

July 27, 2018

Tanya Hermanson
Pima County Amphitheater Public Schools
701 W. Wetmore Road
Tucson, AZ 85705

Dear Tanya Hermanson:

It is a pleasure to inform you that the Social and Emotional Learning (SEL) Fund, a sponsored project of Rockefeller Philanthropy Advisors, Inc. (RPA), has approved a grant in the amount of \$5,000 to Amphitheater Public Schools (Grantee).

The following terms and conditions apply to this Grant Agreement:

1. Use of Grant Funds

- Funding obtained under this agreement may not be used for any purpose other than for Devahi Balachandran to implement the Social and Emotional Learning project as described in the grantee's application.

2. Grant Period

- The grant will have duration of August 1, 2018 to July 31, 2019.

3. Grant Payment Schedule

- Payment will be dispersed upon receipt of signed grant agreement.

4. Reporting

- Grantee is required to submit a year-end financial report on their expenditure of funds.
- A Reporting template will be provided to the Grantee
- Reports can be submitted by email to Joe Anderson at Education First (janderson@education-first.com).
- Required reports are due on or before the following dates:

Type of Report	Due Date
Narrative & Financial Report	August 31, 2019

- Grantee agrees that it will permit RPA and/or its authorized representatives to monitor and evaluate the project funded by this grant through communications, including site visits, and the review of records, as appropriate.

5. Grantee Tax-Exempt Status

- As a condition to the receipt of the grant funds announced in the Award Letter, the undersigned organization certifies that it is either a charitable or governmental entity in accordance with the U.S. Department of the Treasury, Internal Revenue Service Code.

6. Termination of Grant

- If Grantee fails to follow any of the terms and conditions of this Grant, RPA will terminate this agreement and further, Grantee shall refund any unexpended funds to Grantor and will not be entitled to any further Grant funds.

Sincerely,



Name: *Chris Page*

Title: *Executive Vice President*
Rockefeller Philanthropy Advisors

CERTIFICATION:

Accepted and Agreed by the following individual, certified to be a responsible officer of the named grantee organization.

Scott Little
NAME (*Print*)

CFO
TITLE

Scott Little
SIGNATURE

7-31-18
DATE

Grant check should be mailed to:

Attn: _____

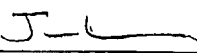
GRANTS PROJECT COORDINATION

PROJECT PROFILE

*Forms should be submitted to Mike Bejarano, School Operations

Executive Director Student Services



Working title:	Promoting Participation, Engagement, Collaboration and Real-World Learning in the ELD Math Classroom
Target population: <i>(Which schools, grades, staff, etc. are impacted?)</i>	Amphitheater High School, approximately 120+ ELD/refugee students (gr. 9-12), one Academic Intervention teacher, 5+ math teachers, 5+ ELD teachers
General problem addressed by the project:	Students with limited or interrupted formal education (SLIFE)/refugee and ELD students face many challenges when they enter a US math classroom for the first time. Many struggle with mastering basic math skills while also learning social skills and how to manage their emotions.
Project Synopsis: <i>(Please also attach the proposal abstract or any additional clarifying information needed.)</i>	This project aims to support incoming and current ELD students to collaborate and participate in the math classroom in a way that promotes safe risk-taking and self-awareness of math learning and emotional learning. By engaging in activities supported by the grant, students will develop a growth mindset and become better prepared for mainstream math classes and future math learning.
Source and amount of funding requested:	\$5000 COST REIMBURSEMENT GRANT? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
Funding will pay for: <i>(People, equipment, materials, training, services, supplies, etc.)</i>	substitute time (for teachers to meet for PD projects), equipment and technology (classroom items), materials (for lessons), software licenses (for online intervention programs), merchandise (student incentives), printing costs
District contribution(s):	\$0
Potential partners & their contributions:	NOVA Foundation Grant (Social-Emotional Learning)
Sustainability plan: <i>(Explain how the project will be sustained without committing district funds)</i>	The items purchased through this grant will be used for future years/classes and shared with multiple teachers.
Principal/Department Authorization:	<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">  <hr/> <i>Signature</i> </div> <div style="text-align: center;"> Jon Lansa <hr/> <i>Name, printed</i> </div> <div style="text-align: center;"> 3/28/18 <hr/> <i>Date</i> </div> </div>

ok S. Little 4/18/18

Submitted by:	<i>DBalachandran</i>		Devahl Balachandran	3/28/18
	<i>Signature</i>	<i>Name, printed</i>	<i>Date</i>	
<p>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. <i>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.</i></p>				
Phone & Email:	dbalachandran@amphi.com		Date:	3/28/18

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

How will your project support the student population you indicated above? Enter N/A if your project does not serve one specific student population. *

This project includes activities to directly support and empower SLIFE and refugee students, as well as other English learners. The unique and engaging activities, which include art therapy, student-created multilingual math documents, real-world classroom activities, and an engaging computer program that meets students where they are at mathematically, support newcomers while allowing them to take risks in a safe environment and learn SEL skills. Please see the description of the project that outlines in detail how this population of students will be supported emotionally and academically.

Grade(s) of students who will be the focus of this project (check all that apply): *

- PK
- K
- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th

Subject(s) taught by project team: *

Math, English

Please check the box to confirm that you are a teacher in a public district or charter school. *

- I confirm that I am a teacher in a public district or charter school in the United States.

District Name: *

Amphitheater

School Name: *

Amphitheater High School

School Street Address: *

125 W. Yavapai Rd.

School City and State: *

Tucson, AZ

School Zip Code: *

85705

Teachers or teams of teachers from high-needs schools will be given priority in the selection process. Please indicate whether your school meets any of the following criteria (check all that apply). If you select other, please specify any additional relevant data about your school. *

- School receives Title I funds
- School has been designated for "turnaround" or other interventions
- Majority of students in school receive free or reduced-price lunch (FRPL) OR are low-income
- School is in the bottom 10 percent of performance in the state or has significant achievement gaps
- None of the above
- Other:

1. Please briefly describe your project in 250 words or less. *

Amphitheater High School is a Title 1 school located in Tucson, AZ. Approximately half of our 140 English Language Learners are refugees/SLIFE (Students with Limited or Interrupted Formal Education) in our English Language Development (ELD) program. Most of our students have faced some type of trauma and have come to us with social and emotional struggles and issues along with the stress and pressures of fitting into an American education system. Although I am a math teacher for these students, I know that when students are dealing with emotional trauma, they don't feel safe taking risks in the classroom, and their learning is hindered. As their teacher, I am aware of their emotional trauma (through their classroom behavior), and home struggles (through home visits), and I am committed to promoting the participation, engagement, real-world learning and safe risk-taking for these students, while supporting their math learning. The focus of this project will be on reducing students' anxiety, supporting their healing from trauma, promoting prosocial behavior when working with others, and self-awareness of learning. With the support of my colleagues, social worker and community

partnerships, I plan to collaborate with a local museum to organize art therapy experiences; create, with students, multilingual documents for supporting their learning and understanding mathematics vocabulary, incorporate cooperative games in the classroom, and support students by including real-world applicable math projects that engage students and allow them to feel safe sharing their ideas with others in a safe and supportive environment.

2. What are the goals of the project? *

The goals of this project are to support our SLIFE/ELD/refugee students through their emotional challenges and help them develop the skills they need to become self-aware, collaborate with others and take learning risks. Many students are hesitant to participate in the classroom due to their language barrier, past trauma, or anxiety. I would like to create activities that promote a growth mindset for these students and help them be successful in mathematics, while focusing on empowering them to build the skills they may have been inhibited from developing due to past trauma. My goal is to have students transfer the skills they learn to future mainstream classes, and in their everyday lives.

3. Which specific student SEL needs will this project address? *

The student SEL needs that this project will address are self-awareness, self-management and relationship skills. When I met many of my students for the first time and learned about their pasts, I also learned that they had suffered more trauma than most of us could not imagine. Many of the issues I have seen as a teacher as a result of this trauma includes physical violence, family separation, emotional outbursts and youth having to play the role of an adult in the family. Our SLIFE students as well as other ELD students will be supported by this important project. As previously stated, many have faced trauma or are currently dealing with home stressors that impact their learning. Many students have had only a few years of formal schooling, and some have had none at all. Students will be supported in creating a positive self-identity (learning their strengths and the strengths of others) and learn to handle stress in a safe way. Students will learn to work with others, thereby promoting prosocial behavior and developing social and relationship skills, and they will also learn to be responsible for their own learning by working independently.

4. What specific SEL skills or competencies will be taught or developed through this project? *

Through this project, students will recognize and become aware of their emotions, and learn how to manage them in a safe way by making choices that are appropriate for them at that time. Students will learn to become self-aware of their emotions, and also of their learning as they set learning goals. They will learn to respectfully see and understand the perspectives of others and use their skills to seek help appropriately when needed. Students will partake in activities that help them manage their stress (brain breaks, games, journaling). Students will develop their social skills, identifying

what it means to have empathy, and learn to disagree with respect (these skills will be taught in the classroom through modeling and role playing). Students will learn about how to manage conflicts with others and deal with conflicts in a way that is not violent or disrespectful. Students will set goals (personal and mathematical) so they can recognize their strengths, while also appreciating the diversity of the classroom and the gifts that each student brings. As a teacher who is deeply invested in the well-being of my students, I made a goal to visit the homes of all my students through the school year, work closely with our school's social worker to support any students who were suffering in the classroom, and also work closely with our community leader at our refugee center downtown. In the classroom, I have been supporting students with numerous family and friendship issues. The NOVO foundation's support will help me care for and support my students both inside and outside the classroom.

5. If your project is selected for support, what's one success you could achieve over the 2018-19 school year that would mean the most to you? *

A major success that would mean the most to me would be for each of these students to develop the life-skills they need to be successful and manage their emotions independently. While healing from trauma can take time, my students are resilient and amazing, and I believe that they will be empowered through the support of this grant and learn to advocate for themselves as they go through the US school system, graduate, maintain relationships, and become employed as productive members of society. For the 2018-2019 school year, I would love for my students to realize their individual gifts and contributions to our learning community, and to learn from and respect each other. A longer-term goal is to increase the graduation rates of our SLIFE students and help them set their own goals for their future. Unfortunately, it is common for many students to become overwhelmed and drop out of high school. My goal is to support students in seeing what is possible and attainable and help them make and reach their goals.

6. How many students will benefit from this project? Please specify a number, even if it is an estimate. *

140

7. Describe the major activities this project will include to achieve the goals. *

One of the major activities this project will include to achieve the goals is an art therapy experience for our SLIFE and ELL students, which will include multiple visits to the Tucson Museum of Art, where students will partake in personal expression through art, while developing their critical thinking and language acquisition skills, and, more importantly, have an outlet to express themselves. As a math teacher, I understand the relationship between art and mathematics, as well as art and emotional learning, so I believe this activity will greatly benefit my students. Please see the sample lesson plan from the Tucson Museum of Art, in the attachments section. A second activity for this project is to continue to invest in the Spatial-Temporal Math online program

(<http://www.mindresearch.org/stmath/>) which consists of an entirely visually based curriculum that provides differentiated instruction from Kindergarten to Algebra. Since the program uses game-like activities, students are extremely engaged as the software promotes a growth mindset. This activity was supported by the NOVO foundation last year when another teacher from my school applied. The impact of this program has been amazing; we are seeing the successes of our students as they are developing math skills after working on ST Math. With the NOVO foundation's support this year, we can renew our license. A third activity this project will include is the use of manipulatives, equipment and merchandise to create a more engaging, fulfilling and enjoyable math experience for students. I want to focus on cooperative, team-building activities and real-world learning for students so they can see the direct benefit of their learning as soon as they leave the classroom. One of the activities I have started in my classroom on a small scale is a classroom 'store' where students can earn 'money' and buy merchandise. This has been an extremely engaging way for students to learn about money and also get items that they would not normally be able to afford (school supplies, snacks). A fourth activity is the creation of multilingual math dictionaries/documents that students will collaborate on and produce themselves. These documents will be shared with students who share the same languages, and, can be passed on to future newcomer students. Our students speak over 20 different languages and often it is difficult to find math language supports for languages that are not mainstream. It will empower students to be able to create and produce these documents themselves.

8. Describe how the project will be innovative (e.g., with respect to instructional practices, method of delivery, targeted student population, etc.). For information on previous Innovation Award winners, visit <http://education-first.com/social-emotional-learning-innovation-fund/> *

As we are a Title 1 school with a very disadvantaged population, this project will provide unique and rewarding experiences for newcomer students and refugees. With the art therapy project, connections between math and art will be made, while allowing students to express their emotions safely. ST Math is designed to promote a growth mindset, where students who have never used computers or have little or no formal schooling can thrive. The classroom 'store' provides a real-world experience for students to learn about money and saving. Many of our refugees have come from countries where a barter system is used, and most do not have money to spend on items they choose. The classroom 'store' allows for this enriching and realistic experience. The development of multilingual documents for students who speak different languages will support the math vocabulary learning of these students in their first language, increasing their understanding. This is innovative because the documents will be created for students by students. There are three high schools in our small district, and we are the only one with an intervention class for ELL and refugee students. When I spoke with the director of programming at the Tucson Museum of Art, she was surprised that as a math teacher, I was looking for ways to create opportunities for our students to express themselves in a safe way and develop their SEL skills. I am passionate about working with newcomers and refugee students. I know that it will be

challenging for children to move forward and learn if the tools are not in place to support their emotional needs. On my own time, I visit my students' homes and get to know their families. This project is innovative because the impact extends beyond the classroom.

9. What outcomes do you expect this project to produce and by when? How will you measure impact? *

I expect students to report a deeper sense of belonging and less stress/anxiety in the classroom. I will obtain regular feedback from students as well as home-visits with families to see how students are doing. I also expect students to develop more of a growth mindset with mathematics and stay in school longer with goal-setting and supports. I also expect to see fewer conflicts and disruptive behavior reported in the classroom, and further growth in math skills mastery. I expect to see higher participation rates in class, where students have increased confidence and are more active participants in their learning. I expect more students to show increased engagement through being more inquisitive and becoming more confident in asking and answering questions both to/from teacher and each other. I expect students to help each other more often and be willing to work with anyone collaboratively, leading to increased improvement in both math skills and overall classroom behavior.

10. Describe the project team and each member's role. *

While I am the lead teacher on this project, the activities that this grant would support extend beyond my classroom. Our school social worker maintains strong partnerships with community members to support students at our school. She is an excellent resource for finding activities that support social and emotional learning for our students, as well as providing resources to support individual students. Although I am the sole ELD math teacher for our newcomer students, several of our mainstream math teachers teach my students once they leave my class after 1-2 years. I will continue collaborate with math teachers to ensure that necessary supports are available for these students socially, emotionally and academically as they enter mainstream classes. I have already worked with our principal to provide opportunities for my students to have more time to complete mainstream courses, as well as alternative environments for testing, for example, that support these students. The ELD teachers work with our population of students several hours a day, and many of the activities I am planning will involve them directly. Our community partner at our downtown refugee center will support us by continuing to provide PD for teachers and support our students outside of school.

11. What is your timeline to implement this project's activities? Note that the grant period will generally be from August 2018 to July 2019. *

The project has already started (we are already using the ST Math program and I have started to develop some activities in my classroom), but I am relying on funds to full implement this very important project. I have already coordinated with the Tucson Museum of Art and they are looking forward to a collaboration in the 2018-19 school year.

12. What amount (\$500 to \$5,000) are you requesting for this project? *

\$5000

13. Please describe how you will use the requested funds, such as for purchasing materials, etc. *

Approximately \$1500 for ST Math licenses – ST Math is a large part of our mathematics classroom that supports SLIFE students in developing a growth mindset and taking learning risks in a safe way without a language barrier. I have had students who have never used a computer succeed through this program. Approximately \$1500 to provide our students with a multi-day art therapy workshop (which may also include intergenerational projects) at the Tucson Museum of Art, as well as providing them with an ethnic/cultural lunch at a local eatery (many of our students have not had the experience of having a meal outside the home or in our downtown space). The museum has a program that supports refugee and ELL students where they will waive the cost of admission. The cost for us, then, would be to cover transportation and the meal. We may also plan to do some other downtown activities since many of our students have not had the opportunity to explore downtown. Approximately \$1500 to provide classroom manipulatives, equipment and merchandise. I would like to purchase math manipulatives to provide students with hands-on opportunities to learn concepts such as fractions. I would like to purchase equipment that promote cooperative learning. These include whiteboard tables and tools, game-type equipment (buzzers, etc.). Also, I would like to purchase items such as school supplies and healthy snacks for students to 'purchase' in our classroom 'store' using classroom money that they can earn in class. I have already started the classroom store, but I have been paying for items myself and funding would help me keep it going and expand it. Approximately \$500 to create and print multilingual math documents/dictionaries for new students in their languages (approximately 20 different languages)

14. What is your primary motivation for seeking support for your work? *

I am passionate about teaching ELD students, SLIFE and refugees. Every day they inspire me to be a better educator and I admire their resilience and their thirst for learning. My students deserve to feel safe in the classroom and I am committed to providing opportunities for them to learn new and deepen their current social and emotional skills. I want them to be celebrated for who they are and not feel pressured to change who they are in order to adapt to an American system. I believe learning is life-long, and I have continued to learn more on my own about how to better support these students. I take as many professional development workshops and trainings on working with SLIFE, and my primary motivation for seeking support for my work are my students who I love and care for deeply.

15. Are you or any teacher at your school a current or previous SEL Innovation Award recipient? *

- Yes
- No

16. If you answered yes to the previous question, describe how your project will build on your current/previous work, if applicable, or how this project is different.

I am a first-time applicant, but two teachers at my school received SEL awards last year. Although one of the awards received last year focused on math learning in the classroom and a grant was awarded to help pay for licenses for ST Math (the applicant was another teacher at my school), my project is different because although part of the funds will be used to help pay to renew our licenses, my focus is on empowering students to be the best they can be, despite any trauma they have faced. The focus is on promoting engagement and real-world learning and growing social and emotional skills for students to become independent learners who have the tools they need to be successful.

17. (Optional) If you would like to provide attachments (five pages or less) to supplement your application, please provide links to them here and describe what you are including. Please use links from Google Drive, Dropbox or any shareable platform.

Please see this link for a sample art lesson plan from the Tucson Museum of Art:
<https://tucsonmuseumofart.org/wp-content/uploads/2017/03/TMA-Tour-Art-Lesson-Plan--Body-Language.pdf>

18. (Optional) If you would like to provide a video (or video clip) of five minutes or less to supplement your application, please include a link and description for that video here. Feel free to use YouTube, Vimeo or any shareable video platform.

<https://drive.google.com/open?id=16MxRDLg5IjYTT971GRs2RLecLHqyRLnZ>

58484

To: Amphitheater Public Schools
Vendor ID: 15390
Tax ID #: XX-XXX0547

8/28/2018

ROCKEFELLER PHILANTHROPY ADVISORS

INVOICE NUMBER	DATE	DESCRIPTION	AMOUNT	DISCOUNT	NET AMOUNT
G-18-7840-1	8/30/2018	for Devahi Balachandran to implement the Social and Emotiona	\$5,000.00	\$0.00	\$5,000.00
		Totals:	\$5,000.00	\$0.00	\$5,000.00

ROCKEFELLER PHILANTHROPY ADVISORS

6 WEST 48TH ST, 10TH FL
NEW YORK, NY 10036

JPMORGAN CHASE BANK

1-2/210



58484

CHECK DATE

CHECK NO.

8/28/2018

58484

CHECK AMOUNT

PAY **Five thousand and 00/100 Dollars**

\$** 5,000.00

TO THE
ORDER
OF

Amphitheater Public Schools
701 W. Wetmore Road
Tucson, AZ 85705

Amounts in Excess of \$25,000.00 Require Two Signatures
VOID AFTER 120 DAYS

AUTHORIZED SIGNATURE

MP

MP

058484 0210000211

42463314211