



Reading Education Foundation

Investing in our students, our schools, and the future

Reading Education Foundation Grant Application

Applicants: Completed applications must be sent to your building principal for approval. Applicants may not send applications directly to REF. Building principals are responsible for submitting applications to REF. Any application received directly from an applicant will not be accepted for consideration.

Principals: After review and approval of the application please save a .pdf copy of the completed application as follows: Project director's last name, school, REF GrantApp 2012-13 (e.g. Smith RMHS REF GrantApp 2012-13). Forward all approved applications to grantcommittee@readingef.org. Deadline for applications to REF is on or before 5:00 PM on December 1, 2012. Grants received after the deadline will not be accepted.

Joanne Alvarez

Project Manager/Primary Contact

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Email

Foreign Language Department Head

Position/Title

781-944-8200 x 828

Telephone

RMHS

School

9 - 12 Foreign Languages

Grade or Subject

The iPad Project: Connecting the World

Project Title

Foreign Language

Curriculum Area (s)

RMHS

School(s) where project will occur

9 - 12

Grade Level(s)

\$5,790

Total Funding Requested

Giulio Binaghi

Co-applicant Name(s)

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Email

Spanish Teacher

Position or Title, Grade or Subject

RMHS

School

Susan White

Additional Co-applicant Name(s)

susan.white@reading.k12.ma.us

Email

French Teacher

Position or Title, Grade or Subject

RMHS

School

Joanne F. Alvarez

Nov. 30, 2012

Project Manager's Signature *(on behalf of all applicants listed)*

Date:

Kevin J. Higginbottom 11.30.12

Principal's Signature

Date:

THE REF MISSION

REF supports innovation and excellence in the Reading Public Schools by providing funds for projects that both deepen and expand the scope of traditional classroom learning to strengthen the whole child development of each and every student.

Required Proposal Format

To ensure an equitable review of all applications, please answer the following questions. Successful applications will reflect thoughtful planning, help reviewers clearly understand the content and context of the project, and assure appropriate use of Foundation funds. Grant requests should address a high-priority issue for the Reading Public Schools and align with the mission of REF (above). Incomplete proposals cannot be considered for funding.

Project Description – Please provide a brief (50 word) narrative that summarizes the project (suitable for press release.) In order to bring home real-world applications of language learning and accommodate all students, the Foreign Language Department needs additional iPads so that each student of Spanish or French 4 may establish a real-world connection to a student from another country.

Description of Need – What specific need in the existing curriculum are you trying to address? Please specify whether you see this need as a certain population, grade, school, or district level issue. From your experience, please describe at the student and classroom level what is lacking in the current approach. Please provide any available data and/or statistics to back up your assertion. Please link the need to an issue identified as of high-priority for the Reading Public School District.

- To improve communication skills and 21st century technology skills
- To improve real-world knowledge and make connections across the globe
- To allow all students the same opportunity to participate using an iPad

One of the strongest motivating forces in foreign language learning is to meet and communicate with real people across the globe. Since not all students can spend the time or money to travel, making a friend abroad is the next best thing to being there. Incorporating authentic ongoing communication would be a phenomenal way to increase our students' knowledge, and with iPads, students can use Skype or share photos or videos with their counterparts abroad.

The problem: many of our classes are quite large, up to 31 students, and we do not have enough iPads to accommodate all students in this endeavor. Next year with the increase in enrollment we fear that our classes may be even larger.

Project Goal – Please provide a specific, well-defined goal(s) for your project. If there are short-term and long-term goals associated with your project, please specify. Please also include the key objectives you have identified that will help you achieve the goal(s) listed. (For those new to grant applications, the goal is “what” you will accomplish; the objectives answer “how” you will accomplish it).

Goal: to use iPads to increase students' knowledge of foreign languages and motivate them to continue studying.

Objectives:

- Short term: Using an additional 10 iPads, French and Spanish students will establish “ epals” with whom they will communicate on a regular basis. We would like to start next year, or sooner if possible, in the 4th year but expanding to other classes in the future.
- <http://www.epals.com/> has many ideas on how to connect students and provide project-based learning.
- As the program expands, from one year to the next we should be able to track student progress via our SMART goals. Ideally, students will continue communicating with their epals.

- In the long run, since students will be speaking and writing to their friends and reading and listening to what they reply, this project should help students to advance in mastery and progress up the scale of the proficiency guidelines for foreign language, established by ACTFL:
- http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf
- When the iPads are not being used for this specific project, they will be incorporated into other lesson plans by all teachers of Spanish, French and Latin, using Educations and other apps. Since we all want to be able collect data in order to determine, measure and share our students' progress, one of our department goals this year is to establish benchmarks and begin to collect data on student performance. Some have used <http://socrative.com/> to help test their students and collect data, and we plan to expand its use. With access to more iPads, all students are on a level playing field. We want to be able to provide all of our students with the same learning opportunities.

Activities/Timetable – Provide a timetable for your project, including starting and completion dates, specific key activities, and events if applicable.

As soon as we receive the iPads we'll begin setting up students with epals.

Our goal is for students to communicate once per week or once per cycle in written form or orally using video / skype throughout the year.

We have no completion dates, as we hope that the project will be ongoing; some of us (such as S. Hennessy) are still in touch with our penpals from childhood, have kept writing to them through the years, and now share stories of grandchildren instead of our classmates . Learning a language is a lifelong health benefit to the brain: (Mr. Ham is a living example!)

http://www.ehow.com/info_7956189_effects-learning-foreign-language.html

<http://blogs.darienps.org/elemworldlang/files/2012/09/Language-Learning-Improves-Brain-Function-17fej8w.pdf>

<http://news.bbc.co.uk/2/hi/health/3739690.stm>

Participants – Who will play key roles in this project? What are their qualifications for these roles? Note: If you plan to engage outside services such as consultants/speakers please attach resume(s) or include a link to their website.

At first, teachers of upper-level Spanish and French will begin the program. Susan White and Giulio Binaghi, teachers of juniors honors French and Spanish 4 respectively, would begin. We'd like to start as soon as possible.

Outputs – Approximately how many teachers will participate in and how many students will benefit from this project? Indicate how the project can be shared with colleagues and across classrooms, grade levels, and schools.

Depending on when iPads arrive, teachers of senior classes (Emeline Festa, Meaghan McSherry Mary Christine Dion, and Joanne Alvarez) would also begin to participate this year. Next year, we plan to expand to students of Spanish and French 3 as well, and would like to as we move forward, so that all students of all levels of French and Spanish may be included. Latin teachers will also be involved as we currently use the iPads for more than just epals . FL students are using the iPads to create and record their own lessons, stories, video and other projects.

Outcomes – Beyond just the number of teachers involved and students impacted (your outputs), please identify your expected outcomes (i.e., actual changes made in the students and/or teachers as a result of the project). How do you plan to measure this change (i.e., student tests, teacher/student/parent surveys, teacher observation etc)?

Students' improvement should be reflected in their test scores and we may use socrative.com and more traditional methods of assessment to collect data on their progress, but the more important benefits may not be measurable, at least not immediately. Making connections across the globe and motivating students to continue to study languages into their college years and beyond are so important, yet we may only find out about the great things our students are doing years later, if they happen to contact us or run into us somewhere, or when

we see their pictures in the paper for the great things they are doing with what they have learned from us. (just one example, former student Katie Vitale:
http://homenewshere.com/daily_times_chronicle/news/reading/article_7f76a396-bd1c-11e0-8657-001cc4c002e0.html)

Sustainability – Will the project sustain itself beyond the current grant cycle? If so, please explain how. Please describe the potential for replication of your project to other classrooms or schools.

This project should be quite sustainable; our IT department is already familiar with iPads and our department members are already using them in many ways in the classrooms.

Have you requested funding for this project elsewhere? REF partners with PTO's, other fundraising organizations and community groups as much as possible in order to fund as many deserving grants as possible. Is there funding available from any such group for your grant? If so, please list the source, the amount requested, and liaison information. **We have** not yet requested funding from any other source, but if the PTO or any other organization would like to help, we would be more than happy to apply to them as well for part of the request.

Could you achieve these results with materials/supplies currently provided by the District? No, since we would like each student to have his/her own epal and iPad in the classroom.

Re Reduction of Budget: We would hope to be granted the award for 10 iPads. We could actually use more than 10 but the cart we have is limited to 30 and the cost of an additional cart would be prohibitive. Our aim is to have at least a classroom set of 30 for now. If that could not happen yet, we will try applying for funds elsewhere if possible and continue to build up our set as best we can.

Estimated Budget

Detail your project budget requests. If an exact cost is unknown, please give an estimate and note that it is an estimate. Group budget items by category (e.g. consultant fees, equipment, honorariums, registration fees, consumable materials, textbooks/reference, etc.).

Note: All equipment purchased for the project will remain the property of the Reading Public Schools at the completion of the project.

Budget Item	Supplier/Provider	Quantity	Cost	Total Cost
10 iPads	Apple	10	\$499.00	\$4,990.00
10 iPad covers	Apple	40	\$50	\$500.00
accompanying apps	varied; same apps as we have on other iPads	for 10 iPads	\$30	\$300.00
				\$5,790.00

If this grant involves the purchase of technology please review the following with the instructional technology staff:

The technology requested will work within the existing infrastructure of RPS. Y N
 The school can provide technical support for items purchased. Y N

If the items require on-going fiscal support, is it likely that the school/district will be able to provide that support? Y N

Ordering and Quote Information

If your proposal is accepted you will be required to submit a completed **Requisition Request Form** for each vendor you plan to use for purchasing materials to the District office within 30 days of award notification. The Requisition Request Form is available in the District Share Folder. When selecting a vendor, please choose one who will accept a purchase order and is known to be reliable. Please be prepared to include the following:

- Name and all contact information (address, phone, fax, email, website).
- A valid quote from the vendor. Please note we cannot purchase from Amazon.com.
- When requesting a quote please ask to include shipping costs and any other charges associated with the purchase. Reading Public Schools (RPS) is tax exempt; therefore, we do not have to pay any taxes on purchases.
- If we do not have the business you would like to purchase from as one of our current vendors, we can set-up them as a new vendor. All we need is a W-9 form for their business and to know they will accept a purchase order from RPS.

Reduction of Budget - Sometimes funds are not available to fully fund a proposal. However, REF may be able to fund part of a proposal with the hope that the shortfall can be found elsewhere, or the scope of the project can be limited to the available budget. If this is the case in this proposal, please indicate the minimum amount needed for you to continue and briefly describe how you would reduce the scope of the proposal to accommodate the minimum amount.

\$ _____