

Technology Integration Program (T.I.P.)

Team QUATRO

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- New York State Education Department
- Learning Technology Grant 2005-2006

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Syracuse University

School of Education

Instructional Design, Development, & Evaluation

IDE761 – Project Management

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Abstract

The purpose of this grant is to provide a learning and communication tool for students, staff, and parents of Levy Middle School, Grant Middle School, and Bishop Ludden, to enhance opportunities for collaboration between and among diverse learning environments, to increase connectivity to each other and to electronic resources and communication/ management systems, to encourage teachers, students, and parents to use technology as part of the learning process, and to increase students' abilities to meet the ever-challenging academic and technology standards. Classroom teachers of ELA, math, and Technology, as well as Special Education and Title I teachers at all three schools will be provided with on-going professional development and support, so as to incorporate technology "best practices" into all areas of the curriculum, and use WebCT as a tool for meeting NYS standards.

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1. Needs Analysis

1.1 Background

Levy Middle School serves a population of approximately 550 students in grades 7 and 8, enrolling at Levy from all four quadrants of the City of Syracuse, but mostly from four elementary feeder schools within the eastside quadrant. Our population has a 40% mobility rate and a 92% attendance rate. Two-thirds of our students qualify as economically disadvantaged or low income. Ethnically, 61% of our students are Black, 30% are white, 7% are Hispanic, 1% are Asian, and 1% are American Indian. Approximately 25% of our students receive Special Education or English Language Learner services.

1.2 Needs/Data (from the New York State Report Card, Comprehensive School Improvement Plan)

Levy and Grant conduct comprehensive reviews and analyses of student achievement data (school-wide and disaggregated by each of the student subgroups) in the areas of ELA and math. Schools are expected to take a data-driven approach to improving student performance using multiple measures to identify root causes. In the area of ELA, a root cause for underachievement was impaired vocabulary skills due to limited exposure to enriched language environments and fewer opportunities for discourse on a wide range of topics. In the area of math, a root cause was students' inability to transfer and apply skills appropriately in situations, and problems requiring higher level thinking skills. Vocabulary was also a root cause for underachievement in math as well.

Overall academic achievement as measured by the NYS eighth grade assessment program increased slightly in both the 2002-2003 school year and the 2003-2004 school year. However, due in part to our not achieving the required percentage (95%) of students tested, we are categorized as a School Requiring Academic Progress Year 1 on the NYS accountability report dated 3/10/04. Additionally, students in subgroups Black, Low Income, and students with disabilities failed to make adequate yearly progress. In 2004, 67% of the 8th grade students received no higher than a 2 on the ELA Assessment (30% received a 3 or 4), and on the Math Assessment, 65% scored a 2 or below, with 35% scoring at a 3 or 4.

At Grant Middle School, 80% of students scored below level 2 on the 8th grade ELA (20% scored above 3). On the Math Assessment, 71% scored a level 2 or below, with 29% scoring at level 3 or 4. Grant is currently a School Restructuring, for Middle Level ELA, for failing to make the AYP in ELA; they are a School in Need of Improvement, Year 2, for Math. Grant is also a School Requiring Academic Progress, Year 5.

In order to raise academic standards, Levy and Grant Middle School need to go beyond what can be provided in the classroom and building, and offer students resources and tools that can be accessed only technologically. Acquisition of vocabulary, knowledge, and skills would be greatly enhanced by technology, as would collaborative learning experiences, communication between schools, and communication between school and home. Partnerships between parents and schools need to be strengthened—both comprehensive school improvement plans cite this as a root cause for students underachieving. When parents are involved, student achievement increases. Parents need to be part of the decision-making process, and schools need to give them the tools to do so.

1.3 Technology Plans

As part of Levy's Comprehensive School Improvement Plan, each academic area is being evaluated to determine the effectiveness of curriculum and instruction, the use of technology to enhance classroom instruction, and professional development. The Syracuse City School District has written curriculum aligned with the NYS Learning Standards that ensures that students are prepared for the ever-changing technological advances. Curriculum and instruction can and need to be enhanced by the integration of technology as a tool--in doing so, technology will become a tool to help make students more productive in all subject areas, including, but not limited to, math and ELA. Further, the use of technology links schools within the district so that students and teachers can communicate with and learn from one another across the curriculum, and across the district (and beyond!). Technology also has the capacity to connect schools with parents, provide them with information on academic achievement and activities, and increase parental involvement and communication. In addition, in the Syracuse City School District, e-rate funds are currently being used to purchase new computers for labs and for classrooms, as well as for wiring throughout twenty-two buildings throughout the District, including Levy and Grant. These funds will also be used to purchase software to supplement classroom instruction,

and needs surveys have been disseminated to teachers. Currently, building technology committees are developing plans for further integration of technology into the curriculum, and for improving library services. This Learning Technology Grant will expand upon those plans, with its focus on professional development and classroom/community connections.

2. Vision, Mission, and Goals

2.1 Vision

The vision of Technology Integration Program (T.I.P.) is to improve student academic performance in relation to the New York State learning standards with a particular focus on mathematics Pre-K-12 and English Language Arts (ELA) including early literacy, through the integration of educational technology in classroom activities.

2.2 Mission

- Provide students with the necessary equipment/ technology to fulfill academic requirements and access the standards-based instructional content via computer.
- Increase use of learning technology to improve student academic performance in relation to the New York State learning standards, key ideas, and performance indicators in grades 7 & 8.
- Provide professional development focused on increasing teachers' knowledge and skills in the use of learning technologies.
- Provide learning technologies that include: information delivery systems/ services, interactive communication equipment/ services, computer technology integration in the classroom, inter-school networking and collaborative learning, educational materials, services, and software.
- Improve communication among students, teachers, parents, and administration through the use of technology.
- Raise academic standards by improving access to student opportunities through technology.

2.3 Goals

Following the implementation of the Technology Integration Program (T.I.P.):

- 15% of eighth grade students will achieve levels 3 & 4 on all New York State assessments.
- 95% of the student population will access the technology.
- 50% of the parent population will access the technology.

3. Project Plan

Project Goals	Project Activities	Projected Dates	Person(s) Responsible	Objective/Outcome
I. Increase achievement in all content areas.				Connection to NYS Standards
A. Connecting students				
1. Students will be able to communicate with one another, engage in critical thinking, see opposing views and opinions, and be able to connect within and across classrooms and disciplines	using the WebCT as an interactive communication medium—e-mail, whiteboard, bulletin board, newsgroups, chat sessions, multi-user environments, conference tools	throughout the year	teachers, students	engagement in higher level thinking; reading and writing for critical analysis & evaluation and social interaction; seeking clarification and comparing explanations; applying and using a variety of reasoning strategies;
2. Students will be able to monitor their own work, record their activities and progress	get instant, customized feedback on their performance; view their own grades; access their own files, access course grade distribution	throughout the year	students	assignments/assessments tied to learning standards
3. Students will have access to resources, data, and	accessing the WWW for research, to collect data, facts, and ideas	throughout the year	students	reading and writing for information & understanding; collecting, interpreting,

communication				applying, and presenting information; comparing and displaying data; knowledge acquisition and integration
4. Students will be able to perform collaborative joint activities such as publishing or performing an experiment	using the interactive components of WebCT; choose own groups for class projects; student presentations area	throughout the year	students	reading and writing for literary response and expression; for critical analysis and evaluation; engaging in a continuing creative process of scientific inquiry; estimating and comparing the results with the prediction and with others' results/prediction
B. Connecting teachers				
1. Teachers will be able to share new practices and methods	experience/benefit from each others' expertise; instruction will be differentiated, teachers' repertoire of skills/strategies enhanced	throughout the year	classroom teachers	use a wide variety of strategies to select, organize, and categorize information; relate new information to prior knowledge and experience; explain, demonstrate, express, support, and verify solutions clearly and logically in a variety of ways
2. Teachers will have access to curriculum & instruction websites and learning resources	generate a resource page containing course Web links for teachers and students	throughout the year	classroom teachers, technology teachers	comparing and synthesizing information from different sources
3. Teachers will be able to create and share lesson plans, provide resources, etc.	create and share Learning Modules across classrooms and schools so instruction/curriculum is aligned with standards	throughout the year	classroom teachers	all instruction/curriculum is aligned with standards
II. Increase parental involvement				Enhanced Learning Communities
A. Connecting				

parents and school community				
1. Parents will be able to access student records (attendance, academic progress, grades, etc.)	view student's grades	throughout the year; end of marking periods	parents, teachers, administrators	greater/easier access to student information
2. Parents will be able to access student daily activities, lessons, and student work	Learning Modules, content/classroom activities and Announcements posted	throughout the year	parents, teachers	more frequent/easier access to student information
3. Parents will have greater access to curricular/ classroom resources	links to course Websites posted	throughout the year	parents	curriculum resources/ assistance at parent's convenience
4. Parents will be able to communicate with staff & administrators	private chat, whiteboard, e-mail	throughout the year	parents, teachers, administrators	increased communication

4. Collaboration

For the purposes of this Technology Integration Program (T.I.P.) and in accordance with the Learning Technology Grant description, we have included the non-public school, Bishop Ludden Junior and Senior High School in Syracuse. Bishop Ludden will be involved in all aspects of planning and implementation along with representatives from the Levy and Grant Middle Schools.

The T.I.P. staff sent out a series of letters to various non-public schools. Of the responses received, and upon meeting with representatives from the responding institutions, it was decided that the Bishop Ludden School would be a good match for the program objectives. Letters were sent to the following:

School/ Address	Grade	Affiliation	Number of Students	Student Body
All Saints Junior High 301 Valley Drive Syracuse, NY 13207	7-8	Roman Catholic	30	Co-ed
Bishop Ludden 815 Fay Road Syracuse, NY 13219	7-12	Roman Catholic	817	Co-ed
Blessed Virgin Mary Mother of God 450 Wilkinson Street Syracuse, NY 13204	K-12	Roman Catholic	37	Co-ed
Christian Brothers Academy 6245 Randall Road Syracuse, NY 13214	7-12	Roman Catholic	744	Co-ed
Faith Heritage 3740 Midland Avenue Syracuse, NY 13205	K-12	Christian (no denomination)	671	Co-ed
Living Word Academy 6101 Court Street Road Syracuse, NY 13206	K-12	Christian (no denomination)	230	Co-ed

A Bishop Ludden representative, from the technology program in that school, will serve on the planning and implementation staff for the T.I.P. project. A complete list of the staffing for this project is explained later in this proposal.

5. Professional Development

The professional development program is designed to train project staff (including teachers) in the use and application of WebCT in a classroom (or distant) setting and to provide technical and instructional support throughout the school year. The initial training will be offered in two full-day sessions, held prior to the opening of the 2005-2006 school year. Three half-day follow-up trainings will be held in September, October, and November. These will be designed to enhance teachers' skills in using WebCT with other forms of technology-based instruction such as Webquests, networking, and multimedia. In addition, the project consultants and media/technology specialists will provide in-class instructional support as needed throughout the year. Teachers will also have access to WebCT on-line tutorials at any time.

A summary of the professional development plan follows:

Date	Type of Training	Purpose	Staff Responsible
Aug. 2005 (2 days)	Introduction to WebCT	To teach participating teachers and administrators how to use WebCT and how to integrate this technology into classroom instruction	Team Quatro project consultant Erin Cunia
Sept. 2005 (1/2 day)	Follow-up WebCT training	To refine teachers' WebCT skills and address questions/problems they have about its use	Erin Cunia
Oct. 2005 (1/2 day)	WebQuest training	To offer teachers additional technology skills and resources for enhancing instruction and developing students' critical thinking in all subject areas	Team Quatro project consultant Audrey McNally
Nov. 2005 (1/2 day)	Multimedia training	To introduce teachers' to the array of multimedia products and their use in the classroom by both teachers and students	Team Quatro project consultants
Sept. 2005- June 2006 (as requested)	In-class demonstrations, observations, or coaching	To offer immediate instructional/technical support in the use of WebCT and related technologies and to tailor professional development to individual teacher/classroom needs	Team Quatro, Technology teachers, Media specialists
Aug. 2005- June 2006 (anytime)	WebCT On-line Tutorials	To provide teachers with on-demand technical or instructional support through the WebCT web site	WebCT On-line resources

6. Evaluation Plan

Evaluation, both summative and formative, will be a critical component of the Technology Integration Project. Evaluation will be conducted by both the consulting team (Quatro) and the Program Directors at Bishop Ludden, Levy and Grant Middle Schools . The main purpose of the evaluation is to determine if the program has improved student academic performance in mathematics and ELA through integration of educational technology in classroom activities.

Formative evaluation will take place every three months when the Program Directors measure the Technology Integration Program's progress toward meeting the objectives identified in the goals and objectives section of this report.

The summative evaluation activities will take place at the completion of the project. At this point, achievement of the goals and objectives previously identified will be measured.

Sources of data for the evaluation will include the New York State Eighth Grade Assessment Program scores for Levy and Grant Middle School, additional Middle Schools in the SCSD, and the scores for Middle Schools in the Central New York region. Qualitative analysis will include student/teacher/parent satisfaction with technology/equipment access and communication and improvement in access to opportunities for students and parents through technology. The questions and sub questions to be asked, the audience, and relevance or importance of each question are outlined in Table E1. This information will be collected by means of surveys and interviews. The complete data collection and plan for analysis is summarized in Table E2 in the Appendix.

The funder (stakeholder) of this program will receive quarterly reports during the first year of this project, as will the other stakeholders: the grant staff, SCSD Board of Education Members, Levy and Grant Middle School teachers and Administrators and Staff, Bishop Ludden teachers and Administrators, and other interested individuals. The clients for the evaluation are the directors of the grant program. The audience includes all stakeholders. If we meet our objectives after the first year, we will consider the Technology Integration Program a success and will continue to seek funding for subsequent Phases.

Table E3, in the Appendix, summarizes the reporting plan for the evaluation process. The evaluation will be managed by the consulting team (Quatro); however, the budget (summarized in Table E4 in the Appendix) includes funding for the Program Directors at the three schools to participate in phases of evaluation over six days. These funds will allow the Program Directors to obtain expert guidance on such matters as survey design, identification of suitable comparison groups, data extraction, data analysis, and interpretation of analysis results.

7. Budget

Funds from the Learning Technology Grant will be used 1) to purchase WebCT software, and 2) for professional staff development and training. WebCT software will be shared among two Syracuse City Middle Schools and one parochial (7-12) school so that teachers, students, and parents can work together toward enhancing the use of technology in the classroom, for the

purpose of increasing academic achievement. WebCT will be used as a tool for connecting students, schools, and communities, for aligning instruction and curriculum more closely with New York State ELA and Math learning standards, key ideas, and performance indicators, for providing content based on students' learning needs, for increasing opportunities for collaboration among and between diverse learning environments (it will be used as a tool for promoting collaboration between schools within the Syracuse City School District and between SCSD middle schools and a private secondary school), and, ultimately, for increasing students' abilities to attain higher levels of performance academically and technologically. WebCT is an online course preparation/delivery/management system that provides students, teachers, and parents access to curriculum, course content, web resources, student files, and a host of communication tools.

WebCT will be available to 7th and 8th grade students in all three schools, accessible to students in their buildings' computer labs (three labs each at Levy and Grant, one at Bishop Ludden). 7th and 8th grade ELA and math teachers, Title I Reading and Math teachers, Special Education teachers, and Technology teachers from all three buildings (up to 35 teachers) will be provided two full days of in-service training with WebCT consultants/trainers prior to the start of the 2005-2006 academic year, and then be provided opportunities throughout the year for additional training (up to 12 hours per teacher). In addition, parents will be offered opportunities, and will be strongly encouraged, to participate in WebCT training as early as September, and then several times throughout the school year. These workshops for parents will be provided by staff from each of the schools.

Grant funds will also be used to compensate the Library Media Specialist and/or Technology teacher in each of the schools (approximately 100 hours total), to maintain the software and to provide on-going technical support to staff throughout the school year. Lastly, grant funds will be used to purchase a server and the necessary peripheral equipment.

In the Syracuse City School District, E-rate funds have been used to purchase new computers for labs and for classrooms, as well as for wiring throughout the buildings. These funds are also ear-marked to provide software to supplement classroom instruction, and needs surveys have been disseminated to teachers. Currently, staff are developing plans for further integration of technology into the curriculum, and for improving library services. This Learning

Technology Grant will expand upon those plans, with its focus on professional development and classroom/community connections.

8. Project Staff

Number	Position	Time	Duties	Qualifications
5	Team Quatro Project consultants	12-15 hrs./wk. during initial training, 2-3 hrs./wk. during rest of yr.	Project Planning, Implementation, and Evaluation; Staff Development	Three M.S. candidates & One Ph.D. candidate in Instructional Design, Development, & Evaluation (concentrations in interactive technology) – Syracuse University One C.A.S. Candidate in Educational Administration - Syracuse University
3	Subject coordinators	4 hrs./wk.	Project Planning, Implementation, and Evaluation; Supervision of teaching staff	Syracuse City School District Administrators; C.A.S. degrees
1	Systems Administrator	2 hrs. weekly	Network consulting, administrate district computer technology systems	Syracuse City School District Technology Administrator; CAS degree and information technology expertise
5	Media & Technology Specialists	10-15 hrs./wk.	Software/server maintenance, staff support	NYS Certification – Library Media Specialist and/or Technology Education
1	Staff Development Specialist	4 hrs. monthly	Technology integration training	Staff developer from SETRC (Special Education Training & Resource Center)
24	ELA, Math, and Special Education teachers	5-10 class periods/wk.	Integrate WebCT technology with classroom instruction	NYS Certification in ELA, Math, or Special Education, WebCT training and follow-up

Appendix: Evaluation Plan

Table E1
Questions and Sub Questions

Questions	Sub Questions	Audience	Importance
A. What effects has the Technology Integration Program had on student scores on the New York State Eighth Grade Assessment Program?	<ol style="list-style-type: none"> 1. Have the overall scores increased since program implementation? 2. Have the overall scores increased when compared to other middle schools in the SCSD? 3. Have the overall scores increased when compared to the other middle schools in the CNY region? 	Program Director and program staff; School Administration; Teachers; Students; Parents	To determine if the entire program has measurable effects on the student's academic success, specifically concerning standardized test scores
B. What effects has the Technology Integration Program had on student ability to fulfill academic requirements?	<ol style="list-style-type: none"> 1. Have students used the equipment/ technology to fulfill academic requirements? 2. How has the equipment/ technology been used? 3. How many students used the technology? 4. Has the percentage of students fulfilling academic requirements increased? 5. Have students monitored their work and recorded activities and progress? 	Program Director and program staff; School Administration; Teachers; Students; Parents	To determine if the entire program has measurable effects on the student's ability to fulfill academic requirements
C. What effects has the Technology Integration Program had on communication among students, teachers, and administrators?	<ol style="list-style-type: none"> 1. Has communication improved? 2. Are students, teachers, and administrators using the technology for communication purposes? 3. Have students engaged in critical thinking activities? 4. Have students used the technology to connect within and across classrooms and disciplines? 	Program Director and program staff; School Administration; Teachers; Students; Parents	To determine if the entire program has measurable effects on effective communication of students, teachers, and administrators
D. What effects has the Technology Integration Program had on connecting parents and the school community?	<ol style="list-style-type: none"> 1. Have parents accessed student records using the technology? 2. Have parents accessed student daily activities? 	Program Director and program staff; School Administration; Teachers; Students; Parents	To determine if the entire program has measurable effects on effective communication/ connection of parents and the school community.

	<p>3. Have parents accessed curricular and classroom resources?</p> <p>4. Which curricular and classroom resources were accessed?</p> <p>5. Have parents used the technology to communicate with School Administrators and teachers?</p>		
E. What effects has the Technology Integration Program had on student access?	<p>1. Have students used the technology to gain access to resources and data?</p> <p>2. What resources/ data are they utilizing/ collecting?</p> <p>3. Have students engaged in collaborative activities?</p>	Program Director and program staff; School Administration; Teachers; Students; Parents	To determine if the entire program has measurable effects on students access to resources, data, and communication – including the world wide web
F. What effects has the technology Integration Program had on teacher access?	<p>1. Have teachers shared new practices and methods of instruction?</p> <p>2. What resources/ data are they utilizing/ collecting?</p> <p>3. Have teachers created and shared lesson plans and resources?</p>	Program Director and program staff; School Administration; Teachers; Students; Parents	To determine if the entire program has measurable effects on teachers access to resources, data, and communication – including the world wide web
G. What effects has the Technology Integration Program had on overall program satisfaction among students, parents, teachers, and administrators?	<p>1. Are students, teachers, parents, and administrators satisfied with communication?</p> <p>2. Are students, teachers, parents, and administrators satisfied with access to technology?</p> <p>3. Are students, teachers, parents, and administrators satisfied with the use of technology to raise academic standards?</p>	Program Director and program staff; School Administration; Teachers; Students; Parents	To determine if the entire program has measurable effects on satisfaction of students, parents, teachers, and administrators

Table E2
Data Collection and Analysis

Primary Question	Procedure	Schedule	Analysis	Criteria	Judgment
1. What effects has the TIP had on student scores on the NYS 8 th Grade Assessment Program?	Data Extraction	August – September 2006	Tabulate – code and tally quantitative results	These data will determine how well the program is meeting grant standards. This will determine overall success of program.	Interpret and summarize findings and put into chart to determine the level at which the program is meeting grant standards.
2. What effects has the TIP had on student ability to fulfill academic requirements?	Data Extraction	December, 2005 and August, 2006	Tabulate – code and tally quantitative and qualitative results	These data will determine how well the program is meeting grant standards. This will determine overall success of program.	Interpret and summarize findings and put into chart to determine the level at which the program is meeting grant standards.
3. What effects has the TIP had on communication among students, teachers, and administrators?	Data Extraction Interviews	December, 2005 and August, 2006	Tabulate – code and tally quantitative and qualitative results	These data will determine how well the program is meeting grant standards. This will determine overall success of program.	Interpret and summarize findings and put into chart to determine the level at which the program is meeting grant standards.
4. What effects has the TIP had on connecting parents and the school community?	Data extraction Interviews Surveys	December, 2005 and August, 2006	Tabulate – code and tally quantitative and qualitative results	These data will determine how well the program is meeting grant standards. This will determine overall success of program.	Interpret and summarize findings and put into chart to determine the level at which the program is meeting grant standards.
5. What effects has the TIP had on student access?	Data extraction Interviews	October, 2005 January, 2006 August, 2006	Tabulate – code and tally qualitative and quantitative results	These data will determine how well the program is meeting grant standards. This will determine overall success of program.	Interpret and summarize findings and put into chart to determine the level at which the program is meeting grant standards.
6. What effects has the TIP had on teacher access?	Data extraction Interviews	October, 2005 January, 2006 August, 2006	Tabulate – code and tally qualitative and quantitative results	These data will determine how well the program is meeting grant standards. This will determine overall success of program.	Interpret and summarize findings and put into chart to determine the level at which the program is meeting grant standards.
7. What effects has the TIP had on overall program satisfaction among students, parents, teachers, and administrators?	Data extraction Interviews	August - September 2006	Tabulate – code and tally qualitative and quantitative results	These data will determine how well the program is meeting grant standards. This will determine overall success of program.	Interpret and summarize findings and put into chart to determine the level at which the program is meeting grant standards.

Table E3: Reporting Summary

Event	Date/ Frequency	Format	Nature/Scope	Audience
Final Planning Meeting	June 2, 2005	Informal Meeting	Discuss details of evaluation plan	Program Directors Evaluation Team (Quatro)
Email Communication	Weekly updates	Email System	Communication between evaluation team and program directors	Program Directors Evaluation Team
Announcement of Plan	June 16, 17, 18, 2005	Informal Meeting	Announce plan to administration and teachers at all three schools	Evaluation Team Program Directors Teachers Administrators
Evaluation Design Review	June 19, 2005	Informal Meeting	Review draft of evaluation plan, revise based on feedback	Evaluation Team Program Directors
Progress Reports	Monthly beginning from June 19, 2005 to end of evaluation (2006)	Written Summaries	Monthly Status Reports	Evaluation Team Program Directors Funding Agency
Report of surveys, interviews, and test results	July 20, 2005	Copies of surveys, interviews, test score results forms	Review drafts of forms, revise based on feedback	Evaluation Team Program Directors
Participation in surveys, interviews, and test results	December, 2005 and August, 2006	Oral briefing and written summaries of participation and outcomes	Review outcomes of surveys, interviews, and test scores	Evaluation Team Program Directors
Final Report Preparation	Yearly: July, 2005 to August, 2006	Written Report		
Final Report	August, 2006	Written Report	Formal report of evaluation of program	Program Directors Teachers Administrators Funding Agency
Technical Debriefing	Yearly: July, 2005 to August, 2006	Debriefing Sessions		
Final Report	September, 2006	Oral Report with Written Documents	Formal announcement of evaluation results	Evaluation Team Program Directors Teachers Administrators Funding Agency

Table E4: Evaluation Budget Plan

Evaluation Expenditure	Rate	Quantity	Program Budget
Personnel:			
Evaluation Team	No Salary		
School Team Evaluators (3)	\$125/ day	6 days	\$2250
Material s and Supplies:			
Interview Forms	\$.10/ page	1 page each/ 100 forms	\$10
Survey Forms	\$.10/ page	1 page each/ 100 forms	\$10
Reports	\$.10/ page	50 pages	\$5
Total Evaluation Budget = \$2500			\$2275

Application Checklist

Learning Technology Grant Program – 2004-2005

Applicant Name Technology Integration Program (T.I.P.)

SED Agency Code _____

Any proposal that does not serve a SINI or SURR school building or is received after the deadline will not be reviewed.

This checklist **MUST** be checked, signed and submitted with the application.

1. An original plus three copies of all forms, budget and proposal narrative are enclosed.

2. All forms are completed and included in the application packet in the following order:

- Application Cover Page (Abstract)
- Signed Statement of Assurances
- Consultation Forms: Public
- Participating School Data Form
- Proposal Narrative
 - No more than 14 pages
 - No smaller than 12pt font
- Budget Narrative
- FS-10 (*Note: The FS-10 form is available online at the following URL:*
<http://www.oms.nysed.gov/cafe/forms.html>)

List below the nonpublic schools and number of students who will receive services and the dollar amount of services. (use a separate sheet if necessary)

Nonpublic School	Number of Students	Dollar Value of Services
<u>Bishop Ludden Junior Senior High School</u>	_____	_____

List SURR and/or SINI school building(s) that will receive services.

<u>Grant Middle School</u>	_____	_____
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Name, title and *signature* of person completing this form: Erin Cunia, Project Manager,

QUATRO

The University of the State of New York
STATE EDUCATION DEPARTMENT
Albany, New York 12234

2004-2005 Learning Technology Grant Program
Application Cover Page

SED Agency Code

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School District or BOCES Name Syracuse City School District	
Address	
City Syracuse	County Onondaga Zip 13210
Contact Person Joanne Harlow	Telephone (315) 555-1212
E-mail Address jheinz@syr.edu	Fax (315) 555-1212

Abstract

The purpose of this grant is to provide a learning and communication tool for students, staff, and parents of Levy Middle School, Grant Middle School, and Bishop Ludden, to enhance opportunities for collaboration between and among diverse learning environments, to increase connectivity to each other and to electronic resources and communication/ management systems, to encourage teachers, students, and parents to use technology as part of the learning process, and to increase students' abilities to meet the ever-challenging academic and technology standards. Classroom teachers of ELA, math, and Technology, as well as Special Education and Title I teachers at all three schools will be provided with on-going professional development and support, so as to incorporate technology "best practices" into all areas of the curriculum, and use WebCT as a tool for meeting NYS standards.

Statement of Assurances
Learning Technology Grant Program

The Superintendent of Schools or the District Superintendent of the BOCES must sign and date this form and return it with the completed application.

1. The applicant agency agrees to:
 - comply with statutory requirements for the use of funds as described under Section 550 of Chapter 170 of the Laws of 1994 and Commissioner’s Regulations, Section 144.8;
 - keep records and provide information to the New York State Education Department that may be required for fiscal audits and program evaluation, consistent with the responsibilities of the New York State Education Department; and
 - assure that all activities are physically and programmatically accessible to students with disabilities and limited English proficiency.
2. Equipment and services provided through this grant will be controlled by the applicant agency and used only for activities outlined in the approved application.
3. All programs, objectives, and expenditures proposed are directly related to, and for the purpose of, meeting the educational needs of public and nonpublic school students within the applicant region.
4. Equipment and services to nonpublic school students will be used only for secular, non-ideological, and neutral purposes.
5. Equipment and supplies shall be removed from a nonpublic school if they are no longer needed or to avoid unauthorized use by other than learning technology programs.

The applicant agency hereby applies to provide education activities and services as set forth in this application.

I hereby certify that the information contained in this application is correct, and in total compliance with appropriate State laws and regulations.

Signature of District, BOCES or CSD Superintendent

District or BOCES

Date

Consultation Form-Public School Buildings

**Learning Technology Grant Program
(duplicate as needed)**

Please complete this form for every public school building including BOCES participating in the program.

Public School Principal

I, _____ (name), as the educational leader of the _____ school, will support the participation and collaborative work of teachers in my building in the proposed project.

Signature of Principal

Date: _____

Head of the Teacher's Collective Bargaining Entity

I, _____ (name), as the education leader of the _____, will support the participation and collaborative work of teachers in the proposed project.

Signature of Head of the Teacher's
Collective Bargaining Entity

Date: _____

Required Commitments - Nonpublic Schools
Learning Technology Grant Program
(duplicate as needed)

This form must be completed by *each* nonpublic school actually participating in this proposed project application.

I, _____ (name), on behalf of my institution, _____ am willing and able as documented herein, to support this proposal and am committed to its success. I will support my teachers in the development of learning experiences that are appropriate for local, regional and Statewide Peer Review.

Signature of Nonpublic School Principal

Learning Technology Grant Program

Participating School Data

Entries should be made for each public and nonpublic school building participating in the project. Include the name of the district in which the school is located.

Participating Public and Nonpublic Schools <ul style="list-style-type: none"> • School name • District name • Contact person • Address • Email • Telephone number 	Indicate if SURR or SINI School	Indicate if Public (P) or Nonpublic (NP) School	# Teachers Participating in Project Activities (by content area specialty)	Grade Levels Impacted by Project Activities	# Students Impacted by Project Activities	Technology Capacity (student/computer ratio)
Grant Middle School Syracuse City School District 2400 Grant Blvd. Syracuse, New York 13208 Principal: Gwen McKinnon Phone: (315) 435-4433 E-Mail Address: Grant Middle School	SINI	P	5 ELA 5 Math 2 Tech	7-8	300	4:1
Levy Middle School Syracuse City School District Fellows Ave. & Harvard Pl Syracuse, New York 13210 Principal: Thomas Kenah Phone: (315) 435-4444 E-Mail Address: Levy Middle School	SRAP	P	6 ELA 6 Math 2 Tech	7-8	300	4:1
Bishop Ludden Jr.-Sr. High School Syracuse Diocese Mr. Dennis Meehan, Principal 815 Fay Road Syracuse, NY 13219 (315) 468-2591 Principal: Dennis Meehan Phone: (315) 468-2591 E-mail address: bladmin@syrdiocese.org	---	NP	1 ELA 1 Math 1 Tech	7-8	200	3:1

Local Agency Information

Funding Source:	New York State Education Department		
Report Prepared By:	Quatro		
Agency Name:	Syracuse City School District		
Mailing Address:	725 Harrison Street		
	Street		
	Syracuse	New York	13210
	City	State	Zip Code
Telephone #:	315-435-4444	County:	Onondaga
E-Mail Address:			
Project Operation Dates:	8 / 1 / 2005	6 / 30 / 2006	
	Start	End	

INSTRUCTIONS

- ❖ Submit the original budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to the Grants Finance.
- ❖ Enter whole dollar amounts only.
- ❖ Prior approval by means of an approved budget (FS-10) or budget amendment (FS-10-A) is required for:
 - Personnel positions, number and type
 - Beginning with the 2005-06 budgets, equipment items having a unit value of \$5,000 or more, number and type
 - Budgets for 2004-05 and earlier years equipment items having a unit value of \$1,000 or more, number and type
 - Minor remodeling
 - Any increase in a budget subtotal (professional salaries, purchased services, travel, etc.) by more than 10 percent or \$1,000, whichever is greater
 - Any increase in the total budget amount.
- ❖ Certification on page 8 must be signed by Chief Administrative Officer or designee.
- ❖ High quality computer generated reproductions of this form may be used.
- ❖ For changes in agency or payee address contact the State Education Department office indicated on the application instructions for the grant program for which you are applying.
- ❖ For further information on budgeting, please refer to the Fiscal Guidelines for Federal and State Aided Grants which may be accessed at www.oms.nysed.gov/cafe/ or call Grants Finance at (518) 474-4815.

SALARIES FOR PROFESSIONAL STAFF: Code 15

Include only staff that are employees of the agency. Do not include consultants or per diem staff. Do not include central administrative staff that are considered to be indirect costs, e.g., business office staff. One full-time equivalent (FTE) equals one person working an entire week each week of the project. Express partial FTE's in decimals, e.g., a teacher working one day per week equals .2 FTE.

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Ext. of service for staff development of ELA, math, Title I, Special Education, and Technology teachers	\$24/hr. x 24 hrs. x 35 teachers (2 full days; additional after-school workshops)		\$20, 160
Ext. of service for teachers for parent presentations	\$30/hr. x 10 hrs. x 6 teachers (3 schools)		\$1, 800
Ext. of service for Library Media Specialist for program administration & technical support	\$24/hr. x 100 hrs. (approx. 33 hrs. per school)		\$2, 400
Subtotal - Code 15			\$ 24, 360

SALARIES FOR SUPPORT STAFF: Code 16

Include salaries for teacher aides, secretarial and clerical assistance, and for personnel in pupil transportation and building operation and maintenance. Do not include central administrative staff that are considered to be indirect costs, e.g., account clerks.

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Subtotal - Code 16			0

PURCHASED SERVICES: Code 40

Include consultants (indicate per diem rate), rentals, tuition, and other contractual services. Copies of contracts may be requested by the State Education Department. Purchased Services from a BOCES, if other than applicant agency, should be budgeted under Purchased Services with BOCES, Code 49.

Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
WebCT professional development training for teachers	WebCT consultants/trainers	2 full days (12 hrs.) x \$200/day x 3 trainers	\$1200
Subtotal - Code 40			\$1200

SUPPLIES AND MATERIALS: Code 45

Beginning with the 2005-06 year include computer software, library books and equipment items under \$5,000 per unit.

For earlier years include computer software, library books and equipment items under 1,000 per unit.

Description of Item	Quantity	Unit Cost	Proposed Expenditure
Subtotal - Code 45			0

INDIRECT COST: Code 90

A. Modified Direct Cost Base – Sum of all preceding subtotals (codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds)	\$ 25,560	(A)
B. Approved Restricted Indirect Cost Rate	2.7 %	(B)
C. (A) x (B) = Total Indirect Cost	\$ 690	(C)

Subtotal – Code 90

PURCHASED SERVICES WITH BOCES: Code 49

Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure
Subtotal – Code 49			0

MINOR REMODELING: Code 30

Allowable costs include salaries, associated employee benefits, purchased services, and supplies and materials related to alterations to existing sites.

Description of Work To be Performed	Calculation of Cost	Proposed Expenditure
Subtotal – Code 30		0

EQUIPMENT: Code 20

Beginning with the 2005-06 year all equipment to be purchased in support of this project with a unit cost of \$5,000 or more should be itemized in this category. Equipment items under \$5,000 should be budgeted under Supplies and Materials, Code 45. Repairs of equipment should be budgeted under Purchased Services, Code 40.

For earlier years the threshold for reporting equipment purchases was \$1,000 or more. Equipment items under \$1,000 should be budgeted under Supplies and Materials.

Description of Item	Quantity	Unit Cost	Proposed Expenditure
WebCT software program (w/ unlimited licenses)			\$15, 000
Server and peripheral equipment			\$ 8,500
Subtotal – Code 20			\$23, 500

HELPFUL REMINDERS

- ❖ Check for the required number of copies to be submitted, including the number of original signature copies. The number of copies may vary from program to program. If unsure, contact the State Education Department office responsible for the program for which you are applying.
- ❖ An approved copy of the FS-10 will be returned to the contact person at the address completed on page 1. A window envelope will be used for the return mailing; please make sure that the contact information is accurate, legible, and confined to the address field.
- ❖ Be sure to check your math and carry all subtotals forward to the Summary on Page 8. Simple mathematical errors often require Grants Finance to contact both the local agency and other State Education Department offices, resulting in unnecessary delays in program approval. And remember, use whole dollars only.
- ❖ School districts and BOCES should use the restricted indirect cost rate that has been approved for the school year in which the grant will operate. Most other agencies are subject to a fixed maximum rate depending on the grant program and type of agency. Contact Grants Finance at (518) 474-4815 if you have any questions regarding indirect costs.
- ❖ The modified direct cost used in the calculation of indirect cost must exclude equipment, minor remodeling, the portion of each subcontract exceeding \$25,000 and any flow through funds.
- ❖ Be sure to complete the Agency Code on Page 8 as well as the Project #, if pre-assigned.
- ❖ For Special Legislative projects and Grant Contracts, please enter the Contract #.
- ❖ For ease of data entry at the State Education Department, please make sure that Page 8 faces out.
- ❖ Submit forms to the State Education Department as follows:

Application, FS-10, FS-10-A – Program Office

FS-25, FS-10-F for **Special Legislative Projects** –
Special Legislative Projects Coordinating Team
New York State Education Department
Room 132 Education Building
Albany, New York 12234

FS-25, FS-10-F for other projects –
Grants Finance
New York State Education Department
Room 510W Education Building
Albany, New York 12234

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$24,360
Support Staff Salaries	16	0
Purchased Services	40	\$1,200
Supplies and Materials	45	0
Travel Expenses	46	0
Employee Benefits	80	0
Indirect Cost	90	\$690
BOCES Services	49	0
Minor Remodeling	30	0
Equipment	20	\$23,500
Grand Total		\$49,750

CHIEF ADMINISTRATOR'S CERTIFICATION

I hereby certify that the requested budget amounts are necessary for the implementation of this project and that this agency is in compliance with applicable Federal and State laws and regulations.

_____/_____/_____
 Date

 Signature

 Name and Title of Chief Administrative Officer

Agency Code:

Project #: (If pre-assigned)

Contract #:

Federal Employer ID #: (New non-municipal agencies only)

Agency Name: Syracuse City School District

FOR DEPARTMENT USE ONLY

Funding Dates: _____ / _____ / _____ From _____ To _____

Program Approval: _____ Date: _____

Fiscal Year	Amount Budgeted	First Payment
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Voucher # First Payment

Finance:

Log Approved MIR