

**Oregon Enhancing Education Through Technology
(*Ed Tech*)
Competitive Application 2004 - 2005**

APPLICATION COVER PAGE

REQUESTED FUNDING \$ 220,021.70

DISTRICT (Fiscal Agent) **Oakridge School District #76**

COUNTY **Lane County**

Project Director **John Maklary**

Mailing Address **76499 Rose St.**

City **Oakridge** State **Oregon** Zip **97463**

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Superintendent **John Lehmann**

Mailing Address (if different from above) **76499 Rose St.**

City **Oakridge** State **Oregon** Zip **97463**

2003-2005 Fiscal Agent Statement of Assurances

- The district assures and certifies compliance with the regulations, policies and requirements as they relate to the acceptance and use of federal funds for programs included in this application.
- The district assures and certifies compliance with the Children's Internet Protection Act (CIPA) regulations, policies and requirements.
- The district assures that timely and meaningful consultation with appropriate private school officials during the design and development of programs has occurred and that continued consultation throughout the implementation of these programs will occur.
- The district agrees to carry out the project as proposed in the application.
- As required under the Elementary and Secondary Education Act, the district will use these funds to implement its qualifying technology plan.
- None of the monies received through Enhancing Education Through Technology (*Ed Tech*) Grants shall be used to replace funds for existing programs that are a responsibility of the school district. *Ed Tech* Funds may be used to supplement not supplant regular education programs.
- By December 15, 2004 the district will submit a mid-term report to the Oregon Department of Education. On or before July 30, 2005 the district will submit a final evaluation report to the Oregon Department of Education. Reports will include the submission of content lessons that integrate technology into instruction.
- The District assures that the project director will attend all required meetings as published in the application timeline.
- Sanctions may include but are not limited to reduction or revocation of grant award.

Signature of Superintendent/Date

John Lehmann Feb. 23, 2004

Signature of Project Director/Date

John Maklary Feb. 23, 2004

Print Name of Superintendent/Date

Print Name of Project Director/Date

Abstract The Oakridge School District is seeking to secure Ed Tech funds to better meet educational goals in the areas of writing and math through the use of instructional technology. Upon funding, the school district will purchase three 24-station wireless mobile computer labs to be placed at each of three schools within our district. Graphing calculators will also be purchased for use in the math curriculum. Sixteen teachers, ranging from elementary through high school levels, within Language Arts, Math, and Social Sciences content areas, will be part of a Technology Leadership Team (TLT). Teachers will participate in rigorous and continual professional development and will apply their new skills in a technology-rich classroom. A Project Director (PD) will be hired to oversee and supervise the progress of all grant activities and act as a mentor to teachers as they implement technology-enhanced curriculum. A Summer Institute will take place prior to the 2004-2005 school year and serve as the launching point of grant activities. The Institute will introduce and train the TLT in the use of technology equipment provided by this grant. Furthermore, we have entered into partnerships with Lane ESD (LESD), the Center for Advanced Technology in Education's (CATE) Oregon Writing Project (OWP) to provide high quality professional development at the Institute and throughout the year. This includes the evaluation and assessment of student worksamples.

Members of the TLT will create Ed-Tech units that will target their particular curriculum area. Units will be delivered to students throughout the year with the assistance of the Project Director and other TLT members. An evaluation and review process will take place at several points throughout the year to ascertain the effectiveness of instruction.

Targeted instruction that focuses on specific weaknesses will result from a comprehensive analysis of state test scores. Student achievement will also be evaluated by the TLT with professional assistance from CATE and OWP. Finally, TLT members will mentor other teachers in their pursuit to integrate technology in their classroom.

Description of Eligible Partnerships The Oakridge School District will form partnerships with the Oregon Writing Project (OWP) and with Lane ESD (LESD) to develop and provide high-quality professional development opportunities to better integrate technology enhanced instruction into mathematics and writing curriculum.

OWP will provide trainers and specialists to assist Technology Leadership Team (TLT) members in the development, implementation and evaluation of technology-rich curriculum. They will be an integral part of the Summer Institute and throughout the school year OWP will provide additional training and feedback as TLT members develop units of instruction. OWP specialists will also provide assessment training to better analyze state test data and ultimately provide the TLT with the tools to effectively render targeted instruction to address areas of weakness.

LESD will provide mathematics training through their Instructional Technology Coordinator who is formerly a math teacher and a specialist in the integration of technology into curriculum. LESD will have the expertise to bring new methods and tools of technology integrated math instruction to our TLT. TLT members will have access to LESD trainers during the Summer Institute and throughout the school year. They will also assist TLT math teachers how to analyze math state test data and pinpoint areas of weakness where targeted instruction can help.

Partnerships with OWP and LESD will provide high-quality, intensive professional development opportunities in writing and math that will be ongoing, consistent and with improved student achievement as it's primary goal.

Participating Districts and Schools:

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Goals: A. Improving student achievement, improving teacher effectiveness, and increasing access to technology are three objectives of our district technology plan (Tech Plan, p. 5) and of this project. These objectives are linked in a process that concludes with improved student achievement in writing and math. The goal of improved student achievement can better be met by providing access to the technology and providing the training to not only competently use but to effectively integrate that technology into existing curriculum.

All three objectives are addressed within this project proposal. Improving student achievement (Tech Plan, p. 5) will be possible with the implementation of specific curricular technologies that address content area instruction and are aligned with State academic standards. Goals will be measured through State test data and will be analyzed by teachers, administration and curriculum coordinators to determine areas needing improvement. Teacher effectiveness (Tech Plan, p. 14) will improve through comprehensive instruction and training in the use of technology, the integration of specific technology applicable to their curriculum and in assessment methods. Access to technology (Tech Plan, p. 17) will be increased through the purchase of a 24-station wireless mobile lab at each of three campuses throughout the district. Wireless mobile labs will allow for greater flexibility for class-wide access to computers. Graphing calculators will be purchased to connect abstract concepts to the real world within the math curriculum. The activities of this grant will focus on increasing student achievement in writing and math. Writing achievement is a district-wide goal and as such is addressed in all subject areas through a “writing across the curriculum” district-wide approach. For this reason, social science teachers are being included in the activities of this grant because of the amount of writing that students are required to do in social science courses. The project we are proposing will also support CDIP goal #3. This goal emphasizes the meeting or exceeding of CIM benchmarks in the areas of writing and math. Specifically, this project will support CDIP goal

3.3, “the continued application of instructional strategies to address academic weaknesses” by implementing specific technology tools (i.e. text-to-speech), software (i.e. Writer’s Companion), and interactive web sites (i.e. Write Site, Project Interactivate) that address applicable components of our writing and math scope and sequence. In support of CDIP goal 3.2 (state tests will be used to determine student strengths and weaknesses in the areas of writing and math) we will assess the effectiveness of the proposed Ed Tech project. Through targeted analysis of State test data with the assistance of our partners (LESD & OWP), we better want to pinpoint specific areas of academic improvement and find methods of teaching to address them.

The second objective of this grant, improving teacher effectiveness, supports our CDIP goal 3.4, which addresses staff development and instructional support. This project will help meet that goal by providing a half-time Project Director who will assist teachers and staff in the integration of technology into their respective curriculum through job-embedded staff development (mentoring, coaching, observation, feedback). The Project Director will also facilitate traditional staff development opportunities for teachers involved in the activities of this project.

This proposal supports the activities of the Title IID Consolidated Subgrant funds (\$5,978). These funds were used to purchase five computers to increase technology access to students (Perf. Goal #6) and to provide training to teachers in the area of math assessment (Perf. Goal #7). Funds acquired through this project will extend and enhance the technology being addressed and will support the objectives of increased access to technology, improved student achievement and improving teacher effectiveness in the classroom. In addition, this proposal supports and enhances the activities of the middle school’s Comprehensive School Reform (CSR) grant that has a large focus on improving student achievement in writing and math. By using Ed Tech funds to support existing and new activities, continuity of instruction can be maintained and enhanced through the use of technological tools.

Evaluation: B. Throughout the course of this project, continued evaluation shall be conducted to assure the success of activities and ultimately, student achievement. There are three areas that will be evaluated: (1) the Technology Leadership Team (TLT) and their ongoing activities related to this project, (2) student achievement, and (3) access to technology.

All members of the TLT will participate in peer evaluation throughout the project to give and receive feedback and to share ideas in the use of technology in their curriculum. The Project Director will facilitate this training and provide formative evaluation including feedback and support. Principals will also assist in the evaluation process to ensure goals are being met. The technological skills of the TLT will be measured through the use of a pre- and post-evaluation instrument. In addition, successful implementation of units written by TLT teachers, aligned with ODE's Technology CCGs, that help students meet state benchmarks in writing and math will be used to measure the success of this grant.

Student achievement will be measured through state test performance in writing and math and analyzed by teachers, administrators and curriculum coordinators. Our partnership with OWP will provide writing assessment training to teachers to assist them in measuring student performance and to identify methods of instruction to address weaknesses. Math and Writing tests in non-benchmark years will be scored by staff in order to measure performance gains each year. In addition, instructional practices will be monitored to ensure that technology-enhanced instruction is taking place on a regular basis. Finally, student and teacher access to technology will be logged to determine usage. Teachers will monitor and record student access to technology to ensure that students are using computers for writing on a continuous basis. Math teachers will similarly log usage of technology equipment as well as web sites that are being used to enhance student learning. The Project Director will ensure that the equipment is being used by classroom visitations and regular review of the log sheets.

Action Plan: C. (See Grant Activity Timeline table below) Upon approval of the grant, the Project Director (PD) will recruit and select TLT members. Potential members will include 3rd and 4th grade elementary teachers, middle and high school language arts, social sciences, and math teachers. All participants will be required to sign a memorandum of agreement (MOA) outlining their duties, responsibilities and time commitments to the projects. The MOA will also outline equipment and stipends that the participants will receive.

The PD will acquire the hardware, software, and online resources as outlined in the Budget Narrative. Equipment will be configured and software installed during the spring and summer. All technologies will be ready for distribution and use at the five-day Summer Institute that runs August 23-27. The PD will also work with our partners, OWP (a component of the University of Oregon's Center for Advanced Technology in Education—CATE) and LESD to develop the Summer Institute and ongoing staff development activities. Our partners will provide high quality training resources and personnel to assist in unit development and assessment methods.

The week of August 23-27 TLT members will attend a five-day Summer Institute that will prepare them to use the new equipment. A major emphasis will be on staff development where teachers will acquire skills and strategies to integrate technology into their curriculum. There will be two areas of curricular emphasis: writing across the curriculum and math. This activity supports goal #2 of our Technology Plan (Tech Plan, p. 5).

As outlined in the Section F, the research indicates that writing quality and quantity can be increased through the sustained use of technology. Teachers will be introduced to a variety of strategies during the Summer Institute that can be used to increase the amount of student writing. One strategy is through Blogging. A blog is defined as, "A frequent, chronological publication of personal thoughts and Web links." Journal writing is one approach to using blogging with students in which students are writing not only for themselves but also for a much larger

audience and can increase motivation. The Write Site is another tool that will be introduced which supports collaborative writing. This tool allows peer review and feedback in an online setting. Another way to use technology in the writing and revision process is by using text-to-speech applications. Students can listen to what they have written (rather than read what they *think* they have written) and use this audio feedback in a multi-step revision process. In addition, training on how to use graphic organizers to brainstorm and organize student writing will be provided as another tool for students to develop their writing. As mentioned above, student work will be published online as well as in print for classroom, school, and community display.

The math component of this project will focus on two methods of enabling students to visualize complex, abstract mathematical concepts. First, teachers will learn how to use a classroom set of graphing calculators to teach algebraic and trigonometric concepts. By using graphing calculators, students will better understand connections to abstract concepts and clearly see how small changes in equations result in different graphs. Second, teachers will learn how to integrate interactive teaching tools, including online Java applets and software. The Interactivate site, which contains Java-based courseware to investigate mathematical concepts, supports our goal of improving math achievement as described in our CDIP goal #3. This site contains dozens of applications to aid student understanding through hands-on experimentation. Other interactive sites include AAA Math and Ms. Lindquist which provide problem solving practice, extension activities, and abstract concepts. Using interactive web resources also supports Tech Plan goal #4 that promotes increasing access to technology to students (Tech Plan, p. 17). Providing teachers with access to instructional methodologies, additional tools, online, and other digital resources will make learning come alive for students and will increase student achievement in math.

On the last day of the Summer Institute teachers will reflect on the new tools and strategies that they learned on days 1-4 and begin the process of unit development. Teachers will have time

to begin work on their Ed Tech units and/or to receive additional one-on-one assistance with any of the new skills they have learned in the first four days.

To further facilitate a team-based approach for planning technology integration, members of the TLT will attend the Instructional Technology Strategies Conference (ITSC) in February 2005. This opportunity will allow team members to network with colleagues and to gather information and strategies of technology integration to apply to their classrooms instruction.

In an effort to garner community support, open houses will be held at each school during the regularly scheduled fall open house. The main purpose of this open house is to inform the public about the activities of this grant and how it will impact their child's achievement. In addition, there will be a Year-end Open House Technology Celebration to highlight school activities, exhibit student work, and inspire non-participating teachers to use instructional technology in their respective curriculums.

The Family Resource Center (FRC), located at the elementary school, engages in adult education and community services. Onsite staff will be involved in promoting writing skills to the community by using technology equipment provided by this grant and by participating in professional development opportunities related to Writing. (See Section K below.)

Grant Activity Timeline

Action/Activity	Goals	Date(s)	Responsible Party	Resources Required	Evaluation Process
Receive notice of grant approval.	N/A	March	ODE	N/A	N/A
Create the Technology Leadership Team (TLT). All 3 rd , 4 th , Math, Lang. Arts, & Social Science teachers.	N/A	April	Project Director	Electronic Collaboration System (Blackboard)	TLT members will sign Memorandum of Agreement
Introductory grant meeting with participants	N/A	May	PD, Principals	N/A	Attendance
Hardware purchases	Tech Plan 4	May	Tech Dept/PD	Grant Funds	Hardware arrives

Action/Activity	Goals	Date(s)	Responsible Party	Resources Required	Evaluation Process
Acquire software and online resources	Tech Plan 4	May	Tech Dept/PD	Grant Funds	Software arrives
Software installation/hardware preparation	N/A	June/Aug	Tech Dept/PD	Grant Funds	Equipment is ready for use
Acquire online resources	Tech Plan 4	Aug	Tech Dept/PD	Grant Funds	Online resources are activated
Equipment distribution	Tech Plan 4	Aug	Tech Dept/PD	Grant funded equipment	TLT receives equipment
Prepare for Summer Institute	N/A	May-Aug	PD/Partners	Grant Funds, LESD and OWP partners	Syllabus and institute materials are printed; presenters are confirmed
Summer Institute	Tech Plan 2	Aug 23-27	PD, Partners	Grant Funds, LESD and OWP partners	Attendance and survey
Open House Community Outreach	N/A	Sept	PD/TLT	N/A	Attendance and public survey
Ongoing training, collaboration, and peer evaluation sessions (after school, release days, and as needed)	Tech Plan 2	Sept-April	PD/TLT, Partners	Grant Funds	Attendance and survey
Student access to technology (wireless labs)	Tech Plan 4	Sept-April	PD/TLT, Partners	Grant funded equipment	Log sheets and classroom visits
Unit creation	Tech Plan 2	Aug-Sept	TLT	LESD and OWP partners	Project Director to review/accept lessons
Peer coaching/team teaching	Tech Plan 2	Sept-April	PD	LESD and OWP partners	Log sheets, classroom visits, and teacher survey
Unit implementation	Tech Plan 1	Sept-April	TLT	N/A	Teacher reflection/revision of unit
District/state assessments	Tech Plan 1	Feb-May	Principals, PD, TLT, CSR Coordinator	State Test data, LESD/OWP partners	Comparative analysis of test data leading to targeted instruction methods
Technology Integration Conference Attendance (ITSC)	Tech Plan 4	Feb	TLT	Grant Funds	Presentation to other staff members on ways to integrate technology into teaching and learning
Year end Open House Technology Celebration	N/A	May	PD/TLT	N/A	Attendance and survey

D. Throughout the year and after the Summer Institute, there will be ongoing professional development for the TLT members through release days and after school training sessions. Detailed in Section F below, research indicates that strong professional development is essential to the success of any technology-enhanced curriculum. The PD will work with TLT members throughout the year as a mentor. He will provide peer coaching and will be available for team teaching activities. In addition, there will be (3) daylong sessions in which teachers will have the opportunity to share, review, and collaborate on their Ed Tech units and to receive additional training on new and emerging technologies. Because three days isn't enough, TLT members will also meet after school on a periodic basis. There will be six scheduled times during the school year lasting two hours each. Additionally, the TLT will have the flexibility to meet on an ad-hoc basis as needed. TLT members will also have the opportunity to attend a regional technology integration conference (ITSC). All conference attendees will be required to make presentations to their respective staffs about methods and techniques to integrate technology into curriculum.

In order to ensure administrative support, principals will participate in specific segments of the Summer Institute. These segments will focus on teacher activities and the overall objectives of the grant. The goal is to inform and educate them so that they can be knowledgeable advocates about grant activities in order to support teachers and communicate with the school board, parents, and the community at large about grant activities. In addition, the PD will attend Administrator Leadership Team meetings in which periodic status reports to the administrators will be given.

The PD of this grant is also the district's Media Specialist. Library staff will be included in the equipment training at the summer institute as they will be partially responsible for maintaining equipment in the schools. They will also be invited to participate in after school staff development activities. Family Resource Center staff will also be invited to participate in grant

activities in order to better facilitate adult and community education opportunities within the context of their program.

E. All teachers will be required to develop and implement an “Ed Tech” instructional unit to improve student achievement in math or writing through the use of wireless mobile labs and graphing calculators. This process will begin at the Summer Institute and ample time will be provided throughout the school year to both develop and implement high quality units (six after school planning sessions, three daylong collaboration sessions, and ad-hoc sessions). The PD will review and evaluate the Ed Tech lesson plans to ensure that they are aligned to state academic standards in math and writing, Career Related Learning Standards (communication and problem solving), and support the Oregon Technology CCGs. All units will be available through the district web site, the Lane ESD online lesson plan database, and/or ODE web site. It is important to note that the PD will be a licensed teacher with the pedagogical background necessary to provide instructional oversight and assistance to participating teachers. This includes team-teaching, collaborative unit planning and periodic peer evaluation.

The implementation of high-quality Ed-Tech units is the culminating activity of this grant. The adherence to the stated process to achieve this is essential – intensive training, ongoing review, unit submission, unit evaluation, unit implementation, reflection, and revision.

F. Research has shown that technology has a positive impact in writing improvement. A meta-analysis of the research from 1992-2002 on the impact of technology on student writing indicates that students who use computers when learning to write, write more and their writing is of higher quality than when paper and pencil are used. In addition, there is an increase in student motivation and engagement (Goldberg & Cook, 2003). In an even more recent study, Russell, Bebell, Cowan and Corbelli (2003) found that the quality and quantity of 4th grade student writing is increased when students use computers over an extended period of time. It is important

to note that there was a 1:1 ration of students to computers in this study. These findings are consistent with Owston's findings (1997). Fewer mistakes, increased revisions and improved self-attitude are specific improvements made using technology (Kurth, 1987 and Snyder, 1993). Combined with an effective, organized and collaborative teaching strategy, technology enhanced writing instruction can help students achieve at a higher level.

Using interactive web sites and virtual manipulatives are relatively new tools that are available to teachers and students and are valuable tools for helping students acquire higher-order concepts. To support the use of these tools, we are basing the activities of our grant on the results of studies that have documented the use of manipulatives (both at the elementary and secondary levels) as an effect teaching strategy (Leinenbach & Raymond, 1996; Rawl & O'Tuel, 1983). Tracking the manipulatives in a classroom can be difficult (Karp, 1990) and is one reason that virtual manipulatives may be easier to integrate into the classroom.

In the 1996 National Assessment of Educational Progress, student achievement in math was, "related to adequate access to computer technology (hardware, software, and overall infrastructure) in conjunction with teachers trained in technology use and the use of computers to learn new, higher-order concepts." It is important to note that the following conditions must occur for this to happen: (1) students have access to current technologies, (2) technologies are used help students to acquire higher-order concepts, and (3) teachers receive training to help students learn higher-order concepts (Wenglinsky, H., 1998).

The professional development model of this application is supported by the findings of research conducted by SRI International (1999) for the U.S. Department of Education. These findings indicate that the following are characteristics of effective professional development for teachers: provided in study groups, a teacher network, or mentoring relationship focused on authentic reform as opposed to a traditional workshop or conference; "the span of time over

which the activity takes place" should be sufficient to result in real change in behavior, not just increased understanding; emphasize the collective participation of groups of teachers from the same school, department, or grade level; and encourage "continued professional communication among teachers." (Donnelly, et al; 2002) The Summer Institute, ongoing training throughout the year, and participation of school-based teams of teachers, are all supported by the above research.

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Bonus Points for *Ed Tech* Competitive Priorities:

G. Not applicable.

H. Not applicable.

I. The Oakridge School District received \$5,978 through Title IID funding formula.

J. In the area of math, graphing calculators will extend the technological knowledge beyond that of the computer. Projector use in the classroom will assist teachers in communicating ideas more effectively.

K. The district's Family Resource Center (FRC) provides adult education programs to the community. By involving the FRC with the activities of this grant, adults can benefit from specialized writing instruction and practices as well as take advantage of the available technology (Tech Plan, p. 22). Open houses will acquaint community members to grant activities and how they correlate with district, technology education and state curriculum goals (Tech Plan, p. 25).

Budget *Salaries and Benefits:* A half-time FTE Project Director (PD) will be hired to oversee the grant activities. This is budgeted at \$29,872.70 (\$20,721/salary, \$9,151.70/benefits). In addition, Technology Leadership Team (TLT) members will receive a \$700 stipend (\$552.10/salary, \$147.90/benefits) for their participation in grant activities. Sixteen TLT members will receive this at a total budget of \$11,200. Total Salaries and Benefits: \$41,072.70

Instructional, Professional & Technical Services: Our district will be partnering with the OWP and CATE for yearlong, sustained professional development in the area of writing. This is budgeted at \$5,000. Additionally, \$2,000 will be budgeted to secure professional development opportunities in the area of math. Substitute days will be budgeted to allow TLT and PD to attend professional development training sessions. Sixteen TLT members will need four sub days each for a total of 64 sub days. This is budgeted at \$140/day for a total of \$8,960. PD will need three sub days for this school year to attend Project Director's meeting on March 30 and to attend the first cadre meeting on May 3 & 4. This is budgeted at \$140/day for a total of \$420. In February, TLT and PD will attend the ITSC conference to be held in Portland. The cost of the conference is budgeted at \$225 for each attendee for a total cost of \$3,825. Total Instructional, Professional & Technical Services: **\$20,205.00**

Travel: A required PD meeting on 3/30 will be budgeted at \$243.75 (mileage: 250 mi. x .375/mile = \$93.75, lodging: \$100/night x 1 night = \$100, food: \$50/day x 1 day = \$50). Four times during the course of this project, the PD will attend cadre meetings to be held in either Bend or Portland and will require eight overnight stays. These trips will be budgeted at \$1,725 (mileage: 350 mi. x .375/mile x 4 = \$525, lodging: \$100/night x 8 nights = \$800, food: \$50/day x 8 days = \$400). ITSC travel for TLT = \$7,331.25 (431.25 x 17). Total Travel: **\$9,300.**

Supplies and Materials: During the five-day Summer Institute during the week of August 23-27, lunches and snacks will be provided for TLT, PD and one trainer. This will be budgeted at

\$12/day for a total of \$1,080 (\$12/day x 18 x 5). In addition, there will be four release days for TLT and PD in which lunch and snacks will be provided. This will be budgeted at \$12/day for a total of \$864 (\$12/day x 18 x 4). Paper, notebooks, toner and other miscellaneous office supplies will be budgeted at \$250. Total Supplies and Materials: **\$2,194**.

Non Consumables: As part of the mathematics component of the grant, two classroom sets of graphing calculators will be purchased. Each set will contain twenty-four graphing calculators (\$100 each), one presentation adapter (\$150) and one case (\$100). Each set will be budgeted at \$2,650 for a total of \$5,300. Total Non Consumables: **\$5,300**.

Computer Software: Productivity software will be purchased for each of the three wireless mobile labs. Each lab will contain twenty-four laptop computers for a total of seventy-two computers. Each laptop will contain Microsoft Office (\$50 each x 72 = \$3,600), Norton Anti-Virus (\$12 each x 72 = \$864), Symantec Ghost (\$12 each x 72 = \$864), and Deep Freeze Security (\$12 each x 72 = \$864) for a total of \$6,192. Laptops will be provided to TLT members and PD and each laptop will contain Microsoft Office (\$50 each x 17 = \$850), Norton Anti-Virus (\$12 each x 17 = \$204), and Symantec Ghost (\$12 each x 17 = \$204). In addition, curriculum centered software and subscriptions that address writing and mathematics will be budgeted at \$2,000. Total Computer Software: **\$9,450**.

Computer Hardware: Three twenty-four station wireless mobile labs will be purchased for the three schools in our district. Each lab will be budgeted at \$30,000 for a total cost of \$90,000. In addition, TLT members and PD will receive a laptop computer and LCD projector for use in their classrooms. Laptops will be budgeted at \$1,250 each for a total cost of \$21,250 (17 x \$1,250). LCD projectors will be budgeted at \$1,250 each for a total cost of \$21,250 (17 x \$1,250). Total Computer Hardware: **\$132, 500**. Total cost of project will be **\$220,021.70** and professional development costs will represent 33.1% of the total.

ED TECH BUDGET WORKSHEET

District: Oakridge School District 76

Date: February 23, 2004

Program: Title IID: *Ed Tech Competitive Application*

Object Description	Instructional Regular 1XXX	Instructional Staff Development 2240	Community Services 33XX	Total by Object
	(Expenditures NOT <u>related to</u> Staff Development)	(Instructional <u>Staff</u> Development)	(Services to Private Schools)	
1XX Salaries	--	29,554.60		29,554.60
2XX Benefits		11,518.10		11,518.10
31X Instructional, Professional & Technical Services		20,205.00		20,205.00
34X Travel		9,300.00		9,300.00
390 Other General Professional & Technical Services				
4XX Supplies & Materials		2,194.00		2,194.00
460 Non- Consumable Items	5,300.00			5,300.00
470 Computer Software	9,450.00			9,450.00
480 Computer Hardware	132,500.00			132,500.00
550 Capital Outlay (Equipment)				
690 Administrative Costs @ 0 % No more than 5% allowed				
Total by Function	147,250.00	72,771.70		220,021.70
		Professional development must be 25% or more of funding. 33.1%		