



# Innovation Powered by Technology

## E2T3 - 2011

### Application

Competitive Grant Information **P.1**

Application Checklist **P.4**

Application Info. and Forms **P.5**

Application Deadline **November 10, 2011**

### E2T3 – At a glance...

**Focus:** Establish a research and standards based training collaboration between an institution of higher education in partnership with a high need, high poverty district that will provide intensive and extended training supporting a model one-to-one school in the use of innovative technology instructional strategies. This successful model will be used to inform and revise local and district policy that supports innovation.

**Award:** 100% of the cost of training and program management. Actual award will depend on the need of the model one-to-one school and the availability of funds.

**Professional Development:** 100%.

**Eligible Entities:** A collaboration of one or more LEAs and an institution of higher education.

**Deadline:** November 18, 2011

## Enhancing Education Through Technology Training – E2T3

### PROJECT PURPOSE:

To assist a model one-to-one school in the use of innovative technology instructional strategies and re-imagining teaching and learning environments. The results of the successful implementation will inform development of policy and structures to open the way for broader implementation across the state and to support the redesign of school that uses technology as the catalyst for transformation. This model school will serve as a “proof point” site for public education across the state.

This grant offering will prioritize innovative ways to ensure 1:1 computing; developing or adopting digital curricula, including the next generation of Virtual Learning (VL) environments such as gaming and immersive VL environments; creating expanded learning opportunities that may extend school days; design flexible scheduling for both educators and students; and ensuring articulation across schools within the district.

An E2T3 award will result in a collaborative training effort designed to develop curriculum and content, instructional strategies, model lessons, projects and assessments that lead to technology-rich learning opportunities for learners. The use of collaborative learning environment tools will extend the professional development beyond the constraints of the face to face time with participants.

Preferred applicants will be those collaborative partners that have developed or adopted innovative programs to prepare teachers, administrators or other educators to integrate educational technology into teaching methods that will improve instruction. This partnership must demonstrate its work with stakeholders to include: state agencies, Foundations, or corporate partners, and LEAs with the most pressing need for technology as indicated by their

performance or high poverty. This program seeks to fund a proposal that can provide extended and intensive training activities using a model that develops district capacity to sustain the training in the district and relies on substantial hands-on usage and support. The applicants must provide explicit evidence of effectiveness of the training design.

### **THE AWARD AND ELIGIBLE EXPENDITURES:**

1. Professional development expenses associated with supporting, training, and operating at the model one-to-one school.
2. Training activities are expected to begin in late spring, take advantage of summer scheduling opportunities, and provide follow-up activities during the school year.
3. Program management expenses.
4. Costs for maintaining ongoing support via ListServes, web sites, collaborative tools, hosted project pages, and small or large scale conferences.

### **Eligible Applicants and Fiscal Agents:**

An applicant must be a Local Educational Agency (LEA). The LEA will serve as the fiscal agent and the primary partner with the higher education institution or collaborative. It is likely that applicants for this grant will employ teachers and other educators from a number of LEAs and must be prepared to provide stipends for teacher trainers and acquire and distribute equipment needed for training in a timely fashion.

### **PROJECT PERIOD:**

The project period will be from November 2011 through August 31, 2012. RIDE retains the option of granting a time extension of up to one year with additional funding if available and if the level of work is expanded by mutual written consent.

### **PROFESSIONAL DEVELOPMENT DESIGN PRIORITIES:**

The Department of Education is sponsoring the development and delivery of an effective training component for an identified model one-to-one school. With the help of the local school district, a management team will be created and will be prepared to schedule a program of activities for the summer of 2012.

This technology training component includes the following features:

- innovative ways to ensure 1:1 computing
- developing or adopting digital curricula, including the next generation of Virtual Learning (VL) environments such as gaming and immersive VL environments
- creating expanded learning opportunities that may extend school days
- design flexible scheduling for both educators and students

- ensuring articulation across schools within the district
- ensuring high quality, research-based training in the use of technology in high performing K-12 classrooms with a focus on integration into the content areas.
- academic credit for teacher participants
- ensuring training equipment either the same as or similar to that which teachers will use in their classroom along with network access; a site within the selected model school
- support for teachers to develop technology-rich curriculum and assessments for their classrooms.
- special pre-training events sponsored by the training managers to ensure preparation.
- Trainers have been prepared under guidelines described by Technology Facilitator Program Standards (as developed by the International Society for Technology in Education (ISTE)) with special emphasis on modeling effective classroom instructional strategies across K-12. Specific Technology Facilitator Program Standards of interest include:

- **Standard 1: Visionary Leadership**

Educational technology facilitators inspire and participate in the development and implementation of a shared vision for the comprehensive integration of technology to promote excellence and support transformational change throughout the instructional environment.

**Element 1.1. Shared Vision**

contribute to the development, communication, and implementation of a shared vision for the comprehensive use of technology to support a digital-age education for all students.

**Element 1.2 Strategic Planning**

contribute to the planning, development, communication, implementation, and evaluation of technology-infused strategic plans at the district and school level.

**Element 1.4 Innovation and Change**

implement strategies for initiating and sustaining technology innovations and manage the change process in schools.

- **Standard 2: Teaching, Learning, & Assessments**

Educational technology facilitators assist teachers in using technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students.

**Element 2.1. Content Standards & Student Technology Standards**

model and coach teachers to design and implement technology-enhanced learning experiences addressing content standards and student technology standards.

**Element 2.2. Research-Based Learner-Centered Strategies**

model and coach teachers to design and implement technology-enhanced learning experiences using a variety of research-based, learner-centered instructional strategies and assessment tools to address the diverse needs and interests of all students.

**Element 2.3. Meaningful and Relevant Learning**

coach teachers to engage students in local and global interdisciplinary units in which technology helps students assume professional roles, research real-world problems, collaborate with others, and produce products that are meaningful and useful to a wide audience.

**Element 2.4. Creativity and Thinking Skills**

model and coach teachers to design and implement technology-enhanced learning experiences emphasizing higher order thinking skills (e.g., compare, contrast, classify); processes (e.g., problem-solving, decision-making); and mental habits of mind (e.g., critical thinking, creative thinking, and self-regulation).

**Element 2.5. Differentiation**

model and coach teachers to design and implement technology-enhanced learning experiences using differentiation, including adjusting content, process, product, and learning environment based upon student readiness levels, learning styles, interests and personal goals.

**Element 2.6. Instructional Design Principles**

incorporate instructional design principles when planning technology-enhanced learning experiences.

**Element 2.7. Assessment**

model and coach teachers to effectively use technology tools and resources to continuously assess student learning and technology literacy by applying a rich variety of formative and summative assessments aligned with content and student technology standards.

**Element 2.8. Data Analysis**

model and coach teachers to effectively use technology tools and resources to systematically collect and analyze student achievement data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

- **Standard 3: Digital-Age Learning Environments**

Educational technology facilitators create and support effective digital-age learning environments.

**Element 3.1. Classroom Management & Collaborative Learning**

model effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources and access to technology-rich learning environments.

**Element 3.2. Managing Digital Tools and Resources**

maintain and manage for teacher and student use a variety of digital tools and resources in technology-rich learning environments (e.g., interactive whiteboards, personal response systems, mobile technologies, blogs, wikis, podcasts, social networks, electronic microscopes, probes, etc.).

**Element 3.3. Online Learning**

model and coach teachers to use online learning, digital content, and social networks to support and extend student learning as well as expand opportunities and choices for online professional development for teachers and administrators.

**Element 3.6. Selecting and Purchasing Technology-based Resources**

collaborate with teachers and administrators to evaluate and select technology-based resources that enhance teaching and learning and are compatible with the school technology infrastructure.

**Element 3.7. Policies and Procedures**

recommend and implement policies and procedures for managing the use of technology resources in a variety of face-to-face and virtual learning environments.

- **Standard 4: Professional Development & Program Evaluation**

Educational technology facilitators develop technology-enhanced professional development programs and conduct

regular and rigorous program evaluations to assess their effectiveness and impact on student learning.

**Element 4.1. Needs Assessment**

conduct needs assessments to determine school-wide, faculty, grade-level, and subject area strengths and weaknesses in order to inform the content and delivery of professional development programs and technology interventions that have a direct positive impact on student learning.

**Element 4.2. Professional Development**

design, develop, and implement technology-rich professional development programs that model principles of adult learning and promote digital-age best practices in teaching, learning, and assessment.

**Element 4.3. Program Evaluation**

evaluate results of professional development programs, technology infrastructure, and instructional technology interventions to determine the overall effectiveness of a program on deepening student content knowledge, improving pedagogical skills, and increasing student learning.

- **Standard 5: Digital Citizenship**

Educational technology facilitators model and promote digital citizenship.

- **Standard 6: Content Knowledge and Professional Growth**

Educational technology facilitators demonstrate professional knowledge, skills, and dispositions in content, pedagogical, and technological areas as well as adult learning and leadership and are continuously deepening their knowledge and expertise.

**Element 6.1. Content**

demonstrate content knowledge in technology integration, current and emerging technologies, and other content knowledge represented in the NETS•S and NETS•T and in a broad range of areas including organizational change, professional development, and instructional design.

**Element 6.2. Continuous Learning**

engage in continuous learning to deepen content knowledge and professional knowledge, skills, and dispositions in organizational change, professional development, and instructional design.

**Element 6.3. Reflection**

regularly evaluate, reflect on, and synthesize their work and research in order to improve and strengthen their professional practice.

The Rhode Island Department of Elementary and Secondary Education (RIDE) will set a qualifying score based on need and the potential for addressing the program purpose. RIDE may award partial funding. Grant awards are contingent upon availability of sufficient funds and are subject to rules governing the receipt of federal funds.

**PROGRAM EVALUATION:**

Applicant will budget for program evaluation providing evidence of formative and summative assessments throughout the program. These may include but are not limited to pre/post surveys of the participants in the model school.

**HOW TO APPLY:**

The original and three (3) copies of the completed application must be submitted no later than **November 18, 2011** to:

**Enhancing Education Through Technology Training – E2T3**

**Attention: Holly Walsh**

**Rhode Island Department of Education - 5<sup>th</sup> Floor**

**255 Westminster Street**

**Providence, RI 02903**

## Applicant Checklist

- Cover Page** (Page 5)
- Project Abstract** (One page maximum)
- Partnership Narrative** (see directions on page 6)
- Budget Narrative / Chart** (see directions on page 6)
- Budget Summary** (Requires signature of Fiscal Agent's Business Manager)
- Budget Detail Worksheets** (Pages 9-15)
- Supporting Details** (Program EVALUATIONS, REPORTS or excerpts of previous, similar training activities)
- Signed Assurances** (Pages 16 – 19. Requires signature of Superintendent)



The original and three (3) copies of the completed application must be submitted no later than **November 18, 2011**

## COVER SHEET - E2T3 Training Partnership

Proposal Name: \_\_\_\_\_

**Submitted By:**

Applicant District \_\_\_\_\_

Applicant School(s) \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_

**Contact Person(s)**

**Job Description**

**Phone / Fax / Email**

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**AMOUNT REQUESTED:**                      \$ \_\_\_\_\_

**PROJECT PERIOD:**                      From: November 2011      To: August 30, 2012

**DATE SUBMITTED:**                      \_\_\_\_\_

The provided information is to the best of my knowledge, information and beliefs, accurate.

**Superintendent's SIGNATURE:** \_\_\_\_\_



## **PARTNERSHIP NARRATIVE DIRECTIONS**

- A. Describe how this partnership training program will focus on teachers as central to learning, yet involve other members of the school community such as administrators, students, support staff, families, school committee members, etc.
- B. Describe how this training will focus on individuals yet develop collegial and organizational improvement.
- C. How will this program demonstrate respect and nurture the leadership capacity of teachers or others involved in the program? In what ways will you ensure that the training activities are planned collaboratively by those who will participate?
- D. How will the program directors ensure that the professional development activities reflect the best available research and practice in teaching, blended learning and leadership?
- E. In what way does this proposed collaboration enable teachers to develop further expertise in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards?
- F. Describe the amount of time required to achieve the planned training activities, the typical activities participants will engage in, and any other support resources that will be made available to participants.
- G. Describe any previous evaluations of this training model and how this program will be evaluated on the basis of its impact on teacher effectiveness and student learning.

## **BUDGET NARRATIVE / CHART** (2-page maximum, double space [tables may be single spaced], 10-pt font)

How will the funds be used? Using the RIDE BUDGET form categories as a guide, develop a BUDGET DETAIL TABLE to present a list of items to be acquired or services to be purchased (COLUMN A), unit costs (COLUMN B) and a simple rationale (COLUMN C). If an explanation is necessary, describe the connection of the expenditures to the partnership narrative.

## **BUDGET CONSIDERATIONS**

Expenditures may include:

1. Personnel;
2. Stipends;
3. Only necessary equipment, including computer hardware;
4. Supplies and materials including computer software;
5. Consulting Services.

## **TECHNICAL ASSISTANCE**

For technical assistance related to the Enhancing Education Through Technology Training (E2T3), please contact:

Holly Walsh – [Holly.Walsh@ride.ri.gov](mailto:Holly.Walsh@ride.ri.gov)  
222-8457

# Budget Worksheet Directions

**BUDGET DETAIL** pages have been provided for:

- ❑ Series 51000 and 52000: Personnel Services Compensation and Benefits (not likely to be awarded)
- ❑ Series 53000: Purchased Professional & Technical Services
- ❑ Series 54000: Purchased Property Services
- ❑ Series 55000: Other Purchased Services
- ❑ Series 56000: Supplies
- ❑ Series 57000: Property and Equipment
- ❑ Series 58000: Miscellaneous

**The following is a list of object categories and a brief description of each.**

**51000** = Personnel Services Compensation – Used for positions and associated compensation for employees of the district. Payment for consultants and contractors should not be included in this section.

**52000** = Personnel Services Employee Benefits – This is used for all benefits costs relating to positions and salaries budgeted in the 51000 series.

**53000** = Purchased Professional & Technical Services – Items budgeted in this section include: Payments for the purchase of temporary administrative and office personnel; Professional Educational Services such as Diagnosticians, Occupational Therapists and Interpreters; Purchased Training and Professional Development Services; Other Purchased Professional Services such as Legal, Compliance, Physicians; and Other Purchased Services such as Data Processing and Testing.

**54000** = Purchased Property Services – This budget section includes Cleaning, Repairs, Utilities, Rentals, and Alarms.

**55000** = Other Purchased Services – Included in this section are budget items for Transportation, Insurance, Advertising, Printing, Tuition, Travel and Training and Interagency Services such as services purchased from another school district or educational services agency (collaborative).

**56000** = Supplies – Items budgeted in this section include General Supplies, Energy, Maintenance Supplies, Books and Periodicals, and Technology related Supplies.

**57000** = Property – This section includes budgeted expenditures for Land, Buildings, Vehicles, Furniture, Technology, and Other Equipment.

**58000** = Debt Service & Miscellaneous – This series is used to budget for Dues & Fees, Judgments, Debt and Other Miscellaneous items.

**59000** = Other Items – This series contains all of the Fund Transfer accounts.

**60000** = Indirect Cost – Indirect Cost Recovery within approved rate.

# RIDE Budget Summary

2011 E2T3 Partnership \_\_\_\_\_  
 (LEA and Higher Educational Institution or Collaborative)

**Project Period:** November 2011 through August 31, 2012

DESCRIPTION	AMOUNT
Series 51000 Employee Compensation	
Series 52000 Employee Benefits	
Series 53000 Professional and Technical Services	
Series 54000 Property Services	
Series 55000 Other Purchased Services	
Series 56000 Supplies and Materials	
Series 57000 Property and Equipment	
Series 58000 Miscellaneous	
<b>TOTAL:</b>	

I hereby certify that, I have reviewed the information contained within this proposal and to the best of my knowledge, the information contained within is correct.

\_\_\_\_\_  
 Signature of Fiscal Agent's Business Manager

\_\_\_\_\_  
 Date





# Budget Detail Worksheets

(Page 3 of 7 - ALL FOUR PAGES MUST BE INCLUDED)

## Series 54000 – Property Services

2011 E2T3 Partnership \_\_\_\_\_  
 (LEA and Higher Educational Institution or Collaborative)

PROPERTY SERVICES	AMOUNT	JUSTIFICATION
<b>TOTAL PROPERTY SERVICES</b>	\$	

REMEMBER TO PROVIDE A SET OF ALL 7 BUDGET DETAIL PAGES.

# Budget Detail Worksheets

(Page 4 of 7 - ALL FOUR PAGES MUST BE INCLUDED)

## Series 55000 – Other Purchased Services

2011 E2T3 Partnership \_\_\_\_\_  
 (LEA and Higher Educational Institution or Collaborative)

OTHER PURCHASED SERVICES	AMOUNT	JUSTIFICATION
<b>TOTAL OTHER PURCHASED SERVICES</b>	\$	

REMEMBER TO PROVIDE A SET OF ALL 7 BUDGET DETAIL PAGES.







## ASSURANCES

### GENERAL ASSURANCES

In accordance with Section 14306(a) of ESEA, the LEA assures the Rhode Island Department of Education that this single set of assurances applicable to each program for which a plan is submitted provides that:

- a) program funds will be used only to supplement and, to the extent practical, increase the level of funds that would, in the absence of the Federal funds, be made available from non-Federal (State and local) sources for the education of participating students. In no case, may an LEA use Federal program funds to supplant funds from non-Federal sources;
- b) unless and until these requirements are waived, the applicant will continue to comply with all operational requirements of each program. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- c) (1) the control of funds provided under each covered program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, if the law authorizing the program provides for assistance to such entities; and  
(2) the public agency, nonprofit private agency, institution or organization will administer such funds and property to the extent required by the authorizing statutes;
- d) the applicant will adopt and use proper methods of administering each such program including:
  - (1) the enforcement of any obligations imposed by law on agencies, institutions, organizations and recipients responsible for carrying out each program; and
  - (2) the correction of deficiencies in program operations that are identified through audits, monitoring or evaluation;
- e) the applicant will cooperate in carrying out any evaluations of each program conducted by or for the State Educational Agency, the Secretary of Education, or other Federal officials;
- f) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting or, Federal funds paid to such applicant under each such program;
- g) the applicant will:
  - (1) make reports to the State Educational Agency and the Secretary of Education as may be necessary to enable such agency and the Secretary to perform their duties under each such program;
  - (2) maintain such records, provide such information, and afford access to the records as the SEA or the Secretary may find necessary to carry out the SEA's or the Secretary's duties; and
- h) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and has considered such comment.

*Continuation of Assurances from Application: Enhancing Education Through Technology Training (E2T3)*

**Superintendent's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## CIVIL RIGHTS ASSURANCES

All recipients of assistance under this grant shall comply with the following Federal and State civil rights statutes and regulations:

- (a) 42 USC, Sections 1981 and 1983 (...acts prohibited on the basis of race);
- (b) Title VI and VII of the Civil Rights Act of 1964 (...acts prohibited on the basis of race, color, religion, sex, or national origin);
- (c) Title IX of the Education Amendments of 1972, as amended, 20 United States Code 1681 et. Seq. (acts prohibited on the basis of sex);
- (d) 42 USC, Section 1601 et eq. (...acts prohibited on the basis of age);
- (e) Section 504 of the Rehabilitation Act of 1973, as amended, 20 USC 794 (...acts prohibited on the basis of handicap);
- (f) 24 USC, Section 12100 et seq. [The Americans with Disabilities Act] (...acts prohibited on the basis of disability);
- (g) Section 16-38-1 of the R.I. General Laws, as amended (discrimination because of race or age);
- (h) Section 16-38-1.1 of the Rhode Island General Laws, as amended (discrimination because of sex);
- (i) Chapter 42-87 of the R.I. General Laws, as amended (Civil Rights of Individuals with Handicaps);
- (j) Sections 28-5.1-13 and 28-5.1-14 of the Rhode Island General Laws, as amended (Private education institutions - compliance with state policy of non-discrimination and affirmative action).

## CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION - LOWER TIER COVERED TRANSACTIONS

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirement stated at Section 85.110.

### Certification:

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

*Continuation of Assurances from Application: Enhancing Education Through Technology Training (E2T3)*

**Superintendent's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_