

Enhancing Education Through Technology
FY 10 Request for Application

COVER PAGE

Requested Amount: \$ 60.000

Application seeks funding in the following category: Please check

FY 08 Continuation	FY 09 Continuation	FY 10 New Grant	Grant Type
			District under 1,000 students
		X	District with 1,000 – 9,999 students
			District with 10,000+ students
			Partnership

Local Educational Agency: **Hobbs Municipal Schools**

Superintendent: **Cliff Burch**

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Mailing Address: 1515 E. Sanger

City & Zip: Hobbs, NM 88240

List all partners (e.g., local educational agencies, regional education centers, universities, community colleges, museums, business, nonprofit organizations, and/or others involved in the grant, etc.): None

Signature of Authorized Agent and Date:

Typed Name and Title: Cliff Burch, HMS Superintendent

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Enhancing Education Through Technology Fund
FY 10 Application

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PROJECT SUMMARY

Hobbs Municipal Schools finds itself in the unique position of being a technologically rich school district. Staff and students benefit from a wealth of hardware and software made possible by an aggressive approach to 21st learning as well as voters who have passed bond and mill elections in the past by overwhelming margins.

Unfortunately, however, HMS is 89th among 89 school districts when it comes to state reimbursement for per-student ratio funding. Likewise, while bond and mill levy allows for software and hardware acquisition, it does not fund training. As a result, HMS teacher knowledge has not kept pace with hardware and software acquisitions. This fact became evident when the district commissioned an independent consulting firm, DMH Consulting of Georgia, to conduct an internal study of technology use earlier this year. The alarming result of that study was that many teachers use little or no software applications within their classrooms, mainly because they are unaware of the potential lying at their fingertips. It's the equivalent of parking a shiny red corvette in the garage and never driving it.

Results of the technology survey prompted HMS to appoint a technology steering committee representing varied interests and levels of technological ability. That committee's recommendation was that teachers be educated about the incredible ability of existing district software to provide immediate feedback on student learning. Feedback, when interpreted correctly, can then be used to tailor instruction to meet the needs of individual students. In many cases, tailored instruction can come in the form of software programs available but unused in the classroom or school computer lab.

It is therefore the objective of this grant proposal to 1), train a team of teachers within the school district who are "experts" in their field when it comes to MAP short-term cycle assessments or other software applications and (2), use those experts to conduct peer-to-peer training sessions at each school site, thus unlocking the key to software that currently is not being used to its maximum potential.

Once teachers understand the possibilities and potential of how data results can influence and direct their instruction, HMS believes that the outcome will be a dramatic and documentable increase in student achievement. The district is focusing, in particular, on increasing scores in MAP testing, and, ultimately, New Mexico Standards Based Assessment testing.

This proposal, in other words, seeks the keys to the shiny red corvette.

NARRATIVE

Introduction:

Hobbs Municipal Schools has made a commitment to provide teachers with 21st century learning tools across the district. Its network infrastructure and server are state-of-the art. Investment in software programs and technological teaching tools (Smart boards, video conferencing, Promethean clickers, etc.) are the envy of other districts.

However, the district has experienced the typical downside of an aggressive technology program. Experts agree that while students today tend to absorb technology implementations rapidly, teachers and staff tend to struggle with the concept of a “different” way of doing things. In early 2008, HMS suspected its staff was no exception to this phenomenon.

Recognizing that self-analysis is unreliable and subjective, the district hired DMH Consulting in January 2009 to conduct a technology audit of all buildings. Headed by Dr. Michael Hall, DMH is a national firm based in Georgia and specializing in educational technology. DMH was charged with providing administrators an honest look at the level of technology available in Hobbs compared to districts in other parts of the nation. A second component was determining whether the wealth of technological tools available to administrators and teachers are being used effectively.

To conduct an effective evaluation, a three-person team from DMHC toured Hobbs schools, interviewed teachers and students and compiled an anonymous questionnaire during a three-day site visit.

The auditors concluded that HMS is providing staff and students with an abundance of resources to allow for technology integration into the classroom. However, without exception, teachers and staff voiced to auditors a concern over the inability to utilize the tools and expressed a lack of knowledge regarding the tools available to them.

A particular area of concern for HMS administrators was the untapped potential of Northwest Evaluation Associations Measure of Academic Progress (MAP), program. Implemented three years ago through mill levy funding, MAP provides short-term online assessments specifically geared toward state standards and benchmarks. Unfortunately New Mexico Standards Based Assessment results that are unavailable in a timely manner and therefore make it difficult to identify strengths and weaknesses until after a student has progressed to the next grade. In contrast, MAP results are immediate and of immense benefit to the teacher, who can alter instruction or provide differentiated instruction based on accurate interpretation of results.

Instructor knowledge of other valuable software tools was similarly lacking, according to the audit.

“Teachers need to use their resources more effectively and have access to more digital resources to support instruction aligned to the standards and thereby promote AYP success,” DMHC recommended. “The district has invested significant funds in

providing a robust and reliable infrastructure along with the hardware and software technology to promote 21st century learning, but has not emphasized or provided the instructional support in the integration of these resources into the curriculum.”

If funded, this grant hopes to overcome that deficit.

Overview

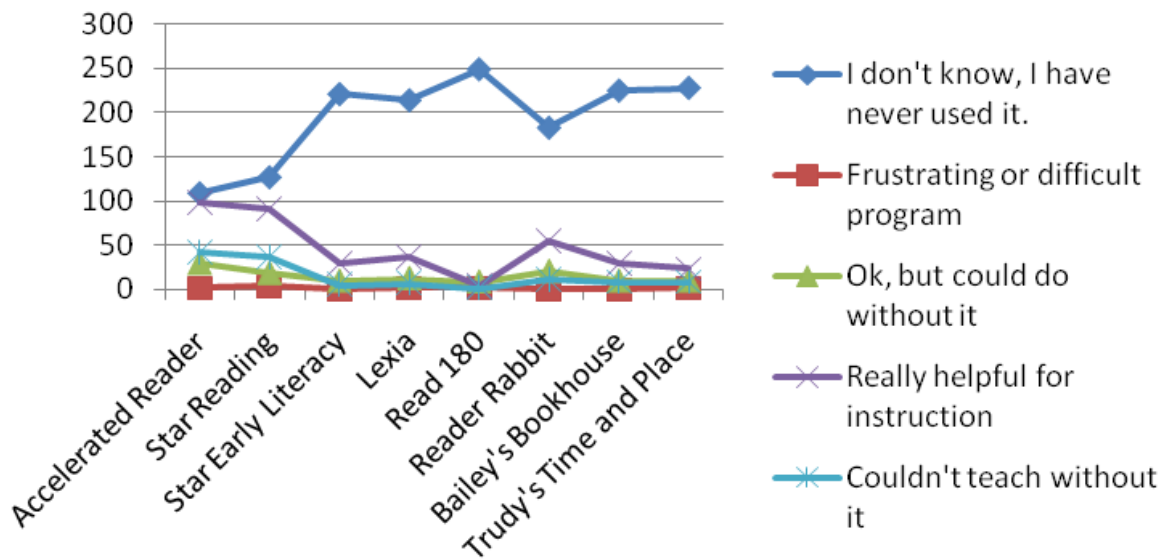
HMS proposes using grant monies for two purposes: First, to *train* teachers regarding interpretation and best uses of existing software. A component of the education process will include providing parents with MAP testing results and exposing them to the technological capabilities which exist at their child’s school. This exposure will come in the form of a “Technology Night,” an evening in which parents will be invited to experiment with various technologies. Bilingual parents, in particular, will be given access to Rosetta Stone.

Secondly, grant monies will also be used to provide instruction for teachers on how to interpret data results from software assessments, then adjust teacher methods and plan interventions as a result of that feedback.

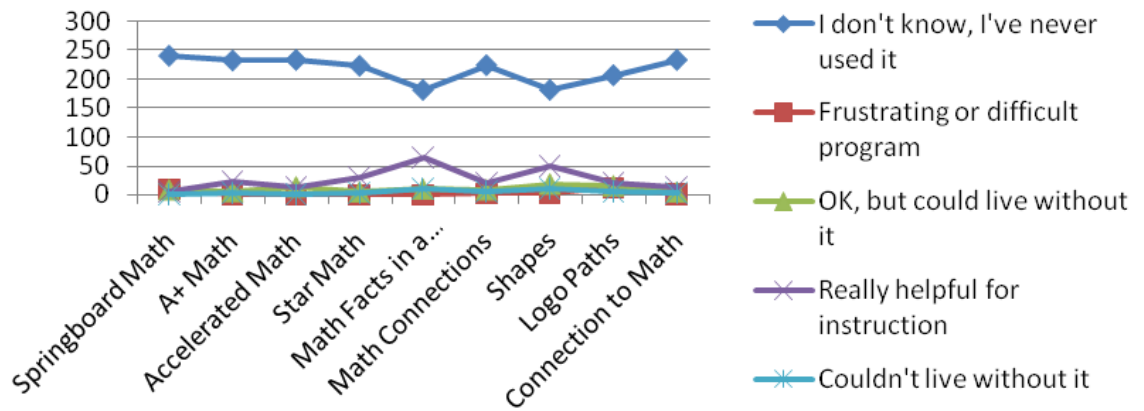
Training

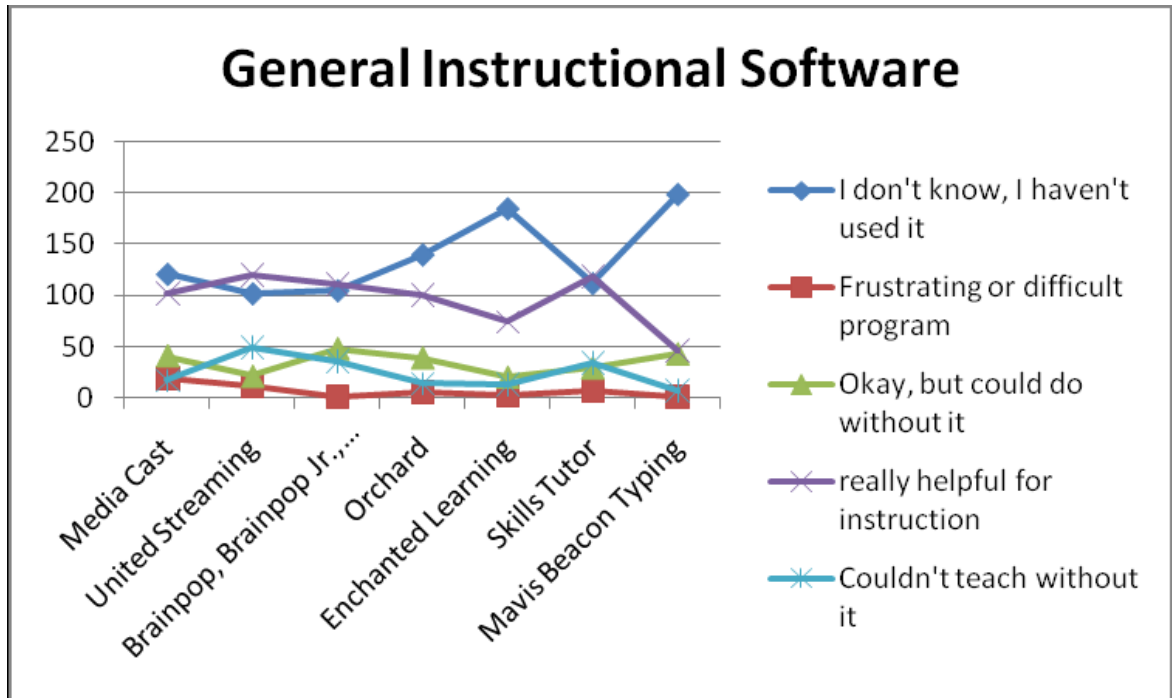
DMHC’s audit revealed a startling lack of teacher knowledge regarding existing software. This was apparent in results generated by the anonymous survey sent to teachers.

Usage of Reading/LA programs



Usage of Math Software





After digesting results of the DMHC study, HMS appointed a Technology Steering Committee comprised of a cross-section of employees. Different levels of ability, different types of users, different priorities and different perspectives are represented. Each has a voice in software/hardware standardization, major purchasing decisions and strategic planning efforts. It was the Technology Steering Committee recommendation to pursue further professional development for staff with a top priority being MAP training.

While MAP provides a wealth of data, teachers have not had the time or inclination to access online training currently available. Research shows that training is most successful when it occurs from peer to peer. Therefore, HMS proposes providing a two-day intensive MAP training for two people each at every building site (11 elementary schools, four secondary schools). These individuals, who will be paid a

stipend, will be selected based on interest, enthusiasm and knowledge of technology. Once trained – a deadline of Oct. 1 will be imposed -- they will be responsible for conducting four trainings during the school year for all personnel within their own building. They also will serve as MAP “consultants” available to answer questions or provide recommendations in regard to the tailoring of curriculum based on testing results.

Similarly, HMS proposes “train-the-trainer” sessions for 35 individuals with job specialties ranging from reading and math specialists to ELL teachers and special-education teachers. Prior to Oct. 1, 2009, these staff members also will attend a two-day intensive training providing information and availability of software within the district. They will, in effect, become experts in HMS online resources and their most effective use. Intense attention will be devoted to My Skills Tutor and Accelerated Reader, software programs which the district has a heavy investment in. Web cast trainings will be purchased for these two programs. In the meantime, technology staff will provide an overview of the dozens of other software programs that exist within the district.

Once trained, software specialists -- who will be evenly spread among all school buildings -- also will be responsible for four two-hour trainings at each building to be conducted during collaborative time set aside for such sessions each week.

In addition, HMS will move forward with its fourth year of MAP testing. The district feels data generated by the program is invaluable once teachers learn to effectively adjust curriculum based on testing results. The difference in the coming

school year will be that monitoring data and providing the necessary differentiated instruction will no longer be an option. Teachers will be asked to bring evidence of interventions or adjusted curriculum based on MAP results to end-of-year evaluations. Their job performance review will include a technology component.

Expected Student Learning Outcome

MAP testing will enter its fourth year of usage in HMS' four secondary schools and 12 elementary schools in the 2009-10 school year. All students in grades 2-11 test three times a year; once in the fall, once in the winter and again in the spring. Students are tested in the core curricular areas of Math, Language arts and Reading. Online tests are configured to student responses and uniquely geared to National Education Goals and state Standards and Benchmarks. Because the MAP program is capable of analyzing previous correct answers, it can select questions of appropriate difficulty and measure a broader range of student comprehension than the traditional single test form. Teachers have immediate access to online results.

As a result of training proposed in this grant application, teachers will be equipped to interpret results, link test scores to specific skills and provide opportunities for students to perfect those skills in a variety of ways. Reading scores, for example, will help instructors identify appropriate interventions that can range from selecting appropriate reading materials to seeking intervention from a reading specialist. Other alternatives will include referring students to the computer lab contained in each school building. As a result of training regarding the existence of various software programs,

teachers will be aware of the capability of programs. They can also seek out the school software specialists for advice and suggestions.

In the meantime, parents will also be informed of student progress via mailings of MAP testing results. This information, coupled with parent knowledge of available technological resources at the school site, will result in an environment – both in school and at home -- that encourages learning. The expected outcome of these interventions, based on continuance of the MAP program, teacher training, knowledge of available software programs and parent awareness, is increased student achievement and confidence. An evaluation of whether the expected outcome is achieved will come from an expected increase in MAP scores, which can be tracked over a period of years. Baseline data currently exists for three school years.

Existing and Prior Funding

HMS is committed to MAP testing and believes its short-term assessment capability can have dramatic effect in the classroom. This is particularly true when a teacher carefully monitors the affect of his/her teaching methods is having on cognition and adjusts instruction accordingly. HMS has demonstrated its commitment to MAP by purchasing the online testing and reporting program at an annual cost of \$70,000 for the past three years. Likewise, it plans to fund 100 percent of the program in 2009-10. Funding will directly target improving NMSBA scores, the ultimate goal of both the EPSS and Technology Plans.

Goals

1. *Train all instructional staff to access the use of data to make daily decision on classroom instruction.*

This goal will be achieved by having two staff people from each building (30 in all) who have demonstrated an interest and ease with technology to receive extensive training in the interpretation of MAP data and subsequent adjustment of curriculum. These two-day trainings will occur in early fall. Following a train-the-trainer format, teachers will then conduct a total of four trainings in their building over the course of the school year. These trainings will occur during intervals set aside specifically for training periods each week. (Students dismiss early each Wednesday to allow for teach collaboration). During the last three sessions, teachers will be required to submit MAP results and demonstrate how they have implemented strategies to differentiate instruction within their classroom.

1. *Adjust instruction based on data*

A component of each “peer-to-peer” training session (following the first one) will include interaction between teacher and trainer that includes MAP data provided by each instructor. Based on data (growth or non-growth), teachers will describe planned interventions and/or differentiated instructional techniques. All teachers will benefit from this collaborative process which will occur at staff meetings.

2. *Train in-district software specialists to serve as consultants*

In addition to the two MAP data specialists named above who will be available in each building, a total of 35 teachers throughout the district will also receive intensive training in the wide variety of software titles available to teachers as an instructional resource. These titles include, among others, STAR Reading, STAR Math, Mastery Manager, My Skills Tutor, Apex Learning, Brainchild, Orchard, Accelerated Reader, Lexia, Springboard Language Arts, Accelerated Math, Math Facts, Springboard Math, Brainpop, Reader Rabbit, Bailey's Book House, Trudy's Time and Place, Math Connections and Rosetta Stone. Web site training will focus on My Skills Tutor and Accelerated Reader, two programs in which the district has heavily invested.

The intent is to offset the pattern of non-use, which based on a January 2009 survey of all teachers, indicates a majority of HMS teachers have not tapped into the software potential available to their classroom.

Project Evaluation

Because this grant contains two major components, project evaluation will occur through several methods.

MAP Training

The success of train-the-trainer sessions and peer-to-peer trainings as they pertain to MAP testing will ultimately be proven through an expected increase in MAP scores. Because students have been tested using this program for the past three years, a well-established data baseline exists. The district's assistant superintendents for instruction (elementary and secondary) will monitor testing trends districtwide. Building

principals will be responsible for tracking individual classroom results. Because technology use will be an evaluation criterion, principals also will insure that teachers are adhering to district guidelines regarding implementation. Parents, who will receive mailed test results along with an explanation of how to interpret results, will also serve as program monitors.

Software Training

Teachers will be resurveyed at the end of the 2009-10 school year to gauge their familiarity and use of software programs. This survey will be compared to the information provided on questionnaires in January 2009 (baseline data). In addition, the technology department will generate a report of software use both before and after software specialists receive trainings. The newly appointed Technology Steering Committee will review results of usage. Formative and summative feedback will come in the form of peer-to-peer evaluations. Participants will complete a questionnaire following each training session. Trainers will then adjust their instructional techniques, i.e., hands on, etc., based on different learning methods.

Budget

Funding generated by this grant will go toward one thing: professional development. While HMS realizes this is an unconventional request, it cannot ignore the startling results of the independently commissioned technology audit which indicates it is vastly under using resources. Money will exclusively go toward “train-the-trainer” sessions and the substitutes necessary to man the classroom for the total of four days staff members will miss. These MAP and software specialists will also be paid a \$500

stipend in exchange for being a resource person and instructor within their school building.

Equity

MAP testing and identical software programs are available in all school buildings and used by all students. Rosetta Stone software is specifically geared toward ELL students and assistive technology -- which includes special screens for the visually impaired and touch software -- is available for those special education students unable to operate a traditional computer keyboard.

Collaboration:

HMS will continue to use DMHC as an expert resource for training teachers and utilizing software to its fullest capability. It also will develop relationships with MAP instructors and online instructors as a result of the scheduled professional development sessions.

Scientifically Based Professional Development Model

The train-the-trainer model has been increasingly used in the education field. According to research, staff development programs conducted among peers may improve employee retention while also giving districts the ability to train a large number of people without per diem expenses.

It also has been demonstrated that retention increases when a concept is taught, staff are given the option to practice and then further instruction is added. HMS believes that by scheduling four training sessions throughout the school year, staff will develop a strong comprehension of MAP data interpretation and software implementations.

One Project Plan Matrix form is required for each Goal

Project Plan Matrix

Goal #1: Train instructional staff to access the use of MAP data to make daily decisions on classroom instruction

Measurable Objectives: Increase MAP data expertise to two teachers per building site

Baseline description in relation to this goal:

HMS will select two teachers from each school building who are interested in technology and show a propensity for keeping up to date on technology skills. These teachers will receive intensive MAP training and in turn will lead four professional development sessions within their own school on MAP while also serving as resource personnel.

Actions to accomplish these objectives (including indicators of success, measurement tools, and persons responsible):

1. Contract with MAP for train-the-trainer professional development.
2. Train two teachers per building on interpretation of MAP data.
3. Conduct four peer training sessions in each building during the 2009-10 school year.

What measurements will you use to determine whether this goal has been accomplished?

1. Certificates of training completion from MAP software providers.
2. Sign in sheets for peer-to-peer MAP training.

Timeline for implementation of actions:

1. Train the trainer sessions for MAP and software applications will occur prior to Oct. 1.
2. Peer-to-peer trainings sessions will occur four times over the school year beginning after Oct. 1.

Project Plan Matrix

Goal #2: Adjust Instruction based on MAP data

Measurable Objectives: MAP scores will increase by 5 percent across grade level on winter and spring tests

Baseline description in relation to this goal:

Students in grades 2-11 will take online MAP tests three times a year – in the fall, winter and spring. Teachers will be required to chart progress (or lack of) by individual students and document for MAP trainers interventions based on MAP testing results.

Actions to accomplish these objectives (including indicators of success, measurement tools, and persons responsible):

1. MAP tests administered by classroom teacher three times a year.
2. Teacher does analysis of data for each student.
3. Based on data results, teacher reteaches lesson, assigns a reading or math specialist, and assigns a software program to remediate skill.
4. Teacher monitors indicators for signs of success or (lack of progress result in repeat of steps above).
5. Teacher brings evidence of interventions to end of year assessment with principal.

What measurements will you use to determine whether this goal has been accomplished?

Expected increase in MAP test scores of 5 percent on winter and spring tests.

Timeline for implementation of actions:

1. MAP tests administered three times a year – fall, winter and spring.
2. Teachers provide evidence of intervention during four peer-to-peer meetings that occur between Oct. 1 and end of school year.
3. Teacher conference includes discussion of technology use.

Project Plan Matrix

Goal #3: Provide understanding of available software for all teachers

Measurable Objectives: Develop a rubric in which teachers can self-evaluate their knowledge of software titles available to them within the district.

Baseline description in relation to this goal:

A total of 35 staff members from across the district will receive a two-day train-the-trainer session on software applications available to all teachers. These staff members, in turn, will provide four separate trainings in each school building to teachers during the collaborative time set aside each Wednesday. In addition to training, the staff members who will be paid a stipend will serve as software specialty resource teachers.

Actions to accomplish these objectives (including indicators of success, measurement tools, and persons responsible):

1. A total of 35 teachers will be selected based on their interest and enthusiasm for technology.
2. These staff members will attend two days of train-the-trainer sessions exploring the availability and usages of software currently owned by the school district.
3. The newly trained software specialists will conduct four trainings regarding the usage of software at each school site. The software specialists will also serve as resource personnel for their school building.

What measurements will you use to determine whether this goal has been accomplished?

1. The technology department will track the use of software for the 2009-10 school year, comparing it to usage for previous years.
2. Principals will track technology incorporation into curriculum via end-of-year evaluations.
3. Administer a post survey regarding teacher knowledge and use of software.

Timeline for implementation of actions:

Software train-the-trainer sessions will occur prior to Oct. 1, 2009. In-house training sessions (four) will occur within each school building after Oct. 1 and before May 1.

Note: EPSS goals listed below refer to the statewide Alternative Governance Plan for Identified “Schools as In Need Improvement” Restructuring 1 School Year 2008-2009 included in supplemental materials supplied with this grant. Because HMS has numerous schools that failed to meet AYP standards, its EPSS goals (also included as a supplement) directly refer to the plan.

CROSSWALK DOCUMENT MATRIX

Elements of the EETT application	Technology Plan Item	EPSS item	Application item
A1. To support a comprehensive system that effectively uses technology to improve student achievement: Describe the type of technologies to be acquired, including specific provisions for inter-operability among components with existing technologies.	2.1.1 HMS staff will participate in high-quality professional development activities towards proficiency level improvement	2.6, 4.15 All members of the learning community participate in high quality, ongoing professional development, designed to address student needs in the areas of curriculum, instruction, assessment of data analysis	Intensive training on the capabilities of existing software will allow interoperability of software/instruction as well as capability of achieving maximum potential of existing resources. Page 6
A2. To improve teaching and learning and ensure that curriculum and instruction are aligned to the standards: Explain how the acquired technologies will be integrated into the curriculum to help enhance teaching, professional development, and student achievement.	2.2.2 Use software applications as an intervention for students	2.5 Data are used to refocus student instruction on targets that enable them to achieve standards.	Teachers will be required to adjust instruction based on online assessment data. Pages 9-10
A3. To use technology to support efforts to promote parent and family involvement: Explain how programs will be developed in collaboration with existing adult literacy service providers.	4.1.5 Provide essential resources to students, parents and staff members...	3.2 The school/district empowers parents to be a part of the educational community.	Rosetta Stone software will be available to non-English speaking parents during a technology fair. Budget Form Page 6
A4. To enhance professional development and increase understanding of current research: (a) Describe how the LEA will ensure sustained professional development for teachers, administrators, and school library medial personnel in the use of technology.	2.1.2 Building teacher technology trainers and content specialists will provide staff training, support and coaching/modeling	4.14 All staff are skilled in the use of data to improve school programs and classroom instructional practices	A total of 65 teachers will participate in train-the-trainer sessions, then will conduct their own peer-to-peer professional development on the application of software in order to increase learning. Pages 8-9

<p>A4. To enhance professional development and increase understanding of current research: (b) List the source(s) of ongoing professional development and technical assistance available to schools, teachers, and administrators served by the LEA, such as state technology offices, educational support units, regional educational laboratories, or institutions of higher education.</p>	<p>3.1.1 To investigate emerging technologies for implementation</p>	<p>1.5 Leadership maintains focus on professional development that will have the greatest impact on student achievement</p>	<p>HMS has an ongoing relationship with DMH consulting and will also use trainers from Skills Tutor and Accelerated Reader as resources. Page 4 &9</p>
<p>A5. To assist districts developing an effective technology infrastructure: Describe the supporting resources, such as services, software, and print resources that will be acquired.</p>	<p>4.1.5 Provide essential resources to students, parents and staff members...</p>	<p>3.2 The school/district empowers parents to be a part of the educational community.</p>	<p>Services to be acquired include extensive training regarding effective software implementation; parents will receive printed MAP results. Pages 9&6</p>
<p>A6. To assist districts in developing a comprehensive system that effectively uses technology to improve student academic achievement: Provide the projected timetable for implementing the proposed activities.</p>	<p>2.1.1 HMS Staff will participate in high-quality professional development activities towards proficiency level improvement.</p>	<p>2.6, 4.15 All members of the learning community participate in high quality, ongoing professional development, designed to address student needs in the areas of curriculum, instruction, assessment of data analysis</p>	<p>Train the trainer for 65 individuals will occur prior to Oct. 1, 2009. Peer-to-peer professional development will occur a total of eight times after Oct. 1 and prior to May 1. Page 9</p>
<p>A7. To assist districts in developing a comprehensive system that effectively uses technology to improve student academic achievement: Provide the projected cost of technologies to be acquired and related expenses needed to implement the plan.</p>	<p>2.1.1 HMS Staff will participate in high-quality professional development activities towards proficiency level improvement.</p>	<p>2.6, 4.15 All members of the learning community participate in high quality, ongoing professional development, designed to address student needs in the areas of curriculum, instruction, assessment of data analysis</p>	<p>Total cost of professional development for 65 teachers, who in turned will be paid a stipend to provide peer training, is \$60,000. Page 22</p>
<p>B. To promote parent and family involvement in education: Describe how the LEA will involve parents, public libraries, business and community leaders in the project.</p>	<p>4.1.5 Provide essential resources to students, parents and staff members...</p>	<p>3.2 The school/district empowers parents to be a part of the educational community.</p>	<p>Parents will received mail copies of MAP testing results for their student three times a year. A technology night will also expose parents to available software and hardware options at their child's school. Page 6</p>

<p>C1. To expand access to technology for students: Describe how the LEA will promote equity in education in order to support state content standards and student performance standards.</p>	<p>1.1.3 Students K-12 will participate in technology rich instruction across the curriculum guided by their instructors or through on-line resources to become computer literate.</p>	<p>1. 3 Leadership maintains a focus on all students learning to high standards.</p>	<p>All technology – as well as improved instruction that will result from teacher software knowledge – is available at each school site. All students benefit equally. Page 15</p>
<p>C2. To expand access to technology for students particularly in schools served by “high-need local education agencies”: Describe how the LEA will provide equal access for teachers, students and parents.</p>	<p>1.1.3 Students K-12 will participate in technology rich instruction across the curriculum guided by their instructors or through on-line</p>	<p>1. 3 Leadership maintains a focus on all students learning to high standards</p>	<p>All technology – as well as improved instruction that will result from teacher software knowledge – is available at each school site. All students benefit equally. Page 15</p>
<p>D1. To integrate technology effectively into curriculum and instruction: Describe how technology will be integrated into the curriculum and Educational Plan for Student Success; affect student achievement and meet the National Education Goals and the New Mexico Content Standards and Benchmarks.</p>	<p>1.1.2 Ensure instruction of basic technology skills by teaching is to NETS standards.</p>	<p>2.8 Curriculum, instruction, assessment and professional development are aligned with New Mexico Standards.</p>	<p>MAP’s short-term assessments will provide teachers with feedback directly related to knowledge of National Education Goals and the New Mexico Content Standards and Benchmarks. Page 5 & 10</p>
<p>D2. To support the development and use of electronic networks and other innovative methods such as distance learning courses and curricula: Describe how technology will affect student achievement and progress toward meeting the No Child Left Behind Act (NCLB) and New Mexico Content Standards and Benchmarks.</p>	<p>1.1.2 Ensure instruction of basic technology skills by teaching is to NETS standards.</p>	<p>2.8 Curriculum, instruction, assessment and professional development are aligned with New Mexico Standards.</p>	<p>MAP’s short-term assessments will provide teachers with feedback and allow them to adjust instructional methods in order to increase student achievement and progress toward NCLB. Page 9</p>

Budget Summary Form

Salaries	\$40,300
Purchased Services	13,700
Supplies & Materials	<u>6,000</u>
Total:	\$60,000

A. SALARIES:

Include anticipated expenditures for salaries of personnel performing direct services for a project. Substitute teachers should be included under this category. Salaries may not be paid on any contract in excess of that which has been paid to the person in performance of their regular responsibilities and/or a salary commensurate with that received by a person for similar responsibilities.

Stipends provided to staff for hours over and above regular contract hours should be justified here. Such stipends should be treated as any other salary item, and employee benefits must be provided. Specify these costs in B: EMPLOYEE BENEFITS.

Include the funding category of the person(s) to be paid under this category (i.e., coordinator, technician, etc.), and an itemized breakdown by source of all funds to be paid to the person: i.e., monthly salary rate, percentage of time devoted to the project activity, job title, etc.

Federal Request: \$	40,300
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Substitutes for 30 teachers to attend two-day MAP instruction: (\$60 a day)	\$3,600
Substitutes for 35 teachers to attend two-day Software instruction (\$60 a day)	4,200
Stipends for 65 teachers (30 MAP & 35 Software specialists) (\$414 each)	26,910
Benefits for 65 teachers receiving stipends (\$86 each)	5,590

B. EMPLOYEE BENEFITS:

An itemized breakdown of fringe benefit costs must be included for all salaries justified in A: SALARIES. Fringe benefits are considered as those additional to regular salary that is received by all employees. They generally will include such items as insurance (life and health), retirement, and social security.

0

B. PURCHASED SERVICES:

Include anticipated expenditures for services rendered through special arrangements with a company, person, or other educational agency or institution. These are considered subcontracted services and are reserved to offset costs incurred by employment of a consultant or for services not available within the capabilities or the participating agency. Personnel records are not usually maintained for individuals performing contractual services, nor are these persons usually eligible for personnel

benefits that may accrue to regular, full-time staff members. However, they are eligible to receive consulting fees and per diem at prevailing state rates. Consultant equipment rented for use during the term of the contract is considered to be a contractual service.

Federal Request: \$ 13,700

Explanation:

MAP Assessment Trainers provide training in Hobbs for 2 days	\$11,100
Skills Tutor online Training for 1 day	1,000
Accelerated Reader online Training for 1 day	1,600

C. OTHER CHARGES:

C. SUPPLIES AND MATERIALS (Consumables):

A consumable item is defined as a material item of an expendable nature that is consumed, worn out, or deteriorated in use, or one that loses its identity through fabrication or incorporation into a different or more complex unit or substance.

- a. Includes anticipated expenditures for supplies required to conduct the activity. This should only include supplies necessary for the conduct of activities over and above regular operational uses. Be specific in itemizing these costs.
- b. Includes anticipated expenditures for supplies used in the classroom for direct instruction only.

Federal Request: \$ 6,000

Explanation:

Postages for mailing printed MAP testing results to parents of 8,000 students 3x a year:
\$6,000

D. SOFTWARE:

Computer software purchased separate from hardware should be justified here.

Federal Request: \$	0
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Explanation:

HMS will provide the software programs which, among others, include MAP at an annual cost of \$70,000; Accelerated Reader at an annual cost of \$17,000 and Skills Tutor (one time cost of \$33,000).

E. TRAVEL AND TRAINING:

Under these line items, itemize all anticipated project staff travel. Travel shall be computed according to prevailing state rates or the applicant agency's rate, whichever is lower; including mileage, per diem, lodging, and estimated toll and parking. Consultant travel is not included under this category, but shall be itemized in B: PURCHASED SERVICES.

No out-of-state travel is authorized unless as part of the original proposal. If out-of-state travel is required as part of the original proposal, detailed budget notes must be included:

- a) name or position of traveler(s)
- b) type of meeting planned
- c) date of activity
- d) estimated expense of trip, lodging, meals, travel, registration fees, etc.
- e) justification to attend the meeting.

Expenses under TRAINING include fees such as registration fees, course fees, tuition, and materials.

Federal Request: \$	0
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Travel:

Expenses for trainer travel are included in Item B, Purchased Services
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Training:

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F. EQUIPMENT (Assets):

All non-consumable items should be itemized to the extent that the New Mexico Public Education Department is aware of the types required and their respective use to accomplish the objectives of the project. Equipment may not include any handling fees or surcharges made by the grantee.

Federal Request: \$	0
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Explanation:

Software/hardware on hand and provided as in-kind equipment by HMS is estimated at the equivalent of \$250 per child, per DMH Consulting in January 2009.

Based on a student population of 7,981 students, equipment is valued at \$1.9 million.

G. INDIRECT COSTS:

All public school districts are to use their FY 09 approved Federal indirect cost rate.

Procedure for calculating Indirect Cost:

Example: A district was awarded a \$50,000 grant, has an indirect cost rate of 5%, and will be purchasing \$5,000 in capital outlay.

- 1) Subtract the equipment line item from the total budget request.

Example:	\$50,000	total budget request
	<u>- 5,000</u>	less capital outlay
	\$45,000	total direct cost

- 2) Divide the total direct cost by your approved indirect cost rate plus 1.00.

Example:	\$45,000	total direct cost
	$\$45,000 \div 1.05 = \$42,857$	

- 3) Add equipment costs to result from step 2.

Example $\$42,857 + \$5,000 = \$47,857$

- 3) Subtract step 3 answer from total award amount answer for indirect cost total. This amount should be rounded off to the nearest dollar.

Example:	\$50,000	
	<u>-47,857</u>	
	\$ 2,143	total set aside for indirect cost

Federal Request: \$	0
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Explanation:

H. ADMINISTRATIVE COSTS:

All applicants are limited to a maximum of five percent (5%) of the grant, less capital and indirect costs for administrative costs. Administrative costs are those direct costs associated with administrating the project (i.e., budget oversight, preparing application addenda and reports, evaluation, etc.) only. Administrative costs and related benefits must be listed in the 09 function on the Budget Adjustment Request (BAR) Form.

To calculate administrative cost, subtract indirect cost and capital costs from the grant amount (if applicable), and divide the remaining amount by the rate percentage you are claiming plus 1.00. Note: Capital items are defined as items which cost \$5000 or more.

Example: A district was awarded a \$50,000 grant and will be making a capital purchase of \$5,000, has an indirect cost rate of 5%, and will be claiming administrative costs at 5%:

- 1) $\$50,000$ less capital cost ($\$5,000$) = $\$45,000$
 $\$45,000 \div 1.05 = \$42,857$
 $\$42,857 + \$5,000 = \$47,857$
 $\$50,000 - \$47,857 = \$2,143$ (set aside for indirect costs)

- 2) $\$42,857 \div 1.05 = \$40,816$
 $\$42,857 - \$40,816 = \$2,041$ (set aside out of allocation for administrative costs)

Note: Applicants claiming administrative costs are required to provide documentation/justification of how dollars will be utilized/what activities will be supported. If applicable, justification must include monthly salary rate, percentage of time devoted to project activity, benefits, and any other relevant information.

Federal Request: \$ 0

Explanation:

Demographic Data Form

Enhancing Education Through Technology Fund FY 10 Application

1. General Data

- Dropout Rate: 2%
- Number of Low Income Families: 4,603
- Number of Children age 5-17 in District: 8,043
- Number of Children age 5-17 living in
- Households with incomes below Poverty Line 4,766
- Unemployment Rate: 4.9%
- Number of Free Lunches Served Daily: 5,432
- Other (please identify): 32%

- **Describe the source of data:**

Civil Rights survey, U.S. Census Bureau, New Mexico Department of Labor, HMS data, New Mexico Public Education Department.

2. Ethnic Data (by percentage)

Anglo: 32.64 %

Asian: .39 %

Black: 5.83 %

Hispanic: 60.9%

Native American: .24%

3. Give a narrative description of the community (however narrow or broad) to be served, including its educational needs.

Hobbs is located in southeastern New Mexico, five miles from the Texas border. Incorporated in the 1920s, Hobbs is a relatively young community whose founding can be directly traced to the oil industry. Still dependent on the oilfield, the population continues to ebb and wane with the flow of oil and its fluctuation in price. The result is a boom and bust cycle and the associated sociological problems (divorce, crime, alcoholism, etc.) and incredibly high mobility (32 percent). Hobbs has also seen a shift in demographics in the past 10 years from an Anglo majority to a Hispanic majority. The number of Spanish-speaking families – and the need for ESL instructors – has likewise skyrocketed. In the 2008-09 school year, none of the district's four secondary school met AYP standards and only two of its 11 K-6 elementary schools met AYP.

School District Assurances

1. The LEA assures that all programs, activities and expenditures of funds conducted in association with this program are in direct compliance with the provisions of the No Child Left Behind Act of 2001.
2. The district assures that the sub grant shall be for a project of sufficient duration and of sufficient size, scope, and quality to carry out the purpose of the Enhancing Education Through Technology Fund effectively.
3. The district assures that funding received under Enhancing Education Through Technology Fund will not replace or reduce funding for existing federal education programs or for education reform efforts already in existence.
4. The district assures that funds received under Enhancing Education Through Technology Fund will be used only so as to supplement and, to the extent feasible, increase the level of funds that would, in the absence of federal funds made available under this grant, be made available from non-federal sources, and in no case will such funds be used so as to supplant funds from non-federal sources.
5. The district assures that the local technology application will describe how the sub grant funds will be used by the local educational agency and the procedures to be used to make funds available to schools.
6. The district assures that it will provide for proper fiscal control and accounting procedures as may be required for fiscal audit.
7. The district assures that an Enhancing Education Through Technology Fund plan will be developed based on the belief that all students can learn and achieve high standards and must realize their potential if the United States is to prosper.
8. The district assures that the Enhancing Education Through Technology plan will involve parents, teachers, and other local educators, and business, community and tribal leaders in developing system-wide technology strategies that reflect the needs of their individual communities.
9. The district assures that the local technology plan encourages institutions of higher education to enter into partnerships with schools to provide information and guidance to schools on the skills and knowledge graduates need in order to enter and successfully complete post-secondary education. In addition, the schools provide information and guidance to institutions of higher education on the skills, knowledge, and pre-service training teachers need, and the types of professional development educators need in order to meet the purposes of the Act.

School District Assurances, page 2

- 10. The district assures that information related to the goals, standards, materials and assessments shall be made available to private schools.

- 11. The district assures that, as applicable, it will comply with the assurances as specified in OMB Form No. 0348-0040, relating to legal authority to apply for assistance; access to record; conflict of interest; merit systems; non-discrimination; Hatch Act provisions; labor standards; flood insurance; and environmental protection.

- 12. The district assures that it will provide equitable access to high quality learning opportunities to all students regardless of academic history or learning difficulty.

Superintendent's Signature & Date _____

If Partnership, Signature & Dates of members (add additional signatures below as needed)

Non-public School Participation Form

This form is used to demonstrate that the EETT Project Development team has made a reasonable effort in contacting all non-public schools in the district in a timely manner for inclusion in the project according to the criteria found in this RFA. A list of non-public schools is included in **Appendix D** of this RFA. If no non-public schools are in your area, indicate this on line one below.

For Partnership applications, one form must be submitted for each participating district.

School Name	Principal/Chief Administrator	Contact	Participation
St. Helena Parochial School	Sheila Fuentes	Yes	No
King's Gate	Elaine Serna	Yes	No
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N

The LEA has made a reasonable effort to contact private and non-profit schools in the district area in order to engage in timely and meaningful consultation during the design of this EETT application.

Superintendent's Signature and Date:

District Name: _____

Timeline for Project Sustainability

This application is for training as it relates to software and hardware already provided by the Hobbs Municipal School District. Training for this software represents a one-time expenditure. Because the model calls for all teachers to receive instruction and because a train-the-trainer model will be in place as well as peer-to-peer training, internal training can take place after the expiration of this grant by existing personnel.

