# CENTURYLINK CLARKE M. WILLIAMS FOUNDATION

April 5, 2016

Mrs. Gina Graham
Lulu Walker
1750 W. Roller Coaster Rd.
Tucson, AZ 85704

Dear Mrs. Graham:

The CenturyLink Clarke M. Williams Foundation is pleased to enclose a Teachers and Technology grant check in the amount of $4,998.00 to Lulu Walker for the Motivating Young Minds With Technology project.

Please send any receipts, grant confirmations or other correspondence regarding this contribution to the fax number or mailing address specified below.

The CenturyLink Clarke M. Williams Foundation wishes you and your organization every success in your important work. If you have any questions concerning this grant agreement, please contact Foundation Source, the administrator for the CenturyLink Clarke M. Williams Foundation, at 800-839-1821.

Sincerely,


Foundation Source
Administrator, CenturyLink Clarke M. Williams Foundation

| Address for expressions of your organization's appreciation of this grant | Fax number for grant receipts and confirmations |
|---|---|
| Kristy LaCroix<br>c/o CenturyLink Clarke M. Williams Foundation<br>100 CenturyLink Drive<br>Monroe, LA 71203 | Fax: (203) 549-0835 |

**CenturyLink Clarke M. Williams Foundation Teachers and Technology Grant Application**
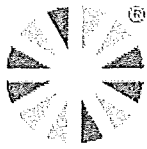
# CenturyLink®

**School Information**

**\*District**
Amphitheater

**\*School**
Lulu Walker

**\*School Tax ID**
866000547

**\*Address Line 1**
1750 W Roller Coaster Rd

**Address Line 2**

**\*City**
Tucson

**\*State**
AZ

**\*Zip**
85704

**\*Grades Served**
K

**\*Is your organization recognized by the IRS as a 501(c)(3) public charity?**
No

**\*Have you previously submitted a grant request for this organization to the CenturyLink Clarke M. Williams Foundation?**
No

**Teacher or Team Lead Contact Information**

**\*Contact Salutation**
Mrs

**\*Contact First Name**

Gina

**\*Contact Last Name**

Graham

**\*Contact Title**

Teacher

**\*Phone (Work/Office #)**

520-696-6527

**\*Email Address**

rgraham@amphi.com

**If this is a team application, please list all teachers who are involved here.**

Gina Graham
Jen Powers
Monica Bermudez
Rene Pierce
Lori LaRussa

**Principal Contact Information**

**\*Principal Salutation**

Mr.

**\*Principal First Name**

Michael

**\*Principal Last Name**

McConnell

**\*Principal Email Address**

mmcconne@amphi.com

**\*Principal Phone (Work/Office #)**

520-696-6517

## Project Information

*Do not include your name, the name of your school, mascot, district, city or any other identifying information in the following sections. Applications that include identifying information in any of the following sections will be disqualified.

- Project Information
- Project Description
- Academic Achievement
- Scope
- Budget Narrative
- Budget Detail

**\*Project State**

AZ

**\*Project Title**

Motivating Young Minds With Technology

*Do not submit multiple projects under the same name.

**\*Requested Amount ($5,000 max.)**

$4,998.00

**\*Total School Enrollment**

492

**\*Number of Students Impacted by the Proposed Project**

90

**\*Number of Teachers Impacted by the Proposed Project**

4

**\*Grades Targeted by the Project**

K

**\*What content areas will be targeted by this project?**

Math, Science, Language Arts/Reading, Social Studies, Other

## Project Narrative

Please prepare a brief narrative that clearly addresses the following points.

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## 1. Project Description

**Project Description** - Innovative integration of technology into the curriculum and teaching practices.

- What technology or technologies do you plan to integrate and why did you choose these technologies?
- How will your project integrate technology into the curriculum in unique or innovative ways to improve student achievement?
- How does this project change or improve the way technology is incorporated into the curriculum and teaching practices in your classroom and school?
- How will this technology support the needs of your students?

## *Project Description

Our grade level plans to integrate the use of iPads and applications that support State Standards into the classroom. We elected to purchase iPads to support a known application which is not web based. The application which we are choosing will ensure access to specific standards in the curriculum. The iPad stations will be utilized throughout the day ensuring that each child has access to technology that meets his/her needs.

There are applications available to help children at this age learn, remediate, and enrich many concepts in our curriculum: specifically applications that support state standards and are directly tied to our curriculum. These applications target a variety of our particular grade level skills as well, they will help students build strategies to strengthen their ability to learn successfully. The iPads integrate well with Smartboard, email, and other technologies that already exist in the classroom. In addition, iPads allow us to photograph and record what students are learning about (such as shapes in the environment, science projects, student speeches), and project them all on the Smartboard so that we can better teach our students with illustrations. Having the ability to use these features on an iPad immediately improves the effectiveness of the lessons and allow children to learn in a style that is their own.

The applications which we are selecting are self-adjusting to meet the academic needs of the student. When a child demonstrates mastery of a task, the difficulty increases automatically. When a child needs more practice or simplification of the task, the app adjusts accordingly. Each child will feel successful regardless of their academic skill level. Individual profiles will be set up for teachers to monitor each child's progress and to help target each child's individual needs.

We have found that certain applications are designed to facilitate student collaboration while teaching content. There are shared applications, team applications, and applications where each pair of students works on components of a whole class project. These will surely enhance the learning in our classrooms.

Using a non-web based program prevents our young children from clicking on links to other sites on the internet. Internet safety is a serious concern that would therefore not be an issue for our students.

The iPad applications are simple to use which is a high priority for the age of our students. User friendly technology is somewhat limited for young children, particularly when children would be expected to use the technology unassisted once it has been introduced. Additionally, many of our students are already familiar with iPads or similar technology. Since children are exposed at such an early age to this type of technology, they are comfortable with swiping, touch screens, and opening and closing applications. The applications exclusively utilize touch technology and do not require keyboard input.

The applications give the student immediate feedback including suggestions for correcting errors. The students are eager to fix their errors and earn their stars or move to the next level or whatever the app offers. This is excellent for fostering their motivation to learn and challenge themselves. The proposed applications have a game-like feel that is both familiar and attractive to the students.

We are excited at the prospect of having technology that has such a high level of engagement for students. The iPads and their available applications will be highly motivational which will lead to higher achievement. Being able to project iPad photos, videos, and the applications themselves on to our Smartboards further enhances their appeal to students – and to us!

## 2 Academic Achievement

**Expected impact on academic achievement.**

- What learning and skill development will result from this project?
- How are the academic achievement goals of this project aligned with state academic standards?
- What gaps in the current curriculum or classroom experience will this project address?
- How will improvement be measured?

### *Impact on Academic Achievement

A wide variety of learning will be achieved through the use of iPads including math, phonics, reading, writing, science, problem solving, and logical thinking. The applications that we select will specifically support and enhance concepts aligned with our state standards and our curriculum. The number of skills taught through these applications are too numerous to list in their entirety, but here are a few:

The math applications include number recognition, counting, sets, patterns, shapes, addition, subtraction, places value, and many more.

Language arts applications include letter recognition, letter sounds, blending, sight words, simple sentences, stories, vocabulary, handwriting, and a plethora of others.

Motor skills, sharing, collaborating, time on task, study skills, 21st Century Skills, as well as experience in adapting to change that will assure success in the future.

Our curriculum has gaps in addressing the needs of individual learners, and whole group instruction time is often limited to the needs of the average learner. With iPads, at risk learners get extra support with specific standards at their own level and pace. Students working at grade level will be able to practice and reinforce the standards they mastered, as well as have opportunities to be challenged. Advanced learners can work at a faster pace on higher academic levels, and on a wider array of topics of interest to them. At the same time all of the students are using an iPad and appear to be learning the same thing allowing every child to feel success. Essentially, iPad technology provides one on one instructional time to individual students on targeted skills, while the teacher works with the other students.

Student improvement is easily measured and analyzed as the data that the applications provide will track the progress of each student in each skill area. From there, we will be able to assist our students in growing and moving to the next level during whole group instruction. The impact on student learning with iPads and their applications will be seen across subject areas. Many of our grade level skills are neatly defined and are straightforwardly tested, but require one on one testing. If a student is working with an application that teaches the names and identifying factors of shapes, for example, the data will tell us if the child is ready for one on one testing on that skill. Theoretically, being tutored with engaging games on that topic will improve the child's skill, and the child will master or approach mastery of the skill.

With the curriculum enhanced by this ever-improving tool, the future benefits and rewards are only something that we can only imagine.

## 3. Scope

**Scope of Impact:** How will this project change instructional practice and result in 21st century learning (relevant, real world problem solving and critical thinking)?

## Scope of Impact

Having iPads in the classroom will promote 21st Century skills. We know that effective learning will occur when students build new understandings based on their experiences. These experiences help them construct new knowledge; learning how to use new technology in the classroom as well as improving academics.

The iPads and similar devices are relevant to our students because they may be part of their everyday lives outside the classroom, if not already. They are used in healthcare, retail, law enforcement, the music industry, and a myriad of careers today. The use of iPads in our classrooms will give our students a head start for their future.

The iPad applications naturally lend themselves to collaborative endeavors. Students will have opportunities to work together on various projects including problem solving activities. For example, in the application, Clockmaster, students can work together to learn time with both a digital and analog clock. Clockmaster, along with most other applications, allows for discussion so that students can defend their answer, thus creating a lesson that allows them to articulate their position which in turn allows them to solidify their learning. The teacher will get a score that helps to adjust the lessons as far as telling time is concerned. This process of critical thinking can be used for the majority of applications available.

Having iPads in the hands of our students would lay the groundwork for more complex uses of technology in later grades. In addition to a classroom computer and Smartboard, iPads and their applications would clearly be an important component of a highly effective classroom. Student engagement would grow to a whole new level permitting children to learn in a way that best meets their needs while enhancing critical thinking, creativity, and collaboration.

The iPad applications are constantly being updated and improved upon. These devices are highly popular in the everyday world we live in and developers are eager to improve and create new applications. Our students will be a part of the ever-changing technology of the 21st century.

As an example of a real world application, we would be able to use the iPads to photo document the progression of the installation of the solar panels that are being erected at our school. Selecting and projecting those images on our Smartboard from the iPad allows us to give our young students the vocabulary they need with imagery. We can then keep those images to show future students how the project evolved so they can see how our campus environment was constructed. This lesson can go into story writing and sequencing which would integrate science and language arts.

Creativity is often set aside in the crunch to teach the required skills. We believe these iPads will help foster creativity with the use of the camera and various applications. There are many ways to be innovative with the photos and applications. Creativity is a highly essential coping skill for our rapidly changing lives in the 21st century.

Giving our students everything they need to learn creates possibilities beyond our current classroom; which will be exciting for both the student and the teacher. Our children are the future and they are worth it!

## Budget Narrative

Please provide a brief explanation and description (not to exceed 200 words) of the proposed expenditures and how they relate to successful implementation of the project. Be sure to discuss how the project will be sustained after the grant funds have been expended.

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- **Project Information**
- **Project Description**
- **Academic Achievement**
- **Scope**
- **Budget Narrative**
- **Budget Detail**

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**\*Budget Narrative**

Proposed Expenditure:
17 iPads 16GB devices
Protective Cases to promote longevity of the devices
2 iTunes Gift Cards to put towards applications
Set of headphones
We currently have parent donations to help us purchase additional applications to install on the devices. We expect that each coming year we will have more parent donations to our classrooms as that has been the custom in the past. In addition, our PTO generously supports small grade level purchases and we will request money towards additional applications and possible repairs. We chose to invest in protective covers to reduce breakage and extend the life of the devices. We know that all technology has a life cycle, so when the devices expire we will work on a grant to replace them.
With the items listed above, we can implement our plan into our grade level classrooms. Thank you for your consideration.

## Budget Detail

Complete an Estimated Budget Form. List each item and amount separately. Write an explanatory note, if needed, to clarify the purchase of an item or its price. Be sure not to include any identifying information in the title of the budget or on the budget attachment.

Budget forms must be submitted as an Excel file (.xlsx) or a PDF. Other file formats will not be accepted and will result in your application being disqualified.

Grant funds will pay for:
- Supplies
- Software and hardware
- Professional development
- Project-related activities

Grant funds will not pay for:
- Salaries or stipends
- Substitute teachers

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**\*Upload Budget Detail File**

CL_TeachersTrainingBudgetDetail.xls

## Certification

The attached form must include a HANDWRITTEN SIGNATURE of the applicant and the school principal. Certification forms attached without signatures, with only one required signature or with names typed into the signature line will be immediately **disqualified**.

- Download the Certification Form
- Applicant and principal should review the document and sign verifying that they understand and agree with the statements on the certification form.
- Upload a scanned copy of the certification form as either a jpg or PDF. Other file formats will not be accepted and will result in your application being disqualified.

**\*Signed Certification Form**

Century Link Teachers and Technology Program Applicant certification.jpg
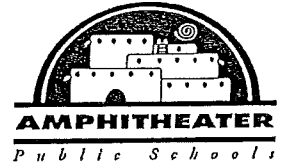
**\*Name:**

Gina Graham

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 | iPads | $4,573.00 | 17 @ $269 each |
| Software | iTune card for applications | $40.00 | 2 @ $20 each |
| Instructional Supplies | | | |
| Professional Development (include travel) | | | |
| Purchased Services (include memberships and subscriptions) | | | |
| Other | iPad cases | $240.00 | $14 each |
| Other | Headphones | $145.00 | set for $145 |
| Total | | $4,998.00 | |
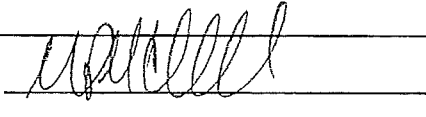
# PROJECT PROFILE

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

**AMPHITHEATER**
*Public Schools*

| | |
|---|---|
| **Working title:** | Kindergarten Teacher – CenturyLink Grant 21stC |
| **Target population:** <br> *(Which schools, grades, staff, etc. are impacted?)* | Lulu Walker, Kindergarten, Kindergarten teachers: Gina Graham, Jen Powers, Rene Pierce, Lori LaRussa, Monica Bermudez |
| **General problem addressed by the project:** | Technology that is Kindergarten friendly. Apps that teach how to form letters, write words, help support the lower students in specific areas, and challenge the high students. |
| **Project Synopsis:** <br> *(Please also attach the proposal abstract or any additional clarifying information needed.)* | We would like to get some IPads in the kindergarten classrooms. They have kid friendly APPS that will help kids learn how to form their letters and improve fine motor skills and hand to eye coordination by using the touch screen. Teachers can target specific goals to help those individuals struggling to learn. It supports the on grade level kids, and creates rigorous and challenging activities for the excelling students. Having these devices in the classrooms will open up many avenues to higher level learning, critical problem solving, and connections to real world experiences. |
| **Source and amount of funding requested:** | $5000 <br><br> COST REIMBURSEMENT GRANT? ☐ YES ☐ NO |
| **Funding will pay for:** <br> *(People, equipment, materials, training, services, supplies, etc.)* | IPads for Kindergarten classroom, as well as cases, earphones, and additional APPS and learning materials. |
| **District contribution(s):** | $0 |
| **Potential partners & their contributions:** | CenturyLink - Teachers and Technology Program |

| | |
|---|---|
| **Sustainability plan:**<br><br>*(Explain how the project will be sustained without committing district funds)* | All technology has a life cycle, when they expire we will work on a grant to replace them. |
| **Principal/Department Authorization:** | *Monica Bermudez* Monica Bermudez 1/11/16<br><br>Signature              Name, printed        Date |
| **Submitted by:** | *[signature]*          MPMcConnell     1/11/16<br><br>Signature              Name, printed        Date<br><br>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.* |
| **Phone & Email:** | 696-6517   mmcconne@amphi.com    **Date:**  1/11/16 |

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

*Approved Roseanne Lopez 1/12/2014*

CenturyLink Clarke M. Williams Foundation
Foundation Source, Administrator
501 Silverside Road, Suite 123
Wilmington, DE 19809
(800) 839-1754

STERLING NATIONAL BANK
500 WESTCHESTER AVENUE
PORT CHESTER, NY 10573
50-930/219

90863

4/1/2016

PAY ***Four Thousand Nine Hundred Ninety Eight Dollars And 00 Cents*

$4,998.00

VOID AFTER 180 DAYS

To The
Order Of:

Lulu Walker
Attn: Mrs. Gina Graham
1750 W Roller Coaster Rd
Tucson, AZ 85704

Robert Chartener

Memo:

Security features included. Details on back.

⑈090863⑈ ⑆021909300⑆ 33⑈1000 1⑈20 1⑈