

## **FINAL REPORT QUATRO**

### Project Goals:

- 1) to employ an experiential learning approach to project management that entails individual, small- and full-group work;
- 2) to plan and conduct a project while critically reflecting upon and evaluating each step of the process;
- 3) to work effectively as a member of a decision-making team;
- 4) to produce project management “deliverables” and a resulting “product”, in this case, a grant proposal.

The purpose of our project was to research and apply for a grant that would involve the integration of technology in a K-12 setting. Our team was to research and develop a technology integration program idea, research and select an appropriate funding agency, and develop the proposal in response to an RFP.

In addition to the grant proposal, project management “process deliverables” would document project activities, and would be completed and posted online in accordance with IDE 761 course requirements.

### Grant Proposal:

Our team completed a New York State Education Department Learning Technology Grant for Enhancing Teaching and Learning Grant. Its purpose is to improve student academic performance in relation to the NYS Learning Standards, to use technology in the classroom, to provide quality professional development to staff, to include SURR schools (schools under registration review), and to coordinate with other schools in the area. Our team submitted our idea, which was to purchase WebCT (an on-line course management system) for use by students, teachers, and parents, to provide on-going staff development and training, to provide enhanced academic opportunities for students, and to electronically connect the schools with the community. The final grant application was approved by all team members and submitted on April 18, 2005, after minimal revisions.

### Project Summary:

Overall, Team Quatro met all project goals. We were successful in completing the grant application and all deliverables, which were submitted in a timely manner. From the beginning, assignments and roles were determined by the strengths and experiences of

each individual team member, and this worked well. Activities and “deliverables” which were originally assigned to one team member occasionally were re-assigned after time, based on skill level, area of strength, etc. These adjustments are reflected in the WBS, the WPD, and the WPA. These documents helped keep the team on task and within timeframes. These documents, or “deliverables” were completed by a particular team member, but posted online for all team members to review and comment on, and for a designated team member to edit. Weekly schedules were designed and weekly goals and objectives were met.

Communication between team members was mostly on-line, although several face-to-face meetings were also held. Team members posted comments in our discussion area, and documents in the file exchange area, regularly, as well as participated in on-line chats weekly. Meetings (on-line as well as face-to-face) were productive and positive.

Every team member worked hard and participated equally. Team Quatro was led by a strong, knowledgeable Project Manager who kept team members on task, and the team was cohesive, competent, and professional. Respect was shown for each team member, personally as well as professionally, and decision-making was collaborative and fair. The experiential learning approach seemed to work well for Team Quatro, who each benefited by being part of a successful, strategic planning process.

**QUATRO**