

**Reminder:** No use of school or your school's personnel names in the body of the grant, beyond this cover page. Complete all information requested on this page. It will be the only page referencing your school and applicant(s). Signature and identifying information on cover page and final page will be marked out for grant committee document rating. They will have that info at our all-day meeting only.

\_\_\_\_\_ Check here if this is an emergency needs grant application.



AMARILLO EDUCATION FOUNDATION  
**BUILDING FUTURES GRANT**  
**Application**

**This is a sample grant awarded in 2016.**

Format may be skewed but the content of category answers is valid.

Date of Submission:	
Applicant(s) Name(s)	AISD Position
	Pre-K
	PPCD teacher
	Reading Recovery/Literacy Coach
	Kindergarten
	Kindergarten
	Kindergarten
AISD Campus:	
Title of Project/Program: Fall in love with a Character, Fall in love with Reading!	

Amount Requested: \$1,205

Total Amount of Project, if other than amount requested: \$1,205

## CATEGORY ONE: Purpose Served/Need for Project/Program

Describe the need and/or purpose served by the proposed project or program, including relevant supporting data and documentation. As an example, cite specific points of the campus improvement plan, district standards, and/or essential TEKS, etc., to this grant request. Include your perception of its integration into the classroom lesson plans.

"Strong, literacy-rich prekindergarten classrooms are joyful, busy places where children, through play, develop relationships, explore, negotiate, and learn. In our increasingly complex world, prekindergarten teachers face new challenges in creating classrooms that remain play-based yet also prepare students for the literacy-rich world in which they live."

Literacy Beginnings by Fountas and Pinnell

In Pre-K the challenge of creating a classroom where children learn through play and developing relationships but also integrate a very literacy rich environment starts with having the resources that would support early literacy learning. We have found that when the students have characters they love, the more they want to hold, look at and read books. Having these books with the characters they can identify with, will infuse their day with literacy. One of the main goals Early Childhood teachers have for their students is for them to see themselves as readers, whether or not it is a conventional form of reading. Should we be able to purchase these books, it would provide an instrumental resource to set up our literacy rich environment for many years to come. One of the standards covered in Pre-K is having the child engage in pre-reading and reading related activities as well as using books and other written materials to engage in pre-reading behaviors. As well as their use in Pre-K, these books would always be accessible to our Kindergarten classrooms as well. In Kindergarten the expectation is to make connections to the child's own experiences, to ideas in other texts, and to the larger community while they discuss textual evidence. This aligns perfectly to Figure 19F. The Kindergarten classrooms would also use these books to address K8B which has children describing characters in a story and the reasons for their actions. These books would be used daily as part of our Balanced Literacy instruction in all Early Childhood classrooms. Our classroom experiences have proven, without a doubt, that when Pre-K and Kindergarten children meet these characters such as Bella and Rosie, Oliver the Cat, and Pickles the dog they become captivated with them and anxiously await the opportunity to read the next book entering into the world of their favorite characters.

## CATEGORY TWO: Objectives/Parameters of Program/Project

Provide a detailed description of the quantifiable objectives of the project/program proposal.

In our school's Campus Improvement Plan it states we will increase access to appropriate and self-selected reading materials by continued expansion of library, literacy closet, and classroom library collections, implement balanced literacy in all classrooms to ensure student success with read and to intervene with students not on grade level in reading and/or writing through a structured and consistent RtI process.

Approximately how many students will be directly, or indirectly, impacted by this project or program:

There would be over 100 students that would have access to and benefit from these books daily and hundreds more students in the years to come.

When would the project/program be initiated?

The project would start immediately after receiving funds and would be in effect indefinitely as all Early Childhood teachers would have access to the books.

### CATEGORY THREE: Assessing Effectiveness of Program/Project

How will the effectiveness of the program/project be assessed as it relates to the objectives noted in Category Two?

We will use teacher observation, informal assessments, running records and the Fountas and Pinnell Benchmark Assessment System to monitor student growth and learning.

What is in place to determine that this program/project will be successful?

We will analyze our running records in Pre-k and Kindergarten to guide our instruction and ensure student growth. We will be accountable to the members of our Early Childhood team and will continue to collaborate on best practices in our use of Balanced Literacy instruction.

What tools will be utilized to track the attainment of the specified objectives?

Running Records, teacher observations and the Fountas and Pinnell Benchmark Assessment System will be used to monitor student growth and learning.

### CATEGORY FOUR: Budget/Funding of Program/Project

Have other funding sources been explored/obtained prior to this submittal? Is this request only a portion of the total budget for this program/project?

No other funding sources have been explored at this time. The request is for the full amount for the project. We are not a Title campus and funds are extremely limited and we seek out any and all outside resources available to enrich our student's growth and performance.

Please detail any other funding sources, including any Title program funding.

There are none at this time.

Would the project be viable if full funding were not awarded?

The project would still be viable if full funding were not awarded.

We have a very supportive PTA that would assist in funding this project if the full funding were not awarded as well as seeking out other grant opportunities.



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Total of Requested Funds

\$1,205.00

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**CATEGORY FIVE: Innovation and/or Adaptation**

Is this project, or a similar one, being implemented within the district or elsewhere?

This project would enhance our district's expectation that our Kindergarteners will leave the grade level on a level D at the minimum; while Pre-K is expected to give their students the opportunities to read. This will vertically align the reading expectation across grade levels. We already implement Balanced Literacy as a district and this project will integrate seamlessly into our Early Childhood instruction.

Have adaptations to an existing program been made to address the specific needs pertinent to this proposal? What are these changes?

No changes or adaptations have been made. This program will incorporate into our current model of instruction of Balanced Literacy as mandated by our district.

How did (or will the) adaptations improve the program?

There are no adaptations of the program.

If your own creation, what prompted the idea?

This program is based on young children in the classroom yearning to read about characters they have fallen in love with and teachers who follow the theory and practice of Fountas and Pinnell which is our district literacy model.

**Do you contribute to the AEF through the Payroll Deduction plan?  Yes  No**

Note: Whether you contribute to AEF through Payroll Deduction or not plays no role in whether your grant is considered or ultimately funded. It does, however, serve as a reminder of the importance of contributions to grow the amount set aside to for funding of our Building Futures Grants. If you contribute, thank you. If not, please consider it next year during our enrollment period. Any amount is appreciated.

The applicant and the campus principal acknowledge that funding is not guaranteed under this program and that this application may be declined for any and all reasons based upon the discretion of the Building Futures Application Review Committee and the Amarillo Education Foundation Board of Directors. The applicant and the campus principal certify that all information in the this application is true and correct, accepting the responsibility of implementation of the project/program as described in this document upon approval of all or portions thereof.

As well, it is understood that any funds left unexpended at the end of the school year following receipt of the grant will revert to the Campus Activity Fund for that campus or, if over \$100, be returned to the Amarillo Education Foundation unless special circumstances arise. It is the responsibility of the recipient to contact the Executive Director of any special circumstance.

**A hard copy of your completed application is preferred. Please call to make any special arrangements to ensure receipt of application by the March 7, 2016.**

PLEASE CHECK TO BE SURE YOU DID NOT INCLUDE ANY SCHOOL IDENTIFYING INFORMATION IN THE BODY OF THE DOCUMENT. THIS EXCLUDES THE FIRST PAGE OF THE APPLICATION. THANKS SO MUCH FOR APPLYING.