

Board Meeting Agenda Item Executive Summary

Supt.'s Office Use Only

Board Meeting 5-20-08

Agenda Consent

Item No. G. 11.

Board Meeting Date:	May 20, 2008
Submitted By:	Everett Caudle
Item Description:	Title II, Part D: Enhancing Education Through Technology

Purpose and Explanation:

A proposal has been prepared for submission to the Florida Department of Education for Title II, Part D: Enhancing Education Through Technology grant. This is an entitlement program that supports the development and implementation of technology standards in district schools. It provides equipment and teacher training in the technology standards.

The grant period is from July 1, 2008 until June 30, 2009.

BUDGETARY IMPACT

Funding Source (Description): Federal Projects	Amount: \$58,471.12
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Staff Attorney Review & Approval <i>(For Contracts Only)</i>	Date: _____ Initial: _____	ADDITIONAL INFORMATION Yes: _____ No: _____
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Alachua

**FLORIDA DEPARTMENT OF EDUCATION
Project Application**

TAPS Number

09A056

Return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496 Suncom: 205-0496	A) Program Name: Title II Part D: Enhancing Education through Technology (EETT) - Entitlement Program Project Applications	<i>DOE USE ONLY</i> Date Received
B) Name and Address of Eligible Applicant: Alachua 620 E UNIVERSITY AVENUE GAINESVILLE, FL 32601		Project Number (DOE Assigned) 010-1219A-9CE01
C) Total Funds Requested: \$ 58,471.12 Estimated Roll Forward: \$ 18,000.00 <hr/> DOE USE ONLY Total Approved Project: \$	D) Applicant Contact Information	
	Contact Name: First Name: Sandra MI: Last Name: Medeiros	Mailing Address: Address 620 East University Ave City: Gainesville State: FL Zip: 32601
	Telephone Number: 352-955-7605 Ext:	SunCom Number:
	Fax Number:	E-mail Address: medeirsl@gm.sbac.edu

CERTIFICATION

I **W. Daniel Boyd, Jr.** do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and

maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) _____
Signature of Agency Head

DOE 100A



Dr. Eric J. Smith, Commissioner

General 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:

- A. **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;**
- B. **applicable regulations of other Federal agencies; and**
- C. **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.fldoe.org/comptroller/gbook.asp>**

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.

No Child Left Behind Assurances (Applicable to All Funded Programs)

By my signature on this application, I hereby certify that the **Alachua** District will comply with the following requirements of the No Child Left Behind Act of 2001:

- The LEA assures that, under Sec. 9528, it will comply with a request by a military recruiter or an institution of higher education for secondary students' names, addresses, and telephone numbers, unless a parent has "opted out" of providing such information.
- The LEA assures that, under Sec. 9528, it will provide military recruiters the same access to secondary school students as it generally provides to postsecondary institutions or prospective employers.

Persistently Dangerous Schools

- The LEA hereby assures that, under Sec. 9532, if the State of Florida identifies any school within the LEA as "persistently dangerous," it will offer students attending that school, as well as students who are victims of a violent criminal offense while on school property, the opportunity to transfer to a safe school.

*These assurances are in addition to those previously signed by the Local Education Agency (LEA) maintained on file in the Florida Department of Education's Comptroller's Office.

Title II, Part D – Enhancing Education through Technology

Program Specific Assurances -

- A minimum of 25 percent of project funds will be allocated to provide ongoing, sustained, intensive, high-quality professional development (which is based on a review of relevant research and targets the integration of advanced and emerging technologies into curricula and instruction). If this assurance is not provided, then the applicant must provide a detailed narrative justification (see Attachment B: Professional Development Waiver Request). The narrative must explain in detail how such training is already provided to all teachers in core academic subjects. Submission of a waiver request with regard to this key program expectation may delay approval of an EETT application.
- A comprehensive review of the LEA's local long-range technology plan has been conducted to determine if all Department of Education Essential Plan Components

have been addressed in a detailed manner (http://www.fldoe.org/BII/Instruct_Tech/Planning/local.asp). In addition, planning information provided in this application has been (or will be) incorporated into the local strategic educational technology plan not later than 5/31/09.

Please select ONE of the following three **CIPA (Children’s Internet Protection Act)** related assurance options for the proposed project.

Every "applicable school" has complied with the Children’s Internet Protection Act (CIPA) requirements in Subpart 4 of Title II –Part D of the ESEA. An “applicable school” is an elementary or secondary school that does not receive e-rate discounts and for which EETT funds will be used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet. Indicate NA if this assurance does not apply. Not all “applicable schools” have yet complied with the requirements in Subpart 4 of Title II –Part D of the ESEA. However, the LEA has received a one-year waiver from the U.S. Secretary of Education under Section 2441(b)(2)(C) of the ESEA for those applicable schools not yet in compliance. Indicate NA if this assurance does not apply.

Not all "applicable schools" have yet complied with the requirements in Subpart 4 of Title II –Part D of the ESEA. However, the LEA has received a one-year waiver from the U.S. Secretary of Education under Section 2441(b)(2)(C) of the ESEA for those applicable schools not yet in compliance. Indicate NA if this assurance does not apply.

The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet, for elementary and secondary schools that do not receive e-rate services under the Communications Act of 1934, as amended. Indicate NA if this assurance does not apply.

FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM

A. NAME OF THE NCLB PROGRAM: **Title II Part D: Enhancing Education through Technology (EETT) - Entitlement Program**

TAPS Number 09A056

B. NAME OF ELIGIBLE RECIPIENT: **Alachua**

C. Project Number (DOE USE ONLY): **10-1219A-9CE01**

(1) Function	(2) Object	(3) Description	(4) FTE	(5) Amount
6300	330	Travel	1.000	100.00

6300	510	Supplies	0.000	1,000.00
6300	642	Non-inventory equipment	0.000	100.00
6300	643	Capitalized Computer Hardware - laptops for teachers	0.000	1,200.00
6300	644	Non-capitalized Computer Hardware - desktops for classrooms/labs/media centers	0.000	10,000.00
6300	692	Non-capitalized Computer Software - software for classroom/lab/media center computers	0.000	2,736.49
6300	730	Dues and Fees	0.000	100.00
6400	120	"Stipends are calculated at \$15.00 per hour for teachers to attend training = \$18,000 ; Technology Integration Training Specialist @ \$18,000"	0.300	32,000.00
6400	210	Retirement is calculated at 9.85% for all salaries paid within the EETT budget	0.000	3,152.00
6400	220	Social Security for stipends is calculated at 7.65% for all salaries paid within the EETT budget; Social Security for Subs is calculated at \$1.16 per day for all salaries paid within the EETT budget	0.000	2,448.00
6400	230	"Insurance for the Training Specialist is \$4,206"	0.000	4,206.00
6400	290	Early Retirement is calculated at the district approved flat rate of .40% for all salaries paid within the EETT budget	0.000	128.00
6400	291	Terminal Pay is calculated at the district approved flat rate of 1.25% for all salaries paid within the EETT budget	0.000	400.00
6400	310	Professional and Technical Services	0.000	100.00
6400	361	Subscriptions/Licenses	0.000	1,600.00
6400	510	Materials & Supplies - for training	0.000	100.00
6400	643	Capitalized Computer Hardware	0.000	1,200.00
6400	644	Non-capitalized computer hardware - video conferencing hardware	0.000	9,000.00
6400	692	"Non-capitalized Computer Software - tool-based software, video conferencing software"	0.000	200.00
6400	730	Dues and Fees	0.000	500.00
6400	750	Substitutes are paid at \$80.01 per day for teachers to attend training	0.000	5,040.63
7200	790	Indirect Costs are calculated at 2.41% for Alachua County (total project costs minus 600 objects)	0.000	1,160.00

			TOTAL: 76,471.12
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DOE 101

Eric J. Smith, Commissioner

Activities

For: Title II Part D: Enhancing Education through Technology (EETT) - Entitlement Program

Describe the major activities to be carried out by the LEA and how these activities will be aligned with the needs assessment. Please describe how these activities will contribute to closing the achievement gap and are based on scientific research.

Response: Grant funds will be used to provide training for instructional staff and non-instructional support staff on techniques for integrating technology with direct instruction, particularly focused on the development and implementation of project based learning activities designed around existing curriculum. Training will also be provided for administrative staff and technology support staff on recognizing and supporting teacher efforts to incorporate the National Educational Technology Standards (NETS) into their classrooms.

The Technology Coaches, hired as part of the 2007 – 2008 EETT competitive grant award, will be retained through Title II Part A funds and a portion of an existing staff development trainer’s position will be moved to the instructional technology department and redefined to enable her to work with the Technology Coaches. Together, they will provide additional, intensive training for teachers in under-performing schools. Digital classroom management techniques as well as methods for using alternate forms of assessment will be part of this training.

Additional district funds have been allocated to begin the Alachua County Public Schools SMARTer Teacher Program. This program has been designed to expand the Digital Learning Communities created through the EETT competitive award. The Technology Coaches, and the staff development trainer, along with district instructional technology staff will continue to provide training for all teachers in the use of a variety of software and hardware explicitly encouraging collaboration and communication. The District Instructional Technology Committee will continue to ensure that all purchased software meets high standards and is researched based.

Funds will also be used for the purchase of hardware, software, and/or infrastructure needs

in order to continue to support the integration of technology with direct instruction. Particular attention will be given to under-performing schools to ensure equitable access to the latest technology at those sites. In order to continue to provide seamless, “just in time” support to teachers, district technology support staff will participate in advanced technical and troubleshooting classes.

Consultation with Private School Officials

To ensure timely and meaningful consultation, the district shall consult with appropriate private school officials during the design and development of equitable services. Provide a detailed plan of action for providing timely and meaningful consultation, and equitable services, to eligible children, teachers and parents in private schools within the local education agency service area.

For details, refer to the US Department of Education’s Non-Regulatory Guidance for Private Schools:

Title IX – General Provisions:

<http://www.ed.gov/policy/elsec/guid/equitableseguidance.doc>

Title I, Part A: <http://www.ed.gov/programs/titleiparta/psguidance.doc>

Response:

Early in each spring, the district sends information to each private school in the area informing them of the availability of federal education programs and inviting them to participate in the planning and implementation of these initiatives. Subsequently, a meeting is held during the design and development stage, at which representatives of the private schools are provided an opportunity to discuss, provide input, and otherwise consult on needs to be addressed, program development, services to be provided, and program assessment strategies. Funds are set aside for each participating private school to implement Title II-D activities on an equitable basis. The district provides ongoing consultation and support to each participating private school throughout the school year.

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Collaborative Partners

Identify federal(non-NCLB)/state/local collaborative partners; describe in a narrative, the type and benefit of the collaborative activities; include the type of program(s) and the primary target group(s).

Response: The district collaborates with a variety of local public and private agencies

and organizations including Morningside Nature Center; the Florida Council for Teachers of Mathematics; Santa Fe Community College; the Florida Museum of Natural History; the Florida Department of Environmental Protection; the Florida Farm Bureau; the Southeastern Consortium for minorities in Engineering; numerous departments at The University of Florida, especially the College of Teaching and Learning; and the Alachua County Reading Council. These agencies provide a variety of services and volunteer activities with students in kindergarten through 12th grade.

Access to Instructional Technology

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]

Response: Results of the 2008 Florida Innovates School Survey will be analyzed to determine the technology needs at high-poverty and/or low-performing schools. A significant amount of support has been given to these schools; however, due to high teacher turnover, there remains a need for on-going professional development in the area of technology integration. Priority will be given to teachers from these schools when planning teacher training and follow-up activities.

Ongoing Sustained Professional Development

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: Teachers selected to participate in the SMARTer Teacher Program will receive training in integrating technology with instruction and developing Digital Learning Communities within their schools. In addition, training will continue to be provided for all teachers in the use of recently purchased “Technology Sets” which were provided to schools during the 2007 – 2008 school year. These sets consist of a Smart Board on wheels, a projector and a laptop and are intended for use by teachers as they become trainers and mentors for others within their buildings. They also form the basis for the technology to be provided through the SMARTer Teacher Program. Additional training will be provided for the “Teacher Trainers” at each site to help them become more experienced in the integration of technology with instruction and in the development of project based learning activities as well as effective methods of peer coaching. Teachers will also participate in training focusing on incorporating the National Educational Technology Standards (NETS) within their classrooms. School-based and district-based administrators and teacher specialists will participate in training focusing on identifying and supporting the inclusion of NETS activities.

Evaluation Strategies/Accountability Measures

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]

Response: Teachers participating in the SMARTer Program will be including a technology goal as part of their Professional Development Plan. All other teachers will be strongly encouraged to include technology as one of their PDP goals. The district will continue to encourage administrators to record the integration of technology with classroom instruction as they complete their daily “Classroom Walk-Through” informal observations. The district’s recent adoption of My Learning Plan, an on-line professional development program, will help track teacher participation in staff development opportunities which focused on technology integration as well as the effectiveness of the training as evidenced by their follow-up activities and evaluations. The use of the newly adopted student information system, Infinite Campus, will provide a vehicle for comparing teacher training with student mastery of the Sunshine State Standards through analysis of formative assessment data as well as FCAT data.

EETT Project Focus Identification / Alignment with Florida Instructional Technology Goals

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

- Ensure that educational leadership programs contain technology related course work.
- 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 21st century skills.

- Ensure that digital content is utilized in core curriculum areas.

Description: Training provided through this grant will focus on the development of project based learning activities which include the National Educational Technology Standards for students.

1. 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.

Description: This project encourages principals to participate in technology training and to share experiences with their peers during monthly principal meetings.

3. 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.

Description: The "train the trainer" model utilized throughout this project establishes model classrooms and teacher mentors at each district school.

4. 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.

Description: Grant funds, as well as other district funds, will be used to meet the infrastructure needs at all school sites.

5. 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.

Description: Grant funds, as well as other district funds, will be used to meet technical support and broadband access needs.

PROGRAM PLANNING AND EVALUATION

1. 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:

Description: The district will use a variety of measures to identify high-need schools and will provide additional, intensive training to teachers at these sites. These schools will be given priority when new technology is acquired by the district.

2. 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 1st 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:

Description: Funds from this grant, along with additional district funding sources, will be used to increase online training opportunities as well as follow-up training activities and resources.

3. 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 2nd 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:

Description: The school-based teachers and administrators trained through the Florida Digital Educator program during the 2007-2008 school year, as well as the district Technology Coaches and instructional technology staff will continue to provide support, mentoring and peer coaching throughout the year.

4. 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:

Description: The district Technology Coaches, staff development trainer, and instructional technology staff will provide demonstration lessons and training for teachers and teacher specialists modeling the integration of technology with instruction and focusing on the use of project based learning activities.

5. 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.

Description: The district Technology Coaches, staff development trainer, and instructional technology staff will participate in advanced MOODLE training to increase our participation in the use of this distance learning program.

6. 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.

Description: Additional training will be provided on the use of the new student information system, Infinite Campus, which contains a teacher/administrator friendly parent portal as well as an electronic communication system. School administrators will be encouraged to provide demonstrations and training for parents in the use of this new technology.

7. 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:

Description: The district adult literacy program does not use funds provided through this grant.

8. 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.

Description: Data from the Inventory of Teacher Technology Skills will be disaggregated to identify teachers for participation in a variety of technology training activities.

9. 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.

Description: Although significant support has been given to upgrading services and providing wireless Internet access at all schools, the district recognizes the need to continue to upgrade both hardware and software. Schools identified as "high need" schools will be given priority.

10. 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. [Section 2414 (b) 5]

Response: The District Instructional Technology Committee includes members from each school level, the district curriculum department, the grants management department and instructional technology and is charged with implementing and overseeing the EETT project.

11. Identify the types and estimated costs of technologies, infrastructure improvements, or educational services to be acquired/delivered with project funds. [Section 2414 (b) 5]

Response: \$45,000 - Professional Development

\$21,500 - technology Resources

\$2,000 - Administrative costs

COST AREA CHART

<p>COST AREA CHART (EETT Part I) [If a different resource category is needed, please use “Other” to identify the type of resource or program activity proposed for support. NOTE: Specific resources and activity costs summarized in this cost area chart should be specifically documented using the “Account Title and Narrative” column on the DOE 101 Budget Narrative Form.]</p>	<p>PROJECTED ACQUISITION DATE (if practical)</p>	<p>PROJECTED ALLOCATION</p>
<p>1. TECHNOLOGY RESOURCES COST SUMMARY</p>		
<p>Tool-based Software [graphic organizers, presentation tools, web or multimedia authoring software, digital video recording/editing software, word processing/spreadsheet/database software, etc.]</p>		<p>\$2,000.00</p>
<p>Digital Content Delivery System(s) and/or Subscription(s)</p>		<p>\$200.00</p>
<p>Video Conferencing Equipment and/or Software</p>		<p>\$100.00</p>

Projectors, Smartboards, and/or other Presentation Support Equip.		\$5,000.00
Technology Infrastructure Improvements and/or Wireless Access Enhancements		\$5,000.00
Service and Maintenance Contract(s)/Agreement(s)		\$5,000.00
Assistive Adaptive Devices and/or Systems		
Computers [desktop]		\$1,000.00
Computers [portable/tablet]		\$1,000.00
Printers, Storage Devices, and Digital Cameras		\$2,000.00
Handheld/PDA/Small Form Factor Devices		\$200.00
Other		
TECH RESOURCE SUBTOTAL (as read from database)		\$21,500.00
2. PROFESSIONAL DEVELOPMENT COST SUMMARY		
[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.]		
Technological Proficiency/Literacy Measurement System Training		\$100.00
Technology Integration Training Specialist(s)/Coach(s)/Mentor(s) [local district staff]		\$18,000.00
Special Training Consultants and/or Facilitators		\$100.00
Online Training Services/Fees		\$1,500.00
Stipends, Appropriate Training Incentives, Release Time for Teachers, Substitutes		\$25,000.00
Technology-Enhanced Lesson Plan Development Assistance		\$100.00
Appropriate Workshop/Session/Seminar Registration(s) [research, measurement, methods]		\$100.00
Travel to DOE Sponsored Project Coordinators Meeting(s)		\$100.00
Materials and Supplies [PD]		\$100.00
Other		
PD SUBTOTAL (as read from database)		\$45,100.00

3. ADMINISTRATIVE/OVERHEAD COST SUMMARY		
[Expenditures proposed in this component of the budget should be reasonable and necessary for effective and efficient project implementation, monitoring, and evaluation.]		
Project Coordination, Records Management, and/or Reports Preparation [not technology integration training]		
Project Evaluation		
Indirect Cost Estimate [must be calculated using approved rate for LEA]		\$1,648.71
Materials and Supplies [ADMIN]		\$100.00
Other		
ADMIN SUBTOTAL (as read from database)		\$1,748.71
PROJECT TOTAL (as read from database)		\$68,348.71

2008-09 EETT Program Planning Snapshot

EETT PROGRAM GOALS:		
<ul style="list-style-type: none"> 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 8th 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.flinnovates.org/)		
CORE EETT PROGRAM PLANNING AREAS	IMPLEMENTATION PLAN [Document specific 2008-09 implementation objectives. Include specific timelines when possible.]	MONITORING CHECK [Check appropriate box for each core planning area.]

Utilization of Florida’s Student Tool for Technology Literacy web-based evaluation tool http://www.flinnovates.org/sttl/ Performance Goal: All students will be technology literate by the end of the 8th grade	The district technology staff will work with schools to implement this tool when it is released.	EXPECT TO TEST TOOL
Utilization of Florida’s Inventory of Teacher Technology Skills (ITTS) web-based evaluation tool http://www.flinnovates.org/info/index.htm Performance Goal: Personnel skilled in technology	District Technology Coaches will assist and encourage teacher participation.	APX. 50% OF TEACHERS
Intensive and sustained technology integration professional development, mentoring, and modeling	District Technology Coaches and district training staff will focus on integrating technology with instruction in all of the training delivered throughout the 08-09 school year.	LIMITED IMPLEMENTATION
Technology –enhanced lesson plan development and identification of effective strategies to encourage exemplary practice infusion	District Technology Coaches will be providing training in the development of technology infused project based lessons.	LIMITED IMPLEMENTATION
Educational Technology Clearinghouse utilization http://etc.usf.edu/	District Technology Coaches and district technology training staff will encourage the use of the resources available through the Clearinghouse.	LIMITED IMPLEMENTATION

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/Strategic_Plan/StratImp.asp

Response: The district’s Directors for Elementary and Secondary Curriculum will work

closely with the Supervisor for Instructional Technology to ensure the integration of the National Educational Technology Standards for students into classroom reading instruction. Scientifically based programs will be used as formative assessments throughout the year and student progress will be tracked through our new student information system, Infinite Campus. Additional training will be provided for teachers in data analysis and how to better use student data to plan instruction. The elementary and secondary reading teacher specialists will work closely with school-based resource teachers to provide mentoring activities for teachers who work with "at risk" students. This strategy supports Strategic Imperative #3 - Improve Student Rates of Learning. Teacher participation in planned technology training and data analysis training supports Strategic Imperative #1 - Increase the Supply of Highly Effective Teachers.

Dissemination/Marketing

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

Response: The district will collect and report program data to local, state, and national agencies as required for evaluation purposes. Local dissemination by the district Information Office will include the district web site and local media. School-level dissemination will include PTA presentations, school newsletters, school websites and reports presented to School Advisory Councils

Reporting Outcomes

Program participants are expected to participate in the annual **Florida Innovates Technology Resource Survey (TRS)**, which collects school-based data on classroom technology use/integration, access to technology/Internet resources, technology support, training strategies and methods, etc. (<http://www.flinnovates.org/survey/>).

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

Response: The EETT project coordinator is a member of the District Instructional Technology Committee and will ensure that the annual survey participation and reporting expectations are clearly understood. The district will participate in the Florida Innovates Technology Resource Survey in order to collect and analyze information on classroom technology use and integration, access to technology, use of Internet resources, technology support, training strategies and methods. In addition to annual survey data, other baseline data is recorded in the EETT Program Planning Snapshot.

Additional Planning Information for Consultation with Private Schools

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

- Private schools were notified as to program participation opportunities, but none have indicated a desire to participate.

Response: Private schools are notified as to program participation opportunities and are invited to attend planning meetings prior to program development. Schools who indicate a desire to participate in federal education programs (including Title II-D) are provided, on an equitable basis, access to funds that may be used to improve technology training, access, and application at the school level. Private school principals are also notified of the technology training opportunities and invited to send teachers and/or administrators to participate in these activities.