

PART III – REQUIRED PROGRAM INFORMATION

This grant program gives high priority to projects that:

1. *support collaboratives of school districts in professional development;*
2. *implement the “Massachusetts Technology Literacy Standards and Expectations” <http://www.doe.mass.edu/edtech/standards/itstand.pdf>; and*
3. *integrate the technology skills into teaching the content areas.*

The project should adopt a model(s) that has been proven successful in improving student technology literacy skills and academic learning. The professional development activities may be delivered either through online courses or a combination of face-to-face and online. Any online courses must be delivered through MassONE Moodle. The schedule for this program anticipates that the funded projects will:

1. *provide professional development in the fall/winter of 2009;*
2. *implement the learning in the classroom in the spring of 2010; and*
3. *reflect and refine classroom practices in the summer of 2010 in order for each project to submit at least three promising practices to the Department at the end of August 2010.*

Applicants must demonstrate that participating teachers have a one-to-one computer environment (e.g., an up-to-date laptop or desktop computer for every student as well as other technologies e.g. interactive white board, projector, video-camera, etc.) to implement their lesson plans. All participating schools must have a well-maintained technology infrastructure to support the technology-enhanced instruction.

The Department reserves the right to post course content designed and developed by the providers on MassONE TLR (Teaching and Learning Resource) area. However, the content does not necessarily represent the policy of the Massachusetts Department of Elementary and Secondary Education and users of the materials should not assume endorsement by the Department.

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

PART A - PROPOSAL COVER PAGE

1. Project Title - Provide a full title, giving an explanation if an acronym(s) is used.
2. Project Summary

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

3. Check type of professional development.

Online Course _____ Hybrid (Combination of Face-to-Face and Online) _____

(All online courses will use MassONE Moodle for instruction.)

4. Project Partner(s)

Provide information about the partnership using the following tables. Expand the tables to include all the participants.

PART III – REQUIRED PROGRAM INFORMATION – continued

A. Applying District

District	High-Need District (Yes or No)	Project Coordinator	Email	Telephone

B. Partnering District(s)

District	High-Need District (Yes or No)	Leadership Team Member	Email	Telephone

C. Professional Development Provider

Organization	Name of Provider/Instructor	Role	Email	Telephone

It is understood that all Technology Enhancement Competitive Grant recipients will commit to participate in the Massachusetts Department of Elementary and Secondary Education's grant meetings and conferences.

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

1. Needs Assessment

- 1.1 Describe the selected curriculum content area(s) for this project and explain why students in the participating schools need to focus on this area(s). Provide measurable evidence for the explanation.
- 1.2 Describe the current technology proficiency of teachers and students (based on the content of the *Massachusetts Technology Self-Assessment Tool* and the *Massachusetts Technology Literacy Standards and Expectations*) and describe the expected technology proficiency of teachers and students after the implementation of the project.
- 1.3 Describe the availability of the technologies (including one-to-one laptop or desktop computer for every student in the participating classrooms, particularly in the middle and high schools), the maintenance of the technologies, and the technology infrastructure.

PART III – REQUIRED PROGRAM INFORMATION - continued

PART B - NARRATIVE COMPONENT - continued

2. Partnership

- 2.1 Describe how the partnership with other district(s) was formed. Attach letters of commitment and support from the district(s). (This grant program requires the applicant to partner with at least one other school district and complete Schedule C under *Required Forms* in the RFP.) Explain the significance of this partnership.
- 2.2 If the project is collaborating with a higher education institution or a service provider, describe how the collaboration was formed. Attach information about the organization and its qualifications in providing the service. Attach resumes and letters of support and commitment from the organization.
- 2.3 If the project will not involve any outside service provider or other districts, give a clear explanation why it will not do so. Describe the qualifications of the local provider. Attach resumes and letters of recommendation. Describe why the district is not partnering with other districts.

3. Professional Development, Implementation Strategies, Follow-up Activities

- 3.1 Description of Adopted Model
 - a. Describe the professional development model that the project is adopting. (This model has proven success in integrating technology skills into teaching the content areas.) Provide examples of success of this model.
- 3.2 Professional Development Activities (Fall/Winter 2009)
 - a. Provide a detailed timeline and description of the professional development activities and content. The timeline should identify the date and time span for each major professional development activity, the content, the instructor(s), and participants. The professional development activities should address the identified needs. (Activities may be workshop series, roundtable discussions, online discussions, etc. If syllabi are available, attach them as an appendix.)
 - b. Include an account of the technologies available for the professional development activities with information on technical support.
 - c. Indicate the number of teachers in each course. (If the participants have been identified, attach the list as an appendix. If not, describe how the participants will be selected.)
- 3.3 Implementation Strategies (Spring 2010)
 - a. Provide a detailed description of how teachers will be supported by the providers during the classroom implementation.
 - b. Include an account of the technologies available for teachers to implement their projects in the classroom with information on the technical support.
- 3.4 Follow-Up Activities (Summer 2010)
 - a. Provide a detailed description of the follow-up activities and timeline for teachers to reflect/refine their lesson plans, share their lesson plans, and select promising practices to submit to the Department.
 - b. Include an account of the role of the providers in supporting the teachers in the follow-up activities.

(Grant recipients are required to submit at least three (3) promising practices to the Department at the end of August 2010.)

PART III – REQUIRED PROGRAM INFORMATION – continued

PART B - NARRATIVE COMPONENT – continued

4. Outcomes of Project

- 4.1 Describe the outcomes the project will have at the end of the grant period, specifically the number of students and teachers who will benefit directly.
- 4.2 Describe how the project will continue after the funding period.

5. Budget Description

Complete Part II - Project Expenditures – Budget Detail Pages (Include both pages.)

- 5.1 Provide a detailed budget narrative aligned with the Budget Detail Pages. The expenditures should be tied clearly to the scope and requirements of the project.

Evaluations and Accountability Plan

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 to document project implementation. The summative evaluation should be designed to measure progress toward overall attainment of the objectives and outcomes. Therefore, the project must have clear objectives with measures that assess directly the targets of each.

Each grant recipient should set aside 10% of grant funds to procure the services of an external evaluator. The Department will coordinate the selection of an external evaluator for a consolidated evaluation of the entire program (all of the funded projects.)

PART C - PARTICIPATION OF PRIVATE SCHOOLS

If an applying school district has eligible 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 to 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 D - ATTACHMENTS

Attachments may include the following items.

- Instruments for needs assessment(s) and/or reports
- Resumes and/or qualifications for project coordinators, consultants, etc.
- Letter(s) of support and commitment
- Bibliography (if appropriate)
- Student achievement data