

Wisconsin Guidance on
Enhancing Education through Technology
(Ed Tech) Program Funds
Made Available under the
American Recovery and Reinvestment Act of 2009
(ARRA)

**EETT ARRA (FY 2009)
Application Guidelines**

September 2009

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Madison, Wisconsin

Applications for Enhancing Education Through Technology
ARRA subgrants must be delivered to the Department of
Public Instruction by 4:30 pm on October 16, 2009.

Submit applications to:

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Division for Libraries, Technology and Community Learning
Wisconsin Department of Public Instruction
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P.O. Box 7841
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**Wisconsin Applications for Enhancing Education Through
Technology (EETT) funding made available by ARRA must be
received by the Department of Public Instruction by 4:30 pm on
October 16, 2009.**

Wisconsin Guidance on Enhancing Education through Technology (Ed Tech) Program Funds Made Available under the **American Recovery and Reinvestment Act of 2009 (ARRA)**

This guidance is provided to assist districts in their preparation of the competitive application as it applies to the Title II Part D, Enhancing Education Through Technology (EETT) funds made available under the American Recovery and Reinvestment Act of 2009 (ARRA). This guidance is intended for the competitive funds only.

Introduction

On January 8, 2002, President Bush signed into law the No Child Left Behind Act of 2001 (P.L. 107-110). This legislation, which reauthorized the Elementary and Secondary Education Act of 1965 (ESEA), provided increased flexibility and local control to states and school districts, emphasizes strong accountability for results, offers expanded options for parents of disadvantaged children, and supports teaching methods that have a solid scientific research foundation. (The legislation is available on the U.S. Department of Education's website at <http://www.ed.gov/nclb>)

The reauthorized ESEA establishes the Enhancing Education Through Technology (EETT) Program (<http://www.ed.gov/programs/edtech/index.html>), which consolidated the Technology Literacy Challenge Fund (TLCF) Program and the Technology Innovative Challenge Grant Program into a single state formula grant program (ESEA Title II, Part D, Subpart 1).

Under the EETT program, the U.S. Department of Education provides grants to State Educational Agencies (SEAs) on the basis of their proportionate share of funding under Part A of Title I. Wisconsin may retain up to 5 percent of their allocation for state-level activities. Wisconsin may distribute one-half of the remainder by formula to eligible local educational agencies (LEAs) and the other one-half competitively to eligible local entities or eligible local partnerships.

–The ARRA provides \$650 million in fiscal year (FY) 2009 funds for the Ed Tech program, which is authorized under Title II, Part D, Subpart 1 of the Elementary and Secondary Education Act of 1965 (ESEA). (For purposes of this guidance, these funds are referred to as –Ed Tech ARRA funds.”) The Ed Tech ARRA funds are a one-time source of funds that supplement the approximately \$265 million of Ed Tech funds made available under the regular FY 2009 appropriation. 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. All Ed Tech ARRA funds are subject to the requirements in Title II, Part D, and Subpart 1 of the ESEA (Title II-D).” (From: U.S. Dept. of Education Guidance at; <http://www.ed.gov/programs/edtech/guidance-arra.doc>)

The Wisconsin Department of Public Instruction (DPI) will supplement this document with further guidance as additional issues arise during implementation of the program.

NCLB Enhancing Education Through Technology (EETT) Title II Part D

Goals of the National Program

The primary goal of the EETT program is to improve student academic achievement through the use of technology in elementary and secondary schools. It is designed to assist every student – regardless of race, ethnicity, income, geographical location, or disability – in becoming technologically literate by the end of eighth grade and to encourage the effective integration of technology resources and systems with professional development and curriculum development to promote research-based instructional methods that can be widely replicated.

The Purposes of the National Program

–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 ED’s 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.” (From: U.S. Dept. of Education Guidance at; <http://www.ed.gov/programs/edtech/guidance-arra.doc>)

EETT is designed to:

- Assist states and localities in implementing and supporting a comprehensive system that effectively uses technology in elementary and secondary schools to improve student academic achievement;
- Encourage the establishment or expansion of initiatives (including those involving public-private partnerships) that are designed to increase access to technology, particularly in schools served by “high-need local educational agencies”;
- Assist states and localities in the acquisition, development, interconnection, implementation,

improvement, and maintenance of an effective educational technology infrastructure in a manner that expands access of technology to students (particularly disadvantaged students) and teachers;

- Support initiatives that enable schools and administrators to integrate technology effectively into curriculum and instruction that are aligned with state standards, through such means as high-quality professional development programs;
- Enhance ongoing professional development for teachers, principals, and administrators by providing ongoing access to training and updated research in teaching and learning through electronic means;
- Support the development and use of electronic networks and other innovative methods, such as distance learning, to provide specialized or rigorous courses or curricula to students who would not otherwise have access to such information, particularly to those in geographically isolated regions;
- Support local efforts to use technology to promote parent and family involvement in education and to enhance communication among students, parents, teachers, principals, and administrators;

OR

- Support the rigorous evaluation of programs funded under Title II Part D, particularly identifying the conditions under which educational technology raises student academic achievement, and ensuring that the results are widely accessible through electronic means.

Wisconsin Enhancing Education Through Technology (EETT) Title II Part D

Wisconsin EETT Competitive Program Goals

There are two Wisconsin EETT program goals:

1. All students in the target group will increase their use of technology as a learning tool to improve student academic achievement within a learning environment where *Wisconsin's Model Academic Standards for Information & Technology Literacy* are aligned with and embedded within the content area curriculum.
2. All teachers in the target group participating in professional development on education technology will be qualified to use technology as a tool for teaching and learning and will increase their use of technology as a tool to support student academic achievement.

Purposes of the Wisconsin EETT Competitive Program (Updated FY 2009)

EETT in Wisconsin is designed to:

- Assist LEAs and eligible local partnerships in implementing and supporting a comprehensive system that effectively uses technology in elementary and secondary schools to improve student academic achievement;
- Encourage the establishment or expansion of initiatives (including those involving public-private partnerships) that are designed to increase access to technology, particularly in schools served by ~~high-need~~ local educational agencies”;
- Assist LEAs and eligible local partnerships in the acquisition, development, interconnection, implementation, improvement, and maintenance of an effective educational technology infrastructure in a manner that expands access of technology to students (particularly disadvantaged students) and educators to achieve the goals and objectives of an approved project;
- Support initiatives that enable school personnel (i.e., collaborative instructional teams of a school library media specialist and classroom teachers) and administrators to integrate educational technology effectively into curriculum and instruction that are aligned with Wisconsin's Model Academic Standards, through such means as high-quality

professional development programs that align with *Subchapter II-PI 34.02 Wisconsin Teacher Standards* and the *National Staff Development Council Standards for Staff Development*.

- Provide sustained, systematic professional development, enhanced through online instructional and coaching networks, for local educators with a primary focus for collaborative teams of school library media specialists, technology integrators, classroom teachers and building administrators that follow the *National Staff Development Council Standards for Staff Development* and that foster teaching and learning through the use of instructional technology and electronic means.
- Support the development and use of local, regional and statewide electronic networks and other innovative methods, such as distance learning and online learning, to provide specialized or rigorous courses or curricula to students and educators who would not otherwise have access to such information, particularly to those in geographically isolated and high poverty regions to meet the goals and objectives of an approved project.
- Support local efforts to use technology to promote parent and family involvement in education and to enhance communication among students, parents, teachers, principals, and administrators to meet the goals and objectives of an approved project;
- Support the rigorous evaluation of programs funded under Title II Part D, particularly identifying the conditions under which educational technology raises student academic achievement and ensuring that the results are widely accessible through electronic means;

OR

- Build collaboration among LEAs and eligible local partnerships for the sharing of best practices and model programs and through the dissemination of successful projects to Wisconsin's education community.

Local Project Requirements

Continuation Grants and New Grants (Updated ARRA)

Applicants that have already received funding from the FY2009 EETT Competitive Grants may choose to apply for this ARRA funding to extend their project with this funding to include additional program activities beyond June 30, 2010 until September 30, 2011. Applicants may also choose to expand the scope of their current grant. Continuation grant applications need not repeat all the information from the original proposal, but may summarize and refer to that proposal and add elements, including the budget, that are above and beyond the grant proposal that was already funded. (Note: Grant readers will have copies of the proposals for grants already awarded to which they may refer.) All applicants must make sure that evaluation requirements are met for the duration of the grant. Thus, all grants must evaluate both student and teacher progress through the end of the grant. EETT ARRA grant funding must be accounted for separately from any FY09 EETT funding and it will have a different budget code. When designing continuation grants be sure that the funding can be kept separate and results can be reported for both.

Required Components (Updated FY2009)

Needs – evidence of each LEA or eligible local partnership evaluation and analysis of data collected for their local combined information (library media) and technology plan and reviewed for the purposes of planning this project. Areas of need reviewed should include long-term assessments of a systemic, robust information (library media) and technology program focused upon improving student achievement and meeting the information (library media) and technology literacy needs of all students attending schools served by the LEA or eligible local partnership.

- **Goals** – a description of the LEA goals for using advanced instructional technology, which is aligned with Wisconsin’s Model Academic Standards to improve student academic achievement. Goals are global statements that establish the desired outcome for meeting the needs determined through a comprehensive needs assessment. (See Appendix B for a sample implementation plan for identifying your need and for describing the project goals, objectives, and activities.)

- **Objectives**– statements that lead to achievement of a specific goal. Objectives are measurable, achievable, realistic and consistent benchmarks that define what the educators and learners will know and be able to do within the scope of the goal. For example, an objective would describe the intended results of the instructional technology professional development rather than the process of the professional instruction itself. Objectives become the measurable elements of the Program Evaluation Design that indicate the success of the project.
- **Innovative delivery strategies and activities** – a description of tasks and activities planned to accomplish the goal(s) and objectives identified for the project. These strategies and activities show how the LEA or eligible local partnership will encourage the development and use of innovative strategies for the delivery of specific rigorous courses and curricula for students and for educators through the use of technology, including distance learning and online learning technologies, particularly in locations that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources. These activities directly support the objectives that are aligned with the goals.
- **Professional and Curricular Development** – a description of how the project incorporates research-proven models and best practices for teacher education, professional development, and curriculum development and how the LEA or eligible local partnership will work to ensure that collaborative teams of a school library media specialist, classroom teachers and administrators are information and technologically literate. **The project’s research-proven professional development program needs to be uniformly applied to all educators participating in the approved project at the LEA or at each of the eligible local partnership school districts.**
- **Support** – a description of how public and private entities, such as public libraries, private schools, and institutions of higher learning, will participate in the implementation and support of the project, including interactive communication with parents.
- **Program Evaluation Design**– a description of the Project Evaluation Design that includes both a Project Evaluation Plan and an Evaluation Management Plan. This Program Evaluation Design will describe the process and accountability measures that the LEA or eligible local partnership will use to evaluate the extent to which activities

funded under the program are effective in integrating technology into curricula and instruction and the effectiveness of the project on raising local student achievement. A comprehensive Program Evaluation Design will determine, if the gap between the needs identified through the baseline needs assessment and the desired outcomes has been narrowed and if instructional technology integration has been effectively implemented and student proficiency of information and technology literacy has been raised. (See Appendix C for a sample Program Evaluation Design logic map.)

- **The Project Evaluation Plan** includes specific criteria for assessing your success in implementing the funded project and for evaluating the degree to which the project achieved its goals and objectives. A Project Evaluation Plan should contain three parts: **(Updated 2009)**

1. First, the plan for determining and collecting all data (baseline, mid-point, and final) on student proficiency of information and technology literacy and educator proficiency of effectively using instructional technology within the content curriculum.
2. Second, a narrative analysis of the project at the mid-point of the implementation process (formative).
3. Third, measurement *and analysis* of the final data and achievement of the project's goals and objectives (summative).

(See Appendix D for additional information about the project evaluation process and sample tools used for data collection as well as an illustration of sample reports for the Project Evaluation Reports.)

- **The Evaluation Management Plan** contains a description of methods and tools that will be used to evaluate the progress and the outcomes of the grant project. A strong Evaluation Management Plan also describes the measurement tools and instruments to be used, the project evaluator who will develop and conduct the evaluation, the evaluation timeline, and how the results will be used for further implementation of the instructional strategies learned through the project. Include a brief description of the project evaluator's credentials, experience and contact information.

See Appendix C for a sample logic map for a Project Evaluation Design. This model was developed by *SEIR*TEC – Technology Program Evaluation* and more information can be located at <http://www.serve.org/> . Several of the SEIR*TEC tools for program needs assessment, development; implementation and evaluation are now

found within *Capacity to Apply Project Evaluation (CAPE)*. at <http://www.serve.org/Evaluation/Capacity/>.

- **Dissemination Plan**—includes a description of technology resources and a collaborative professional development system for the purpose of establishing best practices throughout the state. This section should include a plan for disseminating information about the results and products of your project (i.e., lessons learned, instructional products, and project results). A Dissemination Plan should include a description of the population that you intend to target in your dissemination and how and when evaluation feedback and instructional products will be made available. The audience for dissemination and sharing of these best practices should include project participants, other Wisconsin educators, as well as applicable national opportunities. The Dissemination Plan should connect with the evaluation plan and should be supported with sufficient resources in the budget.(For further information, see the Dissemination Plan description in the Required Activities Section found on pages 13 and 14 of this guide.

The dissemination process should connect with the evaluation plan through implementation of professional review and reflection on instructional design, classroom assignments and student work samples should be part of both the Program Evaluation Design and the Dissemination Plan. **(Updated FY2009)**

Required Activities (Updated FY2009)

Professional Development (Updated FY2009)

Twenty-five (25) percent of the funds requested must be allocated for ongoing sustained, intensive, high-quality professional development that focuses on integration of instructional technology tools and strategies into daily teaching and learning and that is based upon a research proven model. The scope of this professional development plan needs to include professional development for collaborative teams comprised of a school library media specialist and classroom teachers from the same school and their building principal. The Project Manager/Facilitator needs to implement the **same high-quality professional development plan** for all project participants from all LEA schools and/or from all LEAs included as part of the eligible local partnership.

- The professional development plan shall prepare and support several district collaborative

instructional teams that include a school library media specialist, classroom teachers and building principal from the same school as effective users of instructional information and technology learning tools and strategies and as professional mentors/coaches within their local school learning community.

- The professional development shall provide **the same training and instructional strategies to all project participants** for integration of advanced instructional and learning technologies for students and for professionals, including emerging eLearning technologies, into curricula and instruction and in using those technologies to create scientifically-based ICT (Information and Communication Technology) 21st Century learning environments defined by the Partnership for 21st Century Skills and shown to raise student achievement and to improve teaching.
- Professional development components need to be aligned with Subchapter II-PI 34.02 Wisconsin Teacher Standards and the *Context, Process and Content Standards* published by the National Staff Development Council (Revised, 2001). The specific standard addressed needs to follow the description of each professional development activity. (See Appendix A or www.NSDC.org for a list of these standards.) Professional development needs to address the nine key characteristics of effective professional development as defined by the Partnership for 21st Century Skills.
- A successful professional development plan includes a comprehensive program based on relevant research and research-proven model. The narrative section will be reviewed on whether the program goals, objectives, and activities will be met through implementation of a research-based comprehensive professional development program. Specific research studies and research-proven instructional strategies need to be cited within the narrative. This research-based professional development program will be implemented by the Project Manager/Facilitator uniformly for all educators of all LEAs that are participating in the approved project.

In previous Wisconsin Enhancing Education through Technology Competitive Projects two professional development sources, *Intel Teach to the Future Courses* and *Thinkfinity* resources, have promoted significant educator growth in the ability to effectively use instructional technology to foster higher student academic achievement. In addition, the project professional development program should incorporate high-quality Wisconsin resource portals, including *BadgerLink* and *WISCAT*, and *Ask?Away*, (Wisconsin's 24/7 virtual reference service). (See

Appendix E for more information describing these professional development programs.) FY2009 Wisconsin Enhancing Education through Technology Competitive quality proposals should incorporate these research-proven best-practice sources as part of its professional development program. Participation for educator teams in a DPI sponsored professional development symposium should be planned and budgeted.

Program Evaluation (Updated FY2009)

- In addition to the reporting requirements of the FY)(EETT program, ARRA has two additional reporting requirements. The first is that DPI must report on the status of ARRA programs quarterly, thus we will be asking that you turn in claims in a timely manner so that we can report timely data. Secondly, we will be asking how many jobs were saved or created by your program. We are expecting additional guidance from the U.S. Department of Education on the specifics of this requirement.
- Evaluation is a data-driven process. The basic evaluative process is to collect and *analyze data that will assist decision-making throughout the project* (formative) and at the end of the project (summative). This data will be reported to the Wisconsin Department of Public Instruction so that it can be compiled for federal reports required from the DPI. Program evaluation includes an analysis of both quantitative and *qualitative* data. *Evaluation will* determine the elements of the project that are working and those which need to be improved and changed. Sufficient resources need to be allocated to insure quality evaluation. A review of the evaluation data will be shared through the reporting and dissemination process.
- Each proposal needs to include a Program Evaluation Design that describes the process and accountability measures that the LEA or eligible local partnership will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction and in supporting higher student achievement. This design should include two parts: a Project Evaluation Plan and an Evaluation Management Plan. Appendix C is a sample logic map that shows the development of a Program Evaluation Design, plus the logic map of this model is located at <http://www.seirtec.org/evaluation/inst/Evalplanflow.pdf>. Appendix D includes additional information on Program Evaluation Design and sample forms for reporting program data.

- The elements of the Project Evaluation Plan include evaluation questions, indicators, methods/measures, specific benchmarks and results. The expansion of the Implementation Chart to include project evaluation data is recommended to be used as part of the mid-point and final reports.
- The Evaluation Management Plan includes ongoing project management evaluation activities, an evaluation timeframe, persons responsible for specific components, and specific evaluation resources/tools. This information is included in the mid-point and final report.
- The Project Evaluation Plan and the Evaluation Management Plan need to be directed by a qualified evaluation manager. Working with an External Evaluator is recommended. A brief description of the Project Evaluator's credentials, experience, and contact information needs to be included. This manager/evaluator will guide the LEA or eligible local partnership through an evaluation process that includes three steps:

1. Step 1: Set Goals and Objectives

- Evaluate student information and technology literacy and educator effective use of instructional technology used to foster higher academic achievement.
- Facilitate an analysis of district needs assessments included within the local district Information and Technology Plans for all LEAs to determine the project goals.
- Formulate and review evaluation questions.
- Establish rubrics, surveys, and other data collection tools.
- Use the same instruments for collection of baseline, and final data.

2. Step 2: Collect and Analyze Data

- Collect data at three points: baseline data, mid-point narrative, and end point data.
- Data collection tools may include surveys, focus group interviews, classroom observations, and artifact analysis.
- The same instruments must be applied at each data collection point.
- Score and analyze data.
- Review data with participating LEAs.
- All educators must reflect upon instructional design and student work

samples during the final project analysis. OR This reflection process may be inserted at the mid-point of the project, following the lesson design and implementation, so the educators can change instruction before the end of the project.

3. Step 3: Recommend and Report

- Analyze all data sets.
 - Present findings and recommendations in a baseline and final report and within the mid-point narrative.
 - Submit each report to the Wisconsin Department of Public Instruction and disseminate evaluation data to applicable audiences.
- Sufficient resources need to be budgeted for project evaluation.

Dissemination Plan (Updated FY2009)

- Budget includes participation in a WDPI project for dissemination to applicable educators, upon request.
- Districts within the eligible local partnership need to collaborate with each other in this dissemination as well as the evaluation process, so that the products and lessons from these projects are shared across the eligible local partnership and the state when applicable. These regional networks should strengthen the project outcomes that foster higher student achievement.
- The dissemination process should connect with the evaluation plan.
- Four (4) forms of dissemination are envisioned:
 1. Recipients will be encouraged to observe, collaboratively develop, reflect upon, and contribute to each other's lessons and student assignments and work samples supported by this project.
 2. Grant recipients will reflect upon and share the products of their work and student work samples (e.g., lesson plans, curriculum maps, professional development programs, student work samples and coaching/mentoring design) with educators within their consortium and throughout the state; and
 3. All recipients will share descriptions and analyses of their projects (e.g., narratives of their process, discussion of what worked well and what did not

work, lessons learned, and reflections) with Wisconsin educators attending professional workshops, institutes, or conferences.

4. Each project will contribute video of best practices to a WDPI website highlighting Wisconsin EETT educational models that effectively use educational technology to foster raising student achievement and narrowing the achievement gap.

The dissemination process may involve publication and virtual professional exchanges – such as a web-based clearing house/portal, video conferencing, and online mentoring. In order to accomplish this task, the collaborating districts will need to establish common formats for reporting and sharing their products and projects and for interactive conversation and reflection with project peers on the lessons plan components, effective instructional use of technology and student work samples. The project manager or the project evaluator will facilitate the sharing of work and professional conversations among critical friends.

The dissemination process will need a project manager or evaluator who will facilitate the sharing or publication of lesson plans or instructional activities, presentation design, and a sharing platform and timeline.

The dissemination process may involve either face-to-face or virtual site visits. These visits could be accomplished in many ways:

- Perhaps a single person or team of participants will travel from site to site among the collaborating districts, providing a reflective eye for each participant and sharing with each the best practices happening at the other sites;

OR

- Perhaps district teams will visit each other, acting as “critical friends” and “mentors”;

OR

- The project may develop another plan for this dissemination component.

Other Allowable Activities

Note: All activities and instructional technology purchases need to be in support of the project goals and objectives that align with one or both of the Wisconsin program goals.

- Adapting or expanding existing and new applications of instructional technology to enable educators to increase student academic achievement through the use of teaching practices that are based on implementation of a relevant research-based comprehensive program that is designed to prepare students to meet challenging Wisconsin Model Academic Standards and to prepare them for successful application of 21st Century Skills.
- Acquiring and implementing proven and effective courses and curricula that include integrated information and technology literacy and are designed to help students, classroom teachers, and school library media specialists meet challenging core content Wisconsin Model Academic Standards and *Wisconsin's Model Academic Standards for Information & Technology Literacy*.
- Acquiring connectivity linkages and eLearning resources and services, plus providing just-in-time training for educator and student use of virtual learning in order to improve student academic achievement and to reach the goals of the project.
- Developing, enhancing, implementing and assessing an information and technology literacy curriculum that is integrated within the context of content area curriculum that is supported by this project. These measures of alignment, integration and student proficiency could include curriculum maps, curriculum units, daily lessons, teacher journals and student assessment instruments.
- Implementing performance measurement systems to determine the effectiveness of education technology programs funded under this subpart and to determine the extent to which activities funded are effective in:
 - Integrating technology into curricula and instruction,
 - Fostering student application of higher level critical thinking and problem-solving skills,
 - Increasing the ability of teachers including school library media specialists to teach with effective use of instructional technology tools for information problem-

solving, and

- Enabling students to meet challenging Wisconsin Model Academic Standards in core content areas and *Wisconsin's Model Academic Standards for Information & Technology Literacy*.

Maximum Grant Awards

Maximum Grant Amounts (Updated 2009)

The DPI must award EETT competitive grants that are of sufficient size and duration to carry out the purposes of the EETT legislation effectively. The minimum would be determined by the project but these guidelines will help identify maximum award amounts.

Consortium Award	
No. of Districts	Award up to
2-5	\$80,000
6-12	\$115,000
13 or more	\$155,000
20 or more	\$185,000
4 or more with 1 or more of the districts having enrollment in excess of 10,000	\$185,000
6 or more with 1 or more of the districts having enrollment in excess of 7,000	\$185,000

Single District Award	
Enrollment	Award up to
up to 999	\$8,000
1,000 – 2,999	\$12,000
3,000 – 3,999	\$18,000
4,000 – 4,999	\$24,000
5,000 – 9,999	\$35,000
10,000 and above	\$80,000

Note: Milwaukee Public Schools is eligible to apply for up to 11% of the distributable funds for the competition.

Resources

(The following resource list includes resources that foster information and technology literacy instructional strategies that promote higher student achievement. This list is representative and not all-inclusive. Applicants may utilize other research-based resources that foster higher student achievement.)

Professional Development Resources:

- Assess21 (Partnership for 21st Century Skills database of 21st Century Skills Assessments)
http://www.21stcenturyskills.org/route21/index.php?option=com_jlibrary&view=search&Itemid=198
- Association for Supervision and Curriculum Development <http://www.ascd.org/>
- Atomic Learning <http://www.atomiclearning.com/>
- ECB-PBS TeacherLine www.ecb.org/teacherline/index.htm
- Educational REALMS www.stemworks.org/ (Formerly ERIC)
- eduScapes <http://www.eduscapes.com/>
- eMINTS <http://www.emints.org/>
- George Lucas Educational Foundation: Instructional Modules
www.gleef.org/foundation/courseware.php
- Intel®Teach to the Future www.intel.com/education/teach
- IMSA 21st Century Information Fluency Project <http://21cif.imsa.edu>
- ISTE National Educational Standards Project NETS <http://www.iste.org>
- Learning Point Associates www.ncrel.org/tech/tpd/eval/index.html
- LoTi Connection <http://www.loticonnection.com/>
- McREL Using Technology with Classroom Instruction that Works
<http://www.mcrel.org/service/19/>
- National Staff Development Council Standards www.nsdc.org/standards/index.cfm
- my eCoach <http://my-ecoach.com/>
- Partnership for 21st Century Skills www.21stcenturyskills.org/
- School's Interoperability Framework (SIF) www.sifinfo.org/index.asp
- Southern Regional Education Board (SREB) Guideline for Online Professional Development
www.sreb.org/programs/EdTech/toolkit/Standards.asp
- Teachers Domain <http://www.ecb.org/education/index.htm>
- Using Technology with Classroom Instruction that Works
<http://www.mcrel.org/topics/Instruction/services/19/>
- Verizon Thinkfinity www.thinkfinity.org

- Wisconsin Educational Communications Board Education Services
<http://www.ech.org/education/>

Program Evaluation Design:

- The Capacity to Apply Project Evaluation (CAPE Project)
www.serve.org/Evaluation/Capacity/
- CARET Center for Applied Research in Educational Technology <http://caret.iste.org/>
- Metiri Group www.metiri.com/
- Model School Rubrics for School Library Programs
<http://maschoollibraries.org/dmdocumdnts/rubric.pdf>
- Quality School Library Program Evaluation
<http://slim.emporia.edu/kschool/docs/lib%20eval.pdf>
- School Improvement Planning Tool www.dpi.state.wi.us/sig/improvement/index.html
- State Educational Technology Directors Association (SETDA) www.setda.org
- SEIR*TEC Technology Program Evaluation www.seirtec.org/eval.html
- Student Learning Through Wisconsin School Library Media Centers
<http://dpi.wi.gov/imt/lmsstudy.html>
- Sun Associates www.sun-associates.com/evaluation.html

Student and Professional Evaluation Tools:

- CEO Forum STaR Chart www.ceoforum.org/starchart.html
- Certiport IC3 <http://info.certiport.com>
- Edusoft <http://www.edusoft.com/login.jsp>
- Grappling with Accountability
<http://www.bjpconsulting.com/products/grappling2002/index.html>
- ICT Literacy Assessment
<http://www.ets.org/portal/site/ets/menuitem.435c0b5cc7bd0ae7015d9510c3921509/?vgnnextoid=b8a246f1674f4010VgnVCM10000022f95190RCRD>
- IMSA 21st Century Information fluency Project <http://21cif.imsa.edu>
- Insight South Central RTEC Instrument Library
insight.southcentralrtec.org/
- ISTE Technology Support Index <http://tsi.iste.org/>
- ISTE Cot (Classroom Observation Tool) <http://tsi.iste.org>
- K to the 8th Power www.kto8.com/
- Levels of Technology Integration (LoTi) Connection <http://www.loticonnection.com/>
- NETS Online Technology Assessment

http://www.iste.org/inhouse/resources/asmt/msiste/index.cfm?Section=NETS_OTA&CFID=9330961&CFTOKEN=7271341

- Profiling Educational Technology Integration (PETI) www.setda-peti.org/
- ProfilerPRO www.profilerpro.com/
- Route 21 <http://www.21stcenturyskills.org/rout21/index.php>
- SAILS: Standardized Assessment of Information Literacy Skills
<http://www.projectsails.org/>
- School Technology Needs Assessment (STNA)
<http://www.serve.org/Evaluation/Capacity/EvalFramework/resources/STNA.php>
- Taking A Good Look at instructional Technology (TAGLIT) www.taglit.org/
- TechPOINT Literacy Assessments <http://www.techpt.org/assessments.php>
- TechSteps <http://www.schoolkit.com>
- TechLiteracy AssessmentLearning.com <http://www.learning.com/>
- Technology Fluency Institute <http://www.techfluency.org/>
- Tech YES <http://techyoes.net/>
- TRAILS : Tools for Real-Time Assessment of Information Literacy Skills
<http://www.trails-9.org/>

Curriculum Development Resources:

- Columbia Education Center www.col-ed.org/
- Community Learning Network www.cln.org/
- Curriculum Resource Center www2.dpi.state.wi.us/sig/practices/high_2.asp
- Discovery Channel School Lesson Plans Library school.discovery.com/lessonplans/
- Education World www.education-world.com/
- Educators Reference Desk (source for Ask ERIC lessons) www.eduref.org/
- Intel®Teach to the Future www.intel.com/education/teach
- Kathy Schrock's Guide for Educators
<http://school.discovery.com/schrockguide/index.html>
- LessonPlansPage www.lessonplanspage.com/index.htm
- McREL (Mid-Continent Research for Education and Learning): Lesson Plan Library
www.mcrel.org/lesson-plans/
- netTrekker www.netTrekker.com
- PBS TeacherSource www.pbs.org/teachersource/
- Scholastic: Teacher Lessons Plans teacher.scholastic.com/index.htm
- Teacher Net www.teachnet.org/
- Teacher Planet www.teacherplanet.com

- Technology In Schools: What the Research Says
www.metiri.com/TechnologyinSchoolsReport.pdf
- ThinkQuest Library www.thinkquest.org/library/index.html
- Think.Com www.think.com
- Verizon Thinkfinity www.thinkfinity.org

eLearning Resources:

- Annenberg/CPB: Teacher Resources www.learner.org/
- Ask?Away http://dpi.wi.gov/rll/qp_form.html Awesome Library for Teachers
www.awesomelibrary.org/teacher.html
- BadgerLink <http://www.badgerlink.net/>
- Blue Web 'M: Knowledge Network Explorer www.kn.pacbell.com/wired/bluewebn/
- Curriculum Resource Center www2.dpi.state.wi.us/sig/practices/high_2.asp
- Discovery Educator Network <http://www.discoveryeducatornetwork.com/>
- EduHound www.eduhound.com/
- ENC Online www.goenc.com/
- Gateway to 21st Century Skills thegateway.org/
- Global SchoolNet Collaborative Learning Center www.gsn.org/center/index.html
- Instructional Media & Technology Team www.dpi.wi.gov/imt/index.html
- ISTE Educator Resources www.iste.org/resources/
- Intel®Teach to the Future www.intel.com/education/teach
- WISCAT <http://www.wiscat.net/agent/login.asp?cid=stwi&lid=stwi&mode=g>
- Wisconsin Connects <http://www.ltgov.state.wi.us/>

Frequently Asked Questions Adapted From the Official Guidance for EETT from the US Department of Education

Criteria for EETT Competitive Grants (Updated FY2009)

1. What criteria govern the distribution of EETT competitive grant funds?

Consistent with the purposes of the program, a State Education Agency (SEA), the Wisconsin Department of Public Instruction (DPI), has considerable flexibility in developing selection criteria and priorities for awarding EETT competitive grants to eligible local entities. Whether the award is made to a “high-need local educational agency” or an “eligible local partnership”, **the focus of the grant must be on addressing the needs of the high-need Local Education Agency (LEA).**

The legislation requires DPI to meet the following specific requirements in making these awards:

a. Priority to LEAs that receive insufficient amounts of EETT formula grant funds

In awarding EETT competitive grants, the DPI must identify the LEAs that are eligible local entities and that receive EETT formula grant allocations that are of insufficient size to be effective, and give priority to applications submitted by these LEAs.

Eligible local entities are LEAs which have a poverty rate of 11% (the mean) or higher based on census data.

2. What is the sufficient program scope and quality to meet the purposes of the EETT legislation effectively?

The DPI must ensure that any program supported with EETT competitive grant funds is of sufficient scope and quality to carry out the purposes of the EETT legislation effectively.

3. What criteria are applied when evaluating the grant application: (Updated 2009)

The evaluation criteria for the application will be judged by outside reviewers. They will consider the following:

Criteria 1: Does the application provide references to research that shows the model that the applicant is proposing has raised student academic performance in

other locations or situations? Does the project include research-proven resources such as Intel Teach to the Future and Thinkfinity, two professional development sources shown to enhance instruction and learning? *Does the project include Wisconsin's best practice resource portals, such as BadgerLink, Ask?Away, and WISCAT as part of the professional development plan? (Updated FY2009)*

OR

Is this project a part of a comprehensive, high-quality research study designed to show whether promising instructional technology practices raise student achievement?

This project meets the requirement of being structured on research-based solutions in NCLB. This requirement will ensure funding of solutions that have been proven to raise student achievement or projects which significantly raise our knowledge about which practices raise student achievement and which do not.

Examples of research and answers to critical questions may be found at the

- Center for Applied Research in Educational Technology (CARET) <http://caret.iste.org/>,
- Consortium of School Networking (CoSN) <http://www.cosn.org/resources/edc/index.cfm>,
- Educational Research Service <http://www.ers.org/>,
- Educational Technology Clearinghouse <http://etc.usf.edu/>,
- eMINTS <http://www.emints.org/> Learning Point Associates: Evaluation & Policy Group <http://www.learningpt.org/evaluation/>,
- Library Research Service <http://www.lrs.org/impact.asp> ,
- McREL Using Technology with Classroom Instruction that Works <http://www.mcrel.org/service/19/> and
- What Works Clearinghouse <http://w-w-c.org/>.

Criteria 2: Is research-based professional development a substantial part of the project as measured by the percent of funding spent on it? Past state needs assessments (LoTI, 1999-present; Metiri Study, 2000; enGauge 2001 to 2006) suggest that effective instructional use of educational technology has not permeated Wisconsin's classrooms enough to make a difference. **If classroom practice does not change, it is unreasonable to expect a change in student achievement.** Only by educating our educators in proven (research-based) instructional techniques that include educational technology, can we expect to improve student performance. Therefore, at least 25percent of the overall project funds requested must be used for ongoing, sustained, high quality professional development integral to this project for improving teaching and learning through the use of technology. This professional development should reinforcement 21st Century Skills supported by the Partnership of 21st Century Skills and the Wisconsin Department of Public Instruction. The project must be related to information and technology literacy standards and each district's combined information and technology plan. The professional development activities must support the teacher and administrator standards of PI 34.

Criteria 3: Is there a plan for each –school identified for improvement” that is included in the project? If there are schools identified as a –school identified for improvement” in a district that is an eligible local entity or that is part the eligible local partnership (consortium) the narrative must explain how these schools will be impacted. Schools identified for improvement are listed at <http://www2.dpi.state.wi.us/sifi/default.asp>

Criteria 4: Are all local private schools involved in the planning and development of the grant application? Local private schools must be involved in the planning and development of the grant application. These private schools must be invited to participate in the project implementation and evaluation.

Criteria 5: Does the project include **uniform professional development for all collaborative instructional teams comprised of a school library media specialist and classroom teachers from the same school?** The project should include ongoing professional development and support for these collaborative teams as they develop, implement and assess instructional units and lessons that utilize instructional technology tools and information problem-solving embedded within the context of content curriculum.

Criteria 6: Does the project focus on raising student achievement of all students? **Improved student achievement must be a primary aspect of the project being proposed and should be found in all sections of the application narrative.**

Criteria 7 Does the project have an effective plan for a Project Evaluation Design and thorough Dissemination Plan?

Criteria 8 Is the professional development plan consistently applied to all participants from each school district included in the project? Is this professional development plan consistently facilitated by the Project Manager for all of the participating school districts? Are 25% of the funds awarded to the project expended by the Project Manager for this project professional development plan? **Funds should not be distributed by the Project Manager or by the fiscal agent to individual project school districts for independent district projects.**

Eligibility

4. Who can be a fiscal agent?

If an eligible local partnership receives an EETT competitive award, an LEA must serve as the fiscal agent for the partnership. CESAs or other LEAs may be fiscal agents for a local partnership (consortium). CESAs may not apply individually. All fiscal agents should review the Fiscal Agent Policy developed by DPI. This policy may be found at <http://dpi.wi.gov/sfs/doc/fisagnt.doc>.

5. How is equitable distribution among urban and rural areas determined?

The DPI must ensure an equitable distribution of EETT competitive grant funds among urban and rural areas, according to the demonstrated need of those LEAs serving the areas. Awards will be made to achieve, as close as possible, an equitable ratio between rural and urban districts.

6. What is an “eligible local entity” for purposes of an EETT competition?

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

7. What is a “high-need local educational agency”?

- b. A ~~high~~-need local educational agency” is an LEA that meets the following two criteria:
- o A ~~high~~ need local educational agency” are those LEAs in the state with the highest numbers or percentages of children from families with incomes below the poverty line*; (In Wisconsin this has been determined to be 11% or greater. A list may be found online at <http://dpi.wi.gov/imt/doc/eligibility08.doc>.)

AND

- o Serves one or more schools identified for improvement under Section 1116 of the ESEA, or has a substantial need for assistance in acquiring and using technology.
- c. 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 website at <http://www.census.gov/hhes/www/saipe/>.)

8. What is an “eligible local partnership”?

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

- a. 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.
- b. 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.
- c. 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.
- d. A public or private nonprofit organization with demonstrated expertise in the

application of educational technology in instruction.

The partnership may also include other LEAs, educational service agencies, libraries, or other educational entities appropriate to provide local programs.

9. Is the state required to assist LEAs in applying for EETT competitive grant funds?

Yes. The WDPI must identify the LEAs that have the highest number or percentage of children from families with incomes below the poverty line and the greatest need for technical assistance in developing local applications. The WDPI must provide technical assistance to all eligible LEAs or eligible local partnerships.

Local Application Requirements (Updated FY2009)

10. To receive EETT funds, does an LEA or eligible local entity need a certified educational technology plan?

Yes. Before receiving EETT funds, an eligible applicant must have a current certified long-range strategic educational technology plan that is consistent with the objectives of the *Wisconsin Educational Information and Technology Plan PK-12* and that addresses the statutory local plan requirements. These requirements are located at <http://www.dpi.wi.gov/imt/tekcert.html>

The applicant does not have to develop a new technology plan for the EETT program, but may use its current certified technology plan, modified as necessary to comply with the requirements of the EETT legislation and the current project needs assessment. As an LEA, CESAs must also have a current certified technology plan. If the LEA's certified plan expires on June 30, 2009 a new plan must be certified prior to payment of the LEA final claims for all No Child Left Behind Consolidated Program Title funds for FY 2009.

11. What information must be included in a local technology plan?

These requirements are located at <http://www.dpi.wi.gov/imt/tekcert.html>

12. What information must be included in a local application plan for EETT funds?

In addition to the elements of a required local technology plan all applications must include:

- a. Description of Need-** Describe the need or problem identified from the district(s) Combined Information & Technology Plan(s) and analysis of needs assessment data that

is generated for this project. Identify why funding from the Enhancing Education through Technology (EETT) is needed resolve this need and to implement this project. Include schools identified for improvement that are within the project districts and specifically identify the needs of this(these) school(s) and how this project will assist with each school's improvement plan. Improved student achievement must be a primary aspect of the project being proposed and should be found in all sections of the application narrative.

b. Planning and Partnerships-

- **Process-** Describe the process of planning the project. This narrative must include discussion of private schools and local agencies and their participation in planning this proposed project

- **Participation-** Describe who was involved in planning the project, including groups/agencies such as business, industry, public libraries, literacy programs, and institutions of higher education that will be involved in the project. Explain how private schools within your district's boundaries were involved in developing the proposal. The narrative should include a description of how business, industry, and other public and private agencies, including public libraries, literacy programs, and institutions of higher education, will participate in the implementation, ongoing planning, evaluation and support of the program.

c. Goals and Objectives- List the project goals and objectives. A goal is a broad, long-range ideal that provides general direction. An objective is a specific, measurable outcome of your project. State the project objectives in terms of measurable end results of the project rather than project methods or activities. The project objectives also should serve as criteria for the evaluation of the project. Goals and objectives must be aligned to the identified need. Please use the chart format provided in the guidance document to list your goals and objectives. This chart should be included within the 14 page limit.

d. Implementation, Budget, and Funding Strategies- List the activities to be performed to achieve the objectives. These include what will be done, how it will be done, by whom, and what materials/equipment/contracts will be needed. Include a timeline for implementation. Explain costs related to the items explained in the implementation strategies and budget summary. This could be in narrative and chart format. Appendix B provides a sample implementation chart. Improved student achievement must be a

primary aspect of the project being proposed. Forty percent of funds must be used for professional development that is uniformly implemented across the entire district or eligible local partnership and that is facilitated and expended by the Project Manager. Any schools identified for improvement must be identified and the proposal must define how the school will be impacted by the project. This chart should be included within the 14 page limit.

- e. **Evaluation Process – Describe how the project will be evaluated.** Include a Program Evaluation Design that includes a Project Evaluation Plan and an Evaluation Management Plan. Indicate the measurement tools such as surveys, inventories, and reports which will be used to determine the extent to which the project meets each of the objectives. Describe the credentials of the Project Evaluator who will manage the program evaluation design and what methods will be used for data gathering and analysis. Specific activities should include establishing and reporting baseline data and project timeline, narrative update and current timeline at mid-point and data analysis and reporting of results in the end of project evaluation report. Student achievement and teacher integration of instructional technology should be looked at in both short term and long term views. Evaluation of student achievement should reflect both. See page 11 and Appendix D of this guidance document for details describing an acceptable evaluation design for the project. Sufficient resources need to be allocated for project evaluation.

- f. **Dissemination** – Sufficient resources need to be allocated for the dissemination and sharing of the project to interested educators throughout Wisconsin, including within the project district(s). The Dissemination Plan needs to describe the dissemination process and it needs to include participation in Wisconsin Department of Public Instruction professional development sessions upon request of the Instructional Media and Technology Team.

13. May an LEA that does not yet have the required local technology plan be awarded EETT funds in order to develop a plan?

An LEA may be awarded EETT funds to develop a local technology plan only if it receives a waiver to do so. Assuming that the applicable waiver criteria are met, the waiver may be granted by the US Secretary of Education. (As of April 3, 2009, no Wisconsin district has received a waiver to develop an LEA technology plan.)

Local Uses of Funds

14. Must an EETT grant recipient use a portion of its funds to support specific types of activities? (Updated 2009)

Yes. Each EETT competitive subgrant recipient is required to use:

A minimum of twenty-five (25) percent of its awarded funds to provide ongoing, sustained, and intensive, high-quality professional development that is aligned to the *National Staff Development Council Standards* and Subchapter II, PI 34.02 *Wisconsin Teacher Standards*. The recipient must provide professional development based upon a research proven model or as part of a research study in the integration of advanced technologies, including emerging technologies, and information & technology literacy skills into curricula and instruction and in using those technologies to create new engaging and interactive learning environments that foster high student achievement. This professional development should include training and support for collaborative teams that include a school library media specialist, classroom teachers and building administrator from a single school that is uniformly implemented across the entire district or eligible local partnership and that is facilitated and expended by the Project Manager.

- a. The professional development requirement does not apply if the EETT recipient demonstrates, to the satisfaction of DPI, that it already provides to all teachers in core academic subjects, such professional development based on a review of relevant research. The remaining funds are to be used to carry out other activities consistent with the purposes of the program and the district's local combined information & technology plan.
- b. Sufficient resources need to be allocated for ongoing, sustained, intensive program evaluation. These funds may be used for designing program evaluation tools, implementation of the evaluation instruments, and collection and analysis of the evaluation data. A portion of these funds may be used for compensation of an external evaluator or a local qualified project evaluator selected by the LEA or eligible local partnership.
- c. Sufficient resources need to be budgeted for dissemination and sharing of the project with all districts within the project and to interested educators throughout Wisconsin. Five forms of dissemination are envisioned: (Updated 2009)
 - (1) Grant recipients will reflect upon and share the products of their work (e.g., lesson plans, curriculum maps, professional development programs, and coaching/mentoring

design) and student work samples with educators within their consortium and throughout the state;

(2) All recipients will share descriptions and analyses of their projects (e.g., narratives of their process discussion of what worked well and what didn't work, lessons learned, and reflections) with interested Wisconsin educators;

(3) Recipients will be encouraged to observe, collaboratively develop, reflect upon and contribute to each other's work and student work samples supported by this grant; and

(4) Each project will participate in one professional quality best practice video to be shared with Wisconsin educators and other interested national educators.

(5) Upon request a minimum of three project representatives will attend, present, and collaborate at an institute workshop, or conference sponsored by the WDPI. The Project Manager and the Project Evaluator need to attend a one-day technical assistance workshop to be held in November 2009. **Each approved project needs to budget funds from this grant to support attendance of at these WDPI sponsored events.**

- d. Only instructional technology hardware and software that support implementation of the professional development of this project in the participants' classrooms and school libraries and/or that directly support the professional training of this project may be purchased with Title IID Competitive Grant funds.

15. What other activities might a grant recipient support with EETT funds?

See "Other Allowable Activities" located on page 18 and 19 of this document.

EETT Accountability

16. How will LEAs and eligible local entities including CESAs be held accountable under the EETT Program?

- a. LEAs and eligible local entities must have current and certified long-range technology plans that are consistent with the objectives of the *Wisconsin Educational Information & Technology Plan PK-12* and the *National Education Technology Plan*. Like SEAs, they

must develop strategies for improving student academic achievement through the effective use of technology in classrooms, including improving the capacity of teachers to integrate technology into curricula and instruction. Furthermore, they must set specific goals, aligned with state standards, for using advanced technology to improve student academic achievement.

- b. To help ensure accountability for EETT funds, LEAs and eligible local entities must also develop a process and accountability measures that they will use to evaluate the extent to which activities funded under the program are effective:
 - 1. in integrating technology into curricula and instruction;
 - 2. in increasing the ability of classroom teachers and library media specialists to teach with instructional technology; and
 - 3. in enabling students to meet challenging state standards.
- c. Because the EETT program is a state-administered program, the WDPI is responsible for ensuring that LEAs and eligible local entities comply with EETT statutory requirements. In addition, as part of its evaluation of the program, WDPI will examine the extent to which LEAs and eligible local entities have effectively used funds to meet the goals of the program.

INTERNET SAFETY

17. How do the requirements of the Children’s Internet Protection Act (CIPA) affect LEAs that receive EETT funds?

Subpart 4 of the EETT legislation incorporates into the ESEA the requirements of the Children’s Internet Protection Act (CIPA). These provisions require LEAs to certify, under certain circumstances, that schools have adopted and are enforcing Internet safety policies. As a condition of participating in the EETT program, LEAs must submit a CIPA certification form to their SEA. **The CIPA requirements in the ESEA apply with respect to elementary or secondary schools that do *not* already certify compliance with CIPA as part of the E-rate process and for which EETT funds are used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet.** The CIPA requirements in the ESEA do not apply to schools that already certify compliance with CIPA as part of the E-rate process. (These schools are governed by other CIPA provisions and must submit their CIPA certifications to the Federal Communications Commission.)

18. What kind of CIPA certification must an LEA file with the DPI?

An LEA seeking EETT funds must certify to WDPI that *one* of the following conditions exists:

OR

- a. Every ~~“applicable school”~~ has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA. (An ~~“applicable school”~~ is an elementary or secondary school that does *not* already certify compliance with CIPA as part of the e-Rate process and for which EETT funds are used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet.)

OR

- b. 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 secondary schools that do not receive e-rate services under the Communications Act of 1934, as amended.

Information about CIPA certification is located at <http://dpi.wi.gov/pld/cipafaq.html> .

Equitable Participation of Private School Students and Educators

19. What do the equitable participation provisions require LEAs and eligible local entities to do?

- a. LEAs and eligible local entities must engage in timely and meaningful consultation with appropriate private school officials during the design and development of programs and continue the consultation throughout the implementation of these programs. Therefore, for both EETT formula and competitive awards, the consultation should begin during the development of the local grant proposals. Eligible LEAs that seek both competitive and formula funding under EETT may engage in consultations that simultaneously involve the EETT competitive and formula grants.
- b. LEAs and local entities must provide, on an equitable basis, special educational services or other benefits that address the needs under the program of children, teachers, and other educational personnel in private schools in areas served by the LEAs and local entities. Expenditures for educational services and other benefits for private school children, teachers, and other educational personnel must be equal, taking into account the number

and educational needs of the children to be served, to the expenditures for participating public school children.

20. What if there are not private schools located within our district?

As you complete the narrative, explain that you do not have any private schools located within your district that selected to participate in Title IID Competitive program on the district Consolidated Application.

Impact of Transferability Provisions on the EETT Program

Transferability applies to the formula funds only. The competitive EETT awards are not eligible for transfer.

Carryover and the EETT Program

Carryover of funds is not allowed in the competitive grant portion of NCLB Enhancing Education Through Technology: Title II Part D.

Application Requirements

Your application will not be considered unless all of the requirements are met.

1. The application must be accompanied by **one** copy of the needs assessment used for planning, if it is of your own design or not available online. If the needs assessment is available online, provide the link to this document.
2. For a consortium, copies of the needs assessment above for each Local Educational Agency (LEA) must accompany the application as needed.
3. The narrative portion of the application must be spaced one and one-half lines and printed in a standard font in 12-point type or larger. Charts and tables within the narrative may be single spaced and 10-point font. Margins should be one inch on all sides. **All required information in Sections V - VII must be included within the maximum of 14 pages.** The Appendices should include the needs assessment described in part 1 of this section and the logic map for the evaluation plan. Additional Appendices will not be read by the Reviewers. Section IX Budget Summary and Section X Consortium Verification are not included within the maximum of 14 pages.
4. **Five copies** of the application must be submitted. One **must** have original signatures and be identified as the original.
5. The application **must** include a PI-9550-A form with an original signature for **each** private school within your **district(s) unless this form was included as part of the district**

consolidated application for formula funds submitted by July 1, 2009.

6. The application must arrive at the Department of Public Instruction, Instructional Media and Technology Team office by 4:30 PM on October 9, 2009. The Instructional Media and Technology Team office is located on the third floor of the GEF 3 (General Executive Facility), 125 S. Webster Street, P O Box 7841, Madison, WI 53707-7841 in section A3.

Timeline (UPDATED FY2009)

- Application form will be posted on the Instructional Media and Technology website by September 8, 2009.
- Technical Assistance provide between September 10th and via the DPI Mediasite. This session will be archived. Contact Donna Steffan at 608-267-1282 or donna.steffan@dpi.wi.gov for assistance.
- Applications due to WDPI by 4:30 pm on October 16, 2009.
- Prescreening and grant application review will be completed by October 30, 2009.
- Grants will be awarded by November 6.
- Projects begin immediately.
- Projects will be completed by September 30, 2011.
- Projects evaluation reports will be due
 - Baseline data and timeline to WDPI by January 20, 2010
 - Mid-Point Narrative to WDPI by October 20, 2010
 - Final Report to WDPI by November 30, 2011.

Appendix A (Updated FY2009)

National Staff Development Council Standards for Staff Development (Revised January 20, 2005)

Context Standards

Staff development that improves the learning of all students:

- Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)
- Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
- Requires resources to support adult learning and collaboration. (Resources)

Process Standards

Staff development that improves the learning of all students:

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
- Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
- Prepares educators to apply research to decision making. (Research-Based)
- Uses learning strategies appropriate to the intended goal. (Design)
- Applies knowledge about human learning and change. (Learning)
- Provides educators with the knowledge and skills to collaborate. (Collaboration)

Content Standards

Staff development that improves the learning of all students:

- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)

These standards can be located at www.NSDC.org.

21st Century Skills Professional Development (Added FY2009) A Partnership for 21st Century Skills e-paper October 2007.

http://www.21stcenturyskills.org/route21/images/stories/epapers/r21_pd_epaper.pdf

Appendix B

Recommended format for an Implementation Table that includes the identified need with project goals, objectives, and activities—feel free to reproduce this grid to include as many goals as needed for your project. When creating your own word table, or other chart, please be sure to include the column headings found on this example. One or both of the Wisconsin goals need to be addressed. Additional goals may be added. This chart is not part of your narrative page limit total and it does not replace the Program Evaluation Plan, Budget and Budget Summary.

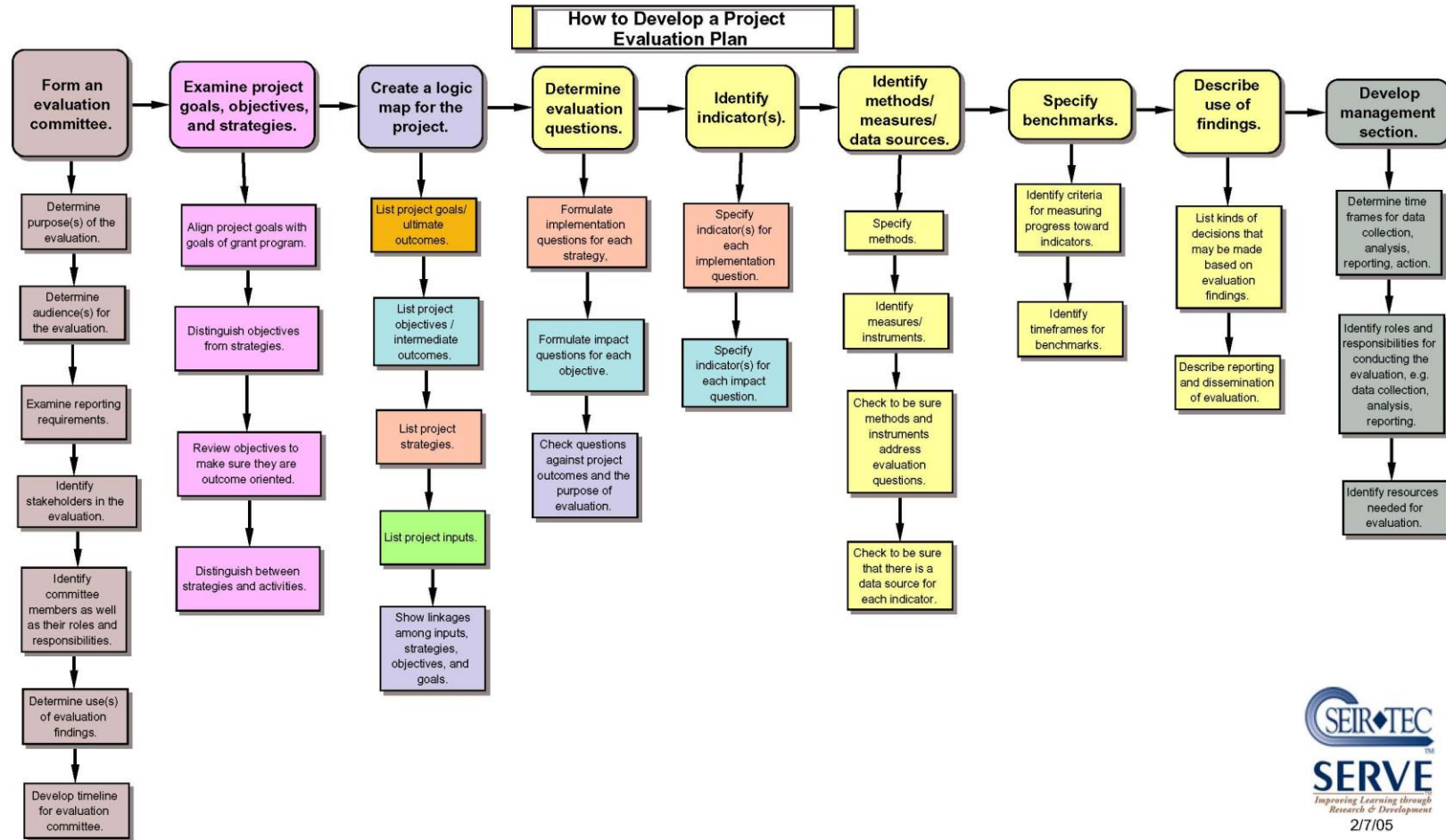
Sample Implementation Plan

Identified Need:					
Goal 1. Assist LEAs and eligible local partnerships in implementing and supporting a comprehensive system that effectively uses technology in elementary and secondary schools to improve student academic achievement;					
Objective (s)					
Implementation Strategy (Activity)	Person Responsible	Timeline	Evaluation Tool	Resources & Budget	PI34 Teacher/ Administrator Standard & NCSD Standard
Goal 2. All teachers in the target group participating in professional development on education technology will be qualified to use technology as a tool for teaching and learning and will increase their use of technology as a tool to support student academic achievement.					
Objective (s)					
Implementation Strategy (Activity)	Responsible Person	Timeline	Evaluation Tool	Resources & Budget	PI34 Teacher/ Administrator

					Standard & NCS D Standard

Appendix C

Sample Program Evaluation Design Logic Map



Appendix D

**Enhancing Education Through Technology Competitive Grant
Baseline, Mid-Point Narrative and Final Performance Report - Round 7**

Midpoint Reporting period: Start – January 20, 2010

Due Date: February 15, 2010

Mid-Point Narrative due October 20, 2010

Final Reporting period: January 20, 2010 – September 30, 2011

Due Date: November 30, 2011

This reporting format and content will be edited after the WDPI receives final guidance on USDoE data requirements during the first week in May. The project identifiers will remain the same.

Instructional Media and Technology Team
Wisconsin Department of Public Instruction
Attn: Donna Steffan
125 S Webster PO Box 7841
Madison, WI 53707-7841

For more information about completing the report, please contact Donna Steffan, EETT Competitive Grant Consultant, at (608) 267-1282 or by e-mail at donna.steffan@dpi.wi.govs.

EETT07 Project Code: _____

Project Name (Consortium or LEA):

Project Abstract

Project Contact Person:

Name: _____ **Title or Role:** _____

Telephone: _____ **E-mail:** _____ **Fax:** _____

Project Manager (If different from Contact Person):

Name: _____ Title or Role: _____

Telephone: _____ E-mail: _____ Fax: _____

Project Evaluator:

Name: _____ Title or Role: _____

Telephone: _____ E-mail: _____ Fax: _____

Fiscal Agent:

Name: _____

Officer of Fiscal Agency:

Name: _____ Title or Role: _____

Telephone: _____ E-mail: _____ Fax: _____

Districts and Educators Participating in this EETT Project: (This section needs to be completed in the Baseline Report and then verified in the Final Report. Repeat this Section for each participating school district. Each district participating in a consortium project needs to have a minimum of one building team, including a library media specialist, classroom teacher (s), and their building administrator.)

District Name: _____

School Name:

Total Number of Classroom Teachers in project _____

Total Number of Classroom Teachers _____

Total Number of Library Media Specialists in project _____

Total Number of Library Media Specialists _____

Total Number of Building Administrators in project _____

Total Number of Building Administrators _____

Total Number of Students impacted by project _____

Total Number of Students _____

Appendix E

AskAway Virtual Reference Professional Development Program

Program Overview

Participants will receive either in-person or web-based training on all aspects of the AskAway virtual service necessary to implement the service within a school or school district.

Program Activities:

- Participants will be trained on how to post the link to the AskAway service, how to train their students and colleagues on appropriate use of the service and how to staff the chat services.
- Participants will observe the AskAway virtual reference chat and service.
- Participants will post the link to the AskAway service on their library media center website.
- Participants will train their students and colleagues on appropriate use of the service.
- Participants will staff the chat service for their school on a periodic basis.

Program Scope: PD will be customized to meet the needs of the EETT Competitive Project

- Training will be delivered via web-based or face-to-face in three one-hour programs as follows:
 - Session 1: Introduction to the AskAway service and observation of the service
 - Session 2: Creating links to the service, handling questions during chat and follow-up procedures
 - Sessions 3: Practice on staffing the service and best practices for training students and staff on appropriate use of the service
- Participants will staff the chat service for 10 to 20 hours per school year. These hours may be worked during the school year or over the summer months.

Support provided by the Department of Public Instruction:

- Orientation to and training on the AskAway virtual reference service for library media specialists, librarians, teachers, technology staff or CESA staff members
- Documentation on the AskAway virtual reference service, including software and procedures
- Links to the AskAway virtual reference service launch page(s)
- Monthly best practice sessions to reinforce procedures and tools
- Customizable materials designed to introduce students and staff to the AskAway service
- Ongoing training and support for program participants

Program Results:

- The end result will be implementation of the AskAway service in project schools with project participants engaged in the administration of the service, training of staff and students who use AskAway, and follow-up on student's questions.
- Participants will:
 - Implement AskAway as a school library resource
 - Educate their students and colleagues on the effective use of AskAway
 - Support AskAway as a virtual reference librarian for 10-20 hours per year.

For more information please contact Martha Berninger at 608-224-6168 or Martha.berninger@dpi.wi.gov

BadgerLink and WISCAT Professional Development Programs

Program Overview

Participants will receive, either in person or via web-based, training on BadgerLink, a high quality resource portal, and WISCAT, a strong statewide resource sharing community. This professional development program will build effective use of these high quality resources and will strengthen access to relevant learning resources for school educators and students. PD program will be customized to meet the needs of the EETT Competitive project.

Program Goal:

Implementation of a resource sharing program (borrowing and lending) through WISCAT, improved use of WISCAT tools and features for improved resource sharing efficiency, insured access to BadgerLink resources from home or school, and improved knowledge about access to high quality materials through these statewide programs by program participants and their students.

Recommended Training Activities

Participants will receive either in-person or via web-based training on WISCAT and BadgerLink.

BadgerLink

- Training will be delivered in 3 one-hour programs as follows:
 - Session 1: Introduction to BadgerLink and federated searching
 - Session 2 and 3 (maybe more depending on vendor response): Review and indepth training of the resources by vendor (Ebsco, TeachingBooks, etc.)
 - Session 4: Best practices for introducing BadgerLink to students and staff and creating links to resources

WISCAT

Basic level

- Participants will receive and review documentation describing WISCAT, the software, and the administrative tasks required to implement the service (1 hour)
- Basic interlibrary loan (ILL) processes and WISCAT functionality (1 hour)
- Federated searching of BadgerLink and library catalogs within the WISCAT environment (1 hour)

Intermediate level

- Intermediate ILL – Renewals, retries, recalls, special instructions, and barcode processing (1 hour)
- WISCAT cataloging functionality and bibliographic support services - Add/delete library holdings on records, batch updating and holdings replacement, and download MARC records for local catalog (1 hour)

Advanced Topics – *INDIVIDUAL SESSIONS OPTIONAL, BUT ENCOURAGED*

- Advanced ILL – Handling requests centrally for multiple schools (brokering), user records, problem resolution, and advanced functionality. (1 hour)
- Creating a link to WISCAT (Begin button or customizable Splash Page) on your school website (1 hour)
- Save time for library staff and for teaching staff and students with Patron-initiated requesting (1 hour)

For more information, contact David Sleasman at 608-224-6179 or david.sleasman@dpi.wi.gov.