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Dr. Janet L. Webster, Ed.D,
Director

Date: January 6, 2010

To: Cherokee Preservation Foundation
Deb Mintz – Grants Coordinator

From: Bob Byrd
Roger Wiggins
On behalf of Bill Gibson and Jan Webster

Subject: Grant Final Report
Grant # DO-604/0000603 FY2007 (FA)

Dear Deb,

Attached herewith is a final report for the above reference grant award for your consideration.

You will note that all of the awarded funds were used. You also know that a no-cost project extension and budget amendment was needed for closing out this project.

Your leadership, active involvement and support of this project is greatly appreciated. Your assistance and guidance provided with the execution of the project extension and budget amendment is greatly appreciated.

Attachment

Cc: Shannon Swimmer
Roger Wiggins
Jan Webster
Bill Gibson
Tina Joyner
Vicki Wilson

Cherokee Preservation Foundation Grant Final Report Form

The Cherokee Preservation Foundation is pleased to have made a grant to your organization. In accepting the grant, your organization agreed to submit an evaluation report, consisting of a program and financial update, by the due date listed in the Grants Notification Letter. Please obtain original signatures prior to submitting this form to the Cherokee Preservation Foundation office. We expect this report to be turned in within 30 days of receiving this form.

Name of Project: Student Engagement in a Technology Awareness Conference

Name of Organization: Southwestern Commission Grant Number DO-604/0000603 FY2007 (FA)

Amount of Grant: \$ 5,000

Date Project Funded: October 1, 2007

Instruction/steps to complete report requirements:

1) Use your **Grant Work Plan – Part One** (enclosed) to refer to your original goals for the project.

2) Use the blank **Grant Work Plan – Part Two**

Actual Outcomes – write the status of each goal and the results of your work. Be specific.

What's Next – Describe what will happen to the project in the future.

You may use the enclosed **“Sample” Grant Work Plan – Part Two** as a guide to what type of information we need.

Note: We know that plans are subject to change and we want to know about your progress and your

Challenges. Use additional space if necessary to help us understand what came out of the Foundation's investment of funding in your project.

3) Complete and submit the Final Financial Report Form to show us how you used the Foundation

Funds. Page one and two of this form must be completed, including authorized signatures.

4) **On a separate page, respond to these questions:**

- What happened during the project that was unexpected and how did it affect your results?

- List one or two “lessons learned” during the implementation of the project.
- What difference did the Foundation’s support of the project make within your organization?

Please Note:

Do not answer or complete the report outlined above if you have not expended all allocated funds for your grant (please refer to your Grants Notification Letter for information on a no cost extension)

Cherokee Preservation Foundation -- Grant Work Plan – Part Two *(use a separate page for each grant)*

Organization: Southwestern Commission

Project Title: Student Engagement in a Technology Awareness Conference

At the end of each grant year (listed under “Project duration”), please complete and submit this page plus the required #6 (Budget Status Report).

<p>4 – Actual Outcomes: <u>Comment on the status of each goal and the results of the measurements.</u> Include information on any program or budget amendments.</p>	<p>5 – What’s Next: <u>Describe what will happen related to the project in the future.</u> Will it continue or grow? Where will funding come from? Other comments?</p>
<p>Goal A: To actively engage students in the WRESA/WNC EdNET Technology Awareness Conference by presentations, discussions, and perspective sharing.</p> <p><u>Outcomes:</u> The outcomes are best presented in a November 2, 2007, report compiled by Janet Clapsaddle.</p> <p><u>Introduction:</u></p> <p>WNC EdNET has made significant progress in the procurement of broadband infrastructure for western North Carolina’s educational partners. With attainment of that goal in sight, building awareness of the fiber optic loop, its capabilities, and its potential for enhancing educational opportunities in the region represents an essential and logical next step. The Western Regional Educational Service Alliance’s (WRESA) organization of an Instructional Technology Awareness Conference, “iTAC”, brought over 2,000 area educators together for a day focused on applications of broadband technologies in teaching and learning. During planning for that major regional event, organizers became interested in involving another important group of stakeholders, the students. Efforts were launched to encourage student involvement in both the iTAC conference itself, as well as in other regional planning events. This project report summarizes the goals, methods, and results of those efforts.</p> <p><u>Student Involvement Project Goals:</u></p>	<p>The WNC EdNET group and the CPFdn are continuing to build on this student engagement initiative. Janet Clapsaddle with assistance from the WNC EdNET partner Technology Coordinators and the Technology Application Committee has made numerous school visits and conducted several student interviews relative to technology use and effectiveness in teaching and learning. The formative results of these and other student engagement efforts will be made available in a formative review report that is currently being compiled.</p> <p>A student website has been constructed and a student resource repository is being constructed. These initiatives will be further refined and used in the future months.</p>

- To work with area schools to encourage and support student participation in the iTAC conference held on October 12, 2007, at Western Carolina University
- To communicate and coordinate with WRESA and WNC EdNET personnel involved in conference planning to facilitate student engagement
- To establish school-level contacts for future youth engagement activities related to WNC EdNet goals

Summary of Strategies and Action Steps:

In early September, 2007, the technology coordinators for the six westernmost North Carolina counties and the Cherokee Central Schools were contacted in order to introduce the project's student involvement goals and to ask for input in identifying potential student groups from their school systems whom they would recommend as event participants. The technology coordinators had already been asked to facilitate student participation in another regional planning meeting attended by WNC EdNET partners held at the Southwestern Development Commission office in Webster on September 17. Three students from Swain and Jackson Counties attended the meeting.

Also in early September, area high school principals were contacted in order to introduce the project goals and to ask for recommendations for key faculty members who were knowledgeable of the use of technology in instruction at their respective schools. Each recommended faculty member was then contacted and school-level meetings were arranged. The purpose of the meetings was two-fold. First, informal interviews were conducted with teachers about the progress being made in the integration of technology into their school's instructional program. The interview questions were used as a guide for the discussion and were designed to help identify possible presentation topics and presenters for the iTAC conference.

The following guiding questions were asked during the interview process:

- What do you consider to be exemplary technology-based teaching and learning occurring in your school?
- Would you recommend any of these examples as possible presentation proposals for the iTAC Conference to be held at

Western Carolina University on October 12?

- Are there examples of technology-based student work/projects that you would like to do but that you are currently unable to do?
- What prevents you and your students from being able to carry out those activities?
- What avenues would you suggest for encouraging student involvement in the planning process for WNC EdNET applications?
- What resources would help your school facilitate student involvement in the planning process?

At the time of the September 17th meeting, over one-half of the school visits had been completed. A summary of the interview results was presented at the meeting to serve as a springboard for further discussion.

Secondly, teachers participating in the school site visits were encouraged to bring students as participants to the iTAC conference or to refer other teachers and student groups for participation. Information was shared about resources available to support student involvement. Funds for student meals, reimbursements for student transportation, and incentive gifts for student participants were made available.

On September 11, 2007, a meeting of the iTAC Planning Committee was held in the Macon County Board Room. During that meeting, presentation proposals were reviewed, selection decisions were made, and logistics were discussed. Arrangements were made for a student meeting time and space during the conference. It was decided that a welcome statement for students would be included in the conference program and that the first general session announcements would also include a welcome to students.

The teacher presenters for iTAC were contacted and information was shared with them about the incentives available if they chose to include students in their presentations. Inclusion of the teacher presenters and their students opened the pool of student participants to elementary and middle school students. Some presenters felt that their presentations were not suited to student participation; others chose to bring students as co-presenters to demonstrate the technology-based classroom activities. After some discussion with elementary teacher presenters, special transportation and activity arrangements were made so that younger students could participate in iTAC. These arrangements shortened the day for the elementary students and made the event more engaging and beneficial to them.

In the last two weeks leading up to the conference, two follow-up visits were requested and completed in order to answer questions about conference logistics for teacher presenters. Other logistical details were finalized by email and by phone.

As a result, fifty-six students attended the iTAC Conference. These included six elementary students, ten middle school students, and forty high school students. A meeting for the students was offered during lunch at the conference. At the meeting a discussion was facilitated with students giving their perspectives on the progress of integration of technology into instruction in their schools. Eight of those students also volunteered to be panel members for the final speaker at the conference. Fifty-four students completed a survey aimed at gauging their interest in participating in various student involvement activities. The results of both the student discussion and the survey are being provided for you in attached files.

After the conference, student participants were mailed follow-up letters which extended invitations to become regular participants in regional planning events. Results of the teacher interviews, student discussion, and student interviewed were compiled and shared with WNC EdNET partners, including the area superintendents, principals, technology coordinators, planning committee members, teacher interviewees, and teacher presenters.

Results:

Ideas generated during student group discussion

What types of technology have you and your teachers used in instruction that you enjoyed and/or found effective?

- Smart Boards-especially when teachers have students actively participate
- Elmo-camera projection of math lessons; allows for recording of lesson
- Interwrite boards-wireless computer pad which can be passed from student to student; student response appears on class-size monitor for whole group
- Laptops for all students to use at school and at home
- Graphing calculators
- Robotics labs and projects
- Internet-based portals for class work that can be accessed at school and at home to get assignments, submit work, track grades,

communicate with other class members (Moodle, Lotus Notes, etc.)

- Quizdoms-handheld computers for instant quizzing of students; teacher sends question to students who respond and receive immediate feedback; everyone must answer, but other students do not know how others respond
- Video production/editing
- Google editing-submission of documents to a google account to be saved online and edited by others
- Xybernauts-mobile, touch screen computer

What types of technology activities would you like to use in your school in the future?

- Remote use of scientific instruments, such as Smiley, the radio telescope
- Use of PDA's for instruction, instructional materials
- Use iPOD's for podcasting
- Wireless internet in classrooms

Other issues raised by students

- Concerns about blocking of sites needed for work; some differentiation for older students needed, especially for college-level course work
- Project-based learning gives students more voice in their learning; it can also produce more stress, since students are less familiar with this type of learning environment and students are required to assume more responsibility in their own education
- Lack of consistency in providing technology funding can cause some frustration (for example, laptops available to all students for individual use during first year must be shared between students during second year)

Student Name _____ Survey Results _____

School Name _____

Grade Level _____ 3-12 _____

Please rate your interest in participating in each of the activities listed below using this rating scale:

1=not interested at all

2=probably not interested

3=unsure; no opinion

4=probably interested

5=very interested

- *participate in a classroom discussion/brainstorming session about technology*
Student responses <3=7.5% Student responses >3=58.5%
- *complete an on-line survey about technology*
Student responses <3=7.5% Student responses >3=71.7%
- *complete a paper and pencil survey about technology*
Student responses <3=37.0% Student responses >3=40.7%
- *help choose classroom learning activities/projects*
Student responses <3=5.6% Student responses >3=88.7%
- *be a member of a technology committee/advisory council for your school*
Student responses <3=9.4% Student responses >3=64.2%
- *be a member of a regional technology advisory committee*
Student responses <3=20.8% Student responses >3=45.3%
- *develop a rubric to rate the effectiveness of technology-based lessons*
Student responses <3=13.2% Student responses >3=47.2%

Please continue to the back of this page to complete the survey.

- *use a rubric to rate the effectiveness of technology-based lessons*
Student responses <3=20% Student responses >3=46%
- *be a member of a student tech support team (peer tutors for technology)*
Student responses <3=12% Student responses >3=60%
- *attend a workshop on a specific technology topic of your choice*
Student responses <3=12% Student responses >3=72%
- *hear a guest speaker on technology topics*
Student responses <3=12% Student responses >3=72%
- *participate in a field trip related to technology*
Student responses <3=4% Student responses >3=86%
- *have access to a website related to student technology needs and interests*
Student responses <3=8% Student responses >3=70%
- *participate in a blog related to student technology needs and interests*
Student responses <3=14% Student responses >3=62%
- *participate in a regional technology conference for students*
Student responses <3=8% Student responses >3=58%
- *be a member of a technology club*
Student responses <3=12% Student responses >3=66%

Please list any other activities that you would recommend as ways to interest and involve students in technology-based teaching and learning:

Use iPod's more
Video game club
Get them to come to this conference
Outside labs, something active

More workshops like this one
PDA's; internet
Making videos
On-line activities

Thank you for your ideas!

Recommendations for future actions and activities for regional youth engagement:

- Establish a regional network for promoting youth engagement activities
 - Develop a directory of regional youth organizations, both school-based and community-based
 - Name of organization
 - Goals, mission
 - Contact information
 - Publish and disseminate directory to partners
 - Name a primary contact person for regional youth engagement for coordination of efforts and to answer questions
- Invite regional schools and youth organizations to establish student technology committees to participate in local and regional activities
 - Include students who participated in iTAC and first discussion group
 - Add other students from existing student organizations, clubs, or classes
- Host one or more regional activities for student technology group

Possible topics:

Participation in “Gates” planning group discussions
Designing an on-line survey for students
Designing a website for students about technology opportunities
Participation in a community forum
Workshop on specific topic (video production, podcasting, use of PDA’s in educational settings, ethics of technology use)

- Assist with acquiring funding to support student participation
 - Training for students and teachers

- Hardware and software needs to support training activities
- Enrichment activities (field trips, guest speakers)
- Travel to regional events
- Video conferencing capabilities
- Regional resource center
- Participation in future awareness conferences

4) What was unexpected included the complexity of navigating the conference logistics. When involving student in an environmental context designed for adults, additional per person attention must be provide in order to insure a successful and relaxed but rewarding experience. Fortunately the CPFdn staff and a retired principal provided the necessary individualized and small group attention. The students were productive and at the appropriate locations at the appointed times.

- Some lesson learned and reinforced included:
 - Students know a lot about technology and in many cases know more than adults.
 - Students are digital natives while most of their surrounding adults are digital immigrants.
 - Some adults may be threatened by students' superior technology skills.
 - Students are very capable of being leaders in technology application.
- The CPFdn support was significant in that the funding allowed project planners the necessary degrees of financial freedom to include students although all of the allocated funds were not used; the conference planners operated with the knowledge that the funds were available if needed.

The major contribution the Foundation has made to this project was not the funding, but the high-quality leadership and encouragement demonstrated by the CPFdn Executive Director and several staff persons. The student engagement initiative is currently being expanded at the district levels. Plans are underway for a 2nd iTAC (awareness conference) which will involve students.

<p>It is significant that the Foundation’s “human capital” is strategically applied as a critical element in the client change process.</p>	
<p>Goal B:</p>	
<p>Goal C:</p>	

6 – Budget status: Also submit a Budget Status Report (form to be provided by the Foundation) for the Foundation portion of the budget only, not the entire budget.

Cherokee Preservation Foundation

Final Financial Report Form

How Grant Funds Were Spent through Completion of Program/Project

***This report reflects the budget as amended – approved 10/28/09**

Organization: SOUTHWESTERN COMMISSION/WRESA

Date: 01/06/2010

Grant Number: DO-604/0000603 FY2007 (FA)

Grant Award Amount: \$5,000.00

Budgeted Expenses:

**Approved
Budget**

**Actual
Expenditures**

**Budget
Variance**

Personnel:

Salaries/Wages (Please list):

Fringe Benefits

Indirect Cost

Honorariums/Stipends

Total Personnel

Contracted Services (Please list):

Total Contracted Services

Operating Expenses:

Supplies & Materials (Please list):

Student Travel – Transportation/Mileage

Student Travel – CONTRACTED MEALS

Pro Rata Conference Printing Materials

Pro Rata Staff Travel – Lodging Mileage, Meals

Other Operating Expenses (Please list):

Pro Rata Conference Coordinator/Planning

Pro Rata Cost of Conference Presenters

Total Operating Expenses

Major Capital Purchases:

Equipment or Fixtures (Please list):

Buildings & Improvements (Please list):

Total Major Capital Purchases

Other Expenses(Please list):

Total Other Expenses

Grand Totals

\$5,000

\$5,000

\$ 0

Cherokee Preservation Foundation
Final Financial Report Form
(Continued)

Certifications:

I certify that grant funds have been expended as reported herein and I will supply substantiation of expenditures upon request.

Signed: _____
Project Contact Person

Date: _____

Signed: _____
Director/Program Manager

Date: _____

Signed: _____
Fiscal Agent (if applicable)

Date: _____