

CENTURYLINK CLARKE M. WILLIAMS FOUNDATION
GRANT TERMS AND CONDITIONS

Grant Amount: \$4,884.09

Grant Recipient: Helen Keeling Elementary School (the "Grantee")

- a. **Tax-Exempt Status of the Grantee:** The Grantee is an exempt governmental unit treated as a public organization under Internal Revenue Code Section 509(a)(1).
- b. **Grant Purpose and Expenditure of Funds:** The Grantee agrees to apply the grant funds exclusively toward the A Breath of Innovation into an Exhausted Guided Reading Block project, which is administered by the Grantee. The grant funds are not to be used for any other purpose without the Foundation's prior approval in writing. However, if such use would require the Grantee to distribute the grant funds without the Grantee's discretion to another entity or individual, this grant will be deemed general and unrestricted with a non-binding recommendation that the grant funds be used for the specified purpose. The Grantee further agrees to use the grant proceeds only for educational, scientific, literary, religious or other charitable purposes consistent with the Grantee's above described tax-exempt status. The Grantee will not use any of the grant funds to influence any legislation or the outcome of any election, to conduct a voter registration drive, or to pay the overhead expenses attributed to any such activities. Additionally, the Grantee will not use any of the grant funds to satisfy a charitable pledge or obligation of any person or organization other than the Foundation, or to provide any tangible economic benefit to any Foundation manager or substantial contributor or their respective family members.
- c. **Return of Grant Funds:** The Grantee agrees to return any grant funds not expended for the purposes described above to the Foundation, c/o Foundation Source at 55 Walls Drive, Suite 302, Fairfield, CT 06824-5163. The rules governing private foundations also require the Grantee to return the enclosed grant if the Grantee is no longer recognized by the Internal Revenue Service as having the above described tax-exempt status.
- d. **Foundation Connection:** If the Foundation, alone or together with its officers, directors, trustees, substantial contributors, and the family members of the foregoing individuals, "controls" the Grantee, the grant may be subject to additional terms or rescission. Here, the term "control" means the ability to require the Grantee to make or refrain from making an expenditure. If this is the case, the Grantee may not expend any of the grant funds and must notify Foundation Source immediately. Additional conditions may apply, and it may be necessary for the Grantee to return the grant funds.
- e. **Other Terms:** These Grant Terms and Conditions encompass the entire agreement between the Foundation and the Grantee, and supersede all previous understandings and agreements between the Foundation and the Grantee, whether oral or written. This grant is subject to these Grant Terms and Conditions; by cashing the grant check the Grantee indicates its agreement to these terms. The term "Foundation" means the foundation making this grant.

**CenturyLink Teachers and Technology Program
Applicant certification**

As an applicant for a CenturyLink Teachers and Technology grant, you are required to certify the following statements. Please ensure that you work with the necessary individuals within your school or district to ensure that the following statements are accurate.

1. After reasonable investigation (such as conferring with the school's network administrator), the applicant does not anticipate that the proposal, if selected for award, would significantly increase the school's network capacity needs.

Danielle A. Engler
Signature of applicant

Annette Greep
Signature of principal

1/11/16
Date

1/11/16
Date

2. The applicant is not involved in any procurement decisions regarding the purchase of the school's telecommunications and internet services, including its participation, if any, in the E-Rate program.

Danielle A. Engler
Signature of applicant

Annette Greep
Signature of principal

1/11/16
Date

1/11/16
Date

3. The applicant confirms that receiving this grant will have no impact on and will not be considered in E-rate procurement decisions for their school or school district.

Danielle A. Engler
Signature of applicant

Annette Greep
Signature of principal

1/11/16
Date

1/11/16
Date

Applicant's Name (please print): Danielle A. Engler

City and State: Tucson, Arizona

School Name: Keeling Elementary

School District: Amphitheater School District

CenturyLink
Teachers and Training Grant Program
Budget Detail

Example:

Category	Item	Amount	Explanatory Note
Hardware	Document Camera	\$700.00	
Hardware	Laptops	\$2,800.00	4 @ \$700 each
Category	Item	Amount	Explanatory Note
Hardware	iPod Touch 16GB Silver	\$1,791.00	9 @ \$199.00
Hardware	Belkin- RockStar Multi Headphone Splitter-White	\$107.91	9 @ \$11.99
Hardware	LeapFrogHeadphones	\$339.83	17 @ \$339.83
Hardware	LeapReader Book Set: Learn to Read, Volume 4	\$159.92	8 @ \$19.99
Hardware	LeapReader Book Set: Learn to Read, Volume 3	\$159.92	8 @ \$19.99
Hardware	LeapReader Book Set: Learn to Read, Volume 2	\$159.92	8 @ \$19.99
Hardware	LeapReader Book set: Learn to Read, Volume 1	\$159.92	8 @ \$19.99
Hardware	LeapReader Pen	\$1,154.67	33 @ \$34.99 each
Software			
Instructional Supplies			
Professional Development (include travel)			
Purchased Services (include memberships and subscriptions)			
Other	Apple Care+ Plan	\$531.00	9 @ \$59.00
Other	Sales Tax	\$320.00	
Total		\$4,884.09	


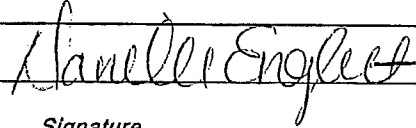
GRANTS PROJECT COORDINATION

PROJECT PROFILE



*Forms should be submitted to Cathy Eiting, Executive Director of Student Services

<p>Working title:</p>	<p>Century Link Teachers and Technology Grant</p>
<p>Target population: <i>(Which schools, grades, staff, etc. are impacted?)</i></p>	<p>Keeling Elementary: Kindergarten and First Grade teachers and students</p>
<p>General problem addressed by the project:</p>	<p>Outdated listening center and weak response to reading/retell evident in DRA assessments.</p>
<p>Project Synopsis: <i>(Please also attach the proposal abstract or any additional clarifying information needed.)</i></p>	<p>The kindergarten and first grade teams plan to use Leap Reader pens and books for an enhanced listening station that allows for a more interactive and meaningful literacy experience. An iPod touch will be used in each classroom to provide individual, small group, and class wide opportunity for higher level reading response. This will be done through recording and playback of student retells, the creation of response projects, and various free literacy apps that do not require internet connection.</p>
<p>Source and amount of funding requested:</p>	<p>Century Link Teachers and Technology Grant \$5000 COST REIMBURSEMENT GRANT? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p>
<p>Funding will pay for: <i>(People, equipment, materials, training, services, supplies, etc.)</i></p>	<p>Leap Reader pens (17) Leap reader phonics book sets(24) Leap reader headphones (17) Earphone splitter (9) iPod Touch devices (9)</p>
<p>District contribution(s):</p>	<p>\$0</p>
<p>Potential partners & their contributions:</p>	<p>n/a \$0</p>
<p>Sustainability plan: <i>(Explain how the project will be sustained without committing</i></p>	<p>The leap reader pens are durable and simple for teacher implementation and student use. No teacher training is necessary and the Leap Frog software is free to use. One iPod will be safely stored and charged in</p>

<i>district funds)</i>	each classroom and the project designer (Danielle Englert) will assist in training the K and First teachers how to use the iTouch devices to enhance literacy instruction and student comprehension.		
Principal/Department Authorization:	 <i>Signature</i>	Mrs. Annette Orelup <i>Name, printed</i>	1/8/16 <i>Date</i>
Submitted by:	 <i>Signature</i>	Ms. Danielle Englert <i>Name, printed</i>	1/8/16 <i>Date</i>
Phone & Email:	520-696-6990 denglert@amphi.com		Date: 1/8/16

By signing this document, I acknowledge that purchases must follow the district's required bidding/purchasing process and will adhere to USFR* regulations and any other reporting requirements of the funder. *All fixtures, equipment and instructional materials (or other improvements) received under this grant will become the property of the Amphitheater School District and not the applicant.*

*USFR = Uniform System of Financial Records required by ADE and the Auditor General's office for bookkeeping & reporting methods on expenditures.

Approved
Kristina Lopez 1/12/2016



PROJECT DESCRIPTION -

CC:3851/4000

The Kindergarten and first grade instruction teams at our school seek a grant in the amount of \$4,884.09 to support the purchase of new technologies as a component of a school-wide initiative to enhance guided reading instruction time. Specifically, grant monies would be expended in the purchase of iPod Touch devices and LeapReader Systems, which would work in unison to create a comprehensive, immersive, and contemporary literacy learning experience reflective of an increasingly technological world. This funding would provide access to new pathways of reading and language skills development for in-need students, 98% of whom currently qualify for the free or reduced lunch program, during a key stage of literacy acquisition.

Prompted by student performance in assessments during recent years, our teachers and administration have prioritized improvement of our guided reading instruction blocks. Many students are not showing appropriate growth with the methods used in our current, conventional system, which most often consists of independent reading time and teacher-led small group instruction. It has been difficult for teachers to keep the entire class engaged and actively learning during this time. As a result, our administration set a school-wide goal for revamping our guided reading instruction curriculum and reading rotation stations. The Kindergarten and first grade teams believe that implementing new technology, such as LeapReader pens, will result in engaging listening stations at which the students will be provided unique opportunities to engage with literacy learning; actively tracking, decoding, and understanding appropriate text. With the use of this technology students will be motivated to stay on task and fully independent during their reading station rotation. We also believe that text retelling, or accurately summarizing a text in a student's own words--a key component of current educational standards--will be improved through the use of iPod Touch devices. With such a tool, students can record themselves retelling text, assessing their retell audio using a rubric, and retell again with improvements; motivating students and helping them develop the skills to be more conscious of key text details.

LeapReader Systems from LeapFrog Learning Company are innovative learning tools that have been recognized by educators as successful in building foundational literacy skills in young readers. Though numerous reading comprehension aids are on the market, LeapReaders were chosen specifically for this project because of their availability and ease of use--they offer the unique benefit of text tracking while listening as well as differentiated materials that can meet the needs of a wide range of reading abilities. Furthermore, The LeapReader pens are durable and simple for both teacher implementation and student use. No teacher training is necessary and LeapFrog software is free to use, adding to the sustainability of the project.

In addition to using the LeapReader materials to benefit learning among a wide range of ability levels, we intend to purchase a single iPod Touch for each classroom to expand the potential of comprehension and retell activities among students. The iPod

Touch devices will generally be used during small group, guided reading instruction to allow students the opportunity to practice retelling texts and improve their retelling skills. The iPod Touch devices are relatively inexpensive compared to their tablet counterparts but still offer most of the same capabilities including the ability to record and play back audio for retell practice, camera/video recording for “news-edition” style book reports, and learning apps that highlight literacy available through the app store.

EXPECTED IMPACT ON ACADEMIC ACHIEVEMENT.

CC:2791/4000

Our kindergarten and first grade student literacy is evaluated through both the DIBELS and DRA assessment programs. Most recently, December assessments reflected that 66 out of 146 kindergarten and first grade students at our school currently rank below grade level benchmarks for the second quarter grading period. We are confident that using innovative new methods to increase focus on reading retell and other decoding and comprehension tasks during guided reading time will positively impact the performance of our students on future assessments. Use of Leap Frog materials and iPods in our Improved Guided Reading project will allow students to be more resourceful with their time during rotations and become responsible for their learning.

One first grade classroom has already implemented three LeapReader systems into their guided reading block and the teacher has noted marked improvements in student independence and decoding skills. The teacher from this “pilot” classroom has become the project lead for this grant request. However, in addition to the obvious benefits of this project to student academic performance and literacy acquisition, we are a Title I school and 98% of our students qualify for the free or reduced lunch program. As such, many of our students do not have access to educational technology outside of school and have limited opportunity to develop the skills required to compete in an increasingly technological world. This project would have a major secondary impact on these students by increasing their exposure to the ever-growing uses of the digital world and improving their technological literacy.

Our State’s College and Career Readiness Standards for Language Arts require that kindergarten and first grade students ask and answer questions about a text as well as retell stories using key details from the text. When students are retelling text using the recording and playback feature of the iPod Touch devices, they will be reinforcing this learning goal. Increased access to iPod technology will also provide unique new pathways for students to apply their learning through the creation of technology based projects, not only through retell activities outlined prior but also through book talks, writing and performance of reader’s theaters, and podcast response to reading. Use of this technology in these innovative ways will cultivate a highly dynamic and interactive listening environment, resulting in a guided reading experience that challenges students to think using higher-level skills like analyzing, evaluating, and creating.

Additionally, standards require that all kindergarten and first grade students know and apply grade-appropriate phonics and analysis skills in decoding words. The LeapReader books focus on grade-level phonics skills like short and long vowels, digraphs, blends, and diphthongs, and the pens provide an interactive tool for acquiring and retaining such skills, allowing Students to practice grammatically decoding text using a unique and efficient technology. The State Standards for Educational Technology also require that students use digital collaborative tools to develop collective ideas. This objective will be achieved especially through use of the iPod Touches, as teachers will guide students to design and create their own response projects using the devices.

We will assess the effectiveness of our project based on informal observation by instructors during guided reading groups, as well as DIBELS and DRA scores, during the 2016-2017 and the 2017-2018 school years. Currently, 66/146 or 45% of students are below their expected reading level. Using DIBELS and DRA reading assessment program, we aim to have 60% of our students at their reading level in one year and 65% of our students at their reading level in two years.

SCOPE OF IMPACT

CC: 774/4000

Through our Improved Guided Reading project, we plan to promote 21st century learning skills of clear communication, creativity, and student collaboration through the use of technology. Students will be assessing their own language and will actively work to improve their communication skills. In lieu of traditional questions and answers, students will be challenged to design a response to reading that engages them and demonstrates their understanding of certain texts and skills. The iPod Touch device will be used for individual, small group, and whole group activities. When working with peers on small group projects, students will be coached to collaborate with each other and create a project that embodies a combination of their ideas.

Our Kindergarten and First Grade teams have extensive, first-hand experience with the power of technology in student motivation and engagement. A simple lesson on synonyms can be transformed into an interactive game, during which every hand is up and every brain is activated! As educators, we spend countless extra hours creating resources for the Smart board and finding applicable games for students to explore on our desktops. We live that power of technology everyday and we have been inspired to magnify that power by literally putting it in hands of our kids! The iPod Touch is unique in that it offers many of the same opportunities as a tablet but in a much more affordable and portable design.

If we are awarded our project request, the iPods will be first integrated into the guided reading block to improve student retell. Currently, the teachers model a quality retell directly after reading a text with a small group. Students then take turns retelling the same text with a partner or with the teacher. A problem we have experienced is that our

students seem to have difficulty hearing any room for improvement in their verbal retell. They easily forget wording they used or if they included specific character names of key details from the text. The iPods would allow for students to independently record themselves, play back their audio while assessing themselves using a rubric, then recording an improved retell that scores higher on the rubric.

The next job for the iPods will be project based assessment. This will still be completed during the guided reading block because it is during this time that the teacher meets with 3-5 students of similar ability level to practice appropriate literacy skills for that group. By meeting with these small groups, the teacher will be able to differentiate--or vary by ability level--the projects to meet the learning needs of the students in each specific group. An example of a project-based assessment that could be implemented with the iPod Touch Devices is a "news-cast" style book response. After studying a particular text, students could create "news stories" that isolates different themes, conflicts, or characters in the story.

Most of our students are also emerging writers so it can be difficult to determine a true level of understanding based on written assessment. By allowing students to show what they know through a project on the iPod, teachers will be provided with a more accurate representation of student comprehension because the limitations of written response at their level will be eliminated. Another benefit of the iPod Touch devices is that the design is familiar to many of the students so much of the potential learning curve can be avoided.

The time spent with students during guided reading instruction is critical to individual growth and learning development. Students who are not working with the teacher are responsible for working independently in small learning stations. The LeapReader systems will be placed in the listening station and students will be trained to use the pens correctly and independently so that ALL stations during guided reading will be an effective use of teacher and student time!

BUDGET NARRATIVE

WC: 193/200

Grant funds would be expended in the purchase of Leap Reader pens (33), Leap reader phonics book sets (24), Leap reader headphones (17), earphone splitters (9), and iPod Touch devices (9). The pens, books, and earphones will be used alongside as writing, word work, and independent reading stations within the guided reading blocks of the kindergarten and first grade classes. These items work together to create a successful and independent listening station.

Each classroom will also have one iPod Touch device for retelling and reading response projects and the earphone splitter will allow for up to five students to collaborate on a

project at once. One iPod Touch will be safely stored and charged in each classroom. The project lead, who has prior experience with the LeapReader systems in her room as well as the iPod Touch devices as an educational tool, will provide free training for the kindergarten and first grade teachers on how to use the iPod Touch devices for the objectives of the project. The hardware requested will remain an integral part of the Kindergarten and first grade reading blocks for many years after the grant funds have been expended.