

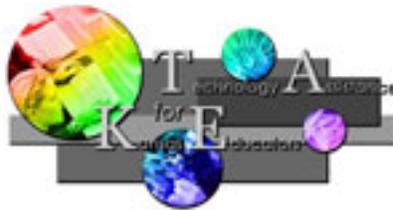


**RECOVERY & REINVESTMENT ACT FUNDS THROUGH EDUCATION TECHNOLOGY (EETT) FOR
Kansas Technology Rich Classroom Grants**

American Recovery & Reinvestment Act Competitive Grants
Request for Proposals (RFP) for New Awards
For Fiscal Year (FY) 2009 



Applications Due:
Friday, January 8, 2010 – 3:00 pm CST



Technology Assistance for Kansas Educators (TAKE)

<http://www.ksde.org/take>

Contact: Melinda Stanley
Education Technology Coordinator
Kansas State Department of Education
120 SE 10th
Topeka, KS 66612
785.296.1204
mstanley@ksde.org

Table of Contents

OVERVIEW	3
Eligible Applicants.....	4
Grant Application Information.....	5
Private School Participation.....	5
Intent to Apply.....	6
Deadline for Transmittal of Applications	6
Estimated Amount of Awards	6
Matching Requirement	6
Project Period	6
Application Procedures	6
Continuation Opportunity.....	6
SUPPLEMENTARY INFORMATION	8
Background	8
ALTEC Subcontract	9
ALTEC Professional Development	9
ALTEC Program Evaluation, Research & Reporting	9
Grant Reporting.....	10
SELECTION CRITERIA.....	10
Abstract	10
Educational Need.....	10
Vision and Activities (Timeline & Evaluation).....	11
Personnel	12
Dissemination & Communication.....	13
Budget, Professional Development, Hardware & Software Tables	13
Other Scoring Components & Priority Points	21
APPENDIXES	23
Appendix A—EETT TRC Timeline	23
Appendix B—Sample Budget	24
Appendix C—Statement of Assurances.....	25
Appendix D—Facilitator Requirements and Qualifications.....	27
Appendix E—Teacher Prerequisites and Preparation	28
Appendix F—21 st Century Skills	30
Appendix G--LEA Eligibility.....	36

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, 120 SE 10th Ave. Topeka, KS 66612 785-296-3204.

OVERVIEW

This Recovery Act funded project is designed specifically to support the ARRA's short-term economic goal of investing quickly while supporting ARRA's long-term economic goals through using these funds to strengthen education, drive innovative 21st Century Technology Rich Classroom level reforms, and improve academic results for Kansas students. Through this grant project, the following ARRA principles are supported:

- a. Spend funds quickly to save and create jobs.
- b. Improve student achievement through school improvement and reform.
- c. Ensure transparency, reporting and accountability.
- d. Invest one-time ARRA funds thoughtfully to minimize the "funding cliff."

PURPOSE OF THE PROGRAM:

The purpose of the Recovery and Reinvestment Act Funded Technology Rich Classroom program is to provide evidence that technology, when integrated into a 21st Century learning environment and supported by strong, on-going professional development, can produce positive changes that result in improved student learning. To do so, this competition awards grants to LEAs to develop a collaborative team to:

- A) Build their capacity to integrate technology into the classroom using research-based instructional methods and professional development
- B) Provide data to support academic achievement through the use of technology in schools

GOALS OF THE PROGRAM:

- Enhancing student knowledge of reading, math, and/or science through 21st Century Context and the use of 21st Century Learning Tools.
- Improving teacher technology skills and using those improved skills to enrich standards-based instruction, engage students and encourage higher order thinking.
- Supporting grantees movement toward a self-sustaining technology rich learning environment.
- Engaging school leaders in support of TRC Classrooms, TRC Schools and the TRC Program.

APPLICANTS RECEIVING AWARDS WILL:

- 1) Develop a plan to implement Technology Rich Classrooms in four classrooms at either the Elementary School Level (Grades 3-6) **OR** the Middle School Level (Grades 6-8), including equipment, software and professional development
- 2) Identify key project personnel to include:
 - a team of four **classroom teachers** at either Grades 3-6 **or** Grades 6-8
 - **a half-time facilitator** (.5 FTE of 20 hours/week)
 - **a Data Collection Coordinator**
- 3) Plan and conduct ongoing professional development to support the TRC Team
- 4) Plan and conduct ongoing technology infused teaching and learning opportunities in a select focus area of math, reading, or science through a student-centered approach
- 5) Share one lesson plan and classroom-based video of this lesson being taught on the TRC site (<http://www.kansastrc.org>). Each TRC teacher is expected to fulfill this requirement
- 6) Participate in state-coordinated grant meetings, training, and collaboration to build the TRC Community
- 7) Implement the required grant technologies within the four participating classrooms
- 8) Provide internet access and technical support for the TRC Team
- 9) Conduct project evaluation activities per requirements of the Recovery Act through the assistance of their local evaluator. Provide leadership and support for the TRC Team to be successful
- 10) Plan and conduct dissemination activities to share results and "lessons learned" through participation in this project
- 11) Participate in state-wide TRC project data collection to evaluate the technology intervention associated with this program
- 12) Ensure TRC project budget expenditures comply with the grant requirements

13) Comply with all reporting requirements of the American Recovery & Reinvestment Act (ARRA)

ELIGIBLE APPLICANTS

ELIGIBLE LOCAL ENTITY: The term "Eligible Local Entity" means:

- o A HIGH-NEED LOCAL EDUCATION AGENCY, which is defined as a local educational agency (LEA) that is:
 1. among the LEAs in a State with the highest numbers or percentages of children from families with incomes below the poverty line (see Appendix G on page 26 for the list of eligible LEA's)
 2. **AND** meets 1 of the following criteria:
 - o Operates one or more schools identified for improvement or corrective action under section 1116 of the ESEA;
 - OR
 - o Has a substantial need for assistance in using technology.

Note: LEA's that have previously participated may apply. Please note that priority points (15 points) will be given to submissions that include schools that have not already participated in the Technology Rich Grant project. See page 21 for additional information on priority points.

All awards must be made to an eligible LEA listed in Appendix G.

An "eligible local partnership" is a partnership that includes at least one high-need LEA (per Appendix G) and:–

- 1) An LEA that is not listed as a high need LEA per Appendix G
- 2) An institution of higher education that is in full compliance with the reporting requirements of section 207(f) of the Higher Education Act of 1965, as amended, and that has not been identified by the State as low-performing under that act.
- 3) A for-profit business or organization that develops, designs, manufactures, or produces technology products or services or has substantial expertise in the application of technology in instruction.
- 4) A public or private nonprofit organization with demonstrated expertise in the application of educational technology in instruction.

The partnership may also include other LEAs, educational service agencies, libraries, or other educational entities appropriate to provide local programs.

Districts will apply for up to \$125,000 in grant funds requiring a minimum \$50,000 local match. The grant will designate a specific content area focus of reading, math, or science. The grant will fund participation for four core classrooms at either the Elementary Level--Grades 3-6, **OR** the Middle Level--Grades 6-8, in one of the following scenarios:

For Elementary Level Application (Grades 3-6):

1. a single elementary school with four core classrooms grades 3-6
2. two elementary buildings within one district may partner to fund two core classrooms in each school, grades 3-6
3. two different districts may partner an elementary school in each district to fund two core classrooms in each school

For Middle School Level Application (Grades 6-8)

1. a single middle school with four core classrooms grades 6-8

2. two middle school buildings within one district may partner to fund 2 core classrooms in each school , grades 6-8
3. two different districts may partner a middle school in each district to fund two core classrooms in each school

GRANT APPLICATION INFORMATION

PRIVATE SCHOOL PARTICIPATION/CONSULTATION

Section 1120(b) of the No Child Left Behind Act and §200.63 of the Title I regulations require that timely and meaningful consultation occur between the local education agency (LEA) and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section. More information on Title I Services to Eligible Private School Students Guidance can be found at:

<http://www.ed.gov/programs/titleiparta/psguidance.doc>

The following topics must be discussed during the ongoing consultation process:

1. How the LEA will identify the needs of eligible private school children.
2. What services the LEA will offer to eligible private school children.
3. How and when the LEA will make decisions about the delivery of services
4. How, where and by whom the LEA will provide services to eligible private school children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with a third-party provider.
5. How the LEA will assess academically the services to eligible private school children in accordance with §200.10 and how the LEA will use the results of that assessment to improve Title I services.
6. The size and scope of the equitable services that the LEA will provide to eligible private school children and, consistent with §200.64, the proportion of funds that will be allocated to provide these services
7. The method or sources of data that the LEA will use under §200.78 to determine the number of private school children from low income families residing in participating public school attendance areas, including whether the LEA will extrapolate data, if a survey is used.
8. The equitable services the LEA will provide to teachers and families of participating private school children
9. If the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA must provide the private schools the reasons in writing why the LEA chooses not to use a contractor

When applying, the applicant (Lead LEA) will be asked to verify on the provided assurance that timely and meaningful consultation has occurred with any private accredited schools within the district. The district may also be requested to provide additional information such as:

1. a copy of the letter that was sent inviting nonpublic school representatives to participate in consultations;
2. A list of nonpublic schools and the associated school representative(s) to whom the letter was sent;
3. Method of Contact: Letter, Telephone, E-mail, etc.
4. Description of how private accredited school WILL participate.

DISTRICT TECHNOLOGY PLAN

Districts receiving EETT funds must have an approved District Technology Plan on file with the Kansas State Department of Education. Information about Technology Planning can be found at <http://www.ksde.org/take>.

CHILDREN'S INTERNET PROTECTION ACT CERTIFICATION

An LEA seeking Ed Tech Funds must certify that one of the following conditions exists –

- The District/School receives E-rate discounts for Internet Access and/or Internal Connections and submits CIPA Certifications to the FCC as part of the E-rate Application process.
- Every “applicable school” has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA. (An “applicable school” is an elementary or secondary school that does not receive e-rate discounts and for which Ed Tech funds are used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet.)
- Not all “applicable schools” have yet complied with the requirements in subpart 4 of Part D of Title II of the ESEA. However, the LEA has received a one-year waiver from the U.S. Secretary of Education under section 2441(b)(2)(C) of the ESEA for those applicable schools not yet in compliance.
- The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet, for elementary and secondary schools that do not receive e-rate services under the Communications Act of 1934, as amended.

Application RFP Available: Friday, October 30, 2009

Application & Budget Templates Available: November 16, 2009

Intent To Apply: Wednesday, December 2, 2009

Deadline for Transmittal of Applications: Friday, January 8, 2010 – 3:00 pm CST

Estimated Amount of Grant Awards: \$125,000

District Matching Requirement: Districts are required to match at least \$50,000

Estimated Number of Awards: Up to 21 TRC Grants will be awarded, within that, a minimum of 8 Elementary School awards, and a minimum of 8 Middle School awards

Project Period: *March 15, 2010 to June 30, 2011* (Subject to approval by KSBOE)

APPLICATION PROCEDURES

INTENT TO APPLY: All applicants intending to apply for the Kansas EETT should submit an Intent To Apply by Wednesday Dec. 2, 2009 online at <http://conferences.ksde.org/2009trcapply/> .

An intent to apply does not obligate the LEA, rather it provides important contact information to KSDE and allows KSDE effectively administer the review and awards process. The following information is requested: USD#, USD Name, Superintendent Name, Superintendent Email Address, Superintendent Phone Number, Grant Writer Name, Grant Writer e-mail address and Grant Writer phone number, Designation of Elementary or Middle School proposal, # of Schools Participating (1 or 2), School #1, Principal Name, Principal Email Address, School #2 Principal Name, Principal Email Address

APPLICATION TEMPLATES: A TRC Phase 8 Grant application template (word) and a budget template including hardware/software tables (excel) will be posted for applicants by Nov. 16, 2009. These will be available online at <http://www.ksde.org/take>

APPLICATION SUBMISSION

All applications for Kansas ARRA EETT Competitive Grants will be submitted via e-mail. The TRC application will need to be submitted in .pdf format (max of 1mb file size), and the associated budget file will need to be submitted in .xls format via email to Melinda Stanley at mstanley@ksde.org. Applicants should review all of the information supplied in this RFP before submitting their proposal. ***All applications must be received by Friday, January 8, 2010 at 3:00 pm CST.***

PARTICIPANT INFORMATION

You will be asked to list the following information for each district, school (and Service Center if applicable) involved:

1. USD number
2. Names and mailing addresses of Districts involved
3. Names and mailing addresses of Schools involved
4. Name(s) and e-mail addresses of Superintendent(s)
5. Name(s) and e-mail addresses of Technology Director(s)/Coordinator(s)
6. Name(s) and e-mail addresses of Curriculum Coordinator(s)
7. Name(s) and e-mail addresses of Local Evaluator
8. Name and e-mail address of main Grant Contact
9. Name(s) and e-mail addresses of Building Principal(s)
10. Name(s) and e-mail addresses of Grant Facilitator
11. Name(s), e-mail addresses, and grade level of Teacher Participants
12. Student FTE for each participating school district (Sept 20th Count)
13. If a consortium of two districts, or a service center and two districts, please indicate the lead agency (agency managing funds, purchasing, hiring facilitator, etc.)
14. Service Center Name, mailing address, and contact (if applicable)

ASSURANCES

An institutional representative with appropriate endorsement authority for each LEA must sign and date the Statement of Assurances (Appendix C) and mail to KSDE, ATTN: Melinda Stanley by February 1, 2010.

INTERVIEWS & EQUITABLE DISTRIBUTION

The Kansas State Department of Education reserves the right to interview proposed LEA project personnel in order to make award decisions. Applicants should be available by phone for interviews if requested.

KSDE must ensure an equitable distribution of Ed Tech competitive grant funds among urban and rural areas, according to the demonstrated need of those LEAs serving the area. Actual points from the readers will be the primary source to consider grant awards, however, geographic distribution may also be a consideration after all points are totaled.

CONTINUATION OPPORTUNITY

Successful grantees may have the opportunity to apply for Year 2 funding if federal EETT Funding is available. Year 2 priorities are to continue funding the TRC Facilitator and support on-going Professional Development activities. The grant application for Year 2 is sent directly to participating districts, and will be available mid-Winter 2010. Year 2 Grant amounts are currently anticipated to be \$20,000 (subject to change), and districts may be required to provide up to \$20,000 in matching funds for Year 2. District interviews, presentations or site visits may be conducted to determine compliance and Year 1 performance for continuation eligibility purposes.

QUESTIONS

FOR FURTHER INFORMATION, CONTACT: Melinda Stanley, Kansas State Department of Education, 120 SE 10th Ave, Topeka, KS 66612. E-mail: mstanley@ksde.org or Telephone: 785-296-1204.

GRANT REQUIREMENTS

We will reject any application that:

- Does not provide the required eligible District Match of at least \$50,000 in support of Grant requirements.
- Does not provide a .5 FTE facilitator/coach meeting Requirements and Facilitator Qualifications listed in Appendix D.
- Does not adhere to creating the required team of four classroom teachers at either the Elementary Grade Level (Grades 3-6) *or* the Middle School Grade Level (Grades 6-8).
- Does not include a detailed budget spreadsheet, and a budget narrative that specifically outlines all expenses associated with each line item in the budget.
- Does not budget for the required 10 days of local professional development AND the required statewide grant activities.
- Does not budget appropriately for project evaluation/management (\$14,875) and data collection coordinator and associated local evaluation activities (1.5%-3% of total grant project)
- Does not include the required equipment or software.

SUPPLEMENTARY INFORMATION

BACKGROUND

KSDE is targeting the competitive portion of Enhancing Education Through Technology funds available to Kansas schools under the American Recovery and Reinvestment Act as guided by Title II, Part D of the ESEA Reauthorization, No Child Left Behind, to assist schools with student and teacher empowerment to infuse technology into an engaging and active environment that enables the learner to become a technologist, problem solver, researcher and communicator. Powerful technology integration strategies cannot emerge without hands-on, "real" learning opportunities for students and teachers. Technology is a powerful tool, but it is only a tool. Effective teaching practices must first be in place before technology can be utilized to its fullest potential. Through the power of technology, learning can happen anytime and anywhere. As educators, we need to provide realistic and meaningful learning opportunities both in and outside the classroom.

In recent years, Kansas schools and districts have experienced significant growth in adoption and implementation of technologies in the learning environment. Technology can increase the versatility and value of learning and create an engaging learning environment for students. Kansas schools implementing technologies have learned that effective teaching practices and on-going, high quality professional development must be in place before technology can be utilized to its fullest potential.

In order to continue building on the promise these technologies can bring to our schools, it is essential to look at the results of these technologies when deeply integrated into classroom instruction. It is known that teachers move beyond surface integration of technologies when support and professional development focus on content, pedagogy, and the blend of technology into both domains (Wetzel, 2001). With this in mind, applicants should approach this application with attention given to program implementation, support, and evaluation.

With past experiences and future possibilities for student learning improvement in mind, the Kansas State Department of Education will seed, through the competitive grants for ARRA EETT funding, elementary classrooms in the Intermediate Grade Levels (Grades 3-6) OR middle school classrooms (Grades 6-8) across Kansas as Technology Rich Classrooms. The purpose of the Technology Rich Classroom Project is to provide evidence that technology integrated into the learning environment and

supported by strong, on-going professional development can produce positive change in the classroom that results in improved student learning.

To assist schools and districts in replicating the professional development component of the Technology Rich Classroom project, participants receive extensive professional development, support and resources to promote effective technology use in the classroom.

Participants learn from other teachers how, when, and where to incorporate technology tools and resources into their lesson plans. In addition, they experience new approaches to create assessment tools and align lessons with educational learning goals and standards. The program incorporates use of the Internet, Web. 2.0 tools, and student projects as vehicles to powerful learning.

ALTEC SUBCONTRACT: PROGRAM MANAGEMENT, PROFESSIONAL DEVELOPMENT, EVALUATION

Advanced Learning Technologies, at the University of Kansas, will be subcontracted through this grant to provide the formal implementation, professional development, evaluation activities and support, and program management for the Technology Rich Classroom Project. Each grant applicant will budget \$14,875 (8.5% of the \$175,000 total grant project amount) to pay for contracted services to ALTEC. This subcontract to ALTEC covers the cost of the TRC team to participate in professional development, research, and support activities and includes costs associated with grants having one facilitator and four teachers. Any additional teachers and/or facilitators will incur additional fees. Contact Amber Rowland at ALTEC, amber@altec.org for these fees. A Memorandum of Agreement/invoice will be sent to successful grant applicants, including details of each of these activities.

ALTEC-PROFESSIONAL DEVELOPMENT

ALTEC provides extensive professional development and support for TRC Grantees. Professional development is a critical factor in the success of the Technology Rich Classroom Project. ALTEC coordinates and conducts the statewide TRC training for all TRC Grant Recipients, as well as support for facilitators as they provide the ongoing professional development support for teachers at the local level. ALTEC in turn, coordinates all of the Professional Development activities in consultation with KSDE. Additional information regarding Professional Development requirements are outlined on page 14.

ALTEC-PROGRAM EVALUATION

ALTEC in coordination with KSDE will work with Grant Team Data Collection Coordinators to conduct the program evaluation. A variety of data collection techniques, surveys and feedback from all levels of grant participants, along with telephone or onsite interviews/visits will be conducted. Data collected for statewide evaluation will be reflective of the classroom environment as a result of the Technology Rich Classroom intervention and will only be reported in aggregate form.

Grantees will be required to participate in Program Evaluation activities to meet requirements of the Recovery Act, and that are conducted through ALTEC with the required assistance of the identified Grant Team Data Collection Coordinators. Evaluation activities conducted will include (but are not limited to) Classroom Observations, Surveys, Facilitator Contact Logs and Site Visits. Participants will be asked to sign consent forms and asked for demographic data, consistent with the University of Kansas Human Subjects Committee Lawrence Campus (HSCL).

The TRC Leadership Team will provide support for the Data Collection Coordinator including providing observation tools & protocol and a Data Collection Coordinator Orientation training (1-day). On-going support for the Data Collection Coordinator will be provided by ALTEC through monthly conference calls and on-line resources. The scope of the evaluation will include a minimum of 6 classroom observations in each of the participating TRC Classrooms and identified control classrooms. Data Collection Coordinators should plan to conduct initial observations to capture baseline data prior to Fall TRC Team Workshop (usually the end of September). The final observation should be scheduled for May, prior to the end of school. Data Collection Coordinators may be requested to submit an anticipated schedule of classroom observations to the TRC Leadership Team. The TRC Leadership Team will assist participating TRC Districts in identifying suitable control classrooms, as well as other aspects of the Evaluation activities.

GRANT REPORTING

KSDE will notify grantees of reporting requirements. Grantees are required to submit a year-end report during each year of the grant, and may be required to provide additional data per Recovery Act requirements. The Year 1 report will be combined with the continuation application normally due in March. It is the responsibility of the Grant Contact to submit these reports with the input of all team participants.

SELECTION CRITERIA

We will evaluate applications using the following selection criteria:

ABSTRACT	5 POINTS
EDUCATIONAL NEED	15 POINTS
VISION/ACTIVITIES/EVALUATION	25 POINTS
PERSONNEL	25 POINTS
DISSEMINATION/COMMUNICATION	10 POINTS
BUDGET	10 POINTS
HOLISTIC/OVERALL APPLICATION	10 POINTS

The maximum score for all of these criteria is 100 points. A broad-based committee of readers with experience in educational technology programs will review the proposals. Reviews will be based on the criteria listed in this application and scored using the criteria in each section below. Priority Points will also be awarded based on the criteria outlined on page 21.

ABSTRACT (5 points)

The abstract is a summary of the entire project. It gives the reader a quick snapshot view of the scope of the project including need, vision and activities, and summarizes the results and evaluation planned for the project. This should be suitable for printing in a brochure or on the web to let others know "at a glance" about your project.

A quality abstract is one that:

- Summarizes or concentrates the essentials of the grant
- Presents a clear explanation of the projects and activities that will take place as a result of the grant
- Leaves the reader with no doubt about what the project is to accomplish

EDUCATIONAL NEED (15 points)

Explain the compelling needs of the school, or schools, involved in this application in relation to being:

- identified for improvement or corrective action under section 1116 of the ESEA (ie. on improvement)

OR

- having a substantial need for assistance in using technology

Include information relative to being on improvement or corrective action, appropriate statistical information including student achievement results, Title I and SES information, and/or clearly define the need for assistance in acquiring and using technology for all participating agencies. Describe the school(s) educational need for the Technology Rich Classroom Project. In this section, LEAs will describe the current academic and technology literacy needs that will be addressed by this grant.

Competitive preference will be given to proposals that:

- Clearly document academic needs that are "critical" (schools on improvement, schools not making AYP, or keeping schools on needs improvement lists)

- Clearly define and document the academic need in the identified core academic focus area(s) (Reading, Math or Science) and technology literacy skills (teacher and student) using well-established data sources and trend data over time.
- Document academic needs in terms consistent with KSDE Curriculum Standards
- Provide Title I information, SES definitions and Free/Reduced Lunch numbers for all participating agencies
- Thoroughly define the need for assistance in acquiring, using, and integrating technology

VISION AND ACTIVITIES (TIMELINE & EVALUATION) (25 points)

The purpose of this section is to establish how the LEA will implement the Technology Rich Classroom project in their school.

The vision statement captures the expectations of the stakeholders involved in the project. The vision is realistic and based on research. It reflects an understanding of the impact of intensive, ongoing staff development. What is the vision of what may be achieved through implementation of the project? What level of improvement is expected as a result of implementing the project? How do you anticipate the intensive ongoing professional development for the teachers involved will result in this improvement? What level of impact would you expect this project to have on the rest of the school(s)? How does the Technology Rich Classroom project enhance and supplement the goals of the local technology plan and school improvement goals? What will this change look like in the classroom? How will classroom activities be motivating, rigorous, and beneficial for students? What evidence will you gather to indicate that change has occurred?

In the activities section, you will describe major activities that you plan to implement as a result of this grant. What are the planned activities aligned to the goals of the program? Are these activities aligned to research and best practice? What is the estimated timeline for these activities? How will you know if these activities are successful? (Note: Be sure to include the Professional Development Activities outlined in the Budget section of this RFP).

Preference will be given to proposals that:

- Demonstrate a clear vision of what the school wishes to achieve through the implementation of this project above and beyond the overall goals and objectives of the TRC project listed above.
- Recognize a clear understanding of the impact that intensive, on-going professional development can have on improving student performance
- Extend the vision of the project beyond the scope of the implementation, to include transformations that would impact the rest of the school(s) and district
- Show strong evidence that the implementation of this project will strengthen the ability of the school to improve progress toward meeting measurable objective that already exist in the school improvement and technology plans
- Identify relevant and appropriate activities, aligned to the goals of the program, that will ensure success in the implementation of this program
- Identify an appropriate, realistic timeline for the activities
- Identify measurable evaluation methods for the activities
- Cite relevant research and best-practice models of student-centered, project-based, or engaged learning

The following table may be used to align activities, timeline and evaluation to goals:

Goal:		
Activity	Timeline	Evaluation
Goal:		
Activity	Timeline	Evaluation

PERSONNEL (25 points)

The purpose of this section is to describe who will comprise the TRC Team. It is imperative that a team of engaged and supportive individuals is developed. This section should clearly explain why these individuals are uniquely capable and qualified to assume these roles on the TRC team and how they will support the TRC project.

District level leadership is critical to the success of the TRC project, which requires on-going support and committed assistance from all levels. Evidence of the District's commitment to support the TRC project team, and the involved students should be clearly emphasized. There should be no doubt that the district will do what is necessary to cultivate an empowering culture and professional learning community that supports 21st Century Learning for all. This includes ensuring the schedule supporting TRC Classrooms/Teachers/Facilitator is conducive to success, equipping classrooms with the required technologies by the August 1 deadline, adequate bandwidth, internet access, access to required Web 2.0 tools and on-going technical, administrative, and instructional support.

Statements of support should be provided from the entire TRC team, including:

- Superintendent(s)
- Budget Director (ARRA Reporting)
- Curriculum Director(s)
- Technology Director(s)
- Principal(s)
- Data Collection Coordinator
- Facilitator
- Teachers
- Service Center Staff (if appropriate)

These statements of support should describe how each team member listed above will support the implementation of the TRC Project.

The TRC Facilitator plays a critical role in the success of the TRC grant. To ensure each grantee is successful, Appendix D outlines specific qualifications and requirements for a TRC Facilitator. Applicants need to describe in detail how the proposed facilitator meets the Required Qualifications listed in Appendix D.

Please provide a detailed weekly schedule for the TRC Facilitator:

	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<i>AM</i>					
<i>PM</i>					

Describe how the Facilitator will fulfill their 20 hour per week TRC requirements to support curriculum focused technology integration through professional development, coaching (co-teaching, modeling, and observing), and on-site support of their participating teachers. The facilitator must be available to work with TRC Classrooms during the time in which grant focused content area(s) are being taught. Facilitator activities should include not only basic technology skills, but specifically how the facilitator will support content-rich technology integration, student-centered learning activities and 21st century skills. (See Appendix F for information on 21st Century Skills)

Please briefly specify the other .5 FTE duties of the facilitator or indicate if the facilitator will only be employed as a .5 FTE. Please note that a facilitator who is also scheduled as a .5 teacher will not be funded. Facilitators are required to provide a monthly contact/activity log.

Describe the teachers chosen for participation in this program, and their level of commitment to the project as well as how their "readiness" for this type of project was determined. Teachers should possess a willingness to implement new instructional practices and technologies in their classroom, along with a

desire to share and collaborate with their TRC teammates and state TRC colleagues. Applicants should include information regarding education, professional practice, instructional efforts and professional development, as well as statements of support and desire to participate from the teachers.

Describe how the Data Collection Coordinator has the capacity to fulfill local evaluation responsibilities as outlined in Appendix D. This person should have previous experience with classroom observations. Please describe the Data Collection Coordinator's primary position, beyond the local evaluation role. The Data Collection Coordinator should not be a teacher, facilitator or building principal within the TRC school, nor have any formal job evaluation responsibilities associated with the TRC Team.

In determining the quality of this section, the following will be considered:

- Evidence that a complete team of project personnel has been assembled
- The selection of a quality Facilitator, with experience in professional development, school improvement, curriculum/instruction, instructional technology and leadership and evidence that this will be a half-time (.5 FTE) contracted employee to implement the grant activities;
- Evidence that the facilitator is supported and setup for successful TRC implementation. Applicants should identify the schedule for the TRC Facilitator, along with including what the other .5 FTE duties are intended to be to ensure that all 4 classroom teachers have access to facilitator/coach during class times of the content area focused instruction. The availability of the facilitator to work with classroom teachers will be duly considered. A facilitator who is also a .5 teacher will not be funded.
- The academic background and educational experience of proposed project personnel in relation to implementing a successful TRC project
- The evidence of past successes that can be attributed to proposed project personnel
- The reader has every confidence in the ability of the TRC team to succeed in their implementation of the project

DISSEMINATION AND COMMUNICATION (10 points)

This section will include an explanation of what the LEAs expect to learn from participating in this grant, how they will use this information/increased capacity locally in the future, and how they will share what they are learning and have learned with others.

Dissemination plans with the following qualities will receive competitive priority:

- Clear descriptions of what the LEA hopes to gain from participating in this grant program
- Detailed timeline/plan to share and use that acquired knowledge locally (both within the school and within the LEA(s))
- Detailed timeline/plan to share what is learned with others beyond the LEA
- Detailed timeline/plan to share projects and resources with other TRC participants during the project year
- Strong focus on disseminating information that will improve student achievement specific to the content area focus
- The use of technology to aid dissemination activities
- A dissemination plan that benefits the local LEA staff, the TRC community, and K-12 education in general
- High probability that others would respond to the LEA's dissemination plan

BUDGET (10 points)

The budget should clearly outline all expenses related to the project. All required items and any optional items being requested should be clearly explained. The grant will fund up to \$125,000, with a district match of at least \$50,000 required to participate. The district match may exceed \$50,000, but ONLY grant required budget items should be included. The total budget may exceed \$175,000, however, the requested grant amount should not exceed \$125,000.

The grant requires specific Professional Development, Staffing, Hardware, Software, and Evaluation activities be incorporated in the Budget section.

Required budget items must be met; however, it is understood that each grant applicant ***may need to vary the required equipment and software which requires prior KSDE approval*** and information regarding any approved pre-existing equipment should be included in the budget narrative as justification to ensure it is given due consideration by the grant reviewers. Grant recipients are responsible to assign budget to line items required under Kansas Law in grant application.

In rating this section, the following will be considered:

- The budget includes grant funding of \$125,000 or less,
- The budget includes matching funds of at least \$50,000,
- The budget specifically funds the required staffing, professional development, hardware and software, and activities,
- The budget identifies at least 25% (\$31,250) of grant funds for professional development
- Matching dollars fund allowable grant items
- The budget supports the vision and activities outlined in the grant application
- The budget narrative clearly explains how the requirements of the program are being covered, as well as how the district match will contribute to its success
- There is evidence in the budget narrative that the Leadership Team intends to fully support the project funding throughout the funding period of the grant
- There is evidence in the budget narrative that concrete plans are being made as to how to continue the project beyond the funding period

PROFESSIONAL DEVELOPMENT:

EETT requires that at least 25% of ***grant funds*** be used for ongoing, sustained, intensive, high-quality professional development. This means a minimum of \$31,250 of ***grant funds*** must be used to fund the costs associated with the hiring or designation of a .5 FTE Facilitator, travel costs associated with 10 local professional development days and attendance at statewide TRC events, substitute costs for required professional development days, as well as other optional desired conferences, workshops, etc..

STATEWIDE TRC EVENTS

KSDE, with the assistance of ALTEC, will coordinate several statewide project meetings and trainings for all the TRC Grant participants. ALTEC and KSDE will provide professional development for the TRC Facilitators/Teams per the activities chart below. Facilitators will receive student-centered, technology-rich activities to share with their participating teachers. A set scope and sequence will be followed; however, facilitators will have some flexibility in order to meet the needs of their teachers. ALTEC will also provide data collection training orientation for Data Collection Coordinators. KSDE and ALTEC may also provide additional supporting professional development activities and collaboration for facilitators and teachers virtually via web conferencing or other means.

Local TRC Team Training

Professional Development is an integral and critical part of supporting the TRC Teachers in this grant project. The grant requires that each TRC Team schedule and conduct the equivalent of 10 days of professional development at the local level. These required days are critical to the success of the teachers, and are designed to meet the specific needs of your TRC Teachers. The days are designed to be planned and conducted by the Team's TRC Facilitator, with the local TRC Team (i.e. all 4 TRC Teachers and TRC Facilitator) present to collaborate, share ideas, learn specific technologies or how to integrate technology, and build support among the team, etc. These in-service opportunities should be at least monthly, and are to be targeted at the needs and the goals of the TRC classroom teachers in terms of content area, technology literacy/integration, instructional resources and tools. (Please note that District-wide in-service does not count toward the minimum 10 days required.)

The 10 days may be 10 monthly days, ½ days twice each month, or regular after school sessions with a stipend, etc. The most successful TRC projects include:

- Ongoing collaboration time among TRC Teachers
- Regular involvement/guidance/encouragement from building administrator
- On-going support and encouragement from Superintendent
- Regular staff updates for all school staff to stay informed
- Opportunities to share with other schools in district and/or district personnel
- Local Administration and Board of Education updates

The following is a comprehensive list of the grant activities for 2010-11 that applicants should budget for:

Activity	Who's Involved	Length	Timeframe
TRC District Administrators Orientation Meeting (Grant Overview, Activities, Expectations, Responsibilities)	Superintendent, Principal(s), Grant Writer/Contact, District Technology & Curriculum Leaders, TRC Facilitator	1 hour	April/May 2010 Virtual Meeting
Technology Rich Classroom Facilitator Institute TRC Facilitator Role, Instructional Coaching/Mentoring, Professional Development, Classroom Management, 21 st Century Skills/Higher Order Thinking (HOTS), Project-Based Learning, Web 2.0 Resources	Facilitators	3 days	June 2010 ALTEC/KU Lawrence, KS
State TRC Team Orientation*	TRC Teachers, Facilitators, School Administrators	1 day	July 2010
TRC Data Collection Coordinator Orientation*	TRC Data Collection Coordinator	1 day	August 2010
TRC Data Collection Coordinator Monthly Call	TRC Data Collection Coordinator	1hour	Monthly Sept-May
Release Days during School Year (Local Professional Development with Facilitator)	Teachers training locally with Facilitators	Equiv of 10 days (minimum)	Ongoing (at least monthly)
State Online Collaboration	Facilitators and Teachers	Various	Ongoing
State Facilitator Only Meeting*	Facilitators	1 day	March 2011
State TRC Team Training Meetings*	Facilitators and Teachers (administrators welcome!)	1 day ea.	Sept. 2010, January 2011
State TRC Celebration*	All participants	1 day	Late Spring 2011

*Travel and lodging may be necessary

For Additional Professional Development that may be needed, see the recommended Teacher Prerequisites in Appendix D.

TRC Teams are highly encouraged to leverage funds to attend at least one state or national technology conferences (ie. MACE, NECC, T+L, FETC, TCEA, NETA, CO-TIE Etc.)

SALARY/SALARY FRINGE

As outlined in the Personnel section, a .5 FTE Facilitator is a critical team member and must be funded in the project budget. This should be funded through grant dollars. The facilitator may be employed by the district (salary), in which case personnel fringe may be included in the budget; or the facilitator may be provided through a contracted service (i.e. education service center, ALTEC, etc.), in which case this would be considered a Contractual expense (not a salary).

Salaries for school administrators, technical support, or other staff required to support the project should be considered **indirect costs**.

Note: KSDE and the TAKE Team will not enter into negotiations as to final salary amounts for facilitators – this is up to district or service center policy to govern.

SUBSTITUTES:

Substitute costs should be clearly budgeted for the following required professional development days:

- the equivalent of 10 Days of local professional development coordinated by Facilitator
- 4 1-Day State TRC Team Professional Development Events
- A 1-Day State TRC Facilitator Event (Manhattan, Preconference to MACE)
- A 1-Day State Local Evaluator Orientation (KU) only if sub is required
- Other budgeted technology conferences or events (MACE, NECC, T+L, etc.)

STIPENDS:

Stipends for participating teachers may be included, and are encouraged.

CONTRACTUAL:

An allocation of \$14,875 (8.5% of the total \$175,000 project budget) should be budgeted to pay ALTEC for contracted services related to Professional Development and coordination of Statewide TRC Events, Program Evaluation and Project Management (For information on ALTEC Subcontract, see page 9).

The Data Collection Coordinator may be a contracted individual (which would be budgeted under contracted/consultant), or a district employee (in which case the identified amount for their time may be budgeted under salary/fringe). A budget amount between \$2,625-\$5,250 (representing between 1.5-3% of the Total Grant Budget) should be allocated to support the required data collection activities. The data collection costs should be clearly outlined, and the budget should be based on a total commitment of 70 hours for the project year.

TRAVEL

Travel costs associated with Professional Development activities should be clearly budgeted, and may include:

- The equivalent of 10 Days of local professional development coordinated by Facilitator (if travel is required)
- 4 1-Day State TRC Team Professional Development Events coordinated by State TRC Team will be provided as follows:
 - July TRC Team Kick-off Orientation
 - September Team Training Event
 - January Team Training Event
 - Spring Celebration Event
- A 3-Day Summer Facilitator Institute for TRC Facilitators (at KU)
- A 1-Day State TRC Facilitator Spring Training (Manhattan)
- A 1-Day Data Collection Coordinator Orientation (August 2010)
- Quarterly classroom observations by Data Collection Coordinator (if travel is required)
- A state or national technology conference (MACE, NECC, T+L, FETC, TCEA, NETA, CO-TIE Etc.)

EQUIPMENT AND HARDWARE

The following equipment table outlines the required equipment. However, it is understood that each grant applicant ***may vary the required equipment upon prior KSDE approval*** and information regarding any approved pre-existing equipment should be included in the budget narrative to ensure it is given due consideration by the grant reviewers. For example, a school may have a pre-existing media projector in one of the classrooms. This should be listed as pre-existing with make/model/year and counted in the hardware table as a \$0.00 cost item. *Refurbished equipment will not be funded through this federal grant program.*

For partnering districts, purchased equipment for the Technology Rich Classrooms must be bid for by the lead agency. Laptop computers for the teachers and facilitator must be ordered and delivered by July 1, 2009. Internet or handheld devices are NOT suitable substitutions for classroom computers (Nova's, iPod Touch, Palm Handhelds, etc.). Mini computers or Netbooks are acceptable, provided suitable access to CD/DVD burners are also included/available (Please note that CETE publishes screen resolution requirements to ensure compatibility with the KS Computerized Assessment). ***Installation of the classroom equipment must be completed prior to Aug. 1, 2010. Basic operational training on the use of this equipment should be completed prior to the start of school.***

TRC HARDWARE TABLE			
All equipment listed is required, except those items listed in "Optional Equipment" List Specific Brand/Model information for all items			
FACILITATOR EQUIPMENT	NUMBER of UNITS	ESTIMATED COST	Total
Laptop (incl. docking station) for Facilitator Brand/Model:			
Webcam & Headset/microphone (non-echo producing)			
USB Flash Drive			
Flip Video Camera & Mini Tri-pod			
FACILITATOR EQUIPMENT SUBTOTAL			
CLASSROOM EQUIPMENT	NUMBER of UNITS	ESTIMATED COST	TOTAL
Laptop (incl. docking station) for Teachers			
Interactive White Board			
LCD Projector			
USB Drive			
Digital Camera with Video Capability			
Printer (B/W - general classroom use)			
Minimum of 1 Computer for every 2 students (and cart if laptops are purchased)			
CLASSROOM EQUIPMENT SUBTOTAL			
OPTIONAL EQUIPMENT	NUMBER of UNITS	ESTIMATED COST	TOTAL
Classroom Audio Amplification System			
Student Response System(s) (ie. Clickers)			

Scanner			
Digital Video Camera (Flip Camera, mini DV, etc.)			
Document Camera			
iPod/iTouch/MP3 Players			
Remote Keyboard/Tablet for Interactive White Board			
USB Drives for Students			
Additional Power Supplies for student laptops			
Laptop or Projector Accessories— Cases, video cables, etc. (Be Specific)			
Other:			
OPTIONAL EQUIPMENT SUBTOTAL			
GRAND TOTAL *			

*Grand total must equal the Equipment/Hardware Total on the budget worksheet below.

SUPPLIES AND MATERIALS

SOFTWARE

There are specific software resources required for the project which are outlined in the following software table. District purchases and acquisitions for this project should be consistent with other district software standards and installations (ie. if Microsoft Office 2003 is used throughout the building, that same version should be loaded on TRC Classroom equipment). Open source software such as Open Office, Star Office, CMAP, FreeMap, etc. or web-based software such as Google Docs, ZoHo, etc. may be substituted **only** if these products are part of a district wide software initiative, fully supported and with approval from KSDE. If the district owns pre-existing licenses sufficient to support the project, that software should be listed in the table as "pre-existing" with specific title/version information, and a \$0 cost associated.

TRC Grant funds may also be used to purchase optional software or subscription based services that are in direct support of the grant activities and content area focus. Some examples are listed in the Optional Software section.

In addition to these purchased resources, the district must commit to providing access to the free Kan-Ed Empowered Desktop as well as classroom *access to Web 2.0 tools for facilitators and teachers including TRC Ning for collaboration, Blogs, Wikis, Google Docs, Google Earth, and others may be required as part of participation, collaboration, and sharing.* Secure Web 2.0 tools, such as ePals SchoolMail, SchoolBlogs, Learning Space, and other collaborative resources for **student use** will also be introduced, and may be required as TRC teams progress.

TRC SOFTWARE TABLE			
All software listed is required, except those items listed in "Optional Software" Specifically identify the Title/Version of the Software			
REQUIRED FACILITATOR SOFTWARE	Qty	Cost	Total
Microsoft Office Pro or equivalent:			
Graphic Organizer/Concept-mapping:			
Video Editing Software:			
Desktop Publishing:			

Web Page Design Software:			
Adobe Acrobat (if .pdf creating cannot be accomplished in Office pack):			
SUBTOTAL REQUIRED SOFTWARE FOR FACILITATOR			
REQUIRED SOFTWARE FOR FOUR CLASSROOMS (required for teachers and students unless otherwise noted)			
Microsoft Office Pro or equivalent (teacher):			
Microsoft Office Standard or equivalent (students):			
Desktop Publishing Software:			
Graphic organizer/concept mapping (Inspiration, Kidspiration, etc.):			
Video Editing Software (iMovie, MovieMaker, etc):			
Presentation Program if not included in Office suite (Powerpoint, Keynote, etc.):			
SUBTOTAL REQUIRED SOFTWARE FOR CLASSROOMS			
OPTIONAL SOFTWARE:			
Web Page Design:			
Subscription services for online resources (List all) (ie. BrainPop, Discovery Education, Atomic Learning, ComicLife, Visual Thesaurus, etc.):			
SUBTOTAL FOR OPTIONAL SOFTWARE			
GRAND TOTAL FOR SOFTWARE AND SUBSCRIPTION SERVICES*			

* This total should equal the Software line item in the budget worksheet table

OFFICE SUPPLIES AND EDUCATION MATERIALS

Please provide detailed narrative listing all budgeted office supplies and educational materials. These may include supplies for classrooms and facilitator such as printer cartridges, paper, bulbs for projector, CD-Rs/DVDs, batteries/battery charger for digital cameras, etc.

GENERAL OPERATING COSTS

General operating costs for duplicating... may be included. Please provide detailed narrative outlining all expected and budgeted general operating costs.

INDIRECT COSTS

Expenses that are shared among programs or functions within an organization are defined as indirect costs. Things such as internet access, IT Support, Grant management, work space for the facilitator, etc.

are all essential elements for the success of the TRC Program. Therefore, up to 5% (\$6,250) of the grant amount may be used for indirect costs. Any indirect costs should be clearly detailed in the budget narrative. Indirect costs may be budgeted to support some of the following requirements:

- Internet infrastructure/connectivity – a network connection to support all computers is necessary and Internet Service, filtering to comply with CIPA, server costs, wiring, etc. are required to participate.
- Office space for Facilitator to work (if lead agency)
- Technical support costs to support teachers and their classroom equipment
- Furniture to support classroom technologies
- Electrical or infrastructure improvements for installing classroom equipment
- Professional Development support to ensure participating TRC teachers have prerequisite skills
- Grant management

OVERALL PROJECT BUDGET WORKSHEET:

Account Name	EETT Funds	Local Funds	Project Total Funds
PROFESSIONAL DEVELOPMENT			
Personnel Salary/Wages Facilitator pay, stipends, etc.			
Personnel Fringe Benefits – Related to Personnel Salary			
Substitutes			
Stipends			
Contractual ALTEC fee of \$14875			
TRAVEL – mileage, per diem, lodging, etc.			
EQUIPMENT/HARDWARE (Total from Hardware Table)			
SUPPLIES AND MATERIALS			
Software (Total from Software Table)			
Office Supplies/Educational Materials			
GENERAL OPERATING COSTS Duplicating, postage, etc.			
INDIRECT COSTS (up to 5% of grant funds)			
Totals	\$125,000(max)	\$50,000(min)	\$175,000

BUDGET CHECKLIST

✓	REQUIRED BUDGET ITEMS
	.5 FTE Facilitator (do <i>NOT</i> include more than a .5 FTE for the facilitator) to be funded from TRC Grant Dollars
	Substitutes and travel expenses for the required 10 Days of Local Professional Development coordinated by Facilitator
	Substitutes and travel expenses for (4) 1-day state TRC Events held in Central KS for TRC Teams (Orientation, Fall, Winter and Celebration Events)
	Substitutes and travel expenses related to 3-day state TRC Summer Facilitator Institute for TRC Facilitator (Lawrence, KS)
	Substitutes and travel expenses related to 1-day state TRC Facilitator Training in Spring (Manhattan, KS)

	Substitutes and travel expenses related to 1-day state TRC Local Evaluator Training in Fall (Lawrence, KS)
	Required Hardware for facilitator, teachers and classrooms including: <ul style="list-style-type: none"> o 2:1 Computer/Student Ratio + Mobile Cart(s) for laptops o Facilitator/Teacher laptops (w/wireless & capability to burn DVD/CD) o Interactive Whiteboards for all 4 classrooms o Media Projectors for all 4 classrooms o Digital Camera/Digital Video capable o Digital Video Camera for Team Use o USB Drives for Facilitator/Teacher o WebCam for Teachers (may be integrated into laptop)
	Required Software for facilitator, teachers, and classrooms
	Data Collection Coordinator and activities at a range of \$2,625 to \$5,250 with justification
	ALTEC Contractual for Statewide TRC Events, Project Evaluation, and Project Management at \$14,875
	Grant Funds for Professional Development (Salaries/Fringe, Substitutes, Travel, and Contractual) meet the 25% minimum requirement

Budget Narrative

Please provide a detailed and thorough explanation for each line item from the Project Budget. Please be certain to address any pre approved hardware or software requirements.

OVERALL/HOLISTIC APPLICATION SCORE (10 POINTS)

Holistic Score: (10 points) In addition to the 90 points awarded for required sections above, readers will also be asked to provide a holistic score of up to 10 points based on the overall quality of the application and the likelihood that the LEA applicant has the capacity to ensure high-quality implementation.

PRIORITY POINTS

After the grant applications are read by an outside group of readers and scored, priority points will be added to the final score. These preference points will be awarded as follows:

1. Priority Points for Schools who are on improvement (15 points)

Priority points (15 points) will be awarded to applicants that include elementary schools that are currently listed on improvement per the following list:

USD #	USD Name	School
214	Ulysses	Kepley Middle School
259	Wichita	Clark Elementary
259	Wichita	Curtis Middle
259	Wichita	Enterprise
259	Wichita	Hamilton Middle
259	Wichita	Jardine Technology Middle Magnet
259	Wichita	Linwood Elementary
259	Wichita	Pleasant Valley Middle
259	Wichita	Spaght Multimedia Magnet

259	Wichita	Truesdell Middle
308	Hutchinson	Avenue A Elementary
308	Hutchinson	Lincoln Elementary
430	South Brown County	Everest Middle
453	Leavenworth	Earl M Lawson Elementary
480	Liberal	Cottonwood Intermediate
480	Liberal	Liberal South Middle School
500	Kansas City	Argentine Middle
500	Kansas City	Banneker Elementary
500	Kansas City	Bertram Caruthers Elementary
500	Kansas City	Lindbergh Elementary
500	Kansas City	Mark Twain Elementary
500	Kansas City	Northwest Middle
500	Kansas City	Quindaro Elementary
500	Kansas City	Lindbergh Elementary
500	Kansas City	Mark Twain Elementary
500	Kansas City	Whittier Elementary
501	Topeka	Chase Middle
501	Topeka	Lundgren Elementary
501	Topeka	Scott Computer Technology Magnet
501	Topeka	Shaner Elementary
500	Kansas City	Whittier Elementary
501	Topeka	Chase Middle
501	Topeka	Lundgren Elementary

2. Priority Points for Schools who have not already participated in the TRC Grant Project (15 points)

Priority points will be awarded to applicants that include *elementary schools* that ***have not already participated*** in the Technology Rich Grant project. If partnering, these priority points apply if neither school has previously participated.

3. Prior Participation Deduction (10 Point DEDUCT)

Priority points will be deducted for Districts/Schools that have previously participated that have:

- Not met reporting requirements
- Not adhered to approved budget expenditures/budget change requirements
- Not provided the technology hardware, software, subscription-based resources as outlined in the grant application
- Not provided the required level of support or staffing (ex. facilitator less than 20 hours per week, required grant/staffing roles are unclear or undefined, technical support issues interfere with the success of the project, administrative support is lacking)
- Not fully participated in required events (District team participation in Kickoff, training events, celebration events)
- Any of these issues has resulted in KSDE intervention, involvement, correction, or resolution.

APPENDIXES

**Appendix A
ARRA EETT – Technology Rich Classrooms
Timeline**

TRC RFP Available	Friday, October 30, 2009
TRC Application & Budget Templates Available	Monday, November 16, 2009
Intent To Apply (see Page 5 for instructions).....	5:00pm CST Wednesday, Dec. 2, 2009
Submission Deadline	3:00pm CST Friday, Jan. 8, 2010
Grants distributed to reviewers	Friday, Jan. 15, 2010
Reviews due	Monday, Jan. 25, 2010
Statement of Assurances Due to KSDE	Monday, March 1, 2010
Approval at State BOE meeting	March 2010
Grant Awardees – Bid for equipment	April/May 2010
TRC Grant Awardees Project Orientation Virtual Meeting	April/May 2010
TRC Facilitator Institute (Facilitators) (3 days)	June 2010
Grant Awardees TRC Kickoff Orientation.....	July 2010
Team Online Collaboration & Workshops.....	Fall 2010 to Summer 2011
TRC Facilitator Only Meetings	Spring 2010
Team Meetings (All Participants).....	Sept 2009, January 2010
Celebration Event (All Participants).....	April/May 2010

APPENDIX B
Sample Budget

For up to two schools, at least four classrooms	
Equipment (\$23,500 each classroom)	\$ 94,000
Software, Subscription Services, etc.	\$ 20,000
Supplies	\$. 2,500
Facilitator (salary, benefits - four hours per day)	\$ 30,000
Facilitator Equipment	\$ 4,000
Teacher Stipend (\$750 per teacher)	\$ 3,000
Travel Expenses	\$ 4,000
ALTEC Contracted Services (8.5% of Project Total)	\$ 14,875
Local Evaluation (1.5% of Project Total)	<u>\$ 2,625</u>
TOTAL	\$175,000

Source of Funds for above example: \$125,000 EETT Grant Funds, \$50,000 LEA Matching Funds

APPENDIX C

Statement of Assurances

We, as an eligible recipient(s) for funds under the No Child Left Behind Act of 2001, hereby grant the following assurances:

- ❑ The LEA assures and certifies compliance with the regulations, policies and requirements as they relate to the acceptance and use of federal funds for programs included in this application.
- ❑ The LEA assures and certifies to having an approved Technology Plan currently on file with the Kansas State Department of Education or has obtained a waiver or extension.
- ❑ The LEA assures and certifies compliance with the Children's Internet Protection Act (CIPA) regulations, policies and requirements.
- ❑ The LEA assures that timely and meaningful consultation with appropriate private school officials during the design and development of programs has occurred and that continued consultation throughout the implementation of these programs will occur.
- ❑ The LEA agrees to carry out the project as proposed in the application.
- ❑ The LEA assures that the key project personnel (A .5 FTE Facilitator and 4 Classroom Teachers, Data Collection Coordinator, etc.) will be provided that possess the required prerequisite skills.
- ❑ The LEA assures that the project facilitator will dedicate a full 20 hours per week to the TRC project (4 hours for each teacher, and 4 hours of project support, resource/instructional development per week), and be available to coach, mentor, co-teach, model lessons, and provide extensive classroom level support to the project teachers during identified content-area focus instruction.
- ❑ The LEA assures that the remaining 20 hours of the project facilitator contract time will not be in a classroom teaching capacity.
- ❑ None of the monies received through Enhancing Education Through Technology (*Ed Tech*) Grants shall be used to replace funds for existing programs that are a responsibility of the school district. *Ed Tech* Funds may be used to supplement not supplant regular education programs.
- ❑ The LEA assures that the required 10 days of professional development will be conducted at the local level as outlined in the grant requirements.
- ❑ The LEA assures that the project team will attend ***all required meetings*** as published in the application timeline.
- ❑ The LEA assures that the required/budgeted hardware, software, access to Web 2.0 tools, Internet access, and technical support will be provided to support the TRC Classrooms. This includes having equipment installed and operational by August 1, 2010.
- ❑ The LEA assures that a minimum of 25% of the grant dollars will be expended on professional development, and that the facilitator is funded through grant dollars.
- ❑ The LEA assures that the project team will partner with the State's evaluator to participate in all required evaluation activities according to state and/or federal deadlines.
- ❑ The LEA assures that prior approval from KSDE TRC Director will be sought prior to implementing any programmatic changes with respect to the purpose for which the grant was awarded.
- ❑ The LEA will comply with all reporting requirements of KSDE, Enhancing Education Through Technology (Title IID), and the American Recovery and Reinvestment Act.
- ❑ All requested information related to grant activities will be provided to KSDE in a timely manner.
- ❑ Sanctions may include but are not limited to reduction or revocation of grant award.

To the best of my knowledge, information in this application is correct. The governing body of the applicant has authorized this application and the applicant agrees to administer its project and to expend the funds awarded to the applicant in accordance with its approved project budget and all applicable statutes and regulation governing the program.

Statement of Assurances (cont.)

Lead (Fiscal) Agency (LEA)

Print Name of Superintendent

Signature of Superintendent/Director

Billing Address

Date

Billing City, State, Zip

Partner LEA (if applicable)

Print Name of Superintendent

Signature of Superintendent

Date

Return by Feb. 1, 2010 to:

Kansas State Department of Education
Attn: Melinda Stanley
120 SE 10th Ave
Topeka, KS 66612

APPENDIX D PERSONNEL RESPONSIBILITIES & QUALIFICATIONS

FACILITATOR

The TRC Facilitator plays a critical role in the success of the TRC grant. The Responsibilities outline the expectations of a person in the TRC facilitator role. Previous grant experience indicates that the Required Qualifications are essential components of a TRC facilitator skill set to ensure successful grant implementation. Descriptions of how the proposed facilitator fulfills the Required Qualifications outlined below should be detailed in the Personnel Narrative.

Responsibilities (non-negotiable):

- Half-time Employment equal to 4 hours per day/20 hours per week, working with participant teachers and state TRC Team.*
- Fulfill all program professional development, implementation and evaluation activities and requirements (professional development plans, contact logs, plan of work, surveys, etc.).
- Plan, organize and conduct local TRC Team professional development requirements including the required 10 days of local professional development.
- Conduct onsite, in-classroom support for TRC teachers (4 hours per week per teacher), including co-teaching, mentoring, lesson plan development, resource sharing, collaboration, etc.
- Attend ALL professional development sessions and ALL organizational meetings. (Travel may be necessary).
- Provide leadership through collaboration with local team, school administrators, other TRC Facilitators, and state TRC Team.
- Agree to be an active contributor and collaborator in the statewide TRC Project.
- Agree to support the TRC project goals through local implementation and on-going modifications.
- Agree to maintain contact with state TRC Team.
- Agree to participate in TRC professional development activities and collaboration virtually via web conferencing, online workshops, conference calls and other means as necessary.

*Please note that for the .5 FTE Facilitator, a .5 facilitator also serving as a .5 Classroom Teacher will not be funded. **Funding may be rescinded if this scenario is implemented.** This is not a best practice and is not a supported implementation model.

Required Qualifications:

- content area expertise pertaining to integrating technology in to the selected focus content area (i.e. highly qualified certification, National Board Certification in Content Area, state standards academy, etc.)
- technology expertise in the use and integration of required equipment/software
- experience in identifying and integrating curriculum focused web-based resources
- experience working with students, teachers and principals
- effective communication with colleagues
- history of responsibility for task completion

Preferred Qualifications:

- BA/BS in Education or Computer/Educational/Information Technology

Experience/formal training in:

- providing individual professional development and support for classroom teachers
- leading group professional development (workshops, seminars, classes, etc.)
- in-classroom instructional coaching/mentoring (i.e. Formal mentoring training)
- facilitating a student-centered learning environment with technology; (i.e. active participation, cooperative learning, best practices, etc.)
- constructivist principles into the classroom, such as inquiry-based learning, collaborative learning and project-based learning. (i.e. INTEL® Master Teacher Trainer, Buck Institute, etc.)
- effective teaching practices that more powerfully infuse technology in their classrooms.

- high level of skills in the effective use and integration of wireless networks, Smartboards, digital cameras, multimedia software, personal productivity software (i.e. Office), Inspiration software, and
- uses web-based collaboration tools such as blogs, web page development tools, online collaboration sites

TEACHER

TRC teacher alumni indicate that these prerequisite skills are an essential part to building teacher confidence as project participants. These basic technology literacies significantly impact the teacher and student success of the project. Jump-starting this basic technology literacy instruction will allow teacher participants to be better prepared for participation in this project. Applicants are encouraged to begin providing these basic skills immediately upon applying for the TRC project as these are a prerequisite and not funded directly through the project.

Prerequisite Skills:

- Possess the following **basic computer literacy skills** by the start of school year:
 - basic computer operations (using a mouse, turning on the computer, etc.)
 - format and edit text;
 - copy, cut and paste text and graphics;
 - save documents;
 - use e-mail;
 - basic file management (saving, creating folders, saving as, deleting files, etc.)
 - very basic spreadsheet functions (i.e. Excel) usage
 - navigate and perform a search on the Internet; and
- Possess Grade Level State Standards (per Kansas Quality #4) knowledge through:
 - Attending KSDE Integrated Standards Summer Academy
OR
 - Completion of KSDE Standards Training via Online or CD-based modules
OR
 - Locally provided Standards training

Data Collection Coordinator

ARRA funds require specific outcome data from recipients. In an effort to streamline this, local evaluation data will feed into the state project research and evaluation. The local evaluator will need to follow out the responsibilities listed below.

Responsibilities:

- Perform data liaison duties between TRCs and the TRC Leadership Team.
- Conduct 45-60 minute classroom observations, six times between September and May of Year 1 in the four TRCs and one additional control classroom.
- Agree to administer project protocols during observations including the use of a common observation tool

- Conduct observations while the teachers are instructing the grant focus area (i.e. math, reading, science).
- Ensure the completion of project surveys and grant reports
- Attend one full day of introductory evaluator training (travel may be necessary) and ALL monthly conference calls unless a valid excuse is presented.
- Agree to maintain contact with TRC Leadership Team for follow-up visits and materials distribution.

Required Qualifications:

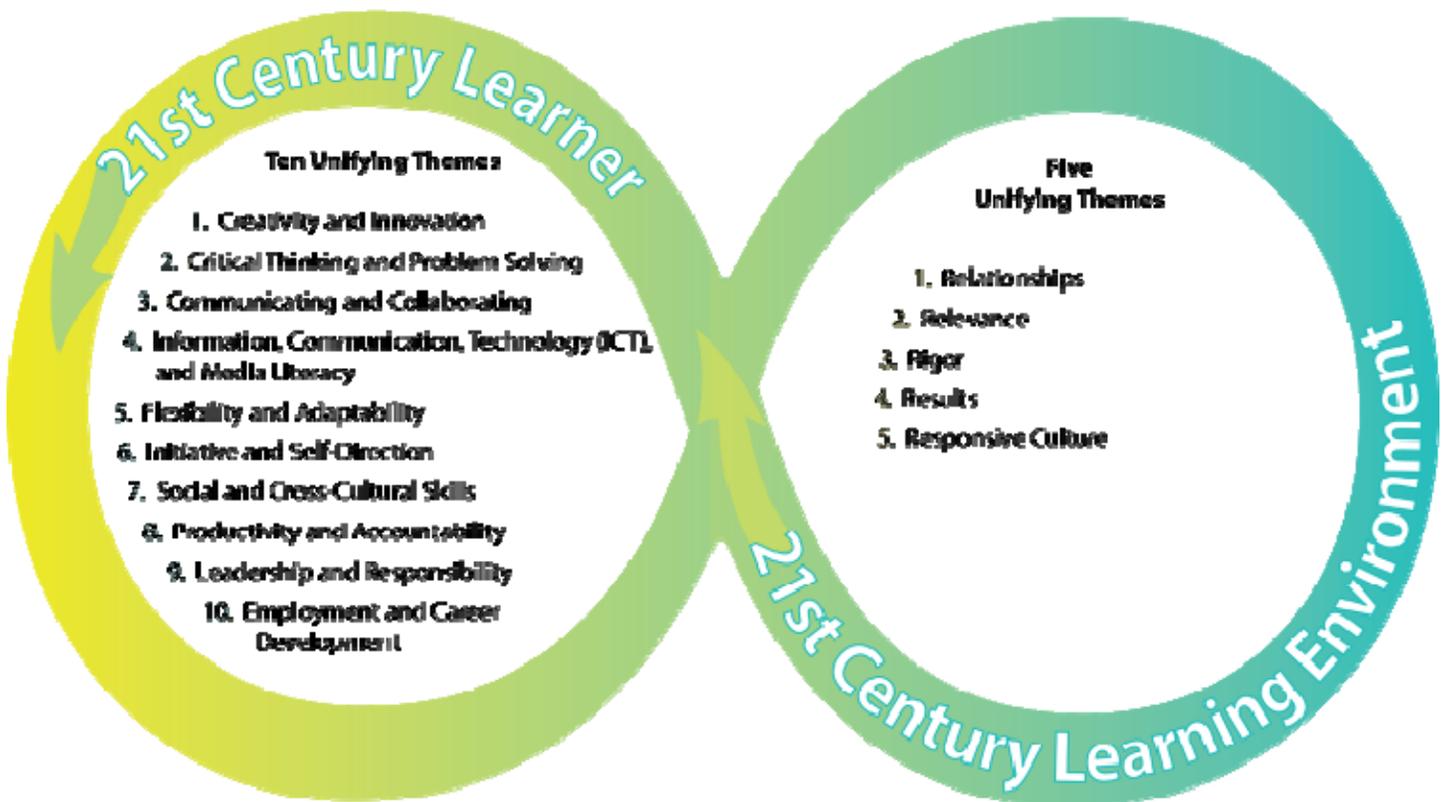
- have the capacity to fulfill local evaluator responsibilities (i.e. classroom teacher or facilitator would not be able to do this).
- experience with classroom observations

APPENDIX F 21st Century Skills Information

Kansas State Department of Education: 21st Century Skills Initiative

Kansas is focused on creating opportunities for stakeholders to work together to ensure student success by looking at more than the current content area measures of learning and identifying new ways to measure success that incorporate the skills and competencies students will need to live, learn, and thrive in a 21st century environment that demands innovation and creativity. In response to the Kansas State Board of Education support of the 21st Century Partnership initiative, the Kansas Department of Education has developed “profiles” of the 21st Century Learner and 21st Century Learning Environment. These profiles can assist educators in a re-design of their schools or classrooms. These profiles were endorsed by the Kansas State Board of Education in December, 2008. Additional information and resources are available at www.ksde.org/learn21

Profiles of the...



Profile of the 21st Century Learner

Creativity and Innovation

The learner...

- demonstrates originality and inventiveness in work;
- develops, implements, and communicates new ideas to others;
- is open and responsive to new and diverse perspectives; and
- acts on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs.

Critical Thinking and Problem Solving

The learner...

- exercises sound reasoning in understanding;
- makes complex choices and decisions;
- understands the interconnections among systems;
- identifies and asks significant questions that clarify various points of view and lead to better solutions;
- frames, analyzes, and synthesizes information in order to solve problems and answer questions; and
- reflects critically on learning experiences and processes (metacognition).

Communicating and Collaborating

The learner...

- understands, manages, and creates effective oral, written, and multimedia communication in a variety of forms and contexts and for a variety of purposes;
- demonstrates ability to work and communicate effectively with diverse teams;
- exercises flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal; and
- assumes shared responsibility for collaborative work.

Information, Communication, Technology (ICT), and Media Literacy

The learner...

- accesses information efficiently and effectively, evaluates information critically and competently, and uses information accurately and creatively for the issue or problem at hand;
- understands how media messages are constructed, for what purposes and using which tools, characteristics, and conventions;
- examines how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors;
- uses digital technology, communication tools, and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy;
- uses technology as a tool to research, organize, evaluate, and communicate information; and
- possesses of a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

Flexibility and Adaptability

The learner...

- adapts to varied roles, responsibilities, schedules, and environments;
- works effectively in a climate of ambiguity and changing priorities; and
- seeks and embraces opportunities created by change.

Initiative and Self-Direction

The learner...

- monitors his or her own understanding and learning needs;
- goes beyond basic mastery of skills and/or curriculum to explore and expand his or her own learning and opportunities to gain expertise;
- utilizes time efficiently and manages workload;
- initiates, prioritizes, and completes tasks with minimal oversight; and
- demonstrates initiative to advance skill levels towards a professional level and a commitment to learning as a lifelong process.

Social and Cross-Cultural Skills

The learner...

- works appropriately and productively with others;
- leverages the collective intelligence of groups when appropriate; and
- bridges cultural differences and uses differing perspectives to increase innovation and the quality of work.

Productivity and Accountability

The learner...

- demonstrates diligence and a positive work ethic (e.g., being punctual and reliable);
- self-monitors the process of developing quality work; and
- sets and meets high standards and goals for delivering quality work on time.

Leadership and Responsibility

The learner...

- demonstrates integrity and ethical behavior;
- acts responsibly with the interests of the larger community in mind (civic awareness and responsibility);
- uses interpersonal and problem-solving skills to influence and guide others toward a goal; and
- leverages strengths of others to accomplish a common goal.

Employability and Career Development

The learner...

- embraces the importance of employability skills;
- effectively explores, plans, and manages career choices and goals; and
- recognizes and acts upon requirement for career advancement by planning continuing education, training, and/or professional development.

References for Profile of 21st Century Learners

Partnership for 21st Century Skills

<http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120>

Kansas Career Cluster Model

<<http://www.ksde.org/LinkClick.aspx?fileticket=9nEL6T59CGc%3d&tabid=249&mid=5193>>

“Essential Knowledge and Skills Chart.” 2008 States’ Career Cluster Initiative.

High Schools That Work

<<http://www.sreb.org/programs/hstw/hstwindex.asp>>

ICT Literacy Map—English

<http://www.21stcenturyskills.org/images/stories/matrices/ictmap_english.pdf> (Developed by Partnership for 21st Century Skills in cooperation with the National Council of Teachers of English [NCTE])

ICT Literacy Map—Geography

<http://www.21stcenturyskills.org/images/stories/matrices/ictmap_geo.pdf> (Developed by Partnership for 21st Century Skills in cooperation with the National Council for Geographic Education [NCGE])

ICT Literacy Map—Math

<http://www.21stcenturyskills.org/images/stories/matrices/ictmap_math.pdf> (Developed by Partnership for 21st Century Skills in cooperation with the National Council of Teachers of Mathematics [NCTM])

ICT Literacy Map—Science

<http://www.21stcenturyskills.org/images/stories/matrices/ictmap_science.pdf> (Developed by Partnership for 21st Century Skills in cooperation with the National Science Teachers Association [NSTA])

ICT Literacy Map—Social Studies

<http://www.21stcenturyskills.org/documents/ictmap_ss.pdf> (Developed by Partnership for 21st Century Skills)

21st Century Skills and Social Studies Map

<<http://www.21stcenturyskills.org/documents/Social%20Studies%20Map%20Final.pdf>> (Developed by Partnership for 21st Century Skills and the National Council for the Social Studies [NCSS])

Profile of the 21st Century Learning Environment

Relationships

The learning environment...

- fosters positive relationships and partnerships among all stakeholders;
- ensures every leader at all levels is responsible for every learner;
- provides early and ongoing academic and career guidance and planning;
- facilitates seamless transitions among various levels of education and connects prior learning completed in one level to new learning in another level;
- encourages, supports, and models collaborative relationships among all educators at all levels;
- creates partnerships with businesses and opportunities for learners to pursue experience-based learning; and
- considers perspective, representation, voice, and experience when selecting leadership team members.

Relevance

The learning environment...

- provides a curriculum that is connected to real-world contexts through project-based learning;
- provides ubiquitous access to technology that supports teaching and learning;
- supports opportunities that involve real world experts collaborating with learners;
- involves students in decision-making about their academic development;
- provides early and ongoing academic and career guidance and planning;
- ensures academic and behavioral data will be used to inform instructional decisions; and
- ensures educational priorities are aligned to support the community, state, and national workforce needs and the academic and career goals of each student.

Rigor

The learning environment...

- provides a rigorous, research-based, standards-based core academic curriculum geared to students' individual needs;
- integrates academic curriculum with rigorous career and technical education curriculum;
- weaves 21st century interdisciplinary themes (e.g., global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; health literacy) into core subjects;
- provides accelerated learning opportunities;
- creates conditions in which educators work together to make improving instructional quality and student learning the priority;
- ensures an empowering culture which creates collective responsibility for learner success;
- reviews current practices to identify those that yield evidence of effectiveness, addressing areas that are missing, and replacing ineffective or inefficient approaches with those that are supported by research and address an area of need; and
- requires every leader be responsible for planning, implementing, and evaluating continuous learning.

Results

The learning environment...

- empowers each learner to excel to his/her highest potential using a wide range of indicators of success;
- facilitates communities of practice that review academic data, behavioral data, evidence-based promising practices, and informative assessments to build and improve on instruction;
- provides a coherent continuum of evidence-based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making to empower each learner to achieve high standards (i.e., MTSS);
- engages educators in evidence-based professional learning;
- facilitates the development of methods to monitor the fidelity of implementation of a multi-tier system of supports; and
- expects every educator will continuously gain knowledge and develop expertise to build capacity and sustain effective practice.

Responsive Culture

The learning environment...

- empowers students' interests, learning styles, aptitudes, and choices;
- fosters a culture that motivates, challenges, engages, and inspires all stakeholders;
- fosters a culture that respects and reinforces leadership and service to the community;
- fosters a culture that focuses on continuous improvement; and
- embraces and empowers innovation and creativity.

References for Profile of 21st Century Learning Environment

Kansas Multi-Tier System of Supports

< <http://www.kansasmtss.org/overview.htm> >

Kansas Career Fields and Cluster Model

< <http://www.ksde.org/LinkClick.aspx?fileticket=9nEL6T59CGc%3D&tabid=249&mid=5193> >

Partnership for 21st Century Skills

< http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120 >

Apple Classrooms of Tomorrow—Today (ACOT²)

< <http://edcommunity.apple.com/acot2/> >

International Center for Leadership in Education < <http://www.daggett.com> >

The American Diploma Project < <http://www.achieve.org> >

South Dakota High School 2025

< <http://doe.sd.gov/octe/perkins/docs/StatePlanFinal442008.pdf> >

Minnesota Core Components of Successful High Schools

< <http://education.state.mn.us/mdeprod/groups/HighSchool/documents/Publication/034667.pdf> >

APPENDIX G: LEA Eligibility

The following is a list of the highest 50% of school districts with the highest numbers and/or percentages of children from families with incomes below the poverty line. This list was based on 2007 Census Poverty Data. Districts that have previously participated may apply. Note that priority will be given to submissions that include schools that are on improvement, and that have not already participated in the Technology Rich Grant project.

ABILENE USD 435	COLUMBUS USD 493
ANDOVER USD 385	CONCORDIA USD 333
ANTHONY-HARPER USD 361	COPELAND USD 476
ARKANSAS CITY USD 470	CREST USD 479
ASHLAND USD 220	DE SOTO USD 232
ATCHISON CO COMM SCHOOLS USD 377	DEERFIELD USD 216
ATCHISON PUBLIC SCHOOLS USD 409	DERBY USD 260
ATTICA USD 511	DEXTER USD 471
AUBURN WASHBURN USD 437	DIGHTON USD 482
AUGUSTA USD 402	DODGE CITY USD 443
AXTELL USD 488	DURHAM-HILLSBORO-LEHIGH USD 410
BALDWIN CITY USD 348	EASTERN HEIGHTS USD 324
BARBER COUNTY NORTH USD 254	EL DORADO USD 490
BASEHOR-LINWOOD USD 458	ELK VALLEY USD 283
BAXTER SPRINGS USD 508	ELKHART USD 218
BELLE PLAINE USD 357	ELL-SALINE USD 307
BELOIT USD 273	ELWOOD USD 486
BLUE VALLEY USD 229	EMPORIA USD 253
BLUESTEM USD 205	ERIE USD 101
BONNER SPRINGS USD 204	EUDORA USD 491
BUHLER USD 313	EUREKA USD 389
BURLINGTON USD 244	FAIRFIELD USD 310
BURRTON USD 369	FORT SCOTT USD 234
CALDWELL USD 360	FREDONIA USD 484
CANEY VALLEY USD 436	FT LARNED USD 495
CEDAR VALE USD 285	GALENA USD 499
CENTRAL HEIGHTS USD 288	GARDEN CITY USD 457
CENTRAL USD 462	GARDNER EDGERTON USD 231
CHANUTE PUBLIC SCHOOLS USD 413	GARNETT USD 365
CHAPMAN USD 473	GEARY COUNTY SCHOOLS USD 475
CHASE COUNTY USD 284	GIRARD USD 248
CHASE-RAYMOND USD 401	GODDARD USD 265
CHAUTAUQUA CO COMMUNITY USD 286	GOODLAND USD 352
CHEROKEE USD 247	GREAT BEND USD 428
CHERRYVALE USD 447	GREELEY COUNTY SCHOOLS USD 200
CHETOPA-ST PAUL USD 505	GREENSBURG USD 422
CHEYLIN USD 103	HALSTEAD USD 440
CIMARRON-ENSIGN USD 102	HAMILTON USD 390
CIRCLE USD 375	HAVEN PUBLIC SCHOOLS USD 312
CLAY CENTER USD 379	HAVEN PUBLIC SCHOOLS USD 312
CLEARWATER USD 264	HAVILAND USD 474
COFFEYVILLE USD 445	HAYS USD 489
COLBY PUBLIC SCHOOLS USD 315	HAYSVILLE USD 261

HERINGTON USD 487	NEWTON USD 373
HIAWATHA USD 415	NICKERSON USD 309
HILL CITY USD 281	NORTH LYON COUNTY USD 251
HILLCREST RURAL SCHOOLS USD 455	NORTHEAST USD 246
HOISINGTON USD 431	NORTHERN VALLEY USD 212
HOLCOMB USD 363	NORTON COMMUNITY SCHOOLS USD 211
HOLTON USD 336	OBERLIN USD 294
HOXIE COMMUNITY SCHOOLS USD 412	OLATHE USD 233
HUGOTON PUBLIC SCHOOLS USD 210	OSAGE CITY USD 420
HUMBOLDT USD 258	OSAGE CITY USD 420
HUTCHINSON PUBLIC SCHOOLS USD 308	OSAWATOMIE USD 367
INDEPENDENCE USD 446	OSBORNE COUNTY USD 392
IOLA USD 257	OSWEGO USD 504
JAYHAWK USD 346	OTIS-BISON USD 403
JEFFERSON COUNTY NORTH USD 339	OTTAWA USD 290
JETMORE USD 227	OXFORD USD 358
JEWELL USD 279	PAOLA USD 368
KANSAS CITY USD 500	PARADISE USD 399
KAW VALLEY USD 321	PARSONS USD 503
KINGMAN - NORWICH USD 331	PAWNEE HEIGHTS USD 496
KINSLEY-OFFERLE USD 347	PEABODY BURNS USD 398
KISMET-PLAINS USD 483	PERRY PUBLIC SCHOOLS USD 343
LABETTE COUNTY USD 506	PHILLIPSBURG USD 325
LACROSSE USD 395	PIKE VALLEY USD 426
LAKIN USD 215	PIPER-KANSAS CITY USD 203
LANSING USD 469	PITTSBURG USD 250
LAWRENCE USD 497	PLEASANTON USD 344
LEAVENWORTH USD 453	PRAIRIE VIEW USD 362
LEOTI USD 467	PRATT USD 382
LEWIS USD 502	QUINTER PUBLIC SCHOOLS USD 293
LIBERAL USD 480	RAWLINS COUNTY USD 105
LINCOLN USD 298	RENWICK USD 267
LOGAN USD 326	REPUBLIC COUNTY USD 427
LOUISBURG USD 416	RILEY COUNTY USD 378
LYONS USD 405	RIVERTON USD 404
MACKSVILLE USD 351	ROCK CREEK USD 323
MADISON-VIRGIL USD 386	ROLLA USD 217
MAIZE USD 266	ROSE HILL PUBLIC SCHOOLS USD 394
MANHATTAN USD 383	ROYAL VALLEY USD 337
MANKATO USD 278	RURAL VISTA USD 481
MARAIS DES CYGNES VALLEY USD 456	RUSSELL COUNTY USD 407
MARION - FLORENCE USD 408	SABETHA USD 441
MARMATON VALLEY USD 256	SALINA USD 305
MARYSVILLE USD 364	SANTA FE TRAIL USD 434
MCLOUTH USD 342	SATANTA USD 507
MCPHERSON USD 418	SCOTT COUNTY USD 466
MINNEOLA USD 219	SEAMAN USD 345
MORRIS COUNTY USD 417	SEDGWICK PUBLIC SCHOOLS USD 439
MULLINVILLE USD 424	SHAWNEE HEIGHTS USD 450
MULVANE USD 263	SHAWNEE MISSION PUB SCH USD 512
NEODESHA USD 461	SKYLINE SCHOOLS USD 438

SMITH CENTER USD 237
SMOKY VALLEY USD 400
SOLOMON USD 393
SOUTH BARBER USD 255
SOUTH BROWN COUNTY USD 430
SOUTH HAVEN USD 509
SOUTHERN CLOUD USD 334
SOUTHERN LYON COUNTY USD 252
SPRING HILL USD 230
STAFFORD USD 349
STANTON COUNTY USD 452
STOCKTON USD 271
SUBLETTE USD 374
SYLVAN GROVE USD 299
SYRACUSE USD 494
TONGANOXIE USD 464
TOPEKA PUBLIC SCHOOLS USD 501
TRIPLAINS USD 275
TURNER-KANSAS CITY USD 202
ULYSSES USD 214
UNIONTOWN USD 235
VALLEY CENTER PUB SCH USD 262
VERMILLION USD 380
WABAUNSEE EAST USD 330
WAKEENEY USD 208
WALLACE COUNTY SCHOOLS USD 241
WAMEGO USD 320
WATHENA USD 406
WELLINGTON USD 353
WESKAN USD 242
WEST ELK USD 282
WEST FRANKLIN USD 287
WHEATLAND USD 292
WHITE ROCK USD 104
WICHITA USD 259
WINFIELD USD 465
WOODSON USD 366

