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K12: 2005-114

MEMORANDUM

TO: District School Superintendents

FROM: Jeanine Blomberg, Chief of Staff

DATE: August 16, 2005

SUBJECT: 2005-2006 Title II, Part D [Enhancing Education Through Technology (EETT) Entitlement Funding Opportunity]

We are pleased to provide you with electronic access to a Request for Application (RFA) concerning the **2005-06 Title II, Part D: Enhancing Education Through Technology Grant Program.** This document provides guidance and instructions necessary to apply for new fiscal year formula funds. The **EETT Part I Entitlement Application** may be obtained from the following Website: http://www.doe.firn.edu/edtech/it/eett/eettpart1.html

The EETT Grant Program is designed to close the digital divide and ensure that all students have equitable access to modern technology-based instructional tools and quality educational content. Providing focused opportunities for teachers to develop technology integration skills essential for effective teaching in 21st Century classrooms is also a key aspect of this initiative.

Districts receiving support through the EETT Grant Program are expected to participate in the annual **Technology Resource Survey,** which is a critical component of the **System for Technology Accountability and Rigor (STAR)**. This survey collects data on how technology is being used in Florida schools. Survey results support Title II (Part D) program accountability efforts, local and state level strategic planning, and school level needs assessment activities.

We look forward to receiving your application. Questions regarding program participation requirements, the application process, reporting expectations, or instructional technology plan development and review should be directed to Mr. Charles Proctor (or Ms. Kate Kemker), Bureau of School Improvement, Instructional Technology Office.

JB/cp

cc: Mary Jane Tappen
Michael Tremor
Kate Kemker
District Instructional Technology Coordinators
District Finance Directors

FLORIDA DEPARTMENT OF EDUCATION

Request for Application (RFA)

Bureau / Office

K-12 Public Schools/Bureau of School Improvement/Instructional Technology Office

Program Name

Title II, Part D - Enhancing Education Through Technology (EETT)

Specific Funding Authority (ies)

CFDA#: 84.318, P.L. 107-110 Elementary and Secondary Education Act, Title II, Part D

"No Child Left Behind Act of 2001"

Funding Purpose/Priorities

To improve student academic achievement through the use of technology in elementary and secondary schools. Assisting all students in crossing the digital divide and promoting effective integration of instructional learning tools are two key Title II, Part D program goals. A more detailed description of program goals and purposes may be found in the *Program Overview* (Attachment A).

Type of Award

Entitlement

Total Funding Amount

$10,836,136.52 [reference Attachment C for projected district allocations]

Budget Period

July 1, 2005 - June 30, 2006 [or other as required]

Program Performance Period

July 1, 2005 - June 30, 2006 [or other as required]

Target Population

K-12 Florida Public School Districts

Eligible Applicant(s)

EETT entitlement funding is distributed to Local Education Agencies on a formulated basis using proportions established under Part A of the federal Title I program. See Attachment C for a projected allocation schedule that includes all eligible Local Education Agencies (LEAs).

Application Due Date

Completed application materials should be submitted as soon as possible. **The budget effective date will be determined by the date of application receipt in Grants Management. Facsimile and email submissions will not be accepted.**

Contact Persons

Program Administrator: Charles Proctor, Bureau of School Improvement, Instructional Technology Office Telephone: 850-245-9868 (SC 205-9868), FAX: 850-245-0826 (Suncom 205-0826)
E-mail: Charles.Proctor@fldoe.org

Grants Management: Rick Weinstein, Senior Educational Program Director, Office of Grants Management Telephone: 850-245-0497 (Suncom 205-0497), E-mail: Rick.Weinstein@fldoe.org

Assurances

The Department of Education has developed and implemented a document entitled, General Terms, Assurances and Conditions for Participation in Federal and State Programs, to comply with:

- **34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education;**
- **applicable regulations of other Federal agencies; and**
- **State regulations and laws pertaining to the expenditure of state funds.**

In order to receive funding, applicants must have on file with the Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at http://www.firn.edu/doe/comptroller/gbook.htm

School Districts, Community Colleges, Universities and State Agencies

The certification of adherence filed with the Department of Education Comptroller's Office shall remain in effect indefinitely unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition; and does not need to be resubmitted with this application.

NOTE: School districts are expected to monitor their compliance status with regard to the general assurances described above. Assurances specific to the Title II, Part D EETT are documented in the following table:

	ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT) PROGRAM-SPECIFIC ASSURANCES	YES, NO, NA
1	Project funds will be allocated to supplement program related initiatives and activities and will not supplant existing non-federal resources.	
2	A minimum of 25 percent of project funds will be allocated to provide ongoing, sustained, intensive, high-quality professional development (which is based on a review of relevant research and targets the integration of advanced and emerging technologies into curricula and instruction*). If this assurance is not provided, then the applicant must provide a detailed narrative justification (see Attachment B: Professional Development Waiver Request). The narrative must explain in detail how such training is already provided to all teachers in core academic subjects. Submission of a waiver request with regard to this key program expectation may delay approval of an EETT application and should be submitted only under very special circumstances.* [**A formal waiver request (Attachment B) must be submitted with the application if NO is indicated.**]	
3	Indirect costs (if included) are based on the current approved rate for the LEA. NOTE: The Department of Education Comptroller can assist an applicant with indirect cost rate establishment and/or revision.	
4	The LEA/school district has engaged in timely and meaningful consultation with appropriate private school officials during the design and development of this EETT proposal. The LEA made available to private schools relevant information related to goals, standards, materials, or assessments developed for (or referenced within) the application (if such information was requested). Requirements under Title IX General Provisions, Part E – Uniform Provisions "Subpart 1 – Private Schools" have been (and will continue to be) adhered to by the applicant. Appropriate and timely written notification concerning EETT program involvement opportunities was delivered to all private schools in the district (**NOTE:** A copy of the communication used by the applicant must be included with the application.)	
5	A comprehensive review of the LEA's local long-range ed tech plan has been conducted to determine if all Department of Education Essential Plan Components have been addressed in a detailed manner. In addition, planning information provided in this application has been (or will be) incorporated into the local strategic educational technology plan not later than 5/31/06	
6	Every "applicable school" has complied with the Children's Internet Protection Act (CIPA) requirements in Subpart 4 of Title II –Part D of the ESEA. An "applicable school" is an elementary or secondary school that **does not** receive e-rate discounts and for which EETT funds will be used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet. Indicate NA if this assurance does not apply. ---------- Not all "applicable schools" have yet complied with the requirements in Subpart 4 of Title II –Part D of the ESEA. However, the LEA has received a one-year waiver from the U.S. Secretary of Education under Section 2441(b)(2)(C) of the ESEA for those applicable schools not yet in compliance. Indicate NA if this assurance does not apply. ---------- The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet, for elementary and seconday schools that **do not receive e-rate services** under the Communications Act of 1934, as amended. Indicate NA if this assurance does not apply.	-------- -------- --------

NARRATIVE SECTION

For Federal Programs - General Education Provisions Act (GEPA)

In accordance with the requirements of Section 427 of the General Education Provisions Act (GEPA) Public Law 103-382, applicants for Federal funding are expected to provide a concise description of the steps proposed to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. The information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application. Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

More detailed guidance is available at the following Internet website URL: **http://www.ed.gov/policy/fund/guid/gposbul/gpos10.html**

Project Design-Narrative

EETT PROJECT FOCUS IDENTIFICATION

[Section 2414 (b) 1 & 2]

Establish primary focus areas for EETT program implementation in the district using the REQUIRED and OPTIONAL STRAND sections. Focus area selection must be consistent with goals outlined in the local technology plan. The seven "Milken Dimensions for Gauging Technology Progress in Schools" were used to establish EETT STRANDS http://www.mff.org/edtech/**.**

REQUIRED STRANDS AND ASSOCIATED FOCUS AREAS

[Focus area selection is not restricted in an EETT entitlement application, but selection of too many areas is not recommended. Final evaluation reporting is required for each focus area selected. At least one focus area must be identified under the PROFESSIONAL COMPETENCY strand. Two required focus areas have been identified under the ACCOUNTABILITY strand. All program participants must address those two particular areas. *Identify an area by "**double clicking**" the check box provided.*]

PROFESSIONAL COMPETENCY

☐ Establish Specific Technology Integration and/or Technology Resource Access Goals, Objectives, Strategies, and Targets within School Improvement Plans
☐ Establish Technology Standards for Teachers/Administrators
☐ Provide Intensive, Targeted, and Sustained Technology Integration Training (i.e. Focused Professional Development Opportunities for Teachers)
☐ Establish Technology Integration Specialists/Mentors at School Sites
☐ Develop a Comprehensive Technology Integration and Staff Development Component within the LEA's Long-range Strategic Technology Plan
☐ Adopt Incentives to Promote Development of Effective Technology Infused Lesson Plans
☐ Promote Effective Utilization of Comprehensive Curriculum Management and/or Technology-Enhanced Lesson Plan Development Systems (incorporating exemplary research-based practices)
☐ Incorporate the Florida "*Teacher Technology Skills Inventory"* Tool as a Component of a School or District Level Professional Development Program

ACCOUNTABILITY

☐ Acquire, Implement, and/or Develop a Standards-Driven Performance Measurement System to Monitor Technological Proficiency and/or Literacy Levels (Students/ Teachers/Administrators)
➢ Use Successful Research-Based Models to Drive Project Design and Implementation
➢ Conduct Formal Evaluations of all Instructional Technology Projects and/or Initiatives Supported with EETT Funds

OPTIONAL STRANDS AND ASSOCIATED FOCUS AREAS

Establish additional focus areas to be associated with 2005-06 EETT program implementation within the school district. *[Focus areas established within the EETT Part I entitlement application will remain in effect during the official project period.* ***Approval of a formal project amendment is required to add or remove focus areas.****]*

LEARNING ENVIRONMENTS

☐ Introduce/Incorporate Research-Based Instructional Methods and/or Exemplary Practice Strategies
☐ Revise Curricula to Incorporate Technology Standards and/or Technology Delivered Instructional Content (may also include technology-related course development and 21st Century Skills infusion)
☐ Apply Modern Technologies to Collect, Manage, and Analyze Data to Promote High Quality Teaching Practices and Facilitate School Improvement.
☐ Improve Management and Implementation of Existing Integrated Learning Systems (ILS)

LEARNERS

☐ Improve Integration of Technology-Delivered Educational Content
☐ Develop New Distance Learning Opportunities for "High-Need" Student Populations
☐ Increase Utilization of Existing Distance Learning Programs by Disadvantaged Students
☐ Improve Use of Assistive Adaptive Devices and/or Systems for Special Needs Students
☐ Improve Delivery of Specialized Educational Programming (ITV, Teleconferencing, etc.)
☐ Incorporate Successful Applications of Handheld, PDA, or Small Form Factor Devices

COMMUNITY CONNECTIONS

- ☐ Establish Public-Private Initiative(s) Designed to Increase Access to Technology for Students and Teachers, with Special Emphasis on Disadvantaged or "High-Need" Schools.
- ☐ Institute a Modern Technology-Supported Home/School Communication System Designed to Promote Meaningful Parental Involvement through Improved Communications about Curricula, Assignments, and Assessments.
- ☐ Establish Special Training, Awareness, or Resource Sharing Programs to Involve Community

SYSTEM CAPACITY

- ☐ Develop Strategic Resources and Enhance Instructional Technology Program Planning/Coordination to Address Critical Needs of the District
- ☐ Establish Site-based Project Coordinator(s)
- ☐ Conduct a Formal Needs Assessment (district and/or school level)
- ☐ Technology Resource Center/Computer Lab Development
- ☐ Improve Maintenance and/or Troubleshooting of Instructional Technologies and Software Systems Used by Teachers and Students

TECHNOLOGY CAPACITY

- ☐ Acquire Modern Instructional Technologies and/or Expand New Applications of Technology to Support School Reform Efforts and Promote Equitable Access to Technology
- ☐ Implement Essential Technology Infrastructure Improvements and/or Wireless Telecommunications Capability within Classrooms and Instructional Areas at Schools Identified as Low Performing or at Schools with Critical Connectivity Needs
- ☐ Acquire Special Connectivity Linkages, Resources, or Services for use by Teachers, Students, Academic Counselors, and School Library Media Personnel to Support Instructional Activities in Classrooms, Academic and College Counseling Centers, or School Library Media Centers
- ☐ Increase Access to Assistive Adaptive Devices and Systems
- ☐ Increase Access to Handheld or Special Small Form Factor Devices
- ☐ Increase Access to Quality Educational Content Through Online Subscriptions and/or Direct Product/Media Acquisition
- ☐ Increase Access to Software or Systems Targeting Specific Subject/Curricular Area(s): __Reading, __English/Writing/Literature, __Mathematics, __Science, __History/Social Studies, __Art/Music, Foreign Language, __Special Applied Science or Technology, __Interdisciplinary, __Other:

MINIMUM UNITED STATES DEPARTMENT OF EDUCATION SUBGRANT APPLICATION REQUIREMENTS DISCUSSION

EETT Part I response sections that follow have been constructed to closely correlate to minimum United States Department of Education (USED) subgrant planning and information requirements. Applicants must provide a response under <u>each prescribed area</u>. Information provided should reflect <u>current planning information</u>. If a district formally revises its local technology plan in a significant way, a new plan must be forwarded to the Department of Education in a timely manner. <u>District technology plans on file in the Instructional Technology Office must be current in order to effectively address program accountability requirements</u>. The program-specific planning information provided in the EETT Part I application is considered to be a formal component of the local district technology plan. However, district technology plans must effectively address each of the Department's essential plan content expectations to receive formal agency approval. Detailed guidance concerning instructional technology planning and plan submission is maintained on the following Instructional Technology Office website: <u>http://www.doe.firn.edu/edtech/it/tp/index.html</u>. **Essential technology plan content expectations are available under the *"District Technology Plan Review and Approval Procedures"* link on the website identified above.**

Indicate what special steps the applicant will take to ensure that students and staff in high-poverty and high-need schools, or schools identified for school improvement, will have increased access to instructional technology. [Section 2414 (b) 3]

☐ Priority will be Given to "High-Need" Schools when Distributing Newly Acquired Technology
☐ Technology Integration Opportunities will be Provided on a Continuing Basis to Staff in "High-Need" Schools or Schools Identified as Low Performing by the Florida Department of Education
☐ The School District will Promote Partnership Development and Special Collaborative Initiatives to Bring Modern Technology-based Learning Tools and Best Practice Strategies to "High-Need" Schools or to Schools Identified as Low Performing
☐ Special Targeted Technology Awareness Training for Parents of Students at "High-Need" Schools or Schools Identified as Low Performing will be Provided
☐ Special Programs will be Initiated to Provide Increased Access to Technology (before, during, or after hours) for Students Attending "High-Need" Schools
☐ Other:

Indicate how the LEA will provide or foster ongoing sustained professional development for teachers, principals, administrators and school library media personnel to further the effective use of technology in classrooms and library media centers. [Section 2414 (b) 4AB – response information 1st part]

☐ Adopt Rigorous Technology Competencies and Proficiency Standards for School Instructional Staff and Administrators
☐ Provide Ready Access to Research-Based Methods, Best Practices, and Technology-Enhanced Instructional Strategies (access links to clearinghouse resources, etc.)
☐ Establish Professional Partnerships with Higher Education Programs and other Research Institutions

Indicate how the LEA will provide or foster ongoing sustained professional development for teachers, principals, administrators and school library media personnel to further the effective use of technology in classrooms and library media centers. [Section 2414 (b) 4AB – response information 1st part (continued from previous page)]

- ☐ Provide Reimbursement for Continuing Education Coursework with a Focus on Technology Skill Building
- ☐ Provide Special Salary/Bonus Incentives to Teachers who Achieve Measurable Proficiency in the Use and Application of Technology in the Instructional Process
- ☐ Provide Online or Computer Based Training Opportunities
- ☐ Encourage Post-graduate Study in the Area of Educational Technology
- ☐ Support Focus Groups that Target Best Practice Development and Research Review
- ☐ Encourage Visits to "Target Tech" Schools by Teachers and School Administrators who have had Limited Opportunities to use Modern Instructional Technologies to Improve the Learning Environment of their Students
- ☐ Provide Flexible Access to Technology Resources in Library Media Centers and Training Labs
- ☐ Other:

Identify personnel and/or partners that the LEA anticipates will be involved in providing professional development services in conjunction with the EETT initiative. [Section 2414 (b) 4AB – response information 2nd part]

- ☐ Local District Staff
- ☐ Private Consultants and Specialists
- ☐ Regional Consortia or other Intermediate Unit Staff
- ☐ Community Colleges/Universities
- ☐ Area Vocational Technical Schools
- ☐ Contracted Training Centers
- ☐ Professional Associations
- ☐ Department of Education Staff and/or ETI Consultants
- ☐ Other:

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

COST AREA (EETT Part I) [If additional descriptive information is needed for a particular category, type in narrative text following the colon. Do not change category names. If a different category is needed, use "Other:"]	**PROJECTED ACQUISITION DATE (if practical/ applicable)**	**PROJECTED ALLOCATION**
TECHNOLOGY RESOURCES COST SUMMARY		
Instructional Learning Systems Software and Content Delivery System(s):		
Digital Content Subscription(s):		
Video Conferencing Equipment & Software:		
Projectors, Smartboards, and Other Presentation Support Equipment:		
Educational ITV Programming and/or Licensing:		
Technology Infrastructure Improvements:		
Service and Maintenance Contracts/Agreement(s):		
Assistive Adaptive Devices and Systems:		
Computers (desktop and/or portable):		
Printers, Storage Devices, and Digital Cameras:		
Handheld/PDA/Small Form Factor Devices:		
Other:		
TECH RESOURCE SUBTOTAL		
PROFESSIONAL DEVELOPMENT COST SUMMARY [Document all professional development related expenditures below. Total must equal at least 25 percent of the total funding request unless the applicant seeks a formal waiver of this EETT funds use directive.]		
Technological Proficiency and Literacy Measurement System:		
Technology Integration or Training Specialists [local district staff]:		
Special Consultants or Facilitators:		
Online Training Services/Fees:		
Stipends, Special Incentives, Release Time for Teachers, Substitutes:		
Technology-Enhanced Lesson Plan Development Assistance:		
Workshop/Seminar Registration(s) [research, measurement, methods]:		
Travel to DOE Sponsored Project Coordinators Meeting(s):		
Materials and Supplies [PD]:		
Other:		
PD SUBTOTAL		
ADMINISTRATIVE/OVERHEAD COST SUMMARY [Expenditures proposed in this component of the budget should be reasonable and necessary for effective and efficient project implementation, monitoring, and evaluation.]		
Project Coordination and Reports Prep [not training or integration]:		
Project Evaluation:		
Secretarial and/or Records Management Support:		
Indirect Cost Estimate [must be calculated using approved rate for LEA]:		
Materials and Supplies [ADMIN]:		
Other:		
ADMIN SUBTOTAL		
PROJECT TOTAL		

Provide a description of how the applicant will coordinate activities carried out with funds provided under this program with technology-related activities initiated or supported with funds available from other federal, State of Florida, and local sources.

(Please limit your response to two pages or less. Expand text area as needed.)

Identify specific technology integration and professional development strategies to be used to improve delivery of instructional content, promote the development and use of technology-enhanced lesson plans, and ultimately improve curricula and instruction. [Section 2414 (b) 7]

- ☐ Provide Technology Integration Mentoring Opportunities and Increase Access to Best Practice Resources
- ☐ Adopt Technology Standards and Promote their Integration into Curricula
- ☐ Revise Curricula and Lesson Plans to Incorporate the use of Modern Instructional Technologies and Technology Delivered Instructional Content
- ☐ Adopt Incentives to Encourage the Development of Technology-Enhanced Lesson Plans
- ☐ Increase Technology-related Staff Development Opportunities for Teachers (conference and seminar attendance, online training programs, etc.)
- ☐ Provide real Incentives to Teachers who Demonstrate a Commitment to Mastering the use of Technology to Enhance the Classroom Learning Environment
- ☐ Conduct Regular Demonstrations of Modern Instructional Technologies and Instructional Content Delivery Systems, and Provide Improved Access to Technology Integration Tools.
- ☐ Other:

THIS PLANNING SNAPSHOT IS DESIGNED TO SUPPORT ACHIEVEMENT OF THE FOLLOWING PRIMARY EETT PROGRAM GOALS:

- **INCREASE STUDENT ACADEMIC ACHIEVEMENT**
- **FULL TECHNOLOGY INTEGRATION IN ALL SCHOOLS BY DECEMBER 31, 2006**

A **SYSTEM FOR TECHNOLOGY ACCOUNTABILITY AND RIGOR (STAR)** HAS BEEN DEVELOPED TO ASSIST THE DEPARTMENT AND SCHOOL DISTRICTS WITH TECHNOLOGY INTEGRATION AND PROGRAM MONITORING. A WEB-BASED TEACHER ***"TECHNOLOGY SKILLS INVENTORY"*** EVALUATION TOOL HAS BEEN DEVELOPED TO SUPPORT PROFESSIONAL DEVELOPMENT ACTIVITIES.

CORE EETT PROGRAM PLANNING AREAS	CURRENT STATUS [Document specific 2005-06 implementation strategies. If "limited implementation" is checked in the monitoring box, document at least one specific challenge/barrier.]	MONITORING CHECK [Indicate to what degree the district has achieved district-wide implementation.]
FLDOE STAR System Integration Into Local Educational Technology Planning Process		☐ IN PLACE ☐ APX. 75% OF SCHOOLS ☐ APX. 50% OF SCHOOLS ☐ APX. 25% OF SCHOOLS ☐ LIMITED IMPLEMENTATION ☐ USE ALT. INSTRUMENT
"*Technology Skills Inventory*" Tool Use and/or Planning Status		☐ IN PLACE ☐ APX. 75% OF TEACHERS ☐ APX. 50% OF TEACHERS ☐ APX. 25% OF TEACHERS ☐ LIMITED TEST IN PROGRESS ☐ EXPECT TO TEST TOOL ☐ DO NOT PLAN TO USE TOOL
Intensive Sustained Technology Integration Mentoring/ Modeling		☐ IN PLACE ☐ APX. 75% OF SCHOOLS ☐ APX. 50% OF SCHOOLS ☐ APX. 25% OF SCHOOLS ☐ LIMITED IMPLEMENTATION
Educational Technology Standards Development/ Adoption (to augment Sunshine State Standards)		☐ IN PLACE ☐ ONGOING DEVELOPMENT ☐ USE SUNSHINE STATE STANDARDS EXCLUSIVELY
Curriculum Revision/Alignment to Reflect ISTE/NETS Technology Standards and 21st Century Skills		☐ COMPLETED ☐ ONGOING DEVELOPMENT ☐ LIMITED REVISION WORK HAS TAKEN PLACE TO DATE
Technology –Enhanced Lesson Plan Development Incentives		☐ IN PLACE ☐ APX. 75% OF SCHOOLS ☐ APX. 50% OF SCHOOLS ☐ APX. 25% OF SCHOOLS ☐ LIMITED IMPLEMENTATION
Technology –Enhanced Lesson Plans Include Exemplary Technology Integration Practices		☐ IN PLACE ☐ SIGNIFICANT INFUSION AT CERTAIN SCHOOLS ☐ EXEMPLARY PRACTICE IDENTIFICATION AND INFUSION ONGOING ☐ LACK OF FORMALLY ACCEPTED PRACTICES LIMITING INFUSION

Indicate how the LEA will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of new and emerging technologies. [Section 2414 (b) 8]

- ☐ Strengthen Local Technology Planning and Strategy Development Efforts
- ☐ Adopt Special Incentives and Supporting Policies to Encourage Staff to Advance Their Technical Skills and Capabilities
- ☐ Encourage Partnerships Between Schools with Limited Technology Experience and "Target Tech" Schools
- ☐ Require Incorporation of Successful Research-based Technology Infusion and Content Delivery Models
- ☐ Improve Utilization of Existing Distance Learning Programs
- ☐ Develop New Distance Learning Program Options

Indicate what strategies the LEA will use to promote parent involvement and increase communication about the incorporation of instructional technologies into the learning environment. [Section 2414 (b) 9]

- ☐ Increase Parent Access to Technology (loan programs, after hours access, etc.)
- ☐ Technology Demonstrations at PTO/PTA Meetings
- ☐ Website Development or Enhancement to Provide Information of Interest to Parents
- ☐ Parent Training/Awareness Workshops
- ☐ Newsletters
- ☐ Regular Electronic Communication
- ☐ Technology Open House

Indicate how EETT initiatives will be developed in collaboration with adult literacy programs the LEA offers (or utilizes) to maximize the use of technology resources. [Section 2414 (b) 10]

- ☐ Computers or Other Technologies will be Provided to Support Existing Adult Literacy Programs (after hours or during the regular school day)
- ☐ Staff Development opportunities will be Coordinated with Adult Literacy Programs when Practical
- ☐ Software or Online Learning Services will be Shared with Adult Students when Practical
- ☐ Training Labs or Other Special Use Facilities will be Shared with Adult Students When Practical
- ☐ Significant Collaboration with Adult Literacy Programs is Not Applicable. Explain:

The EETT initiative requires that participants measure the impact that program activities have on student achievement. Participants must develop specific mechanisms or accountability measures that they will use to evaluate the extent to which activities funded under the EETT initiative are effective in: 1) integrating technology into curricula and instruction; 2) improving the ability of teachers to teach; and 3) enabling students to master the Sunshine State Standards. Identify specific evaluation strategies or accountability measures that will be used to determine the effectiveness and impact that EETT funding has on student achievement and technological literacy. [Section 2414 (b) 11]

☐ Adopt Technology Standards and Incorporate a Comprehensive Proficiency Measurement System
☐ Conduct Targeted Analysis of Student Assessment Data
☐ Examination of Lesson Plans and Curriculum for Evidence of Technology Integration
☐ Require Comprehensive Program Evaluation by Consultant(s)/Specialist(s)
☐ Require Completion of Technology Skills Inventory and/or Evaluation Modules (Pre & Post-Tests)
☐ Conduct Regular Staff/Student Surveys
☐ Other:

Indicate the supporting resources that will be acquired to ensure successful and effective use of existing or new technology projected for acquisition. [Section 2414 (b) 12]

☐ Networking Services/OS Software Upgrades
☐ Server Upgrades or Continuing Service Agreement
☐ Broadband or Related High-Speed Connection Service
☐ Instructional Learning Systems Software Upgrades or Continuing Service Agreement
☐ Print Resources
☐ Computer Memory, Screen, or Storage Upgrades
☐ Special Adapters/Cables/Cards, etc.
☐ Other Essential Technology Supplies

Non-Public School Participation

Prospective program participants are required to notify non-public schools in their district about EETT program participation opportunities. Such notification should be completed as early as possible in the application development cycle to be effective. Districts are also encouraged to communicate on a regular basis with non-public schools that may have an interest in new program opportunities when they arise. Inclusion of interested parties in the preliminary project planning and vision stages is critical to achieving program intent. District staff are advised to carefully review NCLB regulations in this area (http://www.ed.gov/policy/elsec/leg/esea02/pg111.html). **In addition to the response material requested below, program participants must include a copy of a formal notification letter that has been sent to all non-public schools (please attach that documentation at the end of the EETT Part I entitlement application).** Identify the nature of arrangements between the applicant and any non-public schools participating in the EETT initiative below.

☐ Technology Resource Sharing (computer labs, training facilities, online services, etc.)
☐ Actual Technology Placement at School Site(s) [must include utilization monitoring by LEA]
☐ Technology Planning Coordination and/or Development Assistance
☐ Not applicable [no current participation]

Non-Public School Participation (continued)

Individual non-public school participation may be documented below, but that information is optional. If there will be any collaborative project activities that might be considered as unique or especially innovative, applicants may wish to document a brief description of those activities in this response section.

Support for Reading/Strategic Imperatives

Describe how the proposed project will incorporate reading initiatives and one or more of the Florida State Board of Education (SBE) strategic imperatives.
URL: http://www.fldoe.org/meetings/2005_01_18/StratPlanDetails.pdf

Dissemination/Marketing

Describe methods /strategies you will use to disseminate and market information about the project to appropriate populations. Applicants are expected to identify specific methods and strategies that will be used. Appropriate populations may include district and school staff, parents, school advisory council members, private schools, community agencies, and the business community. Website postings, brochure development, conference presentations, special project events, or other effective strategies should be considered.

Reporting Outcomes

All program participants are expected to participate in the annual Florida Department of Education **STAR Survey** (which collects school level information on classroom technology use/integration, access to tech resources, Internet use, tech support strategies, etc. http://www.doe.firn.edu/edtech/sr/trs/index.html). Any data elements required to complete federal performance reporting must be provided by subgrantees upon request. All EETT entitlement project recipients are also expected to prepare final project evaluation reports. Reporting is structured under identifiable project *Focus Areas* within designated organizational and resource *STRANDS*. Final EETT entitlement project reporting guidance is maintained at the following website URL: http://www.doe.firn.edu/edtech/it/eett/eettpart1.html

Funding Method

Federal Cash Advance **–On-Line Reporting required monthly to record expenditures. Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient for disbursements. For federally funded projects, requests for federal cash advance must be made on the Electronic Federal Cash Advance Request System. If at times it is determined that disbursements are going to exceed the amount of cash on hand plus cash in transit, an on-line amendment can be made prior to the due date of the next Federal Cash Advance distribution.**

Fiscal Requirements

Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include: invoices with check numbers verifying payment, and/or bank statements; all or any of which must be available upon request.

- **$10,836,136.52** is available for distribution to eligible school districts in conjunction with this 2005-06 EETT Entitlement RFA. *Attachment C* provides projected district allocation amounts.

- A minimum of twenty-five percent (25%) of project funds must be targeted to support professional development activities unless a specific request for waiver of this requirement is submitted and approved. The expenditure of grant funds for administration and overhead (including indirect costs) should be reasonable and necessary for effective and efficient project implementation, monitoring, and evaluation. Inclusion of indirect costs in the proposed budget is optional, but only school districts that have established an approved rate may request funds to recover indirect costs. Guidance concerning indirect cost proposals and associated rates (applicable to federal program administration) may be obtained from the DOE Comptroller's Office (http://www.firn.edu/doe/comptroller/). Project funds may not be used to cover costs in the following two areas: (1) Office facilities such as space and rent, (2) Utilities such as electricity and gas.

- Formal Department guidance concerning fiscal reporting, project application amendment procedures, and project administration can be found in the **DOE GREEN BOOK** (http://www.firn.edu/doe/comptroller/gbook.htm). Official DOE200 Project Award Notification forms establish specific terms, conditions, and reporting dates for projects.

Conditions for Acceptance

The requirements listed below must be met for applications to be considered for review:

1) **Application is received in DOE within the timeframe specified by the RFA**
2) **Application includes required forms: DOE 101 - Budget Narrative and DOE 100A or 100B - Application**
3) **All required forms have original signatures by an authorized entity**
4) **Application must be submitted to:**

   Bureau of Grants Management
   Florida Department of Education
   325 W. Gaines Street, Room 344
   Tallahassee, Florida 32399-0400

NOTE: Applications signed by officials other than the appropriate agency head must include a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE100A when the application is submitted.

2005-06 EETT Part I entitlement applications must include the following forms and narrative material to receive formal approval:

- **Form DOE100A** (application identification and authorization) [NOTE: appropriate signature required - blue ink recommended]
- **EETT program-specific assurances and project design narrative material** (i.e. *Focus Area* selections, requested *Planning Snapshot Chart*, budget *Cost Area Chart*, etc.)
- **DOE101** (DOE budget description form)
- **Copy of dated notification letter/communication delivered to non-public schools**

WAIVER REQUEST: Applicants may elect to file a *Professional Development Funds Allocation Waiver Request* with their application by completing Attachment B. Submission of a waiver request associated with the expected 25% budget allocation to support technology integration professional development is a program option, however applicants should carefully review prescribed waiver guidelines before submitting a formal request. Inclusion of a waiver request can delay final approval of a district's application. [**Note:** Please include a completed waiver request form only if a waiver review is being requested.]

Application material should be organized as indicated above and materials should be stapled. Applicants as asked to provide **one original application** and **one complete copy.**

Method of Review

Florida Department of Education EETT program staff will review each district application for entitlement funding to determine if required information has been provided. In the event that requested information is missing or information provided appears to be incorrect, the primary EETT program director will contact an applicant in an effort to correct or obtain essential information. Minor budget or technical adjustments may be made by the EETT program director or Grants Management personnel to facilitate application approval.

Attachments

A: Program Overview (**posted as a separate document**)
B: Professional Development Waiver Request (**posted as separate document**)
C: NCLB:EETT 2005-06 Formula Allocations Schedule (**preliminary projections**)
D: Project Application Summary DOE 100A (**posted as a separate document**)
E: DOE 101 Budget Narrative Form (**posted as a separate document**)

EETT ATTACHMENT A

ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT)
PROGRAM OVERVIEW

[Reference NCLB:EETT Title II, Part D, Subpart 1, SEC. 2414 Local Applications & SEC. 2416 Local Activities]

http://www.ed.gov/policy/elsec/leg/esea02/pg35.html

Florida's Enhancing Education Through Technology Grant Program is designed to close the digital divide and ensure that all students have equitable access to modern technology-based learning tools and quality educational content. Providing focused opportunities for teachers to develop technology integration skills essential for effective teaching in *21st Century* classrooms is a key (http://www.21stcenturyskills.org/). The program targets schools with critical technology resource and training needs and requires participants to outline specific instructional challenges and objectives. Projects funded through the EETT program support specific priorities, initiatives, and *Strategic Imperatives* of the Department of Education (such as *Just Read, Florida!*, *School Improvement*, and the *Sunshine State Standards*).

The program typically funds about one hundred twenty (120) individual projects each year and almost every district in the State seeks support through the program on a regular basis. Fifty percent (50%) of available funding is provided to school districts through formula-based entitlement allocations and the other 50% is distributed through an annual competition. Participation in the competition has been very strong each year of the program, which indicates a significant need for the type of support provided. In the most recent 2004 competition, the total request for funding exceeded thirty-six million dollars. Funds were available to support fifty-one (51) of the one hundred twenty-eight (128) proposals accepted for evaluation. Many of the proposals that could not be funded were strong projects that were very worthy of support.

Significant evidence that the program has a positive impact on student achievement can be seen in final project evaluation reports submitted by participating school districts.

TITLE II-D PROGRAM GOALS

The EETT Grant Program is designed to support achievement of the following broad federal program goals:

- Improve student academic achievement through the use of technology in elementary and secondary schools.

- To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.

- To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by state educational agencies and local educational agencies.

SPECIFIC PROGRAM PURPOSES

- To support the development and implementation of comprehensive educational technology programs within Florida that will be effective in improving student academic achievement.
- To encourage the establishment or expansion of initiatives (including public-private partnerships) which are designed to increase access to technology, particularly in high-need schools.
- Enhancing access to modern instructional technologies, online training resources, quality educational content, and standards-based assessment systems for teachers and students (particularly disadvantaged students) through improved system interconnections and more robust connectivity linkages.
- To promote the incorporation of high-quality professional development programs, exemplary practices, and research-based methods that can help teachers and school personnel fully integrate technology into curricula and instruction.
- Adapting or expanding applications of technology to support distance learning and the delivery of rigorous academic courses and curricula to students in geographically isolated regions of the State (or impoverished areas with limited educational opportunities for students).
- To support rigorous program evaluation and the development of effective performance measurement systems associated with EETT initiatives, particularly regarding the impact of projects on student academic achievement.
- Using technology to promote parental involvement and foster better communication among students, parents, teachers, and administrators concerning curricula, assignments, and assessments.

PROGRAM EXPECTATIONS

All program participants are expected to work towards achieving key goals established within the NCLB:Title II (Part D) legislation. Florida's educational leadership believes that full and appropriate integration of technology into curricula and instruction will enable teachers to address *Florida's Sunshine State Standards* in more effective ways than traditional "chalk and talk" teaching methods. Proven research-based teaching methods, equitable access to quality educational content for all students, and teachers prepared to teach in the *21st Century* will result in higher student achievement as measured by the *Florida Comprehensive Assessment Test (FCAT).*

Projects funded under the EETT initiative must support one or more of the specific program purposes prescribed within Title II (Part D) of the No Child Left Behind (NCLB) Act. Alignment with Florida State Board of Education K-20 Goals and *Strategic Imperatives* is also expected (http://www.fldoe.org/communications/setting_sites.asp). Projects supported by the program are required to include technology-enhanced learning activities designed to help students develop strong reading skills. Information and links concerning the Department of Education's primary reading improvement initiative may be found at the following website (http://www.justreadflorida.com/contact.asp).

EETT ATTACHMENT A

To help ensure effective implementation of the program, participants are expected to develop and maintain accountability measures and tracking procedures that will be used to evaluate the extent to which funded activities have: (1) improved technology integration within curricula and instruction; (2) increased the ability of teachers to teach; and (3) enabled students to achieve *Florida's Sunshine State Standards*.

Local Education Agencies (LEA's) receiving Title II (Part D) funding are expected to maintain a current long-range strategic technology plan. District technology plans must be consistent with the goals and/or strategic objectives identified within *Florida's Instructional Technology Plan Strategic Objectives*. Ongoing review and monitoring of the LEA's local technology plan is expected of each program participant. District technology plans must address program planning expectations in a detailed and comprehensive manner. This program directive is intended to support improvements in instructional technology program planning and coordination at all levels. The Department of Education (Office of Instructional Technology) is committed to supporting school districts as they work to strengthen the local technology planning process. Technology plan development assistance and plan review services are provided to program participants on an ongoing basis. District technology plan compliance reviews are conducted using the most current planning documents on file in the DOE Instructional Technology Office. It is essential that Department staff have access to an up-to-date local technology plan for each EETT participant. Agency technology plan approval letters are issued upon completion of the internal plan review process. If local technology plan deficiencies are identified, plan revisions must be addressed in a timely manner by program participants. Current district technology plan content expectations, perspectives, and submission procedures are posted at the following Department of Education Instructional Technology Office website: http://www.doe.firn.edu/edtech/it/tp/index.html. *Florida's Instructional Technology Plan Strategic Objectives* provide direction to school districts concerning national and State standards, targeted resource development initiatives, technical assistance options, and dissemination of research-based technology integration professional development models (http://www.doe.firn.edu/edtech/it/eett/objectives.html). Promoting effective strategic instructional technology planning at both the state and local levels is a cornerstone of the EETT Grant Program. In addition to NCLB Title II (Part D) legislative requirements, the ***National Educational Technology Plan*** provides current direction to states participating in the EETT program. The plan is available on the following Internet website: http://www.nationaledtechplan.org/

TITLE II, PART D FUNDING AND APPLICATION PROCESS

The associated Request for Application (RFA) documents the procedures necessary to seek Title II, Part D entitlement funding. This formula-based component of the program is identified as EETT Part I. EETT Part II is used to identify the competitive component of the program, which will be administered through a separate Request for Proposals (RFP) for the 2005-06 program year. Approximately $21.6 million is projected to be available to eligible school districts for the 2005-06 fiscal year. Approximately $10.8 million is expected to be available under the entitlement component of the program. An equal amount will be available to eligible school districts under the competitive component of the program. EETT entitlement allocations are based on Title I, Part A proportions. Participants in the program are encouraged to use all grant funds (formula and competitive) in a coordinated and complementary manner in order to achieve the ambitious long-term goals of the program.

EETT ATTACHMENT A

Completion of all information requirements within the EETT Part I RFA will be necessary to receive entitlement funding though a program-specific application. School districts seeking EETT entitlement funding through a consolidated application will need to address requirements prescribed for that application option. Application procedures and content requirements are different for that alternative method, however EETT program goals, specific program purposes, technology planning expectations, and Title II (Part D) legislative requirements are identical for all program participants.

The **2005-06 EETT Part I RFA** addresses the following application areas:

- **APPLICATION AUTHORIZATION (DOE100A)**
- **APPLICANT ASSURANCES**
- **PROJECT FOCUS IDENTIFICATION**
- **MINIMUM UNITED STATES DEPARTEMENT OF EDUCATION LOCAL APPLICATION INFORMATION REQUIREMENTS (Title II, Part D, Subpart 1, SEC. 2414)**
- **INFORMATION CONCERNING NON-PUBLIC SCHOOL PARTICIPATION**
- **SUPPORT FOR FLORIDA READING IMPROVEMENT INITIATIVE**
- **PROJECT ALIGNMENT WITH *FLORIDA DOE STRATEGIC IMPERATIVES***
- **PROJECT INFORMATION DISSEMINATION/MARKETING**
- **REPORTING/OUTCOMES**
- **PROFESSIONAL DEVELOPMENT FUNDS EXPENDITURE WAIVER REQUEST PROCEDURES (25% FEDERAL GUIDELINE)**
- **PROJECT BUDGET (DOE101 + COST AREA CHART)**
- **CONDITIONS FOR APPLICATION ACCEPTANCE**

EETT applications are developed by school districts working collaboratively with school improvement teams, non-public school representatives, business partners, regional school district consortium staff, adult literacy service providers, higher education institutions, educational foundations, parents, volunteers, or other interested persons. Partnership development and community involvement are key aspects of this ongoing initiative. School districts are encouraged to develop strong relationships with post-secondary institutions (particularly as relates to research-based project designs and formal project evaluation).

PROGRAM MONITORING AND ACCOUNTABILITY

Florida's ***System for Technology Accountability and Rigor (STAR)*** is being designed to support comprehensive school and district level technology needs assessment and program review activities. Data collected through an annual ***Survey*** is used by the Department of Education to address Title II, Part D program monitoring and reporting requirements. Survey results also facilitate participation in state and national technology trend studies. The *STAR System* provides specific tools and planning components which can be integrated into the district's ongoing technology planning process. **The following primary components have been identified for inclusion within the *Florida STAR System*: *(1) Survey, (2) Planning Instrument, and (3) Teacher Technology Skills Inventory Professional Development Tool.*** A *Technology Integration Matrix* and a *Technology Skills Inventory* module appropriate for students are currently under development in conjunction with a ongoing competitive project. Inclusion of those two additional system components will be considered upon successful module completion.

EETT ATTACHMENT A

PROGRAM INFORMATION AND GUIDANCE AVAILABLE ONLINE

Title II (Part D) EETT program information, application procedures, technical assistance resources, technology plan content expectations, and project reporting procedures are available to current and prospective program participants on the following Department of Education Instructional Technology Office website: **http://www.doe.firn.edu/edtech/it/eett/index.html**

[Failure to adequately address essential federal grant program participation requirements can result in program audit citations and/or possible loss of program funding opportunity.]

EETT ATTACHMENT B

2003-04 ENHANCING EDUCATION THROUGH TECHNOLOGY GRANT PROGRAM
PROFESSIONAL DEVELOPMENT FUNDS ALLOCATION WAIVER REQUEST
[Reference NCLB:EETT Title II, Part D, Subpart 1, SEC. 2416 Local Activities]

LEA/DISTRICT NAME**:** _____

_____
Signature of LEA Superintendent or Agency Head DATE: _____

PROGRAM GUIDANCE (excerpt from Sec. 2416):

(a) PROFESSIONAL DEVELOPMENT
(1) IN GENERAL – The 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 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 –

(A) to access data and resources to develop curricula and instructional materials;
(B) to enable teachers –
  (i) to use the Internet and other technology to communicate with parents, other teachers, principals, and administrators; and
  (ii) to retrieve Internet-based learning resources; and
(C) to 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.

WAIVERS – Paragraph (1) shall not apply to a recipient of funds made available under 2412 (a)(2) that demonstrates, to the satisfaction of the State educational agency involved that the recipient already provides 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.

To obtain a waiver of the PROFESSIONAL DEVELOPMENT FUNDS USE DIRECTIVE, the applicants long-range technology plan must address professional development in a comprehensive manner. An NCLB:EETT applicant may supplement information provided in the LEA's technology plan with narrative material describing (in detail) staff development programs, activities, and opportunities currently available to teachers and staff within the district. Documentation must provide evidence that the LEA monitors technology proficiency and literacy levels on a regular basis, and has developed clear standards and developmental levels. Submission of a waiver request with regard to this key EETT program funds use expectation may delay approval of an EETT application and should be submitted only under very special circumstances. Approval of an EETT Professional Development Funds Allocation Waiver does not release the district from meeting future federal reporting obligations related to projects funded with Title II-D Enhancing Education Through Technology funds. **All waiver requests must include a signed cover sheet (Attachment B) and should be submitted with EETT PART I entitlement application materials.**

EETT ATTACHMENT C

Allocations Schedule

2005-06 NCLB:TITLE II-D (projected amounts)

Agency #	Agency Name	Allocation Amount	Reimb. Options
010	ALACHUA	$112,575.21	C
020	BAKER	$14,492.79	C
030	BAY	$102,566.22	C
040	BRADFORD	$16,574.99	C
050	BREVARD	$223,919.90	C
060	BROWARD	$1,044,154.14	C
070	CALHOUN	$9,657.01	C
080	CHARLOTTE	$51,207.34	C
090	CITRUS	$65,602.31	C
100	CLAY	$46,654.51	C
110	COLLIER	$117,332.53	C
120	COLUMBIA	$48,238.52	C
130	MIAMI-DADE	$2,471,437.76	C
140	DE SOTO	$31,674.84	C
150	DIXIE	$12,298.26	C
160	DUVAL	$537,975.38	C
170	ESCAMBIA	$234,222.03	C
180	FLAGLER	$22,359.15	C
190	FRANKLIN	$6,903.10	C
200	GADSDEN	$46,187.93	C
210	GILCHRIST	$11,606.19	C
220	GLADES	$7,356.55	C
230	GULF	$8,542.03	C
240	HAMILTON	$13,062.71	C
250	HARDEE	$32,079.51	C
260	HENDRY	$40,701.16	C
270	HERNANDO	$76,156.85	C
280	HIGHLANDS	$56,926.24	C

Reimbursement Options

Key:

- **C Federal Cash Advance**
- **Q Advance Payment**
- **S Quarterly Advance to Public Entity**
- **R Reimbursement of Expenditure**
- **P Reimbursement with Performance**

	TOTAL

EETT ATTACHMENT C

Allocations Schedule

2005-06 NCLB:TITLE II-D (projected amounts)

Agency #	Agency Name	Allocation Amount	Reimb. Options
290	HILLSBOROUGH	$785,974.42	C
300	HOLMES	$16,602.38	C
310	INDIAN RIVER	$45,787.92	C
320	JACKSON	$30,233.11	C
330	JEFFERSON	$10,276.82	C
340	LAFAYETTE	$5,329.65	C
350	LAKE	$128,425.16	C
360	LEE	$234,629.72	C
370	LEON	$100,542.15	C
380	LEVY	$29,819.81	C
390	LIBERTY	$5,072.44	C
400	MADISON	$15,744.17	C
410	MANATEE	$130,983.85	C
420	MARION	$207,671.54	C
430	MARTIN	$42,045.01	C
440	MONROE	$25,327.45	C
450	NASSAU	$19,666.98	C
460	OKALOOSA	$77,884.90	C
470	OKEECHOBEE	$30,714.54	C
480	ORANGE	$682,892.02	C
490	OSCEOLA	$154,545.41	C
500	PALM BEACH	$589,597.39	C
510	PASCO	$213,385.87	C
520	PINELLAS	$459,550.40	C
530	POLK	$382,528.12	C
540	PUTNAM	$71,078.43	C
550	ST. JOHNS	$34,250.99	C

Reimbursement Options

Key:

- **C Federal Cash Advance**
- **Q Advance Payment**
- **S Quarterly Advance to Public Entity**
- **R Reimbursement of Expenditure**
- **P Reimbursement with Performance**

560	ST. LUCIE	$136,551.49	C
			TOTAL

EETT ATTACHMENT C

Allocations Schedule

2005-06 NCLB:TITLE II-D (projected amounts)

Agency #	Agency Name	Allocation Amount	Reimb. Options
570	SANTA ROSA	$63,112.37	C
580	SARASOTA	$86,616.39	C
590	SEMINOLE	$147,020.65	C
600	SUMTER	$31,628.19	C
610	SUWANNEE	$28,692.94	C
620	TAYLOR	$15,340.38	C
630	UNION	$7,198.76	C
640	VOLUSIA	$254,095.14	C
650	WAKULLA	$12,353.06	C
660	WALTON	$32,172.90	C
670	WASHINGTON	$17,087.60	C
557	F.S.D.B.	$3,048.72	C
015	P.K. YONGE D.R.S.	$1,753.28	C
501	A. D. HENDERSON D.R.S.	$749.74	C
371	FSU D.R.S.	$3,845.42	C
376	FAMU D.R.S.	$1,843.68	C

Reimbursement Options

Key:

- **C Federal Cash Advance**
- **Q Advance Payment**
- **S Quarterly Advance to Public Entity**
- **R Reimbursement of Expenditure**
- **P Reimbursement with Performance**

EETT ATTACHMENT D

FLORIDA DEPARTMENT OF EDUCATION
Project Application

TAPS Number

Please return to:	**A) Program Name:**	***DOE USE ONLY***
Florida Department of Education Bureau of Grants Management Room 344 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0497 Suncom: 205-0497		Date Received
B) Name and Address of Eligible Applicant:		**Project Number (DOE Assigned)**

C) Total Funds Requested:

$

DOE USE ONLY

Total Approved Project:

$

D)
Applicant Contact Information

Contact Name:	Mailing Address:
Telephone Number:	SunCom Number:
Fax Number:	E-mail Address:

CERTIFICATION

I, _____, (*Please Type Name)* do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

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

E) _____
Signature of Agency Head

Instructions for Completion of DOE 100A

A. If not pre-printed, enter name of the program for which funds are requested.

B. Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.

C. Enter the total amount of funds requested for this project.

D. Enter requested information for the applicant's contact person. This is the person responsible for responding to all questions regarding information included in this application.

E. **The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the president/chairman of the Board for other eligible applicants.

- **Note:** Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.

Instructions for Completion of DOE 100A

F. If not pre-printed, enter name of the program for which funds are requested.

G. Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.

H. Enter the total amount of funds requested for this project.

I. Enter requested information for the applicant's contact person. This is the person responsible for responding to all questions regarding information included in this application.

J. **The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the president/chairman of the Board for other eligible applicants.

- **Note:** Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.

EETT ATTACHMENT E

A) _____

Name of Eligible Recipient:

B) _____

Project Number: **(DOE USE ONLY)**

TAPS Number
06A056

FLORIDA DEPARTMENT OF EDUCATION

Budget Narrative Form

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT

		C) TOTAL		**$**

Instructions
Budget Narrative Form

This form should be completed based on the instructions outlined below, unless instructed otherwise in the Request for Proposal (RFP) or Request for Application (RFA).

A. Enter Name of Eligible Recipient.

B. (DOE USE ONLY)

COLUMN 1

FUNCTION: **SCHOOL DISTRICTS ONLY:**
Use the four digit function codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

Column 2

OBJECT: **SCHOOL DISTRICTS:**
Use the three digit object codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

COMMUNITY COLLEGES:
Use the first three digits of the object codes listed in the Accounting Manual for Florida's Public Community Colleges.

UNIVERSITIES AND STATE AGENCIES:
Use the first three digits of the object codes listed in the Florida Accounting Information Resource Manual.

OTHER AGENCIES:
Use the object codes as required in the agency's expenditure chart of accounts.

COLUMN 3 - ALL APPLICANTS:

ACCOUNT TITLE: Use the account title that applies to the object code listed in accordance with the agency's accounting system.

NARRATIVE: Provide a detailed narrative for each object code listed. For example:

- **SALARIES** - describe the type(s) of positions requested. Use a separate line to describe each type of position.
- **OTHER PERSONAL SERVICES** – describe the type of service(s) and an estimated number of hours for each type of position. OPS is defined as compensation paid to persons, including substitute teachers not under contract, who are employed to provide temporary services to the program.
- **PROFESSIONAL/TECHNICAL SERVICES** - describe services rendered by personnel, other than agency personnel employees, who provide specialized skills and knowledge.
- **CONTRACTUAL SERVICES AND/OR INTER-AGENCY AGREEMENTS** - provide the agency name and description of the service(s) to be rendered.
- **TRAVEL** - provide a description of each type of travel to be supported with project funds, such as conference(s), in district or out of district, and out of state. Do not list individual names. List individual position(s) when travel funds are being requested to perform necessary activities.
- **CAPITAL OUTLAY** - provide the type of items/equipment to be purchased with project funds.
- **INDIRECT COST** - provide the percentage rate being used. Use the current approved rate. (Reference the DOE Green Book for additional guidance regarding indirect cost.)

COLUMN 4 – MUST BE COMPLETED FOR ALL SALARIES AND OTHER PERSONAL SERVICES.

FTE - Indicate the Full Time Equivalent (FTE based on the standard workweek for the type of position) number of positions to be funded. Determine FTE by dividing the standard number of weekly hours (e.g., 35 hours) for the type of position (e.g., teacher aide) into the actual work hours to be funded by the project.

COLUMN 5

AMOUNT - Provide the budget amount requested for each object code.

C. TOTAL - Provide the total for Column (4) on the last page**.** Must be the same amount as requested on the DOE-100A or B.