

Both Unfunded Everything

Maine Department of Education

Information Needed To Apply for Everything

**Requirements
Evaluation Criteria
Grant Agreement**

Information about the Application

- Actual awards made from each grant category will be based on available funds in both accounts, the number of districts applying, the total cost of the equipment listed for TLCHF, and the proposal's numeric evaluation score.
- The next federal allocation of TLCHF funds will not be available until October 2000. The steps in the internal grant award approval process take at least ten weeks to complete, and cannot begin until official notification of federal funding is received, so the district should not expect to receive TLCHF payments until at least December 2000.
- Goals 2000 and PPPD payments should not be expected until at least October 2000.
- Negotiated revisions to any components of the application lengthen the payment process.

Per Pupil Professional Development Funds (PPPD)

- Allocations for each district are in the pink packet included with the application.
- Allocations in column 1 of the table are at the current level of \$1 million (already appropriated).
- Column 2 allocations are based on a proposed increase of \$1 million (pending in the current legislative session). Districts will be notified about the final appropriation as soon as possible.
- A consortium is defined as at least two districts which are working together on professional development activities to implement the Learning Results. School Unions working alone cannot apply as consortia. Partners in the consortium must be listed on the application cover page.
- School Unions must apply for PPPD funds with a joint plan. The union may distribute PPPD funds on a per pupil basis to each school in the union, or use the funds to support union-wide Learning Results professional development activities, or some combination of the two. A single payment will be made to the district.
- Questions about this calculation should be directed as soon as possible to Sarah Simmonds (287 - 8281); sarah.simmonds@state.me.us.

Allowable Expenditures in Combined Grants

- Equipment (hardware and peripherals) can only be charged to TLCHF.
- Wiring and minor room alterations required for networks can only be charged to TLCHF.
- Software can be charged to Goals 2000 or to TLCHF. Instructional software cannot be charged to PPPD.
- Administrative costs (clerical support and supplies, and accounting fees) cannot exceed 5% of the amount budgeted for Goals 2000.
- Maine State Retirement benefits must be included in Goals 2000 and TLCHF budgets. These costs cannot be shared across budgets by listing salaries in one budget and the benefits associated with them in another. In addition, any other benefits specified by the local collective bargaining agreement must be applied to all salaries, stipends and honoraria in the circumstances and in the amounts covered in the agreement.

Direct questions and concerns about allowable expenditures to Heidi McGinley (287 -5986); heidi.mcginley@state.us.me.

Evaluation Process and Criteria

- Each proposal will be evaluated by three peer reviewers, who will use the attached numeric criteria to rate each proposal. **No evaluation points are awarded for local technology plan approval, but the local technology plan must meet all ten standards in order for the district to receive a TLCF grant award .**
- The Department of Education may negotiate final award amounts based on numeric evaluation results and availability of grant funds in either category.
- Per Pupil Professional Development funds are not competitive and will be received by the district regardless of the status of its other proposals. However, information provided in the proposal to report on PPPD funds will be evaluated by the readers as part of the evidence of Learning Results implementation activities.

Required Components to Apply for Everything (Goals 2000, PPPD and TLCF)

Basic Information (not evaluated):

- The cover page – Indicate how much the district reserved in PPPD funds during the 1999 -2000 school year, and how much has not been expended. Add unexpended PPPD funds to the district's new request.
- The information page
- School board signatures
- Superintendent's signature on the second page of the appropriate grant agreement

1. The Design Team:

- **1. A. and B.** Describe the design team's role and how the technology committee is or will be connected to it.

2. Year-end Financial Statement

- Note that expenses listed in the "obligated" column are those for which you have made a promise to pay. These activities may not have taken place when the proposal is submitted.
- Attach a single page to explain why funds were not expended as expected.

3. A. Self-Assessment

- **1.Current Status of Technology Use in the District: (Standards 1 -6 only. The 10 standards for local technology plan approval described on pages 8 -10.)**
- The technology related components of the district's Learning Results implementation plan must be founded on the baseline information described in items 1-6 of the ten technology plan standards. Provide the information required to meet each of the six standards in order of their appearance on the list. Required evidence to be included in either the portfolio or the description is listed under each standard.
- **Standard 1:** The district's vision for technology use.
- **Standard 2:** A list of the members of the district's technology committee or planning group.
- **Standard 3:** An inventory of existing hardware and software, and descriptions of:
 - Networks
 - Facilities
 - Maintenance
 - Coordination
 - Equity of access for
 - students
 - parents
 - teachers
 - Current financial support for technology use from all sources
- **Standard 4:** Information about the district's economic need for technology funds, which must include free and reduced lunch rates.
- **Standard 5:** Staff and stakeholder knowledge necessary to support, use and integrate technology. (Two data collection forms are included in the application to use in collecting data.)
- **Standard 6:** Integration of technology to support implementation of the Learning Results for all students.

3. The Self-Assessment (Continued):

Note that all of the information compiled for technology plan standards 1 -6 can and should be used to support the self-assessment.

- **A.** Check those indicators in the “Student Learning” area and in each section of the “Climate Supportive of Change” area that describe where the district currently stands. In the blank columns embedded in the self-assessment, tell the readers where to find the supporting portfolio evidence for the checkmarks. **Submit the checked self -assessment pages with the application.**
- On the two self-assessment grids, plot the district’s current position regarding technology use with one symbol, and that related to Learning Results implementation with another.
- **B.** In a narrative of 12 pages or less, explain how the information from the progress report and the self-assessment update lead to the district’s next steps. Include:
 1. A summary of current conditions across the district based on the self -assessment.
 2. A description of how the self -assessment findings illustrate what the district’s next steps are in Learning Results implementation.
 3. A description of how the self-assessment findings illustrate what the district’s next steps are in technology use and in intentionally connecting technology with Learning Results implementation.
 4. A description of the district’s economic need for technology funds to support Learning Results implementation (reference supporting evidence in the portfolio if necessary to fully document the current situation).
 5. Identification of several impact areas or goals and why they are necessary to the district’s Learning Results implementation efforts.

4. The Action Plan:

- **A. Impact Areas**
- **1.** List impact areas or goal statements identified as a result of the progress report and the self -assessment update, and identified in the self -assessment narrative. Impact areas can also be thought of as leverage points – key areas of activity that impact many aspects of Learning Results implementation. **Standard 7 of the local technology plan requirements.**
- **2.** Measurable indicators of success in making progress toward the goal or in the impact area. A description of how to write measurable indicators is included in the application. The district will be asked to use these indicators to report on its progress at the end of the grant period. **Standard 8 of the local technology plan approval requirements.**
- **3.** Evaluation: describe how data will be collected to assess each indicator. **Standard 9 of the local technology plan approval requirements.**
- **4.** Products: list the concrete products expected as a result of the planned activities.
- **B. Action Steps for each impact area or goal. Standard 10 of the local technology plan approval requirements.**
- **1.** List the steps.
- **2.** Describe when each step will be completed. Technology -related steps must extend through 2003. All other steps are for the single grant year only.
- **3.** Costs: Whenever possible, include the actual dollar amounts to be expended for each step from LRI, PPPD, TLCF and other sources.
- **C. Budgets:** Complete a line item budget for each funding category. The total amount for PPPD is the new allocation **plus** any unexpended funds from the previous grant year. Make sure that the action plan includes activities supported by the unexpended funds.
- If a detailed description is not possible within the space allotted for each line, attach one.
- Complete the monthly payment form for the new amount requested for Goals 2000 LRI and TLCF only.

Integrating an Existing or New Local Technology Plan

The purpose of the application is the development of a single plan that encompasses all of the district's Learning Results implementation activities, including the use of technology as a tool for teaching, learning and management. You may show the integration of an existing local technology plan into the district's overall plan for Learning Results in any of the following ways:

1. **Append the technology plan goals** , action steps, timeline and measurable indicators to the application and reference specific goals and action steps as they apply within the text of the proposal's action plan pages.
2. **Identify the key areas** of Learning Results implementation for next year first, then integrate the existing technology plan goals and measurable indicators for the coming year into the same impact areas. If the technology plan goals are overarching educational goals, the process will be primarily cut and paste.
3. **Any format** which will clearly illustrate the existence of strong connections, resource sharing, and common data collection and analysis.

Technology-Related Definitions

Technology: Maine's state technology plan defines technology as current and emerging enabling electronic tools such as equipment, programs, communication, networks, and related systems that empower the learner or educator to access, manage, process, interpret, and communicate information. TLCF regulations do not define technology. E-Rate local plan requirements refer to "telecommunications and information technology" and the hardware and software necessary to support this technology.

Stakeholders: Described in the TLCF local plan requirements as "parents, public libraries, business leaders and community leaders". A "broadbased" stakeholder group could also include teachers, students, and adult education staff.

Adult Literacy Services: Both formal adult education courses to teach computer knowledge and skills to community members and other opportunities for parents and community members to learn about technology through district events, programs and activities.

Equity of access: equal opportunities to use and to learn to use existing technology in teaching and learning across the district and across subject areas. Student equity includes students with unique learning needs and Americans with Disabilities Act compliance.

National TLCF Goals (called the "four pillars"):

1. All teachers in the nation will have the training and support they need to help students learn using computers and the information superhighway.
2. All teachers and students will have modern multi-media computers in their classrooms.
3. Every classroom will be connected to the information superhighway.
4. Effective and engaging software and on-line learning resources will be an integral part of every school's curriculum.

Maine's State Technology Plan Goals:

1. Each student will have ready access to technology which supports the learning, application and demonstration of the Guiding Principles and the content standards and performance indicators of the Maine Learning Results.
2. Educators will be fluent with technology and effectively use it to enhance teaching and learning.
3. All levels of the public education system will have the capacity to track Learning Results implementation and the relationship of technology use and student achievement.
4. Technology will be integrated into state and local consolidated plans to implement the Learning Results.

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Local Technology Plan Criteria for Approval

(Effective January 1, 1999 for E-Rate purposes)

Needs Assessment/Description of the Current Situation

1. Statement of the community's vision for technology.
2. Community involvement in the planning process, which includes a planning team with broad based stakeholder representation and collaboration with adult literacy services.
3. Comprehensive inventory of existing technology -related resources, including hardware, software, networks, facilities, equity of access for educators, parents, students, maintenance, coordination, and financial resources from all sources, including E -Rate discounts.
4. A description of the economic status of the district, including free and reduced lunch rate.
5. Staff and stakeholder knowledge and competency necessary to support, use and integrate technology.
6. Integration of technology to support implementation o f the Learning Results for all students.

Three-Year Action Plan

7. Goals or priorities for action identified by the stakeholder planning team through an analysis of the current situation described in items 1 -6 above.
8. Steps, with timeline, to address the needs and opportunities identified through items 1 -6 above.
9. Estimated costs to support each action step and possible financial support from all sources, including E-Rate discounts.
10. Plan to evaluate progress toward achieving the goals and a description of th e measurable benefits to students, educators and other stakeholders.

Local Technology Plan Criteria for Approval (Effective January 1, 1999)

Needs Assessment/Description of the Current Situation

1. Statement of the community's vision for technology.		
Doesn't Meet the Standard	Meets the Standard	Exceeds the Standard
no vision	vision for technology	District vision encompasses technology as a tool for teaching and learning
Required evidence: vision statement(s) only; no supporting evidence is required		
2. Community involvement in the planning process, which includes a planning team with broad based stakeholder representation and collaboration with adult literacy services for computer access and training.		
D	M	E
no involvement outside the district	all major stakeholders are included on a standing committee	stakeholders share accountability and responsibility for implementation and continuous evaluation
Required supporting evidence: List of planning team members and their roles		
3. Comprehensive inventory of existing technology-related resources, including hardware, software, networks, facilities, equity of access for educators, parents, students, maintenance, coordination, and financial resources from all sources, including E -Rate discounts .		
D	M	E
no or partial inventory	comprehensive invent. which includes all components	_____
Required evidence: comprehensive inventory only; no supporting evidence is required		
4. A description of the economic status of the district, including free and reduced lunch rate.		
D	M	E
no data	free and reduced lunch rates	Comprehensive information about existing resources and their adequacy to support technology as a tool for teaching and learning
Required supporting evidence: Free and reduced lunch rates information		
5. Staff and stakeholder knowledge and competency necessary to support, use and integrate technology.		
D	M	E
no data or partial	assessment of current knowledge and skills of staff and stakeholders	Assessment includes detailed information about educator and student use of technology
Required supporting evidence: Teacher use of computers rating form, computer integration rating form		
6. Integration of technology to support implementation of the Learning Results for all students.		
D	M	E
No references to Learning Results	description of how technology supports Learning Results implementation	description of progress in using technology to implement the Learning Results for all students
Required evidence: Description only; no supporting evidence is required		

Three-Year Action Plan

7. Goals or priorities for action identified by the stakeholder planning team through an analysis of the current situation described in items 1 -6 above.		
D	M	E
goals are not connected to needs	Most goals are supported by the needs assessment	Goals are designed to meet the identified needs
Required evidence: goals; no supporting evidence is required		

8. Steps, with timeline, to address the needs and opportunities identified through items 1 -6 above.		
D	M	E
action steps are missing or incomplete; no timeline	Action steps are necessary to reach goals; timeline is realistic	Action steps will lead to achievement of the goals within the timeline
Required evidence: action steps and timeline; no supporting evidence is required		

9. Estimated costs to support each action step and possible financial support from all sources, including E-Rate discounts.		
D	M	E
Missing or incomplete; E-Rate and other obvious sources are missing	Estimated costs for each action step; sources are clear and varied	Costs are thoroughly researched; funding is creative and maximizes connections across programs, schools, and in the community
Required supporting evidence: E-Rate discounts; estimated costs for each step		

10. Plan to evaluate progress toward achieving the goals and a description of the measurable benefits to students, educators and other stakeholders.		
D	M	E
missing or incomplete	Evaluation plan includes measurable indicators of success	Evaluation plan includes continuous data collection to measure technology impact on student learning
Required evidence: evaluation plan only; no supporting evidence is required		

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**IASA/Title III - Technology Literacy Challenge Fund
 HARDWARE WITH INTERNET ACCESS RATING FORM)**

This form **is not required**, but may be helpful in completing the comprehensive inventory in standard 3 of the local plan approval criteria.

DIRECTIONS:

- Box A - Please enter the district's student population as of April 1, 2000.
- Box B - Enter the district's total number of computers (SEE NOTE).
- Box C - Enter the student/computer ratio (Divide Box A by Box B)

SAMPLE:

NUMBER OF STUDENTS as of April 1, 2000	NUMBER OF COMPUTERS*	STUDENT:COMPUTER RATIO
A 1800	B 250	C 7.2

***NOTE: DEFINITION OF COMPUTER:**

Count only those computers dedicated to student use which meet BOTH the following criteria:

- Internet accessible: stand-alone or networked and connected to the Internet.
- Meets MSLN hardware standards:
 PC's: 386's, 486's, 586's, Pentiums or equivalent
 MAC's: Centris, Performa, Power PC, LC II's/LC III's or equivalent

NUMBER OF STUDENTS as of April 1, 2000	NUMBER OF COMPUTERS*	STUDENT:COMPUTER RATIO
A	B	C

Note: Your comprehensive inventory may include other kinds of computers in order to provide a clearer picture of the current situation.

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IASA/Title III - Technology Literacy Challenge Fund
TEACHER USE OF COMPUTERS RATING FORM

This form **is required** to meet the criteria for plan approval described in standard 5.

PURPOSE: This form is designed to gather information about the nature and extent of computer use among individual teachers.

BASIC STAGE	NOVICE STAGE	CAPABLE STAGE	PROFICIENT STAGE
<ul style="list-style-type: none"> ● Know little or nothing about using computers in the classroom, or has very limited knowledge of using computers in the classroom. ● Takes no action to analyze the use of computers in the classroom, its characteristics, possible use, or consequences of use. ● Schedules no time and specifies no steps for studying the use of computers in the classroom. ● Takes no discernible action toward learning about or using computers in the classroom. The use of computers in the classroom is not happening. 	<ul style="list-style-type: none"> ● Knows general information about the use of computers in the classroom such as software selection and inclusion in lesson planning. ● Analyzes and compares materials, content, requirements for use, evaluation reports, potential outcomes, strengths and weaknesses for making a decision about using computers in the classroom. ● Plans to gather necessary information and resources needed to make a decision for or against using computers in the classroom. ● Explores the use of computers in the classroom and requirements for use by talking to others, reviewing descriptive information and sample materials, attending orientation sessions and observing others using it. 	<ul style="list-style-type: none"> ● Knows on a day-to-day basis the requirements of using computers in the classroom. Is knowledgeable of short term activities and effects. ● Examines own use of the use of computers in the classroom with respect to issues of logistics, management, time, schedules, resources, and general reactions of students. ● Plans for organizing and managing resources, activities, and events related to immediate or ongoing use of computers. Addresses these issues with a short-term perspective. ● Manages computers in the classroom with varying degrees of efficiency. May lack anticipation of immediate consequences. The flow of actions between teacher and students may be disjointed, uneven and uncertain. 	<ul style="list-style-type: none"> ● Knows cognitive and affective effects of using computers in the classroom and ways for increasing impact on student learning. ● Assesses use of computers in the classroom for the purpose of changing current practice to improve student outcomes. ● Develops intermediate and long-range plans that anticipate possible and needed steps, resources and events designed to enhance student outcomes. ● Explores and experiments with alternative combinations of using computers in the classroom. Experiments with existing practices to maximize student involvement and to optimize student outcomes.

Please enter your estimate of the current per cent of teaching staff at Elementary, Middle, and Secondary levels you believe to be operating at each of the above stages (BASIC, NOVICE, CAPABLE, PROFICIENT). Descriptors are provided for each stage. Account for 100% of your teaching staff for each level the applicant serves.

Levels	Basic Stage	Novice Stage	Capable Stage	Proficient Stage	Total
Elementary	%	%	%	%	100% Elementary
Middle	%	%	%	%	100% Middle
Secondary	%	%	%	%	100% Secondary

Note: To avoid double counting, you may provide one total for K8.

Adapted from G. Halt & S. Loucks, W. Rutherford, B. Newlove Spring 75 Vol. 26 No. 1 Journal of Teacher Education "Levels of Use of Innovations, A Framework for Analyzing Innovation Adoption "

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**IASA/Title III - Technology Literacy Challenge Fund
COMPUTER INTEGRATION RATING FORM**

This form **is required** to meet the local plan approval criteria for standard 5.

PURPOSE: This form is designed to gather information about computer technology integration.

Stages of Integration	Descriptors
0 - Nonuse	A perceived lack of access to technology-based tools or lack of time to pursue technology implementation. Existing instructional technology is predominately textbased (e.g., ditto sheets, chalkboard, overhead projector).
1 - Awareness	The use of computers is generally one step removed from the classroom teacher (e.g., integrated learning system labs, specialcomputer-based pullout programs, computer literacy classes, central word processing labs). Computerbased applications have little or no relevance to the individual teacher's instruction program.
2 - Exploration	Technology-based tools serve as a supplement to existing instructional program (e.g., tutorials, educational games, simulations). The electronic technology is employed either as extension activities or as enrichment exercises to the instructional program.
3 - Infusion	Technology-based tools, including databases, spreadsheets, graphing packages, probes, calculators, multimedia applications, desktop publishing applications, and telecommunications applications, augment isolated instructional events (e.g., a sciencekit experiment using spreadsheets/graphs to analyze results or a telecommunication activity involving data-sharing among schools).
4 - Integration	Technology-based tools are integrated in a manner that provides a rich context for students' understanding of the pertinent concepts, themes and processes. Technology (e.g., multimedia, telecommunications, databases, spreadsheets, word processors) is perceived as a tool to identify and solve authentic problems relating to an overall theme/concept.

DIRECTIONS: Please indicate (circle) your estimate of the current stage of integration (0 - NONUSE, 1 - AWARENESS, 2 - EXPLORATION, 3 - INFUSION, or 4 - INTEGRATION) within the program of curriculum, instruction and assessment for every level the applicant serves: Elementary, Middle, and Secondary levels. Please DO NOT make marks between stages.

Levels	Stages of Integration				
Elementary	0 NONUSE	1 AWARENESS	2 EXPLORATION	3 INFUSION	4 INTEGRATION
Middle	0 NONUSE	1 AWARENESS	2 EXPLORATION	3 INFUSION	4 INTEGRATION
Secondary	0 NONUSE	1 AWARENESS	2 EXPLORATION	3 INFUSION	4 INTEGRATION

Note: To avoid double counting, you may provide one K-8 total.

Adapted from C. Moersch in the Learning and Leading with Technology Journal, Nov. 1995. "Levels of Technology Implementation (LOTI): A Framework for Measuring Classroom Technology Use."

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Evaluation Criteria

Part I. Local Technology Plan Criteria for Approval (Effective Jan. 1, 1999)

1. Statement of the community's vision for technology.		
Doesn't Meet the Standard	Meets the Standard	Exceeds the Standard
no vision	vision for technology	District vision encompasses technology as a tool for teaching and learning
2. Community involvement in the planning process, which includes a planning team with broad based stakeholder representation and collaboration with adult literacy services for computer access and training.		
no involvement outside the district	all major stakeholders are included on a standing committee	stakeholders share accountability and responsibility for implementation and continuous evaluation
3. Comprehensive inventory of existing technology-related resources, including hardware, software, networks, facilities, equity of access for educators, parents, students, maintenance, coordination, and financial resources from all sources, including E-Rate discounts .		
no or partial inventory	comprehensive invent. which includes all components	_____
4. A description of the economic status of the district, including free and reduced lunch rate.		
no data	free and reduced lunch rates	Comprehensive information about existing resources and their adequacy to support technology as a tool for teaching and learning
5. Staff and stakeholder knowledge and competency necessary to support, use and integrate technology.		
no data or partial	assessment of current knowledge and skills of staff and stakeholders	Assessment includes detailed information about educator and student use of technology
6. Integration of technology to support implementation of the Learning Results for all students.		
No references to Learning Results	description of how technology supports Learning Results implementation	description of progress in using technology to implement the Learning Results for all students
7. Goals or priorities for action identified by the stakeholder planning team through an analysis of the current situation described in items 1-6 above.		
goals are not connected to needs	Most goals are supported by the needs assessment	Goals are designed to meet the identified needs
8. Steps, with timeline, to address the needs and opportunities identified through items 1-6 above.		
action steps are missing or incomplete; no timeline	Action steps are necessary to reach goals; timeline is realistic	Action steps will lead to achievement of the goals within the timeline
9. Estimated costs to support each action step and possible financial support from all sources, including E-Rate discounts.		
Missing or incomplete; E-Rate and other obvious sources are missing	Estimated costs for each action step; sources are clear and varied	Costs are thoroughly researched; funding is creative and maximizes connections across programs, schools, and in the community
10. Plan to evaluate progress toward achieving the goals and a description of the measurable benefits to students, educators and other stakeholders.		
missing or incomplete	Evaluation plan includes measurable indicators of success	Evaluation plan includes continuous data collection to measure technology impact on student learning

NOTE: No evaluation points are awarded for plan approval, but the local technology plan must meet all ten standards in order for the district to receive a TLCF grant award.

Part II. Proposal Numeric Evaluation Criteria

1. Design Team

0	1	2	3	Points
A. No list of members is included.	A. The design team membership does not include a parent or a representative of the technology committee. A few of the stakeholders impacted by the team's work are represented.	A. The membership list includes a parent, at least one representative of the technology committee and represents most of those impacted by its work.	A. The design team includes representation from all schools, administrators, teachers, at least one parent and key members of the technology committee.	
B. No roles or responsibilities are described.	B. Some of the roles and responsibilities of the design team are unclear.	B. The design team's roles and responsibilities are clearly explained but loosely related to Learning Results implementation in the district.	B. The design team's roles and responsibilities are clearly essential to Learning Results implementation in the district.	
C. The integration of the technology committee is not explained.	C. The description of how the technology committee will be included in the design team is incomplete.	C. The explanation of how the technology committee will be integrated is unclear.	C. The integration of the technology committee and its roles and responsibilities is clearly explained as an important consideration in the design team's work.	
Total 9				

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3.A. Self-Assessment and B. Identification of the Next Steps (Narrative)

0	1	2	3	Pts.
A. The self-assessment pages are missing or incomplete. Little or no evidence is provided to support the checked descriptors. There is no explanation for the missing evidence.	A. The self-assessment pages are complete. Most of the evidence provided does not support the checked self-assessment descriptors. Some explanation is included to account for missing evidence.	A. .Most of the evidence supports the checked self-assessment descriptors. Complete explanations are provided to account for missing evidence.	A. All of the evidence provided is necessary and sufficient to support the checked descriptors. .	X 2
B. The district's placement on both continua is unwarranted given the checked indicators and the supporting evidence.	B. The district's placement on both continua is confusing given the checked indicators and the supporting evidence.	B. The district's placement on one or both of the continua is justified by most of the supporting evidence	B. Placement on both continua is consistently supported by the evidence	X 2
C. The narrative does not connect the self-assessment to identification of the district's next steps.	C. The narrative partially connects the self-assessment to the next steps.	C. The narrative supports the connections between the self-assessment findings and the next steps.	C. The narrative clearly describes a process of analyzing the evidence of the current situation as the method of identifying the next steps.	
D. The narrative describes conditions in a single school, at a single grade span, or among a small population of students or staff.	D. The narrative describes conditions in some schools, grade spans or populations.	D. The narrative partially describes conditions across the system, and identifies some systemwide approaches to Learning Results implementation.	D. The narrative describes systemwide conditions and identifies systemwide approaches to Learning Results implementation.	
E. Impact areas or goals are not identified in the narrative.	E. The impact areas or goals identified in the narrative are not supported by the description of the current situation.	E. The impact areas or goals identified in the narrative are partially supported by the description of the current situation.	E. Key elements of the current situation are directly connected to the identified impact areas or goals.	
F. The narrative does not include a description of how technology is connected to Learning Results implementation.	F. The narrative's description of the connections between technology and Learning Results implementation is not related to the self-assessment findings.	F. The narrative's description of the connections between technology and Learning Results implementation is partially supported by the self-assessment.	F. The connections between Learning Results implementation and technology use are clearly based in the district's analysis of the self-assessment findings.	
			Total 24	

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4. Action Plan

0	1	2	3	Pts
A. The indicators are not measurable.	A. Some of the indicators are measurable.	A. Most of the indicators are measurable.	A. All of the indicators are measurable.	
B. The data collected to evaluate progress toward the indicators will provide little or no supporting evidence of progress at the end of the grant period.	B. Most of the data collected to evaluate progress toward the indicators will provide some evidence of progress at the end of the grant year.	B. The data collected to evaluate progress toward the indicators will provide most of the evidence necessary to support progress at the end of the grant period.	B. The data collected to evaluate progress toward the indicators will provide necessary and sufficient evidence of progress.	
C. The data to be collected will not help the district identify its next steps.	C. Some of the data collected will help the district identify its next steps.	C. Most of the data collected will help the district identify its next steps.	C. The data collected will lead directly to identification of the district's next steps.	
D. The action steps are unconnected to the indicators.	D. Some of the action steps are connected to the indicators.	D. Most of the action steps are necessary in making progress toward the indicators.	D. All of the action steps are necessary in making progress toward the indicators.	
E. The products listed are not connected to Learning Results implementation in the district.	E. Some of the products are directly connected to Learning Results implementation in the district.	E. Most of the products are directly connected to Learning Results implementation in the district.	E. All of the products are essential to Learning Results implementation in the district.	
			Total 15	

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Cost Effectiveness

0	1	2	3	Pts.
A. The action steps will not result in the products listed.	A. It is unclear how some of the action steps will yield the products listed or provide some assurance of quality and usefulness in the district.	A. Most of the action steps are necessary to develop the listed products and to provide some assurance of quality and usefulness in the district.	A. The action steps will result in high quality products essential to Learning Results implementation.	
B. Proposed expenditures are not connected to the action plan.	B. Proposed expenditures support some of the action plan.	B. Most proposed expenditures support the action plan.	B. Funds from all sources support the action plan.	
C. Expenditures are not cost effective.	C. Some expenditures are cost effective.	C. Most expenditures are cost effective.	C. All expenditures from all sources are cost effective.	
D. No information is provided to describe the district's economic need for technology funds.	D. The district has significant financial capacity to provide adequate and sufficient technology to support Learning Results implementation.	D. The district has some local financial capacity to provide adequate and sufficient technology to support Learning Results implementation.	D. The district has no local financial capacity to provide adequate and sufficient technology to support Learning Results implementation.	X 2
E. The district has ample and sufficient technology, coordination and professional development support to integrate technology use with Learning Results implementation.	E. The district has adequate technology, coordination and professional development support to integrate technology use with Learning Results implementation.	E. The district lacks some of the key components and supports necessary to integrate technology use with Learning Results implementation.	E. The district lacks most of the necessary technology and supports to use technology to support Learning Results implementation.	X 2
			Total 21	

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**STATE OF MAINE
DEPARTMENT OF EDUCATION
Consolidated Learning Results Implementation
GRANT AGREEMENT**

This agreement made this 1st day of September 2000 between the Department of Education (“the Department”) and (“the school system”).

WHEREAS, the Department in the exercise of its lawful functions has determined that your grant will stimulate, foster or encourage improvement in the schools of the State and serve as models for other schools and,

WHEREAS, the school system has determined that the proposal will advance systemic change which enhances the learning of school children,

NOW THEREFORE, in consideration of the mutual agreements and provisions herein contained, the parties hereto agree as follows:

1. The Department will award a Consolidated Learning Results Implementation Grant of _____ to the school system for the purposes described in the grant application, which is hereby incorporated into this Agreement and made a part thereof.
2. Grant funds shall be expended by the school system between September 1, 2000 and August 31, 2001 . Any funds not expended or obligated prior to August 31, 2001 shall be returned to the Department for reallocation.
3. Expenditures of grant funds by the school system will be in accordance with Maine law and applicable ordinances, rules and policies.
4. Financial and other records relating to the proposal will be maintained by the school system for at least three years from completion of the proposal and made available for review, upon request, to the Department.
5. Amendments to the approved budget which exceed 10% on any line or any programmatic components of the proposal must be approved in advance by the Department.
6. The school system will designate a grant coordinator who will have supervisory responsibility for the proposal and will function as the liaison person with the Department.
7. The school system will develop and maintain a portfolio of all grant related activities. The Department may examine the portfolio at any time to evaluate progress on the grant. In any case, a final report and a portfolio of grant related activities will be received by the Department no later than September 30, 2001, unless the school system chooses to reapply for funding in the next fiscal year. In that case the portfolio is a part of the reapplication process.
8. In consideration of the grant award, the school system agrees to include in all promotion and publicity concerning the proposal, the following minimum credit line: “with support of the Department of Education through a Learning Results Implementation grant.”
9. Any publications relating to the proposal by the school system shall also include, in an appropriate place, a statement that the findings, conclusions or recommendations do not necessarily represent the view of the Department.
10. One copy of any printed publication resulting from the proposal must be furnished to the Department. One copy of any software, film, videotape, audio tape, record or any other audio-visual materials produced as part or as an outgrowth of the proposal must also be furnished to the Department.
11. The Department reserves an non-exclusive license to use and reproduce for public purposes, without payment, any publishable matter, including copyrighted matter, arising out of grant activities. The school system shall retain a non-

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exclusive license to use and reproduce the materials, without payment, for the use and benefit of the school system. A copy of the agreements shall be filed with the Department.

12. The school system will submit a full accounting of expenditures and a final report to the Department within 30 days of the completion of the proposal but in no event later than September 30, 2001.
13. Financial records of the proposal will be reviewed in the annual audit of school system expenditures and any deviations, discrepancies or questioned costs will be reported to the Department, with a copy of the auditor's report.
14. The Department may monitor the proposal on site and evaluate its progress and results independently of the school system's evaluation.
15. If the Department determines that the approved grant proposal cannot be completed as proposed, it may terminate the grant award and all unexpended or unobligated grant funds and any purchased equipment and materials shall be returned to the Department. No such termination may take place until the school system has been notified of the Department's intention and has had an opportunity to respond.
16. The Department and the school system may mutually agree to terminate the proposal at any time. If this occurs, all unexpended or unobligated grant funds and any purchased equipment and materials shall be returned to the department.
17. The Department may withhold or suspend payment of the grant award or require repayment of grant monies already spent upon a finding that grant monies will be or have been improperly spent, the required reports have not been filed in a timely manner or that the proposal is otherwise not in compliance with applicable law. No penalizing action will be taken until the school system has been notified of the alleged violation and has had an opportunity to respond.
18. The Department may withhold or recover payment of all or part of the grant award if the school system is found, after an adjudicatory proceeding or adjudication to be in violation of the Maine Human Rights Act, the Americans with Disabilities Act or the Federal Civil Rights Act during the project period.
19. The grant award will become effective upon execution of this document by all parties.

Date

Commissioner, Department of Education

Date

Grant Coordinator, Department of Education

September 1, 2000

Date

Superintendent of Schools (Fiscal Agent)

Submission, with the application, of a signed copy of this agreement is for the sole purpose of expediting the distribution of funds to districts to whom grants are awarded in accordance with the evaluation criteria and in no way commits the department to making an award to the applicant.