

**Qwest/APS Classroom Technology Integration**

Competitive Mini-Grant Application Package



**ALBUQUERQUE  
PUBLIC SCHOOLS**

Application Deadline:  
2011

Administered by APS Technology Department

Qwest/APS Classroom Technology Integration  
Competitive Mini-Grant Application

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## INTRODUCTION

The Qwest Foundation has allocated to Albuquerque Public Schools \$50,000 through a Qwest Foundation for Education Grant to be awarded to APS PreK-12 teachers who demonstrate innovative or best use of educational technology. Awarded funds may also be used for the following: professional development activities, learning objects, content development to be shared as online resources, (flip charts, lessons and or activities that integrate technology, multimedia learning content). Any non-disposable supplies and materials or capital objects purchased are the property of the district or school that is awarded the grant. Funds will be awarded during the 2011 - 2012 school year. Recipients will be awarded in October 2011. The funds must be spent by December 1, 2011. **Deadline for the Award: The application must be postmarked by September 16, 2011.**

The purpose of this grant is to:

1. Engage student learning by using educational technology;
2. Increase teacher's awareness of educational technology by offering professional development opportunities for colleagues
3. Model best practices with technology integration to engage student achievement.
4. Develop digital learning resources that will become a part of the district learning resources. These will be placed in the Blackboard Content Collection, Safari Montage or Media Cast server

## TIMELINES

1. **Mini-Grant proposals must be postmarked by September 16, 2011.**  
Proposals postmarked after that date will not be considered.
2. Mini-Grants can be applied for in the amounts of \$500 up to \$5,000.
3. Only one grant proposal will be accepted from each school.
4. Panel or poster session presentations of awarded projects in progress will be made at the state or district conference in the spring.
5. Presentation or poster presentation of awarded project outcomes will be made at the APS Digital Learning Conference, December 6, 2011 or NMSTE conference during the 2011-2012 year.

## ELIGIBILITY

APS certified PreK-12 teachers are eligible to receive a maximum of one Mini-Grant award.

## **TECHNICAL ASSISTANCE**

APS Technology office staff is available to provide technical assistance and to answer questions. For assistance in applying for a Qwest/APS Classroom Technology Integration Competitive Mini-Grant, contact APS by emailing [phipps@aps.edu](mailto:phipps@aps.edu). cc [sanchez\\_trish@aps.edu](mailto:sanchez_trish@aps.edu)

## **AWARD PROCESS**

The Qwest Foundation for Education Grant requires that Mini-Grants be awarded through a competitive proposal process. All proposals will be read and judged by a committee comprised of PreK-12 educators, district administrators, distinguished community leaders, elected officials and available Qwest staff. This panel will determine those applications that best meet the funding criteria using the rubric and scoring sheet included in this application package. APS will notify awardees in person on **October 3, 2011**.

## **School Tech Coordinator Involvement**

If your project proposal plans to purchase any hardware or software technology, contact your school tech coordinator to review your project proposal budget, all planned technologies and school technology support requirements.

## **REQUIRED VIDEO TAPING**

Educators who are awarded a Qwest/APS Classroom Technology Integration Competitive Mini-Grant agree to participate in the creation of a digitally videotaped technology based lesson or showcase of the project. Educators who are awarded are required to supply proper student release for videotaping permission. Qwest will assist APS in digitizing the video for purposes of sharing Best Teaching Practices via the World Wide Web. The digital video snippet will be posted on the APS website.

## **REQUIRED PRESENTATION**

Educators who are awarded a Qwest/APS Classroom Technology Integration Competitive Mini-Grant agree to submit presentation proposals to the NM TIE, NMSTE or the annual APS Tech Connections Conference.

## **REQUIRED REPORTS**

APS will require from each awardees, a report on the expenditure of funds as well as a narrative detailing how the goals of your project were met through this award. Guidelines and specific timeline will be provided to each participant awarded funds by through the Qwest/APS Classroom Technology Integration Competitive Mini-Grant Program.

Qwest/APS Classroom Technology Integration  
Competitive Mini-Grant Application Procedure

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## INTRODUCTION

Each APS Member who is an APS certificated PreK-12 classroom educator may apply for one Mini-Grant and must complete all of the following steps. Please review the following resources for guidance:

- APS Technology Plan and standards
- ISTE (International Society for Technology in Education) NETS (National Education Technology Standards) for Teachers and Students (<http://cnets.iste.org/>)
- See Appendix A – Project Topic Descriptions
- See Appendix B – Application Proposal Scoring Rubric

- Step 1.** Complete the Qwest/APS Classroom Technology Integration Competitive Mini-Grant Application Assurance Sheet included in this application package.
- Step 2.** Prepare a one-page narrative description of your project goals that will cover one of the following two areas: (1) professional development project or (2) develop learning object(s). Include how you will use technology and incorporate student or teacher participation in your project.
- Step 3.** Prepare a one-page narrative description of how you will use technology with students or teachers as aligned to APS/ISTE Standards.
- Step 4.** Prepare a one-page narrative description of how your project with the use of technology will impact student or teacher performance, as aligned to the APS/ISTE Standards.
- Step 5.** Prepare a one page project plan that includes the following information: (1) project location; (2) overview of participant stakeholders (what grade(s) and numbers of students or teachers involved); (3) project timeline from start to finish; (4) description of each phase of the project; (5) and the resources required for each phase of the project.
- Step 6.** Prepare a one-page budget narrative of what you are proposing and the resources you need to enhance your work with students or teachers. Review budget with school tech coordinator and have him or her sign approval of budget.
- Step 7.** Prepare a proposed budget.

Assemble the proposal application and include **7 copies of the following, IN ADDITION to the SIGNED ORIGINAL** in the order listed below, stapled upper left:

- Page 1:** Assurance Sheet
- Page 2:** Narrative Page – Project Goals
- Page 3:** Narrative Page – APS/ISTE Technology Standards
- Page 4:** Narrative Page – Impact Students/Teachers
- Page 5:** Project Plan Page
- Page 6:** Budget Narrative
- Page 7:** Proposed Budget

**NO supplemental materials will be accepted.  
NO faxed applications will be accepted.**

Submit the original and 7 copies of your proposal via regular mail and one electronic copy of your proposal (e-mail or disk) postmarked on or before **September 16, 2011** to:

Qwest/APS Classroom Technology Integration Competitive Mini-Grant  
Tom Ryan, Ph.D. APS Technology Executive Director  
6400 Uptown Blvd. Suite 550E  
Albuquerque, New Mexico 87110  
(505) 830.8040  
[Ryan\\_Tom@aps.edu](mailto:Ryan_Tom@aps.edu)  
cc [sanchez\\_trish@aps.edu](mailto:sanchez_trish@aps.edu)

Qwest/APS Classroom Technology Integration  
**Appendix A**  
**Qwest/APS Classroom Technology Integration Competitive Mini-Grant**  
**Application**  
**Project Topic Descriptions**

The Qwest grant project outcome objective has changed from previous years. Project applications that only ask for technology to be purchased and used in the classroom for instructional purposes will not meet the grant criteria. To meet the grant criteria, project applications will need to accomplish either the completion of a professional development project or the development of digital learning resource(s). The content from finished projects will be made available and used by administrators and teachers throughout the district.

### **1. Professional development project**

Design a professional development training that utilizes technology and is aligned to state standards.

- **Decide what technology the professional development training** will cover. This may include but not be limited to: a learning management system/Blackboard application; asynchronous communication tool (wiki, blog, discussion board, journal); synchronous communication tools (Wimba Classroom, Pronto); Promethean Interactive Whiteboard lesson; a Web based 2.0 or cloud computing software; iPad or mobile device application or other technological product/tool.
- This training will be facilitated to the following three audiences: (1) at the school to teachers/administrators that receives Qwest Grant; (2) City Center Online Learning Technologies Lab that will be open to district teachers/administrators; (3) submit professional development training to a least one local conference, such as NMSTE conference.
- In other words, if you have used a particular technological tool in your classroom that you have found effectual and aligned to state standards, this is an opportunity for you to design and facilitate a training to your colleagues at school, district and community levels.

## **2. Development of digital learning resources (Learning Object(s))**

Develop one or more digital learning resources or learning objects that can be used in a lesson plan. A learning object is a digital content item or resource that can be used or re-purposed to support a learning objective that is aligned to state standards.

- Think of a digital learning object as a content item that you would add to a lesson plan for a particular learning objective. Learning objects provide smaller, self-contained or re-usable units of learning and instructional content.
- A digital learning object is portable and will be shared with other teachers who can adopt it into their student lessons.
- Any lesson content that you digitalize and organize into a smaller unit can be considered a digital learning object. Examples include but not limited to: a three to five minute video; adding Flash to a PowerPoint (such as by using the software Articulate); lesson content written in HTML (such as using the software SoftChalk); Podcast (audio or video); or writing a lesson unit using ActivInspire.
- Students can learn from a learning object in various educational settings that include but not limited to: during a computer lab activity, shown on a Promethean Interactive Whiteboard or uploaded into a learning management system/Blackboard for blended classroom or online instruction.

If you have questions or would like to review your ideas regarding either the professional development project or the development of a learning object(s), please contact:

Amy Phipps, [phipps@aps.edu](mailto:phipps@aps.edu)  
Mark Pugsley, [pugsley@aps.edu](mailto:pugsley@aps.edu)



**Appendix B**  
**Qwest/APS Classroom Technology Integration Competitive Mini-Grant**  
**Application Proposal Scoring Rubric**

	0	1	2	3
1. Prepare a one-page narrative description of the problem you are trying to solve and the goals of the Learning Object or PD program you are proposing.	➤ The problem and goals for students and/or teachers are not clearly stated and/or are not related to project activities.	➤ The problem and project goals for students and teachers are clearly stated but not related to project activities.	➤ The problem and project goals for students and teachers are somewhat clearly stated and related to the project activities.	➤ The problem and project goals for students and teacher are very clearly stated and related to the project activities.
2. Prepare a narrative description of how you envision your Learning Object/ PD program being used, as aligned to the APS/ISTE Standards.	➤ The proposal does not address how the teacher will use the learning object /PD program with students and/or teachers as aligned to the APS/ISTE Standards.	➤ The proposal provides minimal details regarding how the students/ teachers will use the learning object/PD program as aligned to APS/ISTE Standards.	➤ The proposal provides some details describing how the student/teacher will use the learning object/ PD program as aligned to the APS/ISTE Standards.	➤ The proposal describes in detail how the teacher will use the learning object or the PD program with students/teachers as aligned to the APS/ISTE Standards.
3. Prepare a one-page narrative description of how your Learning Object or PD program will impact students/teachers performance, as aligned to the APS/ISTE Standards.	➤ The proposal does not provide a narrative description outlining how the Learning object /PD program will impact student /teacher performance, as aligned to the APS/ISTE Standards.	➤ The proposal provides minimal details outlining how the Learning object /PD program will impact student /teacher performance, as aligned to the APS/ISTE Standards.	➤ The proposal provides sufficient details in a narrative description outlining how the Learning object /PD program will impact student /teacher performance, as aligned to the APS/ISTE Standards.	➤ The proposal provides a detailed narrative description outlining how the Learning object /PD program will impact student /teacher performance, as aligned to the APS/ISTE Standards.
4. Prepare a one page project plan that includes: (1) project location; (2) overview of participant stakeholders (what grade(s) and numbers of students involved); (3) project timeline from start to finish; (4) description of each phase of the project; (5) resources required for each phase of the project.	➤ The proposal does not provide a project plan with the inclusion of the requested information and the reader is not able to understand the steps and resources involved to achieve the project objectives.	➤ The proposal provides minimal details regarding the project plan information and the reader has difficulty understanding the steps and resources involved to achieve the project objectives.	➤ The proposal provides sufficient details regarding the project plan requested information and the reader is partly able to understand the steps and resources involved to achieve the project objectives.	➤ The proposal provides detailed project plan information and the reader is able to fully understand the steps and resources involved to achieve the project objectives.
5. Prepare a one-page budget narrative of what you are proposing and the resources you need to enhance your work with students, and correlate this to proposed Expenditure Plan.	The budget narrative does not provide a description of what you are proposing and the resources you need to enhance your work with students.	➤ The budget narrative provides a minimal description of what you are proposing and the resources you need to enhance your work with students.	➤ The budget narrative provides an adequate description of what you are proposing and the resources you need to enhance your work with students.	➤ The budget narrative provides detailed description of what you are proposing and the resources you need to enhance your work with students.