation.

Chromebooks will be deployed immediately upon acquisition and enrollment. If this grant is funded, they will be in use by mid-November 2020, at the latest.

5. Detail your budget request. Include specific information about kinds of materials and equipment needed, sources of supply, and costs (including shipping and handling). If possible, list alternatives if full funding is not available.

| | | |
|---------------------------|----------------------------|---------|
| 30 Lenovo Chromebooks 14" | \$252 each | \$7,560 |
| 30 Chromebook Licenses | \$26 each | \$780 |
| 1 Chromebook Cart | \$935 each + \$75 shipping | \$1,010 |
| Total | | \$9,350 |

| | | |
|-----------------------------|------------|---------|
| Alternative Request | | |
| 30 Lenovo Chromebooks 11.6" | \$179 each | \$5,370 |
| 30 Chromebook Licenses | \$26 each | \$780 |
| Total | | \$6,150 |

10 = \$2050

6. What methods will be used for measuring the stated objectives, or what definite evaluation will you make to determine whether the grant was successful? (Please be specific)

The primary method that will be used to assess the stated objectives will be the trend score for the ACT and 8th grade OAS end of year tests. All juniors in Oklahoma are required to take the ACT, and this is what the high school's effectiveness is judged on. Meanwhile, all 8th graders are required to take the English Language Arts -Reading Comprehension, English Language Arts -Writing, Science, and Math end of year tests. Therefore an increasing score trend in all tests will signify success of the grant.