



## **FLORIDA DEPARTMENT OF EDUCATION**

### **Request for Application (RFA Entitlement)**

#### **Bureau / Office**

K-12 Public Schools/Bureau of Instruction and Innovation/Instructional Technology Office

#### **Program Name**

Title II, Part D - Enhancing Education Through Technology (EETT)

#### **Specific Funding Authority (ies)**

CFDA#: 84.318, P.L. 107-110 Elementary and Secondary Education Act, Title II, Part D  
"No Child Left Behind Act of 2001"

#### **Funding Purpose/Priorities**

To improve student academic achievement through the use of technology in elementary and secondary schools. Assisting all students in crossing the digital divide and promoting effective integration of instructional learning tools are also key Title II-D/EETT program goals.

#### **Type of Award**

Entitlement

#### **Total Funding Amount**

\$6,335,291.60 [see Attachment C for preliminary district allocation projections]

#### **Budget Period**

July 1, 2006 - June 30, 2007 [or other as required]

#### **Program Performance Period**

July 1, 2006 - June 30, 2007 [or other as required]

#### **Target Population**

Florida K-12 public school districts

#### **Eligible Applicant(s)**

EETT entitlement funding is distributed to Local Education Agencies on a formulated basis using proportions established under Part A of the federal Title I program. Attachment C provides a projected allocation schedule and identifies all school districts eligible to apply.

## **Application Due Date**

The due date refers to the date of receipt in Grants Management. For Federal programs, the project effective date will be the date that the application is received within DOE meeting conditions for acceptance, or the date of receipt of the Federal Award Notification, whichever is later. For State programs, the project effective date will be no earlier than the effective date of the legislative appropriation, usually July 1. The ending date can be no later than June 30, of the fiscal year unless otherwise specified in statute or proviso. Completed application materials should be submitted as soon as practical to ensure the most effective project period.

## **Contact Persons**

**Program Administrator:** Charles Proctor, Instructional Technology Office Telephone: 850-245-9868 (SC 205-9868), FAX: 850-245-0826 (Suncom 205-0826), E-mail: [Charles.Proctor@fldoe.org](mailto:Charles.Proctor@fldoe.org)

**Grants Management:** Kynder Crossner, Office of Grants Management Telephone: 850-245-0497 (Suncom 205-0497), E-mail: [Kynder.Crossner@fldoe.org](mailto:Kynder.Crossner@fldoe.org)

## **Assurances**

The Department of Education has developed and implemented a document entitled, **General Terms, Assurances and Conditions for Participation in Federal and State Programs**, to comply with:

- 34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education;
- applicable regulations of other Federal agencies; and
- State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, applicants must have on file with the Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at <http://www.firn.edu/doe/comptroller/gbook.htm>

## **School Districts, Community Colleges, Universities and State Agencies**

The certification of adherence filed with the Department of Education Comptroller's Office shall remain in effect indefinitely unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition; and does not need to be resubmitted with this application. Assurances particular to the TITLE II-D program are documented in Attachment A. Please complete and submit program-specific assurances with the completed entitlement application.

## **Funding Method**

**Federal Cash Advance** –On-Line Reporting required monthly to record expenditures. Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient for disbursements. For federally funded projects, requests for federal cash advance must be made on the Electronic Federal Cash Advance Request System. If at times it is determined that disbursements are going to exceed the amount of cash on hand plus cash in transit, an on-line amendment can be made prior to the due date of the next Federal Cash Advance distribution on the Electronic Federal Cash Advance Request System.

## **Fiscal Requirements**

**Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include: invoices with check numbers verifying payment, and/or bank statements; all or any of which must be available upon request.**

- It is expected that approximately **\$6,335,291.60** will be available for distribution to eligible school districts in conjunction with this RFA. **Attachment C** provides preliminary district allocation projections. Preliminary projections are subject to change (depending on the final Title II-D grant award and determination of final Title I, Part A allocations).
- A minimum of twenty-five percent (25%) of project funds must be targeted to support professional development activities, unless a specific request for waiver of this requirement is submitted and approved. Please complete **Attachment B** only if the district wishes to request a waiver of the Title II-D 25% professional development funds allocation guideline.
- The expenditure of grant funds for administration and overhead (including indirect costs) should be reasonable and necessary for effective and efficient project implementation, monitoring, and evaluation. Inclusion of indirect costs in the proposed budget is optional, but only school districts that have established an approved rate may request funds to recover indirect costs. Guidance concerning indirect cost proposals and associated rates (applicable to federal program administration) may be obtained from the DOE Comptroller's Office (<http://fldoe.org/comptroller/>).
- Project funds may not be used to cover costs in the following two areas: (1) Office facilities such as space and rent, (2) Utilities such as electricity and gas.
- Formal Department guidance concerning fiscal reporting, project application/amendment procedures, and project administration can be found in the **DOE GREEN BOOK** (<http://fldoe.org/comptroller/gbook.asp>). Official DOE200 Project Award Notification forms establish specific terms, conditions, and reporting dates for projects.

## **Project Design-Narrative**

Through an aggressive capital projects program with a five-year upgrade/replacement cycle, the School District of Palm Beach County (SDPBC) has been successful in providing modern hardware and software in an equitable manner to all schools, including those designated as low-performing or high-need. However, it is well documented that the original purchase price accounts for only 25 percent of technology's total cost of ownership with training, maintenance and support comprising the other 75 percent (Gartner, 2003). It has long been the District's goal to provide quality staff development that equips participants with both technical and curriculum integration skills. However, due to the size of the District, the number of teachers to be trained, and limitations of both budget and staff, training has often been focused on the basic use of application tools and the meaningful integration of technology into the curriculum has been limited.

The SDPBC will use FY07 *No Child Left Behind: Enhancing Education Through Technology (NCLB:EETT)* entitlement funds to address this issue and help schools to attain target level on the STaR Chart by establishing technology integration specialists/mentors at all participating District public (and eligible private) schools, and by equipping them with the appropriate technology tools, training and support to develop, integrate, share, and model the use of curriculum-based digital content.

Achievement of the *NCLB:EETT* program goals will be supported in the following manner: 1) Student academic achievement will be improved through the development and delivery of engaging, content-rich, technology-enhanced lessons that are aligned with the Florida Sunshine State Standards (SSS), 2) Student and teacher technological literacy will be promoted through the alignment of all projects with the International Society for Technology in Education's (ISTE) *National Educational Technology Standards* for students (*NETS-S*) and teachers (*NETS-T*) and/or the District's *Student Technology Educational Performance Standards (STEPS)*, and 3) the effective integration of technology resources will be encouraged through intensive, targeted, sustained technology integration training and support.

### **ELEMENTARY TECH AMBASSADOR INITIATIVE:**

Each Palm Beach County public (and eligible private) elementary school has been invited to identify two teachers (one primary-grade and one intermediate-grade) to serve as Tech Ambassadors. Ninety-five public and private schools are actively participating in this project. These Tech Ambassadors will serve as facilitators for the integration of technology at their respective school sites, and will utilize new instructional technology methods to teach literacy skills through modeling and the creation of dynamic digital learning

environments. They will use laptops, provided through *NCLB:EETT* entitlement funds, to model reading comprehension strategies (identified through standards-based assessment as a District-wide need). Tech Ambassadors will also learn new ways to integrate the District's *STEPS* which are based on *NETS-S* and which were designed to provide guidance for teachers in developing technology literacy in the classroom.

Tech Ambassadors will receive inservice points and stipends for their participation in the project. In addition, each Tech Ambassador will receive a laptop computer equipped with a wireless card, and each participating school will receive an LCD projector. Wireless access points will allow for greater flexibility in the determination of workshop sites. Meetings will also be conducted online to improve communication and reduce time away from the primary goal – to improve student achievement.

The MOD (Multimedia on Demand) Squad oversees the implementation of the Tech Ambassador initiative and is comprised of both school-based and District-level personnel. The MOD Squad has participated in the development of the criteria, training curriculum, and implementation schedule for the program. Implementation of the Tech Ambassador program began in the fall of 2004, focusing initially on the use and effective integration into the curriculum of District-standard software. Ambassadors received training on the creation of digital videos to document the program's implementation during the school year. Tech Ambassadors will meet throughout the school year with the MOD Squad to monitor the project's success, provide feedback, and plan for future training. Each ambassador was expected to develop two digital video projects to showcase best practices in curriculum and technology integration as well as the implementation of student and teacher technology literacy standards. A third, student-created video focusing on language arts was also required. During the 2006-07 school year, the Tech Ambassador initiative will focus on the collaborative development of electronic, cross-curricular language arts lessons that include electronic artifacts and other digital resources. All digital content created as part of the Tech Ambassador initiative will be hosted online as part of a digital library from which teachers around the District, the state, and the nation can draw inspiration.

### **SMaRT (Science, Math, and Reading Technology) Ambassadors:**

In the past, Entitlement funds were used to provide professional development for a cadre of secondary teachers who were trained to use presentation graphics software and to access a variety of web-based resources, including digital video, in the development of multimedia projects that support the District's secondary curricula. The participating teachers have developed curriculum-based, digital content; shared their presentations with students, parents, faculties and staff; and participated in both the District's Mathematics Fair and Technology Conference as well as the Florida Council of Teachers of Mathematics (FCTM) Annual Conference. They have also acted as mentors/trainers for their respective faculties, and served on the planning committee for Project SMaRT (see project description below). They have helped to define expectations for project participants (both teachers and schools) and aided in the development of criteria for the creation of digital content. They are now participating in the implementation phase of the project. Through *NCLB:EETT* Entitlement funds, the members of this group received stipends for their participation and had the opportunity to earn equipment (i.e. LCD projectors) for their respective schools.

### **PROJECT SMaRT:**

During the 2004-05 school year, each Palm Beach County public (and eligible private) secondary school was invited to identify up to three teachers (one science, one mathematics, and one reading/language arts) to serve as SMaRT Ambassadors. SMaRT Ambassadors participated in approximately 30 hours of initial training in June of 2005 and continue to participate in follow-up training in the use of presentation-graphics software, multimedia and web-based resources, and digital video to develop digital content that supports the science, mathematics, and reading/language arts curricula. Subsequent training may include the use of District-standard, content-specific software and technology tools for science, mathematics, and reading/language arts to diagnose and/or instruct.

Program planners and resource teachers from the District's Department of Secondary, Adult and Community Education collaborated with Technology Program Specialists from the District's Department of Educational Technology in the development, design, and delivery of the training. Experienced, qualified District educators who have demonstrated successful integration of technology into their curricula served as trainers. Lead Teachers work in both subject-area groups and school-based teams to develop, design, and implement multimedia projects that are aligned with both the *Florida SSS*, *NETS-S*, and *NETS-T*. They engage in peer review as they share projects, discuss classroom implementation strategies, and implement needed changes.

The digital content developed by participants will focus on areas of need in reading/language arts and mathematics as identified by student performance on the FCAT Reading and Mathematics tests. Further, all of the digital content created will support reading instruction either directly or indirectly. The projects developed by reading/language arts teachers will have reading improvement as their primary thrust and will be aligned with the *SSS* for language arts. The projects developed by science and mathematics teachers will incorporate activities aimed at reading improvement. Because the projects will be shared across the District via the Project SMaRT web site, each school will benefit from the participation of every other school.

SMaRT Ambassadors will serve as facilitators for the integration of technology at their respective school sites where they will model the effective use of technology in the classroom; train and/or mentor their department colleagues on District-wide Professional Development Days; and share information with administration, faculty, and parents via department/faculty meetings, School Advisory Council meetings, Open Houses, etc. They will also participate in the District's annual Math and Science fairs as well as the District's annual Technology Conference.

Lead Teachers will be expected to participate in technology skills assessments and/or technology use surveys/inventories as well as student academic assessment testing as required by the terms of the NCLB:EETT Entitlement grant and to maintain electronic portfolios documenting their project participation. In return, SMaRT Ambassadors will receive laptop computers (and/or other appropriate technology tools) equipped with wireless cards along with ongoing training and support, stipends, and inservice points to support and encourage the development, classroom integration, and sharing of curriculum-based digital content.

## EETT PROJECT FOCUS IDENTIFICATION

[Section 2414 (b) 1 & 2]

**Establish appropriate focus areas for EETT program implementation in the district. Focus area selections should be consistent with goals outlined in the local district technology plan.** Focus areas established within the EETT Part I entitlement application will remain in effect during the official project period. Approval of a formal project amendment will be necessary to add or remove focus areas (once the district's application has been approved). Focus area selection is not restricted within the application, but evaluation/progress reporting is expected for each focus area identified by the applicant. Key program participation expectations have been identified by arrow shaped bullets (adjacent to specific EETT focus areas). Applicants may select focus areas by "double clicking" appropriate check boxes. Pre-selected focus areas plus applicant designated focus areas are intended to help guide project implementation in the district. The identified areas also provide structure in association with program evaluation, monitoring, and review activities.

### FLORIDA INSTRUCTIONAL TECHNOLOGY GOALS AND ASSOCIATED AREAS OF FOCUS

#### **DIGITAL LEARNING ENVIRONMENT – Engage students in their education in ways never before possible.**

- Ensure students are provided the technology skills necessary to thrive in a new economy.
- Establish standards for technology literacy for students to be prepared for taking online assessment.
- Ensure the opportunity for students to participate in distance learning courses to meet their diverse and unique needs.
- Ensure that students and teachers are adequately trained in the use of online digital content.
- Ensure assessments to measure 21<sup>st</sup> century skills.
- Ensure that digital content is utilized in core curriculum areas.

#### **INSTRUCTIONAL LEADERSHIP – Invest in strong leadership essential to promoting the development of technology savvy personnel at all levels of the educational system.**

- Establish technology literacy standards for administrators.
- Ensure high quality, sustained training, and outreach to school administrators on technology savvy leadership.
- Ensure participation in online tools and resources that provide data on the utilization of technology in the classroom.
- Establish effective technology leadership models.
- Ensure that schools have strategies to provide community access to school-based technology and training.
- Ensure that educational leadership programs contain technology related course work.

#### **FLORIDA'S DIGITAL EDUCATORS – Empower educators with the skills necessary to integrate technology to improve students' rates of learning.**

- Ensure that every teacher has the opportunity to take online learning courses.
- Ensure teachers utilization of technology to gather, manage, and analyze student data to differentiate instruction for every child.
- Ensure that pre-service teachers are receiving appropriate technology instruction prior to classroom placement.
- Establish technology literacy standards for teachers.
- Establish the creation of best practices model for the integration of technology in the curricula.

- Ensure the quality and consistency of teacher education through measurement, accountability, and increased technology resources.

**ACCESS TO TECHNOLOGY – Expand access to innovative digital technologies and learning opportunities.**

- Ensure access to innovative digital technologies and learning opportunities.
- Ensure ubiquitous access to computers, technology devices and connectivity for each teacher.
- Ensure that students and teachers will have access to digital content to be integrated into core curricula as a means to academically prepare students for achievement in a constantly changing economy.
- Establish a common set of digital content standards to ensure interoperability among technology systems.
- Ensure that every school has an efficient, automated library media center connected to the Internet and networked to appropriate learning areas.

**INFRASTRUCTURE AND SUPPORT – Establish that all public schools have the infrastructure that supports dedicated, high-speed connections to the point of learning, and provide “just-in-time” technology support.**

- Ensure the availability of technical support to maintain computer networks, maximize educational uptime, and plan for future needs.
- Ensure the availability of school based instructional technology support specialist to provide expert support for integration of technology and curriculum and instruction.
- Ensure that broadband access is available all the way to the end-user for data management, online and technology-supported assessments, e-learning, and accessing high-quality digital content.

**PROGRAM ACCOUNTABILITY EXPECTATIONS**

- Analyze student/teacher/administrator technology skills evaluation data obtained through the use of appropriate measurement instruments and tools (such as the Department’s *Inventary of Teacher Technology Skills* professional development tool <http://www.flstar.org/inventory/>).
- Incorporate successful research-based methods/models to strengthen project designs.
- Conduct a formal evaluation of the district’s EETT entitlement project including rigorous formative and summative evaluation methodology.

**END OF GOAL AND FOCUS IDENTIFICATION SECTION**

**MINIMUM UNITED STATES DEPARTMENT OF EDUCATION SUBGRANT APPLICATION REQUIREMENTS DISCUSSION**

EETT Part I entitlement application response sections following this discussion have been constructed to closely correlate to minimum United States Department of Education (USED) subgrant planning and information requirements. Applicants are expected to provide a response under each prescribed area. Program-specific planning information provided through the entitlement application is considered to be a formal component of the local district technology plan. Information provided should reflect current planning information. If a district formally revises its local technology plan in a significant way, a new plan should be forwarded to the Department of Education in a timely manner. District technology plans on file in the Instructional Technology Office must remain current in order to effectively address program accountability requirements. Information about instructional technology planning and plan development guidance can be obtained from the FDOE Instructional Technology Office website (<http://www.firn.edu/doe/bii/itlm/intech/tpdg.html>). District technology plan submission procedures and review timelines are maintained on the indicated website.

School districts receiving Title II-D funds are expected to review and update their local technology plan (on an ongoing basis) to effectively address EETT participation

expectations.

**Indicate what special steps the applicant will take to ensure that students and staff in high-poverty and high-need schools (and/or schools identified for school improvement) will have increased access to instructional technology.** [Section 2414 (b) 3]

- Priority will be given to “high-need” schools and/or schools identified as low performing by the Florida Department of Education when distributing newly acquired technology.
- Priority will be given to expanding intensive technology integration training opportunities for instructional staff in “high-need” schools and/or schools identified as low performing by the Florida Department of Education.
- The school district will promote partnership development and special collaborative initiatives to bring modern technology-based learning tools and best practice strategies to “high-need” schools and/or schools identified as low performing.
- Special targeted technology awareness training for parents of students at “high-need” schools and/or schools identified as low performing will be provided.
- Special programs will be initiated to provide increased access to technology (before, during, or after hours) for students attending “high-need” schools and/or schools identified as low performing.
- Other:

**Indicate how the district will provide or foster ongoing sustained professional development for teachers, principals, administrators and school library media personnel to further the effective use of technology in classrooms and library media centers.** [Section 2414 (b) 4AB – response information 1<sup>st</sup> part]

- Encourage teachers and school administrators who have had limited opportunities to use modern instructional technologies to attend **Florida Digital Learning Institutes**.
- Provide special salary/bonus incentives to teachers who achieve measurable proficiency in the use and application of technology to improve the instructional process.
- Establish professional partnerships with post-secondary pre-service training programs.
- Adopt rigorous technology competencies and proficiency standards for school instructional staff and administrators.
- Provide ready access to research-based methods, best practices, and technology-enhanced instructional strategies (access links to clearinghouse resources, etc.).
- Provide reimbursement for continuing education coursework with a focus on technology skill building.
- Provide online training opportunities with a focus on innovative technology integration methods.
- Encourage post-graduate study in the area of Instructional or Educational Technology.
- Support district or school level focus groups that target best practice development and research review.
- Provide flexible access to technology resources in library media centers and training labs.
- Other:

**Identify personnel and/or partners that the district anticipates will be involved in providing professional development services in conjunction with the EETT initiative.** [Section 2414 (b) 4AB – response information 2<sup>nd</sup> part]

- Local district staff
- Private consultants and specialists
- Regional Consortia or other intermediate unit staff
- Community colleges/universities
- Area vocational technical schools
- Contracted training centers
- Professional associations
- Educational Technology Integrators
- Other:

**Provide a concise description of how the applicant expects to coordinate activities carried out with EETT entitlement funds with technology-related activities initiated and/or supported with funds available from other federal, state, and local sources. Also, identify the types and estimated costs of technologies, infrastructure improvements, or educational services to be acquired/delivered with project funds (complete Cost Area Chart provided).** [Section 2414 (b) 5]

During the 2005-06 school year, the District's Educational Technology Department provided approximately \$6 million to Palm Beach County Schools for the purchase of peripheral devices (i.e. LCD projectors, scanners, digital cameras, digital video camcorders, and document cameras) to support teaching and learning. These funds enabled participating schools to acquire resources above and beyond those provided through the NCLB: EETT grant. During the 2006-07 school year, approximately \$3 million in additional funding will be made available, and project participants will be encouraged to play active roles in making purchasing decisions.

During the 2006-07 school year, the Educational Technology Department provided in excess of \$100,000 for the purchase of laptop computers to facilitate the growth of the District's Tech Ambassador and Project SMaRT NCLB: EETT Part I Entitlement grant initiatives.

Sponsored by the Educational Technology Department, the District's Annual Technology Conference provides project participants with an opportunity to: 1) showcase their own projects; 2) share the knowledge they have acquired, including strategies for the successful integration of technology into classroom instruction; 3) interact with local, state, national, and international instructional technology leaders; and 4) view the latest technologies to support teaching and learning.



The NCLB: EETT Tech Ambassador and Project SMaRT grant initiatives will support the Educational Technology Department's Learning Village initiative through collaboration and the development of digital content. In return, the Learning Village portal will provide a means by which content developed by project participants can be shared with educators throughout the District.

<b>COST AREA CHART (EETT Part I)</b> [If additional descriptive information is needed for a particular category, type in narrative text following the colon. Do not change category names. If a different category is needed, use "Other:"]	<b>PROJECTED ACQUISITION DATE (if practical)</b>	<b>PROJECTED ALLOCATION</b>
<b>TECHNOLOGY RESOURCES COST SUMMARY</b>		
<b>Tool-based Software [graphic organizers, presentation tools, web or multimedia authoring software, digital video recording/editing software, word processing/spreadsheet/database software, etc.]</b>		1
<b>Digital Content Delivery System(s) and/or Subscription(s):</b>		
<b>Video Conferencing Equipment and/or Software:</b>		
<b>Projectors, Smartboards, and/or other Presentation Support Equip.:</b>		1
<b>Technology Infrastructure Improvements and/or Wireless Access Enhancements:</b>		
<b>Service and Maintenance Contract(s)/Agreement(s):</b>		1
<b>Assistive Adaptive Devices and/or Systems:</b>		
<b>Computers [desktop]:</b>		1
<b>Computers [portable/tablet]:</b>		1
<b>Printers, Storage Devices, and Digital Cameras:</b>		1
<b>Handheld/PDA/Small Form Factor Devices:</b>		1
<b>Other: Server</b>		1
<b>TECH RESOURCE SUBTOTAL</b>		
<b>PROFESSIONAL DEVELOPMENT COST SUMMARY</b> [Document all professional development related expenditures as indicated below. The total must equal at least 25 percent of the funding request, unless the applicant is seeking a formal waiver of this EETT funds use directive.]		
<b>Technological Proficiency/Literacy Measurement System Training:</b>		
<b>Technology Integration Training Specialist(s)/Coach(s)/Mentor(s) [local district staff]:</b>		
<b>Special Training Consultants and/or Facilitators:</b>		1
<b>Online Training Services/Fees:</b>		
<b>Stipends, Appropriate Training Incentives, Release Time for Teachers, Substitutes:</b>		1
<b>Technology-Enhanced Lesson Plan Development Assistance:</b>		
<b>Appropriate Workshop/Session/Seminar Registration(s) [research, measurement, methods]:</b>		1
<b>Travel to DOE Sponsored Project Coordinators Meeting(s):</b>		1
<b>Materials and Supplies [PD]:</b>		1
<b>Other:</b>		
<b>PD SUBTOTAL</b>		
<b>ADMINISTRATIVE/OVERHEAD COST SUMMARY</b> [Expenditures proposed in this component of the budget should be reasonable and necessary for effective and efficient project implementation, monitoring, and evaluation.]		
<b>Project Coordination, Records Management, and/or Reports Preparation [not technology integration training]:</b>		
<b>Project Evaluation:</b>		
<b>Indirect Cost Estimate [must be calculated using approved rate for LEA]:</b>		1
<b>Materials and Supplies [ADMIN]:</b>		1
<b>Other:</b>		
<b>ADMIN SUBTOTAL</b>		
<b>PROJECT TOTAL</b>		

**Identify specific strategies that will improve the delivery of instructional content, promote the development and use of technology-enhanced lesson plans, and improve curricula and instruction through effective use of technology.** [Section 2414 (b) 7]

- Establish and maintain a focused review process to help identify the most effective instructional technologies.
- Provide appropriate incentives to encourage the development of technology-enhanced lesson plans.
- Encourage teachers and curriculum development staff to actively participate in conferences, seminars, and online training programs that provide opportunities to learn about how technology can enhance the learning environment for students.
- Provide real incentives to teachers who demonstrate a commitment to mastering the use of technology to improve student learning opportunities.
- Conduct regular demonstrations of modern instructional technologies to improve teacher awareness.
- Other:

## 2006-07 EETT PROGRAM PLANNING SNAPSHOT

### EETT PROGRAM GOALS:

- To improve student academic achievement through the use of technology in elementary and secondary schools.
- To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the 8<sup>th</sup> grade, regardless of race, ethnicity, gender, family income, geographic location, or disability.
- To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by state educational agencies and local educational agencies.

Information about current Department of Education instructional technology goals, measurement tools, and supporting resources may be found on the Bureau of Instruction and Innovation website (<http://www.firn.edu/doe/bii/index.html>)

CORE EETT PROGRAM PLANNING AREAS	IMPLEMENTATION PLAN [Document specific 2006-07 implementation objectives. Include specific timelines when possible.]	MONITORING CHECK [Check appropriate box for each indicated core planning area.]
<b>INTEGRATION OF FLORIDA'S INSTRUCTIONAL TECHNOLOGY GOALS INTO THE DISTRICT'S TECHNOLOGY PLANNING PROCESS</b> <a href="http://www.flstar.org/goals.html">http://www.flstar.org/goals.html</a>	Members of the Educational Technology Department will collaborate to ensure the integration of Florida's Instructional Technology Goals to the District's Technology Plan.	<b>ANTICIPATE GOAL INTEGRATION AND ALIGNMENT WORK TO BE COMPLETED BY:</b> <input type="checkbox"/> OCTOBER 1, 2006 <input type="checkbox"/> DECEMBER 1, 2006 <input type="checkbox"/> MARCH 1, 2007 <input checked="" type="checkbox"/> JUNE 1, 2007
<b>UTILIZATION OF FLORIDA'S ONLINE INVENTORY OF TEACHER TECHNOLOGY SKILLS (ITTS) WEB-BASED EVALUATION TOOL</b> <a href="http://www.flstar.org/inventory/">http://www.flstar.org/inventory/</a>	Tech and SMaRT Ambassadors participated in the pilot of the Florida Teacher Technology Skills Inventory.  The skills inventory will be used for pre- and post- assessment of the Tech Ambassador and Project SMaRT initiatives.  Plans call for expanding its use District-wide in FY07.	<input type="checkbox"/> IN PLACE - ALL TEACHERS <input type="checkbox"/> APX. 75% OF TEACHERS <input type="checkbox"/> APX. 50% OF TEACHERS <input type="checkbox"/> APX. 25% OF TEACHERS <input checked="" type="checkbox"/> LIMITED TEST IN PROGRESS <input type="checkbox"/> EXPECT TO TEST TOOL <input type="checkbox"/> DO NOT PLAN TO USE TOOL
<b>INTENSIVE AND SUSTAINED TECHNOLOGY INTEGRATION TRAINING, MENTORING, AND MODELING</b> <a href="http://etc.usf.edu/fde/index.htm">http://etc.usf.edu/fde/index.htm</a>	Develop elementary and secondary school-based technology integration mentors (Tech Ambassadors and SMaRT Ambassadors)  Align digital content created as part of activities funded through NCLB:EETT Entitlement funds with SSS and NETS  Align SDPBC annual Technology Conference breakout sessions to NETS	<input type="checkbox"/> IN PLACE - ALL SCHOOLS <input checked="" type="checkbox"/> APX. 75% OF SCHOOLS <input type="checkbox"/> APX. 50% OF SCHOOLS <input type="checkbox"/> APX. 25% OF SCHOOLS <input type="checkbox"/> LIMITED IMPLEMENTATION
<b>TECHNOLOGY-ENHANCED LESSON PLAN DEVELOPMENT AND EFFECTIVE STRATEGIES TO ENCOURAGE EXEMPLARY PRACTICE INFUSION</b>	Review digital content created as part of activities funded through NCLB:EETT Entitlement funds for evidence of exemplary technology integration practices  Create a shared digital library of projects that incorporate exemplary technology integration practices  Encourage technology integration mentors	<input type="checkbox"/> IN PLACE - ALL SCHOOLS <input type="checkbox"/> APX. 75% OF SCHOOLS <input type="checkbox"/> APX. 50% OF SCHOOLS <input type="checkbox"/> APX. 25% OF SCHOOLS <input checked="" type="checkbox"/> LIMITED IMPLEMENTATION

	(Tech Ambassadors and SMaRT Ambassadors) to model best practices and share projects including exemplary technology integration practices at SDPBC annual Technology Conference and technology-based Leadership Symposium	
<b>EDUCATIONAL TECHNOLOGY CLEARINGHOUSE RESOURCE UTILIZATION</b> ( <a href="http://etc.usf.edu/">http://etc.usf.edu/</a> )	Project participants will be required to utilize the Educational Technology Clearinghouse to acquire resources for project development.	<input type="checkbox"/> IN PLACE - ALL SCHOOLS <input type="checkbox"/> APX. 75% OF SCHOOLS <input type="checkbox"/> APX. 50% OF SCHOOLS <input type="checkbox"/> APX. 25% OF SCHOOLS <input checked="" type="checkbox"/> LIMITED IMPLEMENTATION

**Indicate how the district will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of new and emerging technologies.** [Section 2414 (b) 8]

- Adopt special incentives and supporting policies that will advance and promote the incorporation of successful research-supported online course delivery.
- Improve utilization of existing distance learning programs (<http://www.flvs.net/>).
- Develop new distance learning program options.
- Strengthen technology planning and strategy development to facilitate rigorous course delivery.
- Encourage partnerships between schools not presently taking advantage of online learning opportunities and schools with active and effective online learning programs.

**Indicate what strategies the district will use to promote parent involvement and increase communication about the incorporation of instructional technologies into the learning environment.** [Section 2414 (b) 9]

- Increase parent access to technology through special loan or after-hours access programs.
- Conduct technology demonstrations at PTO/PTA meetings.
- Incorporate appropriate website enhancements to provide information of special interest to parents.
- Conduct periodic parent training and awareness workshops or technology open house events incorporating various learning technologies used by students.
- Produce and distribute electronic newsletters.
- Communicate with parents through e-mail and/or other electronic means on a regular basis.

**Indicate how EETT initiatives will be developed in collaboration with adult literacy programs the LEA offers (or utilizes) to maximize the use of technology resources.** [Section 2414 (b) 10]

- Computers and/or other instructional technologies will be provided to support existing adult literacy programs (after hours or during the regular school day).
- Professional development opportunities will be coordinated with adult literacy programs whenever practical.
- Software or online learning services will be shared with adult students whenever practical.
- Training labs or other special use facilities will be shared with adult students whenever practical.
- Significant collaboration with adult literacy programs is not applicable. Explain:

**The EETT initiative requires that participants measure the impact that program activities have on student achievement. Participants must develop specific mechanisms or accountability measures that they will use to evaluate the extent to which activities funded under the EETT initiative are effective in: 1) integrating technology into curricula and instruction; 2) improving the ability of teachers to teach; and 3) enabling students to master the Sunshine State Standards. Identify specific evaluation strategies or accountability measures that will be used to determine the effectiveness and impact that EETT funding has on student achievement and technological literacy.** [Section 2414 (b) 11]

- Conduct targeted analysis of student assessment data in relation to specific technology infusion and integration strategies currently in use within the district.
- Analyze data obtained from the Department's **Inventory of Teacher Technology Skills (ITTS)** and other appropriate evaluation tools or instruments.
- Regularly examine lesson plans and curricula for evidence of robust technology integration.
- Dedicate appropriate resources to ensure rigorous program evaluation.

**Indicate the supporting resources that will be acquired to ensure successful and effective use of existing or new technology projected for acquisition.** [Section 2414 (b) 12]

- Networking services and/or operating system software upgrades.
- Server upgrades and/or continuing service agreements.
- Broadband and/or related high-speed connection services.
- Essential print resources such as training and/or software/hardware instruction manuals.
- Computer memory, screen, or storage upgrades.
- Special adapters, cables, cards or other essential technology supplies.

## **Support for Reading/Strategic Imperatives**

**Describe how the proposed project will incorporate reading initiatives and one or more of the Florida State Board of Education (SBE) strategic imperatives.**

**URL:** [http://www.fldoe.org/meetings/2005\\_01\\_18/StratPlanDetails.pdf](http://www.fldoe.org/meetings/2005_01_18/StratPlanDetails.pdf)

The digital content developed by project participants will support reading instruction either directly or indirectly. The projects will either have reading improvement as their primary thrust and be aligned with the SSS for language arts or will incorporate language arts into other key curriculum areas. All workshops are designed to increase technology literacy skills and promote the effective integration of technology into classroom instruction.

## **Dissemination/Marketing**

**Describe methods /strategies you will use to disseminate and market information about the project to appropriate populations.**

The following methods/strategies have been/will be used to disseminate and market information about the Tech Ambassador and Project SMaRT NCLB: EETT grant initiatives: 1) School District of Palm Beach County (SDPBC) bulletins, 2) email messages, 3) district web site postings, 4) conference presentations, and 5) brochures.

## **Reporting Outcomes**

Program participants are expected to participate in the annual **Technology Resource Survey (TRS)**, which collects school level information on classroom technology use/integration, access to technology/Internet resources, technology support, training strategies and methods, etc. (<http://www.starsurvey.net/>). In addition to annual survey data, other baseline data is recorded in the **EETT Program Planning Snapshot** completed by the applicant. Project evaluation reporting is structured under identifiable project **Focus Areas** aligned with the Florida Department of Education's current Instructional Technology Goals. Project evaluation reporting guidance is maintained on the Department's EETT program website (<http://www.firn.edu/doe/bii/itlm/intech/eett.html>). All EETT entitlement project recipients are expected to prepare final project evaluation reports.

## **For Federal Programs - General Education Provisions Act (GEPA)**

**Provide a concise description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details refer to URL:** <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

## **Equitable Services for Private School Participation**

**In accordance with P.L. 107-110, Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant must provide a detailed plan of action for providing consultation for equitable services to private school children and teachers with the local education agency(ies) service area. For details, refer to URL:** <http://www.ed.gov/policy/elsec/leg/esea02/pg111.html>. EETT program participants are expected to notify non-public schools in their district about program participation opportunities. Such notification should be completed as early as possible in the application development cycle to be effective. Inclusion of interested parties in the preliminary project planning and vision stages is critical to achieving program intent. Information about the nature of arrangements between the applicant and any non-public schools (scheduled to participate in the project) can be indicated below. That information will be considered as component of the detailed plan requested. Identifying projected training and/or resource delivery dates could also be an appropriate component of the district's plan (if non-public schools will be participating). A clear and meaningful discussion of the formal process used to notify potential non-public school participants is also recommended as a plan component.

- Technology resource sharing such as providing access to computer labs, special training facilities, or online resources.
- Technology placement at one or more school sites (must include utilization monitoring by district).
- Technology planning coordination assistance.
- Technology support and maintenance services.
- Not applicable as there were no private schools operating in the district at the time of application.
- Private schools were notified as to program participation opportunities, but none have indicated a desire to participate.

The School District of Palm Beach County sent formal notification to all public and eligible non-public schools (correspondence was directed to the principal/headmaster at each non-public school). Attached please find a copy of the notification that informed schools of the 2006-07 NCLB:EETT grant opportunity and invited all interested schools to send representatives to a Grant Overview Meeting.

The NCLB:EETT Grant Overview Meeting was held on October 25, 2006 and included: 1) a review of the NCLB:EETT broad program goals, specific program purposes, and other expectations; 2) an overview of the Part I Entitlement RFA, 3) an overview of the Part II Competitive RFP, and 4) group discussion (feedback, questions, comments, and concerns). Approximately 10 school-based and District-level personnel, representing 5 public and 2 non-public schools, were in attendance at this meeting. A follow-up email message was forwarded to all attendees and included a copy of the presentation which contained links to the Florida DOE STAR and NCLB:EETT web sites.

We will continue to communicate and collaborate with eligible non-public schools as the FY07 NCLB:EETT initiatives are deployed.

### **Conditions for Acceptance**

**The requirements listed below must be met for applications to be considered for review:**

- 1) Application is received in DOE within the timeframe specified by the RFA**
- 2) Application includes required forms: DOE 100A Project Application Form and DOE 101 - Budget Narrative Form**
- 3) All required forms must have the assigned TAPS Number included on the form**
- 4) All required forms have original signatures by an authorized entity**
- 5) Application must be submitted to:**

**Office of Grants Management  
Florida Department of Education  
325 W. Gaines Street, (Room 344)  
Tallahassee, Florida 32399-0400**

**NOTE: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted. Please include a completed waiver request form (Attachment B) only if a waiver review is being requested.**

### **Method of Review**

Florida Department of Education EETT program staff will review each district application for entitlement funding to determine if required information has been provided. In the event that requested information is missing or information provided appears to be incorrect, the primary EETT program director will contact an applicant in an effort to correct or obtain essential information. Minor budget or technical adjustments may be made by the EETT program director or Grants Management personnel to facilitate application approval.



- A. EETT Program Assurances
- B: Professional Development Funds Allocation Waiver Request
- C: 2006-07 Formula Allocations Schedule (preliminary projections)
- D: Project Application Summary DOE100A
- E: DOE 101 Budget Narrative Form