Integrating the National Educational Technology Standards (NETS-S) to Prepare College and Career Ready Students

GEORGIA
DEPARTMENT OF
EDUCATION

Grant Application and Guidance

Title II, Part D:
Enhancing Education Through Technology (Ed Tech) **Competitive Grants**
CFDA 84.318

Georgia Department of Education
Office of Technology Services

Georgia Department of Education
FY2011 Ed Tech Competitive Grant Application and Guidance
Integrating the NETS-S to Prepare College and Career Ready Students

Purpose of the Program

According to Elementary Secondary Education Act legislation and US-ED Program Guidance, the primary goal of the Ed Tech program is to improve student academic achievement through the use of technology (see http://www.ed.gov/policy/elsec/leg/esea02/pg34.html#sec2401). It is also designed to assist every student in crossing the digital divide by ensuring that every student is technologically literate by the end of eighth grade, and to encourage the effective integration of technology with teacher training and curriculum development to establish successful research-based instructional methods. The primary goals of the FY11 Title II, Part D grant for **Integrating the National Educational Technology Standards (NETS-S) to Prepare College and Career Ready Students** are to:

1. Utilize results of the 21st century skills assessment to increase student mastery of the NETS-S.
2. Create elementary and middle school self-funding models to provide students with access to hardware (including netbooks) and digital learning materials that enable college and career readiness.
3. Implement the K-8 scope and sequence for integrating the NETS-S into the Georgia Performance Standards (GPS) and the Common Core GPS (CCGPS). This integration should include vertical articulation with high school teachers to prepare college and career ready students.
4. Review, refine, and/or create NETS-S integrated, GPS/CCGPS based resources that will be custom delivered to teachers' desktops through the State Longitudinal Data System's (SLDS) teacher landing page.

Rationale

As foundational technology skills penetrate throughout our society, students will be expected to apply the basics in authentic, integrated ways to solve problems, complete projects, and creatively extend their abilities. The International Society for Technology in Education's (ISTE) NETS-S are internationally recognized standards that help students prepare to work, live, and contribute to the social and civic fabric of their communities. The NETS-S identify skills complementary to college and career readiness including several higher-order thinking skills. The standards are focused the student's ability to:

- Demonstrate creativity and innovation
- Communicate and collaborate
- Conduct research and use information
- Think critically, solve problems, and make decisions
- Use technology effectively, productively, and ethically

As Georgia schools transition to more eTextbook and blended learning opportunities, it is critical that they be provided with high-quality, NETS-S, GPS, and CCGPS aligned resources. The adoption of the NETS-S in Georgia provides a common set of standards to guide resource creation, evaluation, and selection by Georgia LEAs; all assessments of 21st century skills, strategic instructional technology plans, and digital instructional content should be aligned with and guided by these standards. The NETS-S adoption produces a need to integrate rigorous technology standards into the K-12 GPS/CCGPS, thus providing an effective curriculum to improve student achievement as measured by the 21st Century Skills Assessment.

Outcomes of the grant supporting Ed Tech goals include:

1. By participating in the FY 11 Title II, Part D *Integrating the NETS-S to Prepare College and Career Ready Students* Competitive Grant, the teachers will:
   a. Participate in grant prescribed face-to-face, blended, and online job embedded professional learning specifically tailored in support of student use of NETS-S aligned resources to master the GPS, CCGPS, and increase 21st century skills.
   b. Regularly plan for and implement learning activities that require student use of NETS-S aligned resources to increase students' 21st century skills and mastery of the GPS and CCGPS.
   c. Regularly participate in collaborative planning sessions focused on implementing the K-8 scope and sequence for integrating the NETS-S into learning activities aligned to the GPS and CCGPS.
   d. Regularly plan for and implement learning activities that require student use of netbooks.

   e. Regularly participate in collaborative planning sessions focused on research-based practices such as differentiated instruction, problem based learning, and cooperative learning using netbooks.
   f. Review, refine, and create NETS-S integrated tasks, resources, and formative assessments that will be made available to LEAs throughout Georgia.
   g. Follow the GaDOE process for publishing teacher-created instructional resources.
   h. Participate in mandatory professional development on the State Longitudinal Data System (SLDS).
   i. Participate in mandatory professional development during summer 2011 and summer 2012.
   j. Participate in a pre and post 21st Century Skills Teacher Assessment.
   k. Practice the National Educational Technology Standards and Performance Indicators for Teachers (NETS-T).
   l. Participate in formative and summative grant monitoring and evaluation.

2. By participating in the FY 11 Title II, Part D *Integrating the NETS-S to Prepare College and Career Ready Students* Competitive Grant, students will:
   a. Participate in instructional use of NETS-S, GPS, and CCGPS aligned performance tasks.
   b. Participate in a pre and post 21st Century Skills Assessment (grades 4, 6, and 8).
   c. Increase their 21st century skills, as measured by the 21st Century Skills Assessment.
   d. Regularly use technology tools, including netbooks.
   e. Abide by all school acceptable use policies.
   f. Participate in formative and summative grant monitoring and evaluation.

3. By participating in the FY 11 Title II, Part D *Integrating the NETS-S to Prepare College and Career Ready Students* Competitive Grant, the grant school administrators will:
   a. Identify one technology integration coach for each elementary and middle school in the LEA who will participate in the mandatory summer professional development and redeliver the training to teachers in his/her school.
   b. Provide leadership support towards the identified grant outcomes.
   c. Provide scheduling assistance that maximizes professional learning and collaboration time for participating teachers.
   d. Provide the appropriate technology support for effective use of NETS-S, GPS, and CCGPS aligned resources by teachers and students.
   e. Provide the appropriate technology support for effective use of technology tools, including netbooks in the classroom.
   f. Develop a process and tool for classroom observation to formatively assess and guide grant implementation.
   g. Participate in mandatory professional development on the State Longitudinal Data System (SLDS).
   h. Participate in mandatory professional development during summer 2011 and summer 2012.
   i. Participate in a mandatory grant kickoff session for the FY 11 Title II, Part D *Integrating the NETS-S to Prepare College and Career Ready Students* Competitive Grant.
   j. Participate in formative and summative grant monitoring and evaluation.
   k. Practice the National Educational Technology Standards and Performance Indicators for Administrators (NETS-A).

4. By participating in the FY 11 Title II, Part D *Integrating the NETS-S to Prepare College and Career Ready Students* Competitive Grant, the participating schools will:
   a. Implement guidelines and procedures that facilitate the use of NETS-S, GPS, and CCGPS aligned resources by teachers and students.
   b. Implement guidelines and procedures that facilitate the use of technology tools, including netbooks.
   c. Implement inventory system for grant equipment.
   d. Develop structures to provide technical support for grant equipment and software applications.
   e. Revise district technology plan to support the integration of NETS-S and to address areas of need as indicated by the 21st century skills assessment.

Overview

This document invites eligible Local Educational Agencies (LEAs) in Georgia (see FY11 Title II, Part D List of Eligible LEAs for a list of eligible LEAs) to apply for the Title II, Part D *Integrating the NETS-S to Prepare College and Career*

Ready Students Competitive Grant and provides these eligible applicants with detailed information about the competitive process.

This grant is designed to increase student achievement of the National Educational Technology Standards for Students (NETS-S) as measured by the 21st Century Skills Assessment through five key deliverables:
1. Create elementary and middle school self-funding models to provide students with access to hardware (including netbooks) and digital learning materials that enable college and career readiness.
2. Provide feedback on the implementation of a K-8 scope and sequence for integrating the NETS-S into the Georgia Performance Standards (GPS) and the Common Core Georgia Performance Standards (CCGPS), including vertical articulation with high schools in the LEA,
3. Create NETS-S integrated GPS/CCGPS aligned tasks, resources, and formative assessments that will be posted for statewide use through the State Longitudinal Data System (SLDS).
4. Review and refine the posted NETS-S integrated GPS/CCGPS aligned tasks and resources based on classroom implementation.
5. Revise the LEA's technology plan to support the integration of NETS-S and to address areas of need as indicated by the 21st century skills assessment.

Grant applications must be uploaded to Georgia's Consolidated Application Portal by 3:00 pm on March 4, 2011. Each complete application will be read and scored by approved and trained GaDOE grant readers using the grant rubric (see *Integrating the NETS-S to Prepare College and Career Ready Students* Grant Rubric), and the highest scoring LEAs will be interviewed by GaDOE Title IID staff. Interview points will be combined with grant reader scores to determine each applicant's total score. Awards will be made to the three LEAs with the highest total scores across the state.

The GaDOE will ask the State Board of Education to approve awards at the April 2011 State Board of Education Meeting. The grant award period of availability is July 1, 2010 – September 30, 2011 with a 12-month carry-over period from October 1, 2011 – September 30, 2012. The implementation period for this grant begins in summer 2011. Equipment purchases and installation are to be completed immediately following the award, and should be made no later than the beginning of the 2011-2012 school year. Participating team members may receive professional learning units based on successful participation and completion of grant related professional development.

If funded, each LEA must agree to:
1. Implement the K-8 scope and sequence during the grant period (2011-2012, 2012-2013, and 2013-2014 school years), including the use of the NETS-S and GPS/CCGPS aligned tasks, resources, and formative assessments in all elementary and middle schools in the LEA.
2. Review, refine, and create NETS-S integrated GPS/CCGPS aligned tasks, resources, and formative assessments that will be posted for statewide use through the State Longitudinal Data System (SLDS).
3. Provide sufficient support for technical infrastructure and platforms for netbooks and digital resources.
4. Monitor the use of netbooks and other equipment to ensure student and teacher use is appropriate
5. Provide required electrical wiring and/or data cabling and/or infrastructure upgrades.
6. Support the technical infrastructure, hardware, and software necessary to achieve the outcomes of the grant.
7. Participate in a teacher and administrator professional learning sequence, a portion of which must be driven by the 21st Century Skills Teacher Pre-Assessment results.
8. Complete all reports and provide associated data to the GaDOE.
9. Use grant funds to provide schools with the hardware and/or software/access to achieve the outcomes of the grant.
10. Participate in mandatory professional development, beginning in summer 2011.
11. Participate in the required monitoring sessions and procedures.
12. Participate in a designated external evaluation of the program.
13. Complete and submit quarterly monitoring reports to the GaDOE.
14. Participate in the State Longitudinal Data System (SLDS).
15. Administer the 21st Century Skills pre and post assessment to all students in grades 4, 6, and 8, and to all elementary and middle school teachers.

16. Revise the Technology Plan based on grant provided data.

To assist LEAs in meeting these required objectives, the grant will provide a minimum $1,077,098.66 to each LEA for the following:

$376,984.50 (35%) for Professional Learning (Function 2210): As required under Title II, Part D, Sec. 2416, at least 25% of the awarded grant funds must be used to provide ongoing, sustained, and intensive, high-quality professional development activities. Due to the nature of this grant, Professional Learning requirements have been increased to a minimum of 35%. These activities are to include teacher, technology integration coach, and administrator participation in the grant prescribed professional development during summer 2011 and summer 2012, and coaching and progress monitoring through the State Longitudinal Data System. Professional Learning funds should also be used for the creation and integration of NETS-S aligned GPS and CCGPS tasks, parent awareness/training, collaborative planning, disseminating information to other schools/LEAs, stipends, tuition, conferences, etc. The PL funds must be spent in direct support of the grant outcomes. Additional professional development needs may be fulfilled through an ETC/RESA (as described in Appendix I) or other qualified provider with job-embedded professional learning and support for the grant outcomes.

$624,717.23 for Software/Equipment (Function 1000): The grant will provide approximately $624,717 for grant-related software, hardware, and infrastructure. Awarded LEAs will select the equipment to be purchased based on the recommended hardware/software specification(s) provided in Appendix A. The GaDOE may approve infrastructure/internet connectivity purchases supporting the LEA's identified infrastructure needs. Equipment purchases must be appropriate for the grant goals and solely dedicated for use in the designated LEA. If the cost of equipping the grant schools is less than $624,717, remaining funds may be diverted to additional professional development or NETS-S integration activities, subs, and stipends that support the grant outcomes. If LEAs choose equipment for which cost exceeds available grant funds, it will be the LEA's responsibility to provide the additional funds needed to purchase the required equipment.

$75,396.87 for Evaluation (Function 2210): The grant will provide approximately $75,369.87 for external evaluation and for licensing of the 5th grade and 8th grade 21st Century Skills Assessments to be administered to all LEA students in grades 4, 6, and 8, and the pre- and post- 21st Century Skills Teacher Assessment to be administered to all LEA elementary and middle school teachers. Awarded LEAs will administer the 21st Century Skills Assessment to students to demonstrate 21st century skills, and to teachers to demonstrate 21st century teaching skills. Learning.com will bill all awarded LEAs for these licenses.

Additionally, EDGAR Part 75, Subpart E - Sec. 75.590 "Evaluation by the Recipient" stipulates that a recipient shall submit a performance report, or, for the last year of a project, a final report, that evaluates at least annually-
   a. The recipient's progress in achieving the objectives in its approved application;
   b. The effectiveness of the project in meeting the purposes of the program; and
   c. The effect of the project on participants being served by the project.
The GaDOE will designate the external evaluator for the Title II, Part D *Integrating the NETS-S to Prepare College and Career Ready Students* Competitive Grant, and the LEA will be billed by this evaluator.

Eligibility
A list of eligible LEAs is published on the GaDOE FY11 Title II, Part D web page in the document FY11 Title II, Part D List of Eligible LEAs. Title II, Part D legislation requires that funds be awarded equitably across rural and urban districts according to the demonstrated need of those local educational agencies serving the areas. In addition, No Child Left Behind (NCLB) mandates that the GaDOE set eligibility criteria for the Title II, Part D competitive grants to ensure that LEAs applying for funds are among those with the "highest needs" in the state. GaDOE's criteria for determining "high need" eligibility for the FY11 competition are as follows:

An LEA shall be considered "high need" if:
   1. The percentage of children in poverty residing in the LEA's service area is above the state average of 20.8% according to the 2009 US poverty data released in December 2010. See web link: http://www.census.gov/did/www/saipe/data/schools/data/2009.html

-AND-

2. The LEA has one or more schools identified as Needs Improvement (NI), Consequence Level One or higher, according to the AYP Final 2010 School Detail Report dated October 15, 2010.

-OR-

3. The ratio of students to computers in the LEA's service area is above the state average of 3.17 students to computers according to the 2009-2010 State Technology Inventory Survey.

Responsibility of the grant application, including sign-off and submission rests with the LEA, not with an individual school. A list of eligible LEAs is published on the GaDOE FY11 Title II, Part D web page in the document FY11 Title II, Part D List of Eligible LEAs. There is no list of eligible schools, as eligibility rests at the LEA level, not the school level.

Award Criteria

Total Funding Amount: Up to $3,231,294.85 is available for awards through this grant program in FY11.

Award Amount: Awards will be a minimum of $1,077,098.66 per LEA.

Number of Awards: 3

Grant Award Period: July 1, 2010 - September 30, 2011, with a 12-month carryover period from October 1, 2011 - September 30, 2012. Funds must be expended during the approved grant period and may not be expended or obligated prior to approval and the execution of a grant agreement between GaDOE and the LEA.

Program Evaluation

GaDOE will coordinate the program evaluation. All applicants will be required to:

1. Complete a self-evaluation as outlined by the GaDOE.
2. Provide documentation on the progress towards identified grant outcomes.
3. Administer the 21st century skills assessment to all LEA students in grades 4, 6, and 8 for all three years of the grant.
4. Administer the 21st century skills pre and post assessment to all teachers in the LEA elementary and middle schools for all three years of the grant.
5. Provide grant funds towards the evaluation.

Additional data and classroom observations may be collected for the evaluation. All LEAs will be required to work with the evaluators to schedule site visits and provide classroom level student data as requested. A final report documenting the results will be required at the conclusion of the grant period.

Technology Literacy Standards

The portion of the No Child Left Behind (NCLB) Act known as 'Enhancing Education Through Technology Act of 2001' (EETT) has a goal: "To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability." Applicants will be required to describe within the grant application their ability to participate in the implementation of the online 21st century skills assessments for students and teachers that will be used to demonstrate their students' and teachers' 21st century skills.

Allowable Expenditures

Only costs associated with implementing the Title II, Part D *Integrating the NETS-S to Prepare College and Career Ready Students* Competitive Grant will be approved. Applicants should include in their budgets costs for professional development fees, tuition, stipends, substitute pay, travel costs for attending professional learning activities and conferences, travel for required meetings, student and teacher technology assessment fees, online classes, and appropriate teacher and classroom hardware and software that supports the grant purpose and outcomes.

Please refer to Appendix A for hardware/software recommendations.

Non-Allowable Expenditures

The following expenses are not allowed, but this should not be interpreted as an all-inclusive list. Grant funds may not be used to:
   a.   Supplant existing positions, programs, or services (i.e., salaried positions).
   b.   Purchasing furniture, desks, chairs, or other classroom equipment that is not instructional technology in nature.
In addition, funds cannot be obligated before the grant period, and funds cannot be paid prior to any services being rendered.

Consultation Requirements

Equitable participation requirements in Subpart 1 of Part E of Title IX of the ESEA apply to the Ed Tech program. (See ESEA Section 9501(b) (1)). Therefore, LEAs applying for Ed Tech funds must consult with nonpublic school administrators prior to submitting the grant application and during implementation to ensure services are provided according to the federal law and nonpublic service plan. Consultation must occur before the LEA makes any decision that affects the opportunity for eligible nonpublic school children, their teachers, and their families to participate. The LEA must contact the officials of all nonpublic schools every year, even when there have been no recent indications of a desire to participate in the federal programs.

LEAs and local entities must provide, on an equitable basis, special educational services or other benefits that address the needs under the program of children, teachers, and other educational personnel in nonpublic schools in areas served by the LEAs and local entities. Expenditures for educational services and other benefits for nonpublic school children, teachers, and other educational personnel must be equal, taking into account the number and educational needs of the children to be served, relative to the expenditures for participating public school children. Equitable participation is determined by dividing the number of nonpublic students by the total number of public/nonpublic students in the LEA attendance area. This percentage of nonpublic to the total is then multiplied by the total LEA Title II-D allocation to determine the nonpublic equitable portion. Residency of a nonpublic school student within the public school attendance area is not a factor.

Nonpublic schools will not be responsible for implementing the Title II, Part D *Integrating the NETS-S to Prepare College and Career Ready Students* Competitive Grant as described in this proposal. Their expenditures, however, must be aligned with the goals and purposes of the Ed Tech program as outlined in the Title II, Part D legislation and guidance and http://www.ed.gov/policy/elsec/leg/esea02/pg34.html#sec2401). Activities may include professional development in technology integration, distance learning initiatives, acquiring educational technology, and using technology to enhance parental involvement.

Section 9501(c)(1) of the Elementary and Secondary Education Act requires that LEAs consult with appropriate nonpublic school officials on such issues as:

   ●   How the children's needs will be identified;
   ●   What services will be offered;
   ●   How, where, and by whom the services will be provided;
   ●   How the services will be assessed and how the results of the assessment will be used to improve those services;
   ●   The size and scope of the equitable services to be provided to the eligible nonpublic school children, teachers, and other educational personnel and the amount of funds available for those services; and
   ●   How and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the nonpublic school officials on the provision of contract services through potential third-party providers.

LEAs must maintain control of the federal funds used to provide services under the programs funded through the No Child Left Behind Act. They also maintain title to materials, equipment and property purchased with those funds. LEAs may allow the nonpublic schools to keep the items from year to year, in accordance with approved ongoing activities, as long as records are maintained. Note that an LEA may use Ed Tech funds to purchase computer equipment for use by nonpublic school students and teachers, but not to support wiring for computer networks or access to the Internet. The LEA maintains title to equipment purchased with Ed Tech funds and placed in nonpublic schools and should be clearly labeled and identified as the district's property. Furthermore, the

equipment may not be used for religious purposes. Additionally, the requirement for a grant recipient to use at least 25 percent of its total FY 2011 Ed Tech funds for professional development does not apply to the funds allocated for nonpublic school students and teachers. However, the topic of professional development should be addressed during the consultation process with nonpublic school officials to ensure that the technology services, materials, and/or equipment will be effectively implemented.

Nonpublic schools can assist the LEA in meeting the obligation for equitable participation and consultation by:
- Completing and submitting the nonpublic participation and enrollment forms and submitting them to the LEA.
- Responding to the LEA's request for consultation in a timely manner.
- Providing documentation on the needs of students and educators in accordance with each grant program's requirements.
- Assessing student achievement in accordance with the grant program requirements.

The nonpublic school consultation must take place during the development of the LEA's Title II, Part D *Integrating the NETS-S to Prepare College and Career Ready Students* Competitive Grant application, and must be documented on the Private School Consultation Form (Appendix D) as follows:

- Provide the name(s) of the eligible nonpublic school(s) in the LEA's service region,
- Provide the name(s) of the nonpublic school(s) consulted with, including the name(s) and email address(es) of the nonpublic school official(s),
- Indicate the method of contact with each nonpublic school and summarize the topics discussed with the nonpublic school official(s). This summary should be retained locally, and should include evidence that the following was discussed:
  - Representatives of nonpublic schools were informed of the availability of services;
  - The needs of nonpublic school educators and/or students were identified;
  - Nonpublic school officials were consulted and provided an opportunity for input into the planning of the LEA's program activities prior to the LEA making programmatic decisions.
- Indicate whether or not each nonpublic school(s) will participate in the grant.
- List each nonpublic school's equitable portion of the LEA's total Title IID allocation, calculated as follows:
  1. Take the total FY11 Title IID award (i.e.: $1,077,098.66)
  2. Divide this number by the total number of enrolled public (ex: 2,000) AND total number of enrolled private school students (ex: 150)… $1,077,098.66 / 2,150. This equals the Per Pupil allocation (PPA)$500.98
  3. PPA($500.98) X Total # of students enrolled in the private school (150) equals funds generated by the private school: $75,147

Required Application Components
To apply for this grant, grant proposals must be uploaded to Georgia's Consolidated Application Portal by 3:00 pm on March 4, 2011.

Only one PDF document is to be uploaded and that document should contain the following:
- **Proposal Narrative - Required (<u>maximum 25 pages</u>) with the following sections:**
  (A) Project Personnel
  (B) Critical Academic Needs
  (C) Critical Technology Needs
  (D) Current Instructional Context and Needs Assessment
  (E) System Support for Grant
  (F) Local Implementation Plan
  (G) Evaluation Plan
  (H) Dissemination Plan
  (I) Budget Plan
- **Required Appendices:**

☐ Cover Sheet Form – Required (Appendix B).

☐ Assurances Form – Required (Appendix C).

☐ Private School Consultation Form – Required (Appendix D).

☐ System Letter of Commitment – Required (Appendix E). The grant team of the classroom teachers, the building administrator, and the LEA IT coordinator must sign the letter of commitment to indicate that they have read, understood, and agreed to the requirements of the grant and the professional learning sequence. The LEA Superintendent must also sign the letter.

☐ Budget Table – Required (Appendix G). Must be signed by the LEA's Technology Director/Chief Technology Officer.

- **Optional Appendices:** Additional system or school documentation to support grant application.

The Proposal Narrative, Required Appendices, and any Optional Appendices must be converted to ONE PDF file before uploading to the Consolidated Application Web site, and should be named the same way for each applying LEA, i.e. AbcCo_FY11

Required Narrative Sections: The following provides LEAs with format instructions and the purpose and suggested content for each required narrative section.

Proposal Format: The purpose of these instructions is to define the acceptable format for the grant proposal. All of the required components (Proposal Narrative, Required Appendices and Optional Appendices) must be contained in one and only ONE document that is converted to a PDF format before uploading. The Proposal Narrative has a maximum of 25 pages. Multiple documents uploaded to the Consolidated Apps will not be an acceptable format for the grant. The PDF Document file should be named the same way for each applying LEA, i.e. AbcCo_FY11. The proposal should follow these guidelines:

The document should begin with the cover sheet (Appendix B).

☐ Each document page should contain a header with the name of the grant and the district name; the footer should contain the page number and the date.

☐ All grant proposals should use Times New Roman font, with font size of 10, and be single-spaced.

☐ Each section of the grant proposal should be clearly labeled/identified.

☐ The document must contain all signed Appendices.
  *Note: The LEA's application **WILL NOT BE SCORED** if the application is incomplete or does not contain all necessary signatures.

☐ The document should contain the signed Assurances Form (Appendix C), the signed Private School Consultation Form, the signed System Letter of Commitment (Appendix E), and the signed Budget Table (Appendix G).

(A) Project Personnel (19 points): The purpose of this section is to describe the individuals who will comprise the leadership team and their qualifications. The leadership team must include, at a minimum, the district Superintendent, the district Instructional Technology Coordinator, the district Network Administrator, the district technical support leader, the district level administrator in charge of professional development, the district-level administrator in charge of curriculum and instruction, the school principals (for schools involved the grant), and subject area or grade-level lead teachers from the schools involved in the grant. Applicants may add additional members to the leadership team, as necessary. The purpose of this section is to demonstrate that these personnel are capable and qualified to manage the *Integrating the NETS-S to Prepare College and Career Ready Students* grant. In determining the quality of this section, the following will be considered:

☐ Evidence that a complete team of project personnel has been assembled, and that all team members have knowledge of the grant application, grant purpose, and outcomes (Letter of Commitment signed by all members of the team).

☐ Documents the LEA's ability to designate highly qualified Technology Integration Coaches to service each elementary and middle school. Shows evidence of the LEA's planning and consideration for selecting the individuals to serve in these roles. Although these individuals may not be selected at

the time of application, it is evident that the LEA is particularly mindful of the skill-set and time commitment that will be required of these individuals.

☐ The qualifications of the teachers(s) to support student use of technology to achieve grant outcomes including evidence of a teacher technology professional development needs assessment, for example LoTi.

☐ The technical background/experience of the district IT coordinator to support grant outcomes.

☐ The background of the school administrator(s) in the areas of school improvement and educational leadership.

☐ Evidence of past successes that can be attributed to proposed project personnel, especially in the areas of technology integration and differentiation.

(B) Critical Academic Need in a Core Area (6 points): In this section, the school/LEA will describe the current academic needs that will be addressed by this grant. Proposals should include:

☐ Clearly define and document in table format (table may be attached as an additional appendix so as not to count toward the 25-page limit) the need in core academic area(s) using well-established data sources and trend data over time.

☐ Document academic needs in terms consistent with the GPS and CCGPS and how these needs will be addressed through the grant goals.

(C) Critical Technology Needs (10 points): This section describes the LEA's need for technology-enriched environments. The school/LEA will outline their technology budgets/expenditures over the past three years to show their high need for technology funding supporting increasing students' 21st century skills and academic success.

☐ Describes the schools' need for increasing student access to technology and improving student 21st century skills.

☐ Provides in table form (table may be attached as an additional appendix so as not to count toward the 25-page limit) longitudinal baseline data on 8th grade technology literacy from the LEA's middle schools.

☐ Describes how the school can utilize this grant to improve students' 21st century skills, student engagement, and increased instructional use of the NETS-S.

☐ Provides a table (table may be attached as an additional appendix so as not to count toward the 25-page limit) outlining the schools'/LEA's technology and textbook/instructional resources budgets and expenditures over the past three years to show the need for increased technology funding.

☐ Describes the schools' infrastructure needs in relation to the recommended infrastructure specifications listed in Appendix A.

(D) Current Instructional Context and Needs Assessment (16 points): In this section schools/LEAs will (1) describe the current instructional context focusing on the instructional use of the NETS-S; (2) compare the current instructional context to the future goals and vision for implementing a K-8 scope and sequence for integrating the NETS-S into the GPS and CCGPS; and (3) clearly state how this grant will help teachers move toward these goals. In rating this section, the following will be considered:

☐ The school's/ LEA's ability to provide a complete portrait of teachers' content knowledge, and current instructional practices.

☐ Clear description of how teachers will review, refine, and/or create NETS-S integrated, GPS/CCGPS based resources that will be custom delivered to teachers' desktops through the State Longitudinal Data System's (SLDS) teacher landing page.

☐ Clear description of how teachers will increase students' 21st century skills through the integration of the NETS-S into the K-8 GPS/CCGPS.

☐ A commitment by the applicant to address specific learning goals, the Georgia Performance Standards and Common Core Georgia Performance Standards, the NETS-S, and authentic, engaging instruction for their students.

☐ Evidence that grant goals are aligned to the school/LEA's school improvement plan.

(E) <u>System Support for Grant</u> (20 points): This section describes the willingness, commitment, dedication, and ability of project staff, administrators, and teachers to engage in this type of curriculum change and technology deployment. Schools/LEAs must describe the types of specific system supports that are currently in place to assist them in fully implementing the grant, including evidence of strong support from top district leadership, and must describe the types of system supports they *will* enact to support the grant teachers and the grant program. Actions described in this section should indicate that the LEA is prepared and committed to provide the necessary resources and support to implement the grant fully and effectively. In addition, the LEA is prepared and committed to provide the schools sufficient operational flexibility to allow scheduling that enables maximum teacher collaboration time and to fully implement a comprehensive approach to substantially improve student achievement outcomes. The application should describe actions the LEA will take to sustain implementation of the processes and strategies that positively impact student achievement after completion of the grant monitoring period. The application should identify steps that will be taken to retain human, material, and financial resources after the funding period ends. In addition, the application addresses LEA support (e.g., policies, professional learning opportunities, protected time, etc.) for the actions and strategies that positively impact student achievement. This section should also describe how the school/LEA would provide the necessary infrastructure, Internet capacity, and electrical wiring for the grant software and equipment. A discussion of in-kind contributions is appropriate in this section.

(F) <u>Local Implementation Plan</u> (34 points): The purpose of this section is to establish how the school/LEA will use the required equipment and software to accomplish the key deliverables of the grant. How will implementation of this grant coincide with the implementation of the school's Comprehensive LEA Improvement Plan (CLIP)? What types of activities will happen in the schools during the grant period? How will the participating teachers and schools work collaboratively as a team? How will classroom activities be engaging, rigorous, and beneficial for students? Preference will be given to proposals that:
☐ Align to the GPS, CCGPS, and the <u>NETS-S</u>.
☐ Align to research and best-practice models of project-based, engaged, or differentiated learning.
☐ Describe the types of activities that will happen in the participating schools during the grant period (2011/12 – 2013/14 school years), and how the participating teachers and schools will work collaboratively as a team.
☐ Describe how the K-8 scope and sequence provided by GaDOE will be implemented in all LEA middle and elementary schools during the grant period.
☐ Specify examples of how the instruction/classroom activities occurring in the grant classrooms will change to incorporate 21st century skills.
☐ Describe the type of formative assessments teachers will employ to monitor student growth in academic and 21st century skills.
☐ Describe how the implementation of netbook and digital learning resources will be utilized to meet grant goals.
☐ Describe how the school will engage parents and students through a required NETS-S awareness session.
☐ Describe the steps and process for monitoring effective purchase, distribution, assignment/location, and student and teacher use of grant equipment.
☐ Align grant activities to the CLIP.
☐ Describe how the school will ensure student and teacher adherence to LEA Acceptable Use Policies.
☐ Describe how the school will accommodate students with special needs.

(G) <u>Evaluation Plan</u> (12 points): In this section, the school/LEA will outline how they will evaluate progress toward research-based instructional practices, using technology effectively for teaching and learning, improving students' 21st century skills, and improving academic performance on the GPS and CCGPS. Competitive preference will be given to proposals that provide:
☐ A description of the steps and process for assessing success in implementing the funded project.
☐ A description of specific measures to evaluate the extent to which the project increases the integration of technology and 21st century skills into instructional practices.

☐ A description of the specific criteria used to measure the impact of the project on student achievement, and teacher mastery of 21st century skills. At a minimum, includes CRCT data for 2008-2009 and 2009-2010 for the LEA's elementary and middle schools, and 2008-2009 and 2009-2010 8th grade technology literacy assessment data for the LEA's middle schools. Includes a baseline measure of teacher technology assessment data, if available.

☐ A description of the LEA's ability to participate in the grant-wide online 21st Century Skills Assessments that will be used to demonstrate their students' and teachers' 21st century skills.

☐ A timeline for completing the implementation of the project and the evaluation steps.

(H) Dissemination Plan (22 points): This section will include an explanation of what schools/LEAs expect to learn from participating in this grant; how they will use this information/increased capacity locally in the future; and how they will share what they have learned with others statewide. Dissemination plans with the following qualities will receive competitive priority:

☐ Clear descriptions of what the school/LEA hopes to gain from participating in this grant program.

☐ Specific plans for vertical articulation with the high schools.

☐ Specific plans to share and use all acquired knowledge locally in the future.

☐ Specific plans to share what is learned with others statewide.

☐ Strong focus on disseminating information that will improve student academic and 21st century skills achievement.

☐ Evidence of targeting specific audiences.

☐ Plans to develop specific, usable products that would be useful to others.

☐ The use of technology to aid dissemination activities.

☐ A dissemination plan that benefits a broad audience and a variety of stakeholders.

☐ High probability that others would respond to the school's/LEA's dissemination plan.

(I) Budget Plan (21 points): In this section the LEA will provide a preliminary budget and a narrative to support its planned expenditures. The budget must be signed by the LEA's Technology Director/Chief Technology Officer to indicate his or her participation in the budget process and commitment to supporting the equipment that will be purchased. Budget plans with the following qualities will receive competitive priority:

☐ Provides a detailed table of planned expenditures using the format shown in Appendix G that gives the function, object, cost, and detailed description of each item to be purchased (table must be attached as Appendix G and will not count toward the 25-page limit). Applicants must utilize the *Title II, Part D Chart of Accounts* listed in Appendix H.

☐ All grant funds should be accounted for in the table, and must follow the funding guidelines listed on pages 4-5 of this guidance document.

☐ Narrative provides evidence of thoughtful planning and consideration for how the grant funds will be expended in order to provide the maximum fiscal impact for district students and personnel.

☐ Narrative describes how the items within the budget table support the goals of the project.

☐ Narrative describes how the total costs indicated in the budget table are reasonable and necessary in relation to the number of persons to be served, to the scope of the project, and its anticipated benefits.

☐ Narrative describes how the requested funds were allocated for accomplishing tasks and activities described in the application.

☐ Narrative describes how Title II, Part D *Integrating the NETS-S to Prepare College and Career Ready Students* Competitive Grant funds will supplement and not supplant other Federal, State, and local funds.

☐ Narrative describes how at least 25% of the total budget is spent on professional development activities related to the Title II, Part D *Integrating the NETS-S to Prepare College and Career Ready Students* Competitive Grant (Function Code 2210).

Upon approval by the State Board of Education, grantees will be required to submit electronic budgets through the GaDOE Consolidated Application Portal. All budget requests must be made in accordance with the use of funds for the Ed Tech program and must meet the requirements in EDGAR and OMB circulars.

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Grant proposals must be uploaded to Georgia's Consolidated Application Portal by 3:00 pm on March 4, 2011; late submissions will not be accepted. The LEA's application will be reviewed for completeness and WILL NOT BE CONSIDERED FOR SCORING if the application is incomplete or does not contain all necessary signatures.

Scoring Components:

1. **Rubric Score:** Each completed grant application will be read and scored by approved and trained GaDOE grant readers using the grant rubric (see *Integrating the NETS-S to Prepare College and Career Ready Students* Grant Rubric). If an LEA's application does not receive an average rubric score of 93 or higher out of 160 points, it will not be considered for funding. If the eligible LEA meets the cut score of 93 or higher, it may also qualify for additional points based on the following:
   - Six (6) points if the LEA received a FY10 Ed Tech formula grant award of $5,000 or less, OR
   - Three (3) points if the LEA received a FY10 Ed Tech formula grant award of $5,001 to $10,000.
   No additional points will be added if the LEA received more than $10,000.

2. **Interview:** The top scoring LEAs will be interviewed by GaDOE Title IID staff, and will receive up to an additional 50 points based on the quality of the interview.

The LEA's interview score will be added to its average rubric score and additional points earned, if applicable to determine the total score. Awards will be made to the three LEAs with the highest total scores across the state.

Grant Timeline

December 13, 2010	Grant guidance/application and rubric available to LEAs
January 11, 2011	Grant orientation session via Elluminate
March 4, 2011	Grant applications due in GaDOE Consolidated Application Portal
April 14, 2011	Grant awardees approved by State Board of Education
TBD	Grant Kickoff Meeting
May 13, 2011	Grant budgets due in GaDOE Consolidated Application Portal

Every effort must be made to have all equipment ordered, delivered, and installed by the beginning of the 2011-2012 school year.

Grant Writing Assistance

The GaDOE will host an Elluminate orientation session regarding the Title II, Part D *Integrating the NETS-S to Prepare College and Career Ready Students* Competitive Grant on January 11, 2011. All eligible LEAs are invited to attend. GaDOE recommends that LEAs obtain an independent review of their grant applications prior to submission. Title II, Part D program staff are available to provide LEAs with assistance in uploading their applications to the GaDOE Consolidated Application Portal.

Contacts

For additional information or guidance concerning this grant, please contact Wendy Grey, Title II, Part D Program Manager at wgrey@doe.k12.ga.us

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APPENDIX A: Hardware/Software Recommendations

The recommendations listed below provide the LEA with a general idea of the equipment that may be utilized in this grant. Detailed specifications and purchasing information will be provided upon grant award.

Netbook specifications
• Processor Speed: 1.6 GHZ Atom Processor
• Storage: 120-160 GB Hard Drive, 5.400 RPM Hard Drive
• RAM Installed: 2GB DDR2 RAM
• Optical Storage: Memory Card Reader
• Communications: 10/100 Ethernet, 802.11g Wireless
• Audio: Microphone Input Port, Headphone Output Port.
• Video: VGA (Monitor) Output Port
• Built-in: 640 X 480 VGA web cam minimum resolution
• Screen Size: 10.1-inch minimum (measured diagonally)
• Interface Connections: 2 x Hi-Speed USB - 4 pin USB Type A
• Battery: Lithium-Ion (6-cell)
• Warranty: 1-year

Extra Batteries for Netbooks and/or Laptops

Laptop Specifications
• Processor: 2 GHz Intel Core 2 Duo or better
• Memory: 2 GB RAM minimum
• Disk Space: 160 GB or larger
• CD/DVD Device: DVD±RW (±R DL)/DVD-RAM
• Video: Mobility Radeon HD 4200 or equivalent
• Network: Gigabit Ethernet – 802.11 a/b/g/n (laptop)
• Display: 13" Widescreen TFT 1280 x 800 or better
• Operating System: Windows 7
• General: Audio In/Out, 2 or more USB ports (3 preferred), external video port

Apple Desktop/Laptop Specifications
• Processor: 2 GHz Intel Core 2 Duo or better
• Memory: 2GB RAM minimum
• Disk Space: 160 GB or larger
• CD/DVD Drive: SuperDrive 8x or better
• Video: NVIDIA GeFOrce 9400M graphics or better
• Network: Gigabit Ethernet – 802.11 a/b/g/n (laptop)
• Display: 13" Widescreen TFT 1280x800 or better
• OS: Mac OS and/or Windows 7

Wireless (WiFi) Equipment
Wireless Access Points – must support Wireless B, G, N

Interactive Whiteboard
• 65"x45" or better
• Short-throw video projector, 2000 lumens or better (if needed)
• Includes all needed mounting hardware and cables
• Includes appropriate instructional and management software
• Acceptable Alternative: Video projector with built-in white-board capability
    o Requires clean, white wall space of appropriate size
• Installation/wall-mounted

APPENDIX A: Hardware/Software Recommendations (continued)

Mounted Projector

- Display (native) Resolution: XGA/DVI (1024 X 768 including 1024 X 600) or better
- Brightness: 2000 or higher ANSI lumens
- Contrast Ratio LCD: 500:1 or better
- Contrast Ratio DLP: 2000:1 or better
- Aspect ratio: Switchable between 4:3 and 16:9
- Projector should have a zoom lens, focus, keystone correction and shift functionality
- Installation Orientation: Ceiling/Front, Ceiling/Rear, or Boom mount
- Environments: Windows and Mac compatible
- Mounted from ceiling and aligned
- Preferred: Cleanable (vs. replaceable) air filter
- Preferred: 2 XGA, 1 HDMI, Component Video, Left and Right Channel input connections (or better)
- Preferred: 3 years or longer manufacturer warranty including bulb replacement
- Required Accessories for Projector:
  o VGA or DVI splitter/amplifier (if needed for installation)
  o Appropriate video cabling and projector mount

Software

- 21st Century Skills licenses for 5th grade and 8th grade assessments from Learning.com.
- 21st Century Skills Teacher Assessment licenses (pre and post) for teachers in the elementary and middle schools.
- Operating System (Windows 7 or OSX)
- Productivity software (Office-like suite) including word processing, spreadsheet/chart, and presentation software applications
- Media player application
- Adobe Flash Player 10 or later
- Adobe Acrobat Reader 9 or later and/or Adobe Standard
- Email application for student use
- Video-editing software
- Collaboration software

Student Response System

- All day use capability
- LCD display for instructions, prompts, questions
- Multiple question type support including multiple choice, true/false, survey, fill-in-the-blank, and more.
- Unique student/teacher logins
- Software for question creation, data collection and display, system management
- Acceptable Alternative: Software based response system using laptops and/or hand-held devices (Ex: Poll Everywhere)

Digital Still and/or Video Camera

- Digital Camera Type: Compact
- 12 megapixel
- 4X optical zoom
- USB2 download capability
- Image stabilization
- Video recording capability
- Li-ion rechargeable battery

Headsets/Microphones

- Headset/microphone combination with USB adaptor
- Noise-canceling USB microphone

APPENDIX A: Hardware/Software Recommendations (continued)

RECOMMENDED MINIMUM INFRASTRUCTURE SPECIFICATIONS

Recommended Workstation:

- To be successful implementing this grant, school workstations should meet the minimum standards for a "modern" computer as defined by the GaDOE Technology Inventory: Equal to or better than 1 GHz or faster processor, 1 GB of RAM, network capable or any Intel-based Macintosh – and thick/thin client workstation connected to any hosted solution. Further, workstations should be current on OS updates and have updated antivirus, anti-spyware, and firewall software installed.

Recommended School Network:

- To be successful implementing this grant, the network in the school should consist of minimum 100BaseT switched connections in the classrooms (or wireless G or N) and gigabit connections between wiring closets.

Recommended Internet Connection:

- To be successful implementing this grant, connection to the internet should be robust enough that a student or teacher typically experiences sub-second responses as they interact with various web sites. This would be accomplished via a 3 mbs or better connection to the school and a 45 mbs or better connection to the school system.

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APPENDIX B: Cover Sheet – REQUIRED
Georgia Department of Education
Integrating the NETS-S to Prepare College and Career Ready Students Grant

A. Name of Local Education Agency (LEA) Applicant:		
System Name:	**3-digit System Number:**	**Funding Amount Not to Exceed $1,077,098.66**
Superintendent's Name:		

B. LEA Applicant Contact:
(List the person who can answer questions about this application and who will receive official correspondence regarding this grant.)

Name:	Title:	Email:	Phone

C. Leadership Team: (**Role 1 =** Grant Teachers **2** = Building Level Admin. **3** = District Level Admin) Attach additional sheets if necessary.

Name:	Email:	Role for Leadership Team:

D. List each LEA Elementary and Middle School: (Attach additional sheets if necessary)

School Name and 4-digit School Code:	Number of Administrators	Approx. Number of Students	Number of Teachers to Receive Training

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APPENDIX C: Assurances – Page One – REQUIRED
Georgia Department of Education
Enhancing Education Through Technology (Ed Tech) Competitive Sub-grants

As a condition of receiving the state and federal funds for which application is made, the applicant's local board of education (Applicant) assures the following as required by the Elementary and Secondary Education Act (ESEA), No Child Left Behind (NCLB), in general, and Title II, Part D (Enhancing Education Through Technology) of NLCB which authorizes funding for this program. The text of the entire legislation is available online at http://www.ed.gov/legislation/ESEA02/.

GENERAL ASSURANCES

Supplement Not Supplant

Funds provided under these programs will supplement, not supplant federal, state, and other local funds that the applicant would otherwise receive.

Legal Compliance/Debarment/Lobbying/Reporting

1. Each program will be administered in accordance with all applicable federal and state statutes, regulations, program plans, and applications.
2. The control of funds provided under each program and title to property acquired with program funds will be in a public agency.
3. The Applicant will administer funds and property to the extent required by the authorizing statutes.
4. The Applicant will adopt and use proper methods of administering each such program, including;
   a) The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
   b) The correction of deficiencies in program operations that are identified through the audits, monitoring, or evaluation.
5. The Applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State Educational Agency, the Secretary of Education or other Federal officials.
6. The Applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal and state funds paid to Applicant under each program.
7. The Applicant will make reports to the State educational agency and the Secretary of Education as may be necessary to enable the agency and the Secretary to perform their duties under each program.
8. The Applicant will maintain such records, provide such information, and afford access to the records as the State educational agency or the Secretary of Education may find necessary to carry out the State educational agency's or the Secretary's duties.
9. In accordance with Part 85 of 34 CFR, neither the Applicant nor its principals are presently debarred or suspended from participation in programs by any federal agency.
10. In accordance with Part 82 of 34 CFR, funds will not be used for lobbying the executive or legislative branches of the federal government in connection with contracts, grants or loans and will report payments made with inappropriate funds for lobbying purposes.
11. The Applicant will comply with requirements of Sections 436 and 441 of the General Education Provisions Act (GEPA).
12. The Applicant will file reports in formats and at times specified by the Georgia Department of Education and/or the United States Department of Education.
13. The Applicant will cooperate in carrying out any evaluation of each program conducted by or for the State educational agency, the Secretary or other Federal officials.
14. The Applicant is in compliance with all required federal Civil Rights Statutes including:
    a) Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, creed, or national origin.
    b) Title IX of the Educational Administration Act of 1972, which prohibits discrimination on the basis of gender.
    c) Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which prohibits discrimination on the basis of physical handicap.

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Assurances (continued) – Page Two– REQUIRED
Georgia Department of Education
Enhancing Education Through Technology (Ed Tech) Competitive Sub-grants

Professional Development

The Applicant has adopted a policy that provides for the preparation and implementation of a comprehensive program for staff development.

Technical Assistance

The Applicant will provide technical assistance and support to programs identified in this application.

Drug-Free Workplace and Community Act Amendments

In accordance with the federal Drug-Free Workplace and Community Act Amendments of 1989, the Drug-Free Workplace Act of 1988 and State Board of Education Policy GAM, Staff Rights and Responsibilities: Drug and Alcohol Free Workforce, the applicant declares that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, marijuana, or dangerous drug is prohibited at geographic locations at which individuals are directly engaged in the performance of work pursuant to this application. In addition, Policy GAM prohibits the unlawful possession, use, manufacture, distribution or sale of alcohol in the workplace.

TITLE II, PART D – ENHANCING EDUCATION THROUGH TECHNOLOGY
PROGRAM-SPECIFIC ASSURANCES

1. Ed Tech Program funds will be used to:
   - Serve students as outlined in the GaDOE Call for Proposal for Ed Tech Competitive Grant application on the FY11 Title II, Part D Competitive Grant web page.
   - Promote high levels of academic achievement and student technology literacy.
   - Increase student and teacher access to and use of technology for the purposes of learning and teaching.
   - Increase the effective uses of technology to support standards-based, research-supported instructional models.
2. A minimum of 25% of Ed Tech Program funds will be used to provide high-quality Professional Learning/Staff Development programs targeted toward effectively integrating technology into curriculum and instruction.
3. A maximum of 5% of any competitive Ed Tech Program funds may be set aside by the SEA to be used for administrative purposes.
4. When equipment is purchased with Ed Tech Program funds, it will meet minimum state specifications for hardware purchases or exceed as outlined in the GaDOE Call for Proposals for Ed Tech Competitive Grant application.
5. Eligible private schools in the school system's service region will be invited to assist in formulating a plan for Ed Tech Program funds, and private school students from participating private schools will receive equitable services in this plan.

By signing below, you are indicating that you have read and understand the Assurances for Title II, Part D.

_____   _____
Signature of LEA Applicant Contact   Date

_____   _____
Signature of Superintendent   Date

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APPENDIX D: Private School Consultation – REQUIRED
Georgia Department of Education
Enhancing Education Through Technology (Ed Tech) Competitive Sub-grants

LEAs and eligible local entities must engage in timely and meaningful consultation with appropriate nonpublic school officials during the design and development of programs and continue the consultation throughout the implementation of these programs. This consultation must take place before the LEA makes any decision that affects the opportunities of eligible nonpublic school students, teachers, and other educational personnel to participate in the program. Therefore, the consultation must begin during the development of the local grant proposals. LEAs and local entities must provide, on an equitable basis, special educational services or other benefits that address the needs under the program of children, teachers, and other educational personnel in nonpublic schools in areas served by the LEAs and local entities. The services and programs provided by the LEA do not have to be identical to those offered to public school students and teachers. Expenditures for educational services and other benefits for nonpublic school children, teachers, and other educational personnel must be equal, taking into account the number and educational needs of the children to be served, relative to the expenditures for participating public school children.

Signatures on this form serve as assurance that your district has had timely and meaningful consultation with appropriate school officials during the design and development of the grant.

☐ There are no nonpublic schools located within the boundaries of the school district. *Note: If you check this box, you do not need to complete the remainder of the form except to sign it.*

List all nonpublic schools in the LEA's service region, and fill-in each column below to document proper consultation (attach additional sheets if necessary).

Private School:	Name(s) and Email Address(es) of School Official(s) Consulted:	Will participate:	Estimated enrollment:	Funds generated: *Refer to pg. 8 of Grant Guidance for calculation method*	Method of contact: *Check method(s) of contact with each school and retain a summary of the discussion with each school (see pg 8 of Grant Guidance for discussion requirements)*
		☐ *Yes* ☐ *No*			☐ *Letter/fax* ☐ *Telephone call(s)* ☐ *Meeting* ☐ *E-mail*
		☐ *Yes* ☐ *No*			☐ *Letter/fax* ☐ *Telephone call(s)* ☐ *Meeting* ☐ *E-mail*
		☐ *Yes* ☐ *No*			☐ *Letter/fax* ☐ *Telephone call(s)* ☐ *Meeting* ☐ *E-mail*
		☐ *Yes* ☐ *No*			☐ *Letter/fax* ☐ *Telephone call(s)* ☐ *Meeting* ☐ *E-mail*

Total number of nonpublic school teachers estimated to participate in training during the grant period: _____

To the best of our knowledge and belief, all data in this application is true and correct. We certify that we have had timely and meaningful consultation with appropriate nonpublic school officials during the development of this Title II, Part D Ed Tech grant.

_____   _____
Signature of Superintendent or LEA Applicant Contact   Date

To: Title II, Part D Program Manager
        Georgia Department of Education

From: (School System Name) Leadership Team Members

Date:

All members of the (School System Name) Title II, Part D *Integrating the NETS-S to Prepare College and Career Ready Students* Grant Leadership Team are fully supportive of the efforts to begin a journey to utilize results of the 21st century skills assessment to increase student mastery of the NETS-S; to create elementary and middle school self-funding models to provide students with access to hardware (including netbooks) and digital learning materials that enable college and career readiness; to implement the K-8 scope and sequence for integrating the NETS-S into the Georgia Performance Standards (GPS) and the Common Core GPS (CCGPS), including vertical articulation with high school teachers to prepare college and career ready students; and to review, refine, and create NETS-S integrated, GPS/CCGPS based resources that will be custom delivered to teachers' desktops through the State Longitudinal Data System's (SLDS) teacher landing page.

We further understand and agree that competitive funding will also support access to job-embedded professional development in the use of technology to enhance the instructional quality of the grant schools. We further commit to aligning all activities to the grant outcomes as stated on pages 2-3 of the Title II, Part D *Integrating the NETS-S to Prepare College and Career Ready Students* Competitive Grant Application and Guidance. We have read, understand, and support our Title II, Part D *Integrating the NETS-S to Prepare College and Career Ready Students* Competitive Grant Application.

We, the teachers and administrators, willingly commit to participate in and complete a rigorous professional development sequence designed to engage in student-centered instructional change focused on involving students in highly relevant, rigorous and engaging work. The team members understand that the equipment, software, and related resources that are purchased with federal grant funds are the property of the LEA in accordance with federal Title II, Part D guidelines.

The System-Level Administrative Teams and Departments are also firmly committed to providing all aspects of support necessary to ensure the complete success of the Title II, Part D *Integrating the NETS-S to Prepare College and Career Ready Students* Competitive Grant. We agree to provide a waiver request (see Appendix F) to the GaDOE Title II, Part D program staff in the event of any personnel changes in the Leadership Team.

System (LEA) Superintendent	_____	District Network Administrator	_____
District IT Coordinator	_____	District Technical Support Leader	_____
District Administrator for Professional Development	_____	District Administrator for Curriculum and Instruction	_____
Elementary School Principal(s)	_____	Middle School Principal(s)	_____
Elementary School subject area or grade-level lead teachers (attach additional sheet if necessary)	_____	Middle School subject area or grade-level lead teachers (attach additional sheet if necessary)	_____

A waiver should:

1. Be written on district letterhead
2. Be dated
3. Contain the name and signature of the person submitting the waiver
4. Consist of a brief paragraph explaining what the waiver is for and why it is needed
   o Equipment changes
     ▪ For equipment other than the recommended grant equipment, please provide the reason why this equipment should be purchased.
     ▪ To use existing equipment instead of new equipment, please provide information that verifies the existing equipment meets the specifications of the grant, and explain how that money will be used instead.
   o Personnel changes
     ▪ Please provide the name of the grant team member no longer participating in the grant and the reason that person is leaving the grant team.
     ▪ Please provide the name and email address of the new team member.
5. Be emailed to the GaDOE contact person for the Title II, Part D grant.
   o GaDOE contact will e-sign and return to LEA
   o LEA will upload the signed waiver to the Consolidated Applications Portal

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APPENDIX G: Budget Table – REQUIRED

Fiscal Year	School	Function	Object	No . of Units	Unit Price	Total Amount	Description

I have consulted with the writer(s) of this grant application and have reviewed my LEA's proposed budget plan for the *Integrating the NETS-S to Prepare College and Career Ready Students* grant. The planned hardware/software/infrastructure purchases listed in this budget table will be fully supported by the LEA's technology department.

LEA Technology Director/Chief Signature_____

APPENDIX H: Title II, Part D Chart of Accounts

Function 1000–INSTRUCTION

Instruction includes activities dealing directly with the interaction between teachers and students. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, and in other learning situations such as those involving co-curricular activities. It may also be provided through some other approved medium such as television, radio, telephone, and correspondence. Included here are the activities of aides or classroom assistants of any type (clerks, graders, teaching machines, etc.) which assist in the instructional process.

Object Codes to be used with Function 1000:

```
300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES
324 - Contracted Service -Technology Specialist
361 - Per Diem and Fees
362 - Per Diem and Fees - Expenses
432 - Repair and Maintenance Services - Technology Related
530 - COMMUNICATION
610 - SUPPLIES
611 - Supplies - Technology Related
612 - COMPUTER SOFTWARE
615 - EXPENDABLE EQUIPMENT
616 - EXPENDABLE COMPUTER EQUIPMENT
734 - PURCHASE OR LEASE-PURCHASE OF COMPUTERS.
810 - DUES AND FEES
```

Function 2210–IMPROVEMENT OF INSTRUCTIONAL SERVICES

Activities which are designed primarily for assisting instructional staff in planning, developing and evaluating the process of providing challenging learning experiences for students. These activities include curriculum development, techniques of instruction, child development and understanding, staff training and professional development.

Object Codes to be used with Function 2210:

```
113 - SUBSTITUTE                                        561 - TUITION TO OTHER GEORGIA LUAs
116 - PROFESSIONAL DEVELOPMENT STIPENDS                 562 - TUITION TO LUAs OUTSIDE GEORGIA
199 - Other Salaries and Compensation                  563 - TUITION TO PRIVATE SOURCES
200 - EMPLOYEE BENEFITS                                 569 - OTHER TUITION
210 - State Health Insurance                            580 - TRAVEL - EMPLOYEES
220 - FICA                                              610 - SUPPLIES
230 - Teachers Retirement System                        611 - Supplies - Technology Related
300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES     612 - COMPUTER SOFTWARE
310 - Contracted Service -Administration                616 - EXPENDABLE COMPUTER EQUIPMENT
321 - Contracted Service - Teachers                     642 - BOOKS (OTHER THAN TEXTBOOKS) AND PERIODICALS
324 - Contracted Service -Technology Specialist         734 - PURCHASE OR LEASE-PURCHASE OF COMPUTERS.
530 - COMMUNICATION                                     810 - DUES AND FEES
```

Function 2300–GENERAL ADMINISTRATION

Activities concerned with establishing and administering policy for operating the LUA. These include the activities of the members of the Board of Education. Local activities in interpretation of the laws and statutes and general liability situations are charged here, as are the activities of external auditors. Also recorded here are activities performed by the superintendent, administrative support personnel and deputy, associate, or assistant superintendent having overall administrative responsibility.

Object Codes to be used with Function 2300:

```
300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES
530 - COMMUNICATION
580 - TRAVEL - EMPLOYEES
610 - SUPPLIES
612 - COMPUTER SOFTWARE
615 - EXPENDABLE EQUIPMENT
616 - EXPENDABLE COMPUTER EQUIPMENT
734 - PURCHASE OR LEASE-PURCHASE OF COMPUTERS.
810 - DUES AND FEES
```

APPENDIX I: ETCs and RESAs
Educational Technology Centers (ETCs)

Albany State University ETC
Dr. Janis Carthon, Director
229-430-1838
janis.carthon@asurams.edu

Armstrong Atlantic State University ETC
Wendy Marshall, Director
912-344-2633
wendy.marshall@armstrong.edu

Chattahoochee Flint ETC
Bunny Harris, Director
229-937-5341
bharris@chattflint.org

First District ETC
Lisa Burkhalter, Director
912-842-5000
lburkhalter@fdresa.org

Dalton State College ETC
Judy McEntyre, Director
706-272-2045
jmcentyre@dscetc.org

Macon State College ETC
Dr. Ann Levett, Director
478-471-5380
alevett@etcmcn.org

Kennesaw State University ETC
Dr. Brent Williams, Director
770-499-3262
brwillia@kennesaw.edu

Heart of Georgia ETC
Aleph Fore, Director
478-374-2240
afore@hgresa.org

National Science Center ETC
Jimmy Bostock, Director
706-821-0631
bostockj@ettcnsc.org

Pioneer ETC
Lori McCoy, Director
706-865-2141
lmccoy@pioneerresa.org

University of Georgia ETC
Dr. John Wiggins, Director
706-542-0240
jwig@uga.edu

Valdosta State University ETC
Mimi McGahee, Director
229-249-2781
mmcgahee@valdosta.edu

West Georgia ETC
Dr. Barbara Bishop, Director
770-583-2528
bbishop@wgretc.org

ETCs and RESAs (continued)
Regional Educational Service Agencies (RESAs)

Central Savannah River Area RESA
Gene Sullivan, Executive Director
706-556-6225
gsullivan@csraresa.org

Chattahoochee RESA
Norman Carter, Executive Director
229-937-5341
ncarter@chattflint.org

Coastal Plains RESA
Harold Chambers, Executive Director
229-546-4094
hchambers@cpresa.org

First District RESA
Shelley Smith, Executive Director
912-842-5000
ssmith@fdresa.org

Griffin RESA
Dr. Stephanie Gordy, Executive Director
770-229-3247
sgordy@griffinresa.net

Heart of Georgia RESA
John Key, Executive Director
478-374-2240
jkey@hgresa.org

Metro RESA
Dr. Fran Perkins, Executive Director
770-432-2404
fran.perkins@mresa.org

Middle Georgia RESA
Carolyn Williams, Executive Director
478-475-8613
carolyn.williams@maconstate.edu

North Georgia RESA
Larry Harmon, Executive Director
706-276-1111
lharmon@ellijay.com

Northeast Georgia RESA
Dr. Russ Cook, Executive Director
706-742-8292
russ.cook@negaresa.org

Northwest Georgia RESA
Dexter Mills, Executive Director
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Oconee RESA
Linda Cowan, Executive Director
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Okefenokee RESA
Peggy Stovall, Executive Director
912-285-6151
pstovall@okresa.org

Pioneer RESA
Dr. Sandy Addis, Executive Director
706-865-2141
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Southwest Georgia RESA
Dr. Larry Green, Executive Director
229-207-0600
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West Georgia RESA
Ronnie Williams, Executive Director
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