

June 15, 1998

TO: Superintendents of Districts which did not Receive a Goals 2000 Learning Results Implementation Grant in 1997-98
FROM: Heidi McGinley, Goals 2000 Coordinator
RE: Enclosed Corrected Per Pupil Professional Development Application

Enclosed is a corrected application for your district to use in reporting on and applying for Pupil Professional Development Funds. The application you received contained two errors which have been corrected in this application.

The first error is the amount of Per Pupil Professional Development Funds available to each district. If you are applying as a single district, \$4 per student based on the April 1998 student count will be available. If applying as a member of a consortium, \$4.75 per student is ~~table~~.

The second error is in the Reflection Questions described on page 17 in the application and on page three in the accompanying information. The questions described on page three of the information are correct; those on page 17 of the application are not. The enclosed application has been corrected.

I am sorry for any inconvenience this may have caused. Please contact me (287-5986) or Sarah Simmonds(287-8281) if you have questions or concerns.

CORRECTED

Per Pupil Professional Development

Information

(Pages 1 to 11)

and

Application

(Pages 12 to 23)

Per Pupil Professional Development

Reporting and Reapplication

Components and Requirements

- **Single districts and consortia.** Individual units within school unions are not eligible to apply as consortia for the purpose of calculating per pupil professional development funds. The activities supported with per pupil professional development funds in each unit must be reported in the reflection questions section of the application (page 17). The union may choose whether to report each unit's activities during 1997-98 separately or as a consolidated response to the reflection questions. If separate reflection responses are provided, additional pages may be included. The action plan, year-end financial statement, budget and budget justification sections of the application must be consolidated across all units. One per pupil payment will be made to the union; it is the union's responsibility to distribute it as described in the action plan submitted.
- **Per Pupil Amount.** Based on the April student count, districts will receive \$4 per student for single districts; \$4.75 per student for districts working as part of a consortium. Indicate consortium members on the application cover page.
- **Due Date.** This application is due July 31, 1998.

Completing the Year-end Financial Statement

The district is required to complete a financial statement which describes how its per pupil professional development funds were spent and to request permission to retain any unexpended funds. This statement need not be the result of a district audit, but should be an accurate estimate of how both funds were used. Please note that:

- The application action plan should encompass activities to be supported with both carry over funds and the FY 99 allocation
-
- “Obligated” funds are those which have been encumbered through contract or purchase order, or otherwise promised to individuals or organizations.
- Carry over funding is possible with permission, and permission is obtained by completing the year-end financial statement with the proposal. A copy of the signed form will be returned to the district.

Building a District Systemic Change Portfolio

An evidence portfolio is required to document the district's use of per pupil professional development funds during the 1997-98 school year. There are five recommended steps in building a portfolio.

✓ 1. Collection

Collect data continuously throughout the year to illustrate key activities, accomplishments and learning. Collect data about district activities supported with per pupil professional development funds. Think about collecting the following data:

- actual products developed (including local standards, units of instruction)
- tools and processes used to create the products
- records of participation and involvement of many stakeholder groups (how many community members? how many students? how many teachers?) and examples of feedback provided by these participants on the value of the work
- design team minutes and agendas
- school board policies
- news articles
- staff surveys
- samples of student work created as a direct result of the work
- the school calendar with professional time outlined

✓ 2. Reflection

Respond to the following questions, referencing the evidence you collected in step one

- 1. What products were developed this year? Why? Who was actively involved in creating them? How were they developed?**
- 2. What difference have the activities supported with per pupil professional development funds made within the school district? How do you know? Include:**
 - a. analysis of data evaluating the goals in the district's 1999 professional development application;**
 - b. a summary of the current situation in the district regarding area I of the district's IASA self-assessment (student-centered learning)**
- 3. What has the district learned about Learning Results implementation this year? What goals (impact areas) will you address during the 1999 school year? How will the chosen impact areas build on what you have learned?**

✓ **3. Selection**

Your answers to the reflection questions help you to determine which data and documents to include in the actual portfolio. Select information which best illustrates what the district has learned, and what the impact of the grant activities has been, and which clearly points to the next steps. Make choices about what to include which will enable people who do not know anything about your district to understand your work.

✓ **4. Production**

Organize the evidence for easy access by reviewers and so that it is meaningful to your own local audiences. Keep at least one copy for the district's continual reference. Reviewers recommend that portfolios include the following:

- A copy of the grant application for the current school year
- A table of contents for the entire portfolio, and one for each section
- Numbered pages
- Color-coded tabs or pages to differentiate sections
- Graphic organizers to explain what's coming next in the portfolio
- Pictures or flowcharts illustrating how the components of the district are changing or need to change based on what's been learned
- Evidence that the portfolio's **contents** have been shared with people outside the grant's design team.
- Written or graphic summaries at key points within the portfolio to help the reader connect data about the impact of the grant activities with the action plan for next year.
- All of the products and descriptions of the processes used to create them.

✓ **5. Projection**

The process of completing the portfolio will lead to next steps in the areas of greatest impact, and to the development of a realistic budget.

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I. Student Centered Learning

Purpose:

A reason for making changes in the current structure and practice of public education is to ensure that all students have an equal and appropriate opportunity to learn to high standards. What students know and can do, how they learn, and how they demonstrate this by the time they leave school must be a determining factor for all that is done in schools. The entire public education system, from the classroom to state government must be flexible enough to adjust continually to the varied and changing learning needs of all Maine students. The nature and needs of all learners should be at the center of educational decision making. We are striving to create a learning environment in which all of the pieces are aligned with and influenced by all of the other pieces. At the heart of everything is what students know and can do and how we (teachers, administrators, school board members, parents, community members, and officials) act on the belief that all students can learn.

Indicators:

EXPLORING	TRANSITIONING	TRANSFORMING
<ul style="list-style-type: none"> -Some students with special needs have individual learning plans; these plans are sometimes difficult to implement within the current education structure; -Schedules have a high priority in decision making about student learning; -Few students have access to learning opportunities which span grade levels. -Assessment information used to plan student learning comes primarily from standardized testing sources; -Some resources which support student learning are organized into specific programs or projects for specific student populations. 	<ul style="list-style-type: none"> -As teachers collect and analyze more of their own information about what students know and can do, the daily and yearly schedule begins to change to reflect student learning. -Formal and informal opportunities for teachers and parents to work together to support student learning needs exist; -Teacher pilots of new instructional and assessment approaches result in plans to extend these pilots across the district; -Throughout the district, there are many examples of the implementation of new approaches to teaching and learning, but they operate side-by-side with elements of the traditional system (report cards and teacher narratives of student progress, for example); -Teachers and administrators feel the stress of two approaches operating simultaneously; -There is both frustration and a new optimism. 	<ul style="list-style-type: none"> -The community believes that all children can learn; -The leaning styles and needs of students have created diverse teaching strategies and flexibility in curriculum content and pacing; -Accountability for student learning is shared by students, parents, educators and the community; -Education is personalized in creative ways for each student; -All students have equal and appropriate opportunities to achieve the learning results; -The learning environment supports student strengths, needs and circumstances; -Professional development activities are based on the knowledge and skills educators need in order to meet student learning needs; -Students advance through school based on demonstration of mastery of learning results rather than age or grade placement; -There are multiple ways for students to demonstrate what they know and can do.

Evidence:

- The district's vision statement
- District calendar
- Graphic depiction of programs and services and how each impacts students
- Demographic and student assessment information and ways the district responds to it
- Agendas and products from staff meetings designed to focus on student needs
- Descriptions of approaches used to meet the needs of groups of students with unique needs
- Surveys of students and parents

GUIDE PAGE

II. Aligned Curriculum, Instruction and Assessment

Purpose:

When curriculum, instruction and assessment are aligned with each other and connected daily in the classroom, a continuous cycle of reevaluation of each area is common practice. It becomes increasingly difficult and unnecessary for teachers to distinguish between the three areas, since each is so closely connected to the others. The learning results are the filter and the rationale for all that is done for all students in all three areas. By “planning backwards” from the learning results, teachers have the freedom and flexibility to meet the individual needs of all students.

Indicators:

EXPLORING	TRANSITIONING	TRANSFORMING
<ul style="list-style-type: none"> -Instructional strategies are connected more to the individual strengths and experiences of teachers than to a district-wide effort to match instruction to all student needs; -The sequence of curriculum review and development is institutionalized on a rotating cycle; -There is some continuity in curriculum content K-12; -The MEA and other standardized tests are used to make some curriculum and instructional decisions; -The focus of professional development is varied, with many options offered to teachers each year. 	<ul style="list-style-type: none"> -Learning results have been developed by educators and community members working together; -Teacher reflection about practice is common throughout most of the system; -Teachers from different schools meet routinely to explore common issues and develop solutions to common problems; -Teacher-designed student assessment begins to be used to make decisions about curriculum and instruction; -The district begins to create an assessment system, which includes, but is not limited to, standardized measures; -Curriculum is developed constantly and is often integrated across disciplines; -The district seeks a flexible framework for local standards based written curricula which drives classroom practice and points to structural changes in the system to support the learning of all students 	<ul style="list-style-type: none"> -There is widespread agreement within the community that the district will work to support all students in reaching the learning results; -Students are provided with a variety of ways to demonstrate what they know and can do; -Curriculum and instruction are based on information collected through a comprehensive district-wide assessment system. -The districts’ written K-12 curriculum is a continually evolving framework and collection designed from state and local standards which support achievement of the Learning Results.

Evidence:

- District-wide learning results
- Process/policy for developing C-I-A
- Committee configuration(s)
- Documentation of assessment practices

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III. Shared Vision

Purpose:

No change is possible in the learning of all students unless both the district and the community agree that there is more that can be done to ensure this equal opportunity to learn. A vision statement is the first tool districts use to begin to create an environment in which necessary changes can occur. The vision includes those beliefs and values which the district and the community have in common about teaching, learning and education. These beliefs, combined with common agreement about what all local students should know and be able to do, leads to the development of a concrete, specific picture of what the district will look and be like in the future -- the vision. When this vision is truly shared educators and community members make all decisions about curriculum, instruction, assessment, schedules, and allocation of resources based on continuous progress toward it.

Indicators:

EXPLORING	TRANSITIONING	TRANSFORMING
<ul style="list-style-type: none"> -Philosophy, mission, or goals statements may exist in individual schools or at the district level; -These statements sometimes drive decision making; -There is recognition of the need for a shared vision; -Individuals and small groups may have strongly held visions of teaching, learning, and education; -All or most schools are working individually; -Lines of accountability for student learning and development are unclear across the district and within the community 	<ul style="list-style-type: none"> -Parents and community members understand the implications of the vision for curriculum, instruction and assessment and the daily and yearly schedules for teaching and learning; -Movement of the district toward the vision can be documented; -The school board has adopted the vision and publicly supports it; -The vision is constantly referred to; -Most policies and practices are in alignment with the beliefs and shared vision. 	<ul style="list-style-type: none"> The concrete picture of the future developed in the exploring phase is revised or rewritten as educators and community members see further ahead; -All decisions at every level of the system are driven by the vision; -The district can easily document that all children have an equal opportunity to learn to high standards; -Accountability and progress are evaluated based on the vision

Evidence:

- District-wide vision statement
- If the school district has not yet had a school/community conversation around a vision for the education of all the children, the following pieces of evidence may support where the system currently is: belief statements, system philosophy, school vision statement, mission statements.
- School board minutes
 - Graphic depiction of stakeholder/individual school involvement
 - Minutes of staff committees, design team meetings
 - Agendas and topics for professional development days
 - Results of faculty and community surveys or focus groups

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IV. Climate Supportive of Change

Purpose:

Climate is defined as the description of “how we do things here”--the written policies, procedures, and practices as well as the powerful unwritten rules about what is possible and what is not. Each school, each community, and each district has an identifiable climate which sends people strong messages about acceptable behavior. How and what information is communicated, how people respond to conflict and disagreement, how people interact with each other, and how decisions are made are all factors which impact climate. Assessing the indicators of a climate supportive of change, and flexibility in meeting student needs may be the most difficult of all self assessment areas because assessment itself may not be an acceptable activity within the current climate. However, without attention to the factors which build climate, changes in current practice will be very difficult. A climate supportive of change is an invaluable tool in building a learning environment around what students need. Developing a shared vision can lay the foundation for improving the working relationships of adults, but some preliminary work on climate may be necessary before a vision can be truly shared.

Indicators:

EXPLORING	TRANSITIONING	TRANSFORMING
<ul style="list-style-type: none"> -A small number of individuals are informed and communicate clearly and regularly; -There is a highly sophisticated “grapevine”; -Community members may be involved in the district as volunteers and on some advisory committees; -Decisions within the district are made through a hierarchy of authority; -Beliefs and practice may be out of alignment in a majority of areas; -Administrators search for different ways to define roles and responsibilities. 	<ul style="list-style-type: none"> -Educators actively seek much more daily and yearly planning and development time together and the community generally supports changes in the schedule which allow this; -The district begins to develop and implement new ways for students, parents, community members, and other stakeholders to learn to accept responsibility for learning and work together; -Most community members know what is happening and why in the district, but many continue to ask good questions about why the district is doing what it is doing; the district views this as a positive sign of support; -Connections, communications and relationships among people have a high priority; -Time for reflection about daily practice is provided and valued. 	<ul style="list-style-type: none"> -The process of aligning beliefs and practice is a continual one; -The community actively supports strategies and systems changes which will help all students learn; -Individuals within the district feel that their strengths and differences are respected; -Divergent points of view are seen as valuable contributions to problem solving; -Adults seek opportunities to work together and have developed effective ways to make decisions and solve problems, use conflict productively, and build ownership; -Celebrations are frequent and often spontaneous.

Evidence:

- Strategies and schedules in place for educators to plan and work together
- Protocol for decision making at all levels
- Processes for conflict resolution within the district and on the design team
- Process in place for recognizing and honoring good teaching practice
- Meeting formats and agendas
- School board minutes
- Visual depictions of lines of communication horizontally and vertically
- Historical timelines of district development and change
- In-depth maps of structures within the system

- Staff and community survey results
- Student surveys or focus group results

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V. Connected Professional Development

Purpose:

Professional development is another necessary tool in helping all students reach the learning results. It is part of the process of developing a shared vision, and can lead to a climate supportive of change. The definition of professional development is very broad; it should include all district staff and encompass everything the district does to increase their knowledge and skill and build strong relationships. Activities may include visits to other districts and other classrooms, conference and workshop attendance, professional libraries, recertification activities, common planning time, staff meetings, committee and team meetings, and all local research. Many of the activities should include parents, community members, and the school board.

Indicators:

EXPLORING	TRANSITIONING	TRANSFORMING
<p>-A wide variety of professional development activities are offered; -Activities are frequently planned and led by people outside the district; -The range of activities includes conference attendance and workshops; most other activities are regarded as separate from “professional development”; -There are some mechanisms in place for sharing information collected at conferences and workshops outside the district; -Most staff meetings at the building level focus on information giving</p>	<p>-Staff development activities are substantially integrated with the shared vision and the local learning results; -Most educators can articulate the knowledge and skills they need in order to move the district closer to the vision; -Most professional development activities are planned and led by internal experts; -Professional development activities have a high priority within the district and the community; -Professional development activities often result in a needed local product or process; -Staff meetings at the building level are focused on common work and on decision making.</p>	<p>-Professional development activities and systemic improvement activities are viewed by staff and community as the same work; -All professional development opportunities are focused on the support of student learning; -The development of all educators (teachers, administrators, school board members, and support staff) is addressed; -Professional development activities consistently lead to change in practice; -Professional development activities model the methods educators are expected to learn as a result.</p>

Evidence:

- School calendar/dates for release time
- Process/policies for resource allocation to support professional development
- Contract provisions
- Professional development committee structure, membership, policies and procedures, connections to design team
- Local definition of “professional development”
- Local budget amount dedicated to professional development
- Products developed as a result of staff activities

GUIDE PAGE

VI. Coordinated People, Programs, and Resources

Purpose:

When educators learn of a new idea or identify a new student need, the tendency is to create a new program or design a special project. Over the years, these programs and projects accumulate across the district, utilizing time and resources. Some of them have collected important information about student learning and development which would be useful throughout the district, and most serve specific student populations. As the district works toward its vision and the learning results, these programs can be models for strategies which are beneficial to all students, the people responsible for them can contribute a great deal to the entire improvement effort and the resources allocated to them can be used to expand the work to more students and staff. Time and resources are finite and need to be allocated where each will bring the greatest benefits for students. The goal in this area is two-fold. First, to identify and utilize all of the local expertise and models available so that they benefit all students. Second, make the most of the staff time and the district's current resources so that improvement and redesign are focused on the most important and far-reaching activities.

Indicators:

EXPLORING	TRANSITIONING	TRANSFORMING
<p>-Some connections are routinely made between programs; -People within the district have opportunities to work together across schools and grade levels; -A small group of people know what all the programs and committees in the district are.</p>	<p>-Decisions about people, programs, and resources begin to be made based on what all students need; this process is often painful; -Creative use of time and resources is openly encouraged; -Educators feel the stress of operating special programs while simultaneously developing ways to eliminate the necessity of using them; -The district has a clear picture of how to connect people, programs and resources across the district, and can identify some progress in doing so.</p>	<p>-Decisions about resources are based on the vision and on what all students need in order to learn well; -Programs and special projects are not institutionalized; they are developed in response to student needs and are continually changing as a result; -The communities in the district and the people within them are classrooms for student learning.</p>

Evidence:

- Visual representation of programs and services offered throughout the district
- Lists of district committees and actual proposed connections between them
- School board administrative team or design team minutes reflecting the status of coordination
- Staff involvement survey
- Descriptions of programs or approaches which have expanded across the district

Completing the Action Plan

An action plan is required which includes each of the columns listed on pages 20 and 21. You may use a convenient word processed version or a spreadsheet format to record the information required in this section. Include all activities planned to implement the Learning Results, regardless of the funding source.

- a. Record the impact areas you identified in section C. For each of impact area:
 - b. Identify indicators of success by the end of the application period you've chosen. Indicators should be measurable and the information collected to measure them should provide valuable data about next steps. The indicators of success are similar to the indicators listed on the Goals 2000/IASA self-assessment continuum pages. Some of these may apply to the impact areas you identify. Each impact area will have its own measurable indicators of success which can be evaluated during the year. Write indicators which will help you identify the next steps you need to take at the end of the grant period
 - c. Identify how each of the indicators will be evaluated. How will you collect the information you need to evaluate progress during the year? Think about using observation, surveys, small group discussions, student assessment information. At the end of the grant period, your district portfolio will include this information to document the need for continuing funding.
- d. For each impact area listed in column a:
 - e. List the products you expect to create or finish. Products may include: local standards in one or more content areas; student assessments or criteria for creating them; a new professional development process or model; new curriculum guides.
 - f. The action steps you will undertake in order to create the products.
 - g. When these steps will be taken.
 - h. Who will be leading and participating in the action.
 - i. Money, time, outside consultants, materials necessary to carry out each of the steps. Indicate which items will be supported with per pupil professional development funds. Include all activities planned by the district to continue local implementation of the Learning Results.

Maine Department of Education
Per Pupil Professional Development Funds Application
FY 99

Cover Page

School

District: _____
(If union, indicate towns)

Contact

Person: _____
(Name & Position)

Contact Person's Work

Address: _____

Work Telephone Number: _____ **Fax Number:** _____
E-Mail Address _____

Professional Development Amount \$ _____ **List professional development consortium members (if applicable):** _____

Due: July 31, 1998

Mail or deliver one copy of the district's portfolio and one original of the grant proposal to:
Goals 2000 Office, Room 212
Maine Department of Education
23 State House Station
Augusta, ME 043330023

Be sure all components are included. For further information contact Heidi McGinley at (207) 287-5986. This application can be downloaded from the Department of Education's web page at www.state.me.us/education/g2000/g2_main.htm.

ASSURANCES

Grants awarded by the Maine Department of Education must have the sponsorship of an administrative unit to accept responsibility to maintain records of the disbursement of grant funds.

If applying as a School Union the superintendent and each school board must complete the assurances.

Copy as necessary

As Superintendent/Chief Administrative Officer of _____ (LEA),
I certify that proper fiscal records will be maintained for reporting or auditing purposes and that I fully support the activities planned.

Date

Signature of Superintendent/Chief Administrative Officer

As a result of a formal vote taken on ___/___/___, ___% of the school board agree to fully support this application, and we will do whatever is in our power to support it.

Date

Signature of School Board Chair

Unit/LEA

Signed assurances must be received with the grant application.

A. PROPOSAL ABSTRACT

District: _____ **GradDue Date:** _____

Grant Contact Person: _____
(Name & Position)

Address: _____

Contact Person's TelephoneNumber: _____

Summarize what you propose to do in the space below:

B. DESIGN TEAM

1. List the name title and/or role of each member of the district’s design team. (Note: The design team must include parents, and may include other community members and students.)

Name	Position/Role	School/Community/Organization
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. What are the design team’s continuing roles and responsibilities for the implementation of the Learning Results?(Use only the space provided on this page.)

C. Reflection Questions

In a narrative of eight (8) pages or less, reference the evidence in the portfolio to answer questions 1, 2, and 3. Unions which choose to report activities for each unit separately may use additional pages. Include all activities to implement the Learning Results, regardless of the funding source.

- 1. What products were developed this year? Why? Who was actively involved in creating them? How were they developed?**
- 2. What difference have the activities supported with per pupil professional development funds made within the school district? How do you know? Include:**
 - a. analysis of data evaluating the goals in the district's 1997-98 professional development application;**
 - b. a summary of the current situation in the district regarding area I of the district's IASA self-assessment (student-centered learning).**
- 3. What has the district learned about Learning Results implementation this year? What goals (impact areas) will you address during the 1998-99 school year? How will the chosen impact areas build on what you have learned?**

FINAL BUDGET EXPENDITURE / CARRY OVER REPORT

Per Pupil Professional Development Funds

School Unit: _____ Person Completing Form: _____ Tel. No: _____

Grant Period: _____ Fax No: _____

Item	Budget	EXPENDITURES			Unexpended Funds	Carry Over Request
		Disbursements	Obligations	State Total		
110 Salaries						
120 Temporary Salaries						
200 Benefits						
300 Professional & Technical Services						
320 Professional Development						
550 Printing						
580 Travel						
600 Materials / Supplies						
TOTALS:						

Date: _____ Signature of Superintendent of Schools (Fiscal Agent): _____

For assistance call: Heidi McGinley at 287-5986 or e-mail heidi.mcginley@state.me.us

Please return form to: Heidi McGinley Maine Dept. of Education, 23 State House Station, Augusta, ME 04333-0023

For office use only:

Approved ' _____
 Not Approved ' _____

Signature

Date

D. ACTION PLAN

1. Impact areas, indicators of success, evaluation methods

Submit any action plan format with the information in order in each column on each page. Please list all actions planned to the district closer to its vision and toward implementation of the Learning Results, even if grant funds will not be used to support all of them. Indicate which activities will be supported with per pupil professional development funds. Include all activities which will be supported with carry over funds.

a. Impact Area	b. Indicators of Success by the End of the Application Period	c. Evaluation Methods for Each Indicator

2. ACTION STEPS

d. Impact Area	e.ExpectedProducts	f. Action Steps	g. Timeline	h. People Involved	i. Resources

E. BUDGET

Please complete the budget below. The total budget should equal the FY 99 per pupil request plus the requested carry over funds. (See budget guidelines following which include an explanation of each of the object codes.)

Object Codes	Description	Amount Requested	% of Total Budget
Salaries 110			%
Temporary Salaries 120			%
Benefits 200			%
Professional & Technical Services 300			%
Professional Development 320			%
Printing 550			%
Travel 580			%
Materials/Supplies 600			%

Total

BUDGET GUIDELINES

The following is an explanation of the object codes on each line of the budget.

SALARIES:

- 110 This may include prorated portions of the work performed by employees of the LEA (Local Education Agency) who are considered to be in positions of a permanent nature. This may include : coordinator stipend.

TEMPORARY SALARIES:

- 120 These salaries are for work performed by employees of the LEA who are hired on a substitute basis. This line can buy release time to plan, reflect, visit other schools, etc.

BENEFITS:

- 200 Benefits calculated for lines 110, 120.

PROFESSIONAL & TECHNICAL SERVICES:

- 300 Services which can be performed only by persons with specialized skills and knowledge. This may include the service of consultants. (This line may also include the 5% administrative costs associated with the administration of the grant.)

PROFESSIONAL DEVELOPMENT:

- 320 Professional educational services in support of the improvement of the instructional program.
- 590 Other miscellaneous purchased services which can support professional development opportunities.

PRINTING:

- 550 Expenditures for printing and binding LEA publications.

TRAVEL:

- 580 Expenditures for transportation, meals, hotel, and other expenses associated with staff travel for LEA.

MATERIALS:

- 600 Expenditures for material items of an expendable nature.

These object codes can be found in the State of Maine Accounting Handbook For Local School Systems, Maine Department of Education, Management Information Team, Revised, June 1989.

BUDGET JUSTIFICATION

Please provide a detailed explanation for the proposed expenditures from each line of the budget. For example, if an outside consultant is to be employed, describe how many days of consultation will be provided for what purpose. If stipends or additional compensation will be provided to teachers, show the calculations (number of teachers * hourly rate * number of hours). You may use the space provided and attach one additional page

Learning Results Implementation Grants

**Information for Single Districts
Not Funded in 1997-98**

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Key Components and Requirements

- **Single districts only.** Individual districts within school unions are not eligible to apply separately in FY 99. Any of the individual units within a union may apply, but only one application from the union can be submitted. All of the units included in a union application will be expected to work together, and evidence and self-assessments must include all participating schools. If any of the districts which choose to apply together received Goals 2000 grants FY 98, the union should complete the application for districts funded in 1997-8Each district receiving a grant in FY 98 must complete the required reflection questions and each may use the maximum required pages for this section of the application. All participating districts, whether previously funded or not, should be included in responding to question 2.b. (the self-assessment update portion of the application). Products developed during the grant year by the funded units within the union should be submitted and referenced as part of the evidence portfolio, along with evidence to support the self-assessment for all participating units within the union.
- **Individual grant awards will be made up to \$10,000.**
- **The department will make award pending receipt of Federal Goals 2000 funds.**
- **The two due dates on the cover page of the application reflect two separate grant cycles (choose one).**
- **Evidence to support the self assessment is required.**
- **A letter of commitment from the superintendent must be included in the application.**
- **Signed school board and superintendent's assurances page must be included in the application.**
- **Submit one original of the application stapled, and one bound copy of the supporting evidence. Evidence cannot be returned. Please keep a copy.**

Application Components

A complete application includes:

Districts Not Funded in 1997-1998
-letter of commitment from the superintendent
-cover page
-signed assurances page
-abstract
-planning team list
-self-assessment findings (questions 1 & 2 for each area of the self-assessment areas)
-Impact Areas for 1998-99 (questions 1,2, and 3)
-action steps, typed in your preferred format, which includes each of the components charted on the action plan worksheet.
-the budget page and budget justification
-evidence portfolio

Application Format

The application must be typed or word processed. One original of the application and one copy of the supporting evidence or portfolio must be submitted. Supporting evidence cannot be returned. Please keep a copy. The application must be stapled and the supporting evidence or portfolio must be bound. A letter of commitment from the superintendent is evaluated as a component of the grant proposal and must be received with the grant application. Letters received after the grant deadline will not be seen or evaluated by the grant readers. All components of the grant application must be submitted at one time in one package, by the checked deadline on the application cover page.

Assurances (White Page 23)

Approval signatures from the superintendent and the school board must be included in the application. Faculty votes are not required.

Evaluation Criteria (White Pages 38 41)

Criteria for evaluation of the grant are included with each application (in the white section of this packet). Design teams should refer to the evaluation criteria when responding to each of the required proposal questions. These specific criteria are used to evaluate each of the grant proposals. Grant awards are made by the Commissioner of the Department of Education (DOE) based on grant readers' recommendations. The Commissioner has final authority to determine completeness of each application and to award funds. The Department of Education reserves the right to negotiate final grant award amounts and to request additional information from applicants before making formal grant awards. The Department uses the following process in making grant awards.

1. Verification

Upon receipt of the grant application a Department of Education staff person assigns an identification number to the proposal, and verifies that the application was received by the deadline and includes all the listed proposal components. Grants received after the deadline will not be funded, but will be evaluated by the readers in order to provide the district with feedback on the proposal.

2. Review

A panel of educators is convened to read and score grant proposals using the enclosed criteria. Each grant is read and evaluated by three readers. Each reviewer signs a statement agreeing to abide by conflict of interest and confidentiality rules.

3. Decisions

Funding decisions are based on the recommendations for funding submitted by the readers. Recommendations are submitted to the Commissioner of the Department of Education, who has the final authority to award funds.

4. Appeals

Grant awards are subject to the appeals process outlined in Department of Administrative and Financial Services rule, Chapter 120, Rules for Appeal of Contracts and Grant Awards. A copy was mailed to all superintendents in 1996.

Use of Grant Funds

Grant funds may be used for planning, implementation, professional development, community involvement and participation, and for activities designed to build fundamental local capacity to help students achieve the State's Learning Results. Allowable expenses are listed on the budget page. Grant funds cannot be used to supplant local funding. Grant funds cannot be used to purchase equipment, but can be used to support the use of technology as a tool in designing the system around Learning Results. For example the purchase of computers is not allowed, but software modems and the electronic connectors to support e-mail and networking are allowed. Goals 2000 federal regulations require that 75% of grant funds be allocated to support activities in or benefiting each district school. No more than 5% of the funds can be spent on administrative expenses. Administrative expenses include local accounting costs, secretarial support, copying, phone charges and postage associated with making implementation of the grant activities possible.

Waivers of State and Federal Regulations

Goals 2000 provides local districts with the opportunity to request waivers of federal regulations either as part of Goals 2000 application or on their own if the district is actively involved in making systemic change. Federal waiver requests are recorded by the Maine Department of Education, and forwarded to the U.S. Department of Education. Requests are granted to local districts directly by the U.S. Department of Education. Waivers may be requested for a district or a single school within a district in the following areas:

Chapter I of Title I of the Elementary and Secondary Act of 1965 (Including Even Start)

Part A of Chapter II of Title I of the Elementary and Secondary Education Act of 1965

The Dwight D. Eisenhower Mathematics and Science Education Act

The Emergency Immigrant Education Act of 1984

The Drug Free Schools and Communities Act of 1986

The Carl D. Perkins Vocational and Applied Technology Education Act

Waiver Request Process:

Complete a separate letter to the Commissioner of the Maine Department of Education for each program for which a waiver is requested. Include the following information:

- * The statutory or regulatory requirements that are requested to be waived and the goals this will achieve.
- * Expected results if the request is granted.
- * The numbers and types of students to be impacted by the waiver.
- * A timetable for implementing the goals and achieving the expected results

Instructions for Completing the Application

This proposal is different from other grant proposals because it does not ask you to present your district in the most favorable light possible in order to receive funding. Instead, successful applicants are those who are able to paint an honest picture of the current situation, provide evidence to document that situation, and develop an action plan which responds to the needs identified. A grant proposal like this one is designed to be a discovery process for the applicant.

Suggestions for Writing a Successful Proposal

Each year, the Department of Education reviews grant proposals and portfolios with a focus group of school district representatives, and revises the grant application process to incorporate the group's findings. Grant readers also provide written feedback on the process and on common difficulties seen in the proposals. Here are their suggestions.

1. Before writing a single word, read everything in the grant application packet. Follow the guidelines provided and use the information in all parts of the application to write the proposal.
2. Make sure your proposal is complete. Check and double check to be sure that each of the required components and pages are included.
3. Make sure that the proposal arrives on or before the due date and time. All of the components of the application must arrive together.
4. Pay special attention to how the evidence which accompanies the application is organized. Readers use this evidence as the primary source of information to evaluate your proposal. How this information is organized can earn extra evaluation points if readers can easily reference evidence and connect it to your proposal. You may have included valuable evidence in your documentation which the readers simply can't locate because it wasn't well referenced. DO NOT include multiple copies of the same evidence, unless doing so will make reference easier for the readers.
5. Readers can tell when the action plan was written before the self-assessment was undertaken. A good idea or an existing activity for which you want funding will not earn high scores unless compelling evidence to support it is included in the self-assessment section.
6. Put yourself in the reader's place. Most readers read a proposal through once rapidly. As they do, they form general impressions of the proposal. Negative impressions form when the tone of the writing is itself negative, and when misspellings and grammatical errors are noted. Readers appreciate clear, matter-of-fact writing, free of jargon and self-congratulation. They like an interesting story, with a clear plot, a well-defined setting, likable hardworking characters who care about learning (both students' and their own) and an ending which ties all these story components together without having everyone live happily ever after. Readers know that your proposal is simply the next chapter in what is

likely to be a very long book. (These grants are read by educators from school districts around the state who know what it's like to be where you are).

7. Review the numerical criteria very carefully. These are the only criteria the readers can use in evaluating your proposal. They will search for documentation in support of these criteria throughout your proposal and in the accompanying material you submit. Look at how many points have been assigned to each item. Be sure that each item is addressed fully in the proposal.
8. Often, the selfassessment will reveal complex issues which require action across many dimensions involving many people. Frequently, proposal writers can identify the first few steps of a process to address these issues, but can't see what to do after those first steps have been taken. An action plan which reflects this uncertainty by describing the process to be used to identify the next steps will generally be well received by the readers.
9. This grant is based on the use of Maine's Learning Results as fundamental to local school district design. Development of curriculum, instruction and assessment without a shared understanding of what all students need to know and be able to do will have minimal impact on the system. During the last seven years, both grant readers and department staff involved with systemic change have consistently noted disconnects between the self-assessment evidence and findings and action plans. The department has consistent evidence to document that shared vision (which includes the development or adoption of student learning standards), climate, and professional development attitudes and practices are important leverage points in making student centered systems possible. If evidence clearly points to low or minimal development in these areas, the district should address them before tackling curriculum, instruction and assessment. When action plans are inconsistent with selfassessment findings, the department may choose to request a revised action plan which does respond to the selfassessment.

Step-by Step Instructions

The grant applications are organized so that the evaluators have easy and sequential access to each part, but the proposal should be written in a different order. The following is a recommended order of completion.

- 1. The Design Team** The development of this proposal is a collaborative process. If you are applying for funding for the first time this year, you may want to use the existing IASA team, and add some additional people from the district and the community. The team must include educators and parents, along with any others from the schools (including students) or the community. The team which writes the proposal should include most of the people who will serve as the district's design team next year- the group which oversees implementation after funding is awarded. Every team member should read the entire proposal and all of the supporting material which arrived with it.

Get organized as a team First, develop a timeline for completing the proposal by working backward from the chosen due date. Important points on the timeline are the school committee's approval, and the need to have the proposal read by several objective readers before final editing and submission. Second, determine how much time the team will need to complete each section of the application and set aside the time to do so.

Decide how the actual writing of the proposal will be accomplished and assign responsibility. A good practice is to identify one principal writer who incorporates the team's work and another team member who can serve as the editor for the completed proposal. You also might want to ask someone who has not been a part of the planning team to read through the application to see if they can easily access evidence referenced in the self-assessment.

- 2. Self-Assessment Findings and Evidence** All applications use the IASA self-assessment findings, but require you to submit the evidence used to complete it. The evidence should be well-organized and be continually referenced in your grant proposal. Grant readers will be using the evidence submitted as they evaluate your proposal. Develop a clear and simple way to reference the evidence you provide for the readers. Evidence should be bound so that readers can handle it easily.
- 3. Impact Areas for 1998-99:** Respond to the questions on this page in a narrative of no longer than two pages. The purpose of this part of the application is to help you translate what you've learned in the six self-assessment areas into a few far-reaching priorities for the coming year. It is not necessary to plan activities in each of the six areas. In fact, doing so may accomplish very little. Instead, focus on those activities which will have the greatest impact in designing the system so that all students will have an equal opportunity to learn high standards. Each of the "impact areas" you identify will be the basis for the district's action plan.

4. Section E: The Action Plan. An action plan is required which includes each of the columns listed on these two pages in the application. You may use a convenient word processed version of these two pages, or a spreadsheet format to record the information required in this section.

- a. Record the impact areas you identified in section D. For each of impact area:
- b. Identify indicators of success by the end of the grant period. The indicators of success are similar to the indicators listed on the self-assessment continuum pages. Some of these may apply to the impact areas you identify. Each impact area will have its own measurable indicators of success which can be evaluated during the year. Write indicators which will help you identify the next steps you need to take at the end of the grant period.
- c. Identify how each of the indicators will be evaluated. How will you collect the information you need to evaluate progress during the year? Think about using observation, surveys, small group discussions, student assessment information. At the end of the grant period, your district portfolio will include this information to document the need for continuing funding.
- d. For each impact area listed in column a:
 - e. List the products you expect to create or finish. Products may include: local standards in one or more content areas; student assessments or criteria for creating them; a new professional development process or model; new curriculum guides.
 - f. The action steps you will undertake in order to create the products.
 - g. When these steps will be taken.
 - h. Who will be leading and participating in the action.
 - i. Money, time, outside consultants, materials necessary to carry out each of the steps. State items which will be supported with grant funds.

5. Complete the budget page and the budget justification. The budget lines listed are the only allowable expenses. In the budget justification, provide an explanation of budgeted expenses on each line of the budget and a breakdown of specific expenses. The budget justification page includes instructions for additional documentation requirements. Include a job description if significant grant funds will be spent that way.

6. Write the abstract. You should be able to state exactly what you plan to do in a paragraph or two so that someone unfamiliar with your school district will understand immediately what you propose. The abstracts of funded Learning Results Implementation proposals are distributed to other states and disseminated by the U.S. Department of Education.

7. **Obtain approvals.** Approval signatures are required from the superintendent and the school board, these signatures are to be placed on the **assurances page**. A formal school board vote to submit the application must be obtained. **Letter of support** from the superintendent must also be submitted.
8. **Complete the cover page.** Check off the appropriate due date and fill in the information for the district profile.
9. **Final edit and check for completeness.** Ask colleagues to critique the proposal for clarity and organization. Proofread the entire proposal. Make sure all signatures have been obtained. Make sure that each school, and anyone else who needs one has a complete copy of the complete proposal. Make certain that one original copy of the application and one copy of the supporting evidence, arrive by the deadline and that all of the components of the grant are included in one package.

SELF ASSESSMENT

A guide page is included to help you complete each self-assessment area. The phases of the continuum are described. The guide pages include the purpose of the self-assessment in each area, indicators of development at each of the three points on the continuum, and possible evidence. The lists and descriptors may be useful to the design team as it assesses where the district is and what types of evidence might support that placement. This is the same self-assessment you must complete to produce your IASA plan for federal funds. Many districts use the existing IASA self-assessment as the basis for this grant's self-assessment, but some additions and revisions are required. The primary addition is reference within the self-assessment areas to the supporting evidence. Without this reference the readers have no idea how to evaluate the evidence attached. Revision is necessary when the district's current situation has changed since the IASA plan was completed. The same update can be used for both IASA and for this application.

The indicators are not an all inclusive list. It is okay to be at the very beginning of exploring and to acknowledge that you are just beginning to have conversations-K2 (or that you are just beginning to see the need to have conversations) about how to create a learning environment in which all students can achieve at high levels. Where you find the district to be located on the continuum has no bearing on whether you receive grant funds.

A district-wide self assessment may find that one school in the district is "transforming", while three others are "exploring". The action plan should enable each school to continue its work but should acknowledge that the district as a whole is really "exploring", and that the grant activities need to lead to consensus in the district and in the community about what students should know and be able to do and how the district must change in order to support them.

PHASES OF THE CONTINUUM

The following narratives describe characteristics of systems at each of the phases of the continuum. Reference these descriptors as you move through the self-assessment process.

EXPLORING

The district may have a broad range of excellent programs designed to meet the needs of all students. However, these programs are not well connected to each other across the district. Individual schools within the district may have developed a shared vision based on common beliefs about teaching, learning and education and may have also agreed on what students should know and be able to do by the time they leave school, but there is no agreement about these things across the entire district. Students in one elementary school, for example, may be working toward a different set of learning results than those in another elementary school down the road. In general, districts in this phase have not involved the community in discussions of what students should know and be able to do, although individual schools may have done so. The School Board may not have been involved in these discussions or established this as a priority for their own work. Districts in this phase may also experience curriculum, instruction, and assessment as three district aspects of schooling. Teacher-designed “authentic” and performance assessment may be present in the district, but is not part of the actual curriculum which most students experience in the classroom. Instructional practices which vary the roles of teachers and emphasize the application of knowledge across disciplines may also be present in the district, but not available for most students.

Staff are involved in curriculum design and in planning staff development activities and there is time built into the school year for teachers to explore education theory and practice. Individual schools may provide additional time during the school day for teachers to plan and learn together, but the district as a whole does not provide daily time uniformly across grade levels. There is a district-wide belief that new structures for staff learning and planning need to be designed and that new structures for student learning merit exploration.

In this phase, there may be concern about how the community feels about school change and about the degree of risk involved in beginning the process of self-examination. Relationships within schools, across schools and with the community seem to be a primary focus area for the district.

Individual schools may stay within this phase for up to two years, depending on the climate issues which need to be addressed. Toward the later stages of work, the district will begin piloting new structures; curriculum, instruction and assessment connections will be made at the classroom and school levels; and the School Board will adopt a shared vision, and learning results with indicators will be developed. The School Board will also be knowledgeable about the implications of this work for the district as a whole.

TRANSITIONING

In this phase, the pilots undertaken toward the end of the exploring period have been partially implemented in selected schools and grade levels, but key elements of the previous system are still in place. Staff learning is moving at an exponential rate and reflection about practice is common. Staff feel stressed by competing demands and are active in seeking much more daily and yearly time to learn, plan and pilot new ideas. Teachers have the authority and responsibility to design new structures and focus on relationships, and some time has been provided for them to do so. Staff development activities are almost completely integrated with what teachers need to learn in order to continue the design and reflection process. For the most part, the community supports the implementation of the pilots of the previous phase, and new mechanisms are being developed to keep the community involved and informed. As a result, some changes in parent-teacher conferences and open house are made, so that parents can learn as much as possible about the effects of new practices and understand the implications of the vision and the learning results. Teachers from different schools meet routinely to explore common issues and develop teacher-to-teacher solutions. The emphasis is shifting from outside experts leading discussions and workshops to leadership by staff within the district.

As gradual changes are implemented, the staff and the district leadership become acutely aware of how much they hope to accomplish. As local authentic and performance assessments are developed and receive more widespread use at all grade levels, teachers find themselves using two assessment systems. The work involved motivates teachers to examine the entire array of assessment students experience and decisions begin to be made about the assessment across the district. Reports to parents, students, and the community about student progress change as a result. Views of curriculum, instruction, and assessment are very different than in the previous phase. Teachers develop their own internal maps to connect curriculum, instruction and assessment across the developmental stages continually being developed and shared across the district. Teachers actively seek to deepen their knowledge and skill across many dimensions. Consequently, more and more students are being directly impacted by changes in practice. Students are also a part of the district's decision making process regarding proposed change.

Ideas about how to make the learning environment more responsive to students and teachers lead to changes in the daily and yearly schedule, but these changes are not yet as far-reaching as the district sees they could be. All aspects of the system are open for discussion, evaluation, and redesign by all members of the district and community.

The School Board begins to use the vision and the learning results as the filter for policy development and decision making. This process begins to result in new teacher evaluation criteria and systems, in changing expectations for schoolwide and district level leadership, and in new optimism, regarding the possibilities of contract negotiations, bus schedules and other aspects of daily district operation. There are specific plans to extend implementation of changes across the district to all students in all schools. Toward the end of this phase, the system begins to abandon previous structures as widespread implementation takes place. However, no one in the system is satisfied or believes that the new structures solve all problems or address all issues. In fact, there is a common belief that the change process has finally just begun.

TRANSFORMING

There is no description of this phase. To define it precisely is to limit the possibilities.

Characteristics may include:

“Every child can claim a promising future, because each enjoys an equal opportunity to develop the knowledge, skills and attitudes necessary to participate in shaping Maine’s future.

There is equal opportunity to learn which is ensured by a common set of learning results which embody high expectations for all students. The learning results, and the standards of achievement based upon them, are the work of teachers, parents, and citizens across the state.

The community determines the strategies it will use to help its children reach the learning results. Learning teams, which include students, parents, and teachers develop and periodically review multi-year personalized education plans for all students. Student progress is assessed regularly, using a variety of methods which help students demonstrate what they know and can do. Students advance through school based on their progress in achieving the learning results. Each student, by actively participating in the development of a personal learning plan, understands the expected responsibility by choosing activities which lead to rigorous intellectual growth.

Educators are mentors who guide the learning process. They use a variety of engaging strategies to support students’ personal learning plans. They benefit from teacher preparation programs and professional development opportunities emphasizing new technologies and approaches effective in helping students to reach the learning results. Educators utilize these approaches as a springboard to help them design creative ways to personalize education for each student.

Every citizen is a life long learner. Schools therefore are the educational service centers for all residents in each community. Learning activities continue all day, every day, and learning groups are multi-aged and inter-generational. As education centers, schools use telecommunications, technology-intensive library and media centers and other technological tools to advance learning. The community itself is used as a classroom to address multi-cultural concerns, and environmental issues. Businesses provide additional avenues for students to use in learning, and postsecondary education contributes its learning resources to support both adults and students. Through all of these activities and the involvement of all segments of the community, the community itself takes responsibility for helping its students reach the common learning results.

Accountability for ensuring that all students continue to progress toward the learning results is shared by stakeholders—students, parents, educators, community members and policy makers. Policy makers act on the belief that our top priority is to create and maintain an environment in which all students can and do achieve the learning results.”

Adapted from “A Vision For Education In Maine;; Task Force on Learning Results Plan for Education in Maine; February 1994.

GUIDE PAGE

I. Student Centered Learning

Purpose:

A reason for making changes in the current structure and practice of public education is to ensure that all students have an equal and appropriate opportunity to learn to high standards. What students know and can do, how they learn, and how they demonstrate this by the time they leave school must be determining factor for all that is done in schools. The entire public education system, from the classroom to state government must be flexible enough to adjust continually to the varied and changing learning needs of all Maine students. The nature and needs of all learners should be at the center of educational decision making. We are striving to create a learning environment in which all of the pieces are aligned with and influenced by all of the other pieces. At the heart of everything is what students know and can do and how we (teachers, administrators, school board members, parents, community members, and officials) act on the belief that all students can learn.

Indicators:

EXPLORING	TRANSITIONING	TRANSFORMING
<ul style="list-style-type: none"> -Some students with special needs have individual learning plans; these plans are sometimes difficult to implement within the current education structure; -Schedules have a high priority in decision making about student learning; -Few students have access to learning opportunities which span grade levels. -Assessment information used to plan student learning comes primarily from standardized testing sources; -Some resources which support student learning are organized into specific programs or projects for specific student populations. 	<ul style="list-style-type: none"> -As teachers collect and analyze more of their own information about what students know and can do, the daily and yearly schedule begins to change to reflect student learning. -Formal and informal opportunities for teachers and parents to work together to support student learning needs exist; -Teacher pilots of new instructional and assessment approaches result in plans to extend these pilots across the district; -Throughout the district, there are many examples of the implementation of new approaches to teaching and learning, but they operate side-by-side with elements of the traditional system (report cards and teacher narratives of student progress, for example); -Teachers and administrators feel the stress of two approaches operating simultaneously; -There is both frustration and a new optimism. 	<ul style="list-style-type: none"> -The community believes that all children can learn; -The learning styles and needs of students have created diverse teaching strategies and flexibility in curriculum content and pacing; -Accountability for student learning is shared by students, parents, educators and the community; -Education is personalized in creative ways for each student; -All students have equal and appropriate opportunities to achieve the learning results; -The learning environment supports student strengths, needs and circumstances; -Professional development activities are based on the knowledge and skills educators need in order to meet student learning needs; -Students advance through school based on demonstration of mastery of learning results rather than age or grade placement; -There are multiple ways for students to demonstrate what they know and can do.

Evidence:

- The district's vision statement
- District calendar
- Graphic depiction of programs and services and how each impacts students
- Demographic and student assessment information and ways the district responds to it
- Agendas and products from staff meetings designed to focus on student needs
- Descriptions of approaches used to meet the needs of groups of students with unique needs
- Surveys of students and parents

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II. Aligned Curriculum, Instruction and Assessment

Purpose:

When curriculum, instruction and assessment are aligned with each other and connected daily in the classroom, a continuous cycle of reevaluation of each area is common practice. It becomes increasingly difficult and unnecessary for teachers to distinguish between the three areas, since each is so closely connected to the others. The learning results are the filter and the rationale for all that is done for all students in all three areas. By “planning backwards” from the learning results, teachers have the freedom and flexibility to meet the individual needs of all students.

Indicators:

EXPLORING	TRANSITIONING	TRANSFORMING
<ul style="list-style-type: none"> -Instructional strategies are connected more to the individual strengths and experiences of teachers than to a district-wide effort to match instruction to all student needs; -The sequence of curriculum review and development is institutionalized on a rotating cycle; -There is some continuity in curriculum content K 12; -The MEA and other standardized tests are used to make some curriculum and instructional decisions; -The focus of professional development is varied, with many options offered to teachers each year. 	<ul style="list-style-type: none"> -Learning results have been developed by educators and community members working together; -Teacher reflection about practice is common throughout most of the system; -Teachers from different schools meet routinely to explore common issues and develop solutions to common problems; -Teacher-designed student assessment begins to be used to make decisions about curriculum and instruction; -The district begins to create an assessment system, which includes, but is not limited to, standardized measures; -Curriculum is developed constantly and is often integrated across disciplines; -The district seeks a flexible framework for local standards based written curricula which drives classroom practice and points to structural changes in the system to support the learning of all students 	<ul style="list-style-type: none"> -There is widespread agreement within the community that the district will work to support all students in reaching the learning results; -Students are provided with a variety of ways to demonstrate what they know and can do; -Curriculum and instruction are based on information collected through a comprehensive district-wide assessment system. -The districts’ written K-12 curriculum is a continually evolving framework and collection designed from state and local standards which support achievement of the Learning Results.

Evidence:

- District-wide learning results
- Process/policy for developing C-I-A
- Committee configuration(s)
- Documentation of assessment practices

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III. Shared Vision

Purpose:

No change is possible in the learning of all students unless both the district and the community agree that there is more that can be done to ensure this equal opportunity to learn. A vision statement is the first tool districts use to begin to create an environment in which necessary changes can occur. This vision includes those beliefs and values which the district and the community have in common about teaching, learning and education. These beliefs, combined with common agreement about what all local students should know and be able to do, leads to the development of a concrete, specific picture of what the district will look and be like in the future, the vision. When this vision is truly shared educators and community members make all decisions about curriculum, instruction, assessment, schedules, and allocation of resources based on continuous progress toward it.

Indicators:

EXPLORING	TRANSITIONING	TRANSFORMING
<ul style="list-style-type: none"> -Philosophy, mission, or goals statements may exist in individual schools or at the district level; -These statements sometimes drive decision making; -There is recognition of the need for a shared vision; -Individuals and small groups may have strongly held visions of teaching, learning, and education; -All or most schools are working individually; -Lines of accountability for student learning and development are unclear across the district and within the community 	<ul style="list-style-type: none"> -Parents and community members understand the implications of the vision for curriculum, instruction and assessment and the daily and yearly schedules for teaching and learning; -Movement of the district toward the vision can be documented; -The school board has adopted the vision and publicly supports it; -The vision is constantly referred to; -Most policies and practices are in alignment with the beliefs and shared vision. 	<ul style="list-style-type: none"> The concrete picture of the future developed in the exploring phase is revised or rewritten as educators and community members see further ahead; -All decisions at every level of the system are driven by the vision; -The district can easily document that all children have an equal opportunity to learn to high standards; -Accountability and progress are evaluated based on the vision

Evidence:

- District-wide vision statement
- If the school district has not yet had a school/community conversation around a vision for the education of all the children, the following pieces of evidence may support where the system currently is: belief statements, system philosophy, school vision statement, mission statements.
- School board minutes
- Graphic depiction of stakeholder/individual school involvement
- Minutes of staff committees, design team meetings
- Agendas and topics for professional development days
- Results of faculty and community surveys or focus groups

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IV. Climate Supportive of Change

Purpose:

Climate is defined as the description of “how we do things here”--the written policies, procedures, and practices as well as the powerful unwritten rules about what is possible and what is not. Each school, each community, and each district has an identifiable climate which sends people strong messages about acceptable behavior. How and what information is communicated, how people respond to conflict and disagreement, how people interact with each other, and how decisions are made all factors which impact climate. Assessing the indicators of a climate supportive of change, and flexibility in meeting student needs may be the most difficult of all assessment areas because assessment itself may not be an acceptable activity within the current climate. However, without attention to the factors which build climate, changes in current practice will be very difficult. A climate supportive of change is an invaluable tool in building a learning environment around what students need. Developing a shared vision can lay the foundation for improving the working relationships of adults, but some preliminary work on climate may be necessary before a vision can be truly shared.

Indicators:

EXPLORING	TRANSITIONING	TRANSFORMING
<ul style="list-style-type: none"> -A small number of individuals are informed and communicate clearly and regularly; -There is a highly sophisticated “grapevine”; -Community members may be involved in the district as volunteers and on some advisory committees; -Decisions within the district are made through a hierarchy of authority; -Beliefs and practice may be out of alignment in a majority of areas; -Administrators search for different ways to define roles and responsibilities. 	<ul style="list-style-type: none"> -Educators actively seek much more daily and yearly planning and development time together and the community generally supports changes in the schedule which allow this; -The district begins to develop and implement new ways for students, parents, community members, and other stakeholders to learn to accept responsibility for learning and work together; -Most community members know what is happening and why in the district, but many continue to ask good questions about why the district is doing what it is doing; the district views this as a positive sign of support; -Connections, communications and relationships among people have a high priority; -Time for reflection about daily practice is provided and valued. 	<ul style="list-style-type: none"> -The process of aligning beliefs and practice is a continual one; -The community actively supports strategies and systems changes which will help all students learn; -Individuals within the district feel that their strengths and differences are respected; -Divergent points of view are seen as valuable contributions to problem solving; -Adults seek opportunities to work together and have developed effective ways to make decisions and solve problems, use conflict productively, and build ownership; -Celebrations are frequent and often spontaneous.

Evidence:

- Strategies and schedules in place for educators to plan and work together
- Protocol for decision making at all levels
- Processes for conflict resolution within the district and on the design team
- Process in place for recognizing and honoring good teaching practice
- Meeting formats and agendas
- School board minutes
- Visual depictions of lines of communication horizontally and vertically
- Historical timelines of district development and change
- In-depth maps of structures within the system

- Staff and community survey results
- Student surveys or focus group results

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V. Connected Professional Development

Purpose:
 Professional development is another necessary tool in helping all students reach the learning results. It is part of the process of developing a shared vision, and can lead to a climate supportive of change. The definition of professional development is very broad; it should include all district staff and encompass everything the district does to increase their knowledge and skill and build strong relationships. Activities may include visits to other districts and other classrooms, conference and workshop attendance, professional libraries, recertification activities, common planning time, staff meetings, committee and team meetings, and all local research. Many of the activities should include parents, community members, and the school board.

Indicators:

EXPLORING	TRANSITIONING	TRANSFORMING
<ul style="list-style-type: none"> -A wide variety of professional development activities are offered; -Activities are frequently planned and led by people outside the district; -The range of activities includes conference attendance and workshops; most other activities are regarded as separate from “professional development”; -There are some mechanisms in place for sharing information collected at conferences and workshops outside the district; -Most staff meetings at the building level focus on information giving 	<ul style="list-style-type: none"> -Staff development activities are substantially integrated with the shared vision and the local learning results; -Most educators can articulate the knowledge and skills they need in order to move the district closer to the vision; -Most professional development activities are planned and led by internal experts; -Professional development activities have a high priority within the district and the community; -Professional development activities often result in a needed local product or process; -Staff meetings at the building level are focused on common work and on decision making. 	<ul style="list-style-type: none"> -Professional development activities and systemic improvement activities are viewed by staff and community as the same work; -All professional development opportunities are focused on the support of student learning; -The development of all educators (teachers, administrators, school board members, and support staff) is addressed; -Professional development activities consistently lead to change in practice; -Professional development activities model the methods educators are expected to learn as a result.

Evidence:

- School calendar/dates for release time
- Process/policies for resource allocation to support professional development
- Contract provisions
- Professional development committee structure, membership, policies and procedures, connections to design team
- Local definition of “professional development”
- Local budget amount dedicated to professional development
- Products developed as a result of staff activities

GUIDE PAGE

VI. Coordinated People, Programs, and Resources

Purpose:
 When educators learn of a new idea or identify a new student need, the tendency is to create a new program or design a special project. Over the years, these programs and projects accumulate across the district, utilizing time and resources. Some of them have collected important information about student learning and development which would be useful throughout the district, and most serve specific student populations. As the district works toward its vision and the learning results, these programs can be models for strategies which are beneficial to all students, the people responsible for them can contribute a great deal to the entire improvement effort, and the resources allocated to them can be used to expand the work to more students and staff. Time and resources are finite and need to be allocated where each will bring the greatest benefits for students. The goal in this area is two-fold. First, to identify and utilize all of the local expertise and models available so that they benefit all students. Second, make the most of the staff time and the district's current resources so that improvement and redesign are focused on the most important and far-reaching activities.

Indicators:

EXPLORING	TRANSITIONING	TRANSFORMING
<ul style="list-style-type: none"> -Some connections are routinely made between programs; -People within the district have opportunities to work together across schools and grade levels; -A small group of people know what all the programs and committees in the district are. 	<ul style="list-style-type: none"> -Decisions about people, programs, and resources begin to be made based on what all students need; this process is often painful; -Creative use of time and resources is openly encouraged; -Educators feel the stress of operating special programs while simultaneously developing ways to eliminate the necessity of using them; -The district has a clear picture of how to connect people, programs and resources across the district, and can identify some progress in doing so. 	<ul style="list-style-type: none"> -Decisions about resources are based on the vision and on what all students need in order to learn well; -Programs and special projects are not institutionalized; they are developed in response to student needs and are continually changing as a result; -The communities in the district and the people within them are classrooms for student learning.

Evidence:

- Visual representation of programs and services offered throughout the district
- Lists of district committees and actual proposed connections between them
- School board administrative team or design team minutes reflecting the status of coordination
- Staff involvement survey
- Descriptions of programs or approaches which have expanded across the district

Learning Results Implementation Grant Application

**FY 99 Application for Single Districts
Not Funded in 1997-98**

Maine Department of Education
Learning Results Implementation Grant Application
(Single Districts, Not Funded in 1997-98)

Cover Page

School District: _____
(If union, indicate towns)

Grant Contact Person: _____
(Name & Position)

Contact Person's Work Address: _____

Work Telephone Number: _____ **Fax Number:** _____
E-Mail Address: _____

Total Amount Requested _____

Grant Award Cycle:
_____ **July 13, 1998** (For activities planned between August 1, 1998 and July 13, 1999)
_____ **October 19, 1998** (For activities planned between December 1, 1998 and November 30, 1999)

District Profile:
_____ **Number of Staff**
_____ **Number of Elementary Schools/Middle Schools (K8)**
_____ **Number of Elementary/Middle School Students (K8)**
_____ **Number of Secondary Students (9-12)**

List towns in the district: _____

Mail or deliver one copy of the district's portfolio and one original of the grant proposal to:
Goals 2000 Office, Room 212
Maine Department of Education
23 State House Station
Augusta, ME 04333-0023

All application materials must be received no later than 5:00 p.m. on the selected date due. Be sure all components are included. For further information contact Sara Simmonds at (207) 287-8281. Questions raised through June 15, 1998 will be documented in writing and the answers posted on the Department of Education's web page www.state.me.us/education/g2000/g2_main.htm. This application can also be downloaded from this site.

ASSURANCES

Grants awarded by the Maine Department of Education must have the sponsorship of an administrative unit to accept responsibility to maintain records of the disbursement of grant funds.

If applying as a School Union the superintendent and each participating school board must complete the assurances. **Copy as necessary**

As Superintendent of _____ (LEA) I certify that proper fiscal records will be maintained for reporting or auditing purposes and that I fully support the activities planned.

Date

Signature of Superintendent

As a result of a formal vote taken on ___/___/___, ___% of the school board agree to fully support this application, and we will do whatever is in our power to support it.

Date

Signature of School Board Chair

Unit/LEA

Signed assurances must be received with the grant application

A. PROPOSAL ABSTRACT

District: _____ **Graduation Date:** _____

Grant Contact Person: _____
(Name & Position)

Address: _____

Contact Person's Telephone Number: _____

Summarize what you propose to do in the space below:

Section C.II. Aligned Curriculum, Instruction and Assessment

Indicators:

EXPLORING	TRANSITIONING	TRANSFORMING
<ul style="list-style-type: none"> -Instructional strategies are connected more to the individual strengths and experiences of teachers than to a district-wide effort to match instruction to all student needs; -The sequence of curriculum review and development is institutionalized on a rotating cycle; -There is some continuity in curriculum content K 12; -The MEA and other standardized tests are used to make some curriculum and instructional decisions; -The focus of professional development is varied, with many options offered to teachers each year. 	<ul style="list-style-type: none"> -Learning results have been developed by educators and community members working together; -Teacher reflection about practice is common throughout most of the system; -Teachers from different schools meet routinely to explore common issues and develop solutions to common problems; -Teacher-designed student assessment begins to be used to make decisions about curriculum and instruction; -The district begins to create an assessment system, which includes, but is not limited to, standardized measures; -Curriculum is developed constantly and is often integrated across disciplines; -The district seeks a flexible framework for local standards based written curricula which drives classroom practice and points to structural changes in the system to support the learning of all students 	<ul style="list-style-type: none"> -There is widespread agreement within the community that the district will work to support all students in reaching the learning results; -Students are provided with a variety of ways to demonstrate what they know and can do; -Curriculum and instruction are based on information collected through a comprehensive district-wide assessment system. -The districts' written K-12 curriculum is a continually evolving framework and collection designed from state and local standards which support achievement of the Learning Results.

1. Where are you now? Plot the district on the continuum below.



2. How do you know you are here? On a separate page, summarize what the evidence indicates about the current situation and tell the reader how and where to find the supporting evidence in the portfolio

D. Impact Areas for 199899

Please respond to the following questions in a narrative of two (2) pages or less.

1. Describe the process used to collect information for this self-assessment.
2. Summarize what the self-assessment findings indicate about the district's current situation.
3. To make progress toward implementation of the Learning Results, on what major areas of work must the district focus next year? These impact areas are the organizers for the district's action plan. (Please note that impact areas need not be the self-assessment areas specifically. You are also not expected to plan work in all six areas. Doing so may lead the readers to have reservations about funding your proposal, unless the portfolio contains clear evidence of extensive district capacity.)

E. ACTION PLAN

1. Impact areas, indicators of success, evaluation methods

Submit any action plan format with the information in order in each column on each page. Please list all actions planned to move the district closer to its vision and toward implementation of the Learning Results, even if grant funds will not be used to support all of them. Star or otherwise indicate the activities which will be supported in part or wholly by grant funds.

a. Impact Area	b. Indicators of Success by the End of the Grant Period	c. Evaluation Methods for Each Indicators

E. 2. ACTIONSTEPS

d. Impact Area	e. Expected Products	f. Action Steps	g. Timeline	h. People Involved	i. Resources Needed

F. GRANT BUDGET

1. Please complete the budget below. Each budget line must be clearly related to the proposed activities. (See budget guidelines following which include an explanation of each of the object codes.)

Object Codes	Description	Amount Requested	% of Total Budget
Salaries 110			%
Temporary Salaries 120			%
Benefits 200			%
Professional & Technical Services 300			%
Professional Development 320			%
Printing 550			%
Travel 580			%
Materials/Supplies 600			%

BUDGET GUIDELINES

The following is an explanation of the object codes on each line of the budget.

SALARIES:

- 110 This may include prorated portions of the work performed by employees of the LEA (Local Education Agency) who are considered to be in positions of a permanent nature. This may include a coordinator stipend.

TEMPORARY SALARIES:

- 120 These salaries are for work performed by employees of the LEA who are hired on a substitute basis. This line can buy release time to plan, reflect, visit other schools, etc.

BENEFITS:

- 200 Benefits calculated for lines 110, 120.

PROFESSIONAL & TECHNICAL SERVICES:

- 300 Services which can be performed only by persons with specialized skills and knowledge. This may include the service of consultants. (This line may also include the 5% administrative costs associated with the administration of the grant.)

PROFESSIONAL DEVELOPMENT:

- 320 Professional educational services in support of the improvement of the instructional program.
590 Other miscellaneous purchased services which can support professional development opportunities.

PRINTING:

- 550 Expenditures for printing and binding LEA publications.

TRAVEL:

- 580 Expenditures for transportation, meals, hotel, and other expenses associated with staff travel for LEA.

MATERIALS:

- 600 Expenditures for material items of an expendable nature.

These object codes can be found in the State of Maine Accounting Handbook For Local School Systems, Maine Department of Education, Management Information Team, Revised, June 1989.

F. 2. BUDGET JUSTIFICATION

Please provide a detailed explanation for the proposed expenditures from each line of the budget. For example, if an outside consultant is to be employed, describe how many days of consultation will be provided for what purpose. If stipends or additional compensation will be provided to teachers, show the calculations (number of teachers * hourly rate * number of hours). You may use the space provided and attach one additional page.

III. Shared Vision:

Compelling evidence is provided from a variety of sources to support the shared vision-self assessment findings.(10 points)

No Evidence										Clearly Evident
0	1	2	3	4	5	6	7	8	9	10

Reader's Comments:

IV. Climate Supportive of Change:

Compelling evidence is provided from a variety of sources to support the climate supportive of change selfassessment findings.(10 points)

No Evidence										Clearly Evident
0	1	2	3	4	5	6	7	8	9	10

Reader's Comments:

V. Connected Professional Development:

Compelling evidence is provided from a variety of sources to support the professional development selfassessment findings(10 points)

No Evidence										Clearly Evident
0	1	2	3	4	5	6	7	8	9	10

Reader's Comments:

VI. Coordinated People, Programs, and Resources:

Compelling evidence is provided from a variety of sources to support the people, programs and resources selfassessment findings.(10 points)

No Evidence										Clearly Evident
0	1	2	3	4	5	6	7	8	9	10

Reader's Comments:

D. Impact Areas (15 Points)

1. The process used to collect self-assessment evidence is inclusive of education stakeholders (5 points)

No Support 0 1 2 3 4 Clearly Supported 5

2-3. The areas of impact identified are supported by the self-assessment findings (10 points)

No Evidence 0 1 2 3 4 5 6 7 8 Clearly Evident 9 10

Reader's Comments:

E. Action Plan: (25 points)

a-i. The action plan is realistic given the self-assessment conclusions (10 points)

Unrealistic 0 1 2 3 4 5 6 7 8 Very Realistic 9 10

a-i. There is compelling evidence from a variety of sources that activities are district-wide in scope and will build the system's capacity to meet the needs of all learners (10 points)

No evidence 0 1 2 3 4 5 6 7 8 9 10 11 Compelling evidence 12 13 14 15

Reader's Comments:

F. Cost/Cost Effectiveness (40 points)

1. The budget will enable the system to carry out the action plan (10 points)

No Evidence 0 1 2 3 4 5 6 7 8 9 Clearly Evident 10

2. The evaluation plan will provide documentation to support the impact of grant funding on students and staff. **(15 Points)**

Unlikely 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 **Compelling Documentation**

3. Budget expenditures are cost effective given the self-assessment findings. **(15 Points)**

Not Cost Effective 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 **Cost Effective**

Reader's Comments on this Section:

Reader's Comments on the Overall Quality of the Proposal: