



C I N S

COUNCIL OF INTOWN NEIGHBORHOODS AND SCHOOLS

GRANTS FOR EXCELLENCE IN EDUCATION

INFORMATION

The Council of Intown Neighborhoods and Schools (CINS) provides grants to teachers and staff in the Grady cluster to enhance the learning environments of students in their classrooms and schools. These funds are designed to supplement, not replace, APS funding.

Grants support innovative educational efforts. This may include creative classroom projects, guest speakers or performers, field trips, innovative materials or equipment. Grants do not support attendance at professional conferences.

Grants are limited to a maximum of \$1,000.

The strongest proposals offer strategies that further the school's mission and show a high degree of promise for effectiveness and reproducibility. CINS also prioritizes new proposals over previously funded projects, although the latter are eligible as long as reporting requirements were met. **Grants are not intended to be a permanent funding mechanism for ongoing projects.** Once a project has proven worthwhile, other permanent funding should be secured.

In honor of Dr. Adelia Hall and to keep alive the spirit of discipline-based arts education, each year CINS honors one grant that integrates arts into the curriculum as the Adelia Hall Arts Grant.

Grant recipients are required to complete a written final report form, attaching receipts for all purchases of \$20 or more, and are encouraged to present or arrange for a brief presentation on their project at CINS' grants showcase meeting in April. Grant reports are due in late April. Failure to comply with grant requirements will disqualify all teachers named as recipients of the grant from reconsideration for a CINS grant for three years.

Grant application packets are available on the CINS website, www.cinsatlanta.org, from your school's principal or from your school's CINS representative.

Grant applications must be received by Friday, October 4, 2013. Please submit five (5) printed copies to Bonnie Lavine, 802 Clemont Dr. NE Atlanta, GA 30306, and email a copy to bonnielavine@gmail.com with the title of your project and the name of your school in the subject line.

If you have any questions, please contact Bonnie Lavine, bonnielavine@gmail.com.

Empowering Schools ...Enhancing Neighborhoods

Grady High School | Inman Middle School
Centennial Place Elementary | Hope/Hill Elementary | Mary Lin Elementary | Morningside Elementary • Springdale Park Elementary



C I N S

COUNCIL OF INTOWN NEIGHBORHOODS AND SCHOOLS

2013-2014 GRANT APPLICATION COVER SHEET

Deadline: Friday, October 4, 2013. Five paper copies must be received by this date. Also, email your completed applications to bonnielavine@gmail.com with the title of your project and the name of your school in the subject line. (When emailed, you should receive a receipt notification within 24 hours). Award notifications will be sent by early December.

Instructions:

- Attach this completed cover sheet to your proposal. Instructions for writing the proposal are enclosed.
- Please write legibly or type.
- Application must be authored only by the staff who will implement the grant.

More information: Bonnie Lavine – bonnielavine@gmail.com, 404-875-0540

.....

Applicant name(s) _____ Jennifer Burke and Timothea Cokley _____

Contact person and phone number _____ Jennifer Burke _____

Contact email [__jburke@atlanta.k12.ga.us](mailto:jburke@atlanta.k12.ga.us) _____

School Centennial Place Elementary School School phone 404-802-8550 _____

Principal’s Name and Email Address _____ Alison Shelton, ashelton@atlanta.k12.ga.us _____

Title of proposed project **Instructional Personal Access Device Strategies (IPADS)**

Grade(s) targeted Kindergarten-6th grade Number of students directly impacted 30+ _____

Subject area(s) addressed: English Language Learners / English for Speakers of Other Languages, and other students _____

Total Request: \$990.00 _____

Have/will you request full or partial funding for this project, for this grant year, from APS, your PTA or other sources? If so, please detail. We will request supplementary and expansion funding from the Centennial Place School Foundation and CPE PTA. We will also contribute APS library-allocated funds toward this project.

Empowering Schools ...Enhancing Neighborhoods

Grady High School | Inman Middle School
Centennial Place Elementary | Hope/Hill Elementary | Mary Lin Elementary | Morningside Elementary • Springdale Park Elementary



CINS GRANTS FOR EXCELLENCE IN EDUCATION

INSTRUCTIONS FOR WRITING PROPOSAL

Please answer the following questions in order. Clearly label each section with the heading shown below in bold. The proposal must be typed or legibly written and not exceed five single-sided pages, including budget.

Summary – Please give a brief description of the proposed project and its goal.

Instructional Personal Access Device Strategies (IPADS) will provide electronic books, word-to-word language translation dictionaries, and devices to support English Language Learners (ELLs) and others in vocabulary development and reading comprehension.

Need – Describe the need or opportunity the project addresses.

At Centennial Place Elementary School, we want all of our students to be successful. Students who read for pleasure show documented academic success even into college. However, students who are learning English as a second language struggle not only with learning conversational or standard printed English but also content-specific academic language in science, mathematics, and social studies that is referred to as “Tier 3” vocabulary in the Common Core standards. These students also face significant challenges when taking standardized tests, because they may not be able to successfully demonstrate their understanding of due to lack of experience with the vocabulary on test materials. Furthermore, electronic books that highlight passages and read aloud, provide a glossary function, and allow students to highlight and annotate text have been shown to improve literacy skills, vocabulary and comprehension among young students (Korat and Shamir, 2008), including those with learning disabilities or from low income families. Centennial Place Elementary has a significant enrollment of English language learners (ELLs) and other students who have reading difficulties. This project offers all students equal opportunity to use high quality electronic books as an additional tool to support their educational success.

Method – How does the project address the need? Please describe the approach/method/activities.

IPADS will address the needs of our ELLs and other struggling readers through use of electronic books print dictionaries, and translation applications to support improved vocabulary and reading fluency. Under Georgia law, English language learners (ELLs) are allowed to use print word-to-word dictionaries during standardized tests. Although Atlanta Public Schools does provide a limited number of products to support ELLs, individual dictionaries and translators are not widely available across the school district. Since we try to provide every student at Centennial Place with all the support and tools they need, this project would allow us to purchase word-to-word translation dictionaries in to support these students’ test-taking needs. Using electronic books that highlight passages and read aloud, provide a glossary, and allow students to highlight and annotate text has been shown to improve literacy skills, vocabulary and comprehension among young students (Korat and Shamir,

Empowering Schools ...Enhancing Neighborhoods

Grady High School | Inman Middle School
Centennial Place Elementary | Hope/Hill Elementary | Mary Lin Elementary | Morningside Elementary • Springdale Park Elementary



C I N S

COUNCIL OF INTOWN NEIGHBORHOODS AND SCHOOLS

2008). This project would allow us to add select electronic books with these features to our library for use by our ELLs as well as other students. Electronic books can be read at school and at home, on any computer, tablet or smartphone. One iPad will be used in the ESOL classroom by ELLs. This will give these students access to translation applications and allow them to read electronic books and online dictionaries, supporting reading for pleasure as well as for classroom assignments. Centennial Place already has a small number of personal iPads being used in classrooms, so this project will allow us to provide ELLs with translation applications to help them understand assignments.

Highlights – What makes this project unique or exceptional? How does it relate to the mission of your school?

Centennial Place Elementary School is a child-centered, community-based themed school that focuses on Science, Mathematics, and Technology. Our vision is for families, schools, and the community to be unified as a Learning Village with focused strategies to change underlying attitudes toward education. This project is exceptional because it provides innovative access to technology tools with a specific purpose – for accessing electronic books and dictionary tools – supplemented with individualized applications for students who have unique language needs. This project relates to the mission of Centennial Place in several ways. First, it represents a use of technology in a different way than we have previously to meet the needs of a specific population. Second, it is consistent with our efforts of providing each student with every possible support to help him or her demonstrate ability and successfully achieve individual learning goals. Finally, this project is innovative in giving each student personalized access to language tools and electronic books tailored for his or her interests and instructional needs.

Outcomes/ Effectiveness – Please list the 2 to 4 most important outcomes you expect from this project. For each, describe how you will determine the degree to which it was achieved?

This project will support achievement of the following outcomes:

1. Content knowledge improvement as demonstrated by classroom participation and assessments;
2. Growth in English reading comprehension and vocabulary skills as measured by Accelerated Reader and STAR Reading assessments;
3. Demonstrated success in English language in listening, speaking, reading and writing, with particular emphasis on the skills necessary for students to meet standards on the ACCESS for ELLs (a mandatory annual language-proficiency exam);
4. English language linguistic development, as observed using CAN-DO descriptors commonly used by ESL teachers for providing differentiated instruction for ELL students.

Durability – Does this proposal include durable goods or replicable strategies that other teachers will be able to use? How will you share them with other teachers in your school or the Grady cluster?

Atlanta Public Schools owns a system-wide shared library collection which includes a number of electronic books in several formats. However, not all of these electronic books offer glossaries, notation, or read-aloud options. Electronic books purchased through this grant will be full-featured

Empowering Schools ...Enhancing Neighborhoods

Grady High School | Inman Middle School
Centennial Place Elementary | Hope/Hill Elementary | Mary Lin Elementary | Morningside Elementary • Springdale Park Elementary



books that supplement the general collection. Once electronic books are in our collection, they can be downloaded and read by students at other schools throughout Atlanta Public Schools, either in school or at home via personal tablet devices. These books will benefit not only ELLs and students with learning disabilities, but any student who needs support for reading comprehension and improving vocabulary. Because it is also the custom of Atlanta school media centers to exchange books, print word-to-word translation dictionaries can be loaned to other schools for student use. Finally, sharing information about vendors for these materials will allow other schools to purchase more copies for their students.

Will you be able to replicate the project in future years with only ordinarily available (APS) funding?

We will continue to allocate library funds to add additional electronic books that meet our specifications to our library collection. We expect to add additional iPads for student use through Title I and CPE Foundation support.

Budget – Itemize your budget and give the total cost. Please itemize your project budget. Prioritize items in case only partial funding is available. (Remember to include taxes and shipping in your costs!)

Priority	Vendor	Description	Expense Amount
1	Bilingual Dictionaries Inc. P.O. Box 1154, Murrieta, CA 92564	11 Word-to-word dictionaries in Chinese (2 copies), Amharic, Arabic, Bengali, German, Hindi, Japanese, Korean, Spanish, and Urdu @ \$20 each	\$220.00
2	TBA (best value and support)	8 Full-function electronic books @ \$50.00 each	\$400.00
3	Target	1 Speck iGuy™ case @\$40	\$40.00
4	Best Buy	1 iPad Mini with charging cords @ \$330	\$330.00
Total Project Budget			\$990.00

PLEASE NOTE:

- Grant recipients are required to turn in a final report, including receipts for all purchases of \$20 or more. The deadline for the final report is at the end of April 2012.
- Grant recipients are encouraged to make a presentation on their project at the CINS’ grant showcase meeting in April.

OWNERSHIP OF MATERIALS:

All material/equipment purchased with grant money belongs to that staff member for use in any Atlanta Public School. Should the staff member leave APS, such material/equipment will remain the property of the school they last served.

References:

Korat, O. & Shamir, A. (2008). The educational electronic book as a tool for supporting children's emergent literacy in low versus middle SES Groups. *Computers and Education*, (50) 110-124.

Empowering Schools ...Enhancing Neighborhoods

Grady High School | Inman Middle School
Centennial Place Elementary | Hope/Hill Elementary | Mary Lin Elementary | Morningside Elementary • Springdale Park Elementary