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Case Study: Parent Technology Outreach Program Grant

[Weller Road Elementary School](#)

2006-07 Extended Hours Technology Grant

The program was designed to give parents of Weller Road students a chance to learn basic computer skills that would be needed for everyday use. Many of the parents came to the class with very little computer experience or none at all. Each of the “students” had a chance to work at their ability level to learn programs such as Word, Excel, Power Point, and Publisher. The students also learned to use the Internet. Learning how to search for information on the Internet will provide the student with the tools needed to help their children with schoolwork.

There were two sessions to this course. In the first session while students were taught to use the Internet and E-mail. Child care and a Spanish speaking translator were available to the parents which made the class much more available to the parents at each session. The class sizes ranged from 8-15 parents per class.

Case Study: Golden Hawks Evening Technology Courses

[Roberto Clemente Middle School](#)

2004-2005 Extended Hours Technology Grant

Many students, parents and community members do not have the ability to access current technology or use available technology due to a lack of technological literacy and financial difficulties.

The goal of this program is to provide knowledgeable, willing instructors with experience teaching students and adults in areas such as Basic Computer Literacy, Microsoft Office for the Not so Expert, Basic Web Page Design, Basic On-Line Research Skills, E-Learning 101, Evening Research and Learning Hub, Creating Electronic Portfolios, Teaching & Learning Math Using Technology and more!

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Case Study: Updating Maps and Globes

[Viers Mill Elementary School](#)

2006-2007 Small Grant

At Viers Mill Elementary School, Barbara Hlavka, media specialist, was awarded a Small Grant in 2006 to refurbish the school's seriously outdated map and globe collection. The purpose of this project was to update these materials beginning with one fourth grade and one fifth grade classroom with the most ESOL and special needs students.

Teachers noted the globes were popular among students. Students would independently use the globe to locate various countries around the world and took special pride in locating their own countries of origin.

These materials made it easier to make concepts more tangible for students. For example, relief globes allow students see the mountain ranges projecting from the earth's surface. A physical globe demonstrates the depths of the ocean floor.

From the youngest to the oldest students, these vivid globes were a constant source of attraction, interaction and learning. The educators at Viers Mill Elementary will continue to find ways to bring these same benefits to other classrooms that are still lacking current materials.

Case Study: Creating an Original Opera

[Beverly Farms Elementary School](#)

2006-07 Small Grant

A small grant was awarded to the Beverly Farms Elementary School for 2006-2007 for the "Creating Original Opera" program. Throughout the program, thirty-two fifth grade students of various racial and ethnic backgrounds as well as varied abilities and skill levels were responsible for developing a theme, thesis, and characters for their own original opera.

For three hours each week, students participated in writing, composing music, constructing sets, building lights, designing costumes, acting, applying makeup, blocking and movement, and managing the student company. In May, the opera was performed twice for the student body and twice for the community.

Through the "Creating Original Opera" process, the students learned several different life skills such as taking responsibility, solving problems, organizational techniques, and ways to communicate effectively.

Case Study: Solar Car Project at Walter Johnson

[Walter Johnson High School](#)

2004-2005 Small Grant

The solar car project at Walter Johnson High School is in full swing. The fundraising phase was completed in early December, with the team raising over \$5,000 in cash as well as procuring three solar panels from BP Solar. Numerous professionals in various engineering fields have also graciously donated their time to help these students reach their goal.

A tremendous amount of time and effort went into our design phase, which quickly turned into our construction phase earlier this month. The plan now is to produce a prototype vehicle and our final racing vehicle. The prototype vehicle "The Wildcat" should be ready for testing by early March. The final racing vehicle will be completed by early May. None of this would have been possible without the early support from the Educational Foundation.