

C.E.S. FOUNDATION
2010-2011 Mini-grants for C.E.S. Programs

Check which goal applies: [Project Number _____ Office Use Only]

Curriculum _____ Special Education Services X

Project Title:

In Touch with Independence: *Implementing Age-Appropriate Mobile Devices to Enhance the RISE Curriculum*

Please respond with brief, typed paragraphs. Limit your responses to no more than three pages.

1. Describe the project.

One major facet of the RISE Curriculum is the “Student Binder”. At the start of each school year, every RISE student sets up a binder as their personal organizational system for their day-to-day activities. The contents of the student binder include:

- Planner-Each student is responsible for recording and recalling as needed, the details of their individualized daily schedule. This schedule includes specific information such as times, names of peer buddies, transportation information, reminders, etc.

- Schedules-Students keep schedules for the Sacred Heart Shuttle system and the public bus in their binders.

- Information Section-This section includes various informational documents that students need including important phone numbers, campus map, lists of program rules, weekly weather, etc.

- Daily Living Section-This section of the binder includes recipes, shopping lists, nutritional information, etc. for the student’s weekly cooking activity.

- RISE Fitness Challenge-This section includes fitness logs where students record their workouts as well as data from their personal pedometer.

- Money Tracker Section-This section contains students’ daily documentation of their program expenses.

The *In Touch with Independence* Project aims to incorporate all of these curricular aspects into an age-appropriate mobile device for second year RISE students. The Apple iPod Touch was chosen because of its ease of use, wireless connectivity, and expandability through the 130,000 downloadable applications.

For each of the aforementioned RISE curriculum areas, Apple’s current advertising slogan sums it up best: “There’s an App for That.”Details on applicable applications is as follows:

- Planner-Student will enter details of the schedule in the Apple *Calendar* application.

- Schedules-Students will use *Safari Browser* application to access shuttle, bus and other schedules on the Internet as well as *Google Maps* for other navigation needs.

- Information Section-Students will use the *Contacts* application to organize important phone numbers and

email addresses, the *Email* application to send emails to staff, families and peers, and The *Weather Channel* application to access the daily weather for planning purposes.

▪**Daily Living Section**-Students will access recipes for weekly cooking activity through any of a number of recipe applications (i.e. *Epicurious*, *Allrecipes*) as well as create shopping lists (applications include *ShopShop* or *Shopper*) and log nutrition information (*My Net Diary*, *Lose It*, etc).

▪**RISE Fitness Challenge**-Applications such as *Pocket Pedometer* or *Footsteps* will be used to track fitness activities. Pod casts and videos from *iTunesU* or *Fitness Pro* can supplement each student's fitness program with workout videos and routines.

▪**Money Tracker Section**-A *Money Tracker* application will be used to account for daily expenses and improve financial organization and accountability.

2. Describe the need for the project in your program.

As the targeted group for this project prepares to age-out of special education, all instructional efforts in RISE are geared towards increasing independence in carrying out adult life skills.

Six out of ten adults have mobile phones with Internet access.¹ As mobile technologies have become a key component of adults' everyday lives, it is important that special needs students are exposed to these technologies and how to incorporate them into their own lives.

¹Fermoso, Jose. "U.N. World Report Picks Up Massive Growth in Mobile Phone Ownership Gadget Lab from Wired.com." *Blogs Home - Wired Blogs*. 4 Mar. 2009. 09 Mar. 2009 <<http://blog.wired.com/gadgets>>

3. Describe the nature of the student population to be served by the project.

RISE Students are 18-21 years of age with significant intellectual disabilities. RISE students generally have core deficits in academic, cognitive and social skills when compared to nondisabled peers of similar age. Their independent living skills are also below age expectations. Although students have the potential for more independence than they demonstrate upon enrollment in RISE, this accomplishment requires repeated instructional opportunities in activities of daily living

4. List the major student learning objectives of the project.

Upon completion of this project, students will be able to:

- *Enter pertinent details of the individualized daily schedule into their mobile device and adhere to that schedule independently, arriving early or on time to scheduled activities (worksites, peer buddy sessions, other appointments)
- *Access contact information and send simple emails from their handheld device
- *Keep accurate logs of fitness, financial and nutrition data using related iPod touch applications
- *Access online information, such as weather, recipes, bus/shuttle/train schedules, etc

5. Describe the instructional strategies to be used and the related student activities.

Instructional strategies for *In Touch with Independence* will mirror those used on a daily basis in the RISE program, including facilitating and guiding students through personal organization, accountability and time management activities, assisting with decision making and logistics, providing models, coaching, and small group discussion.

6. Outline the timeline for the project. (The project must be completed within one year. Projects completed in the spring will be presented to the Board of Directors in the fall. Projects completed in the fall will be presented to the board of Directors in the spring.)

The projected timeline for this project is outlined in the table below:

Task	Anticipated Completion of Task
<u>Purchase/Order Units</u>	December, 2010
<u>Planning Stage</u> Collection of baseline data on learning objectives, set up of units, installation of applications, trial runs, training staff, creating and disseminating policies and logistics	End of Second Academic quarter (end of January, 2011)
<u>Implementation Stage</u> -Transitioning students from binder system to iPod Touch for all related tasks -Training students on the use of iPod Touch -Incorporating iPod Touch into students' daily organizational routines -Maintenance/upkeep of organization data (weekly schedule, contact information)	Third and Fourth Academic Quarter (February, 2011-June, 2011)
<u>Post Project</u> -Data Collection -Collection of Units -Create and disseminate effectiveness survey to families and participants	End of School Year (June, 2011)

7. Describe what you believe the long-term benefits of this project will be for your students.

This project benefits students by supplementing their current curriculum with technology that will familiarize them with a handheld device, increase their access to information, personalize their learning, improve their organizational skills and make them active participants in the digital age.

8. Describe the method of evaluation will you use to determine the success of the project.

Success of “*In Touch with Independence*” will be determined by comparing pre and post baseline data for the student learning objectives for this project.

Staff will also survey parents and student participants on their impressions of the effectiveness of the program.

9. Budget **Amount requested** \$_747.00__

Please detail your budget request. The budget may not exceed the maximum amount available for each grant award.

This project is intended for second year RISE students with the global goal being a progression from using the binder system as a first year student to utilizing the iPod Touch device as mobile learning tool. Units will be collected at the end of the school year for use with next year's group.

There are currently six second year RISE Students. Two of these students currently own iPod Touch devices. Grant application is for the maximum amount of devices under the funding ceiling of \$750.00. The sixth device necessary to start this project will be funded by another source (fundraising, etc)

List all known or estimated expenditures for materials/equipment/services.

<u>Nature of expenditure</u>	<u>Amount Requested</u>
3 (Three) iPod Touch 8GB (\$229.00 x3)	\$687.00
6 Ten Dollar iTunes gift cards (\$10.00 x 6) (for purchasing necessary applications)	\$60.00
<u>Total</u>	\$747.00

10. **Has this proposal previously received funding?** Yes_____ No X

If yes, please explain how this proposal expands the project previously submitted.