



Joseph A. Ovick, Ed.D., Superintendent of Schools

77 Santa Barbara Rd • Pleasant Hill, CA 94523 • (925) 942-3388

TO: Contra Costa County Principals and Educators
FROM: Mac Carey, Director of Technology Systems
RE: Professional Development County Technology Academy Grant (CTAG)
DATE: February 2009
WHO K-12 Principals and their Prospective Coaches (CTAG Team)
WHAT

- Grant opportunity funded by The Dean & Margaret Leshner Foundation called the **PROFESSIONAL DEVELOPMENT** County Technology Academy Grant (CTAG).
- This grant supports professional development efforts that will increase the integration of technology into the curriculum, resulting in improved student performance.
- Coaching teams identify a professional development need that connects to student learning within the classroom and support it with data.
- Teams propose a specialized professional development solution that addresses the need.
- Submitted grants are scored against a supplied rubric. The top 8 grants will be funded.
- *At least 50% of the grants awarded are to go to sites who have never received a CTAG grant.*

Funding from the Dean & Margaret Leshner Foundation----\$8,000

IMPORTANT DATES TO MARK ON YOUR CALENDAR

Informational Meetings (to learn about grant) - pick one of the following locations and dates:		
Antioch Unified District Office (510 G St, Antioch)	Wed., Feb 18, 2009	4:00 – 5:00 PM
West County– TBA		4:00 – 5:00 PM
South County–Walt Disney Elementary (3250 Pine Valley Rd, San Ramon)	Tues., Feb. 17, 2009	4:00 – 5:00 PM
CCCOE (77 Santa Barbara Rd., Pleasant Hill)	Wed., Feb. 25, 2009	4:00 – 5:00 PM
Technical Writing Workshops - pick one of the following locations and dates:		
Antioch Unified District Office (510 G St., Antioch)	Tues. March 10, 2009	4:00 – 6:00 PM
CCCOE (77 Santa Barbara Rd., Pleasant Hill)	Wed., March 25, 2009	4:00 – 6:00 PM
To register for an Informational Meeting or Technical Writing Workshop, please visit cocoschools.org/classes		
Deadline and Meetings		
Application Deadline	Wed., April 22, 2009	5:00 PM
Grant Winners announced by e-mail, mail, & Web	Wed., May 6, 2009	5:00 PM
Mandatory Events for Winners		
Winners' Orientation (Entire Team) **Mandatory**	Mon., May 18, 2009	1:00 – 5:00 PM
Academy (Entire Team) **Mandatory**	Wed., May 27, 2009	8:30 AM – 3:30 PM
Assessment/Wrap-Up **Mandatory**	Wed., May 19, 2010	4:00 – 6:00 PM
Celebration Event **Mandatory**	Wed., Oct. 27, 2010	5:00 – 7:00 PM

CONTACT INFORMATION

Amy Geotina and Theresa Gabor, CTAG Grant Specialists, are available to read and groom your grants while you are writing them. This can be done electronically (ageotina@cccoe.k12.ca.us or tgabor@cccoe.k12.ca.us), or the Specialists can come to your site.

If you have questions regarding this grant call Amy Geotina at (925) 942-3441 or Theresa Gabor at (925) 296-1433.

For more information visit the CTAG website at <http://www.cocoschools.org/ctag>



**Dean & Margaret Lesher Foundation
and
Contra Costa County Office of Education**

Present

County Technology Academy Grant

The Professional Development Grant

Team grant awards from the Dean & Margaret Lesher Foundation (administered by the County Office of Education) are \$8,000 each; school must provide an additional \$2,000 of in-kind funds.
At least 40% of all funds (\$4,000) must be spent on professional development activities. This may include stipends or release time for staff to accomplish the training requirement of this grant.

Application Deadline: April 22, 2009 5:00 PM

Mail or deliver in person to receptionist at CCCOE front desk
(No fax or e-mail)

Contra Costa County Office of Education
77 Santa Barbara Road, Pleasant Hill, CA 94523

Attn: Amy Geotina or Theresa Gabor
925-942-3441

Web Page: <http://www.cocoschools.org/ctag>

Request for Applications County Technology Academy Grant Professional Development 2009

Description:

Principals and Teacher Coaches identify a professional development need for the staff that connects to improving student performance, support that need with data, and propose a solution that includes technology professional development. Applications should include the selection of at least one coach who will survey, plan, organize, and evaluate all aspects of the professional development solution. The Principal/Coach Team will attend a half-day orientation. The coaches will attend a 1 day academy and the principals will be required to attend the morning portion of the academy. Once awarded, winning teams will have 18 months to implement their solution. The following are suggested grant stages: 1) planning for professional development and grant expenditures; 2) implementing your staff's professional development; 3) infusing that technology into the classroom curricula; 4) producing a final product to be shared throughout the county, showing evidence of student learning and describing the processes used, and 5) assessing and preparing for final presentation at the celebration.

Goals:

- To increase technology capabilities in classrooms to enhance curriculum and improve student learning.
- To provide ongoing support to teachers as they integrate technology into classrooms and curriculum.

Who Should Apply:

The Grant Team must include a school administrator and staff member from the applying school. The Team should have strengths in technology enhanced instruction, technology integration and implementation, and peer leadership. The grant application is to be filled out by both members of the Team. It is suggested that the staff targeted for professional development complete the Ed Tech Profile survey now available at www.edtechprofile.org. The CTAG Specialist is available to read and groom your grants while you are writing them. This can be done electronically, or the CTAG specialist can come to your site.

Grant Limits:

- **Cycle Limit** -- Multiple applications may be submitted from the same school at the same time, but only one grant will be awarded per school during one grant cycle.
- **Round IV School Site Limit** -- A school may win up to a total of two (2) CTAG grants during the Round IV CTAG process (i.e. winning both a Teacher Pair grant and a Professional Development Grant). The Round IV CTAG process began in the fall of 2007 and will end in 2010. *At least 50% of the grants awarded in this round are to go to sites who have never received a CTAG grant.*
- **Round IV Individual Limit** -- An individual teacher may not win more than two (2) CTAG grants during Round IV (i.e. winning both a Teacher Pair grant and a Professional Development Grant). However, a CTAG winner can apply for another grant if they have moved to a new school.
- **School requirements** -- The grant is open to all public K-12 schools in Contra Costa County.

Funding Amounts:

The Dean and Margaret Leshner Foundation will provide: \$8,000

The school must provide a match of \$2,000 in-kind funds. "In-kind" is defined in the Resources section of this document.

APPLICATION: County Technology Academy Professional Development Grant

- This is an \$8,000 grant per Principal/Coach Team, to include \$2,000 in-kind matching funds.
- CCCOE Professional Development Team will help winning CTAG Teams implement their proposals.
- Funded teams must provide answers to eight Evaluation Questions to be posted on the CTAG On-Line Database and submitted to the Dean & Margaret Lesher Foundation in May 2010.

A. SITE PROFESSIONAL DEVELOPMENT TEAM (10 points for a Completed Application)**

Administrator's Name (Team Member 1) _____

E-mail address _____ Home Phone _____

Coach (TM2) Name _____ Grade level/subject _____

E-mail address _____ Home Phone _____

Coach (TM3 optional) Name _____ Grade level/subject _____

E-mail address _____ Home Phone _____

School _____ District _____

Address _____

City _____ Zip _____ School Phone () _____

Please enter a short title that is descriptive of your Grant Solution (see section C)

Project/Solution Title

Please enter a short description of your Grant Solution (section C) that we can use for marketing purposes.

Project/Solution Summary (30 words or less)

FORMAT GUIDELINES: For sections B-F, plus section G all pages must include:

- **Typed or word-processed in a standard 12- or 14-point font**
- **DOUBLED SPACED**
- **Standard 1"-1.5" margins**
- **Printed on 8-1/2 x 11 inch white paper of standard laser/copier weight**
- **Page numbers on each page**

Please submit three (3) paper-clipped, page-numbered, unbound, unfolded, clean copies of your application in an envelope (1 original, 2 copies). **Attachments will not be read.**

Not following these guidelines will lower your score.

**PLEASE DO NOT MENTION YOUR NAMES OR DISTRICT OR THE SCHOOL'S NAME
IN THE APPLICATION EXCEPT IN SECTION A.**

**** Consult the embedded rubric for scoring criteria. ****

Rubric Section A: Completed Application: 10 points possible		
Makes a Complete Case	Makes a Sufficient Case	Makes an Insufficient Case
7 - 10 points	3 – 6 points	0 - 2 points
<ul style="list-style-type: none"> Completed application (Sections A-G) with appropriate signatures Format guidelines followed Clear concise title and Solution/Project Summary 	<ul style="list-style-type: none"> One section of application missing or incomplete. Signatures may be missing Format guidelines (other than spacing) are not followed 	<ul style="list-style-type: none"> More than one section missing or incomplete Application is single-spaced

B. PROBLEM: PROFESSIONAL DEVELOPMENT NEED (15 points)

In no more than one page, describe a professional development need that, if addressed, would improve student learning in an academic area tied to California State Curriculum Standards. Demonstrate your professional development need with data (e.g., Ed Tech Profile survey, test scores, interviews, and anecdotes).

Rubric Section B: Need.		
Description of professional development and student academic need. 15 points possible		
Makes a Complete Case	Makes a Sufficient Case	Makes an Insufficient Case
11 - 15 points	6 - 10 points	0 – 5 points
<ul style="list-style-type: none"> Professional development need is clear and concise Clearly identifies professional development need and supports with evidence/data (e.g. Ed Tech Profile surveys, interviews, anecdotes) Data is timely and specific Clearly explains how the professional development need ties to student learning in an academic area aligned to State Curriculum Standards Includes needs of all targeted teachers 	<ul style="list-style-type: none"> Professional development need is identified Professional development need is not clearly supported by data (i.e., could be a perceived, unsupported need) Professional development need may be vaguely connected to student learning in an academic area aligned to State Curriculum Standards Does not pertain to all teachers in targeted classrooms 	<ul style="list-style-type: none"> Professional development need is unclear or does not focus on teacher learning Professional development need is not supported by data Pertains to technology acquisition instead of professional development of teachers Does not explain how teacher professional development need is related to student learning in an academic area aligned to State Curriculum Standards Proposal is limited to vendor based solutions Does not pertain to all teachers in targeted classrooms

C. SOLUTION: GRANT PROPOSAL (30 points)

In no more than two pages, propose a realistic, detailed solution to your professional development need. The solution should result in increased technology integration in the classroom and curriculum, and improved student learning in an academic area aligned to State Curriculum Standards. The grant will support proposals that are based on successful models of professional development and include cross training and peer collaboration. The grant solution should focus on instructional leadership and classroom coaching skills to successfully implement the grant. Professional development must support technology integration into the curriculum. There should be recognizable gains in the targeted staff's ability to deliver technology-supported instruction that will improve student learning. The grant proposal should also clearly identify items to be purchased and ways in which funds will be spent for professional development.

Please provide a timeline of activities that includes planning, implementation, and evaluation of the project from grant funding (June 2009) to assessment wrap-up (May 2010). This can be in a table or narrative form.

Rubric Section C: Proposal.		
Description of proposal describing a training solution to the professional development need. 30 points possible		
Makes a Complete Case	Makes a Sufficient Case	Makes Insufficient Case
21 - 30 points	11 - 20 points	0 - 10 points
<p>Proposal:</p> <ul style="list-style-type: none"> • Is based on sound professional development models which include: training over time, follow up support, and coaching • Is driven by identified professional development need(s) and links directly to the evidence/data cited in the Needs section (Sec. B) • Clearly explains how the professional development will lead to improved student learning in the academic area identified in the Needs section (Sec. B) • Is feasible given the time, funding and support available • Addresses how the coach will model effective use of technology in the curriculum • Focuses on cross training and peer collaboration among staff • Clearly identifies all items to be purchased and ways money will be spent on professional development • Includes a descriptive timeline of activities which includes planning, implementation, and evaluation of the project 	<p>Proposal:</p> <ul style="list-style-type: none"> • Is grounded in research findings on the use of technology • Proposed professional development is not clearly connected to professional development need identified in Needs section (Sec. B) • Vaguely addresses how professional development will lead to improved student learning in the academic area identified in the Needs section (Sec. B) • Is feasible given the time, funding and support available • Addresses how the coach will model technology in the curriculum • Includes minimal cross training and/or peer collaboration. • Identifies many items to be purchased and ways some money will be spent on professional development • Includes a timeline of activities but may be missing one of the necessary elements of planning, implementation, and evaluation of the project 	<p>Proposal:</p> <ul style="list-style-type: none"> • Is not grounded in best practices and research findings on the use of technology • Proposed professional development is not connected to professional development need identified in Needs section (Sec. B) • May have as its goal the acquisition of hardware or software • Does not address how the coach will model technology in the curriculum • Identifies few items to be purchased and/or does not explain ways money will be spent on professional development • Timeline is vague or not included

D. EVALUATION AND DISSEMINATION (20 points)

In one page or less, please answer these questions:

- What measurable outcomes do you expect to observe as a result of your project?
- What strategies / assessment tools will you use to measure these outcomes?
- How will you conduct ongoing assessment of your project?
- What final product will you develop that will be shared throughout the County, and will allow others to replicate your project?

The Resources section of this document offers a list of measurable outcomes, strategies/instruments, and ideas for final products for disseminating your project.

Rubric Section D: Evaluation and Dissemination.		
Description of evaluation and dissemination plan. 20 points possible		
Makes a Complete Case	Makes a Sufficient Case	Makes Insufficient Case
14 - 20 points	7 - 13 points	0 - 6 points
<p>Evaluation plan:</p> <ul style="list-style-type: none"> • Is specific and clearly related to the professional development Need(s) and Proposal. • Explains the measurable outcomes and assessment tools used to track project's success • Explains how/when evaluation will take place • Explains how project will be shared throughout the County. • Evaluates growth of teachers and student learning with outcomes 	<p>Evaluation plan:</p> <ul style="list-style-type: none"> • Is related to the professional development Need(s) and Proposal, but may lack specificity • Includes outcomes that may not be measurable, or tools that may not be realistic to use • Is vague about when evaluation will take place • Is vague about how results will be shared at school and district • Evaluates growth of teachers only, not student learning 	<p>Evaluation plan:</p> <ul style="list-style-type: none"> • Does not appear to be closely related to professional development Need(s) and Proposal • Does not include outcomes, or strategies / instruments • Does not explain when evaluation will take place • Does not indicate how project will be shared • Does not assess growth of teachers or students

E. LEADERSHIP VISION AND TECHNOLOGY STRENGTHS (15 points)

In no more than one page:

- Describe the Principal's vision for the use of technology by the teaching staff
- Describe your team's strengths as they apply to the success of this grant (focus on technology and curriculum integration.)
- Describe your team's experience providing professional development, especially in technology integration.

Rubric Section E: Leadership Vision and Technology Strengths. How the Principal and Coach(es) are prepared to help teachers. 15 points possible		
Makes a Complete Case 11 - 15 points	Makes a Sufficient Case 6 - 10 points	Makes an Insufficient Case 0 - 5 points
<ul style="list-style-type: none"> • Provides a clear vision for staff use of technology • Provides a variety of clear examples of team technology strengths • Provides a variety of clear examples of team curricular strengths • Provides a variety of examples of team technology integration strengths • Coach(es) has/have extensive experience providing professional development, especially in technology integration 	<ul style="list-style-type: none"> • Provides a vision for staff use of technology • Provides some examples of team technology strengths • Provides some examples of team curricular strengths • Provides some examples of team technology integration strengths • Coach(es) has/have limited experience providing professional development, and may not have provided professional development in technology integration 	<ul style="list-style-type: none"> • Vision for staff use of technology is not provided • Limited or no examples of team technology strengths provided • Limited or no examples of team curricular strengths provided • Limited or no examples of team technology integration strengths provided • Coach(es) has/have no experience providing professional development.

F. ESTIMATED BUDGET (10 points)

Prepare a short list, chart or table that, in no more than one page:

- Includes funding for professional development for all team members, and professional development expenditures account for at least 40% (\$4000) of total budget.
- Itemizes clearly and concisely the school's specific sources of matching funds.
- Indicates the items you anticipate purchasing (plus their approximate value and funding source) with the CTAG funds, plus the locally-raised funds. (These purchases can be estimates)

Sample CTAG Budget (Administrator/Coach Team)

CTAG Funds

Item	Cost	Funding Source
Projectors (2 @ \$1000 each)	\$2,000	CTAG Grant
Camcorder (1 @ \$600 each)	\$ 600	CTAG Grant
Computer laptops (2 @ \$700 each)	\$1,400	CTAG Grant
Stipend for coaching activities (4 Coaches @ \$1000 each)	\$4,000	CTAG Grant
CTAG Total	\$8,000	

In-Kind Funds**

Item	Value	Funding Source
Substitute costs (8 days @ \$150)	\$1,200	PTA
Conferences (CUE, NECC, etc)	\$ 400	Title I Funds
CCCOE Classes (10 @ \$40 each)	\$ 400	Donation
In Kind Funds Total	\$2,000	

Please note the following funding definitions and restrictions:

- Funds from CTAG and in-kind donations must be spent in direct support of the CTAG grant proposal.
- Purchases from the CTAG funds must be verified by invoices that CCCOE may audit anytime up to two years after the end of the grant cycle.
- ** In-kind funds – please see Resources section / Glossary at the end of this document for a complete definition.

Rubric Section F: ESTIMATED BUDGET.		
Concise, clear itemization of items to be purchased and professional development expenditures. 10 points possible		
Makes a Complete Case	Makes a Sufficient Case	Makes an Insufficient Case
7 - 10 points	3 - 6 points	0 - 2 points
<p>The estimated budget:</p> <ul style="list-style-type: none"> • Clearly indicates the source of all required in-kind funds • Details professional development and classes to be taken, their value, and funding source is indicated • Includes anticipated purchases that relate clearly to the Proposal • All expenditures described in the Proposal are listed • Meets the 40% requirement for professional development expenditures 	<p>The estimated budget:</p> <ul style="list-style-type: none"> • Suggests the source of required matching funds but lacks detail • Indicates training and classes to be taken, but may be lacking items' value or funding source • May include anticipated purchases that do not appear to relate to the Proposal • Many expenditures described in the Proposal are listed • Does not meet the 40% requirement for professional development expenditures 	<p>The estimated budget:</p> <ul style="list-style-type: none"> • Indicates local support but lacks source info • Is missing several required elements (training and classes value, funding source) • May be confusing to readers • Many expenditures described in the Proposal are NOT listed • Does not include any professional development expenditures or professional development is not related to proposal

G. COACH and ADMINISTRATOR COMMITMENTS (counts toward Completed Application)

By signing below you are agreeing to comply with the described commitment:

- 1) I will collaborate with the grant team at least monthly during the grant period. I will coach and assist training during this period. I will spend at least four planning periods of one hour or more assisting with lesson plans and assessment pertaining to the implementation of our proposal. These mentoring sessions will be staggered throughout the grant period.
- 2) I will attend a **mandatory** half-day orientation meeting on **Monday, May 18, 2009, from 1:00 PM to 5:00 PM**, to discuss the technology solution for our proposal and other details of the CTAG process.
- 3) I will attend one **mandatory** day of Academy sessions at the CCCOE on **Wednesday, May 27, 2009, from 8:30 AM to 3:30 PM**. (*The training sessions include a data and evaluation mini-workshop of great value to the team*).
- 4) Within six months of receipt of funds, working with my team, I will provide the CCCOE with an itemized budget of all expenditures made for this project, including real-dollar and in-kind funds. (*The team retains invoices for two years after the end of the grant cycle.*)
- 5) I will work with my team to provide periodic assessments of our project's progress. I will attend a **mandatory** Wrap-up/Assessment meeting **Wednesday, May 19, 2010, from 4:00 PM – 6:00 PM**. The team will provide a one-page written summary of its results, to be posted on the CTAG Web site and submitted to the Dean and Margaret Leshner foundation. The team will also provide a final product to be shared throughout the County, explaining your project so that others may replicate it.
- 6) I will attend the Celebration Event **Wednesday October 27, 2010, from 5:00 PM – 7:00 PM** and will participate with my team to provide a presentation displaying the process and results of the project. Details will be discussed in the orientation workshop.

COACH 1 _____ COACH 2 _____
signature *signature*

- 1) I will attend a **mandatory** half-day orientation meeting, **Monday, May 18, 2009, from 1:00 PM to 5:00 PM**, to discuss the technology solution for our proposal and other details of the CTAG process.
- 2) I will attend one **mandatory** half day of Academy training at the CCCOE on **Wednesday, May 27, 2009, from 8:30 AM to 12:00 PM**.
- 3) I will keep all equipment purchased with grant funds (including in-kind funds) in a central location of the school for the life of the equipment and will use them to support the CTAG project.
- 4) I will provide release time for the team involved in the grant – costs may be applied to CTAG in-kind budgets; but release time must be allowed.
- 5) I will provide a total of \$2,000 for in-kind donations for the CTAG proposal.
- 6) I will spend all funds in the support of the grant.

ADMINISTRATOR _____
signature

RESOURCES FOR APPLICANTS

1. Glossary – these terms appear in the CTAG RFA

- **Coach** – a classroom teacher or other certificated employee at the school site who will be providing professional development to the other site employees.
- **RFA** – Request For Application.
- **Round IV** – Round IV is the fourth round of CTAG grants. A round includes several cycles of CTAG grants. Round IV began in the fall of 2007 and the last cycle will be funded in 2009.
- **Cycle** – A cycle is one time period a CTAG grant is offered. A cycle is the time it takes for a group of recipients to apply for the grant, earn the grant, attend training, and complete their CTAG projects. A CTAG cycle lasts eighteen months to two years.
- **Professional Development need** – a clear statement of essential technology professional development challenge your target staff faces.
- **In-kind funds** – Schools must show a total of \$2,000 in funds and/or donations; verifiable by invoices; spent or put in place in participating teachers' classrooms for purposes of the CTAG grant. Sources: equipment or labor donations, district general funds. Purposes: In-kind funds may have been used to purchase teacher release time or training, hardware or software, phone lines, etc. in direct support of the grant application. Eligibility (timeline for Round IV, Cycle 4): In-kind donations must be received, and in-kind funds must be spent, between May 2008 (one year prior to the CTAG winner announcement for this Cycle) and May 2010, the end of the grant cycle.
- **Measurable outcomes** – statements, similar to objectives but not as broad as goals, that addresses positive change in professional development that will improve student learning.

2. List of Measurable Outcomes

As you gather data to support the professional development needs in Section B, the following list of measurable outcomes may help you think about the things you could measure to show the impact of your project. Depending upon your grant and its goals, only particular measures may be appropriate to your evaluation. Please note the measurable outcomes below are positive statements of progress. To support the target staff needs in Section B, you must specify a baseline condition of inconsistent technology integration into classroom lessons that has led to poor performance of students.

Technology integration: Teachers collaborate with teachers at different sites about technology; teachers create multimedia presentations; teachers direct their instruction using technology; teachers design lessons that utilize word processing, databases, spreadsheets or multimedia as part of the activity; teachers use a variety of technology resources in lesson plans to meet student learning styles; teachers select and implement internet resources appropriately in lesson design; teacher analyzes best practices and research findings on the use of technology and designs lessons accordingly; teachers selects and implements appropriate technology tools to support teaching and learning processes.

- **School performance:** Presentation of projects; higher test scores, at-grade reading levels; increase in number of students finishing homework, projects, and units of study; improved writing; students more engaged; performance measures; authentic assessment outcomes
- **School environment:** Reduced drop-out rate; students stay after or arrive before school hours; fewer kids go to detention; fewer disciplinary problems; improved attendance; greater participation in-class; students work in collaborative groups; students seek information and resources from the community; students work with students in mixed-age group settings
- **Curriculum and pedagogy:** More project-based activities; collaboration between students and teachers increases; students collaborate with community members; students collaborate with students at distant locations via telecommunications; students involved in solving real-world problems with real organizations, groups, or individuals; students express themselves through different media; students do more self-directed study; cross-aged instruction or tutors.

3. Strategies and Instruments for measuring outcomes

To measure outcomes, as you quantify your target staff's professional development needs when applying for CTAG; and later on, to measure progress toward your goals and objectives, you will need to gather data using strategies and instruments. Here is a list of commonly used strategies and instruments:

- **Surveys and questionnaires:** You can poll for frequency of technology use, satisfaction with the project, context of technology, or increased knowledge.
 - Closed-ended questions – e.g., multiple choice or Likert (sliding scale)
 - Open-ended questions – free response
 - Precise wording required, e.g., “computers” does not equal “technology”
 - Anonymity may help survey-takers' motivation (but decrease response rate)
 - Less is more; give short, infrequent surveys – right in the classroom
- **Skills or knowledge assessments:** Skills and assessments check-off lists can be useful for evaluating teachers' technology literacy or academic skills. Can be self-administered or proctored, computerized or on paper. Portfolios of students work can also illustrate inclusion of technology skills.
- **Inventory:** Although it is an implicit goal in most CTAG applications, buying and installing equipment is an important piece of your plan. Be sure to keep handy an inventory of computers, printers, modems, software, books, conferences, or workshops attended – plus the prices and invoices of the purchase of any hardware and software. The grantor and CCCOE reserve the right to audit grantees' spending records at any point up to two years after the end of the grant cycle.

4. Project Sharing: CTAG winners will be responsible for sharing their projects throughout the county.

Options for sharing projects include:

- Sharing your project at an information session at the County Office of Education
- Developing materials to help other schools implement a similar project (to be posted on the CCCOE CTAG website.)
- Develop a web page or wiki page with resources to assist other school sites in improving student learning through technology integration.