Application Guidance
for
COMPETITIVE Funds
under the

Enhancing Education Through Technology (EETT) Program

Title II Part D of the Elementary and Secondary Education Act
2008-2009

Applicants must meet eligibility requirements to apply.

Goals of the Ed Tech Program

➢ The primary goal of the Ed Tech program is to improve student academic achievement through the use of *21st Century Technology* in elementary, middle and high schools.

➢ It is also designed to assist every student; regardless of race, ethnicity, income, geographical location, or disability, in becoming technologically literate by the end of eighth grade.

➢ Goal Three is designed to encourage the effective integration of technology resources and systems with professional development and curriculum development.

➢ Goal Four is designed to promote research-based instructional methods that can be widely replicated.

FY2009 Grant Deadline:
LEA Competitive Grant Application must be submitted through e-GAP by December 1, 2008.

Guidance for Submitting the EETT Competitive Application
DUE: December 1, 2008

Eligibility Requirements

Eligible local entities must:

- ✓ Have an approved strategic long-term educational technology plan consistent with the goals of the statewide technology plan that addresses the statutory requirements for LEA plans

- ✓ Be designated as a "high-need local entity." (High-need local entities are determined using criteria from PL 107-116 Section 2403.) For the purpose of this application, high poverty limit is defined as any LEA that is above the state average for percentages of children in poverty or is above the state average for number of children in poverty according to U.S. Census data

- ✓ Agree to submit an application to present the grant project at the Alabama Educational Technology Conference, June 9-12, 2009 in Birmingham, Alabama

- ✓ Maintain an annual evaluation report, and submit a final report to the SDE once all funds are expended and

- ✓ Have CIPA certification as outlined in the Ed Tech federal guidance

Program Restrictions

1. Federal funds awarded under this subpart must be used to improve student academic success, including 21st Century technology literacy, of all students attending schools served by the LEA and to improve the capacity of all teachers who teach in schools served by the LEA to integrate 21st Century technology effectively into curricula and instruction.

2. **Competitive fund awards CANNOT be transferred to other federal program areas or amended to cover goals or activities not outlined in the original grant application.**

3. Each recipient of Ed Tech competitive grant funds must use at least *25%* of the funds awarded to provide **ongoing, sustained, and intensive high-quality professional development** as described in the grant application. The recipient must provide professional development in the integration of advanced and emerging 21st Century technologies into curricula and instruction and in using those technologies to create new learning environments. The cost of hardware and/or software **cannot** be calculated as part of the 25% professional development requirement even though it may be used or needed for the professional development program.

4. The maximum award of subgrant funds that applicants will be eligible to receive is *$100,000.00 or $6.00* per student for FY07/08 according to the published eligibility list.

5. LEAs and eligible local entities must engage in timely and meaningful consultation with appropriate **private school officials during the design and development of programs and continue the consultation throughout the implementation of these programs**. LEAs deemed eligible to seek competitive Ed Tech funding may engage in simultaneous consultations involving both the competitive and formula grants.

6. Funds not expended prior to September 30, 2009 must be re-budgeted as "carryover" and expended by September 30, 2010. Carryover budgets must be submitted and aligned with original application. The professional development 25% rule applies to carryover funds if not expended during the current year.

7. Only **one proposal per eligible LEA** will be accepted.

8. A yearly performance report must be maintained at the LEA central office that includes results of the FY09 evaluation results from activities funded through the FY09 competitive grant.

Use of Funds

In implementing the local technology plan, recipients of Ed Tech funds may support activities such as:

A. Increasing accessibility to 21st Century technology, particularly through public-private partnerships, with special emphasis on accessibility for high-need schools, graduation rates, dropout rates, and AYP status

B. Adapting or expanding applications of 21st Century technology to enable teachers to increase student academic achievement, graduation rates, dropout rates, and AYP status, including 21st Century technology literacy, through teaching practices that are based on the review of relevant research and through use of innovative distance learning strategies

C. Implementing proven and effective courses and curricula that include integrated 21st Century technology and that are designed to help students reach challenging academic standards

D. Using 21st Century technology to promote parental involvement and foster communication among students, parents, and teachers about curricula, assignments, assessments, graduation rates, dropout rates, and AYP status

E. Preparing one or more teachers in schools as 21st Century technology leaders who will assist other teachers, and also providing bonus payments to the technology leaders

F. Enhancing existing technology and acquiring new 21st Century technology to support education reforms and to improve student achievement, graduation rates, dropout rates, and AYP status

G. Acquiring connectivity linkages, resources, and services for use by students and school personnel to improve academic achievement, graduation rates, dropout rates, and AYP status

H. Using 21st Century technology to collect, manage and analyze data to inform and enhance teaching and school improvement efforts, graduation rates, dropout rates, and AYP status

I. Implementing enhanced performance measurement systems to determine the effectiveness of 21st Century technology programs funded with Ed Tech funds

J. Developing, enhancing, or implementing information 21st Century technology courses

Technical Assistance

Staff from the State Department of Education will be available to provide advisory assistance to LEAs in the design and implementation of the Ed Tech competitive grant applications. Technical assistance will be available in the following ways:

- Electronic communication including telephone, email, videoconferencing and desktop conferencing
- An Elluminate session was held on October 8, 2008 from 9 - 10 a.m.
- Face-to-Face
  - o Appointments for grant writing consultation can be scheduled with your Technology Initiatives technology specialist serving your region. Priority will be given to those LEAs that in previous years have submitted technology grants scoring below funding levels.

Throughout the Ed Tech competitive grant review, implementation, and evaluation process, staff from the State Department of Education, Technology Initiatives Section, will be working closely with LEAs to provide technical assistance as requested. Mr. Hannis N. Roberts, Coordinator, is responsible for grant implementation and evaluation. To request technical assistance in completing the application, contact your regional technology specialist in the office of Technology Initiatives at 334-242-9594 or at the following email addresses:

Region A	*Jerome Browning,*	*jbrowning@alsde.edu*
Region B	*Shannon Parks,*	*sparks@alsde.edu*
Region C	*Hannis Roberts,*	*hroberts@alsde.edu*
Region D	*Don Marchant,*	*jmarchant@alsde.edu*
Region E	*Ginger Eastman,*	*geastman@alsde.edu*
Region F	*Cheri White Hayes,*	*chayes@alsde.edu*
Region G	*Jerome Browning,*	*jbrowning@alsde.edu*
Region H	*Terry Atchison,*	*tatchison@alsde.edu*
Region I	*Keith George,*	*kgeorge@alsde.edu*

Background

The Alabama Technology Plan for K-12 Education, Alabama IMPACT, provides recommendations for using technology as a tool for learning in Alabama's schools. Alabama IMPACT represents a shift from the emphasis on installing hardware and networks to fully integrating 21st Century technology into the curriculum. The reason for networks, Internet connections, and computers in the classroom is to impact and enhance the learning experience for all of Alabama's students. The overarching goal of Alabama IMPACT is to improve learning through the use of 21st Century technology. Alabama IMPACT provides a set of progress goals, objectives, and action steps for measuring achievement. The Enhancing Education Through Technology (EETT) grant is intended to provide funding and technical assistance to support local education agencies (LEAs) in implementing the Alabama IMPACT plan in their districts.

Grant Projects

The Alabama State Technology Plan 2007-2012, Indicators Measuring Progress in Advancing Classroom Technology (IMPACT), is a guideline for Alabama school systems entering into the new millennium about how to integrate new 21st Century technologies into all learning environments to achieve goals to improve student achievement, decrease dropout rates, increase graduation rates, increase parental involvement, and teacher quality.

The overarching vision of this grant is to leverage the unique powers of technology to provide challenging, stimulating learning opportunities for students who participate in this grant. The State Department of Education offers seven projects that prove to be successful in providing activities to meet the goals stated in the state technology plan, IMPACT which the LEA will select one of the seven projects to submit as its grant project.

The seven projects described in the tables on the next pages are designed to:

- Help schools provide equal educational resources and access for all students, eliminating the digital divide
- Better prepare students for a successful future
- Demonstrate that student engagement, motivation, time on task and self-directed learning improves student achievement
- Increase student achievement
- Improve graduation rate and decrease dropout rate
- Involve parents
- Provide high-quality, research-based, job-embedded, technology professional development for teachers and administrators

The seven projects offered by the State Department of Education are:

- **<u>Systemic Reform Models</u>**: (If this option is selected, choose one of the three models below to be the LEA's grant project.)

    1. TIP-Technology Immersion Pilot
    2. The IMPACT Model
    3. eMINTS

- **<u>State Option</u>**

    4. Alabama Learning Exchange (ALEX)-Development of Digital Content Using 21st Century
    5. 21st Century Technology-Teaching and Learning-School-Technology Coordinators
    6. 21st Century Technology Project-Based Learning
    7. Middle and High School Graduation Rates and Dropout Rates-Alabama Future

- ## **Systemic Reform Models**

The three models described below are successful on-going, sustained, and intensive emerging technology models which have been proven to provide high-quality professional development for educators and increased student achievement. One of these models may be selected to concentrate on a single school, single grade level, and grade-level span, for the entire school system or any number of schools within the system. If this option is selected, choose one of the three models below to be the LEA's grant project.

1. *TIP-Technology Immersion Pilot*
Technology Immersion Program (TIP) schools implement all six critical technology components at the same time. The six components include:

1. A wireless mobile computing device for each student for use at home and school
2. Ongoing professional development for teachers and administrators
3. Ongoing instructional resources
4. Online formative and diagnostic assessment tools
5. Productivity tools
6. Technical Support

For more TIP information: *www.tea.state.tx.us*

2. The *IMPACT* Model
The *IMPACT* model, comprised of a fully-funded media and technology program, including personnel, resources, and access, recognized that effective school library media and instructional technology programs support both effective teaching and learning. These programs are essential to making education relevant. The model is outlined in *IMPACT: Guidelines for North Carolina Media and Technology Programs* and is aligned to *Information Power: Building Powerful Partnerships*, the national standards for media and technology programs. The IMPACT model acknowledges the importance of staffing each school in North Carolina with both a school library media coordinator and an instructional technology facilitator. Over a two-year period, the goal of this model is to:

- Help middle and high school teachers integrate technology into their teaching practice by providing the technology personnel, resources, and access necessary to implement an outstanding media and technology program
- Provide the necessary personnel, resources, access, professional development, and student instruction to produce technologically literate students by the eighth grade

For more information: *http://www.ncwiseowl.org/impact/div_it/*

3. *eMINTS:* **Enhancing Missouri's Instructional Networked Teaching Strategies**
- Provides professional development services to educators nationwide
- Offers contact hours of professional development training for teachers: 80-200 hours over two years depending on the program
- Provides strong program evaluation and research component
- Partners: Missouri Department of Elementary and Secondary Education (MO DESE), Missouri Department of Higher Education (MO DHE), and the University of Missouri
- Provides computers (at least one computer for every two students in grades 3-12)
- Provides teacher with one laptop
- Provides SMART Board (interactive whiteboard) projector, and peripherals: printer, camera, scanner
- Limits software to Microsoft Office and software that helps students organize notes, writing and multimedia projects
- Projects average cost per classroom: $9,000-$37,000 depending on grade level

For more information: *www.emints.org*

- ### State Option

These four options listed below are projects aligned with state priorities. One of these may be selected to concentrate on a single school, a single grade level, and/or grade-level span, for the entire school system or for any number of schools within the system. You may choose one of the options below as your grant project if you choose to use a State Option.

4. Alabama Learning Exchange (ALEX) – Development of Digital Content Using 21st Century Technology Tools

The goal of this project is to train teachers through a sustained professional development program to develop 21st Century technology-infused lesson plans aligned to Alabama Course of Study content standards that use the 21st Century tools of technology to teach content in the core subject areas to improve student achievement, graduation rates, dropout rates, and AYP status. The teachers would be required to develop and submit lesson plans to ALEX and implement those lessons in their classrooms to improve student achievement, graduation rates, dropout rates, and AYP status.

Use of funds might include stipends or substitutes, printing and materials, software incentives, presenter expenses, etc. Evaluation must include the following:

  a. Documentation of sustained professional development and the effectiveness of the professional development relating to this project
  b. Evidence that high-quality infused lessons have been approved for ALEX (re: goals)
  c. Documentation of all activities and expenditures
  d. Plans for sustainability for the program without grant funds
  e. Plan of evaluation/accountability

5. 21st Century Technology-Teaching and Learning - School Technology Coordinators

The goal of this project is to develop a cadre of school-based 21st Century Technology teaching and learning school technology coordinators to act as 21st Century technology mentors serving teachers at their schools, to integrate 21st Century technology into teaching and learning to improve student achievement, graduation rates, dropout rates, and AYP status. School Coordinators would be required to 1) complete a specialized professional development regimen, 2) develop and implement lesson plans with teachers at their schools for meeting the Technology Course of Study content standards and/or use of AVL resources, and 3) mentor and train teachers in their schools about 21st Century technology integration. Use of funds might include 1) providing incentives such as salaries (new personnel only) or supplements, and laptops, 2) extensive, sustained professional development for the school coordinator, and 3) stipends for teachers in the school for attending 21st Century technology professional development, or 4) substitutes to allow teachers to attend 21st Century technology professional development. Priority should be placed on schools which have been identified for school improvement, graduation rates, dropout rates, and AYP status.

Evaluation must include the following:

  a. Documentation of specialized professional development for school technology coordinators
  b. Documentation of development, submission, and acceptance of ALEX lesson plans for technology course of study standards or AVL (1 per school with a school technology coordinator)
  c. Documentation of mentoring activities completed by school technology coordinators (log)
  d. Documentation of all activities and expenditures
  e. Showing improvement for student achievement, graduation rates, dropout rates, or school improvment scores for AYP
  f. Plans for sustainability for the program without grant funds
  g. Plan of evaluation/accountability

6. 21st Century Technology Project-Based Learning

The goal of this project is to use project-based/inquiry-based learning utilizing the tools of 21st Century technology with students to develop electronic portfolios of projects in content areas, including developing performance-based rubrics to assess projects. Use of funds might include equipment to support project-based learning and professional development for teachers (might include stipends or substitutes, printing and materials, software incentive, presenter expenses).   Examples include training in developing Webquests, technology-infused science, math, or social studies units of study, writing and online collaboration projects, Technology Education Course of Study implementation, using AVL resources, how to coach ThinkQuest USA teams to develop educational Web sites as projects, and submit for competition, and use of specific software that is open-ended and lends itself to project-based learning in the content areas.
Evaluation must include the following:

   a.   Evidence that 21st Century technology is being used to support high-quality inquiry-based learning projects
   b.   Evidence that portfolios of student projects are stored electronically
   c.   Evidence of acceptance of projects/products to ALEX (at least one)
   d.   Documentation of all activities and expenditures
   e.   Evidence of at least one rubric for student projects
   f.   Plans for sustainability for the program without grant funds
   g.   Plan of evaluation/accountability

7. Middle and High School Graduation Rates and Dropout Rates—Alabama's Future.

The goal of this project is to train teachers, counselors, administrators, and parents with the technical and collaborative skills necessary to partner with teachers to improve student achievement, graduation rates, dropout rates, and AYP status.
This project is to implement a specific 21st Century Technology Program in one or more schools and provide sustained professional development for partnering with teachers at the school(s). Use of funds might include curriculum kits, equipment and software needed to implement models, professional development about how to partner with teachers with specific focus on higher graduation rates, lower dropout rates, and certainly, improvement in the schools' AYP status.
Evaluation must include the following:

   a.   Evidence of high-quality professional development for certified personnel addressing improved student achievement, graduation rates, dropout rates, and AYP status
   b.   Documentation of activities, attendance, and implementation of activities
   c.   Documentation of all expenditures
   d.   Plans for sustainability for the program without grant funds
   e.   Plan of evaluation/accountability

Submitting a Proposal

The LEA Grant Proposal must be submitted through the e-GAP software by 5 p.m., **December 1, 2008**. Any proposal grants dated after the December 1, 2008 date will be disqualified. This closing date and procedures for guaranteeing timely submission will be strictly observed. No supplemental or revised information from applications will be accepted after the closing date. **No paper grants will be accepted.**

Selection Criteria for Grant Applications

A team selected by the State Department of Education will review the applications to ensure they meet state and federal criteria and standards. Applications will then be scored by reviewers using a uniform rating system.

After the grants are scored, an equitable distribution of funds will be made between urban and rural local school districts based upon demonstrated need, poverty, and AYP status according to the federal guidelines for EETT, Title II, Part D.

e-GAP Application Guidelines

Check Private School Participation or Non-Participation

1. **High Eligibility (completion of this section required for eligibility)**
    LIMITED TO 3,000 CHARACTERS (5 Points)

According to Ed Tech guidance, to be eligible for Ed Tech funds, LEAs must meet poverty limits **AND** serve one or more schools identified for improvement or corrective action under Section 1116 of the ESEA **OR** have a substantial need for assistance in acquiring and using 21st Century technology. Therefore, LEAs that meet the poverty criteria and have one or more schools identified for improvement or corrective action under Section 1116 of ESEA will be eligible.

LEAs that meet the poverty criteria but do **NOT** have at least one school identified for improvement or corrective action under Section 1116 of ESEA, *MUST* provide a narrative describing the substantial need for assistance in acquiring and using technology as related to at least one of the goals in Alabama IMPACT. The grant application must show the inventory data for technology available and the need for additional technology in specific schools or grades.

2. **Additional Points—(15 points) (as required by federal guidelines)**

Additional points will be added to grants that meet the following:
   - **Formula award (5 additional points for YES).** According to Ed Tech guidance, priority is to be given to LEAs receiving formula allocations that are of insufficient size to be effective. Therefore, LEAs that received less than $25,000 in formula funding will be awarded 5 additional points. Write the amount of the 2008/09 EETT Formula Grant in the appropriate place.
   - **Transfer of formula funds (5 additional points for NO).** LEAs that have not transferred and will not transfer Ed Tech formula allocations for FY2008 to other programs will be awarded 5 additional points.

- **Partnership Application (5 additional points for YES) LIMITED TO 3,000 CHARACTERS.**
  LEAs submitting an application in partnership with an "eligible local partner" will be awarded 5 additional points. An "eligible local partner" is a partnership that includes at least one high-need LEA *and/or* at least one of the following:
     - An LEA with teachers that demonstrate that they are: effectively integrating 21st Century technology; implementing proven teaching practices into instruction, based on a review of relevant research; and that the integration results show improvement in classroom instruction helping students meet challenging academic standards
     - An institution of higher education that is in full compliance with the reporting requirements of Section 207(f) of the Higher Education Act of 1965, as amended, and that has not been identified by the state as low-performing under that act and is offering a service not offered to other LEAs it serves
     - A public or private nonprofit organization with demonstrated expertise in the application of 21st Century educational technology in instruction

  Answer **no** if your application is only for your school system (no additional points). Answer **yes** if this is a partnership application.

3. Quality of Project Design (10 points)--LIMITED TO 3,000 CHARACTERS

Describe your project and state the relationship between the predicted outcomes of the project to the Ed Tech criteria explained in Program Restrictions and Use of Funds. LEAs must ensure that any program supported with Ed Tech competitive grant funds is of sufficient scope and quality in order to carry out effectively the purposes of the Ed Tech legislation. The state and national projects listed were selected because of their alignment with the Ed Tech criteria. <u>Systems must select only the one grant project or model. Systems that elect to participate in a locally developed initiative must provide a description of the project design and describe the relationship between the project predicted outcomes with the Ed Tech criteria described (Use of Funds) and Alabama IMPACT. All projects must show how using the 21st Century Technology Tools have improved or not improved student achievement.</u>

4. Project Narrative (50 points)--Applications that fail to follow this guideline will be eliminated.--
   LIMITED TO 3,000 CHARACTERS EACH QUESTION

The application program narrative should address each item of the selection criteria that will be used to <u>evaluate applications</u>. The narrative should clearly identify which areas are being funded, (either totally or in part) by Ed Tech Competitive or Ed Tech Formula funds.

   1. **Strategies funded by this grant for improving academic achievement (10 points)** –
      LIMITED TO 3,000 CHARACTERS
      Describe how these funds will improve the academic achievement (including 21st Century technology literacy) of students.
   2. **Promotion of curricula and teaching strategies that integrate 21st Century technology (5 points)** – **LIMITED TO 3,000 CHARACTERS**
      Describe how the curricula and teaching strategies funded by this grant were identified and how they will be promoted. Describe how the decision to use these specific strategies was reached based on a review of relevant research. Describe how these strategies will improve the capacity of teachers in schools to integrate technology effectively into curriculum and instruction.

3. **Innovative strategies funded by this grant (10 points)** – LIMITED TO **3,000** CHARACTERS
   Describe how this project is innovative (21st Century Technology) including how the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology will be encouraged.
4. **Targeted use of funds to make a difference (10 points)** - LIMITED TO **3,000** CHARACTERS
   Describe how this project is targeted to a specific school, subject, grade, or need in order to make a difference in student achievement by using 21st Century Technologies.
5. **Timeline of grant activities (5 points)** – LIMITED TO **3,000** CHARACTERS
   Clearly define responsibilities, timelines, and milestones for accomplishing project tasks.
6. **Coordination with other resources (2 points)** – LIMITED TO **3,000** CHARACTERS
   Describe how activities funded through the Ed Tech program are coordinated with technology-related activities supported with funds from other sources.
7. **Steps to increase accessibility (2 points)** – LIMITED TO **3,000** CHARACTERS
   Describe steps for ensuring that all students and teachers have increased access to 21st Century technology to 1) help students in high-poverty and high-need schools, or schools identified for improvement or corrective action under Section 1116 of Title I, and 2) help ensure that teachers are prepared to integrate 21st Century technology effectively into curricula and instruction.
8. **Parental involvement (2 points)** – LIMITED TO **3,000** CHARACTERS
   Describe how 21st Century technology will be used effectively to promote parental involvement and communicate with parents. Include a description of how parents will be informed of the 21st Century technology used in this grant program.
9. **Collaboration with adult literacy service providers (2 points)** – LIMITED TO **3,000** CHARACTERS
   Describe how the program will be developed, where applicable, in collaboration with adult literacy service providers.
10. **Sustainability of project (2 points)** – LIMITED TO **3,000** CHARACTERS
    Describe how this project will be continued once grant funds are expended.

5. Professional Development (15 points)—25% of total current year award.-- LIMITED TO 3,000 CHARACTERS EACH QUESTION

(10 points) - Describe how ongoing, sustained professional development for teachers, principals, administrators, and/or school library media personnel furthering the effective use of 21st Century technology in the classroom or library media center funded by this grant will be provided. The LEA must be able to show how the professional development will impact student achievement. At least 25% of the funds awarded must be used for **ongoing, sustained, intensive, high-quality** professional development.

(5 points) - Describe how the professional development from this grant is part of an ongoing sustained professional development program for teachers, administrators, and library media personnel to improve academic achievement. The definition of professional development can be found in Title IX (34) of Public Law 107-110.

6. Evaluation (20 points)--LIMITED TO 3,000 CHARACTERS

In addition to the financial reports, school districts will be required to demonstrate performance progress using goals as specified by the LEA in this application and the Annual LEA Technology Plan Update. Data collection measures, sources of evidence, and evaluation of these goals should be described below in the evaluation plan. LEAs must develop strategies for improving student academic achievement through the effective use of 21st Century technology in classrooms, including improving the capacity of teachers to integrate 21st Century technology into curricula and instruction. Furthermore, they must set specific goals, aligned with state standards, for using advanced 21st Century technology to improve student academic achievement. Applications that fail to follow this guideline will be eliminated.

- List all goals from the LEA technology plan that are addressed by this project including current status and targets. (5 points)
- Describe the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under this grant are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging state academic content and student academic achievement standards. At a minimum the evaluation plan must include the components for your respective project listed on pages 5 and 6 of the guidelines. (15 points)
- Describe the evaluation model, the method that will be used for annual data collection, and explain how the data will be applied to determine improvement status. The results of this evaluation must be uploaded into the e-GAP document library.

The evaluation report to the State Department of Education must be uploaded in the document library by September 15th of each year. If funds are carried over to the next fiscal year, then a final evaluation report is due by September 15th of the carryover year for those funds.

If the LEA is applying for a grant in another round of awards, then a final report and an evaluation is due before another grant application will be accepted.

7. ALLOWABLE ACTIVITIES—Check the appropriate activities in which competitive funds will be used. Public/Non-Public

8. BUDGET

Complete the budget (like the Formula Funds) to match and support the grant. Go to the "Funding Application" to complete the budget.