eTextbooks

GEORGIA
DEPARTMENT OF
EDUCATION
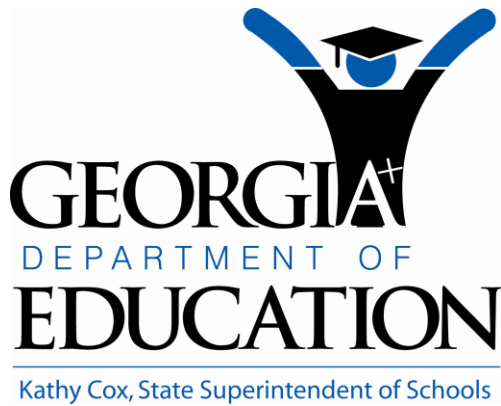Kathy Cox, State Superintendent of Schools

Grant Application and Guidance

Title II, Part D:
Enhancing Education
Through Technology — ARRA
(Ed Tech)
Competitive Grants
CFDA 84.386A

Georgia Department of Education
Office of Technology Services

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/programs/edtech/guidance-arra.doc and http://www.ed.gov/policy/elsec/leg/esea02/pg34.html#sec2401). The Ed Tech ARRA funds provide an unprecedented opportunity for State educational agencies (SEAs), eligible local educational agencies (LEAs), eligible local entities, and schools to implement 21st century classrooms using innovative strategies that enhance instruction, facilitate teaching and learning, and improve student achievement. The primary goals of the FY10 Title II, Part D ARRA grant for **eTextbooks** are to:

1. Develop a self-funding model that utilizes current, engaging, and cost efficient alternatives to hard copy textbooks and provides a model that may be leveraged across all school districts in Georgia.
2. Provide teacher professional development in the use of engaging digital content to differentiate instruction and improve student engagement.
3. Increase student technology literacy by providing students educational opportunities to use digital tools.
4. Increase parent engagement through training sessions demonstrating the purpose and use of eTextbooks at home and school.

Rationale

The GaDOE and Georgia's LEAs are responding to recent and severe budget constraints by determining more cost effective ways to operate without negatively impacting ongoing student academic improvement. All areas of spending are being reviewed for opportunities to reduce costs including traditional textbook adoptions that account for approximately $150 million each year. Recently, many Georgia school districts have had to make the difficult decision to reduce the purchase of, or not adopt textbooks at all.

In response, the GaDOE and many Georgia LEAs are investigating the potential of technology to provide more cost effective digital content. Georgia's textbook adoption regulations already allow for the adoption of digital content aligned to state criteria, and the Georgia Legislature is currently considering a bill that will further support use of digital content by allowing local school systems to buy electronic readers instead of textbooks.

All of the major textbook publishers provide a good deal of digital content and are able to provide high quality digital instructional materials and resources to teachers and students. Textbooks should not drive instruction and many school districts prefer the flexibility of accessing in a digital and non-linear fashion as this approach may lend itself to a preferred focus on the Georgia Performance Standards (GPS). As textbook publishers and digital content providers support Georgia schools, they must strongly align to the GPS. In addition, the GaDOE is one of several states assisting in the development of a set of Common Core State Standards that will serve as additional guidance for publisher development of eTextbook content.

Outcomes of the grant supporting Ed Tech goals include:

1. By participating in the ARRA Title II, Part D *eTextbooks* 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 research-based instructional strategies and student use of digital resources to master Georgia Performance Standards.
   b. Regularly plan for and implement learning activities that require student use of eTextbook materials both inside and outside of school.
   c. Regularly participate in collaborative planning sessions focused on research-based practices such as differentiated instruction, problem based learning, and cooperative learning using eTextbook materials.
   d. Integrate the National Educational Technology Standards for Students and Performance Indicators (NETS-S) into learning activities aligned to GPS and ISTE's Profile for Technology Literate Students.
   e. Practice the National Educational Technology Standards and Performance Indicators for Teachers (NETS-T).
   f. Participate in formative and summative grant monitoring and evaluation.

2. By participating in the ARRA Title II, Part D *eTextbooks* Competitive Grant, students will:
   a. Regularly use the netbooks and eTextbook materials inside and outside the classroom to access and use digital learning resources aligned with coursework.
   b. Increase their technology literacy skills.
   c. Abide by all eTextbook grant and school acceptable use policies.
   d. Participate in formative and summative grant monitoring and evaluation.
3. By participating in the ARRA Title II, Part D *eTextbooks* Competitive Grant, the grant school administrators will:
   a. Provide leadership support towards the identified grant outcomes.
   b. Provide scheduling assistance that maximizes professional learning and collaboration time for participating teachers.
   c. Provide the appropriate technology support for effective use of eTextbooks by teachers and students.
   d. Utilize the grant identified GaDOE *Keys to Quality: Unlocking Continuous Improvement* resources and related classroom observation tools to formatively inform and guide implementation of the grant outcomes.
   e. Participate in formative and summative grant monitoring and evaluation.
   f. Participate in a training session for Title II, Part D grants monitoring.
   g. Practice the National Educational Technology Standards and Performance Indicators for Administrators (NETS-A).
4. By participating in the ARRA Title II, Part D *eTextbooks* Competitive Grant, the participating grant high schools will:
   a. Implement guidelines and procedures that facilitate the use of netbooks and eTextbook materials in place of traditional textbooks.
   b. Provide for the deployment and support of teacher and student eTextbooks to the awarded high school per the grant deployment timeline:
      - All 9th and 10th grade students and all teachers in year one
      - New 9th grade students in year two (upgrade content for 10th and 11th)
      - New 9th grade students in year three (upgrade content for 10th, 11th, and 12th)
   c. Plan and require parent and student participation in a training session prior to the issuing of eTextbooks.
   d. Implement inventory system for grant equipment, including student eTextbooks.
   e. Develop structures to provide technical and replacement support for eTextbooks.

Overview

This document invites eligible Local Educational Agencies (LEAs) in Georgia (see FY10 Title II, Part D ARRA Eligibility List for a list of eligible schools/LEAs) to apply for ARRA Title II, Part D *eTextbooks* Grant and provides these eligible applicants with detailed information about the competitive process.

This grant is designed to investigate the necessary resources, implementation strategies, level of teacher professional development, academic impact, and potential cost savings involved in replacing traditional textbooks with eTextbooks. This grant is also designed to identify effective eTextbook materials and providers.

LEAs may apply to support any high school with a student population of approximately 1,000 students.

Grant proposals must be uploaded to Georgia's Consolidated Application Web site by 3:00 pm on Thursday, May 13, 2010. Each grant will be read and scored by approved and trained GaDOE grant readers. LEAs with multiple eligible schools may apply for each school that is eligible, and each school that applies from the same LEA will be read and scored independently. Awards will be made to the schools with the highest scores across the state, and no school will be awarded funds with an average rubric score less than 70. The GaDOE will ask the State Board of Education to approve awards at the June State Board Meeting. The grant award period of availability is July 1, 2009 – September 30, 2010 with a 12-month carry-over period from October 1, 2010 – September 30, 2011. The

implementation period for this grant begins with the 2010-2011 school year. Equipment purchases and installation are to be completed immediately following the award, and every effort should be made to complete this no later than the beginning of the 2010-2011 school year. Participating team members may receive professional learning units based on successful participation and completion of grant related professional development.

If funded, for each high school awarded the grant, LEAs must agree to:
1. Provide eTextbooks to replace textbooks in one high school rolling out to all 9th and 10th grade students in year one and each new 9th grade class for the two following years.
2. Support technical infrastructure and platforms for netbooks with eTextbook materials.
3. Provide sufficient technical support.
4. Participate in a substantial teacher professional learning sequence.
5. Monitor the use of devices to ensure student and teacher use is appropriate.
6. Complete all reports and provide associated data to the GaDOE.
7. Use grant funds to provide each designated classroom with the following equipment and/or software/access:
   a. Netbook devices for each teacher and student
   b. eTextbook content for each netbook
   c. Extra netbook batteries
   d. Replacement/ loaner netbooks
   e. Open DNS for each netbook
   f. Ceiling mounted projector for each classroom
   g. Interactive whiteboard for each classroom
8. Warehouse netbooks purchased for years 2 and 3.
9. Provide required electrical wiring and/or data cabling and/or infrastructure upgrades.
10. Participate in the job-embedded professional development series (see Appendix E).
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.

To assist LEAs in meeting these required objectives, the grant will provide a minimum $1,335,184 to each school/LEA for the following:

$333,796 (25%) 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. The professional learning funds must be spent in direct support of the grant outcomes in grant classrooms and with respective teachers at the selected school. For this grant, the professional development requirement may be fulfilled through an ETC/RESA with job-embedded professional learning and support for the grant outcomes as described in Appendix E.

Substitutes, Stipends, Benefits (Function 2210): LEAs may use some of the set aside 25% professional learning funds or any unused equipment funds to provide substitutes and/or stipends for teachers to attend professional development sessions.

$961,150 for Equipment (Function 1000): The grant will provide approximately $961,150 to equip one high school with netbooks and eTextbook materials for all 9th and 10th grade students in year one, and all 9th grade students in the following two years. Grant funds will be expended to provide the following hardware/software for one high school:
   a. Netbook device for each student
   b. Netbook device for each teacher
   c. eTextbook content for each netbook
   d. Extra netbook battery for each netbook
   e. Replacement/ loaner netbooks (10% of total number)
   f. Open DNS for each netbook

g.   Ceiling mounted projector for each classroom
h.   Mounted interactive whiteboard
i.   Equipment maintenance at 10%
j.   Upgrades to existing infrastructure and Internet connectivity

Of this amount, $250,000 is set aside for upgrades to existing infrastructure and Internet connectivity as identified in Appendix A.

In the event that the school/district already meets the minimum specifications of existing infrastructure and internet connectivity in the designated grant school, additional grant equipment and/or professional development may be purchased for the grant designated classroom(s)/school(s) providing a waiver is obtained from GaDOE (see Appendix I).

Awarded schools/LEAs will select the equipment to be purchased based on the minimum hardware specification(s) provided in Appendix A. LEAs may choose to collaborate with their designated ETC/RESA in order to gain information on equipment that meets minimum hardware/software specifications. The GaDOE may approve infrastructure/internet connectivity purchases supporting the LEA's identified infrastructure needs**.** If the cost of equipping the designated grant school is less than $961,150, remaining funds may be diverted to additional student equipment purchases or professional development, subs, and stipends that support the grant outcomes. The additional equipment must be appropriate for the grant goals and solely dedicated for use in the designated grant school. If schools/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.

$40,238 for Evaluation (Function 2210): 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.
Awarded LEAs will implement a grant-wide common pre and post assessment that will be used to demonstrate teacher and student 21st century skills. The GaDOE will designate both the 21st century skills assessment and the external evaluator for the ARRA Title II, Part D *eTextbooks* Grant, and each school/LEA will be billed by these evaluators.

Eligibility
A list of eligible schools and LEAs is published on the GaDOE FY10 Title II, Part D ARRA web page in the document FY10 Title II, Part D ARRA Eligibility List. 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 FY10 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 17.97% according to the 2008 US poverty data provided to GaDOE Title I programs. See web link: http://www.census.gov/did/www/saipe/data/schools/data/2008.html
     -AND-
2.   The LEA has one or more schools identified as Needs Improvement (NI), Consequence Level One or higher, according to the 2009 AYP Final School Summary Report dated October 2009.
     -OR-
3.   The ratio of students to computers in the LEA's service area is above the state average of 2.67 students to computers according to the 2008-2009 State Technology Inventory Survey.

Responsibility of the grant application rests with the school; submission rests with the LEA. Each individual eligible school is responsible for its grant application, while the LEA is responsible for sign off and submission. A list of eligible schools and LEAs is published on the GaDOE FY10 Title II, Part D ARRA web page in the document FY10 Title II, Part D ARRA Eligibility List.

Award Criteria
Total Funding Amount: Up to $6,675,920 is available for awards through this grant program in FY10.
Award Amount: Awards will be a minimum of $1,335,184 per individual school.
Number of Awards: 5
Grant Award Period: July 1, 2009 - September 30, 2010, with a 12-month carryover period from October 1, 2010 - September 30, 2011. 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 in conjunction with a designated external evaluator. All applicants will be required to:

1. Complete a self-evaluation as outlined by the outside evaluator and GaDOE
2. Provide documentation on the progress towards identified grant outcomes
3. Report on the impact of the project on building a model for utilizing eTextbooks that can be replicated in other school districts across Georgia.
4. Conduct the grant specified common teacher and student 21st century skills pre and post assessment.
5. Provide grant funds towards the evaluation.

Additional data and classroom observations may be collected for the evaluation. All schools/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 grant specified implementation of a common assessment that will be used to demonstrate their students' and teachers' 21st century skills.

Allowable Expenditures
Only costs associated with implementing the GaDOE ARRA Title II, Part D *eTextbooks* Grant will be approved. Applicants should include in their budgets costs for professional development fees, stipends, substitute pay, travel costs for attending professional learning activities and conferences, travel for required meetings, student 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 to find minimum specifications for hardware/software.

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. Purchase computers for a computer lab.
   c. Purchase software, equipment or services for classrooms outside of the grant classrooms.

d. 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 and eligible local entities applying for Ed Tech funds must engage in timely and meaningful consultation with appropriate private school officials during the design and development of programs and continue the consultation throughout the implementation of these programs. The consultation should begin during the development of the local grant proposal.

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 private schools in areas served by the LEAs and local entities. Expenditures for educational services and other benefits for private 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.

Private schools will not be responsible for implementing the *eTextbooks* 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 (http://www.ed.gov/programs/edtech/guidance-arra.doc and http://www.ed.gov/policy/elsec/leg/esea02/pg34.html#sec2401).

Required Application Components

To apply for this grant, grant proposals must be uploaded to Georgia's Consolidated Application Web site by 3:00 pm on Thursday, May 13, 2010.

Only one PDF document is to be uploaded and that document should contain the following:

- **Proposal Narrative - Required (<u>maximum 20 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
- **Required Appendices:**
  - ☐ Cover Sheet Form – Required (Appendix B).
  - ☐ Assurances Form – Required (Appendix C).
  - ☐ Private School Consultation Form – Required (Appendix D).
  - ☐ ETC/RESA Agreement – Required (Appendix F)
  - ☐ System Letter of Commitment – Required (Appendix H). 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.
- **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 school, i.e. AbcCo_XyzHS_eTextbook

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

Proposal Format (10 points): 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 20 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 school, i.e. AbcCo_XyzHS_eTextbook. 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, district name, and school name; the footer should contain page number and the date.
- ☐ All grant proposals should use Times Roman font, with font size of 10, and be single-spaced.
- ☐ Each section of the grant proposal should be clearly labeled/identified.
- ☐ The document should contain the signed Assurances Form (Appendix C) and the signed Private School Consultation Form (Appendix D).
- ☐ The document should contain the signed ETC/RESA Agreement (Appendix F).
- ☐ The document should contain the signed System Letter of Commitment (Appendix H).

(A) Project Personnel (15 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 Instructional Technology Coordinator, the district Network Administrator, the district technical support leader, the principal, the building level administrator in charge of professional development, and department chairs or department designee, who will implement this project. 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 *eTextbooks* grant. In determining the quality of this section, the following will be considered:

- ☐ Evidence that a complete team of project personnel has been assembled.
- ☐ Evidence that all team members have knowledge of the grant application, grant purpose, and outcomes (Letter of Commitment signed by all members of the team).
- ☐ 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 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 (10 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 20-page limit) the need in core academic area(s) using well-established data sources and trend data over time.
- ☐ Document academic needs that are "critical" (below state averages, keeping schools from making adequate yearly progress, or keeping schools on "needs improvement" lists.)
- ☐ Document academic needs in terms consistent with Georgia's Performance Standards.

(C) Critical Technology Needs (10 points): This section describes the school/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 student academic success.

☐ Describes the school's need for improving student technology literacy. In table form (table may be attached as an additional appendix so as not to count toward the 20-page limit), provide longitudinal baseline data on 8th grade technology literacy from feeder middle schools.

☐ Describes how the school can utilize eTextbooks to improve student technology literacy, student engagement, and increased use of digital content.

☐ Provide a table outlining the (table may be attached as an additional appendix so as not to count toward the 20-page limit) the school/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 school's infrastructure needs in relation to the recommended infrastructure specifications listed in Appendix A.

(D) <u>Current Instructional Context and Needs Assessment</u> (10 points): In this section schools/LEAs will (1) describe the current instructional context focusing on the use of textbooks and digital content; (2) compare the current instructional context to the future goals and vision for use of eTextbooks; and (3) clearly state how this grant will help these teachers move toward their goals. In rating this section, the following will be considered:

☐ Clear description of how teachers will utilize eTextbooks to increase student engagement and provide differentiated learning opportunities.

☐ Clear description of how teachers will utilize eTextbooks to increase student technology literacy through the integration of NETS-S.

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

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

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

☐ Evidence that the school/LEA has aligned the grant goals to the Georgia Department of Education *Keys to Quality: Unlocking Continuous Improvement* resources.

(E) <u>System Support for Grant</u> (10 points): This section describes the willingness and ability of project staff, administrators, and teachers to engage in this type of instructional change and technology deployment. Schools/LEAs must describe what types of specific system supports are currently in place that will assist them in fully implementing the grant or what 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 school 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 maintain implementation of the processes and strategies that positively impact student achievement. 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 netbooks, ceiling mounted projectors, and interactive whiteboards. A discussion of in-kind contributions is appropriate in this section.

(F) <u>Local Implementation Plan</u> (30 points): The purpose of this section is to establish how the school/LEA will use the required equipment. How will implementation of this grant coincide with the implementation of the school's Comprehensive LEA Improvement Plan (CLIP)? How will this grant involve the use of the *Keys to Quality: Unlocking Continuous Improvement* resources? What types of activities will happen in classrooms? How will the participating teachers work collaboratively as a team? How are they aligned to research and best practices? How will classroom activities be engaging, rigorous, and beneficial for students? Preference will be given to proposals that:

☐ Align to the Georgia Performance Standards and the NETS-S.

☐ Align to research and best-practice models of project-based, engaged, or differentiated learning.

☐ Specify examples of how the instruction/classroom activities occurring in the grant classrooms will change to be more engaging, rigorous, and beneficial to students.

☐ Describe the type of formative assessments teachers will employ to monitor student growth in academic and 21st century skills.

☐ Describe how the school will engage parents and students through a required eTextbook training session demonstrating the purpose, use, and care of eTextbooks at home and school.

☐ Describe the steps and process for monitoring effective student and teacher use of grant equipment.

☐ Describe the steps and process for monitoring effective assignment and location of grant equipment.

☐ Describe the steps and process for monitoring effective purchase and distribution of grant equipment.

☐ Align grant activities to the CLIP.

☐ Align grant activities to *Keys to Quality: Unlocking Continuous Improvement* resources.

☐ 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 and families that elect not to participate.

(G) <u>Evaluation Plan</u> (10 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' technology literacy, and academic performance in critical need areas. 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 into instructional practices.

☐ A description of the specific criteria used to measure the impact of the project on student achievement. (At a minimum, the description must include EOCT data for 2009-2010 and 2010-2011 for the participating teachers/classrooms.)

☐ A description of the ability to participate in a grant-wide common pre and post assessment 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) <u>Dissemination Plan</u> (10 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. 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 to share and use all acquired knowledge locally in the future.

☐ Specific plans to share what is learned with others beyond the school/LEA.

- ☐ Strong focus on disseminating information that will improve student 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.

Budget Forms: Budget forms will not be a component of the competitive proposal. Schools/LEAs will indicate how each required activity will be funded in the GaDOE Consolidated Application. Budgets will be required after awards are made.

Other Scoring Components: In addition to the 115 points awarded for required narrative sections, readers will also be asked to provide a holistic score of up to 10 points based on the overall quality of the application and the likelihood that the school/LEA applicant has the capacity to ensure high-quality implementation and data collection for a grand total of 125 possible points. Each grant proposal will be read and scored by trained grant readers. If an application does not receive and average rubric score of 70 or higher, it will not be awarded the grant. If the eligible school/LEA meets the cut score of 70 or higher, it may also qualify for additional points based on the following:

- Three (3) points if the LEA did not receive the FY10 Title II, Part D Competitive Grant; and/or
- Three (3) points if the LEA received FY10 Ed Tech formula grant award of $5,000 or less.

Interviews: The GaDOE and members of the review team also reserve the right to interview proposed school/LEA project personnel in order to verify application information. Competitive points will be aligned with the narrative requirements.

Grant Timelines

The date grant budgets must be uploaded to the GaDOE Consolidated Application will be determined at the time of the award. Every effort must be made to have equipment for all participating schools/LEAs ordered, delivered, and installed by the start of the 2010-2011 school year.

Contacts

For additional information or guidance concerning this grant, please contact your designated ETC/RESA (Appendix G) or the appropriate GaDOE representative:
Wendy Grey, Title II, Part D Program Manager, wgrey@doe.k12.ga.us
Jane Henson, Title II, Part D Program Specialist, jhenson@doe.k12.ga.us

Grant Writing Assistance

The GaDOE will host an Elluminate orientation session regarding the ARRA Title II, Part D grants on April 22, 2010. All eligible schools/LEAs are invited to attend. Georgia's ETCs/RESAs are available to provide schools/LEAs with assistance in writing grant proposals and uploading to the GaDOE Consolidated Application. Based on identified hardware requirements, ETC/RESAs may also provide guidance on equipment purchases and budget allocations. Contact your ETC/RESA for assistance in preparing an application for this grant. (See Appendix G for a list of ETCs/RESAs.)

APPENDIX A: Minimum Hardware Specifications
The specifications listed below provide the LEA with a general idea of the equipment that will be utilized in this grant. Detailed specifications and purchasing information will be provided upon grant award.

Netbook computer
- 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

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:
  - VGA or DVI splitter/amplifier (if needed for installation)
  - Appropriate video cabling and projector mount

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
  - Requires clean, white wall space of appropriate size
- Installation/wall-mounted

Software
- eTextbook Content
- Open DNS

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.

APPENDIX B: Cover Sheet – ARRA – REQUIRED
Georgia Department of Education
eTextbooks Grant

A. Name of School/Local Education Agency (LEA) Applicant:		
System Name:	**3-digit System Number:**	**Funding Amount Not to Exceed $1,335,184**
Superintendent's Name:		

B. School/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 Technology Coordinator)

Name:	**Email:**	**Role for Leadership Team:**

D. Schools to be Served:

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

E. Partner(s): (Government agencies, businesses, not-for-profits, and/or other school systems that will serve as official partners for this grant.)

Organization	**Contact Person**	**Email**	**Phone**

F. Textbook Series:

Content Area	**Publisher**

APPENDIX C: Assurances – Page One – ARRA – 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.

Assurances (continued) – Page Two ARRA – 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 ARRA Ed Tech Competitive Grant application at GaDOE Title II, Part D web page at FY10 Title II, Part D ARRA Competitive Grants
   - 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 ARRA 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 Superintendent or Project Director   Date

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

According to federal guidelines, LEAs and eligible local entities must engage in timely and meaningful consultation with appropriate private school officials during the design and development of programs and continue the consultation throughout the implementation of these programs. This consultation must take place before the LEA makes any decision that affects the opportunities of eligible private 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 private 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 private 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 private schools located within the boundaries of the school district.
If you check this box, you do not need to complete the remainder of the form except to sign it.

☐ *Check here if eligible schools chose NOT to participate.*

Please check the methods of contact made by the applicant to the eligible private schools prior to submitting this application to determine interest in participating in the grant.

☐ **Letter/fax** (include copy of letter/fax and list to whom sent) ☐ **Documented telephone call(s)** (include a copy of documentation and list of those called)

☐ **Meeting** (include copy of agenda and list of attendees ☐ **E-mail** (include copy and to whom sent)

Please list the private schools that have elected to receive equitable service from this grant, if awarded.

Private School:	Estimated enrollment:

Total number of private 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 ARRA grant.

_____   _____

Signature of Superintendent or Project Director   Date

APPENDIX E: Prescribed Professional Development Series
Professional Development and Support provided by the ETC/RESA

The Professional Development Series provided in this guidance document provides the LEA with a general idea of the professional development required by this grant. Detailed requirements and purchasing information will be provided upon grant award.

Initial Instructional/Technical Support

Pre-application and Application Support
- Review grant guidance and discuss details
- Provide schools/LEAs with assistance in writing grant applications
- Provide guidance and quotes on equipment purchases and budget allocations
- Work with grant schools to provide information on equipment that meets minimum hardware/software specifications

Technology Purchase and Installation
Collaborate with schools for all hardware purchases in order to gain quantity discount pricing
- Conduct a site infrastructure visit and survey by a GaDOE Certified Technical Support Technician and LEA Technology Director to include: adequacy of networking infrastructure, wireless capacity and security, classroom lighting and electrical capacity, projection systems, bandwidth capacity, level of technical support and room layout
- Prepare a report and provide site infrastructure recommendations to insure the optimal equipment set-up, upgrades and Internet connectivity
- Install Equipment (Equipment for all participating schools/LEAs must be ordered, delivered, and installed and verified by GaDOE Certified Technical Support Technician/State Technical Support member by start of the 2010-2011 school year.)
- Tech support including initial meetings, infrastructure recommendations, equipment installation, and ongoing maintenance will total 50 - 100 hours(based on percent of dollars allocated for PD and local technical readiness)

Professional Development

Initial Orientation Meeting After Grant Award
- Grant administration, teachers, LEA technical people and State professional trained staff members should attend a kick-off meeting
- Initial meeting to be conducted via Elluminate or Polycom
- The following topics will be discussed:
  - Grant timeline including benchmarks and due dates
  - Requirements, goals and outcomes
  - Laying the groundwork and foundation for building both technical skills and collaboration skills
  - Logins for specific collaboration sites
  - Professional Learning overview
  - Grant team members' roles/outcomes
  - Pre and post 21st century skills assessment will be discussed at this meeting

Teachers
- Participate in grant prescribed face-to-face, blended, and online job-embedded professional learning specifically tailored in support of research-based instructional strategies and student use of digital resources to master Georgia Performance Standards. (ISTE NETS-T Standard 1d, 5; NSDC Process Standard

Evaluation and Collaboration, NSDC Context Learning Communities; PL 1.1, 1.2, 1.5, 1.6, PL 2.4, 2.5, PL 3.3)

- Provide 30-75 hours (based on dollars allocated for PD) onsite instructional support in the teachers classrooms
- Regularly plan for and implement learning activities that require student use of eTextbook materials both inside and outside of school (ISTE NETS-T Standard 1b, 1d, 2a, 2c, 3b, 3c, 3d, 5a, 5c; NSDC Context Learning Communities, NSDC Process Evaluation and Design)
- Regularly participate in collaborative planning sessions focused on research-based practices such as differentiated instruction, problem based learning, and cooperative learning using eTextbook materials. (ISTE NETS-T Standard 1, 2, 4b, 4d, 5a; NSDC Process Standard Design; PL 1.5, 2.5, 3.2, 3.3)
- Provide hands-on training on the grant equipment (netbooks, software, interactive whiteboard, etc) (ISTE NETS-T Standard 2, 3b, 3d, 4b, 5a, 5b, 5d; NSDC Content Resources, Process Design; PL 1.5, 1.6)
- Provide training on how to access and collaborate using online grant management system (Moodle, PB Works, website, etc) (ISTE NETS-T Standard 1b, 1c, 1d, 2a, 2b, 2c, 3, 4, 5a, 5b; NSDC Context Standard Learning Communities and Resources, Process Standard Collaboration; PL1, 2.4, 2.5, 3.2, 3.3)
- Assist teachers with requirements for the creation of lessons that can be shared statewide (ISTE NETS-T Standard 1b, 1d, 2, 3a, 3b, 3c, 5a; NSDC Content Standards; PL 1.1, 2.4, 2.5, 2.7, 3.2, 3.3)
- Provide training on and assist teachers in Internet safety and Netiquette procedures (ISTE NETS–T Standard 4a,c NSDC Content Standard Equity; PL 3.1)

Administration
- Provide leadership support towards the identified grant outcomes. (ISTE NETS-A 2e, 3b, 3c, 3d; NSDC Context Standard Learning Communities and Leadership; PL 1, 2.4, 2.5, 3.3)
- Provide scheduling assistance that maximizes professional learning and collaboration time for participating teachers.
- Provide the appropriate technology support for effective use of eTextbooks by teachers and students. (ISTE NETS-A 2e, 3b, 3d, 4b; NSDC Context Standard Learning Communities and Resources, Process Standard Collaboration, Context Standard Quality Teaching; PL 1.1, 1.2, 2.5, 2.6)
- Utilize the grant identified GaDOE *Keys to Quality* resources and related classroom observation tools to formatively inform and guide implementation of the grant outcomes. (PL 2.1, 2.2)
- Participate in formative and summative grant monitoring and evaluation. (ISTE NETS-A 2d, 4b; NSDC Process Standard Data-Driven and Evaluation; PL 2.1, 2.2)
- Participate in a training session for Title II D grants monitoring

Technical Staff
- Provide onsite technical support and "just in time" technical support via phone, email, or Elluminate (NETS TL-V B, C6, C7, C8, TL-VII A)
- Provide blended technical training (face to face, video conference, online) in support of the grant goals and outcomes (TL-I B, TL-V A, B, D; NSDC Process Standard Evaluation and Collaboration, NSDC Context Learning Communities; PL 1.1, 1.2, 1.5, 1.6, PL 2.4, 2.5, PL 3.3
- Technical staff will participate in CyberSafety Training Modules and redeliver modules to faculty/staff, as well as participate in Technology Leadership Training (NETS TL-VI A, D; NSDC Content Standard Equity and Family involvement; PL 3.1)

Technology and Curriculum Content Integration
Note: 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/programs/edtech/guidance.doc and http://www.ed.gov/policy/elsec/leg/esea02/pg34.html#sec2401).
- Create a repository for modules, including all materials, videos, images and collaboration(ISTE NETS-T 5a; NSDC Process Standard Collaboration, NSDC Context Learning Communities; PL1, 2.4, 2.5, 3.2, 3.3)

- Provide PD and support for using online resources for collaboration (ISTE NETS-T 1, 2a, 2b, 2c; NSDC Process Standard Collaboration, NSDC Context Learning Communities)
- Facilitate collaboration among the DOE's Core Content Curriculum Department (partners) utilizing online collaboration tools (ISTE NETS-A 1a, 3b, 4b)
- Provide statewide professional growth opportunities utilizing an interdisciplinary approach supported by the various technologies of the grant (ISTE NETS-A 2e, 3b, 3d, 4b; NSDC Context Standard Learning Communities and Resources, Process Standard Collaboration, Context Standard Quality Teaching; PL 1.1, 1.2, 2.5, 2.6)
- Facilitate school-to-school networking (ISTE NETS-A 2e, 3b, 3d, 4b; NSDC Context Standard Learning Communities and Resources, Process Standard Collaboration)

APPENDIX F: ETC/RESA Agreement & Grant Sign-Off – ARRA - REQUIRED

This grant proposal has been reviewed and accepted by the ETC/RESA. The ETC/RESA agrees to serve as a partner in guiding and implementing this grant award as outlined in the submitted grant proposal. The ETC/RESA director and staff agree to work with the LEA to fulfill the grant requirements as outlined below:

1. The ETC/RESA has read the grant proposal that is being submitted to fulfill the Grant Application Guidance for the FY10 ARRA Title II, Part D: Enhancing Education Through Technology (Ed Tech) Competitive Grant.

2. The ETC/RESA agrees to serve as the professional development provider in conjunction with the Georgia Department of Education to fulfill the professional development requirements of this grant as outlined in the Grant Application Guidance for the FY10 ARRA Title II, Part D: Enhancing Education Through Technology (Ed Tech) Competitive Grant.

3. The ETC/RESA agrees to serve as the instructional & technical coach to the grant school to provide onsite instructional support and onsite technical support for the grant as prescribed in the professional development (Appendix E.)

ETC/RESA Director _____

Signature _____

Date: _____

Disclaimer: If the professional development does not meet the requirements as agreed upon, then the GADOE reserves the right to re-assign the prescribed professional development to another provider or require documented corrective action.

APPENDIX G: 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@dscettc.org

Macon State College ETC
Ed Gowen, Director
478-471-5380
egowen@etcmcn.org

Kennesaw State University ETC
Dr. Brent Williams, Director
770-423-6573
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
Elizabeth Crews, Director
706-865-2141
ecrews@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
706-295-6189
dmills@nwgaresa.com

Oconee RESA
Linda Cowan, Executive Director
478-552-5178
linda.cowan@oconeeresa.org

Okefenokee RESA
Peggy Stovall, Executive Director
912-285-6151
pstovall@okresa.org

Pioneer RESA
Dr. Sandy Addis, Executive Director
706-865-2141
saddis@pioneerresa.org

Southwest Georgia RESA
Dr. Larry Green, Executive Director
229-207-0600
lgreen@sw-georgia.resa.k12.ga.us

West Georgia RESA
Ronnie Williams, Executive Director
770-583-2528
rwilliams@garesa.org

APPENDIX H: System Letter of Commitment – ARRA - REQUIRED

To: Title II, Part D Program Manager
         Georgia Department of Education
         1970 Twin Towers East
         205 Jesse Hill Jr. Drive SE
         Atlanta, GA 30334

From: (School System Name) Leadership Team Members

Date:

All members of the (School System Name) ARRA Title II, Part D *eTextbooks* Grant Leadership Team are fully supportive of the efforts to begin a journey to develop a self-funding model that utilizes more current, engaging, and cost efficient alternatives to hard copy textbooks and provides a model that may be leveraged across all school districts in Georgia; to provide teacher professional development in the use of digital content to differentiate instruction and improve student engagement; to increase student technology literacy by providing students with the opportunity to use digital tools; and to increase parent engagement through training sessions demonstrating the purpose and use of eTextbooks at home and school. 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 classrooms. We further commit to aligning all activities to the grant outcomes as stated on pages 2-3 of the ARRA Title II, Part D *eTextbooks* Competitive Grant Application and Guidance. We have read, understand, and support our ARRA Title II, Part D *eTextbooks* 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 belong to the school and not the teacher; therefore, is 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 ARRA Title II, Part D *eTextbooks* Competitive Grant.

We agree to provide a waiver request to the GaDOE Title II, Part D program staff in the event of any personnel changes in the Leadership Team.

Sincerely,
System (LEA) Superintendent   _____
District IT Coordinator   _____
District Network Administrator   _____
District Technical Support Leader   _____
Principal   _____
Building Administrator for Professional Development   _____
Department Chairs/Designees   _____
Grant Teachers (please sign below)   _____

APPENDIX I: Waiver Process

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 grant equipment, please provide the reason why this equipment should be purchased.
        ▪   To use existing equipment instead of new equipment, please provide information (signed statement from selected ETC or RESA) 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 to the Consolidated Applications Website