

# E2T2 - 2009

## E2T2 – MCG At a glance...

**Focus:** Create the ideal technology rich classroom environment that has adequate numbers of computers, and confident, technology-using teachers.

A: Middle School Science  
B: Middle School Math  
C: Middle School Reading and Writing in the Content Areas  
D: High School Science  
(See Details)

**Award:** Computers and related materials per participant. Typical school award is 10 participants X \$3,300 = \$33,000.

**Professional Development:** Training fully supported under a separate collaborative award.

**Eligible Entities:** All LEAs with a priority for high technology need, high poverty, low performing Upper Elementary and Middle School including grades 5-8 and project specific programming in High School Science.

**Deadline:** March 18, 2009



## Application

Competitive Grant Information **P.1**

Application Checklist **P.9**

Application Info. and Forms **P.10**

Application Deadline **March 18, 2009**

## Enhancing Education Through Technology The Model Classroom Grant (MCG) 2009

### GRANT PURPOSE:

To assist schools and LEAs in acquiring, interconnecting, implementing, and integrating appropriate technology tools effectively with curricula and instruction that are aligned with GLEs, GSEs and State content standards. This grant offering will prioritize high technology need, high poverty, low performing schools at the upper elementary and middle school levels including grades 5-8 and science at the high school level including grades 9-12. A significant feature of the grant is an opportunity (required) for participating teachers to engage in high quality professional development in a summer institute.

### PROGRAM PRIORITY:

In selected high need, high poverty schools/LEAs, a Model Classroom award will provide EQUIPMENT for a number of classrooms with an approximately four student to one computer ratio and APPROPRIATE PROFESSIONAL DEVELOPMENT to significantly IMPROVE the integration of technology in classrooms and instruction. These applicant schools will have a commitment from a significant number of teachers to deepen and broaden their training in the use of computers in instruction and will be re-considering their classroom instruction so that it results in student-centered, performance-based assessments and activities. There must be a clear description and evidence provided about how this work and the use of technology supports and integrates with the Secondary Regulations, the District Strategic Plan and the School Improvement Plan.

**PROGRAM FOCUS:**

There are four main focus areas in this E2T2 Model Classroom Grant that embed technology training in “real work”. It is expected that teachers will deepen and broaden their training in the use of computers in instruction and resources such as Thinkfinity.

Teachers will re-consider their classroom instruction so that it results in student-centered, performance-based assessments and activities. Teams of teachers in a particular focus area from applicant schools are looked upon more favorably.

- **Priority Area A: Middle School Science Classrooms (Grades 5-8)**

Middle School Marine Science Initiative – Applicants with a focus in this area will explore and develop ways to incorporate the Inner Space Center resources into existing science curriculum and their classrooms. Teachers will gain a greater understanding of how real scientific information is collected, processed, analyzed and interpreted. Teachers will use the Inner Space Center technology (<http://oceanexplorer.noaa.gov/explorations/05lostcity/background/tech/tech.html>), review upcoming Inner Space Center missions and related science content to determine where best to incorporate it into the middle school curriculum. Participants will become leaders who will work with the faculty within their own schools to further the integration of technology in this curricular area. Applicants will create a project integrating technology throughout the teaching and learning of a lesson, task or unit. The participants will later report on the implementation with ideas for revision and reflections on strategies that worked particularly well with diverse learners using the Sakai collaborative learning environment platform. These units of study must be shared within and across schools and districts. (Two week training session – summer 2009. Total 60 hours)

- **Priority Area B: Technology Infused Middle School Math Classroom (Grades 5-8)**

Technology Infused Middle School Math Classroom Initiative – Applicants with a focus in this area will explore and develop ways to monitor and support student progress in the math classroom using the Rhode Island Grade Level Expectations (GLEs). Teachers will incorporate principles of Universal Design and differentiated instruction into classroom and lesson design. Applicants will create a project integrating technology throughout the teaching and learning cycle of a lesson, task or unit of study. The participants will later report on the implementation with ideas for revision and reflections on strategies that worked particularly well with diverse learners using the Sakai collaborative learning environment platform. These units of study must be shared within and across schools and districts. (Two week training session – summer 2009. Total 60 hours)

- **Priority Area C: Middle School Reading and Writing in the Content Area (Grades 5-8)**

Reading and Writing in the Content Area Initiative – Applicants with a focus in this area will create units of study in science, mathematics, social studies, and/or ELA that embed explicit instruction in reading and writing while exploring how technology can support students’ efforts. Teams of teachers will discuss how the Grade Level / Grade Span Expectations (GLEs/GSEs) in reading and writing can be used to build content literacy within an existing or newly created unit of study in science, mathematics and/or social studies. The units of study will include specific ideas for instruction, student work that is supported by technology, and opportunities for revision and assessment. The participants will later report on the

implementation with ideas for revision and reflections on strategies that worked particularly well with diverse learners using the Sakai collaborative learning environment platform. These units of study must be shared within and across schools and districts. (Two week training session – summer 2009. Total 60 hours)

- **Priority Area D: High School Physics, Chemistry and Biology Classrooms (Grades 9-12)**

(RI-ITEST) Rhode Island Information Technology Experiences for Students and Teachers project – Applicants will a focus in this area will learn how to prepare diverse students for careers in information technologies by engaging them in inquiry-based learning activities that use sophisticated computational models in support of a revolutionary science curriculum. Teachers will incorporate interactive computer models developed under the Science of Atoms and Molecules (SAM) project at the Concord Consortium. These materials were specifically designed to support a deeper understanding of science made possible through interactive computer simulations and the new physics-chemistry-biology sequence. Connections will be made between the models students use to learn science and possible careers in research and industry where computer modeling is used. Applicants will later report on the implementation within and across schools and districts. (4 full day training summer session – June 29-July 2, 2009, 12 hour online course – fall 2009, 12 hour online course – Spring 2010, 8 hour face to face workshops – fall 2009, 8 hour face to face workshops – spring 2010. Applicants in this focus area must commit to **ALL** of the training sessions listed for a total of 70 hours.)



## The Award and Eligible Expenditures

### Part 1: Equipment

Schools may wish to complete the Model Classroom equipment configuration with local funds or other resources (state or federal). E2T2 Model Classroom grants will typically represent \$3,300 per classroom/teacher applicant.

#### Priority Area A: Middle School Marine Science Initiative

Funds should be used as effectively as possible. For example, multiple teachers from the same school participating in this focus area may share funds to purchase the required Marine Science Portable Console (estimated cost: \$13,500). Additional equipment

funds will be provided for partial support of computers in the participant classrooms with the intention of creating a 4:1 ratio of students to computers in each classroom. Additional equipment provided may include printers, presentation device, digital video cameras, scanners, and handheld devices or additional wiring for these classrooms, but the first criteria for equipment selection must be to put technology into the hands of the STUDENTS. It is one thing for the students to be using the technology passively in the form of teacher presentations. It is another thing to have students actively engaged and using the technology in their thinking and learning. This grant favors the second scenario.

**Marine Science Portable Console Components: (required equipment)**

<u>Description</u>	<u>Qty</u>	<u>Cost</u>	<u>Extended</u>
Gigabit Network Switch	1	2500	2500
iMac, Keyboard, Mouse	1	2000	2000
Mac Mini, Stand-alone	2	1000	2000
Multimedia Projector	1	1500	1500
Rack Mount Speaker System	1	400	400
Audio Switch	1	300	300
Video/DVI Switch	1	200	200
Power Distribution System	1	200	200
Miscellaneous Cables/Connectors	1	200	200
Miscellaneous Accessories	1	200	200
Multimedia Presentation Cart	1	1000	1000
Wiring and Installation	1	1500	1500
Custom Software and Configuration	1	1500	1500
<b>TOTAL:</b>			<b>\$13,500</b>

**Priority Area B and C: Math and Reading/Writing in the Content Areas**

Funds will be provided for partial support of computers in the participant classrooms with the intention of creating a 4:1 ratio of students to computers in each classroom. Additional equipment provided may include printers, presentation device, digital video cameras, scanners, and handheld devices or additional wiring for these classrooms, but the first criteria for equipment selection must be to put technology into the hands of the STUDENTS. It is one thing for the students to be using the technology passively in the form of teacher presentations. It is another thing to have students actively engaged and using the technology in their thinking and learning. This grant favors the second scenario.

**\* EQUIPMENT NOTE:**

For any of the above priority areas, schools may consider the option for a Computers on Wheels (COW) cart unit but must provide supporting information. A request for a Computer on Wheels (COW) cart unit, if it fits within the budgeted award, or other appropriate technology tools will be accepted as an alternative to permanently assigned classroom computers if accompanied by a thoughtful explanation for how this applicant subset of teachers will benefit or have a significant amount of access to computers or alternate

technology as needed and demanded. All elements of access should be considered: transport, storage, scheduling, software, management, etc. A typical usage schedule would be especially helpful in making your case. Applicants should also present an alternative distribution of the computers in the event that the number of applicants is too low to allow for the purchase of a COW. **A funding request that does not assign computers permanently in the applicant’s classrooms must explicitly demonstrate the applicants’ acknowledgment of this alternate arrangement.**

## Priority Area D: RI-ITEST

Applicant funds in this focus area are typically combined to purchase a Cart on Wheels. Additional equipment provided may include LCD projector or other presentation device, printers, digital video cameras, scanners, and handheld devices or additional wiring for these classrooms. **A funding request that does not assign computers permanently in the applicant’s classrooms must explicitly demonstrate the applicants’ acknowledgment of this alternate arrangement.**



## Part 2: Professional Development (2 Weeks)

***THE TRAINING COMPONENT IS SEPARATE AND NO BUDGET ALLOCATION FOR THIS PURPOSE IS NECESSARY FROM THE GRANT OR LOCAL FUNDS.***

## Priority Area A, B, and C: Middle School Science, Math, Reading and Writing in the Content Area (Grades 5-8)

Middle School Marine Science, Math, Reading and Writing in the Content Area

The REQUIRED Professional Development is an intensive 60-hour advanced training program for 5 to 30 or more teachers, as appropriate, per school. A large fraction of a department or a grade level teaching team is more likely to win an award than a mix of teachers from across a school.

Our teacher participants acknowledge that they have rarely been busier in comparable programs. This is a hands-on, teacher led, project based training. Teachers will be offered sessions, perhaps with other successful applicants, at training sites around the state or their own school.

The training will provide an opportunity for teachers to build strategies to integrate instruction and assessment in reading, writing, science, and mathematics using technology. Teachers will work to create units of study that are enhanced through the use of technology.

**ELIGIBLE APPLICANTS AND FISCAL AGENTS:**

An applicant must be an LEA/School. The LEA which will serve as the fiscal agent for one or more schools which must be specifically identified as the recipient of the equipment and training.

Selection priority and technical assistance will be given to assist applicant schools that have the highest numbers or percentages of children in poverty and/or demonstrate the highest need for technology.



**THE GRANT APPLICATION IS A PRESENTATION OF SCHOOL AND LEA COMMITMENT**

Schools will be expected to show:

- that teachers have agreed to participate in the training sessions;
- that participating teachers will receive computers for their classrooms;
- that the first criteria for equipment selection is to put technology in the hands of the STUDENTS
- that participating teachers will have the opportunity to report on integration and implementation to a local audience
- that the proposal is consistent with the Secondary Regulations, the District Strategic Plan and the School Improvement Plan.
- that technical support for participating teachers will be provided locally by connecting computers to the building networks; and
- that content specific software will be installed on these computers



This project seeks to support and commitment from 5-30 or more teachers in each applicant school as well as the school administration which may choose to augment this grant. The objective of having a significant impact in applicant schools will influence the selection of successful applicants.

Applicants must demonstrate in their proposals that:

- **Middle School Level** - At least 5-30 teachers are already committed to the 60 hour two-week summer training program. Participants should complete the enclosed **Individual Participant Information Forms** as well as compile and present a **Participant List** including signatures for each participating school. This list may be verified prior to the award. Two, two-week periods in July (**July 6-17 and July 20-31**) have been assigned for training sessions that may accommodate several middle school MCG grant recipients. **Awards are corrected to reflect actual participants.**

- **High School Level** – A cadre of teachers are committed to the NSF RI-ITEST initiative including the 30 hour four day summer training session (**June 29-July 2, 2009**), the 12 hour online course in the fall and again in the spring, and the 8 hour face to face workshops in the fall and spring at the High School level for a total of 70 hours.
- Awards for equipment will be made early in the spring. This should enable equipment to be purchased prior to the training program. Training locations do not depend on this equipment, however, and sites will be identified in cooperation between the successful applicant schools and the training coordinators.
- Schools are encouraged to include principals and special education teachers, etc. in the training program. Non-teaching personnel such as paraprofessionals, assistants, etc. are not eligible. There will **not** be an equipment award for non-classroom use.
- There is no matching requirement but schools should expect to have some preparation costs associated with this award. Schools should show what technology infrastructure, software, ongoing support, etc. that is being provided to ensure that the awarded computers are connected to the school network and are useful to the awarded classrooms.
- If any additional incentives are deemed necessary to have teachers participate in the training program or any follow-up sessions, the school should identify how it will fund these expenses.

## Professional Development

To achieve the 25% federal requirement for high quality professional development, RIDE has sponsored the development and delivery of an effective training component for this program. A lead trainer team for several Model Classroom schools will be assigned by the training managers with the help of the local school districts.

**Training at the Middle School level will be scheduled for the summer of 2009.  
(July 6-17 and July 20-31)**

This training component includes the following features:

- Academic credits (3) for teacher participants from URI (currently \$200 addtl. Fee) or 60 professional development contact hours (pre approved by RIDE at no cost);
- Training equipment either the same as or similar to that which the participants will use in their classrooms along with network access;
- Support for teachers to develop curriculum for their classrooms; rich online content exploration and modeling of task/lesson/unit development by prior participants/trainers.
- The professional development will allow for hands-on exploration and practice using technologies that may be integrated into the classroom in the form of technology-infused lesson plans, and student-centered, performance-based assessments and activities
- Training teams will consist of teacher-trainers who will guide and model examples of successful technology integration strategies and the development of tasks similar to those their students will be expected to generate. Training teams will assist participants in applying their skills toward the creation of a final project. The project will be added to a programmatic database of integration resources. Participants will report on their successful implementation and integration of technology to a local audience. **The final project and reporting on integration and implementation are mandatory components of participation in the professional development program.**

- Follow-up reports will be required from school applicants and participants are likely to be surveyed as part of their district's reporting obligations. Participants will also be expected to fulfill any pre- or post-project evaluation activities.
- School applicants will have an opportunity to influence the makeup of the lead training team, and may suggest previous district or school trainers in the RITTI or other similar programs to participate in their school training effort, although no assurance can be provided in advance that these individuals will be selected. Selected trainers will attend special training events sponsored by the training managers.
- The training component will be funded separately, and adds significantly to the value of each award. The training budget is not directly awarded to the schools and should not be included in the program total.

**Training at the High School level will be scheduled throughout the 2009-2010 school year.**

**(4 full day training summer session – June 29-July 2, 2009, 12 hour online course – fall 2009, 12 hour online course – Spring 2010, 8 hour face to face workshops – fall 2009, 8 hour face to face workshops – spring 2010. Applicants in this focus area must commit to ALL of the training sessions listed for a total of 70 hours.)**

This training will follow the NSF RI-ITEST initiative components. (<http://ri-itest.concord.org/>)

## What E2T2 Does NOT Do

Proposals exclusively for equipment from schools that have no need for training, or are not interested in the training program are not eligible for this E2T2-MCG RFP and will not be reviewed. **An otherwise eligible proposal cannot include equipment which does not directly serve the teachers and classrooms enrolled in the training program.** Although the school may budget for anything so long as the desired computer ratio and other peripheral equipment can be acquired from the total funds, equipment which is deemed not essential to creating these model technology classrooms will be deducted from the award budget. Schools may wish to complete the Model Classroom equipment configuration with local funds or other resources (state or federal). Although it is likely that the computers will be configured as a laboratory initially for the summer training, it is the intent of the program to ensure that these teachers have multiple classroom computers for a 4:1 student to computer ration when school begins in the following fall. Alternative computer configurations may be proposed. See Equipment Note\* on page 4. Keeping in mind that a high priority in the grant is technology need, schools may want to consider the current ratio of existing computers in a particular participant classroom and request other more appropriate technologies that will be placed in **participant's classrooms.**



# Applicant Checklist

## Cover Page **(Found on page 15)**

Requires principal and superintendent signatures.

### District or School Technology Plan

(If not already on file with RIDE)

### I. Project Abstract **(see directions on page 11)**

Less than 50 word summary of the project objectives and strategies.

### II. District Narrative **(see directions on page 11)**

Tables A, B, C, D. 8 - Page MAXIMUM

(Tables – single spaced, Narrative - double spaced, 10 pt. font)

### III. School Participant List **(Found on page 16 )**

Fill out one form per school. List all participants, grade level, priority area, email address, etc. on the form provided. This can be compiled from the Individual Participant Forms. Note that person preparing the proposal must add a **VISION STATEMENT** (How this grant will be implemented. How computers will be distributed, etc. – **(found on page 13, Table C, #2)**) to the School Participant Forms prior to teachers signing the form. Teachers should not sign unless there is a VISION STATEMENT for this grant included on the School Participant form.

### IV. Individual Participant Forms **(Found on pages 17 & 18 – Middle School; Page 19 – H.S)**

Each participant must fill out both sides of the Individual Participant Form provided. Signature signifying program understanding and expectations is required.

### V. RIDE Budget Summary **(Directions – page 20; Summary – page 22)**

Requires signature of Fiscal Agent's Business Manager.

### VI. Budget Detail Worksheet **(Directions – page 20; Worksheet is SEVEN pages – 23-29)**

Complete one set for EACH school.

### VII. Assurances **(Pages30-31)**

Requires signature of Superintendent.

The original and four (4) copies of the completed application must be submitted no later than **March 18, 2009**



# Applicant Packet Directions and Forms

## HOW TO APPLY:

See **Application Checklist** on **page 9**.

The original and four (4) copies of the completed application must be submitted no later than **March 18, 2009** to:

### Holly Walsh

Rhode Island Department of Education  
Shepard Building, 5<sup>th</sup> Floor  
255 Westminster Street  
Providence, RI 02903

FAXED APPLICATIONS WILL NOT BE ACCEPTED.

Note: Do not attach any additional support materials, tapes, videos, appendices (other than the Participant forms), etc. They will not be considered in the evaluating the merits of your proposal. Do not use binders or any additional cover sheets.

## SCORING:

Grants will be scored by teams of readers. Prior to review of any proposal, the proposal will be screened for the submittal of:

- District or School Technology Plan (if not on file)
- **School Participant List Form** (found on page 16) and **Individual Participant Forms** (found on pages 17/18 Middle; Page19 H.S.)
- School Needs Assessment (Table B – found on page12)

Proposals will be scored using the following formula:

1. **Grant Narrative** (50%) – Described in detail below
2. **Poverty** (25%) – Poverty will be calculated by the RI Department of Education using school lunch data. Upon request, RIDE will furnish that figure to inquiring districts.
3. **Technology Need** – (25%) – Technology need will be calculated based on school building information provided by the applicant in the Needs Assessment (Table B – found on page 12). Failure to complete and return the survey will result in a score of “zero” in the area of technology need.

Bonus Points:

- All teachers at a grade level or content area are participating (10 pts)
- A portion of all teachers at a grade level or content area are participating (5 pts)
- Individual teachers or pairs of teachers representing a mix of grade levels and content areas (1 pts)

Awards will be based on:

1. Documented need as detailed in the school Needs Assessment (Table B – found on page 12)
2. Consistency with the terms of the district or school Technology Plan
3. Available funding, and
4. Relative score from the review process.



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

**I. Project Abstract:**

Less than 50 word summary of the project objectives and strategies.

**II. District Narrative:**

Provide clear, concise, but thorough explanations of each of the following items referencing the district’s qualifying technology plan, the District Strategic Plan, the School Improvement, and the Secondary Regulations. Use the tables as a way to organize your responses.

**Table A: Narrative Grid**

<p><b>Schools</b> List all schools included in this application.</p>	
<p><b>Priority Area(s)</b> Teams of teachers in a particular focus area from applicant schools are looked upon more favorably.</p>	<p><input type="checkbox"/> A: Middle School-Marine Science Initiative</p> <p><input type="checkbox"/> B: Middle School-Technology Infused Math Classroom</p> <p><input type="checkbox"/> C: Middle School-Reading and Writing in the Content Area</p> <p><input type="checkbox"/> D: High School – RI-ITEST</p>
<p><b>Instructional Goals</b> List instructional goals for applicant schools.</p>	
<p><b>Technology Goals</b> List district technology goals for applicant schools.</p>	
<p><b>Actions</b> List specific actions to be taken by district to achieve goals.</p>	
<p><b>Outcomes</b> Expected outcomes for the technology implementation.</p>	
<p><b>Technology Specific Outcomes</b> List TECHNOLOGY RELATED standards, if any, which will be addressed in this proposal.</p>	
<p><b>Needs</b> Use Table B below and describe</p>	

the specific needs of each school.	
<b>Partners</b> Where appropriate, identify partners or service providers for each action step.	
<b>Professional Development</b> Complete Individual Participant Forms and the Participant List Form. Describe follow-up support or training to be provided for teachers in these applicant schools.	
<b>Timeline</b> Describe the expected equipment orders and delivery.	
<b>District Support</b> Specifically address source of funds for matching equipment (if provided) and how technical support will be provided.	
<b>Integrated Resources</b> Show how other federal or state resources are contributing to this program.	

**Table B: School NEEDS ASSESSMENT Grid**

This grid is required for **EACH SCHOOL**. Describe the existing technology/instructional setting for each of the schools where you propose interventions, and describe the expected changes. **Make copies as needed.**

<b>School Name:</b>		
<b>Technology Elements</b>	<b>Pre-intervention</b>	<b>Expected post-intervention</b>
<b>What is the Internet connectivity of these rooms?</b>		
<b>What is the computer availability in these classrooms?</b>		
<b>Describe level of technology use to support instruction</b>		
<b>Describe the computer and peripheral equipment available in the target classrooms.</b>		

Describe instructional strategies in use.		
Describe current assessment strategies that most directly influence classroom teaching strategies.		

**Table C: Misc. Information Grid**

<p>1. Provide a brief narrative description of how the technology acquired supports the teaching and learning of both technology and non-technology related standards</p>
<p>2. Using not more than 50 words, describe the vision you have for each classroom and how this grant, along with local efforts, will result in meeting this vision for the group of teachers participating in this proposal. <b>COPY THIS VISION STATEMENT ONTO THE TOP OF THE <u>PARTICIPANT LIST</u> form prior to gathering the teachers' signatures.</b></p>
<p>3. Provide the names of individuals who will be submitting applications for a training role. Acceptance as a trainer is not assured. If they are not accepted as a trainer, they may be accepted as a participant.</p>
<p>4. List the name of the local network or technical person who will help set up the training site and who will receive support for their time from the training side of the project. (We have set aside funds for this purpose.) <i>Please note their special role.</i></p>
<p>5. Participants must have the opportunity to report to a local audience on their successful integration of technology and implementation of their project. Describe details of this reporting opportunity at the local level. A summary may be requested by RIDE.</p>

**Table D: Budget Narrative – How will the funds be used?**

Describe the expenditures in a narrative following Table D if further explanation is necessary. (2 page maximum, double spaced 10 pt. font. Tables may be single spaced.) Consider carefully the Vision Statement you have written in Table C above. Be sure to indicate the distribution of equipment acquired with this award between schools by using a different set of the four (4) **BUDGET DETAIL** pages for **EACH school**.

List of items to be acquired	Actual Cost	Justification for Expenses

**Budget Considerations**

Expenditures may include:

1. Equipment including computer hardware
2. Supplies and materials including computer software
3. Connectivity linkages
4. Consulting Services

The school should **NOT** include requests for any funding in their proposal for the summer training program, which will be supported by a separate grant to a collaborative partnership funded separately. All costs related to the training, supporting the trainers, and other summer support costs will be provided from this separate grant. The school must consider the costs for computers to be used by the summer trainees, and the eventual cost for placing these in classrooms. Schools ought to consider the cost of a printer, or shared printers for participants.

Funds may **NOT** be used to replace expenditures for existing programs that are a school district's responsibility or hire additional permanent staff. The school should carefully consider the implications of ERATE on their budget and show calculations to support their request for ERATE eligible network wiring or services. Determine the total cost of networking projects and ask only for the portion not eligible for subsidies from the ERATE program.

Funds may **NOT** be used for staff release time.

**Technical Assistance**

For technical assistance related to the E2T2-Model Classroom grant please contact:

Holly Walsh      [holly.walsh@ride.ri.gov](mailto:holly.walsh@ride.ri.gov)      401-222-8457

# COVER SHEET

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

Submitted by

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

Applicant Schools: \_\_\_\_\_

Address: \_\_\_\_\_

Contact Person(s): \_\_\_\_\_

Job Descriptions(s): \_\_\_\_\_

Phone and Fax: \_\_\_\_\_

Email: \_\_\_\_\_

Amount Requested: \$ \_\_\_\_\_

Project Period: From: June 1, 2009 To: December 1, 2009

Date Submitted: \_\_\_\_\_ (Application Deadline: March 18, 2009)

The provided information and beliefs are to the best of my knowledge accurate as regards to the:

- agreement to participate signatures obtained from teachers,
- the commitment of equipment to classrooms, and
- attached assurances.

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Technology Director's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

# School Participant List Form

DISTRICT: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

Fill out one form for EACH school. Complete the table with each participating teacher’s information and **THEIR SIGNATURE**. Person(s) responsible for grant application must include the grant’s VISION STATEMENT (Table C, #2) before participants sign this form. Reproduce this form if necessary.

**E2T2 Model Classroom Grant VISION STATEMENT**

(How this grant will be implemented. How computers will be distributed, etc.)

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**PARTICIPANTS SHOULD NOT SIGN THIS FORM UNLESS THERE IS A VISION STATEMENT ABOVE FOR THIS GRANT.**

Teacher Name	Email Address	Grade Level and/or Role	Individual Participant Form Attached	Priority Area A: Middle Marine Sci. B: Tech Infused Math C: Reading and Writing in Content D: RI-ITEST	Teacher Signature
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					



# Individual Participant Form – Middle School

Each participant must complete BOTH sides of this form.

Please fill out the form to the best of your ability. The information that follows will assist RITTI in selecting training teams, assigning participants to groups of common interest, and developing content for the summer training agendas.

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

Grade Level(s): \_\_\_\_\_

Subject(s): \_\_\_\_\_

Email Address: \_\_\_\_\_

Priority Area:

<input type="checkbox"/> A: Middle School Marine Science Initiative	<input type="checkbox"/> Session 1 – July 6 -17 Mon.-Fri. 8:30-3:30 <i>or</i> <input type="checkbox"/> Session 2 – July 20 -31 Mon.-Fri. 8:30-3:30
<input type="checkbox"/> B: Middle School Tech. Infused Math Classroom	<input type="checkbox"/> Session 1 – July 6 -17 Mon.-Fri. 8:30-3:30 <i>or</i> <input type="checkbox"/> Session 2 – July 20 -31 Mon.-Fri. 8:30-3:30
<input type="checkbox"/> C: Middle School Reading and Writing in the Content Area	<input type="checkbox"/> Session 1 – July 6 -17 Mon.-Fri. 8:30-3:30 <i>or</i> <input type="checkbox"/> Session 2 – July 20 -31 Mon.-Fri. 8:30-3:30

Participants are expected to attend the full sixty hours of professional development time. RITTI will make every attempt to honor scheduling requests, but reserves the right to assign dates based on availability. Please specify any conflicts you might have within the date ranges of Session 1 or Session 2 for the Middle School priority areas.

Date(s) of conflict: \_\_\_\_\_

The professional development sessions will allow for hands-on exploration and practice of technologies that will facilitate the development of student portfolios. Training teams will consist of teacher-trainers who will model examples of successful technology integration strategies and assist participants in applying their skills toward the creation of on-demand or extended tasks that will be added to a programmatic database of integration resources. Participants will work with their principal to determine a time and location to report on their successful implementation and integration of technology to a local audience. **The final project and reporting on integration and implementation are mandatory components of participation in the professional development program.**

As part of the MCG professional development program, participants are eligible to register for **three graduate-level education credits** offered through the University of Rhode Island (currently a \$200.00 fee for these credits) **or sixty professional development contact hours** through the Rhode Island Department of Education (no fee associated).

Please sign below to indicate that you have read this information and are committed to participating in the MCG professional development program.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

OVER →

How did you receive information about this grant opportunity? What are your program expectations as a participant from your district?

To assist our trainers in developing their training agendas, please rate your experience in the following areas:	None	A Little	Moderate	Extensive
Differentiated Instruction				
Cooperative Learning				
Grade Level and Grade Span Expectations				
Performance-Based Assessments				
Technology-Based Student Projects/Products				
E-mail Software				
Word Processing Software				
Spreadsheet Software				
Presentation Software				
Graphic Organizer Software				
Web Page Design Software				
Database Software				
Videoconferencing				
Electronic Portfolios				
Electronic Student Information Systems				
CD/DVD Recording				
Mailing Lists				
Presentation Devices				
Scanning				
Handheld Devices & Software				
Image Capturing & Editing				
Audio Capturing & Editing				
Video Capturing & Editing				



# Individual Participant Form – High School – RI-ITEST

Each participant must complete and sign this form.

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

District: \_\_\_\_\_ School: \_\_\_\_\_

Grade Level(s): \_\_\_\_\_

Subject(s): \_\_\_\_\_

Email Address: \_\_\_\_\_

**Participants are expected to attend the full seventy hours of professional development time.**

**Participants will work with** cadre of teachers from the same school or district who are committed to the NSF RI-ITEST initiative including the 30 hour four day summer training session (**June 29-July 2, 2009**), the 12 hour online course in the fall and again in the spring, and the 8 hour face to face workshops in the fall and again in the spring at the High School level.

**Funds for the RI-ITEST schools are typically combined to purchase a Cart on Wheels to be shared among participants in the program. Additional equipment provided may include LCD projector or other presentation device, printer, etc.**

Participants will work with their principal to determine a time and location to report on their successful implementation and integration of technology to a local audience. **The full participation and reporting on integration and implementation are mandatory components of participation in the professional development program.**

Please sign below to indicate that you have read this information and are committed to participating in the MCG professional development program.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



# Budget Worksheet Directions

IMPORTANT INFORMATION FOR COMPLETING THE BUDGET DETAIL AND BUDGET SUMMARY PAGES.

**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

Complete a **BUDGET DETAIL** set for **EACH SCHOOL**. *Each school* represented in your grant request should have a complete set of **all seven (7) BUDGET DETAIL pages**, even if the request in one or more budget categories is \$0. **Make additional copies of the BUDGET DETAIL** pages as needed for every school for which you are requesting funds. Be sure to limit requests for funds to those classrooms with teachers participating in the summer training institute.

Remember:

- ❑ You can only request funds for classrooms in which teachers have made a commitment to participate in the summer RITTI Model Classroom Institute. RIDE will adjust grant awards to reflect actual participants.
- ❑ Typical awards will be predominantly supplies and equipment and be under \$3,300 per each classroom.
- ❑ Each set of **BUDGET DETAIL** pages representing a single school should include all expenses for that school, separated into the appropriate budget categories. You might expect a school with 10 participating classroom teachers, for example, to have \$300/classroom for supplies and another \$3000/classroom for equipment. The total supplies on the **Series 56000 Budget Detail** page for this school would equal \$3,000. The total equipment expenses for this school would be \$30,000 and be summarized with specific details on the **Series 57000 Budget Detail** page. The total expenses for this school would equal \$33,000 for the 10 participating classrooms.
- ❑ All expenses for all schools in each Budget Category will be brought forward into the **BUDGET SUMMARY** page.

The **BUDGET SUMMARY** Page.

- ❑ **Only one (1) Budget SUMMARY page is required for the DISTRICT.**
- ❑ All expenses for all schools will be totaled in each Budget Category on the **BUDGET SUMMARY** page. For example, if a district has 5 schools, each with \$33,000 budget totals as illustrated in the example above, the total request will be \$165,000 for the district. Be sure your budget categories on the **BUDGET SUMMARY** page correctly collect expenses from every school, and that the TOTAL amount is shown on the **BUDGET SUMMARY** page.
- ❑ The **TOTAL** at the bottom of the **BUDGET SUMMARY** page represents the request from the DISTRICT for all schools participating in the **Model Classroom Grant (MCG)**.



**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

For Office Use Only

1420-536000-\_\_\_\_

DISTRICT: \_\_\_\_\_

SCHOOL(S): \_\_\_\_\_

Project Period: June 1, 2009 to December 1, 2009

Total Number of Classrooms \_\_\_\_\_  
 (# of classrooms X \$3,300 will = TOTAL below)

Total Number of Schools \_\_\_\_\_  
 (Must = # of SETS of Budget Detail found on pages23-29)

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 58000 Miscellaneous	
<b>SUBTOTAL:</b>	
Series 57000 Property and Equipment	
<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

















**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*

**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*

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