

NCEE: Excellence in Economic Education Grant Application

10/16/06 10:20 AM

NCEE

**NCEE — Excellence in Economic Education (EEE)
School-based Student Activities**

NCEE

Congratulations, Nicole Ertischek!*Project ID: sa-0600170*

The information you submitted online has been accepted by our system. Please include your Project ID in the subject line of any future email in order to insure that it is properly directed, and handled in a timely manner. You may check the accuracy of the data that were accepted by our system at the end of this email.

To complete your application, submit a Project Narrative. All of the questions listed below must be addressed in your Project Narrative for your grant proposal to be eligible for review. Applicants may include their Project Narrative in the body of a reply to this email, in a separate attached file, or in a separate email addressed to eee_rfp@ncee.net. Remember to include your Project ID in the subject line of the email to ensure that your application is processed in a timely manner.

Best Regards,
The National Council on Economic Education

Project Narrative Questions for "School-based Student Activities" subgrants

All of the questions listed below must be addressed in your Project Narrative for your grant proposal to be eligible for review.

1. Describe the proposed "School-based Student Activity" project, including: what the proposed student activity aims to accomplish; details on the student activity and its format; target grade levels; anticipated number of student attendees and recruitment strategy; how the activity will promote consumer, economics or personal finance education; and how the activity will promote awareness of student academic achievement.

You may reply in this space.

2. Explain how you plan to evaluate the effectiveness of your proposed activity on the participating students.

You may reply in this space.

3. Provide a proposed timeline for the project activity. (Outline format is sufficient.)

You may reply in this space.

4. Identify all of the eligible partners that you will work with to implement this project activity. Indicate the roles and responsibilities of each partner, including your own. If all information relevant to this question was previously entered in the preliminary online application, leave this section blank.

You may reply in this space.

5. Explain any follow up activities planned for the proposed project activity.

You may reply in this space.

6. Will the funds requested through this Excellence in Economic Education subgrant supplant other Federal, State, or local funds expended to support activities described in your proposal? If yes, reread the ELIGIBILITY section of this RFP and explain.

You may reply in this space.

Contacts and Budget Information:

If you find any errors below, please indicate, and forward the corrections to eee_rfp@ncee.net, or contact Kevin Gotchet at (212) 730-1108. Changes made below will not be registered automatically with submission of your Project Narrative, unless you notify NCEE specifically which fields were altered.

Part I - Primary Contact Information

Primary Contact Person: Nicole Ertischek
Position: Principal
Telephone: (907)742-3002
Fax: (907)742-3020

mhtml:main:

Page 1 of 2

NCEE: Excellence in Economic Education Grant Application

10/16/06 10:20 AM

Email: ertushek_nicole@asdak12.org

Institution to Receive Grant: Eagle River Elementary School

Type: State Educational Agency

Address: 10900 Old Eagle River Road

Eagle River, Alaska 99577

Part II - Partner Organization(s) Contact Information

Part III - Budget Information

Project Duration: January 8, 2007 to May 23, 2007

The Primary Contact is also the Fiscal Agent

Budget

1
(

Eagle River Elementary School – Anchorage School District
Project ID: sa-0600170

1

1. Describe the proposed "School-based Student Activity" project, including: what the proposed student activity aims to accomplish; details on the student activity and its format; target grade levels; anticipated number of student attendees and recruitment strategy; how the activity will promote consumer, economics or personal finance education; and how the activity will promote awareness of student academic achievement.

The staff, parents, students, and community of Eagle River Elementary School are planning on starting a MicroSociety program this school year. Eagle River Elementary School has approximately 350 students, all of whom will be participating in this program

MicroSociety is a whole school project in which you create a functioning society within the confines of the school. There are many components of this society including:

- Student run government, creating laws by which the students monitor their own behavior and economic system.
- Student led judicial system with peace-keepers and mediators to encourage students to follow school rules.
- An economic system with an internal currency. Students create their own business and services. They purchase materials from the wholesale store and sell their goods and services as well as calculating profits and losses, and paying taxes, rent etc.

This project will last all year with students having an opportunity to be both consumers and producers at market days. In addition to buying and selling items at market days, students will have experience applying for jobs as bankers, lawyers, journalists, publishers, teachers, etc. The job possibilities vary as the interests of the students change. Some students might be interested in science and want to create a science museum. Other students might choose to write and direct their own plays by creating a non-profit theater group and need to apply for a grant from the student government.

Within a MicroSociety Program students learn a great deal of economics. Older students, grades 3-6, who are running businesses and services, tend to learn many consumer and business terms as well as a great deal of personal finance information. The students will be expected to manage a savings and checking account, fill out forms to order supplies, calculate interest on savings and loans, and understand the concept of supply and demand. Younger students, grades K-2, who are workers and consumers, but not necessarily business owners, learn personal finance, how to handle their money, as well as some of the basics of consumer economics such as how to make wise choices, net versus gross sales, how to fill out order forms and calculate profit.

In addition to the economic and math skills that are taught and used during MicroSociety, this project requires students to do a great deal of reading and writing. Academic skills are put into the "real world" context in this project. Students working in the newspaper have to do research and write articles. Science is the focus for the students working in the science museum, but all of the students who visit the museum during market day will learn something. In the process of writing laws, students are expected to work on their verbal and written communication skills form by explaining the new laws to other students, as well as writing articles about the new laws for the students' newspaper. All subjects, including an emphasis on civics and United States Government, are included in this project.

Eagle River Elementary School – Anchorage School District
Project ID: sa-0600170

2

2. Explain how you plan to evaluate the effectiveness of your proposed activity on the participating students.

The project will be evaluated in two ways. First, a pre and post-test will be given to each student. This test evaluates their general knowledge of economics terms and concepts. The second evaluation will consist of an attitude survey for both students and staff. This survey will also include questions about economics, but it will also ask about their opinions of the project and attitude about school.

3. Provide a proposed timeline for the project activity. (Outline format is sufficient.)

November

- 1/2 Teacher Training
- General Election Student Government Officers Elected
- Local bank (School Partner-Key Bank) finalizes plans for "Kids Bank" and starts accounts
- Currency Sent to Printer

December

- Student Judicial System continues
- Teacher Training

January

- Legislative and Judicial System continues
- Key Bank trains student tellers for "Kids Bank"
- Teacher Training

February

- Legislative and Judicial System continues
- "Kids Bank" opens
- Students Given Pre-Test

March

- Legislative and Judicial System and "Kids Bank" continues
- Students apply for jobs

April

- Job training and work begins

May

- Fully Functioning business and services open
- Post-Test Survey

Through March many of the activities will be done with small groups of students during lunch-time, recess, after school, or for a few hours a week of pull out time. Other activities, such as the student newspaper, which has been started, might be done by a whole class as a class project. Starting in April, students will be able to apply for jobs and work with teachers throughout the school. This work time called "MicroSociety Time" will be at least three hours a week for the remainder of the school year.

Eagle River Elementary School – Anchorage School District
Project ID: sa-0600170

3

4. Identify all of the eligible partners that you will work with to implement this project activity. Indicate the roles and responsibilities of each partner, including your own. If all information relevant to this question was previously entered in the preliminary online application, leave this section blank.

Key Bank will be working with Eagle River Elementary School to help implement two banking components to this project. First, starting in January, employees from Key Bank will be coming to the school to train fifth and sixth grade student tellers to work in our "Kids Bank." The Eagle River "Kids Bank" will allow all Eagle River Elementary Students an opportunity to open and maintain real savings accounts at school. Twice a month, students will be allowed to make deposits into their accounts through the student tellers who will be supervised by Key Bank Employees.

As our MicroSociety Project progresses, employees from Key Bank will also work with our MicroSociety Bank to set up a banking system which all of our students can use. This system will include business accounts and loans as well as personal savings and checking accounts. Teachers will work with Key Bank employees to create a training program that is developmentally appropriate for the students that we are working with. Students at each grade level will be exposed to money concepts and banking skills. These skills will range in difficulty from identifying and counting money and understanding the function of a bank at the kindergarten and first grade level. Second through fourth grade will be expected to count money, make change, and fill out deposit slips, and maintain accurate account balances. Fifth and sixth graders will understand the basics of checking accounts and savings accounts as well as how to calculate interest on loans as well as savings.

Eagle River Elementary School staff will be responsible for the rest of the MicroSociety program. Staff will be trained and then will facilitate student run ventures and agencies as the students create their own society.

5. Explain any follow up activities planned for the proposed project activity.

This project is expected to last until the end of the 2006-2007 school year. We are planning to continue these activities into the 2007- 2008 school year and beyond.

6. Will the funds requested through this Excellence in Economic Education sub-grant supplant other Federal, State, or local funds expended to support activities described in your proposal? If yes, reread the ELIGIBILITY section of this RFP and explain

No