

## Impacting Tobacco Prevention with Technology TITLE IID/TOBACCO COMPETITIVE GRANT PROGRAM: 2009-2010

<b>TIMELINE FOR GRANT APPLICATIONS</b>	
<b>Application Release</b>	October 1, 2009
<b>Submission Deadline (Received at VT DOE)</b>	November 2, 2009 1:00 PM
<b>Award Announcements</b>	November 13, 2009
<b>Project Implementation/Funding Period</b>	January 4, 2010-June 30, 2010

### General Information

In an effort to promote student-centered learning and reduce and prevent tobacco use among youth using 21<sup>st</sup> century teaching methodologies, competitive grant funding is available through the Vermont Department of Education. Made possible through a blend of tobacco-use prevention funds and Title IID funds, the goals of this grant are to:

- Enhance existing tobacco-use prevention education by integrating technology into health curricula and teaching methodologies.
- Assist schools in developing a method of collaborative instruction between subject areas (such as health, science, language arts, etc.)
- Provide schools with the technology to drive active and kinesthetic instruction around tobacco prevention efforts.
- Develop a team of experts within the school/district community for further capacity to sustain technology integration.

### **Eligibility:**

Funding is available to Vermont schools/supervisory unions that meet the definition of a “high-needs local educational agency”. (Refer to Appendix C for more information.)

### **Funding Amounts:**

To achieve these goals, a total amount of \$50,000 will be awarded to local education agencies. Distribution of grant funds will be as follows: four grantees will receive \$12,500 each. All grantees are required to allocate at least 25% of their grant award amount to professional development. Additionally, grantees will have access to professional development services and technical assistance through a lead grantee. Participation in the activities outlined in Attachment C are a grant requirement. (Costs for these activities are covered by the lead grantee, and should not be included in your proposal beyond applicable travel and lodging.)

### **All grantees must:**

1. Agree to attend and fully participate in the professional development plan outlined in Attachment C.
2. Have a current Educational Technology Plan approved by the Department of Education as of June 30, 2009.

3. Coordinate a school level team that consists of:
  - a. A Classroom Teacher (science, social studies, math, art, elementary, etc.)
  - b. A Tobacco Use Prevention Educator (this can be an SAP Counselor, school counselor, health teacher, elementary school teacher, etc.)
  - c. A Wild Card Member (this member can be a student, other classroom teacher, community coalition member, etc.)
4. Have an identified grant coordinator with e-mail access, and notify the Department of Education of any change in contact information.
5. Complete and submit a final Activities Report (June 30, 2010) in the format provided by the Vermont Department of Education.
6. Abide by financial provisions and work specifications as defined in the grant agreement.
7. Agree to fully participate in evaluation efforts associated with this grant opportunity.

**All proposals shall:**

- Describe how teams will integrate technology to drive active and kinesthetic instruction practices in classrooms.
- Include a detailed narrative that demonstrates how these funds will assist grantee in meeting/enhancing at least one of the four goals of their current Tobacco Use Prevention Grant. If grantee does not currently accept Tobacco Use Prevention Funding, grantee shall specify how this grant will prepare them to apply for funding in 2009-2010. (For a current list of Tobacco Use Prevention grantees, refer to Appendix A. Appendix B includes a list of curricula that can be enhanced through this grant.)
- Outline the development of a collaborative, school level team comprised of the members described above.
- Describe how grantee will develop a team of experts within the school/district community for further capacity to sustain technology integration.
- Describe how local level professional development will be provided that will enhance statewide professional development offerings.
- Include a detailed budget using form provided.

**Use of Grant Funds**

Grant funds can be used for the following:

- Professional Development (**at least 25% of total grant award amount required**)  
Examples include: training on how to integrate technology into classroom curricula; local interactive whiteboard training; curricula training; facility rental; food costs, lodging expenditures; mileage costs incurred on travel to statewide meetings, substitute expenditures, materials/supplies required for professional development, etc.

- **Equipment**  
Examples include: Purchase of SMART boards, and supporting LCD projectors, software or cables; classroom Response Systems; computers for support of interactive whiteboards; digital still and video cameras  
(Note: Due to the dual funding sources and preexisting efforts associated with this grant opportunity, we are only able to consider applications that utilize SMART interactive white boards as this will be the brand supported through the lead grantee's professional development plan.)
- **Materials/Supplies**  
Examples include: tobacco-use prevention curricula; student workbooks, etc.
- **Evaluation (5% of total grant award amount required)**  
Set aside 5% of total grant award amount to pay for evaluation efforts associated with this grant. Direction on the use of these funds will be provided after grant award.
- **Personnel Services**  
Examples include: salaries (not to supplant other sources of federal funds)

### **How to Apply**

Complete applications will consist of the following:

- Cover Page (see Attachment A)
- Budget Page (see Attachment B)
- Initialed Professional Development Timeline
- Narrative (cannot exceed two pages)
- Make sure to send the original application, as well as two complete photocopied applications.

### **Sample activities to meet grant goals might include:**

- The utilization of interactive whiteboards and auxiliary equipment/software to increase educator interest in teaching tobacco-use prevention curricula with fidelity such as Botvin's LifeSkills or Know Your Body. (See Appendix B for complete list of eligible curricula.)
- The utilization of interactive technology (such as whiteboards and classroom response systems) to increase student participation in tobacco-use prevention curricula, and as a method to drive kinesthetic learning practices.
- The utilization of interactive whiteboards and auxiliary equipment/software as a tool for teaching media literacy, or conducting community outreach activities (such as parent dialogue nights, youth risk behavior survey data analysis projects, or service-learning activities).

### **Questions:**

For questions pertaining to Title IID (Education Technology), contact Peter Drescher at (802) 828-5149 or [peter.drescher@state.vt.us](mailto:peter.drescher@state.vt.us) For questions pertaining to Tobacco-Use Prevention, contact Kate Larose at (802) 828-0565 or [kate.larose@state.vt.us](mailto:kate.larose@state.vt.us)

**Submission Deadline:**

All proposals and supporting materials must be received by (not postmarked by) the Vermont Department of Education no later than 1:00 PM. on November 2nd, 2009.

1. “Snail-mail” the complete application with original signatures and two photocopies to:

ITPT Grant/Title IID competitive - c/o Peter Drescher  
Vermont State Department of Education  
120 State Street  
Montpelier, Vermont 05620-2501

*(Fax and email submissions will not be accepted.)*

Be sure that:

- Narrative does not exceed two pages.
- A local professional development plan is included.
- A minimum of 25% of total grant award amount is budgeted for professional development.
- Five percent of the total grant award budget is set aside for evaluation.
- Budget is complete and utilizes the full amount of funds.

**Attachment A  
Cover Page**

**FY2010  
(January 4, 2010 through June 30, 2010)  
Impacting Tobacco Prevention with Technology (ITPT)**

School or SU Name: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

\_\_\_\_\_  
City

\_\_\_\_\_  
State

\_\_\_\_\_  
Zip

Coordinator Name: \_\_\_\_\_

Telephone: (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

Coordinator's Email: \_\_\_\_\_

Fax Number: (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

Total Funds Requested In This Application: \$ \_\_\_\_\_

**Assurances**

1. The LEA agrees to keep such records and provide such information to the Vermont Department of Education as reasonably may be required for fiscal audit and program evaluation of this tobacco prevention program.

**Principal/Head of School Signature:** \_\_\_\_\_

2. I certify that these grant funds and equipment will be used to supplement and enhance the grant goals set forth in our 2009-2010 Tobacco Use Prevention grant.

**District Tobacco Coordinator Signature:** \_\_\_\_\_

3. I certify that I have read the attached grant application and support the activities, professional development and purchases therein.

**District Technology Coordinator Signature:** \_\_\_\_\_

**Attachment B  
Budget Page**

<b>Expenditure Item</b>	<b>Dollar Amount</b>	<b>Quantity</b>	<b>Explanation of Cost</b>
Professional Development 25%			
Hardware			
Software			
Equipment			
Materials/Supplies			
Personal Services			
Travel			
Lodging			
Evaluation 5% (to be set aside)			Direction on the use of these funds will be provided after grant award.
<b>TOTALS</b>			

\_\_\_\_\_  
**Name of Supervisory Union/Independent School**

\_\_\_\_\_  
**Date**

<p><b>BUDGET PERIOD</b>                  FROM: January 4, 2010                  TO: <u>June 30, 2010</u></p>
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## **Attachment C Professional Development Timeline**

It is our belief that in order to fully benefit from participating in this grant program, grantees need to agree to have their technology and supporting equipment installed and ready to use by their teachers as early as is reasonably possible in the grant period. Therefore, grantees are recommended and expected (not required) to have this done by February 15, 2010. Our current plan for the advanced SMART board training that we have scheduled for mid to late March is that grantees will be returning to their schools prepared to begin teaching health using their new technology. Also, in order to fully participate in the professional learning community, schools need to have their equipment installed and their faculty using the technology in teaching tobacco use prevention and health education. The community will be at its full potential if teachers are delivering their lessons using the equipment, sharing successes, effective lesson plans, activities and strategies, and implementing what they learn from their colleagues in their classroom to meaningfully engage their students in learning with 21<sup>st</sup> Century technology tools.

### **Timeline**

January 11, 2010

8:30 a.m. – 3 p.m.

Initial meeting – grantees **MUST** send representatives, including the faculty who will be using the equipment. Each attendee must bring a laptop.

**Location:** CCSU Park Street Administration Building, Essex Junction

**Content/Purpose:** Getting to know each other, beginning to build “professional development community” among grantees and introduction to the options of online tools to be used as a platform for discussions, meetings, and sharing information; discussing the professional development plan and expected outcomes; 60 – 90 minute training on Riverdeep Learning Village

February 6, 2010

8:30 – 3 p.m.

Introduction to SMART Boards/Notebook provided by a SMART-certified trainer

Location: Fleming Elementary School, Essex Junction

Content: Morning – Interactive training with SMART trainer

Breakout sessions with experienced teachers specific to curriculum and targeted student age group (as much as possible)

3 – 5 p.m.

Optional additional training specific to grantee needs: document camera and/or student response systems

February 15, 2010

**By February 15, 2010, grantees are expected to have their equipment purchased, installed and ready to use by the classroom teacher. Please see the attached list of recommendations to consider in when selecting the equipment you propose to purchase if awarded these funds.**

March 23<sup>rd</sup> or 25<sup>th</sup>, 2010  
(Tentative Date)

Advanced SMART Board/Notebook training – in person or using LNV or similar technology to link attendees.

April 2010

Planning Dynamic Landscapes presentation

Online training for document cameras and/or student response systems

May 2010

Dynamic Landscapes presentation

I hereby initial that I have read this document and agree to the timeline.

Principal:

Tobacco Coordinator:

Technology Coordinator:

## **Appendix B**

### **Evidence-based Tobacco Use Prevention Curricula**

Nearly all first time use of tobacco occurs before high school graduation. A comprehensive school program with lessons about tobacco that begin in kindergarten, intensify during the middle years and are reinforced during high school can help keep youth from starting to smoke. Grant funds can support the curricula listed below, including materials, training and implementation. Currently there are two resources within the state for training; the fee for training varies depending on the curricula and materials. Training may or may not include the price of curriculum guides. Training is offered locally or statewide.

**Contact: Center for Health and Learning**

**[www.healthandlearning.org](http://www.healthandlearning.org)**

**(802) 254-6590**

-or-

**CBE Educational Services, Inc.**

**[info@cbeeducationalservices.org](mailto:info@cbeeducationalservices.org)**

**(802) 754-2611**

### **Curricula**

**(For detailed descriptions and current prices, explore online)**

#### **Know Your Body - Grades K-6**

KYB is a comprehensive, skills-based health promotion program for grades K-6. Its main objective is to promote knowledge, attitudes, skills, and experience to practice positive health behaviors using ten modules at each grade level. Performance assessments accompany each module. Prices vary at each grade level, but are around \$250 for teaching materials and average \$5.00 per pupil.

**Contact: Kendall/Hunt Publishing**

**[www.kendallhunt.com](http://www.kendallhunt.com)**

**(800) 228-0810**

#### **Botvin's LifeSkills Training - Grades 3-12**

LST consists of three major components that address critical domains found to promote substance use. The focus of each component is on a different set of skills; drug resistance skills, personal self-management skills, and general social skills. Curricula are delivered in a series of classroom sessions over three years. Sessions use lecture, discussion, coaching, and practice. Prices vary by grade level, but range around \$635.00-\$655.00 for a three-year set or up to \$275.00 individually each year. Student guides are \$5.00-\$6.00 each.

**Contact: Princeton Health Press for LifeSkills Training**

**[www.lifeskillstraining.com](http://www.lifeskillstraining.com)**

**(800) 636-3415**

**Michigan Model (MM) for Comprehensive School Health - Grades K-12**

This is recognized as a promising program, and is recommended for funding through the Federal Drug-Free Schools Program. MM is comprehensive in nature addressing CDC six risk behavior factors and is skills-based, and attached to scope and sequence. Teaching manuals for grades 7 and 8 or for 9-12 are about \$300.00, supplemental tools, videos range from \$30.00-\$148.00

**Contact: EMC**

[www.emc.cmich.edu](http://www.emc.cmich.edu)

**(800) 214-8961**

**Project Towards No Tobacco Use - Grades 5-9**

Evidence-based ten-day curriculum addressing tobacco through changing perceptions, decision-making, and refusal and communication skill development.

Teaching Guide \$45.00, Student guides \$20.00 (for all five) student.

**Contact: ETR Publishing**

[www.pub.etr.org](http://www.pub.etr.org)

**(800) 321-4407**

**Teenage Health Teaching Modules - Grades 6-12**

THTM is skills-based, comprehensive health program emphasizing resistance, personal, and social skills through small group learning. It consists of a series of modules containing 6-15 class sessions.

Costs are variable by module and supporting materials (videos) and range from \$300 to \$700 each or about \$1,750 for grades 6-12. Student booklets are \$5-\$10 each

**Contact: EDC**

[www.thtm.org](http://www.thtm.org)

**(800) 793-5076**

## Appendix C

### Title IID Eligibility and Grant Guidelines

#### ELIGIBILITY:

For purposes of this competition, a “high-need local educational agency” is an LEA that:

- Includes one or more schools with the highest numbers or percentages in the state of children from low-income families *and*
- Serves one or more schools identified for improvement or corrective action under NCLB (§1116), *or*
- Has a substantial need for assistance in acquiring and using technology.

**REQUIREMENTS:** For an LEA to receive funding under this program:

- All schools in the LEA *must* have a current “Educational Technology Plan” approved by the Department of Education as of June 30, 2009.
- Must participate in the annual “Technology Indicators Data Collection” conducted by the Department of Education.
- Must certify that all “high-needs” schools in the LEA meet requirements under the Children’s Internet Protection Act.
- Must use a minimum of twenty-five percent (25%) of these funds for ongoing, sustained, intensive, high-quality professional development in integrating and using advanced technologies in instruction and in new learning environments to:
  - a. Address student-centered learning
  - b. Encourage teachers to use the Internet & other technology to communicate with parents, other teachers, principals, & administrators, and to retrieve internet-based learning resources
  - c. Lead to improvements in classroom instruction in the integration of technology in the core academic subjects
- Private School Participation - LEAs or partnerships must engage private school officials with whom they consult for Title I purposes during the development and implementation of competitive Title II-D programs. Therefore, for the Education Technology competitive awards, the consultation should begin during the development of the local grant proposals and, preferably, as part of the LEA consolidated application process. Expenditures for educational services and other benefits for private school children, teachers, and other educational personnel must be proportionate, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children.

## Appendix D

### Helpful Hints from the Lead Grantee

#### Suggested Points to Consider in Planning an ITPT Grant Application

1. Be sure to have a thorough conversation with the principals and teachers to be sure that they are aware of and committed to the project and the goals of the grant program. Involve them in the planning of the program to be sure that you are meeting their needs and the needs of their students. There will be challenges and issues that arise. Their commitment is critical.
2. Identify the technology, equipment and related items that you need to successfully carry out the grant objectives. There are lots of possibilities. Some equipment requires cables, internet connection, connection to a computer (desktop or laptop), speakers, etc. Have you budgeted for everything you need to make your technology work in the classroom/s where it will be used?
3. Consider the other equipment you might need to purchase to support your SMART board, document camera, etc., like cables. If the board is in a high-use area, you may want to consider enclosing it in a cabinet to protect it. You may have funds in your district for some of these smaller costs, or you may need to be sure to write them into the grant.
4. Conduct “walk-throughs,” especially if you are considering SMART boards, with the principal, teacher, maintenance staff/supervisor, information technology staff, and anyone else in your district who would be involved in the eventual placement and installation of the board and the projector. Consider things like where the power outlet is, network access, where the computer is/will be that will be used with the board, and access to the board by your students. For example, if you are planning to use the board with young elementary school children, the board will need to be low enough that the child can reach the whole board.
5. Make sure that you are getting the equipment that best suits your teacher and students’ needs. Consider the logistics of how the technology will be used in the classroom. Does the teacher need to travel between different classrooms? Does the classroom have multiple uses that might affect the equipment choice? Will set-up or take down be required? If so, is it feasible? How would that affect instruction time? There are a variety of SMART boards available – different sizes, mobile vs. mounted to the wall, etc. There is a unit with the projector connected to the board, or the projector could be mounted in the classroom or on a mobile cart. Keep in mind that if you are considering a mobile cart and/or a mobile SMART board, there will be set-up time every time the board is moved, and the board must be re-calibrated if it or the projector is ever moved or jostled. There will also be cords running from the cart to the board connecting it to the projector and the computer.

Additional suggestion – Visit a neighboring school/s with various SMART boards to look more closely at the type of boards you are considering. The Lead Grantee, Chittenden Central Supervisory Union in Essex Junction, is happy to host visits to their elementary schools with SMART boards. Contact Gabrielle Ratte Smith, Prevention and Wellness Coordinator (922.4376 or [gsmith@ccsuvt.org](mailto:gsmith@ccsuvt.org)) to arrange a visit.

**Appendix E  
Scoring Criteria**

CRITERIA	TOTAL POSSIBLE POINTS	APPLICANT SCORE
<b>A. Overall Approach</b>	<b>40</b>	
Applicant demonstrates how these funds will assist them in meeting/enhancing at least one of the four goals of their current Tobacco Use Prevention Grant. (If grantee does not currently accept Tobacco Use Prevention Funding, grantee specifies how this grant will prepare them to apply for funding in 2010-2011.)	20	
Applicant outlines a local level professional development plan that will enhance statewide professional development offerings.	10	
Applicant outlines the development a collaborative, school level team and identifies team members by position.	10	
<b>B. Integrating Technology</b>	<b>30</b>	
Applicant describes how teams will integrate technology to drive active and kinesthetic instruction practices in classrooms.	15	
Applicant describes how they will develop a team of experts within the school/district community for further capacity to sustain technology integration.	15	
<b>C. Budget</b>	<b>30</b>	
Is the budget appropriate for the activities being proposed?	30	
<b>OVERALL TOTAL SCORE</b>	<b>100</b>	