Zarrow Computer Lab Grant Proposal

Computer Lab and Contact Information

The new Zarrow Computer Lab resides in the new eastern addition of the school. It is across the hall from the library, and the room contains 30 computers, a SmartBoard, a scanner, and a printer. All computers have wireless access. Nicolette Edenburn will be the school’s new computer lab instructor. For the past three years, she has been a fourth grade teacher at Zarrow. The computer lab’s vision statement is to “Create Global Minds through Language and Technology.”

Zarrow International School (ZIS) is a magnet school within the Tulsa Public School (TPS) district. It is a Kindergarten through fifth grade Spanish immersion program, with its goal being to make English-speaking students bilingual by middle school. Two other magnet schools, Eisenhower International School, and Monroe Demonstration Academy, have Spanish-speaking immersion components.

Nicolette Edenburn, can be reached at Zarrow International School--3613 South Hudson Avenue, Tulsa, Oklahoma 74135. Her e-mail is edenbnj@tulsaschools.org, or she can be reached by phone during school hours at (918) 746-9180.

Need For the Project

Documented Problem

The computer lab at Zarrow is in need of new materials to assist in creating a well-rounded, academically-challenging program. Currently, the school has access to about fifteen thumb-drive pen digital cameras and two video cameras with small tapes that must be used with a VCR. The computer lab would like to provide technology that is updated and more like products the students would use outside of school.

Also, the new computer lab will have thirty computers with Internet access, a SmartBoard, a scanner, and a printer, but there is not much variety. The computer lab would like to integrate the use of new software and technology in order to provide for a cohesive technology curriculum. Many of Zarrow’s students have computer access at home, so the computer lab would like to provide access to software the students may not have already been exposed to.

Research and Statistics

Statistics show schools do not use technology in a wide variety of ways. In a survey done by the National Center for Educational Statistics (2009), 73% of teachers responded that students use classroom computers “sometimes” or “often” during instruction. However, only 52% of teachers in schools with 300-999 students reported that they “sometimes or often” “create or use graphics or visual displays.” Only 65% responded to regularly conducting research, and only 28% cited they use technology in the classroom to “correspond with others.” A mere 12% reported frequent use of producing or designing a product. In the school year 2013-2014, students in Oklahoma will be taking online state testing using Common Core Curriculum
Standards (Oklahoma C³ Standards). Common Core implements higher-level thinking skills and begins a shift away from multiple-choice testing. According to the National Association for Gifted Children’s (NAGC, 2008) website, Common Core standards are “more rigorous” than current state standards, thus making it more challenging than previous tests. 44 states have adopted these standards. Since the NAGC website reports students in the United States were outranked in math scores by 27 other countries, the Zarrow Computer Lab hopes to help its students compete nationally and globally by giving the students more advanced and diverse higher-level thinking opportunities. The computer lab hopes to make students confident and ready for this change.

Absence of Support in District

According to the Oklahoma Department of Education (2012), $4,546,220 went to Title I schools in Oklahoma for school improvements. Schools may use these funds for technology, and the state encourages schools to use these funds to aid in the transition to Common Core state testing. Zarrow International School is one of three schools in the Tulsa Public School District that does not fall under Title I requirements. Therefore, ZIS must come up with the majority of its school improvement funds by itself.

All schools receive yearly funds for technology through TPS. However, each site must say how the school will use those funds for the next year by early spring. The announcement of the new computer lab was made after the funds had already been distributed for the upcoming year. The purpose of this grant is to receive funding for additional technologies to get the new computer lab off to a successful and educationally-enriched start.

References


Goals and Objectives

Goal One--To increase competence with keyboarding and a wide variety of technologies

Objectives to meet this goal: By 5th grade, students will have completed at least two projects each with video camcorders, mind mapping software, digital cameras and editing software, webcams, and each program within Microsoft Office. Each student will have completed an online typing course.
Goal Two--To improve literacy and promote bilingual education

Objectives to meet this goal: Each student by 5th grade will have participated in Education City’s differentiated language arts and science programs and math programs in Spanish. All students will participate in weekly announcements in Spanish during their 4th grade year. All students will assist in weekly observation commentaries and interviews with classroom teachers in Spanish during their 5th grade year. K-2 will focus on online literacy programs, resulting in increases of Dibels scores by 10% from previous year.

Goal Three--To assist others in the community with lack of technology experience

Objectives to meet this goal: The 5th grade Aguilas Ayudantes community service group will assist in an after school program with children in the neighborhood who do not have access to technology in their school. Students will assist them with online and Microsoft projects. Students from other schools will complete 5 projects each quarter. Adults in the community will also be invited once a week and will write a resume in Microsoft Word, create a graph in Microsoft Excel, and create a brochure and other publishing tools in Microsoft Publisher.

Goal Four--To get students ready for online state testing

Objectives to meet this goal: By implementing project-based learning and critical thinking skills connected with Common Core and PASS objectives per grade level, students will be prepared for online Common Core testing, where multiple choice questions are replaced with short answer and critical thinking questions. Our school will meet AYP the first year due to student confidence with technology, and 15-20% will score advanced within 3 years of implementation of the test.

Expected Date of Outcome Achievement

This is a one-time grant request to implement new and updated technology in the ZIS computer lab. Evaluation will take place over the course of the year to assess the technology and software’s effectiveness. The school would like to see purchase and implementation of all technology by the end of second quarter in the 2012-2013 school year, with the after-school community service program starting after winter break. By the 2013-2014 school year, all technologies and reevaluated software will be in full use by the beginning of the year. After-school programs will begin in October.

Program Description

Target Population

ZIS has approximately 350 students, with about 60% Caucasian, 12% Hispanic, 11% African American, and 7% American Indian. Approximately one-third of the students have been identified gifted. There is little mobility, because students have to test into the program before Kindergarten. Students may leave, but new students may not move in without approval from the district and principal. Attendance rates average 96%. Parent involvement is high, with 95% participation in the Parent Teacher Association. Only 24% of students qualify for
free and reduced lunch, making ZIS one of three public schools in TPS that does not qualify for Title I funding from the state. Statistics taken from Tulsa Public School Profile at: http://www.tulsaschools.org/4_About_District/_documents/pdf/school_profiles/zarrow.pdf.

Proposed Activities/Timeline After Full Implementation

Yearlong Activities:

Kindergarten-2nd Grade:

- Rotate in being videotaped for Pledge of Allegiance, classroom interviews, daily announcements
- Create pictures that correspond with class lessons using Kid Pix 3D software
- Scan in or save work from class for implementation of digital portfolios using Google
- Complete Education City’s Language Arts, Matematicas, and Science curriculum at their pace and level
- Read eBooks available through library in Spanish
- Participate in Common Sense © digital literacy and ethics program
- Note: Most activities will be learning the basics of a program or literacy-based for grades K-1

3rd-5th Grade:

- Videotape daily announcements
- Scan in or save work from class for implementation of digital portfolios using Google
- Complete Education City’s Language Arts, Matematicas, and Science curriculum at their pace and level
- Participate in Common Sense © digital literacy and ethics program
- 5th grade--after-school partnership community service program
- Monthly use of a web tool project-based learning and critical-thinking opportunity

Additional Monthly Activities:

- September:
  - Microsoft Word (K-5)
  - Use of Kid Pix 3D to create visuals that go with class units (3rd-5th)
- October:
  - Create Kidspiraton (K-2) or Inspiration (3-5) mind-mapping presentation after performing research
  - Create Microsoft PowerPoint slides or presentations (K-5)
- November:
  - Create Microsoft Publisher publication (2-5)
  - Use digital cameras to photograph and edit things in nature (2nd & 4th)
- December:
  - Skype with students in other Spanish-speaking countries (2nd-5th)
Create Microsoft Excel spreadsheet (K-5) and graph (3-5)
Start DanceMat keyboarding program (3rd)

○ January:
  ■ Create 2nd Microsoft Publisher publication (2-5)
  ■ Review DanceMat keyboarding and use Learning for Kids keyboarding tests (4-5), finish DanceMat keyboarding program (3rd)

○ February:
  ■ Create 2nd Microsoft Word document using templates (K-5)
  ■ Finish DanceMat keyboarding and Learning for Kids keyboarding tests (4-5)

○ March:
  ■ Common Core online test preparation (3rd-5th)
  ■ Skype with a student at another magnet school in Spanish about state testing (3rd-5th)
  ■ Create a 2nd Microsoft Excel spreadsheet (K-5)

○ April:
  ■ Take and upload a digital photo of a person and use technology to edit it (3rd & 5th)
  ■ Create a 2nd Microsoft PowerPoint slide or presentation (K-5)

○ May:
  ■ Create a 2nd visual to go with a classroom unit using Kid Pix 3D (3rd-5th)
  ■ Create Prezi virtual presentation using research (2nd-5th)
  ■ Put finishing touches for the year on digital portfolios (K-5)

Staff for the Program

The Zarrow Computer Lab will be staffed by Nicolette Edenburn, a teacher at Zarrow International School. She has been at Zarrow for three years as a fourth grade teacher. Her students have met Adequate Yearly Progress each year with state testing, and her students complete project-based learning activities, often using web tools and research. The Computer Lab will implement the use of research in conjunction with the students’ weekly library class activities. Earon Cunningham is the librarian who will plan lessons with Edenburn. Jenna Buell, one of Zarrow’s fifth grade teachers, is the school site tech. She will ensure all technology is running and installed properly and will request technology repairs through the district. Finally, Jania Wester, the principal at ZIS will oversee lesson plans and programs to ensure educational integrity and appropriateness.

Partnerships

Tulsa Public Schools

Tulsa Public Schools oversees Zarrow International School. The instructors’ salaries are paid for by the district. Any installation of technology through the district will be paid for, completed, and under warranty by district employees. The district has agreed to and paid for the new addition and the set-up of the thirty computers and wiring in the lab. In upcoming years, money from the district to the site will assist in the continuing of software licenses and new technology.
Zarrow Parent Teacher Association (PTA) Board

The Zarrow PTA makes it its mission to help purchase items for the school that will benefit the students. They host a yearly fundraiser that raises $20,000-$30,000 for the school. These funds go towards study trips, school programs, and classroom funds for teachers. It is likely that the PTA would work with the Zarrow Educational Foundation in funding this grant, seeing as both organizations have Zarrow student achievement and enrichment as their key focus.

Homeroom Parents

Each teacher at Zarrow has a homeroom parent who volunteers to work with one of their child’s teachers and assist them in whatever way possible. Nicolette Edenburn will use the assistance of her volunteer to help upload photos, news, and student work to the website and Facebook page. The parent volunteer will also help students during after school activities. Finally, they will assist in uploading student work on CDs to display on the flat panel television outside of the lab for parents to view when in the building.

Aguilas Ayudantes

The fifth grade has a community service group called the “Aguilas Ayudantes.” In English, this means “The Helping Eagles,” being that the eagle is the school’s mascot. This is done in honor of Mr. Henry Zarrow, a Tulsa philanthropist, who has donated over a million dollars to the school. The fifth graders in the group will partner up with children in the community who do not have access to technology in their schools. On Thursdays after school, the Aguilas Ayudantes will work with them on creating projects in Microsoft Office and on the Internet using web tools. Students will gain a sense of pride for helping others, and members of the community will be benefitted.

Evaluation

Ongoing

For the year 2012-2013, students will be getting used to having a computer lab rotation in the humanities time block. Lessons will need to be taught on how to use the equipment and different programs. The 5th grade Zarrow Aguilas Ayudantes community service group will need practice with Microsoft Office before partnering up with students in the community to help them learn how to use it. Therefore, the community service aspect will begin after Christmas break in the first year of implementation. Since students have never used video cameras at school and to allow for installation of televisions, daily video announcements may not start until 2nd quarter. 2nd and 4th graders and teachers will learn how to use and implement digital portfolios. The first year will be a piloting year to see which programs and technologies work best. Attitude surveys will be given to teachers and students to measure the effectiveness of software purchased to determine future usage (See Appendix I & II). Evaluations completed by the principal will also provide focus and direction.
Final

After reflections from the first year, programs and technology used may be reevaluated. However, the goal will be to implement daily live announcements videotaped by the students within the first month of school starting. Students will have had more experience with programs, so fewer direct instruction lessons will need to be given. Students will be able to come to the computer lab and start working once they know the requirements with little assistance. The community service 5th graders and the instructor will be able to begin their project with students and adults by 2nd quarter. Four grade levels (2nd-5th) will be working on creating and adding to their digital portfolios. Common Core state testing prep will be underway.

During the third year, Common Core testing will be implemented, so students will be accustomed to higher-level thinking projects and Common Core preparations. Students in the 5th grade will have had 2 years of keyboarding preparation. Community service will continue with adjustments and publicity adjusted due to response. Finally, based on what technologies and software are deemed to provide the best feedback from the students and accomplish the most creative outputs, a federal grant will be written to purchase those technologies for other schools in the district that currently have computer labs.

Budget Narrative

Table

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<th>Personnel Services</th>
<th>Number of Hours Per Week</th>
<th>Number of Weeks</th>
<th>Annual Cost</th>
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<td><strong>Cost Per Item</strong></td>
<td><strong># Items Requested</strong></td>
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<td>Adjustable-height Tripods (Walmart)</td>
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<td>Webcams with photo-taking abilities (WalMart, Amazon)</td>
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| Project Total                          |                     |               | $9,331     |

**Technology Costs**

Though high, the technology costs are one-time expenses. Digital video cameras are necessary to implement videotaped daily announcements that can be streamed into classroom Smart Boards. In order to make editing of the videos easier, HandyCams using mini DVDs will make uploading videos easier. Tripods are necessary to ensure safety of the equipment and steadiness of hand for the school-age videographers. The requester is asking for three of each so that more students may have opportunities to practice with them at a time. Also, if multiple events are taking place at school simultaneously, video cameras can be used in multiple places.

Fifteen mid-grade digital cameras are requested so that each student will have the opportunity to have their own during photo-taking and editing sessions. Since 2nd-5th graders will only be using the cameras, and their class sizes are lower than Kindergarten and 1st, fifteen should suffice for the number of students during each Humanities rotation. It is important for each to have their own to assess that each student had the opportunity to take the photos they desired and complete the task without being influenced by a partner. Also, cameras will be available for check out to document classroom work and study trips by ZIS teachers.
Webcams will be of importance to attain a global perspective. Students have participated in exchange programs in San Luis Potosi in Mexico, Costa Rica, and the school is looking to begin an exchange in Spain. Webcams will allow students and teachers to communicate with students at those schools. Also, students could chat with students at the district’s other Spanish-speaking immersion schools to practice their Spanish and gain a more worldly perspective. Finally, photo-taking capabilities with the webcams will give further opportunity to practice with photo editing software.

Lastly, a 32-inch flat panel LCD television and wall mount are requested. Due to high parent involvement and the digital component of the computer lab, the television will be used to showcase student work to parents who are visiting the building. Exemplary work for the week or month, daily announcements, and photos or videos of students working the lab will rotate as a slideshow or video throughout the day. This will also show parents how the technology is being implemented, since not all work completed will be printable. Parents who do not come in the building will be able to access material on the school website or Zarrow Computer Lab private Facebook page.

Software Costs

The software requested will help the students tie their work from class in with their work in the computer lab. Kid Pix 3D can be used to visually represent concepts like communities, landforms, ecosystems, and geometry that are being discussed in class. Students can create a picture that goes with a writing sample. All grade levels may participate at a challenging level, and this helps with higher-level thinking by applying concepts learned and creating a visual representation. Also, license for this software can be downloaded to 25 computers and does not require a yearly license fee.

Kidspiration for Kindergarten-2nd grade and Inspiration for 3rd-5th grade is a mindmapping software that helps students connect ideas. This can be used for prewriting activities, to visually represent information gleaned from research, or to make a visual outline. This software will also foster higher-level thinking and critical-thinking skills. Free online resources are available, but purchase of this software will provide greater access to resources and this software is more student-friendly than other web tools. The $640 price for each is a 20-computer download software license, so yearly subscriptions are unnecessary.

Finally, Education City is a program that can be used school-wide and is accessible for planning at home by teachers. It is connected to Common Core standards, and a request for Language Arts, Science, and Math in Spanish subscriptions is included. Teachers may introduce a lesson to the class based on the standards, and students can work in centers or in the computer lab on assignments that go with those standards, or they can be printed and sent home. Students can work at their own pace, and teachers can view participation and achievement through data gleaned from assessments. This software is meant to supplement current Language Arts and Mathematics materials and to help improve outdated Science textbook instruction. Use of this software should help teachers differentiate and should help students prepare for upcoming Common Core tests. Since this software is an annual subscription, surveys will be used by teachers and students to measure its effectiveness at Zarrow before renewal (See Appendix I & II). These are the software programs being requested within the grant budget that is not already available through the district.
Other Costs

The other costs involved include after-school snacks and photo printing. Jania Wester, the school’s principal would like for students participating in after-school activities to have a snack. These snacks will not be eaten at the computers, but in a separate area before the activity to build up the students’ energy. Students will be proud of photos they have edited in the computer lab, and parents will want to see them. Since not all parents have computers and it costs more to print them at school, money is requested to print the edited digital photos at WalMart so that all students participating may take home a copy of their work. This accounts for the other costs involved.

Other Funding Sources

Other funding sources are available. TPS will pay in-kind all salaries of staff members involved. The Zarrow International Educational Foundation often works with the Zarrow PTA to provide services to its students. Nicolette Edenburn will receive $400 in classroom funds each year for student use. The district will provide yearly technology funding, which may go in part to the computer lab, depending on what other needs surface in the school. Lastly, outside funding sources, such as the Anne and Henry Zarrow Foundation may be contacted.

Sustainability Plan

It is possible that after the first year, the computer lab could sustain itself to provide different technology or to replace outdated/broken technology. Due to parent involvement and socioeconomic status, students could work with Nicolette Edenburn to create a DVD yearbook of school events and interviews. This could be purchased with proceeds going to an account kept by the PTA Treasurer for use to purchase future needs for the lab. Also, the PTA has a yearly fundraiser. Photos in nature taken and creatively edited by Zarrow students could be matted and framed to be sold at the yearly fundraiser, with profits going towards the computer lab account. These funds would be carried over each year to be used solely for the purpose of aiding the computer lab.

Also, based on an evaluation of effectiveness of technologies and software used, an assessment would be made of other schools in the district with computer labs and what additional technologies they possess. A federal or state grant could be written to provide those schools with the technologies piloted in this program. Zarrow would then be continuing its philanthropic ideals.

Capacity of Organization to Implement the Program

Description of Facility and Resources

The maximum amount of students who will be in the lab at a time is 22 in the Kindergarten and first grade rotation. Students will participate in a four-class rotation during their Humanities schedule. All students in a grade level will meet at their designated time in the gym for a five to ten minute warm-up. They will then disperse into their color group, where they will rotate on a four-day basis to Physical Education, Music, Art, or Computers. Students will
also have access to the computer lab before school on a first-come, first-serve basis if they are in the 3rd-5th grades. There will be one to three student computers in each regular classroom, with access to a mobile laptop lab if teachers want to conduct a computer-based project in their class.

Honors and Awards

Zarrow International has met AYP (Adequate Yearly Progress) under No Child Left Behind mandates the past three years. In those three years, its test scores have been in the top five of the district, out of more than 70 schools. This earned Zarrow the honor of being a Reward school through the State Department of Education. Its students routinely enter and win local and state art competitions, participate and win honors at national math competitions, participate in the Duke academic TIP program, and participate and win at OSU’s youth engineering competitions. Students at Zarrow often participate in after-school activities that enrich their body and mind. Though voluntary, high participation is expected with the after-school program, due to the philanthropic nature of Zarrow’s students and parents. Also, students at Zarrow at every grade level enjoy spending time on the computer, so excitement for the computer lab will abound.

Conclusion

The Zarrow Computer Lab is requesting $9,331 for additional technologies and software to enrich the computer curriculum. Zarrow students require an enriched environment in order to be challenged. Its state testing scores show that Zarrow students excel and need differentiated learning opportunities. The school would like to offer community service opportunities as well, so that those who are less fortunate will be able to learn some of the skills their students have had access to. The Zarrow Computer lab will also facilitate the school’s mission of having students use their Spanish in the lab in an effort to have students bilingual by middle school. ZIS and Nicolette Edenburn would like to thank the members of the foundation for taking the time to read and consider this grant.