

PART III – REQUIRED PROGRAM INFORMATION

Please use the same headings and numbering that have been provided so that the reviewer can locate accurately the response to each item. The text size of the proposal should not be less than 10 point (Arial).

PART A - PROPOSAL COVER PAGE (not more than 1 page)

1. Project Summary

Provide one paragraph summarizing the project. If the project is funded, this summary will be posted on the Department's Technology Grants and Resources web site.

2. Project Participants

Provide a list of participants, including the name of the contact person, telephone number, fax number, and email address. Place an asterisk* beside the name of the person who will be the primary contact person to the Department of Education. It is understood that all Technology Enhancement Competitive Grant recipients will commit to participate in the Department's grant meetings.

PART B - NARRATIVE COMPONENT (not to exceed 10 pages)

COMPONENT I – *There are two focus areas for this grant program. Select **only one** focus area for each application. Follow the directions in your selected focus area to complete the narrative.*

FOCUS AREA 1: Educational Data Warehouse Project

1. Needs Assessment

- 1.1 Explain why the district(s) needs to have an Educational Data Warehousing and Reporting System. Provide measurable evidence as justification for the rationale.
- 1.2 Describe the conditions that are in place to support the implementation of the project, including inventory of data sources, processes for data collection and reporting, etc.
- 1.3 Describe the technology infrastructure of the district(s) that will support the Educational Data Warehousing System. Describe the technology readiness (based on the Massachusetts Technology Self-Assessment Tool) of teachers/administrators who will use the system.
- 1.4 Describe readiness in terms of current or planned personnel capable of assuming the roles and responsibilities required for data extraction, loading, and analysis. Include work experience and skill sets of database administrators or other district staff or consultants capable of extracting data from existing source systems. Describe the qualifications of district staff or consultants with subject matter expertise in applying data analysis to curricular, instructional, or policy reform as part of an overall effort to improve student outcomes.

2. Goals/Objectives/Outcomes

- 2.1 Describe the outcomes of the project at the end of the two-year period, including data storage capacity, data accessibility, data analysis and reporting capability, and cost of management of the system.
- 2.2 Using measurable indicators, describe how administrators and teachers will benefit from this system for student academic improvement at the end of the two-year period.
- 2.3 Describe how the district(s) will continue the project after the funding period.

3. Implementation Strategies, Activities, Professional Development, and Timeline

- 3.1 Identify the Project Coordinator with a description of his/her qualifications and his/her commitment to the project. (Attach a letter of commitment from the Coordinator.) Provide a job description of the Project Coordinator.
- 3.2 Identify the members of the Leadership Team with a brief description of the expectation and role of each member. Describe the commitment of the Leadership Team.
- 3.3 Describe the professional development plan for the project, including details on who will be involved, the number of sessions and content for the professional development activities, and why these activities are needed.
- 3.4 Describe the technology development strategies and activities for this project, including any required infrastructure upgrades, data consolidation, and data standardization procedures. Include a list and brief description of district source systems and local data planned for loading.
- 3.5 Describe in detail how data and reports from the system may be used to inform instructional practice and district or school policy.
- 3.6 Describe the timeline of the project, including start and end dates, schedule of activities, and projected outcomes.

FOCUS AREA 2: Formative Assessment Pilot Project

1. Needs Assessment

- 1.1 Explain why the district(s) needs to participate in Phase II¹ of the Department's Formative Assessment Pilot Project. Support the rationale with measurable evidence.
- 1.2 Describe the accomplishments and challenges of Phase I. Describe the conditions that are in place for the districts to participate in Phase II of the project.
- 1.3 Describe the technology infrastructure the district(s) use to support the assessment system. Describe the technology readiness (based on the Massachusetts Technology Self-Assessment Tool) of teachers/administrators who will use the system.

2. Goals/Objectives/Outcomes

- 2.1 Describe the impact the project will have at the end of the two-year period, specifically the number of students, teachers, and administrators who will benefit.
- 2.2 Using measurable indicators, describe the expected academic outcomes for teachers and students at the end of the two-year period.
- 2.3 Describe how the district(s) will continue the project after the funding period.

3. Implementation Strategies, Activities, Professional Development, and Timeline

- 3.1 Identify the Project Coordinator with a description of his/her qualifications and his/her commitment to the project. (Attach a letter of commitment from the Coordinator.) Provide a job description of the Project Coordinator.
- 3.2 Identify the members of the Leadership Team with a brief description of the expectation and role of each member. Describe the commitment of the Leadership Team, specifically in professional development.
- 3.3 Identify the teachers who will participate in the project. Describe how and why they have been selected and the commitment they will make to participate in the project.

¹ "Phase I" refers to the Formative Assessment Pilot Project implemented during the 2005-2006 school year. The focus of Phase I has been district benchmark assessment. "Phase II" will continue to target grades 5 to 8 and will take place during the 2006-2007 and 2007-2008 school years. The foci of Phase II are (a) establishing formal systems for student intervention and support, and (b) engaging teachers in classroom formative assessment.

3. Implementation Strategies, Activities, Professional Development, and Timeline - continued

- 3.4 Describe the structures and processes that will support the use of assessment data produced by the assessment system to inform district and school programmatic decision-making.
- 3.5 Describe the structures and processes that will support the establishment of formal systems for student intervention and support.
- 3.6 Describe the structures and processes that will support teachers in the use of classroom formative assessment and the analysis of the resulting data to inform instruction.
- 3.7 Describe the professional development plan to support Phase II, including all related professional development activities provided by the district, the school(s), the partner(s), and the vendor. State clearly the scope, content, and activities that contribute to the overall goals of the project.
- 3.8 Outline the timeline for the project, including start and end dates, schedule of activities, and projected outcomes.
- 3.9 Describe how the participants will use the tools in MassONE to support professional development activities and for student intervention and support.

COMPONENT II – *Questions under this Component are common questions for all focus areas and must be responded to in the narrative.*

4. Budget Description

- 4.1 Provide detailed budget expenditures for the project. The budget should be tied clearly to the scope and requirements of the project.
 - When completing the Part II - Project Expenditures – Budget Detail Pages, include only Year 1 expenditures. Provide a detailed budget narrative of the items identified in this form.
 - Include a cumulative budget and detailed budget narrative for the two years, identifying provisions by year, by partners, and by project components (e.g., professional development, evaluation, etc.).
- 4.2 Describe how at least 25% of the grant funds will be used for high quality professional development.

5. Participation Of Private Schools

If the applying school district has private schools within its boundary, the district must engage in timely and meaningful consultation with private school officials during the design and development of the program. Additional funding will be awarded the school district to support private schools activities. Funding is provided on a per student basis.

- Describe the timely and meaningful consultation activities with private schools.

PART C - ATTACHMENTS

Attachments may include the following items.

- Instruments for needs assessment(s) and/or reports
- Resumes and/or qualifications for Project Coordinators, consultants, etc.
- Description of the selection of instructional technology materials and programs for the project (if appropriate)
- Letter(s) of support and commitment
- Bibliography (if appropriate)

NOTE: EVALUATIONS AND ACCOUNTABILITY

Rigorous evaluations and accountability are essential for the successful implementation of the project. It is important that the project have an evaluation plan that serves both formative and summative functions. As a formative activity, the evaluation should provide timely, ongoing feedback to support project management, as well as document project implementation. The summative evaluation will be designed to measure progress toward overall attainment of the objectives and outcomes.

Each selected project must provide a mid-year report and a year-end report to the Massachusetts Department of Education regarding its progress in meeting the objectives and annual targets described in the evaluation plan.

Each grant recipient should set aside 10% of grant funds each year to procure the services of an external evaluator. The Department will coordinate the selection of an external evaluator for each pilot project.