

Franklin-Simpson Educational Excellence Foundation, Inc.
GRANT APPLICATION COVER PAGE

*Application must be typed. If you experience difficulty completing, please contact our office at
email fseducationalexcellence@gmail.com*

Applicant Name & Position: Halie Brown - MSD teacher (9th - grade 14 students)

School/Organization Involved: Franklin-Simpson High School

Amount Requested: \$4,792.46

Purpose of Funding: Purchase and installation of a ViewSonic ViewBoard

Targeted Grade Levels: PreK-K 1-3 4-5 6-8 9-12 Other: grade 14 (students can stay until age 21)

Number of Students/Persons Affected by Grant: 7 students/1 teacher/2 paraprofessionals. Most students stay with me until they are 21. So this project will not only affect my current students, but future students as well

Academic Area: Reading Language Arts Social Studies Math Other: life/adaptive skills, social skills
Science Fine arts Community

Brief Summary of Project (2 - 3 Sentences):

I am requesting funding for a ViewSonic ViewBoard to better support my students with moderate to severe disabilities. This technology will allow me to make lessons more interactive, visual, and hands on, while also helping my students practice life skills, job skills, and self-regulation. My goal is to give them the tools they need to be more independent and better prepared for life after high school.

Address of School/Organization: 400 South College Street, Franklin, KY 42134

Contact Person: Halie Brown

Phone: (Day & Evening) (270) 779-0699 **Fax:** FSHS (270) 586-2021

E-Mail: Halie.brown@simpson.kyschools.us

Grant Cycle Submitted: September November February April

Required Signatures

Simpson County Schools:

Principal/Supervisor  **Date** 8/22/21
Superintendent _____ **Date** _____

Community Organizations:

Grant Preparer _____ **Title** _____ **Date** _____

Board Representative _____ **Title** _____ **Date** _____

PLEASE USE THE FOLLOWING INFORMATION TO CREATE YOUR GRANT APPLICATION.

Writing Guidelines

- 1) Application is complete and follows format outlined below, two to four pages in length, postmarked by deadline, includes 12 copies (one for each director & staff) or digital media and one hard copy including signed cover sheet.
- 2) Demonstrates innovative and/or program/curriculum or identifiable need.
- 3) Clearly defines learning goals and offers a meaningful way to measure success.
- 4) Clearly defines an area of need for students, school, or community.
- 5) Simpson County Schools applicants **MUST** include signatures of principal & board approval **before submitting to FSEEF.** (See Important Considerations below.)

A. NARRATIVE: Choose Option I or II depending on organization's status:

I. SIMPSON COUNTY SCHOOLS AND PERSONNEL

Describe Your Request

- 1) Describe the problem(s) or need(s) addressed by this request. Be sure to:
 - a. State your school's mission.
 - b. Clearly describe how this program/project will help your school to carry out its mission
- 2) Describe in detail the specific activities and strategies of this project,
- 3) Incorporate a **timeline** for implementation.
- 4) Describe in detail the expected outcome/goals of your project and how these outcomes will be measured.

OR

II. COMMUNITY ORGANIZATIONS

Organizational History and Structure

- 1) Briefly describe your organization's purpose, mission, and goals.
- 2) Is your organization tax-exempt?
- 3) Detail your sources of total program funding/ financial support.
- 4) Provide a list of board members and staff as an attachment.

Describe Your Request

- 1) Describe the problem(s) or need(s) addressed by this request.
- 2) Describe the specific activities and strategies of this project.
- 3) Incorporate a **timeline** for implementation.
- 4) Describe the expected outcome/goals of your project. Explain how the outcomes will help meet your organization's mission.

B. EVALUATION

- 1) Please describe the evaluation method you will use to measure the success of your project. What questions will be answered?

C. BUDGET—Must be reasonable for scope of project and number of learners affected.

- 1) Provide a **detailed** budget of how you plan to use the requested funding to ensure the success of your proposed project. Applicants may attach estimates, quotes or data collected online to support budget projections. Attachments DO NOT replace a constructed project budget.
- 2) Please indicate any other sources of funding you are seeking for this project and the amounts anticipated from those sources.

D. APPLICATION SUMMARY—The mission of the Franklin Simpson Educational Excellence Foundation, Inc. is “to supplement existing educational opportunities through funding to educators and community organizations in order to facilitate effective learning.” Applicants should clearly discuss how the proposed project meets not only their school/organization’s mission statement, but also how it meets FSEEF’s mission.

IMPORTANT CONSIDERATIONS for completing your proposal:

- FSEEF funds learner-directed projects. Applicants should not submit for travel, training, “bricks and mortar,” or salaries UNLESS it can be justified clearly and completely as an integral part of the project.
- Applicants must follow the format outlined in this application packet. A completed cover sheet must be included in addition to the narrative portion which addresses A-D in outline above. Failure to submit a complete application will result in application being returned for revision to meet the established guidelines and will delay consideration until the next cycle.
- Out of fairness to all applicants, FSEEF board members should not be asked to review applications prior to submission.
- Applications will be reviewed in order received. Early submission is encouraged.

Grant applications will be compiled and reviewed on a quarterly basis as indicated below.

<i>2025-2026 FSEEF Meeting Dates for Grant Review</i>	<i>Grant Must Be Submitted by 2:00 p.m on this date</i>
<i>8/25/2025</i>	<i>8/15/2025</i>
<i>9/22/2025</i>	<i>9/12/2025</i>
<i>10/27/2025</i>	<i>10/17/2025</i>
<i>11/24/2025</i>	<i>11/14/2025</i>
<i>12/22/2025</i>	<i>12/12/2025</i>
<i>1/26/2026</i>	<i>1/16/2026</i>
<i>2/23/2026</i>	<i>2/13/2026</i>
<i>3/23/2026</i>	<i>3/13/2026</i>
<i>4/27/2026</i>	<i>4/17/2026</i>

****Applications submitted by Simpson County Schools personnel MUST have board of education approval PRIOR to submission to FSEEF. Contact the Central Office to have approval of your application included on the board agenda. Central Office will need a copy of your proposal to be signed by the superintendent after board approval. Board of Education meeting dates are subject to change. Applicant is then responsible for submitting the SIGNED proposal to FSEEF.**

Allow a 1-2 week review period. All applicants will be contacted within one week of grant review meeting.

Send completed applications to:
FSEEF Grant Applications, P.O. Box 94, Franklin, KY 42135-0094
or e-mail to fseducationalexcellence@gmail.com

FSEEF Grant Narrative - ViewSonic ViewBoard for Special Education Classroom
Applicant: Halie Brown, Franklin-Simpson High School

A. Narrative

- (1) In my classroom, I teach students with moderate to severe disabilities, ranging from 9th grade up to age 21. My students work on a wide variety of skills, including reading, writing, math, science, social studies, independent living skills, social skills, and job skills. My students require highly visual, interactive, and hands-on learning opportunities to stay engaged and make progress across a wide variety of skills. Currently, we only have access to televisions and Chromebooks for instruction. While these are useful, they limit how interactive and engaging lessons can be; instruction is mostly one-directional, which makes it harder for students to fully engage and practice skills in meaningful ways.

What my students need is a way to actively participate in lessons, through hands-on, visual, and interactive methods. A ViewSonic ViewBoard would meet this need. A ViewBoard is an interactive touchscreen display, similar to a very large tablet. It combines the functions of a whiteboard, computer, and tablet in one. Unlike a standard TV or projector, it allows both teachers and students to physically interact with content by writing, drawing, moving objects, and accessing educational tools directly on the screen. This technology would provide new opportunities for meaningful participation and skill building that my current setup simply cannot support.

Our school's mission is *"to empower students to be college and/or career ready"*. For my students, readiness may look different than it does for their peers, but it is no less important. For the students in my classroom, it looks like gaining the functional academic, social, and independent living skills necessary to transition successfully into adulthood. A ViewSonic ViewBoard would give my classroom the tools needed to provide meaningful, interactive lessons that prepare my students for both future supported employment opportunities and greater independence in daily life.

- (2) The ViewBoard will be used throughout the school day, across multiple areas of instruction:
- Academic Lessons - Math, reading, writing, science, and social studies lessons will be displayed in highly visual and interactive formats. Instead of passively watching on a TV screen, they will come to the board, drag and drop answers, highlight text, or participate in group activities. This will increase focus, comprehension, and active participation.
 - Independent Living Skills and Routines - Many of my students are working toward independence in daily living. The ViewBoard can display visual step by step routines for tasks such as cooking simple meals, following a morning checklist, or completing hygiene routines. Students will be able to interact with the board by moving icons, checking off steps, or sequencing tasks, giving them

a more hands-on way to practice skills that directly transfer to life at home and in the community.

- Social and Job Skills - Students will role-play job scenarios, practice filling out applications, and learn workplace behaviors/expectations with visual supports on the board. Social stories and interactive scenarios will be displayed to help students practice communication and decision making in real life situations.
- Sensory Supports - The board can be used to provide calming visuals, music, and interactive sensory breaks. Visual timers displayed on the board will also help students understand transitions and manage their time more independently.

These strategies will allow every subject and skill area (academic, social, vocational, and independent living) to be presented in a more accessible, engaging way for my students with disabilities.

(3) To implement this project effectively, the following timeline will guide the installation, training, and integration of the ViewBoard into daily instruction:

- Month 1: Purchase and installation of the ViewBoard. Teacher/staff training on features and classroom integrations.
- Month 2: Begin using ViewBoard for core academic instruction and daily schedules/routines.
- Months 3-4: Expand the use of the ViewBoard into social stories, job readiness lessons, and sensory supports.
- Ongoing: Continue daily integration of the board across all content areas and skill domains, with continuous reflection and adjustments to maximize student engagement and progress.

(4) The main goal of this project is to increase student engagement, independence, and skill development across academics, social-emotional learning, and independent living skills.

With the ViewBoard in place, I expect the following outcomes:

- Increased Engagement/Academic Growth - Students will show greater participation in lessons by coming to the board, answering questions, and interacting with content. Students will demonstrate progress in academics, social interactions, and job readiness skills with support from the visual and interactive lessons.
- Independent living skills - Students will make progress in following visual routines and completing multi-step tasks (such as basic hygiene routines, cooking basics, or classroom jobs) with fewer teacher prompts.
- Self Regulation - By using the board for sensory support and visual timers, students will have more tools to calm and regulate themselves, leading to smoother transitions and more time engaged in instruction.

Together, these outcomes will help students work toward greater independence and readiness for life after high school. Progress will be measured through a combination of teacher observations, student work samples/progress monitoring, and classroom data collection on participation, independence, and skill mastery.

B) Evaluation

To evaluate the success of this project, I will use a combination of teacher data collection, classroom observations, and student performance measures. Success will be determined not just by whether the ViewBoard is used, but by if it helps my students engage more fully and build independence in their skills. The following methods will be used:

- Student Participation Tracking - I will document how often students come to the board to interact with lessons compared to baseline participation before the ViewBoard.
- Skill Development Data - For independent living, social, and job skills, I will collect data on student progress toward completing multi-step routines, working with fewer prompts, and demonstrating increased independence. Student work and assessment data will provide evidence of academic progress.
- Behavior and engagement Logs - Classroom staff will track engagement levels during lessons, and note improvements in self-regulation with the use of sensory supports and visual timers.
- Anecdotal Records - Notes from classroom staff will capture qualitative improvements such as confidence, social interactions, and enthusiasm for participating in lessons.

The evaluation will aim to answer these key questions:

- Are students more actively engaged in lessons, with the use of the ViewBoard?
- Are students demonstrating greater independence in completing daily routines and tasks?
- Are students demonstrating improved social and job-related skills through interactive practice?
- Is the ViewBoard helping students regulate their behavior and transitions more successfully?
- Overall, is the project contributing to preparing students for greater independence and readiness for life after high school?

By using both quantitative and qualitative data, I will be able to measure the full impact of this project and ensure that it is meeting both student needs and our school's mission.

C. Budget

The total amount requested is \$4,792.46. This figure covers the purchase of a ViewSonic ViewBoard, required accessories, and professional installation. The installation will be completed by two technicians, to ensure proper setup and functionality.

This budget represents the full cost of the project and provides a clear, itemized request that can be implemented immediately upon approval. A detailed vendor quote is attached for review.

D. Application Summary

The mission of Franklin-Simpson High School is “to empower students to be college and/or career ready”. This project directly aligns with that mission by providing students with moderate to severe disabilities the tools they need to actively engage in lessons, develop independence, and practice critical social and life skills. The ViewSonic ViewBoard will allow students to interact with academic content, follow daily routines, practice job skills, and regulate themselves through sensory support, preparing them for life after high school.

The mission of the Franklin Simpson Educational Excellence Foundation is “to supplement existing educational opportunities through funding to educators and community organizations in order to facilitate effective learning”. By funding this project, the foundation will be supplementing my classroom with resources we cannot otherwise access. This will enable students to engage more fully, practice essential skills, and make measurable progress toward independence, social competence, and career readiness.

This project is an investment in meaningful learning opportunities that directly impact students' daily success and long-term preparation for adult life. Funding this ViewBoard will help ensure that all students, regardless of their abilities, have equitable access to effective, engaging, and functional learning experiences.



SJN DATA CENTER LLC DBA ENCORE TECHNOLOGIES

4620 Wesley Avenue,
Cincinnati, OH 45212
Phone: 513.493.4626

OPP0009709

Number: 83804

Date: 08/06/2025

Quote prepared for: Scot Perdue

Bill To:

Scot Perdue
Simpson County Board of Education Ref: 00543
430 South College Street
Franklin, KY 42134
Phone: (270)586-8877
Email: scot.perdue@simpson.kyschools.us

Ship To:

Scot Perdue
Simpson County Board of Education
430 South College Street
Franklin, KY 42134

Item #	Mfr. Part	Description	Price	Qty.	Extended
*1	IFP8650-E1	ViewSonic ViewBoard IFP8650-E1 - 4K Interactive Display with WiFi Adapter and Fixed Wall Mount Mfr: VIEWSONIC CORPORATION UNSPSC : 45111902	\$ 2,556.90	1	\$ 2,556.90
*2	IFP-EW-86-05	80in - 89in Interactive Display Extended On-Site Warranty for 4th and 5th Year Mfr: VIEWSONIC CORPORATION UNSPSC : 81111818	\$ 0.00	1	\$ 0.00
*3	VPCF5-W55-G1	ViewSonic Windows Slot-In PC Mfr: VIEWSONIC CORPORATION UNSPSC : 43211507	\$ 810.56	1	\$ 810.56
*4	ENC01	PROFESSIONAL SERVICES: Install (1) 86" Interactive display <u>Implementation:</u> * Encore will Install display on wall using procured mount at a location identified by Customer. * Installation location must be accessible by no more than 6 ft step ladder. * All packing materials to be disposed of in Customer-provided, on-site, waste area. * Installation to occur during M-F, normal business hours. Mfr:	\$ 1,250.00	1	\$ 1,250.00
4 item(s)			Sub-Total		\$ 4,617.46
			Tax @ 0%		\$ 0.00
			Freight		\$ 175.00
			Total		\$ 4,792.46

** Tax and Freight Not Included In Total **

Quote Valid Until: 09/05/2025

Statement of Confidentiality

The information and pricing in this proposal shall not be disclosed outside of the opportunity this quote is being offered and shall not be duplicated, used or disclosed in whole or in part for any purpose other than to evaluate this proposal to the extent permitted by law. If a contract is awarded to Encore as a result of or in connection with the submission of this proposal, the client shall have the right to duplicate, based upon the license rights held by Encore. This restriction does not limit the right of the client to use information contained in the data if it is obtained from another source without restriction.

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