Grant Assistance Tool Kit

Enhancing Education Through Technology

Featuring **EasyTech**

With professional development from Learning.com

Learning.com has prepared this Grant Assistance Tool Kit in partnership with GrantsQuest, Ltd. Co. to assist Local Education Agencies (LEAs) in the development of a grant project for the *Enhancing Education Through Technology Program (Ed Tech)* that incorporates **EasyTech** and Learning.com professional development services. The tool kit provides key information in these areas:

- Funding program information
- Alignment of **EasyTech** to Ed Tech requirements
- Grant writing support

About EasyTech

EasyTech, a proven, Web-delivered K-8 technology literacy curriculum, supports teachers to easily and effectively integrate technology skills into their math, science, language arts and social studies instruction. Engaging and interactive, it provides students with the skills they need to be successful in their 21st century careers and lives.

Self-paced, interactive tutorials engage students in activities they find relevant and fun. We're proud to say teachers regularly report how fully engaged students are when using **EasyTech**. Students feel a sense of accomplishment as they exercise critical thinking skills with **EasyTech's** cast of animated characters. Its smart instructional design, coupled with guided practice and immediate feedback, means students gain technology skills more effectively than merely following steps through a rote exercise. They grasp how and why technology applies to real-world challenges by:

- Creating pie charts in spreadsheets to understand fractions of a whole
- Organizing data in a table or line graph to help identify trends or test a hypothesis

EasyTech also provides teachers and district personnel with comprehensive implementation training and ongoing customized professional development.

Using the Tool Kit

This tool kit is designed as a resource to provide information that can be used when completing a local application for grant funds. It only addresses application requirements that are pertinent to **EasyTech** and does not cover all grant expectations. The tool kit also includes grant writing tips and examples of the types of information needed when applying for a grant. Please contact your state department of education for the official application that has all the requirements and guidelines.

Contents

***Please note** these symbols throughout the tool kit to help you write your application:*

Highlights additional support and suggestions for writing your application.

*Refers to Learning.com **EasyTech** features.*

*Because every grant project is unique, it is important to adapt the language provided in this tool kit rather than copy it. Your proposal is more likely to be successful if you **customize** your application. Be sure to incorporate specific information about your project's needs, vision, programs, and design when you write your application.*

Funding Program Overview: Enhancing Education Through Technology

The information in this section of the tool kit is based on the final *Guidance on the Enhancing Education Through Technology (Ed Tech or E2T2) Program,* March 11, 2002 that is available at the following Web site: http://www.ed.gov/programs/edtech/guidance.doc

Goal of Ed Tech

Title II, Part D, of the *No Child Left Behind Act of 2001* (NCLB) is known as the *Enhancing Education Through Technology Program (Ed Tech)*. The *Ed Tech* program provides funds to:

- Increase student achievement in elementary and secondary schools through the use of technology
- Help students become technologically literate
- Integrate technology into the curriculum through professional development and the use of research-based instructional methods

Allocation of Funds

After 5% of *Ed Tech* funds are reserved for state-level activities, the remainder of the funds must be divided equally between competitive grants and formula grants.

Formula Grants are distributed based on *Title I, Part A* allocations. ***Competitive Grants*** are defined by each state according to federal guidelines and made available to eligible local entities.

Acceptable Use of Funds

LEA recipients are required to use at least 25% of *Ed Tech* funds for ongoing professional development in the integration of advanced technologies into the curricula and use technology to create new learning environments. In addition, recipients may use funds for:

- Acquiring proven and effective courses and curricula that include integrated technology and are designed to help students meet challenging academic standards
- Increasing access to technology for students and teachers, with special emphasis on the access of high-need schools
- Adapting or expanding applications of technology to allow teachers to use research-based teaching practices and distance learning to increase student achievement
- Implementing effective technology-based courses and curricula that are designed to help students meet challenging academic standards
- Promoting parental involvement and communication with students, parents, and teachers about curricula, assignments, and assessments. Training teachers to become Technology Leaders who will assist other teachers.
- Using technology to gather and analyze data in order to enhance teaching and improve academic achievement

EasyTech, *including professional development support from Learning.com, effectively integrates technology across the curriculum to raise student achievement; therefore, these services qualify for purchase with either Ed Tech formula or competitive grant funds.*

Eligibility

LEAs receiving *Title I, Part A* funding are eligible to receive *Ed Tech* formula funding. Eligibility for competitive *Ed Tech* grants is determined by each state according to the federal guidelines, so please refer to your state's RFA for the specific details.

Required Project Components

To apply for both formula and competitive grant funds, an LEA must have a new or updated long-range strategic educational technology plan that is consistent with the objectives of the statewide technology plan and aligned to these 13 federal *Ed Tech* components:

1. Strategies for improving academic achievement and teacher effectiveness
2. Specific goals aligned with challenging state standards
3. Steps to increase accessibility
4. Promotion of curricula and teaching strategies that integrate technology
5. Ongoing, sustained professional development
6. Technology type and costs
7. Coordination with other resources
8. Integration of technology with curricula and instruction
9. Innovative delivery strategies
10. Parental involvement
11. Accountability measures
12. Supporting resources
13. Collaboration with adult literacy service providers

*For **EasyTech** alignment to 12 of these criteria, please see the chart on pages 5-10.*

Accountability

In addition to having a long-range technology plan, LEAs and eligible local entities must evaluate which funded activities are effective in 1) integrating technology into the curriculum and instruction, 2) increasing the ability of teachers to teach, and 3) enabling students to meet challenging state standards.

EasyTech Alignment to Federal Ed Tech Requirements

According to the federal guidance for *Ed Tech*, an LEA's technology plan must address 13 specific components in order to qualify for either formula or competitive funding. The following chart details how **EasyTech** meets 12 of these required Ed Tech components.

1. Goals and Strategies

Required Ed Tech Component	EasyTech Program
1.1 Identify and describe your goals for using advanced technology to improve student academic achievement, and how those goals are aligned with challenging State academic content and student academic achievement standards.	• **EasyTech** lessons and practices are accessed online, removing the obstacles to meaningful technology integration and the resulting student success • Most lessons and practices introduce "realworld"/ professional-based problems that can be solved using technology skills • Printable offline activities and discussions introduce real-world problems in the context of core curriculum • **EasyTech** curriculum reinforces state core curriculum standards in language arts, math, science, and social studies
Recommended Activities: • Students should be tech literate • Students should use technology to work with core curriculum and complete assignments • Students should recognize technology in all aspects of life and use it appropriately • Students should become more efficient in their daily curriculum tasks through the use of technology	

Required Ed Tech Component	EasyTech Program
1.2 Outline the district's long-term strategies for improving student academic achievement, including technology literacy, though effective use of technology in classrooms, and improving the capacity of teachers to integrate technology effectively into the curricula and instruction	• **EasyTech** can be accessed by all teachers, students, administrators, and parents associated with a licensed school or district • **EasyTech** offers online teacher resources and ongoing staff training support • **EasyTech** includes teacher lesson plans, student worksheets, model projects, and assessment rubrics all geared to support classroom teaching of core subjects • **EasyTech** curriculum meets national and state technology standards, and reinforces state core curriculum standards in language arts, math, science, and social studies • **EasyTech** offers ongoing staff development and support

Recommended Activities:

- Improve infrastructure and access to technology
- Provide student and teacher training in technology and applied technology
- Provide integration resources for teachers to use and build upon
- Provide relevant, standards-based activities
- Provide professional development for teachers' ongoing training (teacher tech training, integration training, instruction about effective use of technology in classroom)

Required Ed Tech Component	EasyTech Program
1.3 Describe how the district will ensure ongoing integration of technology into school curricula and instructional strategies in all schools, so that technology will be fully integrated into the curricula and instruction of the schools.	• The **EasyTech** management system offers a tracking system that monitors individual student, class, teacher, and school-wide progress to promote accountability • **EasyTech** includes multiple forms of assessment to provide individualized instruction and ensure that students are technologically literate • Final student projects can be printed and kept in student portfolios to measure and showcase student progress • Activities can be modified to suit individual teacher needs or be paired with selected lessons to develop custom plans for technology integration • All **EasyTech** technology curriculum allows for student group changes over time while meeting individual student learning needs • **EasyTech** provides ongoing staff training and online teacher resources • **EasyTech** is a complete scoped and sequenced technology curriculum for K-8

Recommended Activities:

- Use technology increasingly and consistently as a tool to complete daily lessons and projects
- Use portfolios to assess students' ongoing skills; track classes' progress
- Provide resources for implementation of technology curriculum
- Track and assess teachers' technology and integration skills
- Pretest at beginning of every year
- Assess progress at end of year
- Set goals for the year based on the progress of the previous year
- Set technology requirements for advancing to grades/grade ranges
- Provide means for collaboration and communication between relevant parties in the school

Required Ed Tech Component	EasyTech Program
1.4 Describe how public and private entities will participate in the implementation and support of the plan.	• As a private entity, Learning.com provides materials and resources on a yearly renewal basis for technology training and curriculum integration of technology
Recommended Activities: **Public** School, district, and state support — funding (grants), PTA support, program implementation, standardized tests **Private** Materials, hardware and infrastructure access, software, curriculum/training resources, professional development	

Required Ed Tech Component	EasyTech Program
1.5 Describe how the plan addresses teacher preparation, professional development, and curriculum development to ensure that teachers and principals in the District are technologically literate.	• **EasyTech** provides online teacher resources, and ongoing staff training and support • **EasyTech** lessons and practices can be taken multiple times by teachers associated with a licensed school, allowing for ongoing, just-in-time reinforcement of skills • All **EasyTech** technology curriculum uses a step-by-step model, moving from introducing and teaching technology skills to using those skills to solve daily learning and curriculum tasks and problems
Recommended Activities: • Provide ongoing support and training resources and materials • Provide opportunities for reinforcement and review of skills learned • Plan or step-by-step process to follow • Require a technology component and assessment for future certification and recertification • Incorporate professional development program for increasing tech and integration skills	

2. Accountability

Required Ed Tech Component	EasyTech Program
2.1 Describe the process and accountability measures that the District will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction.	• The **EasyTech** management system offers real-time reports on student technology skills progress, as well as their raw scores, time-on-task, percentage correct, and overall scores • **EasyTech** quizzes mark the end of each unit to test students' proficiency with unit material • Quizzes serve as pre-tests to establish a baseline of students' grasp of specific concepts • Activity final products can serve as class or individual student portfolios to illustrate achievement
Recommended Activities: • Perform classroom observation • Keep portfolios (class and individual student) • Require and review teacher created tech curriculum/integration plans	

3. Increased Access

Required Ed Tech Component	EasyTech Program
3.1 Describe how the State educational agency will take steps to ensure that all students and teachers in the State, particularly students and teachers in schools served by high need local educational agencies, have increased access to technology.	• **EasyTech** is delivered online, promoting anytime/anywhere learning • A spiral curriculum with varying complexity gives schools the flexibility to begin the system at any grade level • The curriculum is neither platform- nor software-specific, meaning that the skills students and teachers acquire are transferable to any brand of hardware or technology application a school may be using • **EasyTech** is easily implemented in classroom, computer lab, library, or home settings
Recommended Activities: • Identify schools with high-need and/or low resources and increase infrastructure there • Distribute resources according to formula • Provide after school access • Provide online/distance learning opportunities in libraries or other community locations	

Required Ed Tech Component	EasyTech Program
3.2 Describe the State's long-term strategies for financing technology to ensure that all students, teachers, and classrooms have access to technology.	• Federal, state, and other local sources of funds specified for materials purchase, professional development, and ESL/Special Education have been used for purchase of **EasyTech** • Several states have approved or adopted **EasyTech** as supplementary language arts and math instructional materials and can therefore use appropriated funds for its purchase • Several states have adopted **EasyTech** in their statewide textbook adoptions and therefore may use state textbook funds for its purchase
Recommended Activities: • Decide what infrastructure/hardware needs to be acquired or improved • Create an upgrade plan • Create an annual plan for providing curriculum/ training • Establish a minimum level of spending for needed upgrades, training, and ongoing curriculum resources	

Required Ed Tech Component	EasyTech Program
3.3 Describe how the District will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those schools in the District that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources	• All teachers, students, administrators, and parents associated with a licensed school or district can access **EasyTech** curriculum wherever they have Internet access, promoting anywhere/anytime learning • **EasyTech** teaches the technology skills in context of real-world problems, preparing students for a lifetime of success
Recommended Activities: • Identify online resources and curriculum • Look into state approval/adoption for materials that may provide discounts or subsidies for funding them • Establish distance/off-site labs in rural areas • Issue laptops with needed software to students in rural areas for the school year • Hold seminars/workshops in outlying areas • Establish toll-free or local toll number for students in rural areas to access the Internet and online resources	

4. Incentives, Best Practices, and Parental Involvement

Required Ed Tech Component	EasyTech Program
4.1 Describe the technology resources and systems that the District will provide for the purpose of establishing best practices that can be widely replicated by schools in the District and local educational agencies in the State and in other States.	• **EasyTech** is delivered completely online, which means its method and the use of its resources can be consistently and widely replicated • **EasyTech** staff development and support provides users with best practices
Recommended Activities: • Provide online delivered resources • Implement a standard curriculum and process for delivering it • Provide hardware/materials and consistent access	

Required Ed Tech Component	EasyTech Program
4.2 Describe the District's strategies for using technology to increase parental involvement	• Parents share their students' access (from either home computers, if available, or from community or library-based labs) to work with students as they take lessons or practices, or to brush up on their own technology skills • Certificates are awarded upon completion of lessons to take home and share with parents • Activities can be collected into student portfolios • **EasyTech** provides a parent guide, which helps outline parental involvement in the system • Some schools have adopted Family Nights or Family Programs for technology education and skill building for students and parents without computers at home
Recommended Activities: • Student portfolios to showcase work • Home access to online resources and materials for those with home computers • Public labs with access for those without home computers • Community/parent workshops showcasing and training with online resources	

Customize Your Competitive Grant

This section of the tool kit provides basic information for those preparing to write a competitive *Ed Tech* grant. It is *not* intended to fully explain every grant application, but should help you understand what to include. While applications do vary, the basic parts of a competitive *Ed Tech* grant are fairly consistent.

Because each state has considerable flexibility in developing the criteria and priorities for awarding Ed Tech competitive grants, it is important to obtain the official application from your state department of education as it contains the official instructions, schedules, and application requirements.

Parts of an Ed Tech Grant Application

There are 11 basic parts to a competitive grant application. Information is provided for each of these parts to help you make sure all components are thoroughly addressed. Remember to incorporate specific information that is unique to your project for each of these areas.

1. Summary or Abstract
2. Needs Assessment
3. Educational Goals and Objectives
4. Activities and Timeline
5. Professional Development
6. Project Management
7. Resource Management
8. Sustainability
9. Assessment and Evaluation
10. Budget
11. Appendix

1. Summary or Abstract

The summary or abstract encapsulates all the components of the proposal and gives an overview of the proposed project; it is basically, the project "in a nutshell." The Summary/ abstract should include the following information:

- The target population – Who will the project directly impact?
- The need/problem – What need will the project address?
- The educational goals – What does the project strive to ultimately accomplish?
- The performance targets and indicators – Who will do what by when?
- The activities – How will the project be carried out?

Because the abstract is essentially a summary of the project, you should write it after the grant proposal is completed. It can be summarized from other parts of the proposal. Keep in mind that the abstract, while written last, will be the first section of the proposal read, so is very important. This is your first chance to grab the grant reviewer's attention.

2. Needs Assessment

The needs assessment is one of the most critical parts of the proposal as it specifies the educational needs that the project addresses and indicates how they were identified. Relevant data, such as standardized test scores or survey results, are used to substantiate the educational needs of the targeted population, which should include students, teachers, and parents.

The focal point of the needs assessment should be *acquisition of services* for the targeted population, and *not acquisition of technology or funds.*

Step One: Gather the Data

Before any writing can begin, you will need to gather all of the relevant data for the targeted population. Examples of the types of data to gather might include, but not be limited to:

- Demographic Data • Socioeconomic Data
- Student Performance Levels • Instructional Needs
- Parental Involvement Needs • Technology Needs
- Professional Development Needs

It is important to conduct a staff needs assessment survey prior to determining goals, performance targets, and activities. Conduct the same survey at the end of the project as part of the evaluation plan to determine if goals have been achieved.

The Learning.com **TechLiteracy Assessment** provides a Web-delivered authentic assessment that measures and reports students' technology skills and provides data to support improved student learning outcomes. Educators get timely and automatic reports to help them meet accountability requirements, pinpoint technology challenges that need addressing, and identify teaching strategies that support technology skill development.

Step Two: Review the Data

Have several people, such as classroom teachers, curriculum specialists, technology leaders, and Special Education teachers, review the data. Look at the student performance data as a whole set, but then disaggregate the data into subsets by demographic focus groups.

Step Three: Determine Needs Based Upon the Data

Based upon the disaggregated data, determine the specific needs for students, teachers, and parents. The educational goals, performance targets, and activities will be based upon these specific needs.

Step Four: Write the Needs Assessment

Using the data gathered in Step One and the needs established in Step Three, develop a clear and detailed statement that specifies needs for academic achievement, technology, professional development, and parental involvement

3. Educational Goals and Objectives

First and foremost, your *educational goals* must be aligned with the project's assessed educational needs and consistent with the goals of the federal and state *Ed Tech* grant program. An educational goal states the planned outcome that will solve the problems addressed in the needs assessment. Project goals must be *educational* goals and not merely the acquisition of technology.

Be sure to develop goals and activities within each of the following four areas, as these are areas addressed by Ed Tech legislation for the application of competitive funds.

1. *Instructional Design/Content*
2. *Professional Development*
3. *School-to-Home Connection*
4. *Assessment/Evaluation*

Objectives help meet the educational goals. They clearly define the *performance targets* that must be measurable and related to a specific time. A series of objectives, or performance targets, should increase in expectation as they progress on a timeline, culminating in an overall performance or educational goal. The expectation is that at the end of the grant project calendar, the applicant meets the goals.

Objectives should be Specific, Measurable, Attainable, Relevant, and Timely (**SMART**). *Effectiveness indicators* detail the type of information used to measure whether or not an objective is reached. These indicators should be objective and quantifiable. *Effectiveness indicators* can include, but are not limited to:

• Number of teachers trained • Cost per student for technology services • Number, types, and frequency of technology staff development sessions • Percent of parents participating	• Student achievement scores • Drop out rates • Percent of students in high-needs schools with increased access to technology • Percent increase in all students' technology skills

Please see examples of ways to organize your goals, objectives, and effectiveness indicators on page 19 of this tool kit.

4. Activities and Timeline

Activities are even more specific than goals. They explain *who will do what, when, where, and for how long.* For each goal, list the activities to be conducted. The activities should address these areas:

- Methods used to identify and promote educational strategies that integrate technology effectively into the curriculum
- Steps taken to ensure access to technology for students and teachers
- Actions to promote parental involvement and increase communication
- Strategies for using innovative means to deliver specialized curricula

Be sure your activities:

- Relate directly to the program goals, as well as to the project description and project requirements of the RFA
- Address the identified needs of the targeted population that should include students, teachers, and parents
- Are clearly stated and sufficient to carry out the proposed program
- Are designed to provide measurable outcomes

Sample activities for the goal area of Instructional Design/Content can be found on page 23.

Proposals should include a timeline indicating when project activities will occur. The timeline should indicate the anticipated starting and ending dates (i.e., month and year) for *each major activity.*

Please see examples of ways to organize your activities into a Quarterly Timeline on page 22 of this tool kit.

5. Professional Development

Recipients of *Ed Tech* competitive grants must use *at least 25%* of the funds to provide sustained, intensive, high-quality professional development that will help teachers, administrators and staff learn to use technology to improve teaching and learning.

This section should specify professional development goals that address the *how* and *why* of teaching and learning with technology. Relate professional development to curriculum development and integration, access to technology, or student achievement.

Sample goal: *All teachers and administrators will receive online professional development to expand their understanding of how to apply effective research-based methods and strategies to integrate technology into the entire school curriculum.*

Learning.com *professional development is specifically designed to support* ***EasyTech*** *classroom implementation, improve teacher practice, and raise student achievement so that sustained results are possible beyond the grant-funding period.*

Learning.com will work with districts to customize options according to specific needs. The ***EasyTech*** on-site *professional development plan includes these solutions:*

a) Integrate Technology with EasyTech
This workshop focuses on aligning **EasyTech** to student core content and technology needs. Participants will leave this workshop with a clear action plan for integrating technology into their teaching practices.

The HALF-DAY (3 hours) workshop includes:

- Identification of student core content and technology needs
- Review of basic **EasyTech** functionality and management system (if needed)
- Hands-on exploration of the **EasyTech** curriculum and how it addresses identified student core content and technology needs

The FULL-DAY (6 hours) workshop also includes:

- Suggestions for applying **EasyTech** curriculum to classroom instruction and district-provided software applications
- Strategies for using and adapting **EasyTech** activities to address student core content and technology needs

b) Curriculum Mapping with EasyTech
This workshop will help educators build a curriculum plan that incorporates technology and EasyTech at each grade level.

This FULL-DAY (6 hours) workshop includes:

- Explore the **EasyTech** curriculum and management system
- Create **EasyTech** assignments based on the curriculum map
- Identify effective use of technology for instruction
- Determine accountability and assessment strategies
- Develop a consistent curriculum map that incorporates technology and **EasyTech**

c) The EasyTech Classroom Modeling and Mentoring
This workshop helps educators identify and implement effective teaching strategies with **EasyTech**. An experienced **EasyTech** Trainer comes to your campus to lead and/or observe technology integrated activities in the classroom or lab.

This FULL-DAY (6 hours) workshop includes:

- Plan with teachers by exploring the **EasyTech** curriculum and finding activities that support what is already being taught in the classroom
- Provide teachers with the opportunity to observe or team–teach an effective technology integration activity in the classroom
- Allow for debriefing and future planning with the **EasyTech** Trainer

6. Project Management

A project management plan specifies how grant activities will be managed and monitored on a day-to-day basis to ensure successful implementation.

In a grant proposal, describe the members of the project management team, indicating the responsibilities of each member and the credentials that support their selection. Include the background training, experience, and qualifications of the grant project director, who is responsible for the day-to-day activities.

You may refer to each member's credentials, but include resumés only in the appendix and only if the application instructions allow for them.

Information about the project team members can be presented in a chart similar to the one on page 26.

7. Resource Management

Applications require an explanation about how existing resources will be managed so that grant funds are maximized. Provide an explanation of the relationship and coordination of the proposed project with other programs in the district or on a school's campus and with other community, state, and federal resources.

The purpose of a resource management description is to illustrate the cost-effectiveness of the project. Keep the "cost per pupil" aligned to the local or state "per pupil expenditure" for the LEA.

***EasyTech** contains all the necessary materials to address teacher and student needs for one year. These materials include student software licenses that can be transferred from student to student as they move in and out of the program. This lowers the cost per student over time. (Please contact a Learning.com representative to discuss a customized plan and review associated costs.)*

***EasyTech** can be effectively integrated with other technology related school or district activities that are being funded from sources other than Ed Tech. Some of the federal funding programs for which **EasyTech** qualifies include:*

- *Title I, Part A – Improving Basic Programs*
- *Title I – Supplemental Educational Services*
- *Title II, Part A – Improving Teacher Quality*
- *Title II, Part D – Ed Tech (Formula)*
- *Title V, Part A – Innovative Programs*
- *21st Century Community Learning Centers*
- *Smaller Learning Communities*

8. Sustainability

Sustainability refers to how the program will continue when grant funds expire. Describe the commitment to continuing the project in subsequent years with reduced levels of funding and the support from the administration in terms of financial resources, space/facility resources, and personnel dedicated to the project.

*Learning.com is committed to ensuring the sustainability of **EasyTech** beyond the period funded by an Ed Tech grant. To this end, Learning.com will work with a district to train its teachers in the use of effective, research-based instructional methodologies and offers a variety of ongoing support to ensure the continued development of the skills and strategies students need to succeed in school.*

9. Assessment and Evaluation

Assessment recaptures data and highlights the project accomplishments. Conduct it during the course of the project timeline and at the conclusion of the project. Both process and product data should be included in the evaluation plan.

Process Evaluation	Product Evaluation
Process Evaluation is used to gather information about how successfully the project was implemented as planned and to assess its impact on the targeted population. • Site visits or administrative observations • Integration surveys • External evaluation of long-term impact on student achievement • Professional development training completed	Product Evaluation focuses on measuring final outcomes against project goals, objectives, and performance targets. • Pre- and post-staff needs assessment surveys • Evaluation of professional development activities • Standardized or benchmark tests of student achievement.

A sample Evaluation Plan is provided on pages 27. Because every grant project is unique, it is important to adapt the language in the evaluation plan so it is customized to your specific project.

Be sure to detail a comprehensive evaluation plan with specific accountability measures and procedures that identify and assess:

- Student Academic Achievement—To meet one of the required performance indicators and educational goals, determine how the proposed project will increase student achievement and then measure the success of the project's methods. Acceptable measures of student achievement should be standards-based, criterion-referenced assessments.

The TechLiteracy Assessment tool's powerful reporting options provide the data to meet accountability requirements, identify challenges from the district to the school level, individualize instruction, evaluate technology resource use, and help set goals for future technology programs and investments. And it provides a consistent comparison of student performance across schools within a district, and to districts across the United States.

- Teachers' ability to effectively integrate technology into curricula and instruction—An *Ed Tech* competitively funded project must improve the capacity of teachers to successfully integrate technology into curricula and instruction.

The facilitated professional development courses from Learning.com provide:

- *Tips for effectively using **EasyTech** Topic Software*
- *Ideas for using **EasyTech's** assessments and reports to inform instruction*
- *Proven, scientifically based teaching strategies and methods to help raise student achievement in reading*
- *24-hour, just-in-time access to resources and training materials*
- *Strategies for teaching English-language learners and special needs students*

- Parental Involvement—An extremely important requirement of the *Ed Tech* competitive grant program is that projects demonstrate an increase in parental involvement and communication. One way to gather the parental involvement data is to survey parents' opinions and behaviors regarding their involvement in schools. Match your goals to the needs identified on the survey.

*The **EasyTech** curriculum produces up-to-the-minute customized progress reports with specific feedback that teachers can use easily and frequently to enhance communication between school and home.*

10. Budget

When preparing a budget, keep in mind that at least 25% of *Ed Tech* funds must be used to provide ongoing, high-quality professional development. The remaining funds can be used to carry out other activities aligned with the State's priorities and the LEA's technology plan.

The budget is an estimate of the project costs, but the project budget should be as accurate as possible at the time of submission. It should not include any "padded" amounts for expenditures.

- *The budget and narrative should align directly. It is best to make a list of all budgetary costs, based upon the narrative sections.*
- *Make sure that the budget includes a line item for every cost that the narrative describes.*
- *It is advisable to consult with your business office prior to submitting the application.*

11. Appendix

The appendix will vary depending on what the application allows. Some do not allow an appendix, while others require that such documents as letters of support, resumés of key personnel, job descriptions, and schematics of technology networks be included.

The applicant should submit only what the official application allows.

Grant Writing Tools and Tips Helpful Hints

Helpful Hints

Grant writing is a challenge for both novice and experienced writers. Grants are highly competitive, and rejection is disappointing. To avoid undue stress, realize that your proposal may be funded or it may not. A grant proposal is similar to a personal resumé; you have only one chance to make a good impression and grab the reviewers' attention.

Here are some helpful hints to ensure that your proposal is effective and competitive.

- FOLLOW THE DIRECTIONS! Carefully read the RFA/RFP to ensure that you include all of the required information and forms.
- Disaggregate student achievement data and identify your needs.
- Write concisely and in the active voice.
- Write to communicate, not to impress.
- Write, rewrite, and then ask an objective reader to comment and edit.
- Use a simple document design—Times New Roman or Arial, 10- or 12-point font.
- Note the application deadline. Send or deliver your proposal *prior* to the deadline.
- If your proposal is not funded, be sure to request copies of the reviewers' comments and use them to improve the proposal before the next submission.
- Be persistent. Consider the grants that are not funded as valuable practice and choose to learn from the experience.
- If Start early, plan ahead, and allow plenty of time for writing, revising, and editing.
- Remember that a deadline is a deadline.
- You do not qualify, do not apply!

*For more information about **EasyTech** that you can use in writing your grant, please contact a Learning.com sales representative at 800.580.4640.*

Sample Goals, Objectives, and Effectiveness Indicators

Writing clear and precise goals and performance targets (objectives) with related effectiveness indicators is crucial to implementing and evaluating an effective, research-based grant project.

Goals state the planned outcome that will solve the problem addressed in the needs statement.

Performance targets are a series of clearly defined *objectives* that increase in expectation as they progress on a timeline, culminating at an overall performance or educational goal.

Performance targets are Specific, Measurable, Attainable, Research-based, and Timely (SMART).

Effectiveness indicators detail the type of specific information used to measure whether or not an objective is reached.

The following charts provide examples of how goals, objectives, and effectiveness indicators are related and can be identified for these areas:

- Instructional Design/Content
- Professional Development
- School-to-Home Connection
- Assessment/Evaluation

Be sure to develop your own goals, performance targets, and effectiveness indicators that relate specifically to your project's needs.

Instructional Design/Content

Identify curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research, leading to improvements in student academic achievement, as measured by challenging State academic content and student academic achievement standards

EasyTech *is a research-based technology literacy curriculum.* ***EasyTech*** *utilizes instruction, engaging and age-appropriate content, and technology to ensure that differentiated instruction and guided practice take place.* ***EasyTech*** *provides the following targeted skills instruction that is aligned to ISTE NETS, state, and core curriculum standards:*

Computer fundamentals
Word processing
Graphics
Visual mapping
Database
Spreadsheets
Graphing
Email
Presentation
Web browsing
Multimedia
Basic HTML
Communicating online

Educational Goal:
All middle school Language Arts teachers will implement proven and effective technology-based programs that are designed to help raise student achievement in reading.

Objectives (Performance Targets)	Positions Responsible	Timeline	Effectiveness Indicator
By the end of the <YEAR> school year, 100% of the middle school Language Arts Teachers in the district will effectively integrate technology to improve reading skills. By the end of the <YEAR> school year, 75% of the middle school Language Arts Teachers will effectively integrate technology to improve reading skills.	Middle school Language Arts Teachers	Sept. <YEAR> to June <YEAR>	Percentage of middle school Language Arts Teachers using technology to teach reading as measured by classroom and based on lesson plans, administrative observations, and/or surveys

Professional Development

- Adapting or expanding applications of technology to allow Teachers to use research-based teaching practices and distance learning to increase student achievement
- Training teachers to become Technology Leaders who will assist other teachers

EasyTech *offers an in-service and professional development plan that district teams may customize. It includes customizable seminars that provide teachers with ongoing, in-depth professional development designed specifically for* ***EasyTech*** *as outlined on page 15.*

Educational Goal:
All Teachers and Administrators will receive professional development to expand their understanding of technology literacy and how to integrate technology skills into their reading instruction.

Objectives (Performance Targets)	Positions Responsible	Timeline	Effectiveness Indicator
By June of <YEAR>, 100% of middle school Language Arts Teachers and campus Administrators will be enrolled in professional development courses that address technology literacy and integrating technology skills into their reading instruction to middle school students.	Administrators, Teachers	June <YEAR>	Percentage of Language Arts Teachers and administrators successfully completing professional development courses in technology literacy and integrating technology skills into their reading instruction

School-to-Home Connection

Promoting parental involvement and communication with students, parents, and Teachers about curricula, assignments, and assessments

EasyTech's *assessment reports present detailed information about students' progress, which can be shared with caregivers in Parent Letters and during conferences.*

Educational Goal:
Parents will be regularly informed about the effectiveness of the technology-based programs at raising their child's achievement in reading.

Objectives (Performance Targets)	Positions Responsible	Timeline	Effectiveness Indicator
For the <YEAR> school year, Teachers will send parents weekly student progress reports regarding the growth being made in reading achievement along with specific suggestions about how support can be given at home.	Teachers	Sept. <YEAR> to June <YEAR>	Frequency of parental communication as measured by teacher records and software reports

Assessment/Evaluation

Using technology to gather and analyze data in order to enhance teaching and improve academic achievement.

*The **TechLiteracy Assessment** continuously gathers data from the moment a student logs on to the Software. This data includes the results of ongoing diagnostic and curriculum-embedded assessments, as well as continuous evaluation of student progress and mastery. It also produces detailed progress reports, allowing teachers to identify the skills mastered and areas where improvement is needed so instruction can be modified accordingly.*

The assessment is also an effective instrument for gathering data that can be used to evaluate the effectiveness of the grant project. It helps teachers individualize instruction and track student skills growth over time.

Educational Goal:
The district will determine the effectiveness of the integrated technology literacy program at raising student achievement over the period of the grant project.

Objectives (Performance Targets)	Positions Responsible	Timeline	Effectiveness Indicator
In the Spring of <YEAR>, 80% of students involved in the integrated technology literacy program will raise their <YEAR> scores on the state reading assessment by five points.	Teachers, Technology Leaders, Campus Administrators	March <YEAR>	Number of points gained in reading between the <YEAR> and the <YEAR> state assessments.

Sample Activities

Activities explain who will do what, when, where, and for how long. You need to include detailed activities for each goal and performance target. The table below gives specific examples and shows the alignment of the goal, objective, and effectiveness indicators to the activities.

These are provided as examples or suggestions. You should develop your own activities specific to your needs.

Educational Goal: All Teachers will be able to integrate advanced multimedia applications into curricula and instruction at all grade levels.			
Objective: For the <YEAR> school year, 100% of the eighth-grade Reading Teachers will use technology to improve student reading skills.			
Specific Activities	**Positions Responsible**	**Timeline**	**Effectiveness Indicator**
1. Purchase ***EasyTech***	Department Chairperson	April <YEAR>	Purchase orders
2. Schedule one leadership training session for Administrators, Technology Coordinators, and Reading Coaches	Campus Administrator	August <YEAR>	Number of Administrators, Technology Coordinators and eighth-grade Teachers completing the training
3. Schedule one implementation training session for eighth-grade Teachers	Department Chairperson	August <YEAR>	Number of eighth-grade Teachers completing the training
4. Enroll eighth-grade Teachers in the **Learning.com** facilitated online professional development course to assist in the effective implementation of ***EasyTech***	Department Chairperson	August <YEAR>	Number of eighth-grade Teachers completing the *PD* course
5. Implement the ***EasyTech*** curriculum	Eighth-grade Teachers	Sept. <YEAR>	Number of eighth-grade Teachers using ***EasyTech***
6. Students take state reading exams	Eighth-grade Teachers	April <YEAR>	Increase in reading scores over the April <YEAR> scores

Sample Quarterly Timeline
This sample timeline includes generalized activities that occur each quarter. Applicants are encouraged to organize grant activities into a similar quarterly timeline, which allows for time fluctuations depending on the release of funds.

These are provided as examples or suggestions. You should develop your own timeline specific to your needs.

First Quarter

- Organize Executive Committee
- Plan and begin quarterly meetings to monitor and adjust programmatic and financial activities
- Review grant activities and organize into quarterly timelines
- Create a checklist for each quarter's activities
- Meet with district and campus personnel to distribute quarterly timeline and checklist of activities
- Meet with project evaluator to plan progress monitoring deadlines and make a list of evaluation documentation to be collected quarterly
- Meet with community partners to review responsibilities
- Begin purchasing

*Teachers don't have to stop or change what they plan to teach to integrate technology into their day. Instead, **EasyTech** provides comprehensive, scoped and sequenced lessons and activities that incorporate technology skills into their curriculum. Please contact a Learning.com representative to discuss a customized plan and review associated costs.*

Second Quarter

- Develop evaluation forms and processes for collecting information and data

***EasyTech** reports enable teachers to easily track student progress with detailed, real-time reports. Reports can be generated for classes, lessons, individuals, or standards and can capture overall scores, completion percentages, time-on-task data, and much more. Teachers and administrators find the reports useful to inform and plan instruction, to report student achievement at parent-teacher conferences, and to monitor student progress toward technology literacy goals.*

- Begin monthly project meetings with campus personnel
- Conduct professional development and quarterly thereafter
- Continue purchasing
- Meet with parents at each site to solicit input on program effectiveness
- Conduct instructional technology activities

***EasyTech's** self-paced, interactive tutorials engage students in activities they find relevant and fun and teachers regularly report how fully engaged students are when using **EasyTech.** Students feel a sense of accomplishment as they exercise critical thinking skills with **EasyTech's** cast of animated characters. Its smart instructional design, coupled with guided practice and immediate feedback, means students gain technology skills more effectively than merely following steps through a rote exercise.*

- Conduct administrative walk-through observations to assess technology integration into instruction
- Assess program level of success and progress toward goals and objectives
- Gather documentation of all programmatic activities at monthly meetings
- Assess project goals, objectives, timelines, and check lists to ensure project is on target

Third Quarter

- Complete final purchasing of grant materials
- File required financial and programmatic progress reports
- Continue professional development activities

EasyTech *is supported by an on-going facilitated professional development courses as identified on page 14.*

- Continue instructional development activities
- Host Student Technology Fair to display and demonstrate student work
- Continue to gather documentation of project activities
- Meet with external evaluator to share documentation and set deadlines for final evaluation activities
- Assess project goals, objectives, timelines, and checklists to ensure project is on target

Fourth Quarter

- Conclude instructional technology activities
- Conclude parental involvement activities

The ***EasyTech*** *program promotes parental involvement by:*

- *Individual diagnostic reports generated by the Software can be shared with parents during conferences.*
- ***EasyTech's*** *materials can be shared with parents at home.*

- Conclude professional development activities
- Meet with school sites to gather final documentation for evaluation plan
- Executive Committee meets to evaluate project milestones and plan for sustainability of project

Learning.com is committed to ensuring the sustainability of ***EasyTech*** *beyond the period funded by an Ed Tech grant. To this end, Learning.com will work with a district to train its teachers in the use of effective, research-based instructional methodologies and offers a variety of ongoing support to ensure the continued development of the skills and strategies students need to succeed in school.*

- File final financial reports
- File final programmatic reports

Sample Staffing Chart of Key Project Members
Information about program implementation should include the project staff, their qualifications, their responsibilities, and their time commitments.

These are provided as examples or suggestions. You should develop your own staffing chart specific to your organization.

Program Personnel	Qualifications	Responsibilities	Time Commitments
Fiscal Agent: List name and title	List degrees, certifications, and professional experience	• Chair, Project Executive Committee • Supervise grant goals, objectives, and strategies • Coordinate evaluation strategies • Ensure dissemination of information to the parents and public	List amount of time staff member will devote to each responsibility or activity
Project Director: List name and title	List degrees, certifications, and professional experience	• Member, Project Executive Committee • Coordinate technology implementation • Coordinate Instructional technology activities	List amount of time staff member will devote to each responsibility or activity Recommended 100%
District Coordinator: List name and title	List degrees, certifications, and professional experience	• Member, Project Executive Committee • Manage programmatic grant activities/strategies • Coordinate professional development activities • Coordinate parental involvement activities File all programmatic reports with funding agency	List amount of time staff member will devote to each responsibility or activity Recommended 100%
Financial Coordinator: List name and title	List degrees, certifications, and professional experience	• Member, Project Executive Committee • Manage financial activities of grant program • Coordinate purchasing for grant activities • File all financial reports with funding agency	List amount of time staff member will devote to each responsibility or activity

Sample Evaluation Plan

The evaluation plan is one of the most critical elements of your proposal. Because every grant project is unique, it is important to adapt this sample plan to reflect your specific project names, goals, objectives, and activities, rather than copy it.

Evaluation Design

<*Project Name*> includes a comprehensive evaluation plan developed to determine success in meeting aggressive goals for improving teaching and learning. Specific goals, objectives, and activities have been delineated in the above sections. <*District Name*> *and* <*Name of external evaluator*> will conduct the final evaluation of <*Project Name*>. The Project Manager will collect information, collect the campus data, and provide the progress reports throughout the project period to <*Name of funding agency*> as per the RFA requirements.

The evaluation design includes both process and product evaluation to:

1. Better determine the effectiveness of the program for participants
2. Document that project objectives were achieved
3. Provide information about service delivery that will be beneficial to program staff
4. Enable program staff to make changes that improve program effectiveness

The <*Project Name*> Executive Committee will use the information gathered during the planning, implementation, and evaluation processes to interpret, report findings, and recommend modifications for improving the project.

The evaluation design will be guided by the following questions:

- *Were the project activities implemented as planned? If not, what barriers or obstacles prevented parts or all of the activities from being executed?*
- *How effective were the project activities in achieving the goals and objectives?*
- *What is the impact of the project activities on the participants?*

Process Evaluation

The process evaluation will gather information about how successfully the strategies of <*Project Name*> were implemented as planned, and assess their impact on the targeted population. Process evaluation is both quantitative and qualitative in nature, and is intended to assess the outcome of the project. This data, collected formatively and summatively, will describe how students and teachers are affected by the project activities. The process evaluative data will focus on:

- Improvement in student academic achievement
- Improvement in teacher instruction

The following process data will be collected:

1. District & Campus Records.
The external evaluator will track project objectives through quantitative data, such as purchase orders, numbers of students/teachers served, and inventory records.

2. Project Meetings.
The Project Manager, campus coordinators, and Executive Committee will evaluate the program implementation on a quarterly basis. Meetings will focus on project progress and any necessary modifications to the project.

3. Classroom Observations.
The campus administrators will visit classrooms randomly to acquire information on how educators have adapted the program for instructional use. Evaluative information will be drawn from observations of classroom applications, in the form of administrative walkthrough forms.

4. Anecdotal Records.
To address the "So what?" question, anecdotal records from both students and teachers will be collected formatively and summatively. Specifically the project manager and evaluator will ask:

- *How has the program made a difference in the lives of the project participants?*
- *How has the project enhanced or enriched the education of students?*

*The **EASYTECH** technology literacy curriculum helps students break out of the cycle of failure caused by below-level technology skills proficiency. Because instruction and practice are customized according to students' abilities, they experience success from the start. Students build confidence, which can contribute to long-term academic success.*

5. End-of-project Survey.
Just as the needs were established for <*Project Name*> through a campus-based Needs Assessment survey, an end-of-project survey will be conducted to measure project outcomes for student achievement and educator proficiency levels.

Product Evaluation

The product evaluation will focus on measuring final outcomes against project goals, objectives, and benchmarks. Changes that have occurred will be identified and analyzed to determine whether the program is effective for students and teachers. Like the process evaluation, the product evaluation will be collected both formatively and summatively. The product performance measures focus on:

- Improvement in outcomes for students' language, cognitive, and critical thinking skills
- Improvement in teacher knowledge and qualifications

The following product data will be collected:

1. Standardized and Benchmark tests to measure student achievement.
Teachers will use the <*Name of assessment*> and district benchmark tests to determine each student's specific learning needs.

2. Student Work Samples.
To evaluate increases in students' knowledge and skills developed in the program, teachers will collect student work samples.

3. Evaluation of Professional Development.
Teachers will provide written feedback about training; identifying strengths, weaknesses, and possible modifications. These evaluations will be used to continually improve the project professional development plan.

More than 5,000 teachers in more than 100 school districts have participated in Learning.com professional development. Teachers, district facilitators, and principals report that:

- *Learning.com courses helped them learn about research-based methods and strategies.*
- *Learning.com materials can be implemented immediately into classroom activities.*
- *The modeling of effective strategies helped teachers apply the skills in their classrooms.*
- *Facilitator-led meetings provide valuable opportunities for additional instruction, collaboration, and personalized support.*

4. End-of-project Survey.
The Executive Committee will survey teachers and parents to provide opportunities for them to evaluate the effectiveness of the program on their children.

5. Comprehensive Final Report.
The external evaluator and Executive Committee will assess the design, outcomes, and instructional impact of the program on project participants. The process and product evaluative data will be analyzed in the final report to answer the question,

- *What difference has the project made in the education of its participants?*

Evaluation of Long-Term Impact

<*District name*> will conduct a longitudinal analysis of the impact of the <*Project Name*> by evaluating formative and summative data annually. The Project Manager will compile summary reports for review by the School Board. Based upon final reports, the Project Manager, Campus Coordinators, and Executive Committee will determine the overall effectiveness of the program and make modifications for subsequent years.

Sustainability

Since the <*Program Name*> has become institutionalized into the <*District Name*> curriculum and professional development plans, the continuation of the program is secure in the commitment of the Department of Curriculum and School Board. Local funds have been and will continue to support <*Project Name*> beyond the grant period.

*Learning.com is committed to ensuring the sustainability of **EasyTech** beyond the period funded by a grant. To this end, Learning.com will work with the district to train its teachers and offers a variety of ongoing support to ensure the continued development of the skills and strategies students need to succeed in school.*