



ARKANSAS  
DEPARTMENT  
OF EDUCATION

## Request for Proposals

Enhancing Education Through Technology

ARRA Title II, Part D

Competitive Grants  
2009-2010

Arkansas Department of Education  
Research & Technology

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## TABLE OF CONTENTS

	PAGE
<b>INTRODUCTION</b>	1
<b>PROGRAM GOALS &amp; FOCUS</b>	2
District Performance Goals	2
EETT Focus Areas	2
<b>OVERVIEW</b>	3
Eligible Applicants	3
What is an Eligible Local Partnership?	3
Applicant Responsibilities and Commitments	4
Transparency, Accountability, Reporting & Other Requirements of ARRA	4
Accounting for Ed Tech ARRA Funds	5
Program-specific Annual Reporting Requirements	6
Rules that Govern the Draw Down of Ed Tech Funds	6
District Technology Plan	6
CIPA Compliance	6
EETT Showcase	6
Focus and Funding Levels of Competitive Awards	7
Allocation of Funds and Eligible Expenses	7
Length of Funding	8
Funding and Instructional Priorities	8
<b>PROCEDURE FOR APPLYING FOR EETT FUNDS</b>	9
<b>LETTER OF INTENT</b>	9
Application Deadline	9
Application Components	9
Review Process	10
Evaluation	10
<b>GUIDELINES FOR COMPLETING APPLICATION COMPONENTS</b>	10
Cover Sheet & Assurances (Forms 2 & 3)	10
Abstract & Contextual Background (Form 4)	11
Accountability Measures (Form 5)	11
Strategies (Form 6)	12
Budget Summary & Budget Detail Narrative (Form 7)	13
Inventory of Property	13
Convergence of Resources & Involvement of Non-public Schools (Form 8)	14
FORM 1 - Notice of Intent to Submit Proposal	15
FORM 2 - Application Cover Sheet	16
FORM 3 - Assurances	17
FORM 4 - Project Executive Summary & Contextual Background	18
FORM 5 - Accountability Measures/Evaluation Chart	19
FORM 6 - Strategies Chart	22
FORM 7 - Budget Summary	23
FORM 7 - Budget Detail Narrative	24
FORM 8 - Convergence of Resources and Involvement of Non-Public Schools	25
FORM 9 - District Technology Plan	26
FORM 9 - Replication of Project	26
FORM 10 - State Review Committee: Criteria for EETT Competitive Grant Application	27
<b>APPENDIX A - U.S. Census Poverty Data by District</b>	32
<b>APPENDIX B - Sample Charts</b>	41

## INTRODUCTION

The 2009-2010 grant application will include competitive grant opportunities using regular Title II-D EETT funds as well as **American Recovery and Reinvestment Act of 2009 (ARRA)** EETT funds.

The Enhancing Education Through Technology (EETT) Program was established as a part of the federal *No Child Left Behind*, Public Law, 107-110, Title II, Part D, section 2401. Under this program, the Arkansas Department of Education will award federally-funded grants to eligible local entities and consortiums. Governed by the guidelines from the federal *No Child Left Behind*, the purpose of this competitive grant is to improve student academic achievement through the effective integration of technology. It is also designed to assist every student, regardless of race, ethnicity, income, geographical location, or disability, in becoming technologically literate. EETT grant proposals should emphasize the effective integration of technology resources with professional development to promote research-based instructional methods that can be widely replicated.

The **American Recovery and Reinvestment Act of 2009 (ARRA)** provided Arkansas with additional funds for Education Technology grants, which fall under the statutes of the Title II-D Enhancing Education Through Technology Program. The total amount of all funds received will be used to provide grants to local districts through competitive grants that meet the ARRA guiding principles, purpose and goal.

**ARRA** includes four guiding principles:

1. Spend funds quickly to save and create jobs.
2. Improve student achievement through school improvement and reform.
3. Ensure transparency, reporting and accountability.
4. Invest one-time ARRA funds thoughtfully to minimize the “funding cliff.”

The second guiding principle, “improve student achievement through school improvement and reform” includes four specific assurances requiring states to certify progress in these areas as a condition for receiving **ARRA** funding.

1. Making progress toward rigorous college- and career-ready standards and high-quality assessments that are valid and reliable for all students, including English language learners and students with disabilities;
2. Establishing pre-K-to college and career data systems that track progress and foster continuous improvement;
3. Making improvements in teacher effectiveness and in the equitable distribution of qualified teachers for all students, particularly students who are most in need.
4. Providing intensive support and effective interventions for the lowest performing schools.

Technology addresses every assurance identified above, providing a great opportunity for states and districts to provide students the opportunity to learn 21<sup>st</sup> Century skills and demonstrate how technology can support school improvement and reform.

## PROGRAM GOALS and FOCUS

The major purpose of the Enhancing Education Through Technology program is to assist school systems in improving student academic achievement. Grant funding will serve to enhance ongoing efforts to improve teaching and learning through the use of technology. In particular, attention should be given to:

- improving student achievement through the use of technology;
- assisting every student to become technologically literate by the end of the eighth grade; and
- encouraging the effective integration of technology.

### District Performance Goals

To receive EETT competitive funds, LEAs & ESCs must develop a process and accountability measures that will be used to evaluate the extent to which activities funded under the program are effective in:

- integrating technology into curricula and instruction;
- increasing the ability of teachers to teach; and
- enabling students to meet challenging State standards, including technology literacy.

## Enhancing Education Through Technology Focus Areas

The EETT grant applications should address one or more of the following three focus areas:

1. **21<sup>st</sup> Century Learning Environments** – Providing learning environments that promote the development of 21<sup>st</sup> Century Learning Skills. Grant applications should include projects designed to expand or support the capacity of local schools participating in the State adopted EAST Initiative in cross-curricular or community outreach areas. Applications may also address the implementation of research-based 21<sup>st</sup> Century Learning Environment classrooms.

In a 21<sup>st</sup> Century Learning Environment, interactive learning, higher level thinking skills, and student engagement are critical, whether students are learning math, science, reading, or history. The core components provide all students with opportunities to collaborate and connect to rich and relevant content.

Core components might include the following:

- Teacher Laptop and Productivity Tools
- Instructional Technology Devices (Computers, iPods, Minis, Laptops)
- Presentation Devices – Collaborative Learning System (Interactive whiteboard), LCD or Plasma TV
- Projector (if needed for the presentation device or collaborative learning system)
- Learning Response Devices for Formative Assessment and Individualized Instruction
- Document Camera
- Digital Camera
- Flip Video / Video Cameras
- Robust Software and Digital Content
- Printer
- Classroom Audio System
- Internet Connectivity with Sufficient Bandwidth

Access to advanced software applications and emerging technologies give students opportunities to develop their skills in attractive and potentially lucrative workforce areas. Examples of these advanced and emerging technologies include, but are not limited to:

- GIS/GPS Applications
- Modeling and Visualization Tools
- Animation
- Virtual Reality Tools
- Software and Gaming Development Tools
- Digital Film Tools
- CAD, CAM & BIM Applications ( Computer-Aided Design, Computer-Aided Manufacturing, Building Information Modeling)

**2. Education Portals** – Education Portals offer a one-stop set of resources for educators, parents, and students to support teaching, learning, and leading. Portals provide access to shared resources and create an entry point to other information or services. This *onestop shopping* enhances professional development experiences by administrators, teachers, and technology integration specialists with online support anytime and anywhere. Portals often include: subscriptions, data systems, content standards, lesson plans, courses of study, research-based training resources, model classroom examples, engaging interactive media, Web resources, listservs, online portfolios, and other educational resources. A portal allows educators to quickly search for lesson plans or other resources by content standard, grade level, specific student and classroom needs, and/or topic.

**3. Digital Content** – State and or LEAs may purchase and/or develop digital content to enhance teaching and learning. Digital content, through multi-media applications, provides students the opportunity to participate in various learning activities, including virtual lab simulations, field trips, and other interactive resources. Digital content also offers the opportunity for teachers to differentiate instruction.

## OVERVIEW

### Eligible Applicants

An eligible local entity is either a “high-need local educational agency” or an “eligible local partnership.” Only eligible local entities may receive competitive EETT funds.

**High-need local educational agency** is an LEA that

- is among those LEAs in the State with the highest numbers or percentages of children from families with incomes below the poverty line (See Appendix A) **AND**
- serves one or more schools identified for improvement or corrective action under section 1116 of the ESEA, **OR** has a substantial need for assistance in acquiring and using technology. ‘Substantial need’ is defined as school districts that have a student to multi-media computer ratio of 2.9 or greater.

For the purposes of this program, the term “poverty line” means the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act applicable to a family of the size involved (ESEA Section 9101 (33).

In Arkansas, the median percentage of children from families with incomes below poverty line is 23%. The definition for “highest numbers or percentages of children from families with incomes below the poverty line in Arkansas is:

- **The LEA has 23%, or more, of children from families with incomes below the poverty line living within the LEA.** (See Appendix A)
- **The LEA has 242, or more, children from families with incomes below the poverty line living within the LEA.** (See Appendix A)

### **What is an “eligible local partnership”?**

An “eligible local partnership” is a partnership that includes at least one high-need LEA and at least one of the following:

- ◆ An LEA or Educational Service Cooperative that can demonstrate that teachers in its schools are effectively integrating technology and proven teaching practices into instruction, based on a review of relevant research, and that the integration results in improvement in classroom instruction and in helping students meet challenging academic standards.
- ◆ An institution of higher education in full compliance with the reporting requirements of the Higher Education Act of 1965, as amended, and that has not been identified by the State as low-performing under that act.
- ◆ A for-profit business or organization that develops, designs, manufactures, or produces technology products or services or has substantial expertise in the application of technology in instruction.
- ◆ A public or private nonprofit organization with demonstrated expertise in the application of educational technology in instruction.

The partnership may also include other LEAs, educational service agencies, libraries, or other educational entities appropriate to provide local programs. **The majority of the eligible local partnership’s services must focus on the needs of the “high-need” LEA’s.**

### **Applicant Responsibilities and Commitments**

Administrators of participating LEAs or Education Service Cooperatives must agree to all assurances and provide the necessary signatures. It is required that all applicants demonstrate an increasing commitment to achieving the federal grant goals that extend well beyond the boundaries of this application. In particular, LEAs are expected (a) to demonstrate increased coordination of federal (e.g. Title I, II, VI) and state funds to support teaching, learning, and technology; (b) to increase the ability of teachers to teach; and (c) to enable students to meet challenging State standards, including technology literacy. Superintendents must agree that financial resources provided under the EETT grant will supplement, not supplant, state and local funds.

### **Transparency, Accountability, Reporting, and Other Requirements**

**Shared responsibilities of the USDOE ADE, LEAs, and eligible local entities for ensuring that all funds under the ARRA are used for authorized purposes and that instances of fraud, waste, and abuse are prevented**

All ARRA funds must be spent with an unprecedented level of transparency and accountability. Accordingly, ADE, LEAs, and eligible local entities must maintain accurate, complete, and reliable documentation of all Ed Tech ARRA expenditures. The ARRA contains very stringent reporting requirements and requires that detailed information on the uses of funds be available publicly at [www.recovery.gov](http://www.recovery.gov).

The ADE has important oversight responsibilities and must monitor grant and subgrant activities to ensure compliance with all applicable Federal requirements. If the ADE, LEA, or eligible local entity fails to comply with requirements governing the use of the Ed Tech ARRA funds, the Department may, consistent with applicable administrative procedures, take one or more enforcement actions, including withholding or suspending, in whole or in part, the funds or recovering misspent funds following an audit.

**The U.S. Department of Education (USDOE) will ensure “transparency” in the implementation of the Ed Tech ARRA activities by the ADE, LEAs, and eligible local entities**

As part of the process of ensuring transparency, the USDOE will keep the public fully apprised of all activities that occur through States’ implementation of the ARRA. For example, detailed information

concerning how States, LEAs, and eligible local entities use their Ed Tech ARRA funds will be available in the quarterly reports required under section 1512 of the ARRA and posted at [www.recovery.gov](http://www.recovery.gov).

### **Information required to be included in its quarterly reports under the ARRA**

The ADE is required to submit reports containing the information required under section 1512(c) of the ARRA. These reports must be submitted not later than 10 days after the end of each calendar quarter. The Office of Management and Budget (OMB) issued government-wide guidance (M-09-21) on the ARRA reporting requirements and procedures on June, 22, 2009. See [http://www.whitehouse.gov/omb/assets/memoranda\\_fy2009/m09-21.pdf](http://www.whitehouse.gov/omb/assets/memoranda_fy2009/m09-21.pdf)

### **Accounting for Ed Tech ARRA funds**

All recipients of ARRA funds must separately account for, and report on, how those funds are spent. The Department has assigned a new CFDA number (84.386A) to the Ed Tech ARRA funds in order to facilitate separate accounting for the funds. Recipients must maintain accurate documentation of all ARRA expenditures to ensure that the data reported are accurate, complete, and reliable. The ADE must monitor subgrantees to help ensure data quality and the proper expenditure of ARRA funds. Further information on ARRA reporting instructions is provided at [www.FederalReporting.gov](http://www.FederalReporting.gov). Specific information regarding ADE ARRA Reporting can be obtained by selecting the Recovery Information icon at the bottom of the ADE Home page (<http://arkansased.org>) or by going directly to <http://recovery.arkansas.gov/ade/ade-inbox.html>

EETT ARRA reporting must be submitted through the APSCN IBM Cognos 8 – FSM/SMS Application like all other ARRA funds received by LEAs.

ARRA recipients need to maintain and report accurate, complete, and reliable documentation from the beginning of the grant period.

### **Recipients are to comply with Federal civil rights laws**

The receipt of Federal funds obligates recipients to comply with civil rights laws that prohibit discrimination based on race, color, national origin, sex, disability, and age. Among the obligations imposed on recipients by disability civil rights laws is the obligation to ensure that students with disabilities are not denied the benefit of Ed Tech programs because of inaccessible technologies. For additional information see: <http://www.ed.gov/policy/gen/leg/recovery/notices/civil-rights.html>.

### **The accountability of the ADE under the Ed Tech program (whether funded by the ARRA or regular appropriations)**

To help ensure accountability for Ed Tech funds, the ADE must develop a process and accountability measures that the State will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction. These accountability measures should evaluate the impact that Ed Tech activities have had on student achievement. The Ed Tech statute expressly authorizes States to use funds that are set aside for State-level activities to develop performance measurement systems to determine the effectiveness of educational technology programs supported with Ed Tech funds. (See section 2415(5) of the ESEA.)

As part of its monitoring and evaluation of the program, the USDOE will examine annually the rigor of accountability systems and measures and the progress that have made in integrating technology into curricula and instruction, technology literacy, professional development, and meeting the ADE's goals for using technology to improve student academic achievement.

## **LEAs and eligible local entities be held accountable under the Ed Tech program (whether funded by the ARRA or regular appropriations)**

To help ensure accountability for Ed Tech funds, LEAs and eligible local entities must develop a process and accountability measures that they will use to evaluate the extent to which activities funded under the program are effective in (1) integrating technology into curricula and instruction; (2) increasing the ability of teachers to teach; and (3) enabling students to meet challenging State academic achievement standards.

Because the Ed Tech program is a State-administered program, the SEA is responsible for ensuring that LEAs and eligible local entities comply with Ed Tech statutory requirements. In addition, as part of its evaluation of the program, the Department will examine the extent to which LEAs and eligible local entities have effectively used funds to meet the goals of the program.

### **Program-specific annual reporting requirements**

The ADE must report, through their annual *EDFacts* submissions, the performance of LEAs receiving Ed Tech funds (either through ARRA or the regular FY 2009 appropriation) on the following four measures:

- The percentage of districts receiving Ed Tech funds that have effectively and fully integrated technology.
- The percentage of classrooms with Internet access in high and low-poverty schools.
- The percentage of teachers who meet their State technology standards.
- The percentage of students who meet State technology standards by the end of the eighth grade.

### **Rules that govern the amount of Ed Tech funds that an SEA or subgrantee may draw down at any one time**

The ADE must have an effective system for managing the flow of funds that ensures that entities are able to draw down funds as needed to pay program costs but that also minimizes the time that elapses between the transfer of the funds and their disbursement by the grantee or subgrantee, in accordance with U.S. Department of the Treasury regulations at 31 C.F.R. Part 205. (See 34 C.F.R. 80.21(b).) Grantees and subgrantees must promptly, but at least quarterly, remit to the Department interest earned on advances (34 C.F.R. 80.21(i)). The USDOE will take appropriate actions against grantees and subgrantees that fail to comply with this requirement.

### **District Technology Plan**

Ark Code 6-5-401 states that each school shall develop a long-range school improvement plan focused on student achievement. Local school districts must also have a comprehensive, long-range, district wide technology plan for implementing educational technology initiatives that support the school improvement plan. The district technology plan should be closely aligned with the school improvement plan. **The local school district technology plan must be approved in order to receive state or federal technology funds.** Your technology plan will be reviewed to ensure that whatever you are proposing for EETT grant funds is reflected in your plan. If necessary, you may amend your technology plan.

### **CIPA Compliance**

A requirement of receiving EETT funds is compliance with the Children's Internet Protection Act (CIPA). LEAs must provide the Arkansas Department of Education with evidence of CIPA compliance (ERATE Form 479) as proof that districts have adopted and are enforcing Internet safety policies, including Internet filtering.

### **EETT Showcase**

A two-day EETT Showcase Meeting will be held at the Pulaski Technical College Campus Center located at 3000 West Scenic Drive in North Little Rock on June 7- 8, 2010. Applicants should budget funds to cover the cost of attending the required two day meeting.

## Focus and Funding Levels of Competitive Awards

For the grant cycle, July 1, 2009 - September 30, 2010, there are three focus areas for competitive awards. LEAs and Education Service Cooperatives that qualify for EETT funds may apply.

### **I. Local Education Agency Proposals**

Proposals should be based on a local school/district technology plan and on strategies developed as part of the school's Arkansas Comprehensive School Improvement Plan (ACSIP). All proposals should address the five strategies listed on Form 6 of this application.

#### **LEAs may apply for grant awards at the following funding levels:**

- Between \$50,000 - \$100,000
- Between \$100,000 - \$150,000
- Between \$150,000 - \$200,000

#### **LEAs in Partnership with other LEAs may apply for grant awards at the following funding levels:**

- Between \$100,000 - \$150,000
- Between \$150,000 - \$200,000
- Between \$200,000 - \$250,000
- Between \$250,000 - \$300,000

**Applicants will compete for EETT funds in specific focus areas as well as funding levels for local LEA proposals.**

Based on the discretion of the grant review committee, grant awards will not necessarily be awarded in all of the focus areas or in every funding level.

**II. Education Service Cooperative or Consortium (LEA Partnership) Proposals** – Proposals must include at least one high-need LEA. Proposals can be regional or statewide in nature and should be designed to provide assistance to LEAs.

#### **Education Service Cooperatives may apply for grant awards at the following funding levels:**

##### **Amount of Funding Requested by Education Service Cooperatives:**

- Between \$100,000 - \$150,000
- Between \$150,000 - \$250,000
- Between \$250,000 - \$350,000
- Between \$350,000 - \$450,000
- Over \$450,000

**Applicants will compete for EETT funds in specific focus areas as well as funding levels for Education Service Cooperative proposals.**

Based on the discretion of the grant review committee, grant awards will not necessarily be awarded in all of the focus areas or in every funding level.

## **Allocation of Funds and Eligible Expenses**

The EETT Competitive Grants are made available through the U.S. Department of Education's Enhancing Education through Technology program and are distributed on a competitive basis to public local education agencies (LEAs). Approximately \$10 million is available in Arkansas for EETT Competitive Grants during this funding cycle. To submit a competitive proposal, an applicant must meet the definition of high-need LEA or eligible local partnership. If a partnership is established, the goals of the proposal must meet the needs of the high-need LEA.

To meet federal statutory requirements, the Arkansas Department of Education will use a monitoring and program review instrument to determine compliance with the law and regulations in the funded projects. This process will also evaluate the extent to which activities funded under the EETT are effective in (1) integrating technology into curricula and instruction; (2) increasing the ability of teachers to teach; and (3) enabling students to meet challenging State standards.

Each EETT recipient must use at least twenty-five percent (25%) of its funds to provide ongoing, sustained, intensive, and high-quality professional development. Professional development must be research-based. The remaining funds may be used to carry out other activities consistent with the purposes of the program and the district's technology plan and school improvement plan.

### **Length of Funding**

Awards will be for a period of one-year. The review committee may recommend that the project be extended for an additional year. Funding begins at the time of official grant award notification. Unless an LEA receives prior approval from the Arkansas Department of Education, all funds should be obligated by September 30, 2010.

### **Funding and Instructional Priorities**

In determining a funding and instructional focus, each eligible LEA should develop a proposal of appropriate size and scope to best facilitate the grant's goals: to (a) improve student academic achievement through the use of technology in schools; (b) assist all students in becoming technologically literate by the end of the eighth grade; and (c) encourage the effective integration of technology in teacher training and curriculum development to establish successful research-based instructional methods.

Also, Enhancing Education Through Technology legislation mandates specific criteria to be used in considering funding:

- Focus of the grant must be on addressing the needs of the high-need LEA
- Program must be of sufficient size, duration, scope, and quality
- Equitable rural/urban distribution
- 'High-need' LEA must serve as the fiscal agent
- At least twenty-five percent (25%) of the funds must be allocated to provide ongoing, sustained, and intensive, high-quality professional development that is based on relevant research.

## Procedure for Applying for EETT Funds

### Letter of Intent

Before the Department of Education will accept a proposal for an EETT competitive grant, applicants must complete and submit a **Notice of Intent to Submit Proposal**. The Notice of Intent form is provided on **page 11** of this RFP. All items on the 'Notice of Intent' must be completed in full. Notices of Intent must be received by **Friday, September 18, 2009**, by fax, email, or postal service.

### Application Deadline

Applications requesting funding must be received by the Arkansas Department of Education by **4:00 pm on Thursday, October 1, 2009**.

### Application Components

An EETT Competitive Grant application is complete when it includes ALL of the following:

- Cover Page (Form 2) with ALL requested information;
- Assurances (Form 3) with authorized signatures signed in **blue ink**;
- Executive Summary and Contextual Background (Form 4) which provides a brief description of the project and brief background information on the applicant;
- Accountability Measures/Evaluation (Form 5) which defines what the applicant proposes to achieve and how that will be measured;
- Strategies Chart (Form 6) which describes specific strategies and actions to achieve the goals and target indicators;
- Budget Summary & Budget Detail (Form 7) which identifies specific technologies to be acquired and cost of items;
- Convergence of Resources and Involvement of Non-Public Schools (Form 8) which describes coordinated activities provided through other funding sources and the manner in which non-public schools have been involved in the design, development, and implementation of grant activities;
- Technology Plan (Form 9) indicating the LEA has an approved technology plan on file at the Arkansas Department of Education.
- A copy of the application must be submitted on a CD in either Microsoft Word or Corel WordPerfect format.
- All applicants must submit one (1) original application signed in blue ink and four (4) additional copies. *All originals must be signed in blue ink.*
- Please **staple** application in upper left corner.....**NO notebooks, binders, or special binding, please!**
- Mail complete application to:

**Melanie Bradford  
Research & Technology  
Arkansas Department of Education  
8221 Ranch Boulevard  
Little Rock, AR 72223**

**Applications will not be accepted via fax or email transmission.**

## Review Process

ADE will employ a review procedure that is based on an evaluation of the written proposals and interviews of the prospective staff by a review team that will include out-of-state reviewers.

The steps in the review process are outlined below.

1. Proposals will be sent to the review team prior to their arrival at the Arkansas Department of Education Technology Center.
2. The review team will interview key project personnel involved in proposals under review. A consensus report will be written by the review team that will:
  - a. separately assess each proposal according to the criteria identified in this RFP;
  - b. recommend improvements in proposals where appropriate; and rate each proposal in one of the following categories: "Approved for Funding," "Not Approved for Funding." Proposals recommended as "Approved" may require certain modifications and/or contingencies to be addressed as identified by the reviewers.

Note: The Department of Education may reject applications that do not conform to the requirements of the RFP. Applications may be rejected for reasons that include, but are not limited to, the following:

- application is incomplete or contains irregularities that make the application indefinite or ambiguous;
- authorized representative of the applicant has not signed the application;
- application contains false or misleading statements or references; or
- application does not meet all minimum technical requirements of the RFP.

## Evaluation

To be considered for an EETT Competitive Grant, applicants must have completed all required End-of-Year Reports for technology grants awarded in previous years. Additionally, all EETT Competitive Grant awardees are required to participate in evaluation efforts related to the technology initiatives implemented.

- **Technology Training Evaluation** - must be completed by every participant in all training sessions funded by EETT funds.
- **End of Project Evaluation** - should reflect how districts obtained their goals and target indicators that were established in the grant application.
- **Participation in EETT Showcase scheduled for June 8-9, 2010. The Showcase will be held at the Pulaski Technical College Campus Center located at 3000 W. Scenic Drive in North Little Rock.**

## Guidelines for Completing Application Components

### Cover Sheet & Assurances (Forms 2 & 3)

Complete all information on the *Cover Sheet* (Form 2). The district Superintendent should identify one person to serve as the main Project Coordinator and name that person on the *Cover Sheet*. The Project Coordinator will serve as the liaison between the LEA or ESC and the Arkansas Department of Education.

**Please note** that the district Superintendent and the Technology Project Coordinator must each have a separate, valid, e-mail address that is checked regularly. These e-mail addresses must be provided on Form 2. It is also required that each principal of a targeted school has e-mail capability. ***E-mail will be the method for communication with all awardees. Awardees will receive award notifications via email. It is the applicant's responsibility to immediately inform ADE of any changes in contact information (phone numbers or email addresses).*** Throughout the period of the grant, grantees could be required to download information from the Internet and submit data via email.

## Abstract & Contextual Background (Form 4)

The Abstract, *not to exceed 250 words*, is an overview of the application. It should concisely summarize the more detailed information presented in the proposal - a brief description of the project, goals, and expected outcomes.

The Contextual Background, *not to exceed 250 words*, should assist the reviewer in understanding the context for your proposal. It should speak to the needs of the applicant's district/school and the resources currently available to support the work of the proposal. The applicant should also include what has been previously accomplished with technology grant funding and demonstrates effective and successful use of previous technology awards.

## Accountability Measures (Form 5)

The applicant must provide a detailed description of the process and accountability measures that will be used to evaluate the extent to which activities funded under this subpart are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging state academic content and student academic achievement standards.

The Project Accountability Measures/Evaluation chart, Form 5, must be completed and must define what the applicant proposes to achieve and measure if funds are awarded for the proposal. The **Enhancing Education through Technology** (EETT) program identifies specific performance goals for districts receiving funds through EETT. Each district and/or school applying for a proposal shall adopt these goals:

1. Student achievement, including technology literacy, of all students is improved through the use of technology.
2. Teachers effectively use technology and research-based practices to support student learning.
3. Technology is integrated throughout the curriculum.

LEAs are to use performance indicators to measure their progress in meeting performance goals. Along with requiring LEAs to adopt the three key performance goals identified above, the Department requires each district to adopt, at a minimum, (a) the Department's core set of performance indicators for these three performance goals and (b) additional performance indicators that are appropriate to the particular program and district. It is expected that for each performance goal a minimum of three performance indicators would be identified. For competitive awards, the performance indicators should be linked to the specific type of competitive award being sought.

As an example, relative to the first performance goal, "Student achievement, including technology literacy, of all students is improved through the use of technology," the department would require all districts to use the following indicator:

*Performance Indicator 1.1: The percentage of students by end of grade 8 that meet or exceed state standards for student literacy in technology.*

The Sample Performance Indicators chart, located in Appendix B, provides additional guidance in the identification of other possible performance indicators.

For each performance indicator, the district/school must provide a specific Performance Target that defines the progress a district/school expects to make at specified points in time with respect to each indicator. For example, for performance indicator 1.1, the LEA might adopt as a target: *The percentage of students by end of grade 8 that meet or exceed state standards for student literacy in technology will increase from a baseline of <TBD>% in <insert baseline school year>, to <insert number>% in <insert school year>, to <insert number>% in <insert school year>.*

While each district/school is required to adopt the core goals and performance indicators that the department has established, the district would define and adopt its own performance targets.

Finally, the accountability system must provide for appropriate collection of data that will explain how well districts are succeeding in meeting their performance targets. Districts/schools would describe the timelines and benchmarks for securing these data, as well as the data sources. Districts/schools must also provide “baseline data” in the context of the defined performance target; that is, for each performance target, a number must be provided for the baseline year.

**In short, the project Accountability Measures/Evaluation Chart (Form 5) provides the entire context for the remainder of the application. Performance goals, performance indicators, and performance targets must drive all proposed strategies and activities.**

### **Strategies (Form 6)**

The Strategies form (Form 6) identifies the “how” and the “what” of the proposal. In this section of the application, the applicant must identify the specific actions and strategies that will be implemented to reach the performance goals. In addition to targeting performance goals, the identified actions and strategies should (1) reflect the district’s overall strategic plan for technology, (2) speak to strategies required by the EETT legislation, and (3) address the minimal components defined for the particular type of competitive award being sought.

The Arkansas Educational Technology Plan provides a resource for possible local strategies. For each area below, describe what activities and actions will be employed within the context of the particular grant proposal. Applicant must address each strategy area – access to computers, professional development, student achievement, integration of technology, and parental involvement – *in the context of the particular category of grant.*

1. ***Strategies to increase access to computers and internet connectivity***

In this section, describe what the district will do to assure that the appropriate level of computers and connectivity is available in the schools and classrooms to accomplish the goals of the proposal. The applicant must include a description of the steps that will be taken to ensure that all students and teachers in the schools served by the LEA have increased access to educational technology. At a minimum, these actions should speak to how school and classroom connectivity will be improved, how the number of computers available in actual instructional classrooms will be improved, and how the number of schools in which all students are able to work from a networked computer will be increased, including how the applicant will use funds under this grant to help ensure that students in high-poverty and high-needs schools have access to technology.

2. ***Strategies to provide ongoing professional development for teachers, principals, administrators, school library personnel***

In this section, identify the comprehensive professional development program that will support the proposal and further effective use of technology in the classroom or library media center, including a list of any entities that will be involved in providing the ongoing, sustained professional development. In particular, the applicant should describe how professional development initiatives will be utilized and to what extent. **Note: a recipient shall use not less than 25% of EETT funds to provide ongoing, sustained, and intensive high-quality professional development that is based on relevant research.**

3. ***Strategies to improve student achievement, including technology literacy***

In this section, spell out the actions (e.g. teaching practices, instructional strategies, curricula materials, etc.) that will be implemented to increase student achievement and technology literacy through the effective use of technology. The applicant could include in this discussion, identification of ways that the district might capitalize on the potential of distance learning to meet the curriculum needs of students, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources.

#### ***4. Strategies to ensure integration of technology into curriculum and instruction***

In this section, describe how you will identify and promote curricula and teaching strategies that integrate technology (including software and other electronically delivered learning materials) effectively into curricula and instruction, and a timeline for such integration. As in previous sections, the applicant should identify ways that other resources will be utilized. Applicants may identify ways in which they will prepare and compensate one or more teachers in schools as technology leaders who are provided with the means to serve as experts and train other teachers in the effective use of technology in the particular school.

#### ***4. Strategies to ensure the effective use of technology to promote parental involvement and increase communication with parents***

In this section, include a description of how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education. Applicants can explore ways that technology can develop or expand efforts to connect schools and teachers with parents and students to promote meaningful parental involvement, to foster increased communication about curricula, assignments, and assessments between students, parents, and teacher.

### **Budget Summary & Budget Detail Narrative (Form 7)**

#### **Budget Summary Form**

The applicant should provide a complete budget summary of all expenditures related to the project. LEA's whose proposals are approved for funding may be required to submit a revised budget after final approval. The Department of Education must approve final budgets before any grant funds are released for disbursement. Unless prior approval is obtained, all EETT monies awarded should be obligated by September 30, 2010.

#### **Budget Detail Narrative**

Reviewers will carefully examine all the budget materials to assess whether the budget is appropriate to the tasks you propose in the Strategies section of the application. In the budget narrative, the applicant must fully explain each budget item included on the Budget Summary form. The budget must be reasonable for the tasks proposed, and the relationship of items in the budget to the Accountability Measures and Strategies must be clearly evident. Clarity and cost-effectiveness of the budget are factors the reviewers will consider when evaluating the feasibility of a project. In the budget detail narrative, you will want to discuss any budget items that may appear unusual.

For each hardware and software purchase, the budget detail narrative should provide specific information as to what items are being purchased (item cost, vendor, model/name, state contract number, if available, etc.)

### **Inventory of Property Must Be Maintained**

Property records must be maintained that include a description of the property, a serial number or other identification number, the source of property, who holds the title, the acquisition date, and cost of the property, percentage of federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property. (EDGAR, Subpart C, 80.32)

## **Convergence of Resources & Involvement of Non-Public Schools (Form 8)**

Provide a description, approximately 200 words, of how you will coordinate activities carried out with funds provided under this grant with technology-related activities carried out with funds available under other Federal, State, and local sources. Also, include a description of support resources (such as services, software, other electronically delivered learning materials, and print resources) that will be acquired to ensure successful and effective uses of technology.

Federal legislation requires that 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. LEAs and local entities must provide, on an equitable basis, special educational services or other benefits that address the needs under the EETT 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 and educators must be proportionate to the expenditures for participating public school children, taking into account the number and needs of the children to be served.

In this section, the applicant must identify, in approximately 200 words, (a) the private schools in the areas served by the applicant, (b) the type and extent of consultation that took place during the design and development of this proposed program, and (c) the type and extent of collaboration that will occur during the implementation of the proposal.

**FORM 1 - Notice of Intent to Submit Proposal  
Enhancing Education Through Technology**

For planning purposes for the Enhancing Education through Technology Program, please submit this form by fax or email by **Friday, September 18, 2009.**

<p><b>Name of LEA or ESC applying for funds</b></p> <p><b>Contact Person:</b> _____</p> <p><b>Title:</b> _____</p> <p><b>Address:</b> _____</p> <p><b>City:</b> _____ <b>Zip:</b> _____</p> <p><b>Office phone:</b> _____ <b>Ext.</b> _____</p> <p><b>Cell phone:</b> _____</p> <p><b>Fax:</b> _____</p> <p><b>E-mail:</b> _____</p>	<p align="center"><b>County</b></p>           <p><b>Please Submit by fax or mail to:</b>  Melanie Bradford  Research &amp; Technology  Arkansas Department of Education  8221 Ranch Boulevard  Little Rock, AR 72223  Office: 501-371-5005  Fax: 501.371.5010</p>
<p><b>Notice of Intent to Submit Proposal</b></p> <p><b>Proposal Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 21<sup>st</sup> Century Learning Environment</li> <li><input type="checkbox"/> Education Portal</li> <li><input type="checkbox"/> Digital Content</li> </ul>	

## FORM 2 – Application Cover Sheet

### Enhancing Education Through Technology Competitive Award

1. Name of Legal Applicant (LEA that will serve as the Fiscal Agent): \_\_\_\_\_ Proposal Focus: (check one)  
 21<sup>st</sup> Century Learning Environment  
 Education Portal  
 Digital Content
2. LEA Superintendent /Education Service Coop Director  
Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Office phone: \_\_\_\_\_  
Cell phone: \_\_\_\_\_  
Fax: \_\_\_\_\_  
Email (must be valid email address): \_\_\_\_\_
3. EETT Grant/Project Coordinator  
Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Office phone: \_\_\_\_\_  
Cell phone: \_\_\_\_\_  
Fax: \_\_\_\_\_  
Email (must be valid email address): \_\_\_\_\_

#### 4. Amount of Funding Requested by individual LEAs:

- Between \$50,000 - \$100,000  
 Between \$100,000 - \$150,000  
 Between \$150,000 - \$200,000

#### Amount of Funding Requested by LEAs in Partnership with other LEAs:

- Between \$100,000 - \$150,000  
 Between \$150,000 - \$200,000  
 Between \$200,000 - \$250,000  
 Between \$250,000 - \$300,000

#### Amount of Funding Requested by Education Service Cooperatives:

- Between \$100,000 - \$150,000  
 Between \$150,000 - \$250,000  
 Between \$250,000 - \$350,000  
 Between \$350,000 - \$450,000  
 Over \$450,000

5. Partners: Names of other institutions or LEAs participating in this application. Include contact person's name and email address for each participating institution or LEA.

Check one:

- High need LEA  
 Eligible Local Partnership

6. Describe how you meet the definition for either high-need LEA or eligible local partnership.

7. 2008-2009 'Three quarter average' ADM: \_\_\_\_\_

8. Have you received EETT funds in the past? \_\_\_\_\_ In what year? \_\_\_\_\_

9. Amount of EETT funding previously received \_\_\_\_\_?

### FORM 3 – Assurances

Please read carefully. The following assurances must be implemented in your school/district as a condition of accepting funds through the Enhancing Education Through Technology Competitive grant.

#### **Program Assurances:**

- A planning committee was involved in the development of this application, and a consensus was reached regarding priorities for the proposal.
- A District Technology Plan aligned with the current state technology plan has been approved by the Arkansas Department of Education.
- Policies pertaining to the ethical, legal, and appropriate use of software and the Internet are in place and enforced in all schools in the district. This includes an Acceptable Use Policy for every school.
- Electrical wiring needs have been identified and addressed in the school(s) that will be utilizing these funds.
- The funds will only be utilized in the school(s) identified in this application, and all of the designated schools have developed and have on file written plans for technology that can be viewed at any time by state personnel.
- Any equipment and software purchased will supplement, not supplant, the level of services that would have been provided in the absence of monies received from this fund.
- Hardware and software will only be placed in classrooms or other educational settings with trained individuals or with individuals who are receiving training.
- The LEA will be accountable for the accurate tracking and inventorying of all equipment and software purchased with these funds
- The LEA will be accountable for the evaluation of all activities outlined in this application.
- The LEA assures the Arkansas Department of Education that the district conducted a needs assessment and based all relevant elements in this application upon the needs assessment.
- The LEA assures that representatives of eligible private schools within the school district have engaged in meaningful consultation with the district in the development of this application and in determining the allocation of funds that support services to eligible private school students. The applicant agency will maintain records, which document private involvement and impact of programs at private sites. All private schools have been given an invitation to participate in programs for which they are eligible.
- The LEA assures that sufficient information will be provided to the Arkansas Department of Education to enable the state to comply with the provisions of the No Child Left Behind Act of 2001.
- The LEA assures that the district will account for the need for equitable access to, and equitable participation, in all programs for students, teachers, administrators, and other program beneficiaries. Further, the LEA will address barriers that impede equitable access and participation, including barriers related to sex, race, color, national origin, disability, and age.
- The LEA assures that each school in the district has a school improvement plan.

#### **Fiscal Assurances**

- The certification of the Education Department General Administrative Regulations (EDGAR) 76.104, relating to State eligibility to participate in this program and compatibility of this application with State law;
- The assurances specified in section 441 of the General Education Provisions Act (GEPA);
- The assurances set forth in Public Law 103-382, Title II, Part D, Enhancing Education Through Technology.
- All program requirements of Public Law 103-382, Title II, Part D, Enhancing Education Through Technology.
- All reporting requirements of American Recovery and Reinvestment Act of 2009.
- All other applicable requirements of the Elementary and Secondary Education Act, including those set out in Title XIV of that statute.
- The LEA assures that records concerning financial accounting and program evaluation will be maintained by the applicant agency and will be available for review by the Arkansas Department of Education, legislative auditors, and all other required personnel for at least three years.
- The LEA assures that it will permit the Arkansas Department of Education, the legislative auditors, and all other required personnel to have access to the records and financial statements as necessary.

I am authorized to sign and submit this application on behalf of the LEA and agree to all assurances listed above:

\_\_\_\_\_  
Signature of LEA Superintendent or Education Service Coop Director

\_\_\_\_\_  
Date

## FORM 4 – Project Executive Summary

### **PROJECT ABSTRACT: (250 Word Limit)**

Provide a clear, concise description of the proposal. The description should include a statement of the overall intent of this year's funds, goals of the proposal, design to accomplish those goals, curriculum and grade level targets, etc. This description should give a snapshot of what this year's funds will be used for in the system/schools. This abstract will be shared with policymakers, the media, and evaluation consultants.

### **CONTEXTUAL BACKGROUND: (250 Word Limit)**

Provide the reviewer with an understanding of the context for your proposal. It should address the needs of the applicant's district/school and the resources currently available to support the work of the proposal. The applicant should also include what has been previously accomplished with technology grant funding and demonstrates effective and successful use of previous technology awards.

**FORM 5 – Accountability Measures/Evaluation Chart**

Performance Goal 1: Student achievement, including technology literacy, of all students is improved through the use of technology	
Performance Indicator 1.1 The percentage of students by the end of grade 8 that meet or exceed state guidelines for student literacy in technology. (The State Board of Education has adopted the ISTE Student Technology Standards.)	
Performance Target 1.1	<i>The percentage of students by end of grade 8 that meet or exceed state standards for student literacy in technology will increase from a baseline of &lt;TBD&gt;% in &lt;insert baseline school year&gt;, to &lt;insert number&gt;% in &lt;insert school year&gt;, to &lt;insert number&gt;% in &lt;insert school year&gt;.</i>
	<i>Describe data source, collection method, and timeline for collecting data on above target:</i>
Performance Indicator 1.2	
Performance Target 1.2	
	<i>Describe data source, collection method, and timeline for collecting data on above target:</i>
Performance Indicator 1.3	
Performance Target 1.3	
	<i>Describe data source, collection method, and timeline for collecting data on above target:</i>

Performance Goal 2: Teachers effectively use technology and research-based practices to support student learning

Performance Indicator 2.1

The percentage of teachers qualified to use technology for instruction. (The State Board of Education has adopted the ISTE Teacher Technology Standards.)

Performance Target 2.1

*The percentage of teachers who are qualified to use technology for instruction will increase from the baseline of <insert number>%, in <insert baseline school year>, to <insert number>% in <insert school year>, to <insert number>% in <insert school year>.*

*Describe data source, collection method, and timeline for collecting data on above target:*

Performance Indicator 2.2

Performance Target 2.2

*Describe data source, collection method, and timeline for collecting data on above target:*

Performance Indicator 2.3

Performance Target 2.3

*Describe data source, collection method, and timeline for collecting data on above target:*

Performance Goal 3: Technology is integrated throughout the curriculum

Performance Indicator 3.1

The number of schools in which all students are able to work from a networked computer.

Performance Target 3.1

The number of schools in which all students are able to work from a networked computer will increase from the baseline of <TBD> in <insert baseline school year>, to <insert number> in <insert school year>, to <insert number> in <insert school year>.

*Describe data source, collection method, and timeline for collecting data on above target:*

Performance Indicator 3.2

Performance Target 3.2

*Describe data source, collection method, and timeline for collecting data on above target:*

Performance Indicator 3.3

Performance Target 3.3

*Describe data source, collection method, and timeline for collecting data on above target:*

## FORM 6 – Strategies Chart

Describe the specific strategies and actions that will be implemented to achieve the goals and target indicators described in the previous section. Your plan of action should include one or more actions in each of the categories below. In addition to describing the strategy, provide a timeframe for implementation of the action and specify the performance indicator(s) that this particular action supports.

Strategy or Action	Timeline	Performance Indicator
Strategies to increase access to computers and internet connectivity		
Strategies to provide ongoing professional development for teachers, principals, administrators, school library personnel		
Strategies to improve student achievement, including technology literacy		
Strategies to ensure integration of technology into curriculum and instruction		
Strategies to ensure the effective use of technology to promote parental involvement and increase communication with parents		
Other Strategies		

**FORM 7 – Budget Summary**

**In the space below, list the proposed expenditures by category. These categories are consistent with the Arkansas School Financial Accounting Manual. Arkansas Public School Computer Network (APSCN) codes may be substituted.**

<b>Budget Summary - Expenditure Category</b>	<b>Budget</b>
<b>10 Salaries</b> – Salaries for special project personnel may be included. Salaries of existing employees with existing job responsibilities may not be supplanted by grant funds.	
<b>20 Employee Benefits</b> – Employee benefits related to stipends for teachers or other regular employees who work outside their regular contract may be included.	
<b>31 Purchased Professional and Technical Services</b> - Services which by their nature must be performed only by persons with specialized skills and knowledge. Included are the services of engineers, auditors, teachers, presenters, facilitators, etc. Consultant services, including travel, meals, lodging, honoraria/fees, materials and related expenses, in-service training costs including teacher stipends, facility rentals, meals, lodging, refreshments, substitute costs, etc. are included.	
<b>32 Purchased Property Services</b> - Services purchased to operate, repair, maintain and rent property owned and/ or used by the LEA. These services are performed by persons other than LEA employees.	
<b>39 Other Purchased Services</b> - Amounts paid for services rendered by organizations or personnel not on the payroll of the LEA (separate from Professional/Technical services or Property Services).	
<b>40 Supplies</b> - Amounts paid for material items of an expendable nature that are consumed, worn out or deteriorated through use. Items may include audio and videotapes, software, books, manuals, reproduction costs, paper, binders, etc.	
<b>50 Equipment</b> - Items may include hardware, computer workstations, file servers, connectivity hardware, peripherals, laser discs, etc.	
<b>90 Other</b> -This category is seldom used, but is included for use with any expenditure that does not fit any of the other allowable categories.	
<b>Total Operating Budget</b>	

**(Function code: 1190 for all categories)**

**II. Budget Detail Narrative:** Attach a detailed description (two pages or less) of proposed budget expenditures broken out within each of the expenditure categories listed above. Amounts budgeted for federal funds must be in accordance with Education Department General Administrative Regulations (EDGAR). Expenditures must be justified in relation to the scope of the project goals, objectives and activities. Funds requested under this grant must not replace monies used to support existing programs. All funds must be spent (goods received and services rendered) during the grant period designated in the Grant Award Notification. **NOTE: A two-day EETT Showcase Meeting will be held on June 8-9, 2010 at the Pulaski Technical College Campus Center, located at 3000 W. Scenic Drive, North Little Rock, AR. Applicants should budget funds to cover the cost of attending the *required* two day meeting.**

## **FORM 8 – Convergence of Resources and Involvement of Non-public Schools**

### **Enhancing Education Through Technology Competitive Grant**

**Convergence of Resources:** Provide a description of how you coordinate activities carried out with funds provided under this grant with technology-related activities carried out with funds available under other Federal, State, and local sources. Also, include a description of support resources (such as services, software, other electronically delivered learning materials, and print resources) that will be acquired to ensure successful and effective uses of technology. **(200 Word Limit)**

**Involvement of Non-Public Schools:** In this section, the applicant must identify (a) the private schools in the areas served by the applicant, (b) the type and extent of consultation that took place during the design and development of this proposed program, and (c) the type and extent of collaboration that will occur during the implementation of the proposal. **(200 Word Limit)**

## FORM 9

### District Technology Plan

Every LEA applying for EETT funding is required to have a state-approved district/school technology plan that is aligned with the current state technology plan. As a component of a state-approved plan, LEAs must maintain a process to monitor and update the existing plan for technology.

Check one:

- LEA/Education Service Cooperative technology plan **has** been approved by the Arkansas Department of Education.
- LEA/Education Service Cooperative technology plan **has not** been approved by the Arkansas Department of Education.

**How do your technology plan and your Arkansas Comprehensive School Improvement Plan relate?**

### Replication of Project

Please describe how your project might be replicated. **(200 word limit)**



### Cover Sheet and Assurances (Forms 2 and 3)

Key Issues and Questions	Acceptable	Not Acceptable	Comments
<p>Successful programs provide clear and accurate information.</p> <p>Questions to consider:</p> <ul style="list-style-type: none"> <li>• Is the information on the Cover Sheet complete?</li> <li>• Are the Assurances (Form 3) signed in blue ink?</li> <li>• Is information complete and accurate?</li> </ul>			
<b>Maximum Possible Score: 2 pts</b>	<b>Score Assigned by the Reader:</b>		

### Project Executive Summary (Form 4 – Project Executive Summary)

Key Issues and Questions	Acceptable	Not Acceptable	Comments
<p>Successful programs provide a thoughtful, concise overview of the proposed program.</p> <p>Questions to consider:</p> <ul style="list-style-type: none"> <li>• Is the overall intent of the proposed program clear from the Executive Summary?</li> <li>• Does the Executive Summary provide a strong indication as to how funds be used?</li> <li>• Are the goals of the project clearly stated?</li> <li>• Does the Executive Summary provide a snapshot of the project design and/or focus areas (e.g. curriculum areas and/or grade levels will be impacted)?</li> </ul>			
<b>Maximum Possible Score: 5 pts</b>	<b>Score Assigned by the Reader:</b>		

### Contextual Background (Form 4 – Project Contextual Background)

Key Issues and Questions	Acceptable	Not Acceptable	Comments
<p>Successful programs effectively identify the needs of the applicant(s), resources currently available to support program, and previous accomplishments with technology grant funding.</p> <p>Questions to consider:</p> <ul style="list-style-type: none"> <li>• Is there a compelling reason for this project?</li> <li>• Is there a demonstrated commitment from the LEA(s)?</li> <li>• How does this project impact a high-need LEA?</li> <li>• Does the applicant provide evidence of successful prior grant implementation</li> </ul>			
<b>Maximum Possible Score: 5 pts</b>	<b>Score Assigned by the Reader:</b>		

### Accountability Measures/Evaluation Chart (Form 5)

Key Issues and Questions	Acceptable	Not Acceptable	Comments
<p>Successful programs have a detailed description of the process and accountability measures that will be used to evaluate the extent to which activities funded under this subpart are effective in (1) integrating technology into curricula and instruction, (2) increasing the ability of teachers to teach, and (3) enabling students to meet challenging state academic content and student academic achievement standards.</p> <p>Questions to be answered:</p> <ul style="list-style-type: none"> <li>• Does the application include at least three performance indicators for each of the three performance goals?</li> <li>• Are specific performance targets given for each performance indicator? Do they address the particular category of grant?</li> <li>• Does each performance target have an appropriate data source, collection method, and timeline for collecting data?</li> </ul>			
<b>Maximum Possible Score: 30 pts</b>		<b>Score Assigned by the Reader:</b>	

### Strategies Chart (Form 6)

Key Issues and Questions	Acceptable	Not Acceptable	Comments
<p>Successful programs have a detailed process for ensuring that performance goals will be met.</p> <p><b>Questions to consider:</b></p> <ul style="list-style-type: none"> <li>• Does the application contain a specific timeline and reasonable process that will ensure that program goals will be met?</li> <li>• Do the identified actions and strategies focus on the needs of the high-need LEA?</li> <li>• Are the identified actions and strategies consistent with the overall strategic plan for technology for the applying district(s)?</li> <li>• Do the identified actions and strategies speak to strategies required by the EETT legislation?</li> <li>• Does the proposal show collaboration?</li> <li>• What type of professional development will be provided for teachers and administrators?</li> <li>• Are program activities designed to assist teachers and administrators in implementing new instructional strategies?</li> <li>• Is a specific time of implementation and completion identified for each activity/strategy?</li> <li>• Is each strategy/action correlated with one or more performance indicators?</li> <li>• Does the application address one or more of the three designated focus areas?</li> </ul>			
<b>Maximum Possible Score: 35 pts</b>		<b>Score Assigned by the Reader</b>	

### Description of Technologies

Key Issues and Questions		Acceptable	Not Acceptable	Comments
<p>Successful programs effectively identify the technologies necessary to support the program.</p> <p>Questions to answer:</p> <ul style="list-style-type: none"> <li>• Is there a complete list and description of the type and costs of the technologies to be purchase?</li> <li>• Are there specific provisions for interoperability among components of such technologies?</li> </ul>				
<p><b>Maximum Possible Score: 2 pts</b></p>		<p><b>Score Assigned by the Reader:</b></p>		

### Budget Forms and Narrative – Form 7

Key Issues and Questions		Acceptable	Not Acceptable	Comments
<p>Successful programs allocate adequate resources to achieve program goals in an appropriate manner.</p> <p>Questions to answer:</p> <ul style="list-style-type: none"> <li>• Is the allocation of resources consistent with program goals and objectives?</li> <li>• Are expenditures justified?</li> <li>• Are forms complete?</li> <li>• Are plans appropriate?</li> <li>• Are at least 25% of the funds allocated to ongoing, sustained, and intensive, high –quality professional development?</li> </ul>				
<p><b>Maximum Possible Score: 15 pts</b></p>		<p><b>Score Assigned by the Reader:</b></p>		

### Convergence of Resources and Involvement of Non-Public Schools (Form 8)

Key Issues and Questions		Acceptable	Not Acceptable	Comments
<p>Successful programs begin with a base of collaboration.</p> <p>Questions to answer:</p> <ul style="list-style-type: none"> <li>• How will activities carried out with funds provided under this grant be coordinated with technology-related activities carried out with funds available under other Federal, State, and local sources?</li> <li>• How will other resources be used to ensure successful and effective uses of technology?</li> <li>• Does the application include a detailed listing of the private schools in the area served by the applicant?</li> <li>• Does the application detail the consultation that took place with the non-publics during the planning</li> </ul>				

process? <ul style="list-style-type: none"> <li>How will ongoing involvement, collaboration, and cooperation with non-publics be ensured?</li> </ul>				
<b>Maximum Possible Score: 4 pts</b>	<b>Score Assigned by the Reader:</b>			

**District Technology Plan Options (Form 9)**

<b>Key Issues and Questions</b>	<b>Acceptable</b>	<b>Not Acceptable</b>	<b>Comments</b>
Successful programs are aligned with a District/School technology plan that is consistent with the state technology plan.  Questions to answer: <ul style="list-style-type: none"> <li>Has the district plan been aligned with state technology plan and federal EETT legislation?</li> <li>How does the district plan relate to the Arkansas Comprehensive School Improvement Plan?</li> <li>Can the project be replicated?</li> </ul>			
<b>Maximum Possible Score: 2 pts</b>	<b>Score Assigned by the Reader:</b>		

**APPENDIX A - Census Poverty Data by Local Education Agency for 2009-2010 School Year**

LEA	DISTRICT	*Number of Students age 5-17 in Poverty	**Percentage of Students age 5-17 in Poverty	Qualify based on numbers or percentage?	***Student to Computer Ratio	**** In School Improvement
6040000	Academics Plus Charter	45	10%	neither	6.8	no
1701000	Alma	563	19%	number	3.4	yes
0501000	Alpena	131	24%	percentage	6.1	no
1002000	Arkadelphia	547	24%	number	3.0	yes
6043000	Arkansas Virtual Academy	110	22%	neither	20.9	no
4701000	Armored	22	7%	neither	2.1	no
4101000	Ashdown	323	21%	number	2.0	yes
5801000	Atkins	296	25%	number	2.4	no
7401000	Augusta	313	42%	number	2.9	yes
7301000	Bald Knob	397	27%	number	2.4	yes
5401000	Barton Lexa	208	31%	percentage	2.9	no
3201000	Batesville	615	22%	number	6.7	no
6301000	Bauxite	156	17%	neither	3.6	no
1601000	Bay	138	21%	neither	2.4	no
5201000	Bearden	147	24%	percentage	4.6	yes
7302000	Beebe	531	19%	number	2.4	yes
6302000	Benton	707	14%	number	2.5	yes
0440000	Benton Co School of Arts	34	5%	neither	6.5	14%
0401000	Bentonville	1007	10%	number	?	yes
0502000	Bergman	192	22%	neither	2.1	yes
0801000	Berryville	543	29%	number	2.6	yes
3001000	Bismarck	197	20%	neither	?	no
2901000	Blevins	172	24%	percentage	2.2	yes
4702000	Blytheville	1639	45%	number	1.9	yes
4201000	Booneville	346	24%	number	2.4	yes
7303000	Bradford	163	29%	percentage	2.9	no
3701000	Bradley	137	39%	percentage	2.6	no
4801000	Brinkley	290	33%	number	1.5	yes
1603000	Brookland	279	22%	number	4.7	no
6303000	Bryant	890	12%	number	4.2	yes
1605000	Buffalo Island Central	177	20%	neither	3.2	no

**APPENDIX A - Census Poverty Data by Local Education Agency for 2009-2010 School Year**

LEA	DISTRICT	*Number of Students age 5-17 in Poverty	**Percentage of Students age 5-17 in Poverty	Qualify based on numbers or percentage?	***Student to Computer Ratio	**** In School Improvement
4304000	Cabot	1021	13%	number	5.1	yes
4901000	Caddo Hills	219	32%	percentage	1.8	no
3301000	Calico Rock	175	32%	percentage	1.9	no
5204000	Camden Fairview	808	28%	number	2.2	yes
4303000	Carlisle	193	23%	percentage	2.3	no
6802000	Cave City	333	22%	number	11.5	no
3212000	Cedar Ridge	204	23%	percentage	2.4	no
1702000	Cedarville	235	23%	percentage	1.9	yes
5502000	Centerpoint	247	28%	number	2.8	yes
2402000	Charleston	144	15%	neither	3.8	no
4802000	Clarendon	242	36%	number	1.2	yes
3601000	Clarksville	521	24%	number	2.7	yes
1305000	Cleveland County	246	23%	number	2.6	yes
7102000	Clinton	410	29%	number	2.9	no
1201000	Concord	193	25%	percentage	2.3	no
2301000	Conway	1592	15%	number	4.4	yes
1101000	Corning	368	29%	number	4.3	yes
0302000	Cotter	193	27%	percentage	2.0	no
2403000	County Line	151	24%	percentage	3.0	no
6044000	Covenant Keepers	42	35%	percentage	4.7	no
1901000	Cross County	207	31%	percentage	6.0	yes
0201000	Crossett	589	27%	number	2.5	yes
2601000	Cutter Morning Star	138	20%	neither	2.6	yes
7503000	Danville	135	20%	neither	2.8	yes
7504000	Dardanelle	352	20%	number	5.5	yes
0402000	Decatur	135	15%	neither	1.7	yes
5106000	Deer/Mount Judea	125	33%	percentage	1.2	no
5501000	Delight	62	18%	neither	2.6	no
5440000	Delta College Prep	208	57%	percentage	15.7	no
6701000	DeQueen	661	26%	number	2.4	yes
0901000	Dermott	257	36%	number	?	yes

**APPENDIX A - Census Poverty Data by Local Education Agency for 2009-2010 School Year**

LEA	DISTRICT	*Number of Students age 5-17 in Poverty	**Percentage of Students age 5-17 in Poverty	Qualify based on numbers or percentage?	***Student to Computer Ratio	**** In School Improvement
5901000	Des Arc	136	24%	percentage	2.7	no
0101000	DeWitt	319	21%	number	2.5	yes
3102000	Dierks	120	23%	percentage	2.1	no
3502000	Dollarway	872	43%	number	2.0	yes
5802000	Dover	244	17%	number	2.8	no
6042000	Dreamland Academy	129	43%	percentage	12.0	no
2202000	Drew Central	264	26%	number	2.7	yes
2104000	Dumas	568	33%	number	1.7	yes
1802000	Earle	439	46%	number	10.7	yes
5301000	East End	153	21%	neither	3.9	yes
5608000	East Poinsett County	242	32%	number	2.8	yes
7001000	El Dorado	1486	32%	number	2.7	yes
7201000	Elkins	140	13%	neither	2.8	yes
1408000	Emerson-Taylor	128	23%	percentage	2.1	yes
4302000	England	203	23%	percentage	5.8	yes
6045000	e-STEM Elem Charter	62	17%	neither	3.6	no
6047000	e-STEM High Charter	15	18%	neither	1.2	no
6046000	e-STEM Middle Charter	68	17%	neither	4.0	no
0802000	Eureka Springs	280	30%	number	2.4	no
7202000	Farmington	255	12%	number	3.8	yes
7203000	Fayetteville	1839	16%	number	1.8	yes
4501000	Flippin	247	27%	number	2.0	no
2002000	Fordyce	284	27%	number	?	yes
4102000	Foreman	122	26%	percentage	2.0	no
6201000	Forrest City	1571	40%	number	2.5	yes
6601000	Fort Smith	4287	27%	number	3.4	yes
4603000	Fouke	153	15%	neither	2.1	no
2602000	Fountain Lake	358	30%	number	5.3	no
4602000	Genoa Central	186	18%	neither	?	no
0403000	Gentry	234	12%	neither	2.7	no
3002000	Glen Rose	194	17%	neither	3.5	no

**APPENDIX A - Census Poverty Data by Local Education Agency for 2009-2010 School Year**

LEA	DISTRICT	*Number of Students age 5-17 in Poverty	**Percentage of Students age 5-17 in Poverty	Qualify based on numbers or percentage?	***Student to Computer Ratio	**** In School Improvement
4708000	Gosnell	337	29%	number	2.1	yes
0404000	Gravette	375	16%	number	4.1	no
0803000	Green Forest	302	21%	number	4.6	yes
2303000	Greenbrier	363	13%	number	3.7	yes
2807000	Greene County Tech	548	17%	number	4.3	yes
7204000	Greenland	240	16%	neither	4.4	no
6602000	Greenwood	385	11%	number	3.9	yes
1003000	Gurdon	201	23%	percentage	2.7	yes
2304000	Guy Perkins	88	22%	neither	3.7	no
7240000	Haas Hall Academy Charter	4	4%	neither	4.6	no
6603000	Hackett	84	16%	neither	?	no
0203000	Hamburg	525	30%	number	2.3	yes
0701000	Hampton	130	19%	neither	1.5	yes
5205000	Harmony Grove	196	22%	neither	2.9	yes
6304000	Harmony Grove	136	17%	neither	4.2	yes
5602000	Harrisburg	327	32%	number	?	yes
0503000	Harrison	619	18%	number	2.3	yes
6604000	Hartford	159	26%	percentage	1.7	no
5903000	Hazen	172	21%	neither	2.9	no
1202000	Heber Springs	431	26%	number	?	yes
5803000	Hector	207	27%	percentage	2.0	no
5403000	Helena W. Helena	1308	47%	number	?	yes
0601000	Hermitage	174	34%	percentage	2.3	yes
6804000	Highland	562	35%	number	2.3	no
3809000	Hillcrest	115	19%	neither	1.6	no
2903000	Hope	967	33%	number	2.2	yes
3540000	Hope Academy	63	57%	percentage	2.4	no
6703000	Horatio	199	25%	percentage	3.3	no
2603000	Hot Springs	1688	38%	number	2.1	yes
3804000	Hoxie	245	32%	number	2.5	yes
6202000	Hughes	318	40%	number	3.5	yes

**APPENDIX A - Census Poverty Data by Local Education Agency for 2009-2010 School Year**

LEA	DISTRICT	*Number of Students age 5-17 in Poverty	**Percentage of Students age 5-17 in Poverty	Qualify based on numbers or percentage?	***Student to Computer Ratio	**** In School Improvement
4401000	Huntsville	607	24%	number	2.6	yes
3840000	Imboden Charter School	4	9%	neither	1.4	no
3306000	Izard County Consolidated	194	31%	percentage	2.2	no
3405000	Jackson County	201	25%	percentage	1.9	no
6050000	Jacksonville Lighthouse	59	17%	neither	?	no
5102000	Jasper	282	29%	number	2.3	no
2604000	Jessieville	154	21%	neither	4.0	no
1608000	Jonesboro	1876	30%	number	2.9	yes
7003000	Junction City	105	18%	neither	?	yes
5503000	Kirby	121	28%	percentage	3.0	no
3704000	Lafayette County	332	31%	number	2.5	yes
2605000	Lake Hamilton	820	19%	number	2.4	yes
2606000	Lakeside	420	15%	number	2.9	yes
0903000	Lakeside	673	40%	number	?	yes
3604000	Lamar	218	16%	neither	2.6	no
6605000	Lavaca	146	16%	neither	2.7	yes
3810000	Lawrence County	316	28%	number	3.4	no
0506000	Lead Hill	95	25%	percentage	?	no
3904000	Lee County	708	42%	number	1.5	yes
7205000	Lincoln Consolidated	341	23%	number	2.5	yes
6041000	LISA Academy	39	9%	neither	4.8	no
6048000	LISA Academy -NLR	36	12%	neither	14.7	no
6001000	Little Rock	6787	22%	number	?	yes
6049000	Little Rock Prep Acad.	38	35%	percentage	?	no
4301000	Lonoke	402	22%	number	2.9	yes
4202000	Magazine	114	22%	neither	2.2	no
3003000	Magnet Cove	125	19%	neither	?	no
1402000	Magnolia	894	29%	number	2.8	yes
3004000	Malvern	595	21%	number	2.7	yes
2501000	Mammoth Spring	127	29%	percentage	8.9	no
4712000	Manila	182	22%	neither	2.4	yes

**APPENDIX A - Census Poverty Data by Local Education Agency for 2009-2010 School Year**

LEA	DISTRICT	*Number of Students age 5-17 in Poverty	**Percentage of Students age 5-17 in Poverty	Qualify based on numbers or percentage?	***Student to Computer Ratio	**** In School Improvement
6606000	Mansfield	263	24%	number	3.2	no
1804000	Marion	731	20%	number	3.7	yes
5604000	Marked Tree	294	39%	number	?	yes
2803000	Marmaduke	205	27%	percentage	3.1	no
5404000	Marvell	488	50%	number	1.8	yes
2305000	Mayflower	131	14%	neither	4.7	no
6102000	Maynard	94	17%	neither	2.3	no
7403000	McCrorry	128	24%	percentage	3.0	no
2105000	McGehee	434	33%	number	2.4	yes
3302000	Melbourne	187	24%	percentage	3.5	no
5703000	Mena	579	27%	number	3.1	yes
3211000	Midland	119	16%	neither	4.9	no
3104000	Mineral Springs	215	28%	percentage	2.2	yes
2203000	Monticello	642	31%	number	2.3	yes
4902000	Mount Ida	117	21%	neither	2.6	no
2306000	Mount Vernon/Enola	72	13%	neither	3.5	no
0303000	Mountain Home	826	18%	number	2.3	yes
2607000	Mountain Pine	169	21%	neither	2.6	no
6901000	Mountain View	578	33%	number	1.8	no
1703000	Mountainburg	207	23%	percentage	2.6	yes
1704000	Mulberry/Pleasant View BiCounty	182	25%	percentage	1.6	no
5504000	Murfreesboro	73	14%	neither	?	no
3105000	Nashville	414	24%	number	5.0	yes
1503000	Nemo Vista	96	25%	percentage	3.3	no
1611000	Nettleton	715	24%	number	3.7	yes
5008000	Nevada	120	24%	percentage	?	yes
3403000	Newport	608	38%	number	2.6	yes
0304000	Norfolk	116	21%	neither	2.5	no
7006000	Norphlet	94	21%	neither	2.1	yes
6002000	North Little Rock	3154	29%	number	4.1	yes
4740000	OCABS	0	0%	neither	25.0	no

**APPENDIX A - Census Poverty Data by Local Education Agency for 2009-2010 School Year**

LEA	DISTRICT	*Number of Students age 5-17 in Poverty	**Percentage of Students age 5-17 in Poverty	Qualify based on numbers or percentage?	***Student to Computer Ratio	**** In School Improvement
4713000	Osceola	771	45%	number	2.8	yes
3005000	Ouachita	58	18%	neither	2.3	no
5706000	Ouachita River	155	23%	percentage	2.1	no
2404000	Ozark	487	26%	number	3.7	yes
6505000	Ozark Mountain	290	34%	number	2.0	yes
6205000	Palestine/Wheatley	113	22%	neither	4.6	yes
7309000	Pangburn	172	27%	percentage	2.5	no
2808000	Paragould	639	19%	number	2.7	yes
4203000	Paris	293	23%	number	2.2	no
7007000	Parkers Chapel	87	16%	neither	2.5	no
0407000	Pea Ridge	234	14%	neither	2.8	no
5303000	Perryville	179	21%	neither	3.0	no
1104000	Piggott	188	21%	neither	2.4	yes
3505000	Pine Bluff	2354	37%	number	3.4	yes
6103000	Pocahontas	379	22%	number	3.7	yes
5804000	Pottsville	291	31%	number	4.7	no
2703000	Poyen	38	19%	neither	2.9	no
7206000	Prairie Grove	250	15%	number	?	yes
5006000	Prescott	259	28%	number	2.2	no
6003000	Pulaski County	4080	17%	number	3.1	yes
1203000	Quitman	145	19%	neither	?	no
1106000	Rector	139	22%	neither	2.9	no
1613000	Riverside	292	30%	number	6.7	no
7307000	Riverview	441	31%	number	2.9	no
0405000	Rogers	2621	16%	number	3.0	yes
7310000	Rose Bud	244	28%	number	2.7	no
5805000	Russellville	1042	19%	number	2.7	yes
2502000	Salem	202	28%	percentage	3.1	no
0140000	School of Excellence	11	32%	percentage	?	no
4204000	Scranton	33	9%	neither	4.3	no

**APPENDIX A - Census Poverty Data by Local Education Agency for 2009-2010 School Year**

LEA	DISTRICT	*Number of Students age 5-17 in Poverty	**Percentage of Students age 5-17 in Poverty	Qualify based on numbers or percentage?	***Student to Computer Ratio	**** In School Improvement
6502000	Searcy County	354	36%	number	1.8	no
2705000	Sheridan	593	13%	number	5.5	yes
7104000	Shirley	147	30%	percentage	2.0	no
0406000	Siloam Springs	636	15%	number	3.1	yes
3806000	Sloan Hendrix	183	41%	percentage	2.8	no
7008000	Smackover	154	21%	neither	2.2	yes
1507000	So. Conway County	631	23%	number	9.3	yes
4706000	So. Mississippi County	430	33%	number	2.8	yes
7105000	South Side	95	19%	neither	2.6	no
3209000	Southside	267	29%	number	2.4	yes
2906000	Spring Hill	55	18%	neither	2.7	no
7207000	Springdale	2659	17%	number	3.4	yes
4003000	Star City	432	28%	number	2.7	yes
5206000	Stephens	255	37%	number	7.4	yes
7009000	Strong-Huttig	194	30%	percentage	3.1	yes
0104000	Stuttgart	477	25%	number	2.7	yes
4605000	Texarkana	1710	29%	number	4.5	yes
5605000	Trumann	600	36%	number	2.4	yes
1805000	Turrell	143	35%	percentage	2.3	yes
6806000	Twin Rivers	159	28%	percentage	1.2	no
7510000	Two Rivers	405	28%	number	4.0	yes
0505000	Valley Springs	192	24%	percentage	?	no
1612000	Valley View	143	9%	neither	9.0	no
1705000	Van Buren	1382	23%	number	3.4	yes
5704000	Van Cove	106	26%	percentage	?	no
2307000	Vilonia	304	10%	number	2.9	yes
2503000	Viola	112	25%	percentage	4.5	no
6401000	Waldron	462	27%	number	2.1	yes
0602000	Warren	441	31%	number	3.2	yes
3509000	Watson Chapel	878	30%	number	3.2	yes

**APPENDIX A -Census Poverty Data by Local Education Agency for 2009-2010 School Year**

LEA	DISTRICT	*Number of Students age 5-17 in Poverty	**Percentage of Students age 5-17 in Poverty	Qualify based on numbers or percentage?	***Student to Computer Ratio	**** In School Improvement
5607000	Weiner	66	20%	neither	2.2	no
7208000	West Fork	203	15%	neither	3.5	no
1803000	West Memphis	2308	37%	number	2.8	yes
1204000	West Side	167	26%	percentage	2.1	no
7509000	Western Yell County	155	32%	percentage	2.2	no
3606000	Westside	198	26%	percentage	1.7	no
1602000	Westside Consolidated	300	16%	number	2.9	no
7304000	White County Central	137	21%	neither	?	no
3510000	White Hall	485	20%	number	3.7	yes
5705000	Wickes	213	33%	percentage	1.9	no
1505000	Wonderview	118	25%	percentage	?	no
1304000	Woodlawn	66	15%	neither	2.4	no
1905000	Wynne	758	28%	number	2.9	yes
4502000	Yellville Summit	265	27%	number	2.1	no

**In Arkansas, the median percentage of children from families with incomes below poverty line is 23%.**

The definition for “highest numbers or percentages of children from families with incomes below the poverty line” in Arkansas:

**LEA has 23% or more children from families with incomes below the poverty line living within the LEA**

**LEA has 242 or more children from families with incomes below the poverty line living within the LEA.**

**Based on the 2007 Census.**

\* **The number of students age 5-17 living in poverty. In Arkansas, the median number in is 242.**

\*\* **The percentage of students age 5-17 living in poverty.**

**In Arkansas, the median percentage of children from families below the poverty line is 23%.**

\*\*\* **To qualify for EETT funds, a district’s student to computer ratio must be 2.9:1 or greater.**

**In Arkansas, the median student to computer ratio is 2.9:1.**

? **Student to Computer Ratio could not be verified. LEA must provide documentation in order to qualify.**

**Student to Computer Ratio is based on information obtained from the APSCN Cycle 7 submission.**

\*\*\*\* **LEAs in School Improvement  
LEAs that qualify as eligible  
applicant**

## APPENDIX B – Accountability/Evaluation Chart Sample

### EVALUATION CHART

Performance Goal 1: Student achievement, including technology literacy, of all students is improved through the use of technology	
Performance Indicator 1.1 The percentage of students by end of grade 8 that meet or exceed state guidelines for student literacy in technology. (The State Board of Education has adopted the ISTE Student Technology Standards.)	
	Performance Target 1.1 The percentage of students by end of grade 8 that meet or exceed state guidelines for student literacy in technology will increase from a baseline of <TBD>% in <insert baseline school year>, to <insert number>% in <insert school year>, to <insert number>% in <insert school year>.
	<i>Describe data source, collection method, and timeline for collecting data on above target:</i>
Performance Indicator 1.2 The average daily attendance at all schools in the district	
	Performance Target 1.2 The average daily attendance at all schools in the district will improve from the baseline of <TBD>% in <insert baseline school year>, to <insert number>% in <insert school year>, to <insert number>% in <insert school year>.
	<i>Describe data source, collection method, and timeline for collecting data on above target:</i>
Performance Indicator 1.3 – 1.6	
<ul style="list-style-type: none"> <li>• The district dropout rate will decrease.</li> <li>• District discipline referrals, suspensions, and expulsions will decrease</li> <li>• Course offerings in computer education will increase.</li> <li>• Advanced Placement course offerings will increase.</li> </ul>	
	Performance Target 1.3
	<i>Describe data source, collection method, and timeline for collecting data on above target:</i>

**Sample**

**Samples**

Performance Goal 2: Teachers effectively use technology and research-based practices to support student learning

Performance Indicator 2.1

The percentage of teachers qualified to use technology for instruction.

Performance Target 2.1

The percentage of teachers who are qualified to use technology for instruction will increase from the baseline of <TBD>% in <insert baseline school year>, to <insert number>% in <insert school year>, to <insert number>% in <insert school year>.

*Describe data source, collection method, and timeline for collecting data on above target:*

**Samples**

Performance Indicator 2.2

- Teacher attrition rates
- Number of teachers obtaining more than the six required clock hours in educational technology.

Performance Target 2.2

*Describe data source, collection method, and timeline for collecting data on above target:*

Performance Target 2.3

*Describe data source, collection method, and timeline for collecting data on above target:*

Performance Goal 3: Technology is integrated throughout the curriculum

Performance Indicator 3.1

The number of schools in which all students are able to work from a networked computer.

Performance Target 3.1

The number of schools in which all students are able to work from a networked computers will increase from the baseline of <TBD> in <insert baseline school year>, to <insert number> in <insert school year>, to <insert number> in <insert school year>.

*Describe data source, collection method, and timeline for collecting data on above target:*

**Samples**

Performance Indicator 3.2

- Percent of students who use software packages including, productivity packages, virus protection, and software that promotes open-ended reasoning and higher-order thinking skills.
- Percent of students, teachers, and parents who use technology as a communication tool linking school, family, and community
- Percent of students who use online database and encyclopedia resources as a component of learning activities

Performance Target 3.2

*Describe data source, collection method, and timeline for collecting data on above target:*

Performance Target 3.3

*Describe data source, collection method, and timeline for collecting data on above target:*

