

LYON COUNTY SCHOOL DISTRICT
TRAVEL REQUEST

NOTE: See LCSD Board Policy GBCF: Work-Related Travel for all requirements.

Name(s) of Attendees Nicole Hidalgo, Kathryn Doggett, Jacki Gibson, April Perry, Kawai Dansereau, Alysoun Caterino, Timothy Whitley

SCHOOL Silver Stage High School

NAME OF CONFERENCE: American Council on the Teaching of Foreign Languages
(Do Not Use Acronyms)

(ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: New Orleans, Louisiana

DATE OF DEPARTURE: 11/20/25

DATE OF RETURN: 11/23/25

Training/Travel/Conference is (check all that apply):
Mandated by the state ☐ Mandated by the district ☐
Needed for certification/licensing ☐ Related to the District Performance Plan ☐
Performance Plan ☐ Related to our School ☐
Related to a specific program/course ☒ Other ☐

Provide a detailed description below of the focus of the conference, and how attending will have a positive impact on climate, culture, and student learning.

The focus of the 2025 American Council on the Teaching of Foreign Languages Convention and Expo is to provide professional development for language educators, with an emphasis on innovative and inclusive programs, emerging trends, and research-informed practices. The Silver Stage High School Spanish IV students have the opportunity to present their research on community sustainability at this conference. These students conducted interviews, surveys, and observations to determine what a sustainable city is, the biggest challenges our cities face, how these challenges affect us, and what we can do to improve the sustainability of Silver Springs. This will have a positive impact on school climate, culture, and student learning. As one of the youth presenters states, "It inspires other students in my school to work harder, because they see that even as a small town, we have big opportunities. For me personally, this will be a good opportunity by challenging and pushing my public speaking skills, teaching me how to effectively present and discuss solvable problems, and inspiring me to strive to further advocate for improved sustainable communities." This is a unique opportunity for these students because they are positioned as experts, teaching a national audience of language educators about the relationship between language acquisition, global learning, and youth action research.

TRAVEL APPROVED: Date 10-14-25


Site administrator or supervisor signature

TRAVEL APPROVED: Date 10-14-25


Superintendent or designee signature

District Office Use Only

Received by District Office

Date: 10-14-25

Board Approved: Yes () No ()

Date: _____

Please ensure that you read and comply with Lyon County School District Policy GBCF: Work-Related Travel when completing this form and submitting for reimbursable items. Properly mark the funding source of the travel.

ESTIMATED EXPENSES

If funded by a grant or other, specify grant/other name here: _____ This trip is fully funded by a Responsive C

	Total	District Office	Grant	School Site	Other
BUDGET# N/A Registration Fees: Attendees X 1 Reg. fee \$	370	☐	☐	☐	☒
BUDGET# N/A Travel By: Air \$448 x 7 (Air, district car, private car for personal convenience, etc.)	3,136	☐	☐	☐	☒
BUDGET# N/A Lodging: Room rate \$ 214 x 3 X 3 nights \$	1,926	☐	☐	☐	☒
(Use GSA ratings for lodging and meals www.gsa.gov ATTENDEE WILL OWE DIFFERENCE if applicable) <u>lodging receipts must be obtained and sent to District Office upon return.</u>					
Meals: Breakfast \$ 20 X 4 days \$	80	☐	☐	☐	☒
Lunch \$ 22 X 4 days \$	88	☐	☐	☐	☒
Dinner \$ 33 X 3 days \$	99	☐	☐	☐	☒
Incidental \$ 5 X 4 days \$	20	☐	☐	☐	☒
Substitutes: # of Days 2 X \$ 105 /day	210	☐	☐	☒	☐
Other transportation fees: (i.e. car rental, taxi, shuttle, parking, mileage to/from airport, etc.)	100	☐	☐	☐	☒
Other Miscellaneous expenses: (attach explanation)	0	☐	☐	☐	☒
TOTAL EXPENSES	\$ 6,029	☐	☐	☐	☐

****FAILURE TO COMPLETE ANY PART OF THIS FORM WILL RESULT IN THE FORM BEING RETURNED AND/OR TRAVEL DENIED.**

Conference Information

Conference Dates & Times: 11/20/25(7:15am)-11/23/25(12:00pm)

Name of where conference/training is being held
(i.e. Hotel, School, College, Convention Center): Ernest Morial Convention Center, New Orleans, LA

Airline Information

Note: Conference registration and travel arrangements will only be made after school board approval. Only airfare, lodging, and conference registration are eligible for payment prior to traveling. All other expenses will be reimbursed after travel per LCSD Policy GBCF: Work-Related Travel.

Attach your preferred and most economical flight schedule (i.e. Southwest, Delta, United, etc.)

Date & Time you wish to DEPART: 11/20/25 7:30 am

Date & Time you wish to RETURN: 11/23/25 3:25 pm

List any special notes here:

Are you renting a car? ☐ Yes ☒ No How many days?

Note: Car insurance should be declined as the district insurance provides adequate coverage.

Lodging Information

Note: Lodging must be made by Attendee or Site for purchase order payments only. No district office credit card charges.

Lodging
GSA (Per Diem Rate) : \$157

All travelers agree to share lodging as appropriate?

☒ Yes ☐ No

Register under what name(s)?

Nicole Hidalgo

Name, Address, Phone number of
lodging establishment:

Sonesta ES Suites New Orleans Convention Center. 345 Saint Joseph St. New Orleans, LA 70130. 504-522-1300

DEADLINE DATE :

Code Information:

NOTE: Please furnish a copy of any information you have on the conference, workshop, training, etc. Please email travel request with SIGNATURES to Superintendent's office for approval.

Dear Ms. Taylor:

I am writing to request approval to attend the ACTFL 2025 Annual Convention and World Languages Expo in New Orleans, LA, from Friday, November 21 through Sunday, November 23, 2025. The ACTFL Convention will be held at the Ernest N. Morial Convention Center. The ACTFL Convention is globally recognized as the most comprehensive professional development event for language educators in the United States. This event offers learning opportunities for all language education professionals at all levels and from all languages.

At ACTFL 2025, I will have the opportunity to attend educational sessions and participate in hands-on learning environments that will provide me with tangible resources and ready-to-use techniques to build my content knowledge and learn new strategies. I will be exposed to timely topics, the latest research, and the most current trends in language education today. Upon my return, I will share the information and resources that I gathered with our world languages department, preparing our school and district to guide our language learners to improve their language proficiency and intercultural competence to interact in our global community.

ACTFL 2025 registration includes:

- Access to more than 800 educational presentations for all levels of instruction.**
- Entry to an interactive exhibit hall featuring more than 200 companies and additional learning experiences in the Career Cafe, Digital Learning Lounge, Electronic Posters, Wellness Studio, the new AI Corner Classroom, and many others.**
- An Opening General Session with a keynote address by Migual Cervantes and a Closing General Session by Steve Boyes.**
- Opportunities to connect and network with more than 7,000 language professionals from around the world.**

Registration starts at \$370 for ACTFL members and \$520 for non-members. Rates increase slightly after the early-bird deadline on July 16, 2025. I can join ACTFL for \$45 before registering and save \$150 on registration.

I am confident that I will bring back a great deal of valuable information to share with my colleagues to create a better learning experience that will help our students succeed.

Please visit the ACTFL website for more information on the ACTFL Convention and World Languages Expo: www.actfl.org/convention-expo.

Thank you for considering my request for this opportunity!

Sincerely,

A handwritten signature in black ink that reads "Nicole Hidalgo". The signature is written in a cursive style with a large, stylized "N" and "H".

Nicole Hidalgo

How Sustainable Is My Community?: Global Learning and Language Acquisition

Proposal No:

1160

Type:

Session

Applicable Language:

Spanish

Language of Presentation:

English

Lead Presenter:

Nicole Hidalgo

Lyon County School District

Submitter:

Nicole Hidalgo

Lyon County School District

Additional Presenter(s):

Alex Espinoza

Silver Stage High School

Nehemiah Franks

Silver Stage High School

Jacqueline Gibson

Silver Stage High School

Content and Purpose:

The United Nations' Sustainable Development Goals framed a semester-long exploration of community sustainability in a rural public high school Spanish classroom. In hopes of promoting a more inclusive, just, and sustainable world, the students planned out research projects, implemented them in the school and community, analyzed the data, and prepared presentations and recommendations for local action. Critiques of project-based learning state that it is less effective for language acquisition than direct instruction because it is "minimally guided" and does not help reduce the cognitive load for novice learners, nor does it support knowledge formation in long-term memory (Kirschner et al. 2006). However, when accompanied by strong guidance and task-specific learning strategies, projects such as this can nurture language acquisition as well as 21st century skills and dispositions like critical thinking, problem solving, empathy, innovation, and partnership building.

Outcomes:

Participants will be able to identify strategies for strong guidance and task-specific learning within an inquiry based approach to teaching language acquisition.

Participants will be able to describe “global learning” with examples from a secondary world language classroom setting.

Participants will be able to analyze potential benefits of project-based global learning on language acquisition and 21st century skills and dispositions.

Strategies for Engagement:

This presentation will provide a brief theoretical framework and description of the research project the students participated in. It will present examples of the scaffolding techniques the teacher used to prepare students to engage in research in their school and community. The students will then present their findings through Book Creator, a digital portfolio tool. Participants will actively engage in this presentation by pre-assessing their knowledge of global learning in world language classrooms. The audience will rate the sustainability of their communities by participating in a brief survey the students implemented in their own school and community. The audience members will brainstorm actions they and their students can take in their communities on issues of global importance. Finally, participants will self-assess their learning and make a plan for further growth in their own educational settings. The session will conclude with opportunities for questions from the audience.

Program Guide Description:

A semester-long research project investigating the sustainability of the students' community demonstrates that project-based global learning (when accompanied by strong guidance and task-specific learning strategies) can nurture language acquisition as well as critical consciousness, problem-solving, empathy, innovation, and alliance building.

Audience Level:

Secondary

Keywords:

Career, Community, or Global Connections

Submitted By

Name: Nicole Hidalgo

Institution: Lyon County School District

Fundraising Pitches:

ACTFL 2025 Sponsorships and "Best of Northern Nevada" Gift Basket

April Perry:

Hello, my name is April Perry and I am in the 12th grade at Silver Stage High School. For our Spanish class, we conducted a research project on sustainable cities and communities. We have been selected to present our research at a national education conference in November in New Orleans. It will cost about \$1,250 per person. My class being chosen for this brings hope to my peers and shows them that our opportunities are endless. Just because we live in Silver Springs doesn't mean we fit into the stereotype that we are poor, unsuccessful, and will be stuck here. This opens our minds to different possibilities for the future and encourages us to look outside our small town. For me personally, this will be a good experience because it will teach me new skills like public speaking, critical thinking and problem solving about creating a healthy planet and society. This will be good for the community because we will continue to advocate and put forth the effort to improve the sustainability of our town. Our project helps us to be an example of global citizenship and cultural awareness. We are currently seeking gift cards or sponsorships to help raise funds to cover the cost of travel, lodging, meals and conference registration. We are creating a "Best of Northern Nevada" gift basket to raffle off. Contributions of any kind will make a direct and meaningful impact. We would be proud to recognize your generosity publicly. Would you be willing to support in any way?

Kawai Dansereau:

Hello, my name is Kawai Dansereau and I am in the 12th grade at Silver Stage High School. For our Spanish class, we conducted a research project on sustainable cities and communities. We have been selected to present our research at a national education conference in November in New Orleans. It will cost about \$1,250 per person. This will impact me and my community by helping develop young people who graduate from high school with strong skills in public speaking, critical thinking, and problem solving about how to create a healthy planet and society. This class has had a huge impact on my high school career by going on field trips and showing us what our community has to offer. We are currently seeking gift cards or sponsorships to help raise funds to cover the cost of travel, lodging, meals and conference registration. We are creating a "Best of Northern Nevada" gift basket to raffle off. Contributions of any kind will make a direct and meaningful impact. We would be proud to recognize your generosity publicly. Would you be willing to support in any way?

Mateo Garcia:

Hello, my name is Mateo Garcia and I am in the 12th grade at Silver Stage High School. For our Spanish class, we conducted a research project on sustainable cities and communities. We have been selected to present our research at a national education conference in November in New Orleans. It will cost about \$1,250 per person. This opportunity will greatly impact my future by providing me with better communication and problems solving skills, which I will need to reach my goal of becoming part of the United States Marine Corps. This opportunity will be beneficial not just for me and my classmates but for my whole community, by inspiring others to work hard to achieve a similar goal. Our work will have a direct impact on the community by working towards sustainable practices like reducing the use of plastic and increasing renewable energy. We are currently seeking gift cards or sponsorships to help raise funds to cover the cost of travel, lodging, meals and conference registration. We are creating a "Best of Northern Nevada" gift basket to raffle off. Contributions of any kind will make a direct and meaningful impact. We would be proud to recognize your generosity publicly. Would you be willing to support in any way?

Alex Espinoza:

Hello, my name is Alex Espinoza and I am a 17-year-old 12th grader at Silver Stage High School. For our Spanish class, we conducted a research project on sustainable cities and communities. We have been selected to present our research at a national education conference in November in New Orleans. It will cost about \$1,250 per person. I am a Latino American who was disconnected from my Mexican heritage. But my Spanish class has created a growing connection with my culture. I have also gained many skills such as critical thinking, problem solving, and public speaking. Our economy in Silver Springs isn't the strongest, but our access to a quality education is beyond what most people have. Being able to engage in projects like this and travel to present our work will have a positive impact on our community by  We are currently seeking gift cards or sponsorships to help raise funds to cover the cost of travel, lodging, meals and conference registration. We are creating a "Best of Northern Nevada" gift basket to raffle off. Contributions of any kind will make a direct and meaningful impact. We would be proud to recognize your generosity publicly. Would you be willing to support in any way?

Jacki Gibson:

Hello, my name is Jacki Gibson and I am in the 12th grade at Silver Stage High School. For our Spanish class, we conducted a research project on sustainable cities and communities. We have been selected to present our research at a national education conference in November in New Orleans. It will cost about \$1,250 per person. This will be an amazing opportunity because it inspires other students in my school to work harder, because they see that even as a small town we have big opportunities. Our field trips not only made learning Spanish fun, but also opened our eyes to the negative and positive aspects of sustainability in our community. Having the option to do a field trip as big as this opens our eyes to the aspects of sustainability outside our community. For me personally, this will be a good opportunity by challenging and pushing my public speaking skills, teaching me how to effectively present and discuss solvable problems, and inspiring me to strive to further advocate for improved sustainable communities. We are currently seeking gift cards or sponsorships to help raise funds to cover the cost of travel, lodging, meals and conference registration. We are creating a "Best of Northern Nevada" gift basket to raffle off. Contributions of any kind will make a direct and meaningful impact. We would be proud to recognize your generosity publicly. Would you be willing to support in any way?

Nicole Hidalgo

How Sustainable is My Community? Global Learning and
Language Acquisition

ID: R-2025-10517

SS/06/2025

17/10/2025

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▼ School Information

If applicable, what is the percentage of students receiving free or reduced price lunch at your school?
Please enter a number lesser or equal to 100.

Percentage of FRPL: 100%

This information can be checked at <https://nces.ed.gov/ccd/schoolsearch/>.

Demographics of Student Body:

Silver Stage High School serves 346 students (184 male and 162 female). 69% identify as White, 19% identify as Hispanic or Latino, and 7% identify as two or more races. We serve a small population of students who identify as Black/African American, Asian, American Indian/Alaska Native, and Pacific Islander. 20% of our student population have Individual Education Plans (IEPs). Our school scores below the district rate in ELA and math proficiency, but scores above the district rate in Science proficiency and 9th grade credit sufficiency. Our school is struggling with a chronic absentee rate of 44%. While our four-year graduation rate is lower than the district at 84%, our five-year graduation rate is higher than the district rate at 93%. Our college and career readiness indicator far exceeds the district rate in post-secondary preparation participation (81%) and post-secondary preparation completion (68%).

In what kind of area is your school located? Rural

▼ Type of Application

Please enter your full name below. When your name appears in the dropdown box, make sure to select it or your application may not be able to be submitted.

Proposals may include a partner applicant, but partners are not required. Consider whether your project would be strengthened by partnering with a fellow educator. If you select partner, the next section will be the space for you to designate their information. If your partner is an NEA member, please provide their NEA membership number below.

Lead Applicant Name: Nicole Hidalgo

Are you applying for an Individual or Partner Grant? Individual

How to Choose a Fiscal Agent

The information for the fiscal agent should be entered in this section. Some of the information may already be entered based on the information used during the registration process. If no fiscal agent is being utilized the information contained below should be that of the lead applicant. Grant funds will be made payable to the lead applicant and reported to the Internal Revenue Service. The grant funds may be considered taxable income, so the lead applicant may wish to consult with his or her tax advisor before submitting the application.

For frequently asked questions regarding fiscal agent designation, please visit this webpage called "About Fiscal Agents". Before entering a fiscal agent, check with your school leadership team or administrator to verify if the fiscal agent should be your school, school district, school board, or other entity. Grant awards will be delayed if inaccurate fiscal agent information is provided in this application.

Have you read the "About Fiscal Agents" webpage? Yes

▼ Fiscal Agent Information

By selecting Individual, the lead applicant chooses not to designate an external fiscal agent. The lead applicant will serve as their own fiscal agent for their grant if awarded.

Fiscal Agent Type: Individual

▼ Fiscal Agent Agreement for Designated Signee

I agree to act as a fiscal agent for this grant and to comply with the following conditions:

- to maintain separate records of disbursements related to this grant
- to keep receipts for at least three years
- to make financial records available as requested
- to disburse funds
 - (1) in accordance with the purpose of this application
 - (2) solely at the direction of the grantee(s)

To agree to the terms above and sign this application, the authorized representative should type their name here (Please type your first and last name if no fiscal agent is being utilized.): Nicole Hidalgo

▼ Proposal Information

Project Title: How Sustainable is My Community? Global Learning and Language Acquisition

Project Summary:

The United Nations' Sustainable Development Goals frame a semester-long exploration of community sustainability in a rural public high school Spanish classroom. In hopes of promoting a more inclusive, just, and sustainable world, the students plan out research projects, implement them in the school and community, analyze the data, and prepare presentations and recommendations for local action. Students will present their work at a national academic conference for World Languages educators. Critiques of project-based learning state that it is less effective for language acquisition than direct instruction because it is "minimally guided" and does not help reduce the cognitive load for novice learners, nor does it support knowledge formation in long-term memory (Kirschner et al. 2006). However, when accompanied by strong guidance and task-specific learning strategies, projects such as this can nurture language acquisition as well as 21st century skills and dispositions like critical thinking, problem solving, empathy, innovation, and partnership building.

Program Area of the Proposal Foreign Language, Other
Please select all that apply

If "Other" is selected, please clarify: Global Learning

All project activity must take place between January 2026 and January 2027.

Project Start Date: 1/1/2026

Project End Date: 1/1/2027

Please enter the requested amount, up to \$5,000 (rounded up to the nearest dollar): \$5,000.00

Please identify any additional support (cash or in-kind) that will be provided by other sources.

Please enter the number of educators who would be directly benefited if this grant is awarded. (Note: The number of students benefitted will not affect the evaluation of your proposal.): 1

Please enter the number of students who would be directly benefited if this grant is awarded. (Note: The number of students benefitted will not affect the evaluation of your proposal.): 5

▼ Project Description

Question 1: Description and Goals - Describe your project, including project activities, your goals for student learning, and how you will measure outcomes and success. Be sure to include the standards with which you will be linking your work.

This global learning project nurtures students' language acquisition as well as their 21st century skills and dispositions like critical thinking, problem solving, empathy, innovation, and partnership building. Students gain a foundation in the United Nations' Sustainable Development Goals, particularly Goal 11, Sustainable Cities and Communities. They build vocabulary and analyze a variety of texts through storytelling, expert groups, artwork, gallery walks, class discussions, and reflection activities. Then they develop interview and survey protocols to collect data from their peers, community members, and local experts, and engage in school and community scavenger hunts to search for signs of a healthy community. Students analyze their data and present findings in a digital storytelling platform called Book Creator. Their presentations conclude with a call for action and recommendations to create a more sustainable school and community.

Student learning goals for this project are two-fold: 1) developing Spanish-language skills at the intermediate level, and 2) developing global competency. Utilizing ACTFL's World Language standards, project tasks are assessed based on students' ability to ask questions to initiate and sustain conversations, communicate with sentences and sentence strings, use sentence connectors to create longer discourse, use socioculturally appropriate vocabulary and expressions, and understand main ideas and some supporting details on familiar topics. This project addresses various ACTFL standards including interpersonal, interpretive and presentational communication (Standard 1), relating cultural practices to perspectives (Standard 2), making connections to other disciplines (Standard 3) and interacting and collaborating in the community and globalized world (Standard 5).

To develop students' global competency, this project is rooted in the United Nations' Sustainable Development Goals. Students are assessed based on their ability to describe, explain, and analyze the characteristics of a sustainable city or community, the most urgent challenges cities face, how these problems affect us, and how they can contribute to achieving the goal of sustainable cities and communities. The ASCD Globally Competent Learning Continuum also informs this project, particularly empathy and valuing multiple perspectives (Standard 1), commitment to promoting equity worldwide (Standard 2), and valuing diversity and global engagement (Standard 8).

Question 2: Student Need - Describe student need for this project. Please describe the student population for whom this project is intended. Describe how this project will address educational equity and opportunity gaps, and how you will support the range of learners involved in the project.

My students and I were selected to present our research to a national audience of language educators at the ACTFL Convention and Expo in New Orleans, Louisiana. Silver Stage High School is a small rural school in northern Nevada that serves approximately 300 students. We are a Title I School, with 100 percent of our students receiving free or reduced lunch. Although my students' families are happy to donate their time to volunteer at fundraising events, they are unable to provide financial support for the students to travel to this culminating event.

In addition to financial need for the funding of this project, our student population would greatly benefit from the academic content knowledge and 21st century skills and dispositions this project aims to foster. Growing up in a small rural community faced with high levels of poverty and a predominantly white population means that many of my students have never had the opportunity to travel or interact with diverse cultures and perspectives. Analyzing the sustainability of their school and community helps them challenge deep-seated stereotypes they hold about themselves and where they come from. They find numerous indicators of a healthy community and identify specific characteristics that need to be improved to contribute to a more sustainable world. Students build much needed skills for thriving in our society such as critical thinking, problem solving, cultural competence, empathy, and partnership building.

Conducting this project in the target language of Spanish further strengthens their ability to thrive in our increasingly diverse and multilingual society. Providing access to high quality project-based curriculum focused on global learning and sustainability will promote engaged citizens who enter the workforce ready to contribute to positive social change. If my students continue to college after high school, they will all be the first generation in their families to go. When we conducted the study during the 2024-25 school year, it was their first time visiting a college campus. And when they travel to present their research at the ACTFL conference, it will be the first time most of them have left the state or flown on an airplane. This is not a one-size-fits-all curriculum, but rather, it is grounded in the needs of our community. Providing access to student-centered global learning projects such as this addresses much needed educational equity and opportunity gaps.

Question 3: Sustainability - Describe how this project will be sustained beyond the grant period and/or how it provides a model that other educators can use. How will you continue sharing the knowledge gained in this project? Describe sharing in relation to your colleagues, students, and administrators.

As a 2025 recipient of the NEA Foundation's Global Learning Fellowship, I developed and implemented the student action research project described above in my high school Spanish III/IV class. A complete set of lesson plans and materials is provided in my capstone project as a model that other educators can use, and tailor to their own classroom and community contexts. My students and I will share the knowledge gained in this project by presenting and facilitating workshops at various venues such as school board meetings, in college classrooms to pre-service teachers, at our school's teacher professional development sessions, and at local and national research conferences. Our class will continue exploring global sustainability in the years to come, particularly our community's two biggest areas in need of improvement: reducing the use of plastic and increasing renewable energy sources.

Our presentations and workshops will provide a brief theoretical framework and description of the research project the students participated in, present examples of the scaffolding techniques used to prepare students to engage in the research project, describe students' research findings, and recommend daily actions we can take towards sustainable development. Audience members will actively engage in our presentations and workshops by pre-assessing their knowledge of global learning, rating the sustainability of their communities, brainstorming actions they and their students can take on issues of global importance, and planning for further growth in their own educational settings. The sessions will conclude with opportunities for questions from the audience.

My long-term vision for sustaining this project beyond the grant period is to establish a non-profit organization to expand funding for youth action research projects among future student cohorts. Ideally, they will engage in community research as well as global exchanges to learn about sustainability efforts at home and abroad.

▼ Proposal Budget

Provide a line-item budget for the proposed work. Your request must total no more than \$5,000 in whole dollar amounts. Identify any additional support (cash or in-kind) that will be provided by other sources, including those provided by your school/district/college/university. Note: The NEA Foundation suggests that your budget be as cost-efficient as possible. Please ensure that all items are directly related to your proposed work, as your

budget will be assessed by how realistic, clear, and frugal it is.

Enter budget information below by clicking the green + sign and entering information for each budget item.

For any expense, if you would like to upload supporting documentation, you can do so below in the Documents section.

Budget Information

Budget Category	Expense Name	Estimated Amount
Travel/ meeting expenses <i>Five students and one chaperone will stay at the Sonesta ES Suites New Orleans Convention Center on November 20-23, 2025. The cost is for three hotel rooms at \$214 nightly for 3 nights (one room for girls, one for boys, one for chaperone).</i>	Lodging	\$1,926.00
Travel/ meeting expenses <i>ACTFL conference registration is \$370. The students' fees were waived since they will not be entering the expo hall or attending any sessions other than the one they are presenting at. I am only requesting partial payment of the conference registration fee in order to stay within budget for this grant request.</i>	Conference Registration	\$206.00
Travel/ meeting expenses <i>United Airlines flights from Reno to New Orleans: \$448 per traveler round trip cost (x6 travelers) = \$2,688</i>	Airfare	\$2,688.00
Travel/ meeting expenses <i>Shared shuttle for 6 people between MSY airport and Sonesta ES Suites New Orleans Convention Center is \$14 per person plus \$1 per bag = \$90 each way = \$180</i>	Shuttle to and from airport/hotel	\$180.00
		\$5,000.00

▼ The NEA Foundation Questions

How did you hear about The NEA Foundation's opportunities?

The NEA Foundation's website

Have you previously applied for a grant from The NEA Foundation?

No

Have you previously been awarded through or participated in any of the following:

Global Learning Fellowship Fellow

Please select all that apply.

▼ Required Signatures

For the following signatures, the requested people should type their names below.

Lead Applicant Signature: Nicole Hidalgo

Lead Applicant Signature Date: 8/4/2025

By giving us your principal or dean signature, you are confirming that they are aware of this application.

Principal or Dean Name: Amber Taylor

Principal or Dean Email: ataylor@lyoncsd.org

Date: 8/4/2025

▼ Documents

If there are any documents or resources that you feel would clarify or give context to your application, please upload them here.

GRANT DOCUMENTS

Sonesta ES Suites.pdf

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Other Document | Lodging Reservation Summary

Added by Nicole Hidalgo at 2:05 AM on August 5, 2025 **WARNING: test mode; all emails will be sent to asmith@nea.org**

Budget Documents.pdf

 Page white magnify

Other Document | Budget Documents

Added by Nicole Hidalgo at 2:04 AM on August 5, 2025 **WARNING: test mode; all emails will be sent to asmith@nea.org**

ACTFL 2025 Registration Receipt.pdf

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Other Document | Conference Registration Receipt

Added by Nicole Hidalgo at 11:42 AM on August 4, 2025 **WARNING: test mode; all emails will be sent to asmith@nea.org**

ACTFL proposal 2025.pdf

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Other Document | ACTFL Conference Proposal-please note I was only able to list three of the students as co-presenters on the proposal

Added by Nicole Hidalgo at 11:30 AM on August 4, 2025 **WARNING: test mode; all emails will be sent to asmith@nea.org**

Project Lesson Plans. Documenta tu barrio_ ¿Qué tan sostenible es mi comunidad.pdf

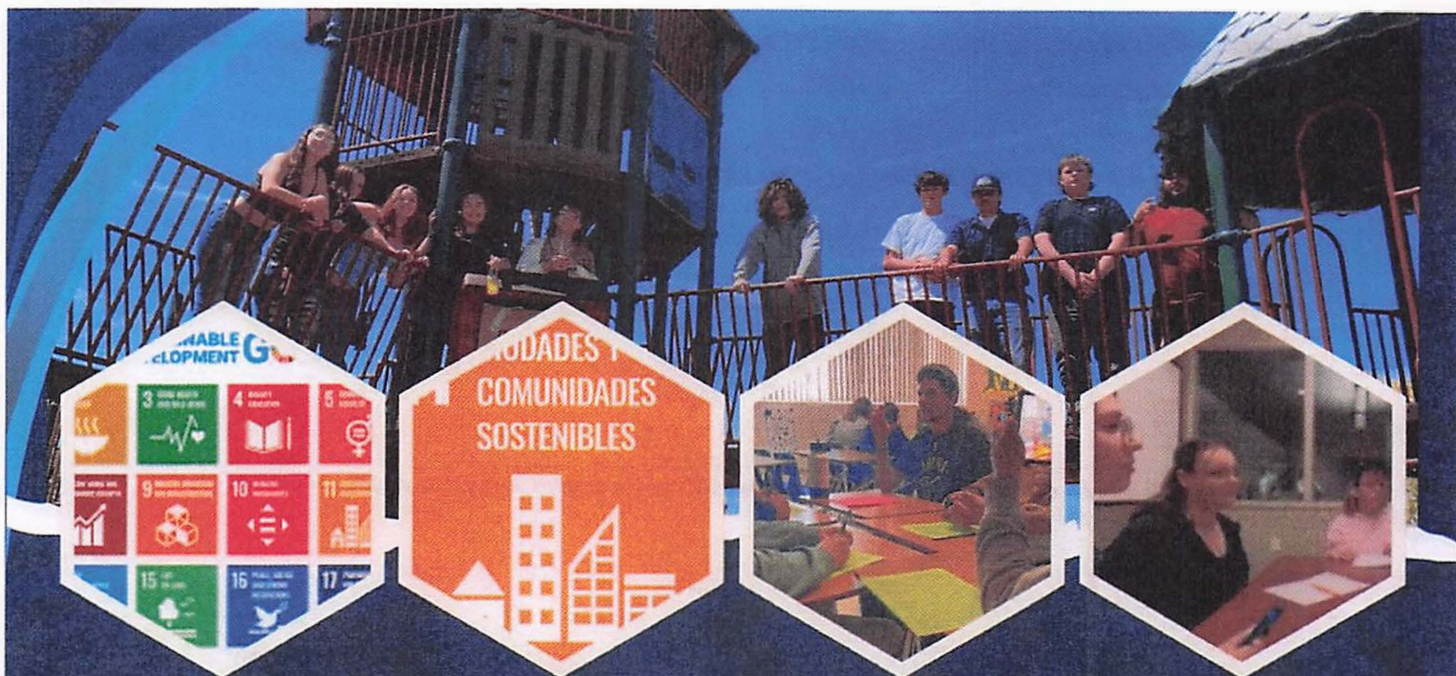
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Other Document | Project Lesson Plans

Added by Nicole Hidalgo at 11:25 AM on August 4, 2025 **WARNING: test mode; all emails will be sent to asmith@nea.org**

Click "Save and Close" to view a draft of the application. After you've clicked "Save and Close" and are sure that your application is complete, click 'Submit.'



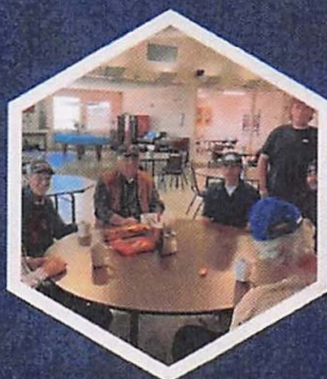


HELP VOICES BE HEARD— SUPPORT SILVER SPRINGS STUDENTS AT ACTFL 2025!



ACTFL 2025
NEW ORLEANS
November 21-23

We are 12th graders who have been selected to present our research on the sustainability of our community to a national audience of language educators at the American Council on the Teaching of Foreign Languages Convention and Expo in New Orleans, Louisiana on November 21, 2025.



This is a non-affiliated school trip. It is 100% community funded and supported! Total travel costs are \$1,250 per student. We are currently seeking gift card donations to create a "Best of Northern Nevada" Gift Basket to raffle off. Cash donations to help sponsor our trip are also welcome! Are you able to support us in any way?

For more information contact Nicole Hidalgo: nhidalgo@lyoncsd.org

NOVEMBER 14TH

DO NOT NEED TO BE PRESENT TO WIN

TICKET: \$ 10

BEST OF NORTHERN NEVADA GIFT BASKET

RAFFLE ★ ★

Win great prizes worth over \$500 and support our youth research presentation on the sustainability of our community at the 2025 ACTFL conference in New Orleans!

(American Council on Teaching Foreign Languages)

PRIZES INCLUDED:

- ★ \$100 Amazon Gift Card
- ★ \$50 Four Corners Coffee Gift Card
- ★ \$200 B Naturally Clean Housekeeping
- ★ Starbucks Coffee and Travel Mug
- ★ Scentsy Candle Scent Product
- ★ Silver Oak Golf Course (2 rounds)
- ★ NV State Railroad Museum (4 tickets)
- ★ Biggest Little Baby fitness class pass
- ★ Dirty Dough Cookie Shop cookies
- ★ Alexa, Roku, 3-in-1 Wireless Charger
- ★ Portable heater, and more!

Support Our Silver Springs Youth!

• For more information contact
Nicole Hidalgo

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