



Request for Application
for
Enhancing Education through Technology
American Recovery and Reinvestment Act

RFA #1123-09/2D ARRA



Office of the State Superintendent of Education invites the submission of applications for Educational Technology funding under the American Recovery and Reinvestment Act (CFDA # 84.386A)., The funds shall be expended in accordance with provisions of Title II, Part D, of the Elementary and Secondary Education Act of 1965; and other applicable laws and regulations.

RFA Release Date: Monday, November 23, 2009
Application Submission Deadline: Friday, January 29, 2010

**LATE, INCOMPLETE, or INELIGIBLE APPLICATIONS
WILL NOT BE FORWARDED TO THE REVIEW PANEL**



PRE-APPLICATION CONFERENCES

Attendance is strongly encouraged to at least one of the pre-application conferences listed below. Due to space limitations - pre-registration is required – no more than two individuals from each LEA/Organization can attend the pre-application conferences.

Send an email to charlesa.white@dc.gov to register for the pre-application conferences. Your email should include the conference number, date, and time as well as the attendee(s) name(s), title(s), phone number(s), and LEA/Organization. In the subject line, please include **“Ed Tech ARRA Pre-Application Conference”**.

Pre-Application Conference #1

MONDAY, NOVEMBER 30, 2009

51 N Street NE

Lower Level Conference Room

2:00 pm – 4:00 pm

Metro: Gallaudet and New York Avenue (Red Line – use the Florida Avenue exit)

(You must register – no more than two individuals from each local educational agency (LEA)/organization.)

Pre-Application Conference #2

TUESDAY, DECEMBER 1, 2009

51 N Street NE

Lower Level Conference Room

10:00 am – 12:00 noon

Metro: Gallaudet and New York Avenue (Red Line – use the Florida Avenue exit)

(You must register – no more than two individuals from each LEA/organization.)

Pre-Application Conference #3

THURSDAY DECEMBER 3, 2009

51 N Street NE

3rd Floor Conference Room

11:00 am – 1:00pm

Metro: Gallaudet and New York Avenue (Red Line – use the Florida Avenue exit)

(You must register – no more than two individuals from each LEA/organization.)

Office of the State Superintendent of Education

**ENHANCING EDUCATION THROUGH TECHNOLOGY
COMPETITIVE GRANT PROGRAM**

RFA #1123-09/2D ARRA

TABLE OF CONTENTS

OVERVIEW 1
SUBMISSION OF APPLICATIONS 8
GENERAL GRANT PROVISIONS..... 10
REQUIRED APPLICATION INFORMATION 12
SCORING CRITERIA 14

List of Attachments

Attachment A	Application Receipt Form
Attachment B	Assurances
Attachment C(a)	Partner Identification Form
Attachment C(b)	Consortia Identification Form
Attachment D	Budget Summary and Budget Narrative
Attachment E	Application Cover Page
Attachment F	Professional Development Set Aside Waiver
Attachment G	Application Checklist
Attachment H	Statement of Non-Discrimination

Page intentionally left blank

OVERVIEW

The American Recovery and Reinvestment Act (ARRA) provides \$650 million in fiscal year (FY) 2009 funds for the Enhancing Education Through Technology (Ed Tech) program, which is authorized under Title II, Part D, Subpart 1 of the Elementary and Secondary Education Act of 1965, as amended (ESEA). The Ed Tech ARRA funds are a one-time source of funds that supplement those funds made available under the regular FY 2009 awards. The primary goal of the Ed Tech program is to improve student academic achievement through the use of technology in schools. It is also designed to ensure that every student is technologically literate by the end of eighth grade and to encourage the effective integration of technology with teacher training and curriculum development to establish successful research-based instructional methods.

The 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. These additional resources will enable LEAs and eligible local entities to provide new and emerging technologies, create state-of-the-art learning environments, and offer additional training and support for teachers to help students achieve academically and acquire the skills needed to compete in a global economy. Four principles guide the distribution and use of ARRA funds: (1) spend funds quickly to save and create jobs; (2) improve student achievement through school improvement and reform; (3) ensure transparency, reporting, and accountability; and (4) invest one-time ARRA funds thoughtfully to minimize the “funding cliff.”

The Ed Tech program emphasizes using both proven and innovative strategies for the use of technology to support improved curricula, instruction, and, ultimately, student achievement. Funding may support a variety of projects, but should be aligned with the LEA and State Technology Plans. The District of Columbia has developed a State Technology Plan which establishes goals for ensuring that all classrooms have internet access and computer terminals, encourages the adoption of technology proficiency standards and teacher professional development, and provides frameworks for schools and LEAs to develop operational plans to expand technology in education. A copy of the District’s State Technology Plan can be found at:

http://osse.dc.gov/se0/frames.asp?doc=/se0/lib/se0/5_Year_DC_State_Education_Agency_Technology_Plan.pdf. Applicants must submit a local long-range strategic educational technology plan that is consistent with the objectives of the District’s Plan.

Source of Grant Funding

Funding for this grant is authorized through the provisions of Title II, Part D of the Elementary and Secondary Education Act of 1965, as amended (ESEA) and ARRA. Grantees will be subject to requirements set forth in both Acts and the accompanying regulations.

This competition has approximately \$3.2 million to award. OSSE maintains the right to adjust the grant awards and amounts as funding becomes available. OSSE does not guarantee a specific award amount, but rather will consider the size, scope and budget of the proposed project when determining the size of the award.

Eligible Applicants

High-need LEAs including the District of Columbia Public Schools (DCPS) and District of Columbia Public Charter Schools (DCPCS), approved for operation in the 2009-2010 school year, or an eligible local partnership are eligible to apply.

NOTE: Individual schools within the DCPS system and Public Charter School campuses are ***not*** eligible to apply; the applicable LEA must apply on their behalf.

A “high-need LEA”–

1. Is among those LEAs in the District with the highest numbers or percentages of children from families with incomes below the poverty line; and
2. Serves one or more schools identified for improvement or corrective action under section 1116 of the ESEA¹, or has a substantial need for assistance in acquiring and using technology.

For 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)). (See the U.S. Census Web site at <http://www.census.gov/hhes/www/saipe/>.)

An applicant may demonstrate “substantial need for assistance” through a needs assessment documenting the current number of teachers and other school personnel (including library media personnel) who are not proficient in educational technology (the applicant must provide the LEA’s definition of proficiency in educational technology), the current ability of the LEA to disseminate school information to the public, including parents and families, via electronic means such as electronic mail, official school website, and other various electronic resources and one or more of the following:

- a) The current connectivity capabilities of the LEA and its schools, specifically access to a local area network (LAN), which is a system or network of interconnected computers within a building, and where appropriate, a wide area network (WAN), which is a network that electronically interconnects multiple school networks within the district;
- b) The current connectivity capabilities for the LEA to be connected to broadband, high-speed voice video and data networks in all learning environments;
- c) The current environment to support for the assessment, acquisition and implementation of assistive and adaptive technology as outlined by the Individuals with Disabilities Education Improvement Act of 2004 (IDEA);
- d) The current ability of the LEA to develop and acquire instructional or educational materials that will be used to improve students’ academic achievement;

¹ Schools identified as in need of improvement: A school is in its first year of school improvement when it has not made annual yearly progress (AYP) for two consecutive years. A school is identified for year two of school improvement if it does not make AYP for a second year after initially being identified as in need of improvement. (Section 1116(b)(1)(A)). A school identified for corrective action is a school that has not made AYP for four years. (Section 1116(b)(7)). A school identified for restructuring is a school that has not made AYP for five years. (Section 1116(b)(8)).

- e) The current ability of the LEA to provide basic technology instruction for all students in middle schools in order to ensure students in the eighth grade have been exposed to word processing, PowerPoint, computer graphics, telecommunications, and database skills;
- f) The current ability of the LEA to offer advanced courses in technology skills (either academic or vocational in nature) at the secondary level; or
- g) The current computer to student ratio for student access to computers with internet capabilities.

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

1. An LEA 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.
2. An institution of higher education that is in full compliance with the reporting requirements of section 207(f) of the Higher Education Act of 1965, as amended, and that has not been identified by the State as low-performing under that act.
3. 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.
4. 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 that are appropriate to provide local programs.

NOTE: Only an LEA may serve as the designated fiscal agent in any local partnership.

Application Requirements

An eligible applicant must have the following components completed and submitted as part of the application requirements:

1. Approved technology plan

- a. An eligible applicant must have an approved educational plan that is consistent with the objectives of the statewide technology plan located at:
http://osse.dc.gov/seoframes.asp?doc=/seo/lib/seo/5_Year_DC_State_Education_Agency_Technology_Plan.pdf
- b. The application must include the eligible applicant’s approved technology plan and documentation that shows the plan has been approved. If the school is a public charter

school, the applicant must show that the DC PCSB has approved the plan. **Applications without an approved educational technology plan will not be forwarded to the review panel.**

2. Signed assurances

a. Applicants must execute the assurances found in Appendix B.

3. Required application information (refer to page 12)

4. Budget summary/budget narrative (refer to Attachment D)

Additionally, refer to Attachment G (Application checklist) to ensure all sections of the RFA are completed.

Formation of a Partnership or Consortia

The LEA may create a public-private partnerships or enter into a consortia with other LEAs for the establishment or expansion of initiatives designed to increase access to technology, particularly in schools that display a “high-need.” Instructions for entering into a consortia can be found at Attachment C, form B.

APPLICATION SCORING

Applicant Priority Five: (5) points

Five (5) priority points will be given to applicants that have not received Ed Tech competitive funding in the past.

Program Design Priority Points Eight: (8) points

OSSE conducted a survey of the Districts’ teachers, administrators, technology coordinators, and media/specialist/computer instructors to measure the state of technology in their schools. When asked “What are your classroom’s critical technology need?”, 50% or more of the respondents cited the need for more computers, educational software, productivity software, technical support, working computers and other technology equipment other than computers, school technology facilitators to assist teachers, and appropriate computer furniture. Eight (8) priority points will be given to proposals which target technology needs in one or more of the following areas: acquisition of hardware, education and productivity software (such as word processing, spreadsheet, presentation, and database software), technology equipment other than computers (such as LCD projectors, digital still and video cameras, network/local printers, computer lab, and mobile laptop lab), and the preparation of one or more teachers in the school as technology leaders who will assist other teachers in technology.

ARRA Priorities (12) points

In making decisions about the uses of Ed Tech ARRA funds, OSSE encourages LEAs, and eligible local entities to give particular consideration to strategies that will help build sustainable capacity for technology integration, improve student achievement, and advance education reform in the following areas:

1. Increasing teacher effectiveness and addressing inequities in the distribution of effective teachers through high-quality professional development and teacher incentive programs designed to attract and keep effective teachers in hard-to-staff schools.;
2. Using advanced technology systems to collect, manage, and analyze data in order to track student progress from pre-K through college and career and foster continuous improvement;
3. Implementing technology-enhanced strategies that support rigorous college- and career-ready, internationally benchmarked standards, supplemented with high-quality assessments that are valid and reliable for all students, including limited English proficient students and students with disabilities; and
4. Targeting intensive support to high-poverty, high-need LEAs to improve access to and the effective use of advanced technologies to turn around the lowest-performing schools.
5. Use Ed Tech ARRA funds to implement strategies that will help build sustainable capacity for integrating technology into curricula and instruction in order to improve student achievement.
6. Focus funds on short-term investments with the potential for long-term benefits rather than make ongoing commitments that they might not be able to sustain once ARRA funds are expended.

Award Period

The initial award is for one year. However, The Ed Tech ARRA funds remain available for obligation through September 30, 2011. LEAs and eligible local entities are encouraged to spend funds quickly, but prudently, to support economic recovery. A chart indicating when an obligation occurs for various types of activities is provided in the Education Department General Administrative Regulations (EDGAR) at 34 CFR § 76.707.

Grant Awards and Amounts

The estimated amount of total funding available is approximately **\$ 3.2 million**. The OSSE maintains the right to adjust the grant award and amounts as funding becomes available.

Grant Award Payments

In accordance with Section 80.21(d) of EDGAR, the OSSE has implemented a reimbursement process for all sub-grantees. Reimbursements to sub-grantees for allowable and relevant program expenditures will be made upon execution of a Grant Award Notice. The regulations can be located at: <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.pdf>

Use of Funds

Funds must be expended in accordance with all applicable laws and regulations. Information regarding use of funds can be found in the budget worksheet at Attachment D and ESEA section 2416. Grantees must use **no less than 25%** (set aside) of the grant award to provide ongoing, sustained and intensive **professional development**. In addition to increasing teacher proficiency in the use of educational technology, this professional development must include the integration of advanced technologies including innovative and emerging technologies in the school curriculum and instruction, particularly

the core academic subjects, and using those technologies to create new learning environments and increase student academic achievement.

Applicants can request a waiver (Attachment F) for the 25% professional development set aside requirement if they can demonstrate, to the satisfaction of OSSE, that they already provide ongoing, sustained, and intensive, high-quality professional development to all teachers in core academic subjects in the integration of advanced technologies, including emerging technologies, into curricula and instruction.

Examples of allowable use of funds are:

1. Establishing or expanding initiatives, particularly initiatives involving public-private partnerships, designed to increase access to technology for students and teachers, with special emphasis on the access of high-need schools to technology.
2. Adapting or expanding existing and new applications of technology to enable teachers to increase student academic achievement, including technology literacy:
 - a) Through the use of teaching practices that are based on a review of relevant research and are designed to prepare students to meet challenging OSSE academic content and student academic achievement standards; and
 - b) By the development and utilization of innovative distance learning strategies to deliver specialized or rigorous academic courses and curricula to areas that would not otherwise have access to such courses and curricula.
3. Acquiring proven and effective courses and curricula that include integrated technology and are designed to help students meet challenging state academic content achievement standards.
4. Acquiring, adapting, expanding, implementing, repairing, and maintaining existing and new applications of technology, to support the school reform effort and to improve student academic achievement, including technology literacy.
5. Using technology to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts.
6. Implementing performance measurement systems to determine the effectiveness of funded education technology programs with an emphasis in determining the extent to which these activities are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet state academic content and achievement standards.

How to Apply

Use **RFA #1123-09/2D ARRA** to apply for the Ed Tech ARRA program. The RFA will be available on the Office of the State Superintendent of Education's (OSSE) website at <http://www.osse.dc.gov> Mayor's Office of Partnership and Grants Service (OPGS) website at <http://www.opgs.dc.gov> and/or by contacting Charles White, State Director at: (202) 741-6417 or charlesa.white@dc.gov.

Applicants are **strongly encouraged** to attend one of three Pre-Application Conferences scheduled. **Registration for the pre-application conferences are mandatory.** No more than two individuals from an organization may register for the pre-application conference. **Please bring a copy of the RFA to the Pre-Application Conference.**

Technical Assistance Questions

Applicants are asked to email their questions to charlesa.white@dc.gov on or before 3:00 pm, **Friday, January 22, 2010**. Every effort will be made to respond to questions within 24 hours or the next business day. Technical assistance or frequently asked questions and responses will be shared with all applicants who attend the pre-application conferences and who email their contact information to charlesa.white@dc.gov. Please include **RFA #1123-09/2D ARRA** in the subject line of your email. Questions submitted after the deadline date will not receive responses.

Award Decisions

The review panel for Ed Tech ARRA competition is composed of neutral, qualified, professional individuals who have been selected for their unique qualifications in the elementary and secondary education fields and/or instructional technology. The review panel will evaluate and score eligible applications based upon the quality and completeness of the narrative questions, required information, and budgetary reasonableness. The review panel will score and rank the applications using a rubric that assigns point values as demonstrated in the application. All applications are evaluated using the same criteria. Applications that score at or above the state determined score will be further reviewed by the DC OSSE Division of Education Excellence. The OSSE Division of Education Excellence makes the final award determinations.

Contact Person

For further information regarding this RFA competitive process, please contact:

Charles White, Ed.D.
Office of the State Superintendent of Education
Division of Education Excellence
51 N Street, NE, 3rd Floor
Washington, DC 20002
charlesa.white@dc.gov
202-741-6417

SUBMISSION OF APPLICATIONS

Eligible applicants must submit an original application (marked "original") with three (3) copies of the application (for a total of four (4) applications) and one electronic copy (on CD-ROM only) on or before **Friday, January 29, 2010 at 3:00 p.m.** In order for the applications to be reviewed in strict anonymity, we request that all identifiers (applicant organization's and primary partners' names and addresses, key personnel names, etc...) be removed from the three copies. The applicant is to use the LEA's DUNS number in the place of the organization's name on the three copies. Only the original application should include the name, initials, and/or any other naming conventions, addresses, and key personnel names that will identify your organization and its primary partners.

Two (2) copies of Attachment A should be affixed to the outside of the envelope or package. This will serve as your receipt of submission.

This application package must be submitted to the Office of the State Superintendent of Education, Division of Education Excellence, 51 N Street, NE, 3rd Floor, Washington, DC 20002, ATTN: Charles White no later than **Friday, January 29, 2010 at 3:00 p.m.**

Applications will not be forwarded to the review panel if the applicant fails to submit the required four (4) applications (one (1) original and three (3) copies) and one (1) electronic copy (CD-ROM). Electronic and facsimile submissions will not be accepted.

The following should be included in the appendix section of this application:

1. Needs Assessment
2. Proposed program design narrative
3. The LEA's current Acceptable Use Policy (AUP)
4. The LEA's Internet Safety Policy Agreement (ISPA)

Application Submission Date and Time

Applications are due no later than **Friday, January 29, 2010 at 3:00 p.m.** All applications will be recorded upon receipt. **Applications submitted on or after 3:01 p.m. Friday, January 29, 2010 will not be forwarded to the review panel for funding consideration.**

Any additions or deletions to an application will not be accepted after the deadline of **Friday, January 29, 2010 at 3:00 p.m.** **Applications must be ready for receipt to the Division of Education Excellence by Friday, January 29, 2010 at 3:00 p.m. No exceptions.**

An original, three (3) copies, and an electronic copy (CD-ROM only) of the application must be delivered to the following location:

Office of the State Superintendent of Education
Division of Education Excellence
51 N Street, NE, 3rd Floor
Washington, DC 20002
ATTN: Charles White

Mail/Courier/Messenger Delivery:

Applications that are mailed or delivered by messenger/courier services must be sent in sufficient time to be received by **Friday, January 29, 2010 at 3:00 p.m.** **Applications arriving via messenger/courier services after the posted deadline of Friday, January 29, 2010 at 3:00 p.m. will not be forwarded to the review panel.**

Include only the information requested and answer all questions thoroughly. Binders, special covers, marketing materials, etc., will not be reviewed to determine if a provider meets the criteria. Reviewers will not check websites to verify or review documentation. All relevant supplemental materials must be incorporated into the application. No exceptions. Do not exceed the page limit listed for each section. Support documents and examples should only be attached if requested.

GENERAL GRANT ASSURANCES

Payments

In accordance with Section 80.21(d) of the EDGAR, OSSE has implemented a reimbursement process for all sub-grantees. Reimbursements to sub-grantees for allowable and relevant program expenditures will be made upon execution of a Grant Award Agreement and submission and approval of the "Reimbursement Request" form. Copies of this form will be provided once the grant is awarded. Additionally, refer to the budget worksheet in Attachment D for allowable activities for the use of Ed Tech ARRA funds.

ARRA Reporting Requirements

Grant recipients will be required to submit reimbursement requests, interim performance, and financial reports to OSSE at least quarterly. These reports describe program, expenditures and activities, process data, accomplishments, performance measures, outcomes and other data as required by Federal and State regulations as outlined in the grant application and any subsequent contingencies. The grantee is highly encouraged to submit these requests on a month basis, but must submit reports at least quarterly. Required documentation to support expenditures including contracts, purchase orders, cancelled checks, invoices, receipts, etc. are not to be submitted with the reimbursement requests form or financial reports but are to be kept on file for review by the OSSE in accordance with the record keeping provisions below. Failure to submit timely reports may result in possible suspension and/or termination of the grant award.

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 is accurate, complete, and reliable. The OSSE will monitor subgrantees to ensure data quality and the proper expenditure of ARRA funds. ARRA recipients need to maintain and report accurate, complete, and reliable documentation from the beginning of the grant period.

Technical assistance will be provided on these required reporting activities at the scheduled mandatory post-award meeting. This technical assistance workshop will include a timeline for ARRA reporting requirements. ARRA reporting requirements can be located in Attachment B of this document.

Additional Assurances

Applicants shall complete and return with the application the information requested in Attachment B.

Nondiscrimination in the Delivery of Services

In accordance with Title VI of the Civil Rights Act of 1964 (Public Law 88-352), as amended, no person shall, on the grounds of race, color, religion, nationality, sex, or political opinion, be denied the benefits of , or be subjected to discrimination under any program or activity operating under the District of Columbia's Ed Tech Program. Located at: <http://www.justice.gov/crt/cor/coord/titlevistat.php>

OSSE Monitoring of ARRA funds

OSSE receives and distributes funds for federal programs that require state administration. As a condition for receipt of these funds, OSSE must allocate these funds according to the requirements of each specific federal grant, review and approve applications for these funds from eligible recipients, and ensure compliance with federal regulations for uses of these funds. At any time before final payment and five (5) years thereafter, the OSSE may have the sub-grantee's expenditure statements and source documentation audited for compliance.

Document Retention

1. Grant recipients are not required to submit any supporting documentation with the Federal Grant Reimbursement Forms. However, grant recipients are required to maintain all necessary supporting documentation and to ensure such documentation is available to the OSSE, the U.S. Department of Education and/or other authorized entities for review, upon request.
2. Consistent with Section 76.730 of EDGAR, grant recipients must maintain records that show:
 - a) The amount of funds available under the grant;
 - b) How the grant recipient used the funds;
 - c) The total cost of the project;
 - d) The share of that total cost provided from other sources; and
 - e) Other records to facilitate an effective audit.

REQUIRED APPLICATION INFORMATION

Each LEA requesting funding under this grant shall submit an application consistent with the objectives of the systemic statewide plan attached to this RFA. In its application, the applicant shall be responsible for:

1. A description of how the applicant will use Federal funds to improve the academic achievement, including technology literacy, of all students attending schools served by the LEA and to improve the capacity of all teachers teaching in schools served by the LEA to integrate technology effectively into curricula and instruction.
2. A description of the applicant's specific goals for using advanced technology to improve student academic achievement aligned with the OSSE's academic content and student academic achievement standards.
3. A description of the steps the applicant will take to ensure that all students and teachers in schools served by the LEA involved have increased access to educational technology, including how funds will be used to ensure:
 - a) students in high-poverty and high-needs schools have access to technology; and
 - b) teachers are prepared to integrate technology effectively into curricula and instruction.
4. A description of the type and costs of technologies to be acquired and including specific provisions for interoperability among components of such technologies.
5. A description of how the applicant will coordinate activities paid for with these funds with technology related activities paid for other funds.
6. A description of how the applicant will:
 - a) identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on scientifically based research, leading to improvements in student academic achievement, as measured by OSSE's academic content and student academic achievement standards; and
 - b) provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the LEA, to further the effective use of technology in the classroom or library media center, including, if applicable, a list of the entities that will be partners with the LEA involved in providing the ongoing, sustained professional development.
7. A description of how the applicant will integrate technology (including software and other electronically delivered learning materials) into curricula and instruction, and a timeline for such integration.
8. A description of how the applicant will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources.
9. 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 so that the parents are able to reinforce at home the instruction their child receives at school.

10. A description of how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology.
11. A description of the process and accountability measures that the applicant will use to evaluate the extent to which funded activities are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet the OSSE's academic content and student academic achievement standards.
12. A description of the supporting resources that will be purchased to ensure successful and effective uses of technology.

Evaluation and Sustainability Plan

The LEA must provide for an evaluation of the progress achieved by the use of and effectiveness of education technology programs funded with these grant funds. The evaluation must contain clear performance indicators and specific outcomes. Additionally, the evaluation must include a determination of the extent in which activities are effective in integrating technology into curricula and instruction, have increased the ability of teachers to teach, and enabled students to meet the OSSE's academic content and achievement standards. Each applicant must describe its plans for achieving program goals with a clearly defined timeline, including significant benchmarks and information about how the program will be monitored for performance. The applicant must include the type of data that will be collected and used, as well as a description of the process for reporting progress to the public. Please identify the individual responsible for performing the evaluation.

Each LEA must also describe its plans to leverage other resources from partners, vendors, and service providers to sustain and further develop operations beyond the grant period.

Detailed Budget, Budget Worksheet, and Budget Narrative

Each application must include a detailed Budget. Additionally, the applicant must complete the Budget Worksheet and Budget Narrative (Attachment D).. The detailed Budget, Budget Worksheet and Budget Narrative should be clearly tied to the scope and requirements of the project design. All activities, described in the application that have funding implications must appear in the detailed Budget, Budget Worksheet, and Budget Narrative. The budget worksheet will be used to identify budget line items according to the following categories: salaries and wages, fringes benefits, contracted services, supplies and materials, equipment, other charges, and indirect costs (if necessary). The detailed Budget will itemize the amounts reported in the budget worksheet (Attachment D). Any in-kind contributions also need to be identified in the detailed budget and budget worksheet.

The Budget Narrative must present a detailed justification of all expenditures and the basis used to derive the proposed costs.

Implementation Strategies

The application should include well thought out and detailed implementation strategies that will be used to obtain the sought after goals and objectives. Implementation strategies should be clearly articulated and linked to the applicant's approved Educational Technology Plan and consistent with the state technology plan. Implementation strategies should be based on best practices, and contain citations from studies of similar populations. The strategies should be reasonable, obtainable, and

contain a clearly articulated professional development program. The strategies must also consider developmental needs, diverse learning styles, multiple intelligences, exceptional abilities, and special needs of students; articulate how student achievement will increase; and describe the type of technologies to be acquired and supporting resources.

SCORING CRITERIA

Review Panel

The review panel for this RFA is composed of neutral, qualified, professional individuals who have been selected for their unique qualifications in the elementary and secondary education fields. The review panel is responsible for scoring and ranking applications. Upon completion of the review, the panel shall make recommendations for awards based on the scoring process. OSSE shall make the final funding determinations.

Decision on Awards

The recommendations of the review panel are advisory only and not binding on OSSE. The final decision on awards is vested solely with OSSE. After reviewing the recommendations of the panel and any other information considered relevant, the OSSE shall make the decisions regarding which applications will be awarded and the amounts to be funded.

If the application meets all of the basic formatting and eligibility requirements detailed in this RFA, the review panel will evaluate each application using the following scoring rubric.



**ENHANCING EDUCATION THROUGH TECHNOLOGY
 COMPETITIVE GRANT PROGRAM
 RFA #1123-09/2D ARRA
 SCORING RUBRIC**

Application #: _____
Reviewer's Initials: _____

Date of Review: _____

Directions: Please indicate the appropriate point values and place the total score in the last column for each selection criteria as listed in the RFA. Additionally, please write comments regarding specific strengths and weaknesses for each criterion. Each criterion should have a minimum of one substantive comment for each strength and weakness. Whenever possible, and as appropriate, please indicate a specific page number to illustrate this citation.

Application Requirements (to be completed by OSSE)	Yes	No
Does the application clearly indicate that the applicant is a "high need LEA"?		
Is there an approved educational technology plan included with the application?	Submit application for review	Application not submitted for review. "High Need" LEA and/or approved education technology plan requirement(s) not meet.

Application Priority (5 points) (to be completed by OSSE)	Yes	No	Total Score
Has this applicant received Title II D competitive grant funds in the past?	0	5	



Reviewer's Initials: _____

Program Design Priority (8 points)	Yes	No	Total Score
Does the program design target one or more of the following areas identified in the State Needs Assessment survey:			
◆ acquisition of hardware			
◆ acquisition of education and/or productivity software (such as word processing, spread sheet, or data base software)	8	0	
◆ acquisition of technology equipment other than computers (LCD projectors, digital still and/or video cameras, network/local printers, etc...)			
◆ installation of a computer lab			
◆ acquisition of a mobile laptop lab			
◆ preparation of one or more teachers in the school as technology leaders who will assist other teachers in technology			
TOTAL POINTS FOR PROGRAM DESIGN CRITERIA OUT OF 8 POINTS			

Reviewer's Comments: _____



ARRA Priorities (12) points

In making decisions about the uses of Ed Tech ARRA funds, OSSE encourages LEAs, and eligible local entities to give particular consideration to strategies that will help build sustainable capacity for technology integration, improve student achievement, and advance education reform.

Scoring Criteria	No Evidence	Partial Evidence	Full Evidence	Total Score for Criteria
Application contains information on how the applicant plans to use funds to increase teacher effectiveness and addressing inequities in the distribution of effective teachers through high-quality professional development and teacher incentive programs designed to attract and keep effective teachers in hard-to-staff schools in rural and urban areas;	0	1	2	
Applicant has identified how it will use grant funds to create advanced technology systems to collect, manage, and analyze data in order to track student progress from pre-K through college and career and foster continuous improvement;	0	1	2	
Applicant has identified how it plans to use funds to implement technology enhanced strategies that support rigorous college- and career-ready, internationally benchmarked standards, supplemented with high-quality assessments that are valid and reliable for all students, including limited English proficient students and students with disabilities.	0	1	2	
Applicant has identified how it will use grant funds to target intensive support to high-poverty, high-need LEAs to improve access to and the effective use of advanced technologies to turn around the lowest-performing schools.	0	1	2	
Applicant has identified how it will specifically use Ed Tech ARRA funds to implement strategies that will help build sustainable capacity for integrating technology into curricula and instruction in order to improve student achievement.	0	1	2	
Applicant has identified a specific focus of funds on short-term investments with the potential for long-term benefits rather than make ongoing commitments that they might not be able to sustain once ARRA funds are expended.	0	1	2	
TOTAL POINTS FOR ARRA PRIORITY OUT OF 12 POINTS				

Reviewer's Comments: _____



STATEMENT OF NEED (20 Points)

Application must include a needs assessment. Applicants must demonstrate that they have identified specific needs of their students and teachers in the area of technology. When selecting information technology resources, educators are encouraged to consider the following: developmental needs of elementary, middle school, and high school students; diverse learning styles and multiple intelligences; exceptional abilities and aptitudes; and special needs populations.

Scoring Criteria	No Evidence	Partial Evidence	Full Evidence	Total Score for Criteria
Application contains a detailed needs assessment.	0	1	2	
Applicant has identified specific technology needs of students.	0	1	2	
Applicant has identified specific technology needs of teachers.	0	1	2	
Applicant has identified the number of students, teachers, and other school personnel who are not proficient in educational technology.	0	1	2	
Applicant has provided the LEA's definition of proficiency in educational technology.	0	1	2	
Applicant has described the current ability of the LEA to disseminate school information to the public, including parents and families, and the method for dissemination.	0	1	2	
Applicant has adequately described one or more of the following items:				
connectivity capabilities to LANS, WANS, broadband, etc				
environment to support the assessment/acquisition/implementation of assistive and adaptive technology ability				
ability to develop/acquire instructional/educational materials to be used to improve student academic achievement	0	5	8	
ability to provide basic technology instruction to ensure exposure of eighth grade students to production applications computer to student ratio				
TOTAL POINTS FOR STATEMENT OF NEED CRITERIA OUT OF 20 POINTS				

Reviewer's Comments: _____



STRATEGIES (18 Points)

The strategies must be consistent with the state’s technology plan located at www.osse.dc.gov and the LEA’s approved educational technology plan. Strategies must be based on best practices, research-based findings, or citations from studies of similar populations. These strategies must be clearly linked to research-based best practices and must be clearly articulated.

Scoring Criteria	No Evidence	Partial Evidence	Full Evidence	Total Score for Criteria
Applicant’s implementation strategies are clearly articulated and linked to the LEA’s approved Educational Technology Plan.	0	1	2	
Applicant’s implementation strategies are consistent with the state technology plan.	0	1	2	
Applicant has clearly identified how strategies are based on best practices, research –based findings, and/or citations from studies of similar populations.	0	1	2	
Applicant’s implementation strategies are reasonable and obtainable.	0	1	2	
Applicant’s implementation strategies include clearly articulated professional development for teachers, including follow-up and monitoring of strategy implementation by teachers and an explanation of how the program will be developed to maximize the use of the technology by teachers.	0	1	2	
Applicant’s implementation strategies take into consideration developmental needs, diverse learning styles, multiple intelligences, exceptional abilities, and special needs of students.	0	1	2	
Applicant’s implementation strategies clearly articulate how student achievement will increase.	0	1	2	
Applicant provides a description of the type of technologies to be acquired, including specific provisions (i.e. extended warranties, maintenance agreements) for inoperability among components of such technologies.	0	1	2	
Applicant provides a description of supporting resources, such as services, software and print resources, which will be acquired to ensure successful and effective use of technologies acquired.	0	1	2	
TOTAL POINTS FOR STRATEGIES CRITERIA OUT OF 18 POINTS				

Reviewer Comments:



EVALUATION AND SUSTAINABILITY (18 Points)

All applicants are required to establish performance indicators as part of their plans and to report to the public on their progress annually. LEAs are required to describe a process for the ongoing evaluation of how technology acquired will be integrated into improving the school curriculum and increasing student achievement. The Government Performance and Results Act (GPRA) apply. The evaluation plan must address who will be responsible for completing the evaluation, what implementation and outcome data will be collected, the implementation and outcome data collection instruments, and the timeline for implementation and outcome data to be collected.

Scoring Criteria	No Evidence	Partial Evidence	Full Evidence	Total Score for Criteria
Applicant has established clear performance indicators (e.g. integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet state standards) with specific outcomes.	0	1	2	
Applicant has indicated how they will report to the public on their progress.	0	1	2	
Applicant has clearly described the process for ongoing evaluation of technology’s role in increasing student achievement and improving school curriculum.	0	1	2	
Applicant has clearly identified who will be responsible for completing the evaluation.	0	1	2	
Applicant has clearly identified what type of data will be collected and how it will be used.	0	1	2	
Applicant has clearly identified an evaluation timeline, including how the program will be monitored at key points of implementation.	0	1	2	
Applicant gives a description of how it will leverage other resources to sustain and further develop operations beyond the grant period.	0	1	2	
Applicant’s sustainability plan appears to be reasonable and obtainable.	0	1	2	
Applicant identifies the resources (i.e. partners, vendors, service providers, etc.) it will use to sustain and develop operations beyond grant period.	0	1	2	
TOTAL POINTS FOR EVALUATION AND SUSTAINABILITY CRITERIA OUT OF 18 POINTS				

Reviewer Comments:



DETAILED BUDGET, BUDGET WORKSHEET, AND BUDGET NARRATIVE (28 Points)

Applicants must provide detailed description of the costs for all proposed activities according to category of expenditures provided. This section should say exactly what will be purchased, where it will be installed, and who the intended users will be.

Scoring Criteria		No Evidence	Partial Evidence	Full Evidence	Total Score for Criteria
Application includes a complete and comprehensive Budget Narrative.		0	1	2	
Applicant has provided a detailed Budget which gives a description of the costs for all proposed activities, including projected costs of technologies to be acquired and related expenses needed to implement the plan.		0	1	2	
Program costs are necessary, reasonable, allowable, and allocable under the guidelines of Title II D– Enhancing Education Through Technology.		0	1	2	
Costs associated with activities in are reasonable, allowable, and allocable under the guidelines of Title II D – Enhancing Education Through Technology.		0	1	2	
Timeframes associated with activities listed are reasonable and obtainable.		0	1	2	
Professional Development	Application includes the appropriate 25% set aside for ongoing, sustained, and intensive professional development.	0	1	2	
	Application includes the Professional Development Set Aside Waiver with sufficient documentation that demonstrates the granting of this waiver.				
Applicant has provided résumé for the project manager which contains a statement of their experiences which includes at least two years in managing similar or related projects of comparable scope and size.		0	1	2	
Applicant has provided résumé(s) for each responsible persons listed in the application.		0	1	2	
Responsible persons/contractor/organization listed appears to have the expertise required for the associated activity.		0	1	2	
Activities listed are reasonable for obtaining project goals/objectives.		0	1	2	
Applicant has indicated where equipment will be installed.		0	1	2	
Applicant has clearly identified who will be the intended users of the equipment.		0	1	2	
Applicant has clearly indicated that Federal funds will be used to supplement not supplant other Federal and local dollars, including a description of how the LEA will coordinate the technology provided by this grant with other grant funds available for technology from State and local sources.		0	1	2	
Applicant has clearly indicated what will be purchased.		0	1	2	
DETAILED BUDGET, BUDGET WORKSHEET, AND BUDGET NARRATIVE CRITERIA OUT OF 28 POINTS					

Reviewer Comments:



Application #: _____

Reviewer's Initials: _____

SCORE SUMMARY		
<i>Criteria</i>	<i>Possible Score</i>	<i>Application Score</i>
Application Priority Points	5	
Program Design Priority Points	8	
ARRA Priority Points	12	
Statement of Need	20	
Strategies	18	
Evaluation and Sustainability	18	
Budget Summary and Budget Narrative	28	
TOTAL	109	

Overall Reviewer Comments. Evaluate the quality of the application in its entirety. Aside from your comments in the individual sections, consider how well the whole application flowed and was logical. Was the information found in the appropriate section of the proposal, were there any excessive grammatical and spelling errors, and was it a comprehensive and inclusive proposal? Do all of the sections support each other? Was there a table of contents and were supporting documents in the appendices labeled and clearly identified which allowed for information to be readily identified?

Reviewer's Signature: _____

Date: _____

Strengths: _____

Weaknesses: _____



**Office of the State Superintendent of Education (OSSE)
Division of Education Excellence**

**Enhancing Education Through Technology (ED TECH)
Competitive Grant Program**

RFA #1123-09/2D ARRA

OSSE Division of Education Excellence USE ONLY
(To be completed at time of submission)

Please Indicate Time: _____ a.m./p.m.

Applicant: _____

ORIGINAL APPLICATION, _____ COPIES, and _____ CD-ROMS
RECEIVED ON THIS DATE. _____ / _____ / _____ 2010

Received from: _____
(print name)

Title: _____

Initials: _____

Received by: _____
(OSSE Staff – print name)

GENERAL ASSURANCES

The LEA hereby assures the SEA that:

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
2. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and
 - a. The public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
3. 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 audits, monitoring, or evaluation;
4. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
5. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
6. The applicant will—
 - a. Submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
 - b. Maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties; and
7. The LEA recognizes that SEA approval of an application does not relieve the LEA of its responsibility to comply with all applicable requirements;
8. Charges for personnel services (payroll) comply with federal requirements, including requirements for proper documentation of payroll records and appropriate time and effort reporting. Salaries and wages of employees chargeable to more than one grant program or cost objective, if applicable, will be supported by appropriate time distribution records;
9. Funds will only be used to supplement, and not supplant State and local funds;
10. Pursuant to OMB Circular A-87, the LEA will have financial management systems, procurement systems, and equipment and inventory management systems that enable the LEA to demonstrate compliance with federal grants management requirements, including the requirement that all expenditures made with federal funds are necessary, reasonable, allocable, and legal; and
11. The LEA has read and will comply with:
 - a. Certification Regarding Lobbying: <http://www.ed.gov/fund/grant/apply/appforms/ed80-013.doc>
 - b. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion -- Lower Tier Covered Transactions: <http://www.ed.gov/fund/grant/apply/appforms/ed80-014.doc>

Attachment B – Assurances page 2

- c. Assurances, Non-Construction Programs:
<http://www.ed.gov/fund/grant/apply/appforms/sf424b.doc>
 - d. Disclosure of Lobbying Activities: <http://www.ed.gov/fund/grant/apply/appforms/sflll.doc>
 - e. Government wide requirements for Drug-Free workplace:
<http://www.ed.gov/policy/fund/reg/edgarReg/edlite-part84a.html>
12. The LEA assures that if a dispute arises over school selection or placement, the LEA will admit a homeless child or youth to the school in which enrollment is sought by the parent or guardian, pending resolution of the dispute.
 13. The LEA assures that it has developed policies for entering in to inter-district agreements that address potential transportation issues that may arise as homeless students transfer from one district to another.
 14. The LEA assures that it will comply with the Department of Education's General Education Provisions Act (GEPA): www.ed.gov/fund/grant/apply/appforms/gepa427.doc

Certification Regarding Constitutionally Protected Prayer in Public Elementary and Secondary Schools

As a condition of receiving ESEA funds, certification is required by Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act of 2001. Guidance issued February 7, 2003 by the U. S. Department of Education regarding this policy may be accessed on the web at http://www.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

The LEA certifies to the SEA that no policy prevents or otherwise denies participation in constitutionally protected prayer in public schools.

Assurance of consultation with Private School Officials (DCPS only). In accordance with the federal ESEA requirements, private school representatives were contacted. DCPS assures they were offered a genuine opportunity to express their view regarding the above Request for Application. This opportunity was provided before any decision that affects the opportunities of the students, teachers and other educational personnel from these nonpublic schools, became final as part of the application.

ARRA Assurances

The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that the LEA will:

1. Take adequate and appropriate steps to ensure that it has the capacity to comply with the strict ARRA tracking and reporting requirements, considering the increased transparency and accountability associated with Ed Tech ARRA funds;
2. Maintain accurate, complete, and reliable financial and programmatic documentation for all Ed Tech ARRA fund expenditures, separate from other Ed Tech expenditures;
3. Report at least quarterly on how all Ed Tech ARRA funds are used by the LEA, along with measures of impact of the funds, in accordance with specific requirements set forth by the Office of Management and Budget, the U.S. Department of Education, and/or the Office of the State Superintendent of Education, based upon Section 1512 of the American Recovery and Reinvestment Act of 2009;
4. Focus the use of Ed Tech ARRA funds on short-term investments with the potential for long-term benefits, while avoiding making ongoing commitments that may not be sustainable once ARRA funds are expended;
5. Commit to use Ed Tech ARRA funds in fiscally prudent ways that meet the goals of the ARRA and federal guidance, including:
 - a) Spend funds quickly to save and create jobs,
 - b) Ensure transparency and accountability,

Attachment B – Assurances page 3

- c) Thoughtfully invest one-time funds, and
 - d) Advance effective reforms;
6. Comply with civil rights laws that prohibit discrimination based on race, color, national origin, religion, sex, disability, and age (available at <http://www.ed.gov/policy/gen/leg/recovery/notices/civil-rights.html>)

Title II, Part D Program Assurances

1. The applicant will have a new or updated local long-range strategic educational technology plan that is consistent with the objectives of the statewide educational technology plan. The technology plan shall also include:
- a. A description of how the applicant will use Title II, Part D funds to improve student academic achievement, including the technology literacy of all students, and to improve the capacity of teachers to integrate technology effectively into curricula and instruction;
 - b. The applicant's specific goals for using advanced technology to improve student academic achievement, aligned with state content and performance standards;
 - c. The steps that will be taken to ensure that all students and teachers have increased access to educational technology, including how the LEA will use funds under Title II, Part D with funds from other sources to ensure that:
 - i. Students in high-poverty and high-needs schools will have access to technology, and
 - ii. Teachers are prepared to integrate technology effectively into curricula and instruction;
 - d. A description of how the applicant will identify and promote curricula and teaching strategies that integrate technology effectively into curriculum instruction, based on a review of relevant research, leading to improvements in student academic achievement;
 - e. Provide ongoing, sustained professional development for district staff to further the effective use of technology in the classroom or library media center (a minimum of 25 percent of funds received must be used for professional development);
 - f. A description of the type and costs of technologies to be acquired under this funding including services, software and digital curricula, and including specific provisions for interoperability among components of such technologies;
 - g. A description of how the activities provided with funds from this part will be coordinated with funds available from other federal, state and local sources;
 - h. A description of how technology will be integrated into curricula and instruction and a timeline for such integration;
 - i. A description of how the applicant will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources;
 - j. A description of how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents, including how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school;
 - k. A description of how programs will be developed, where applicable, in collaboration with adult literacy service providers to maximize the use of technology;
 - l. A description of the process and accountability measures that will be used to evaluate the extent to which activities funded are effective in integrating technology into the curricula

Attachment B – Assurances page 4

- and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging state academic content and performance standards; and
- m. A description of the supporting resources (services, software and other electronically delivered learning materials, and print resources) that will be acquired to ensure successful and effective uses of technology.
2. That the applicant will certify (annually) that if funds under this part are used to purchase computers, software, services, supplies or materials to access the Internet, or pay for direct costs associated with accessing the Internet, the LEA has in place a policy of Internet safety for minors and staff members that:
- a. Protects (filters) against access through such computers to visual depictions that
 - i. Contain obscenity;
 - ii. Contain child pornography; and
 - iii. Would be harmful to minors.
 - b. Ensures the operation of such technology protection measures (filter) during use of such computers (especially by minors).

Schedule for Submission of ARRA Reimbursement Requests to the OSSE

In order to meet the quarterly reporting requirements associated with the American Recovery and Reinvestment Act, as well as to assist the OSSE in maintaining a regular schedule of drawdowns of federal funds, every local educational agency that was allocated ARRA funds from any source, including Ed Tech must complete and submit the OSSE's "ARRA Reimbursement and Reporting Workbook" on a quarterly basis with specific deadlines. This workbook incorporates required reporting elements with the OSSE's typical reimbursement workbook to minimize the need for supplemental submissions by LEAs to fulfill their reporting responsibilities. Meeting these requirements is a condition of receiving federal funds, as indicated the Ed Tech ARRA Application. Please note that LEAs have much less flexibility regarding the schedule for submitting reimbursement requests for ARRA funds. That is, while you may, and are encouraged to, complete and submit the ARRA Reimbursement and Reporting Workbook more often than quarterly, you must submit the workbook quarterly according to the schedule below. *This is true even if your LEA has not obligated any funds during the quarter.*

The LEA must complete and submit ARRA Reimbursement and Reporting workbooks to monthly.reimbursement@dc.gov on the following dates. Please check the box to confirm your understanding of the submission requirements.

October 1, 2009: Because applications have not yet been submitted and approved, OSSE will complete all reporting on LEAs' behalf.

January 1, 2010: Include all Ed Tech ARRA obligations made between October 1, 2009 and December 31, 2009 (required).

April 1, 2010: Include all Ed Tech ARRA obligations made between January 1, 2010 and March 31, 2010 (required).

July 1, 2010: Include all Ed Tech ARRA obligations made between April 1, 2010 and June 30, 2010 (required).

October 1, 2010: Include all Ed Tech ARRA obligations made between July 1, 2010 and September 30, 2010 (required).

January 1, 2011: Include all Ed Tech ARRA obligations made between October 1, 2010 and December 31, 2010 (required).

April 1, 2011: Include all Ed Tech ARRA obligations made between January 1, 2011 and March 31, 2011 (required).

July 1, 2011: Include all Ed Tech ARRA obligations made between April 1, 2011 and June 30, 2011 (required).

October 1, 2011: Include all Ed Tech ARRA obligations made between July 1, 2011 and September 30, 2011 (required).

(Highly encouraged) This LEA will submit the ARRA Reimbursement and Reporting Workbook **monthly** (including on the dates specified above) in order to receive more frequent reimbursement, to make it easier to meet the ARRA's quarterly reporting requirements, and generally to administer these funds in accordance with best practices.

The LEA will assure that it will participate in all mandatory Technical Assistance sessions regarding ARRA reporting requirements and ARRA Reimbursement and Reporting workbooks.

Assurances signature page

SIGNATURE OF ALL PARTNERS IS REQUIRED BELOW

Signature

Organization

Date

Signature

Organization

Date

Signature

Organization

Date

Signature

Organization

Date

Attachment C(a) Partnership form

Enhancing Education Through Technology

RFA #1123-09/2D ARRA

Partner Institution:	Provide a brief description of the partnership. An expanded description should be given in narrative form in the Partnerships section of Program Narrative. Attach a formal MOU or letter of commitment for each partnership with this partner identification form.	
Department:		
Primary Contact Name:		
Primary Contact Title:		
Address: _____ _____		
Phone Number:		Fax Number:
Email Address:		

Type of Organization (Check all that applies.)

- Local Educational Agency
- Institution of Higher Education
- DCPS Public School
- Charter School
- Private School
- Business
- For-Profit
- Non-Profit
- Other _____

Signature of Authorized Organization/Institution Official

Date

Print Name and Title (if different from primary contact)

Enhancing Education Through Technology

RFA #1123-09/2D ARRA

Name:	<p>The LEA must demonstrate that teachers in schools served by the LEA 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:</p> <ol style="list-style-type: none"> 1) classroom instruction in the core academic subjects; and 2) the preparation of students to meet challenging State academic content and student academic achievement standards. <p>Other consortia entities must include at least one of the following:</p> <ul style="list-style-type: none"> • institution of higher education that is in full compliance with the reporting requirements of section 207(f) of the Higher Education Act of 1965 and that has not been identified by its State as low-performing under section 208 of such Act; • 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; or • public or private nonprofit organization with demonstrated experience in the application of educational technology to instruction; and <p>The consortium may also include other local educational agencies, educational service agencies, libraries, or other educational entities appropriate to provide local programs.</p> <p>The actual applicant and fiduciary/fiscal agent of this grant must be an eligible LEA. <i>[Section 2412(c)] Members of the consortium must complete a MOU and attach with this consortia-identification form.</i></p>
Fiduciary LEA : <input type="checkbox"/> Yes <input type="checkbox"/> No	
Primary Contact Name:	
Primary Contact Title:	
Address: _____ _____ _____	
Phone Number: _____	
Email Address:	

Type of Organization (check all that applies.)

- Local Educational Agency
- Institution of Higher Education
- DCPS Public School
- Charter School
- Private School
- Business
- For-Profit
- Non-Profit
- Other _____

Signature of Authorized Organization/Institution Official

Date

Print Name and Title (if different from primary contact)

ATTACHMENT D – Budget Summary and Budget Narrative

**Enhancing Education Through Technology
RFA #1123-09/2D ARRA**

Applicant: _____ ED TECH Funding Request: \$ _____

Ed Tech ARRA: Use of funds				
PROGRAM USE OF FUNDS				
<p>An LEA may use Ed Tech ARRA funds to implement 21st century classrooms using innovative strategies that enhance instruction, facilitate teaching and learning, and improve student achievement. These additional resources will enable LEAs and eligible local entities to provide new and emerging technologies, create state-of-the-art learning environments, and offer additional training and support for teachers to help students achieve academically and acquire the skills needed to compete in a global economy. Four principles guide the distribution and use of ED ARRA funds, including the Title II-D funds: (1) spend funds quickly to save and create jobs; (2) improve student achievement through school improvement and reform; (3) ensure transparency, reporting, and accountability; and (4) invest one-time ARRA funds thoughtfully to minimize the “funding cliff.”</p> <p>Additional information on allowable LEA uses of funds is provided by the Department’s previously issued guidance on the Ed Tech program at http://www.ed.gov/programs/edtech/guidance-arra.doc http://www.ed.gov/policy/elsec/leg/esea02/pg35.html</p>				
Allowable activities for use of ED Tech funds	Intend to use funds for this activity?	Details on how Ed Tech funds will be used for this selected activity (who will be paid, what will be purchased, structure of program, etc.)	Amount	MEASURABLE OUTCOMES
A recipient of funds made available under section 2412(a)(2) shall use not less than 25 percent of such funds to provide ongoing, sustained, and intensive, high-quality professional development. The recipient shall provide professional development in the integration of advanced technologies, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments, such as professional development in the use of technology	Required activity unless an approved waiver by OSSE is on file		\$	<ul style="list-style-type: none"> • Access data and resources to develop curricula and instructional materials; • Enable teachers to use the Internet and other technology to communicate with parents, other teachers, principals, and administrators • Retrieve Internet-based learning resources • Lead to improvements in classroom instruction in the core academic subjects, that effectively prepare students to meet challenging State academic content standards, including increasing student technology literacy, and student academic achievement standards.
Establishing or expanding initiatives, particularly initiatives involving public-private partnerships, designed to increase access to technology for students and teachers, with special emphasis on the access of high-need schools to technology.	<input type="checkbox"/> Yes <input type="checkbox"/> No		\$	<ul style="list-style-type: none"> • Create external partnership to provide learning communities share information via face-to face and/or videoconference, and disseminate presentations, documents, and best practices via conference sessions, workshops, newsletters, Internet, and other avenues

ATTACHMENT D – Budget Summary and Budget Narrative

<p>Adapting or expanding existing and new applications of technology to enable teachers to increase student academic achievement, including technology literacy</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		<p>\$</p>	<ul style="list-style-type: none"> • Through the use of teaching practices that are based on a review of relevant research and are designed to prepare students to meet challenging State academic content and student academic achievement standards. • By the development and utilization of innovative distance learning strategies to deliver specialized or rigorous academic courses and curricula to areas that would not otherwise have access to such courses and curricula
<p>Acquiring proven and effective courses and curricula that include integrated technology and are designed to help students meet challenging State academic content and student academic achievement standards.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		<p>\$</p>	<ul style="list-style-type: none"> • Reading programs which are research-based and validated, successfully integrates leveled books, technology, and teaching materials to raise student achievement. The program maximizes teacher effectiveness, helps students develop reading skills, integrates reading and writing skills, and increases students' computer skills and usage. • Phonemic awareness instruction to help children learn to read, spell, and comprehend text. • Integrated curriculum that provide children opportunities to read appropriately difficult text to build fluency.
<p>Utilizing technology to 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 teachers, and to assist parents to understand the technology being applied in their child's education, so that parents are able to reinforce at home the instruction their child receives at school.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		<p>\$</p>	<ul style="list-style-type: none"> • Approved computer and networking software • Storage drives • Networking and wiring supplies • Printers and printing supplies • Computer furniture (chairs, carts, and tables for teacher and student use) • Filtering software (if needed to meet CIPA requirements) • Other software required by the proposed • Developing egradebooks
<p>Preparing one or more teachers in elementary schools and secondary schools as technology leaders who are provided with the means to serve as experts and train other teachers in the effective use of technology, and providing bonus payments to the technology leaders.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		<p>\$</p>	<ul style="list-style-type: none"> • Develop a program of professional learning on how ongoing involvement, collaboration, and cooperation will occur to develop sustained technology leaders • Professional development • Conferences • Coursework • Certifications
<p>Acquiring, adapting, expanding, implementing, repairing, and maintaining existing and new applications of technology, to support the school reform effort and to improve student academic achievement, including technology literacy.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		<p>\$</p>	<ul style="list-style-type: none"> • The implementation of a dedicated technology coordinator

ATTACHMENT D – Budget Summary and Budget Narrative

<p>Acquiring connectivity linkages, resources, and services (including the acquisition of hardware and software and other electronically delivered learning materials) for use by teachers, students, academic counselors, and school library media personnel in the classroom, in academic and college counseling centers, or in school library media centers, in order to improve student academic achievement.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		<p>\$</p>	<ul style="list-style-type: none"> • Approved computer and networking software • Storage drives • Networking and wiring supplies • Printers and printing supplies • Computer furniture (chairs, carts, and tables for teacher and student use) • Filtering software (if needed to meet CIPA requirements) • Other software required by the proposed • Scanner • Digital camera • Teacher computer workstation • Student computers (thin client or wireless units are acceptable) • Laptops (for teachers) • Networking hardware • Interactive whiteboard (permanent installation in classroom) • Projector (permanent installation in classroom)
<p>Using technology to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		<p>\$</p>	<ul style="list-style-type: none"> • Purchasing approved hardware and software based on technology needs assessment.
<p>Implementing performance measurement systems to determine the effectiveness of education technology programs funded under this subpart, particularly in determining 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.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		<p>\$</p>	<ul style="list-style-type: none"> • Develop a curricular and instructional performance system • Developing the expected student achievement and technology literacy, and teacher technology with the performance system. • Integration and technical literacy components. • Standardized evaluation plans of goals and objectives, assessment tools, and evaluators.
<p>Developing, enhancing, or implementing information technology courses.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		<p>\$</p>	<ul style="list-style-type: none"> • Virtual learning • eLearning material • Learning Management system

ATTACHMENT E – Application Cover Page

Enhancing Education Through Technology
RFA #1123-09/2D ARRA

Total Federal Amount Requested: \$ _____

Have you received an award for this grant in the past? Yes No

I HERBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct, the agency or agencies named below have authorized me, as their representative, to file this application.

Authorizing Signature: _____ Date: _____
Printed Name: _____ Position/Title: _____

Applicant Name (Name of LEA):

Tax ID Number:

Have you received Title II D Competitive Grant Fund in the past? Yes No If yes, give the RFA #(s) and grant year(s).

School Levels To Be Served in the LEA:

Elementary Junior High/Middle School High School

Board of Trustees President or LEA Chancellor (if applicable):

Name of President of Board of Trustees or LEA Chancellor:

Signature Date
LEA Title II D Grant Administrator:

Name of LEA Title II D Grant Administrator:

Signature Date

Name of Grant Contact:
Phone Number:
Fax Number:
E-mail Address:

Office Address:

Certification by Authorized or Institutional Official:

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization, or institution, and that the applicant will comply with the attached statement of assurances.

Typed or Printed Name of Authorized Official

Title

Signature of Authorized Official

Date

ATTACHMENT F – Professional Development Set Aside Waiver

IN CONSIDERATION of submission of an application for the Enhancing Education Through Technology Grant **RFA #1123-09/2D ARRA**, on behalf of _____ (LEA name)

I, _____
(Print name) (Title)
as authorized representative of _____
(LEA name)

request a **waiver** of the 25% Professional Development set-aside requirement found in section 2416(a)(1) of the Elementary and Secondary Education Act (ESEA). Authority for such a waiver can be found ESEA section 2416(a)(2).

As a condition of this waiver, I _____
state that _____ already provides
(LEA)

ongoing, sustained, and intensive, high-quality professional development that is based on a review of relevant research, to all teachers in core academic subjects in the integration of advanced technologies, including emerging technologies, into curricula and instruction.

I, _____, understand that approval of
(Print name)
this waiver is subject to the documentation presented to and the satisfaction of the Office of the State Superintendent of Education that said professional development is occurring.

Documentation can include, but is not limited to:

- Professional Development documents such as agendas, class rosters, sign in sheets, syllabus, and feedback forms, and
- Statements from participants, instructors, and students.

It is also understood that the Office of the State Superintendent of Education may request additional documentation as well as survey a sample of school faculty and staff to determine the existence, nature, quality, and frequency of professional development conducted by the LEA.

(Print name) (Title)

(Signature) (Date)

All documentation to support this waiver request should be clearly marked “Professional Development Waiver documentation” and submitted with your application.

Attachment G Application Checklist

The following sections, in the order identified below, must be included in your application. ***If your application does not contain all of the following sections in the specified sequence, your application may be determined incomplete. Also, missing or out of sequence documents may cause the reviewers difficulty in identifying your information. This can result in a lower rating score and subsequent failure to receive funding.***

Use this Application Checklist in assembling your Enhancing Education Through Technology grant application and insert it behind the Application Receipt Form.

- Application Receipt Form.** Two (2) copies of this Application Receipt Form should be included on the outside of the application package. This serves as your receipt for submission.
- Application Checklist.**
- Application Cover Page.** The applicant must provide all contact descriptive information requested on the required Application Cover Page. This page must be the first page of the application.
- Table of Contents.** The applicant must include a Table of Contents with all sections and page numbers clearly identified.
- Project Summary (1 page).** The applicant must include a summary of the project that clearly states the major goals and objectives; the proven and innovative strategies technology will be used to support improved curricula, instruction, and student achievement; partners and their roles; and how the project will benefit the teachers and students in the District of Columbia. The applicant should highlight exemplary aspects of the proposed program and relate these to the selection criteria.
- Narrative Section (15 page maximum).** This section of the application should contain the program narrative that justifies and describes the program to be implemented. The Narrative must address the following items:
 - ARRA Priority Points – 12 points
 - Statement of Need – 20 points
 - Goals and Objective – – 16 points
 - Strategies – 18 points
 - Evaluation and Sustainability Plan – 18 points
 - Detailed Budget, Budget Worksheet, and Budget Narrative – 28 points
- Partner/Consortia Identification Form.** The applicant must attach a Partner/Consortia Identification Page for each identified partner and/or consortia member. Additionally, a formal Memorandum of Understanding (MOU) for each partner must be included in the application appendix.
- Budget Worksheet.** The applicant must complete the budget worksheet and budget narrative for the proposed activities.
- Assurances.** The applicant must include the appropriate signatures on the Assurances.
- LEA Technology Plan.** The applicant must include a copy of its **approved** technology plan. Include documentation of DC Charter Board Approval.
- Professional Development Set Aside Waiver,** if applicable waivers requested.
- Appendices.** Additional required documentation not listed above (ie... résumés, AUP, ISPA, etc..).

The application must be printed on 8 ½ by 11-inch paper, original only on three hole punched paper, double-spaced (including bulleted items), on one side, using 12-point type font with one inch margins. The maximum number of pages for the total Narrative section cannot exceed 15 double-spaced pages. Applications that do not conform to the aforementioned formatting requirements will not be forwarded to the review pane.

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990, and the D.C. Human Rights Act of 1977, the Office of the State Superintendent of Education, including Public Charter Schools, do not discriminate on the basis of actual or perceived race, color, religion, national origin, sex, age, marital status, sexual orientation, gender identity or expression, personal appearance, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, or place of residence or business in its programs and activities. Sexual harassment is a form of sex discrimination, which is prohibited by the D.C. Human Rights Act. In addition, harassment based on any of the above-protected categories is prohibited. Discrimination in violation of the aforementioned laws will not be tolerated. Violators will be subject to disciplinary action.

For further information on Federal non-discrimination regulations, contact the Office for Civil Rights at ocr.dc@ed.gov or call 1(800) 421-3481.

For further information on the D.C. Human Rights Act of 1977, contact the D.C. Office of Human Rights at www.ohr.dc.gov or call (202) 727-4559