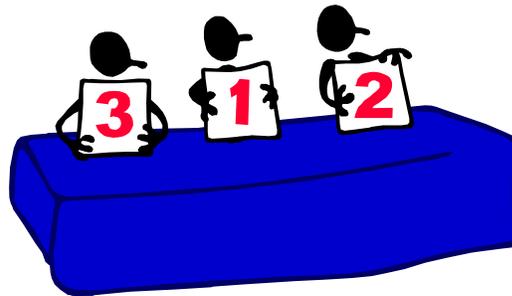# Enhancing Education Through Technology
Ed Tech Program
2002 Competitive Grant Consortium Application

Closing Date
January 17, 2003

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http://www.pen.k12.va.us/VDOE/Technology/EdTech/

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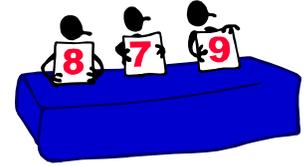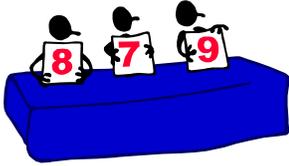
2002
Title II, Part D
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INTRODUCTION

The No Child Left Behind (NCLB) Act of 2001 (www.nclb.gov) reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA), provides increased flexibility and local control to States and school districts, emphasizes strong accountability for results, offers expanded options for parents of disadvantaged children, and supports teaching methods that have a solid scientific research foundation.

The reauthorized ESEA establishes the Enhancing Education Through Technology (Ed Tech) Program, which consolidates the current Technology Literacy Challenge Fund (TLCF) Program and the Technology Innovative Challenge Grant Program into a single State formula grant program (ESEA Title II, Part D, Subpart 1). The primary goal of the Ed Tech program is to improve student academic achievement through the use of technology in schools.
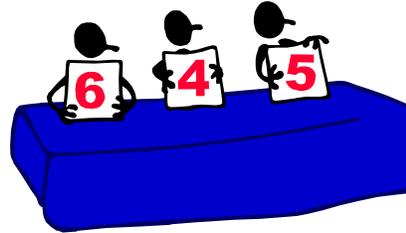
Consistent with the purposes of the Ed Tech Program and the *Six Year Educational Technology Plan for Virginia*, the Act gives the Virginia Department of Education (VDOE) considerable flexibility in developing selection criteria and priorities for awarding competitive grants to local eligible entities. The legislation requires SEAs to meet the following specific requirements in making these awards:

> ➢ Priority to LEAs that receive insufficient amounts of Ed Tech formula grant funds;

> ➢ Award grants of sufficient size and duration to carry out the purposes of the Ed Tech legislation effectively;

> ➢ Give eligible applicants a competitive preference for submitting proposals that address activities or initiatives authorized in the legislation; and

> ➢ Grant activities focus on addressing the needs of the high-need school division.

Programs supported with Ed Tech competitive grant funds must be of sufficient scope and quality to carry out the purposes of the Ed Tech legislation effectively.

Approximately $5M will be distributed each year for a five-year period in the form of competitive subgrants under this No Child Left Behind Act (ESEA) for professional development –learning how to use technology that helps to transform the teaching and learning environment via technical assistance and resources.

To maximize the resources of the Commonwealth and the local school divisions, the Virginia Department of Education will award eight regional consortium grants. The grant program has two main purposes. The first purpose is to encourage the effective integration of technology resources and systems with the curriculum. The second purpose is to establish researched-based instructional methods that can be widely implemented as best practices.

Priority will be given to applicants with the highest needs that are committed to implementing a high-quality, research-based program(s) with effective practices that improve student academic achievement.

Characteristics of research-based programs include:

- ➢ Credibility
- ➢ Methodology
- ➢ Valid, reliable data collection
- ➢ Strong research design
- ➢ Availability of detailed results
- ➢ Replication capability
- ➢ Review by educators and critics

Any application received must clearly show what actions were taken to involve parents, community members, institutions of higher education, and other eligible entities in the grant planning process.

Projects must demonstrate an effort to comply with NCLB by providing some researched-based evidence of the success of selected strategies.

FOCUS AND USE OF FUNDS

The focus of the competitive grant is high-quality professional development for classroom technology integration.
Professional development activities should be:

- ➢ High-quality
- ➢ Sustained
- ➢ Intensive
- ➢ Classroom focused
- ➢ Ongoing; not a one-day, short term workshop or conference

The goal is to improve teaching and learning through the appropriate utilization and integration of technology. Grant activities must focus on professional development to bring about the appropriate utilization and curriculum integration of technology. Where appropriate, the technology integration training activities may include opportunities for skill development.

Grant funds must support professional development that provides training in the integration of advanced technologies, including emerging technologies, into curricula and instruction, and in using those technologies to create new learning environments such as professional development in the use of technology.
Subgrant funds also support expenditures for:

- ➢ Planning for integration of technology in instruction;

- ➢ Accessing data and resources to develop curricula and instructional materials;

- ➢ Using the Internet and other technology to communicate with parents, other teachers, principals, and administrators;

- ➢ Aligning technology use with content curriculum;

- ➢ Identifying and using alternative methods of content delivery;

- ➢ Retrieving Internet-based learning resources;

- ➢ Improvements in classroom instruction in the core academic subjects, that effectively prepare students to meet the Virginia Standards of Learning Objectives, including increasing student technology literacy, and student academic achievement; and

- ➢ Stipends for teachers, trainers and substitutes for teachers participating in the training.

Members of the consortium must agree to focus on the goals of the grant program. The application must show the correlation between the goals of the grant application and the state educational technology plan. One high-needs

school division must be a member of the consortium making the application. Other school divisions may also participate in the grant activities. A school division must serve as the fiscal agent.

Consortium members should collaboratively prepare a budget and budget justification statements that support the goals of the Ed Tech Competitive Grant and the activities outlined in the proposal. Funds should not be distributed to consortium members on a prorated basis.

Unallowable expenditures include:

- Individual subscriptions and organizational memberships;

- Maintenance, shipping or management costs;

- Furniture;

- Non-project related equipment or supplies; and

- Salaries and fringe benefits.

ELIGIBILITY CRITERIA FOR A COMPETITIVE GRANT

(1) To be eligible for a grant, applicants must be members of a consortium partnership representing eligible entities. An eligible local partnership is a partnership that includes at least one high-need school division. High need school divisions are those divisions：
   a. With the highest numbers or percentages in the state of children from low-income families,
   b. That serve one or more schools identified for improvement or corrective action under ESEA or,
   c. That have a substantial need for assistance in acquiring and using technology,

and at least one of the following:

(2) Institutions of higher education,

(3) For-profit businesses, schools, or organizations that develop, design, manufacture, or produce technology products or services; or have substantial expertise in the application of technology in instruction, and

(4) Public or private nonprofit organizations with demonstrated expertise in the application of educational technology in instruction.

School division partners must represent urban and rural areas. An eligible partnership may

also include other LEAs, educational service agencies, libraries or other educational entities appropriate to provide local programs. The fiscal agent for the consortium must be an LEA.

Eligible partnerships must be willing to enter into an agreement to provide the professional development programs funded under the subgrant. Grant applications must show concrete evidence of cooperative planning. A strong link must be demonstrated between the proposed professional development model and strategies to meet the goals of the grant. Awards will be contingent upon eligible partnerships demonstrating that the proposed professional development activities reflect up-to-date evidence-based research in teaching and learning using technology. The application will require that the participating partners submit documentation that clearly shows how they agree to participate in the program, if funded, and how they intend to use any other funds to enhance and broaden the scope of the proposed program.

Additional consideration will be given to consortium applications that include LEAs that received an Ed Tech formula grant of less than $20,000 (the median amount of Ed Tech formula grants awarded).

Membership in more than one consortium is not encouraged. Entities should seek

membership in a consortium that has the greatest potential to achieve program goals. For examples of partnerships, see *Case Studies–First Set of Visits: Preparing Tomorrow's Teachers to Use Technology.* The report examines three models of collaboration and can be found at http://www.ed.gov/offices/OUS/PES/higher.html#supt1

Each entity in the consortium should be selected based on the added value that it brings to the project. The role and responsibility of each partner should be clearly described. The intent is to create partnerships of such magnitude as to make the project activities effective, practical, meaningful, and successful.

Consortium members should engage in timely and meaningful consultation with appropriate private school officials during the design and development of the application and continue the consultation throughout the implementation of the grant.

Funds must not be used to supplant but must supplement technology-funding efforts.

COMPETITIVE APPLICATION REQUIREMENTS

In the competitive grant proposal, applicants will be asked to:

- ➢ Target specific educational technology training needs as they relate to the effective integration of technology in instruction;

- ➢ Discuss provisions to determine the frequency of technology integration instruction taking place in classrooms;

- ➢ Describe how Ed Tech Program funds will be coordinated with other funding sources;

- ➢ Involve school divisions that received insufficient formula grant amounts to be effective; and

- ➢ Discuss provisions that will be made to ensure collaboration between teachers, parents, students, and community members for improved teaching and learning through technology.

For a consortium to receive funding under this program, all the school division members must have on file, or submit to the Virginia Department of Education a new or updated (within the past two years) local long-range strategic educational technology plan. The application must assure that each plan is consistent with the objectives of the current Six-Year Educational Technology Plan for Virginia 1999-2002 http://www.pen.k12.va.us/VDOE/Technology/6yrtech.html

NCLB requires local school divisions to measure the impact that the Ed Tech Program funding is having on student achievement. Specifically, grant recipients must develop a process and accountability measures that they will use to evaluate the extent to which activities funded under this technology grant program are effective in 1) integrating technology into curricula and instruction; 2) increasing the ability of teachers to teach; and 3) enabling students to meet challenging state academic standards. VDOE is responsible for capturing the results of these evaluations and assessments and ultimately providing this information back to the US Department of Education (USDOE).

The application must assure that professional development programs will provide
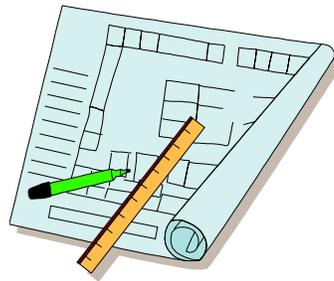
opportunities for equitable participation of teachers from independent schools and take into account the need for greater access to and participation in the academic areas (reading/language arts, mathematics or science) for teachers of students from historically under-represented and under-served groups including geographically isolated students, females, minorities, migrants, individuals with disabilities, individuals with limited English proficiency, economically disadvantaged individuals, and gifted and talented students.

In addition, NCLB requires projects to promote increased parental communications and involvement and involve adult literacy providers.

Each school division participating in the project must meet all assurances of the application process. Assurances shall contain the following:

- ➢ An assurance that the school division is Child Internet Protection Act (CIPA) compliant for all equipment that is connected to the Internet.

- ➢ An assurance that all nonpublic schools have been contacted to participate in the implementation and support of the plan in all activities carried out under this act.

- ➢ An assurance that financial resources provided under the Enhancing Education Through Technology (EETT) program will supplement, and not supplant, local funding.

- ➢ An assurance that no more than 5% of the grant will be used for indirect costs.

Each application should be organized into components that are identifiable to the reviewer. An application is expected to contain the following components:

- COVER PAGE – contact information and signatures of the project director and school division superintendent and board chair

- PROJECT SUMMARY – brief description of the project;

- PROJECT NARRATIVE – detailed information regarding implementation of the project; i.e., strategies, activities, resources, participants;

- PROJECT OPERATION AND MANAGEMENT PLAN – a list of the major phases of the project along with task lists and beginning, ending, reporting and completion dates;

- CONSORTIUM PARTNERS – a description of the planning process and contact information for each partner and their specific role and responsibility in the project;

- FUNDING STRATEGY – a description of how the funds will be used to support the grant;

- BUDGET SUMMARY – a summary of expenditures by specific category;

- SUSTAINABILITY– a description of how the activities may be replicated;

- EVALUATION – a description of the accountability measures that will be used to evaluate the extent to which project goals are met;

- BIBLIOGRAPHY – sources of evidence-based research used to design the project;

- ASSURANCES – signatures of the division superintendents of each participating school division indicating compliance with the Ed Tech Program requirements; and

- LETTERS OF SUPPORT – statements from each of the participating entities indicating their support for the goals of the project.

Awards will be contingent upon eligible partnerships demonstrating that the proposed professional development activities for teachers, library media specialists and principals reflect up-to-date scientifically –based research in teaching and learning and include integrated content and pedagogical components appropriate for students with diverse learning needs.

The Office of Educational Technology has prepared a bibliography of resources including both research based on empirical data and data derived from evidence-based studies. The listing is by no means exhaustive and is subject to change based on the nature of Web based resources. The resources are grouped by content area and topics of interest. Included are print materials from leading peer-reviewed journals and governmental studies, as well as Web-based documents. Dissertations, research, recommendations, and studies from major institutions of higher education, and leading professional educational organizations are also referenced. The compilation is available at http://www.pen.k12.va.us/Technology/EdTech/Resources

The application will require that the cooperating school divisions submit letters of support that clearly show how the cooperating partners agree to participate in the program. The application must also show how Ed Tech funds will be used with other local funds to enhance and broaden the scope of the proposed program.

MONITORING AND TECHNICAL ASSISTANCE

The Department of Education will schedule, upon request, information sessions on the competitive application for all interested applicants. In addition, a minimum of four scheduled sessions will be conducted. Information and resources related to the Ed Tech Program will be posted at http://www.pen.k12.va.us/VDOE/Technology/EdTech/

Technical assistance will be provided throughout the grant process, to assist consortium partners in developing competitive Ed Tech applications as well as with updating technology plans. It will take the following form: assistance provided to each qualifying consortium during the subgrant application process, review of the application by a peer review panel, feedback to the applicant if the application is found deficient in any area of the proposal. Other activities will focus on program implementation and development.

Reviews of proposals are scheduled within four-to-six weeks of the proposal submission. The Division of Technology will form a grant review team composed of representatives from various educational technology partners with extensive experience in educational technology implementation. Grant proposals will be reviewed using a rubric to evaluate the extent to which the proposal responds to the required components of the application.

Each partner in the consortium will receive a copy of the award letter. Once the grant has been awarded, staff of the Virginia Department of Education, Office of Educational Technology (OET) will work with each consortium to monitor progress and assist with the identification of resources. In addition, statewide training sessions on topics such as technology planning, high-quality professional development, and technology integration will be provided to complement local activities.

FUNDING AND BUDGET

Consortium subgrant awards will range from $250,000 to $1,000,000 a year for five years. Funding for succeeding years will be dependent upon evidence that measurable progress of the subgrant goals is made and all reports are completed and submitted by the stated deadline.

No more than 5% of the Ed Tech grants may be used for administrative expenses. The administrative expenses must be itemized in the budget.

One LEA must serve as the fiscal agent in a partnership. Subgrant funds will be made available on a cost-reimbursable basis.

A consortium that fails to make progress toward meeting annual measurable objectives will have its budget reduced 20%. The reduced amount will be redistributed to the other consortia that meet or exceed their goals.

The consortium members will design and implement professional development activities for teachers, library media specialists, and administrators that support the grant's efforts. These activities will be researched-based and utilize electronic networks and other innovative methods to enhance and implement the professional development activities.

The professional development program should be designed so that all teachers, library media specialists, and administrators will be proficient in the implementation, use, and integration of technology by the end of the five-year grant period.

Budget items may be purchased from existing state contracts or through the competitive bid process. These items must be itemized in the budget section of the application. Budget items must relate directly to the project being implemented and must be directly related to the goals of the program. Items such as:

➢ salaries and fringe benefits,
➢ furniture,
➢ individual subscriptions
➢ individual organizational memberships,
➢ non-project related equipment and supplies

are not allowed. In addition, any costs incurred prior to the application being funded

are not allowed. Applicants may be contacted and requested to remove items from their budget that do not meet the guidelines. Applicants will have an opportunity to make revisions to the budget. All anticipated costs, with information about how funds will be used, must be outlined in the detailed budget narrative section of the application.

EVALUATION AND ACCOUNTABILITY

NCLB requires grant recipients to measure the impact that the Ed Tech funding is having on student achievement. Specifically, consortium subgrant recipients must develop a process and accountability measures that they will use to evaluate the extent to which activities funded under the program are effective in:

➢ Integrating technology into curricula and instruction.

➢ Increasing the ability of teachers to teach.

➢ Enabling students to meet challenging state academic standards.

Each applicant is expected to provide data that will show the impact of the grant

activities. Some of the possible data points are:

➢ Survey of current teachers involved;

➢ Implementation data including access to technology hardware and software;

➢ Number and description of training activities;

➢ Frequency and nature of technology integration lessons, activities; and

➢ Technology integration awareness level of teachers.

A consortium that fails to make progress toward meeting annual measurable objectives will have its grant amount reduced 20%. The

consortium shall develop an improvement plan that will enable it to meet annual objectives. Funding may be restored pending successful implementation of the improvement plan. A reduction in funding does not relieve the consortium of its responsibility to meet its measurable objectives.
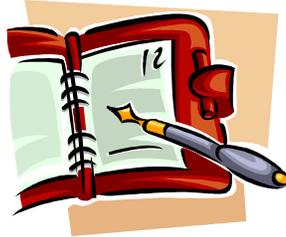
Although no minimum percentage of funds must be spend on project evaluation, a consortium may want to spend 5-10% or more of Ed Tech funds for a formal evaluation of their project to meet the accountability requirements of the Ed Tech program.

SUBGRANT PROPOSAL SUBMISSION

The Ed Tech Competitive Grant (CFDA # 84.318x) application is a downloadable Word file on the Department of Education's Web site at:
http://www.pen.k12.va.us/VDOE/Technology/EdTech

All applications must be submitted electronically to the Office of Educational Technology by 5:00 p.m. on Wednesday, January 17, 2003 to the following address:
PARTD@mail.vak12ed.edu

A hard copy of the proposal cover sheet with the signatures of representatives of each of the consortium partners and the assurances must be sent by surface mail and postmarked no later than 5:00 p.m. on Wednesday, January 17, 2003. The application should also include the signatures of the school board chair and division superintendent for the school that serves as the fiscal agent. These items should be mailed to:

Ed Tech Competitive Grant
Attn: Gloria K. Barber
Office of Educational Technology
James Monroe Building 18th Floor
101 North 14th Street
Richmond, VA 23219

YEAR ONE TIMETABLE

January 17, 2003	Proposals due at the VDOE
February 7, 2003	Announcement of Award
June 17, 2003	First Performance Report Due (50% of grant funding must be encumbered)
September 1, 2003	Second Performance Report Due (100% of grant funding must be encumbered)
September 30, 2003	Application for 2nd Year Funding Final Performance Report Due
October 31, 2003	Announcement of 2nd Year Award
December 1, 2003	Final Requests for Reimbursement for Year 1 Funding