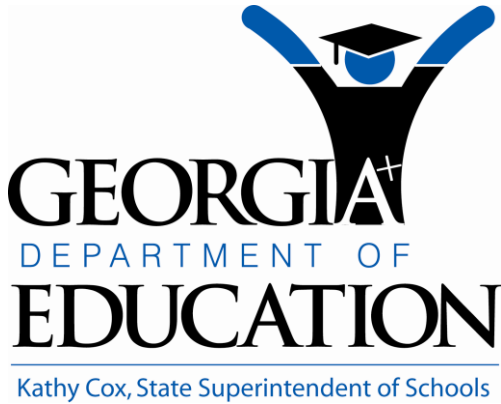


Increasing Student Literacy



Grant Application and Guidance

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

Georgia Department of Education
Office of Technology Services

ARRA Ed Tech Competitive Grant Application and Guidance Increasing Student Literacy

Purpose of the Program

According to Elementary Secondary Education Act legislation and US-ED Program Guidance, the primary goal of the Ed Tech program is to improve student academic achievement through the use of technology (see <http://www.ed.gov/programs/edtech/guidance-arra.doc> and <http://www.ed.gov/policy/elsec/leg/esea02/pg34.html#sec2401>). The Ed Tech ARRA funds provide an unprecedented opportunity for to implement 21st century classrooms using innovative strategies that enhance instruction, facilitate teaching and learning, and improve student achievement.

The primary goals of the Title II, Part D ARRA grant for **Increasing Student Literacy** are to:

1. Create a model that will build capacity for using technology to improve literacy that can be replicated throughout the state.
2. Leverage the Lexile Framework® to improve student reading and writing scores.
3. Increase Georgia’s capacity to provide high quality literacy professional learning opportunities.
4. Increase student technology literacy by providing students opportunities to use digital media tools.

Rationale

Georgia is one of among 48 states crafting a set of core educational standards. The first set of standards created is the “[Common Core State Standards](#) (CCSS) for English Language Arts and Literacy in History/Social Studies and Science”. The focus of these standards is to ensure that all students are college and career ready in literacy no later than the end of high school. Through the implementation of the [Georgia Performance Standards](#), Georgia’s teachers and students are already experiencing a rigorous literacy curriculum and have built the foundation to meet the CCSS.

A key component of literacy improvement is the ability to identify the complexity of text and provide students with frequent opportunities to read complex expository text. Georgia teachers currently use the Lexile Framework® as one qualitative measure of text complexity enabling them to select the most appropriate text for student literacy growth. The Lexile Framework® is also used to provide students with research proven effective practice to improve writing.

The core literacy standards serve as a foundation enabling students to reach other common core standards such as *Integration of Knowledge and Ideas Standard #7: Synthesize and apply information presented in diverse ways (e.g., through words, images, graphs, and video) in print and digital sources in order to answer questions, solve problems, or compare modes of presentation.* The National Educational Technology Standards for Students ([NETS-S](#)) also recommend student experiences with technology and digital resources to improve student literacy.

Example vertical activities provided include:

- Produce a media-rich digital story about a significant local event based on first-person interviews.
- Use digital-imaging technology to modify or create works of art for use in a digital presentation.
- Create original animations or videos documenting school, community, or local events.

This grant will investigate best practices for student use of technology and the Lexile Framework® to meet challenging core reading, writing, and digital literacy standards.

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Outcomes of the grant supporting Ed Tech goals include:

1. By participating in the ARRA Title II, Part D Increasing Student Literacy Competitive Grant, the teachers will:
 - a. Implement student use of grant recommended software that leverages the Lexile Framework® to select and assign the most appropriate text and writing assignments for student literacy growth and use reports to monitor student progress and make instructional decisions. (See Appendix A attached.)
 - b. Use the writing process to facilitate student creation of a media-rich digital story that meets the requirements for entry in the Georgia Movie Academy. (See Appendix I attached.)
 - c. Participate in regularly scheduled team meetings to determine the impact of the above student activities on student literacy growth and make decisions to plan for continued improvement.
 - d. Participate in a prescribed professional development series focused on using the Lexile Framework® and grant recommended software to improve student literacy. (See Appendix H attached.)
 - e. Participate in a prescribed professional development series focused on using the digital storytelling process to improve student reading, writing, and technology literacy. (See Appendix H attached.)
 - f. Participate in formative and summative grant monitoring and evaluation.
2. By participating in the ARRA Title II, Part D Increasing Student Literacy Competitive Grant, students will:
 - a. Receive regular opportunities to use grant recommended software to receive formative feedback while practicing writing skills and reading complex expository content-based text.
 - b. Increase their reading, writing, and technology literacy skills while producing a media-rich digital story as part of a problem-based GPS embedded assignment.
 - c. Participate in formative and summative grant monitoring and evaluation.
3. By participating in the ARRA Title II, Part D Increasing Student Literacy Competitive Grant, the grant school administrators will:
 - a. Select the grade levels and classrooms that will be involved in the grant.
 - b. Provide leadership support towards the identified grant outcomes.
 - c. Provide any needed scheduling assistance that maximizes collaboration time for participating teachers.
 - d. Provide appropriate and necessary technology support for effective use of technology by teachers and students in the grant identified student literacy classrooms.
 - e. Utilize the grant identified GaDOE [Keys to Quality: Unlocking Continuous Improvement](#) resources and related classroom observation tools to formatively inform and guide implementation of the grant outcomes.
 - f. Showcase the student digital projects to websites, civic clubs, news, cable TV, etc.
 - g. Use data provided from the Lexile Frameworks® for Reading and Writing to support the school's data team in determining proper interventions.
 - h. Participate in formative and summative grant observations and external evaluation.
 - i. Participate in a training session for Title II, Part D grant monitoring.
4. By participating in the ARRA Title II, Part D Increasing Student Literacy Competitive Grant, the participating grant schools will:
 - a. Implement guidelines and procedures that facilitate student use of the grant recommended software, hardware, and teacher participation in the professional development series to improve student reading, writing, and technology literacy.

Overview

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

The grants are designed to create a model that will build capacity for using technology to improve literacy that can be replicated throughout the state, leverage the Lexile Framework® to improve student reading and writing scores, increase Georgia's capacity to provide high quality literacy professional learning opportunities, and increase student technology literacy.

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Grant proposals must be uploaded to Georgia's Consolidated Application web site by 3:00 pm on Thursday, May 13, 2010. Each grant will be read and scored by approved and trained GaDOE grant readers. LEAs with multiple eligible schools may apply for each school that is eligible, and each school that applies from the same LEA will be read and scored independently. Awards will be made to the schools with the highest scores across the state, and no school will be awarded funds with an average rubric score less than 70. The GaDOE will ask the State Board of Education to approve awards at the June State Board Meeting. The grant award period of availability is July 1, 2009 – September 30, 2010 with a 12-month carry-over period from October 1, 2010 – September 30, 2011. The implementation period for this grant begins with the 2010-2011 school year. Equipment purchases and installation are to be completed immediately following the award, and every effort should be made to complete this no later than the beginning of the 2010-2011 school year. Participating team members may receive professional learning units based on successful participation and completion of grant related professional development.

If funded, for each school awarded the grant, LEAs must agree to:

1. Support technical platforms for classroom.
2. Monitor all devices to ensure student and teacher use is appropriate.
3. Complete all reports and provide associated data to the GaDOE.
4. Use grant funds to provide each designated classroom with the equipment and/or software/access identified in Appendix A.
5. Provide required electrical wiring and/or data cabling.
6. Participate in the job-embedded professional development series. (See Appendix H attached.)
7. Participate in a designated external evaluation of the program.
8. Participate in the required monitoring sessions and processes.
9. Optional: Participate in the Georgia Movie Academy. (See Appendix I attached.)

To assist LEAs in meeting these required objectives, the grant will provide a minimum \$93,538 to each school/LEA for the following:

\$23,385 (25%) for Professional Learning (Function 2210): As required under Title II, Part D, Sec. 2416, at least 25% of the awarded grant funds must be used to provide ongoing, sustained, and intensive, high-quality professional development. The professional learning funds must be spent in direct support of the grant outcomes in grant classrooms and with respective teachers at the selected school. For this grant, the professional development requirement may be fulfilled through an ETC/RESA with job-embedded professional learning and support for the grant outcomes as described in Appendix H.

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

\$66,161 for Equipment (Function 1000): The grant will provide approximately \$66,161 to equip five classrooms, one administrator, and the media center. Grant funds will be expended to provide the following hardware/software for 5 classrooms. Of this amount, \$4,309 is set aside for upgrades to existing infrastructure and internet connectivity as identified in Appendix A. In the event that the classroom meets the minimum specifications of existing infrastructure and internet connectivity in the designated grant school, the \$66,161 may be expended as identified in the following paragraph provided a waiver is obtained from the GaDOE.

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

Awarded schools/LEAs will select the equipment to be purchased based on the minimum hardware specification(s) provided in Appendix A. LEAs may choose to collaborate with an ETC or RESA in order to gain information on equipment that meets minimum hardware/software specifications. Wireless access points/hardware purchases

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may be recommended by the ETC or RESA supporting the LEA's identified infrastructure needs. If the cost of equipping the designated grant classrooms is less than \$66,161, remaining funds may be used to bring additional classrooms into the grant project or may be diverted to additional student equipment purchases or professional development, subs, and stipends that support the grant outcomes. The additional equipment must be appropriate for the grant goals and solely dedicated for use in the designated grant classrooms. If schools/LEAs choose equipment for which cost exceeds available grant funds, it will be the LEA's responsibility to provide the additional funds needed to purchase the required equipment.

\$3,993 for Evaluation (Function 2210): EDGAR Part 75, Subpart E - Sec. 75.590 "Evaluation by the Recipient" stipulates that a recipient shall submit a performance report, or, for the last year of a project, a final report, that evaluates at least annually

- a. The recipient's progress in achieving the objectives in its approved application;
- b. The effectiveness of the project in meeting the purposes of the program; and
- c. The effect of the project on participants being served by the project.

Awarded LEAs will participate on a GaDOE facilitated committee to select, purchase, and implement a grant-wide common pre and post assessment that will be used to demonstrate their student technology literacy. The GaDOE will designate the outside evaluator for the ARRA Title II, Part D Increasing Student Literacy Grant, and each school/LEA will be billed by the outside evaluator.

Eligibility

A list of eligible schools and LEAs is published on the GaDOE FY10 Title II, Part D ARRA web page in the document [FY10 Title II, Part D ARRA Eligibility List](#). Title II, Part D legislation requires that funds be awarded equitably across rural and urban districts according to the demonstrated need of those local educational agencies serving the areas. In addition, No Child Left Behind (NCLB) mandates that the GaDOE set eligibility criteria for the Title II, Part D competitive grants to ensure that LEAs applying for funds are among those with the "highest needs" in the state. GaDOE's criteria for determining "high need" eligibility for the FY10 competition are as follows:

An LEA shall be considered "high need" if:

- a. The percentage of children in poverty residing in the LEA's service area is above the state average of 17.97% according to the 2008 US poverty data provided to GaDOE Title I programs. See web link:
<http://www.census.gov/did/www/saipe/data/schools/data/2008.html>

-AND-

- b. The LEA has one or more schools identified as Needs Improvement (NI), Consequence Level One or higher, according to the 2009 AYP Final School Summary Report dated October 2009.

-OR-

- c. The ratio of students to computers in the LEA's service area is above the state average of 2.67 students to computers according to the 2008-2009 State Technology Inventory Survey.

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

Award Criteria

Total Funding Amount: Up to \$1,870,765 is available for awards through this grant program in FY10.

Award Amount: Awards will be \$93,538 per individual school.

Number of Awards: 20

Grant Award Period: July 1, 2009 - September 30, 2010, with a 12-month carryover period from October 1, 2010 - September 30, 2011. Funds must be expended during the approved grant period and may not be expended or obligated prior to approval and the execution of a grant agreement between GaDOE and the LEA.

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Program Evaluation

GaDOE will coordinate the program evaluation in conjunction with an external evaluator to be determined. All applicants will be required to:

- a. Complete a self-evaluation as outlined by the outside evaluator and GaDOE.
- b. Provide documentation on the progress towards identified grant outcomes.
- c. Report on the impact of the project on building a model for increasing student literacy that can be replicated in other school districts across Georgia.
- d. Conduct a common teacher and student technology literacy pre and post assessment that will be collaboratively selected by the participating grant schools.
- e. Provide grant funds towards the evaluation.

Additional data and classroom observations may be collected for the evaluation. All schools/LEAs will be required to work with the evaluators to schedule site visits and provide classroom level student data as requested. A final report documenting the results will be required at the conclusion of the grant period.

Technology Literacy Standards

The portion of the No Child Left Behind (NCLB) Act known as 'Enhancing Education Through Technology Act of 2001' (EETT) has a goal: "To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability." Applicants will be required to describe within the grant application their ability to participate in the collaborative grant-wide selection and implementation of a common assessment that will be used to demonstrate their students' level of technology literacy proficiency.

Allowable Expenditures

Only costs associated with implementing the GaDOE ARRA Title II, Part D Increasing Student Literacy Grant will be approved. Applicants should include in their budgets costs for professional development fees, stipends, substitute pay, travel costs for attending professional learning activities and conferences, travel for required meetings, student technology assessment fees, online classes, and appropriate teacher and classroom hardware and software that supports the grant purpose and outcomes.

Please refer to Appendix A to find minimum specifications for hardware/software.

Non-Allowable Expenditures

The following expenses are not allowed, but this should not be interpreted as an all-inclusive list.

Grant funds may not be used to:

- a. Supplant existing positions, programs, or services (i.e., salaried positions).
- b. Purchase computers for a computer lab.
- c. Purchase software, equipment, or services for classrooms outside of the grant classrooms.
- d. Purchasing furniture, desks, chairs, or other classroom equipment that is not instructional technology in nature.

In addition, funds cannot be obligated before the grant period and funds cannot be paid prior to any services being rendered.

Consultation Requirements

Equitable participation requirements in Subpart 1 of Part E of Title IX of the ESEA apply to the Ed Tech program. (See ESEA Section 9501(b) (1)). Therefore, LEAs and eligible local entities applying for Ed Tech funds must engage in timely and meaningful consultation with appropriate private school officials during the design and development of programs and continue the consultation throughout the implementation of these programs. The consultation should begin during the development of the local grant proposal. LEAs must sign off on the private school consultation form (Appendix D) upon submission of the LEAs grant application.

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LEAs and local entities must provide, on an equitable basis, special educational services or other benefits that address the needs under the program of children, teachers, and other educational personnel in private schools in areas served by the LEAs and local entities. Expenditures for educational services and other benefits for private school children, teachers, and other educational personnel must be equal, taking into account the number and educational needs of the children to be served, relative to the expenditures for participating public school children.

Private schools will not be responsible for implementing the Increasing Student Literacy Grant as described in this proposal. Their expenditures, however, must be aligned with the goals and purposes of the Ed Tech program as outlined in the Title II, Part D ARRA legislation and guidance (<http://www.ed.gov/programs/edtech/guidance-arr.doc> and <http://www.ed.gov/policy/elsec/leg/esea02/pg34.html#sec2401>).

Required Application Components

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

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

- **Proposal Narrative - Required (maximum 20 pages) with the following sections:**
 - (A) Project Personnel.
 - (B) Critical Academic Needs.
 - (C) Critical Technology Needs.
 - (D) Current Instructional Context and Needs Assessment.
 - (E) System Support for Grant.
 - (F) Local Implementation Plan.
 - (G) Evaluation Plan.
 - (H) Dissemination Plan.
- **Required Appendices:**
 - Cover Sheet Form – Required (Appendix B).
 - Assurances Form – Required (Appendix C).
 - Private School Consultation Form – Required (Appendix D).
 - ETC/RESA Agreement (Appendix E).
 - System Letter of Commitment Form – Required (Appendix G). The grant team of the five classroom teachers, the building administrator or academic coach, and the media or instructional technology specialist must sign the letter of commitment to indicate they have read, understood, and agree to the requirements of the grant and the professional learning sequence. The LEA Superintendent must also sign the letter.
- **Optional Appendices:** Additional system or school documentation to support grant application.

The Proposal Narrative, Required Appendices and any Optional Appendices must be converted to ONE PDF file before uploading to the Consolidated Application Web site, and should be named the same way for each applying school, i.e., AbcCo_XyzES_StudentLiteracy.

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

Proposal Format (10 points): The purpose of these instructions is to define the acceptable format for the grant proposal. All of the required components (Proposal Narrative, Required Appendices and Optional Appendices) must be contained in one and only ONE document that is converted to a PDF format before uploading. The Proposal Narrative has a maximum of 20 pages. Multiple documents uploaded to the Consolidated Apps will not be an acceptable format for the grant. The PDF Document file should be named the same way for each applying school, i.e., AbcCo_XyzES_StudentLiteracy. The proposal should follow these guidelines:

- The document should begin with the cover sheet (Appendix B).

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- Each document page should contain a header with the name of the grant, district name, and school name; the footer should contain page number and the date.
 - All grant proposals should use Times Roman font, with font size of 10, and be single-spaced.
 - Each section of the grant proposal should be clearly labeled/identified.
 - The document should contain the signed Assurances Form (Appendix C) and the signed Private School Consultation Form (Appendix D).
 - The document should contain the signed ETC/RESA Agreement (Appendix E).
 - The document should contain the signed System Letter of Commitment Form (Appendix G).
- (A) Project Personnel (15 points): The purpose of this section is to describe the individuals who will comprise the leadership team and their qualifications. The leadership must include, at a minimum, five classroom teachers, building administrator who will implement this project, and the media or instructional technology specialist. The purpose of this section is to demonstrate that these personnel are capable and qualified to manage the Increasing Student Literacy Grant. In determining the quality of this section, the following will be considered:
- Evidence that a complete team of project personnel has been assembled.
 - Evidence that all team members have knowledge of the grant application, grant purpose, and outcomes (Letter of Commitment signed by all members of the team).
 - The qualifications of the teacher(s) to support student use of technology to achieve grant outcomes.
 - The background of the school administrator in the areas of school improvement and educational leadership.
 - Provides evidence that all team members have knowledge of the grant purpose, outcomes, and the application (team members are engaged in the grant plan and share the grant outcomes and responsibilities, Letter of Commitment signed by all team members, etc.).
 - Evidence of past successes that can be attributed to proposed project personnel, especially in the areas of delivering rigorous instruction and leading school improvement initiatives.
- (B) Critical Academic Needs (10 points): In this section, the school/LEA will describe the current academic literacy needs that will be addressed by this grant. Proposals should include:
- Clearly define and document in table format (table may be attached as an additional appendix so as not to count toward the 20-page limit) the literacy need in core academic area(s) using well-established data sources and trend data over time.
 - Document academic needs that are “critical” (below state averages, keeping schools from making adequate yearly progress, or keeping schools on “needs improvement” lists).
 - Document academic needs in terms consistent with [Georgia’s Performance Standards](#).
 - Describes how the school can leverage the Lexile Framework® to improve student reading and writing scores.
- (C) Critical Technology Needs (10 points): This section describes the school/LEA’s need for technology-enriched environments. The school/LEA will outline their technology budgets and expenditures over the past three years to show their high need for technology funding supporting increasing student academic success.
- Describes the school’s need for improving technology environments which directly impact the literacy needs of the school.
 - Provide a table (table may be attached as an additional appendix so as not to count toward the 20-page limit) outlining the school/LEA’s technology budgets and expenditures over the past three years to show the need for increased technology funding.
 - Describe the school’s infrastructure needs in relation to the recommended infrastructure specifications listed in Appendix A.
- (D) Current Instructional Context and Needs Assessment (10 points): In this section schools/LEAs will (1) describe the current instructional context focusing on the courses identified in the application; (2) compare the current

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instructional context of these courses to the future goals and vision for these classrooms; and (3) clearly state how this grant will help these teachers move toward their goals. In rating this section, the following will be considered:

- Describes how this grant will help teachers move toward their goal(s) in support of increasing student technology literacy.
- Clearly states how the teachers will leverage the Lexile Framework® to improve the student reading and writing skills in the content areas.
- Provides a description of teacher's current instructional practices and content knowledge.
- States a commitment by the applicant to address specific learning goals, the [Georgia Performance Standards](#), the [Common Core State Standards](#), [NETS-S](#), and authentic, engaging instruction for their students.
- Gives evidence that grant goals are aligned to the school/LEA's school improvement plan.
- Provides evidence that the School/LEA has aligned the grant goals to the Georgia Department of Education [Keys to Quality: Unlocking Continuous Improvement resources](#).

(E) System Support for Grant (10 points): This section describes the willingness and ability of project staff, administrators, and teachers to engage in this type of instructional change and technology deployment. Actions described in this section should indicate that the LEA is prepared and committed to provide the necessary resources and support to implement the grant fully and effectively. In addition, the LEA is prepared and committed to provide the school sufficient operational flexibility to fully implement a comprehensive approach to substantially improve student achievement outcomes. The application should describe actions the LEA will take to maintain implementation of the processes and strategies that positively impact student achievement. The application should identify steps that will be taken to retain human, material, and financial resources after the funding period ends. In addition, the application addresses LEA support (e.g., policies, professional learning opportunities, protected time, etc.) for the actions and strategies that positively impact student achievement. Schools/LEAs must describe what types of specific system supports are currently in place that will assist them in fully implementing the grant or what types of system supports they will enact to support the grant teachers and the grant program. This section should also describe how the school/LEA would provide the necessary wireless access points, as well as electrical wiring for any required technology. A discussion of in-kind contributions is appropriate in this section.

- Specify the willingness and ability of project staff, administrators, and teachers to engage in this type of instructional change and technology deployment.
- Specify system supports that are currently in place to assist them in fully implementing the grant and/or what types of system supports they will enact to support the grant teachers and the grant program.
- Specify actions the LEA will take to maintain implementation of the processes and strategies that positively impact student achievement.
- Specify LEA support (e.g., policies, professional learning opportunities, protected time, etc.) for the actions and strategies that positively impact student achievement.
- Specify plan for retaining human, material, and financial resources after the funding period ends.
- Describes how school/LEA will provide the necessary infrastructure, internet capacity, and electrical wiring for the computers, ceiling mounted projectors, and interactive whiteboards.
- Identifies any in-kind contributions.

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

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- Specify specific curriculum resources, including software and online resources that will be made available to the grant teachers and students.
- Align to the Georgia Performance Standards, Common Core State Standards, and NET-S.
- Align to research and best-practice models of inquiry-based, project-based, or engaged learning.
- Specify examples of how the instruction/classroom activities occurring in the grant classrooms will change to encourage teachers to work collaboratively as a team and how they will be motivating, rigorous and beneficial to students.
- The type of formative assessments the teacher will employ to monitor student growth in understanding and critical thinking skills.
- Align grant activities to the CLIP.
- Align grant activities to *Keys to Quality: Unlocking Continuous Improvement* resources.

(G) Evaluation Plan (10 points): In this section, the school/LEA will outline how they will evaluate progress toward research-based instructional practices, using technology effectively for teaching and learning, improving students' technology literacy, and academic performance in critical need areas. Competitive preference will be given to proposals that provide:

- A description of the steps and process for assessing success in implementing the funded project.
- A description of specific measures to evaluate the extent to which the project increases the integration of technology into instructional practices.
- A description of the specific criteria used to measure the impact of the project on student achievement. At a minimum, CRCT or EOCT data submitted for 2009-2010 and 2010-2011 for the participating teachers/classrooms.
- A description of the ability to participate in a grant-wide common pre and post assessment that will be used to demonstrate their students' and teachers' 21st century skills.
- A description of the evaluation method(s) that will be used to demonstrate their students' technology literacy.
- A timeline for completing the implementation of the project and the evaluation steps. Both teacher and student data should be considered.

(H) Dissemination Plan (10 points): This section will include an explanation of what schools/LEAs expect to learn from participating in this grant; how they will use this information/increased capacity locally in the future; and how they will share what they have learned with others. Dissemination plans with the following qualities will receive competitive priority:

- Clear descriptions of what the school/LEA hopes to gain from participating in this grant program.
- Specific plans to share and use all acquired knowledge locally in the future.
- Specific plans to share what is learned with others beyond the school/LEA.
- Strong focus on disseminating information that will improve student achievement.
- Evidence of targeting specific audiences.
- Plans to develop specific, usable products that would be useful to others.
- The use of technology to aid dissemination activities.
- A dissemination plan that benefits a broad audience and a variety of stakeholders.
- High probability that others would respond to the school's/LEA's dissemination plan.

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

Other Scoring Components: In addition to the 115 points awarded for required narrative sections, readers will also be asked to provide a holistic score of up to 10 points based on the overall quality of the application and the

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

- Three (3) points if the LEA did not receive the FY10 Title II, Part D Competitive Grant; and/or
- Three (3) points if the LEA received FY10 Ed Tech formula grant award of \$5000 or less.

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

Grant Timelines

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

Contacts

For additional information or guidance concerning this grant, please contact your ETC or RESA (Appendix F) or the appropriate GaDOE representatives:

Wendy Grey, Title II, Part D Program Manager, wgrey@doe.k12.ga.us

Jane Henson, Title II, Part D Program Specialist, jhenson@doe.k12.ga.us

Grant Writing Assistance

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

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APPENDIX A: Minimum Hardware/Software Specifications

The following are minimum specifications for the ARRA Title II, Part D Increasing Student Literacy Competitive Grant. The specifications listed below provide the LEA with a general idea of the equipment that will be utilized in this grant. Detailed specifications and purchasing information will be provided upon grant award.

STUDENT TECHNOLOGY KIT

PC Laptop Specifications

- Processor: Athlon II M320/2.1 GHz or higher or equivalent Intel
- Memory: 4 GB RAM minimum
- Disk Space: 320 GB or larger
- CD/DVD Device: DVD±RW (±R DL)/DVD-RAM
- Video: Mobility Radeon HD 4200 or equivalent
- Network: Gigabit Ethernet – with 802.11 a/b/g/n
- Display: 15.6” Widescreen TFT 1366 x 768 (WXGA) or better
- Operating System: Windows 7
- General: Audio In/Out, 2 or more USB ports (3 preferred), external video port

Specs for Mac computer

- 2.26GHz Intel Core 2 Duo
- 4GB 1066MHz DDR3 SDRAM - 2x2GB
- 250GB Serial ATA Drive @ 5400 rpm
- SuperDrive 8x (DVD±R DL/DVD±RW/CD-RW)
- Keyboard (English)/User’s Guide
- Accessory Kit
- NVIDIA GeForce 9400M graphics

Student Camcorder (must have microphone jack and fit onto a tripod)

- High definition video support
- Widescreen video capture
- Digital still camera function (desired)
- Connectors:
 - Output: USB 2.0 (high speed), standard or mini HDMI, Composite Audio/Video
 - Input: 1/8” external microphone jack (stereo support desired), DC in
- 128 MB internal memory (minimum)
- SD/SDHC card expansion slot
- 8 GIG External Memory Card
- Tripod hole standard size

Wired External Lapel Microphone

- Omnidirectional
- 1/8” plug
- 10’ cord minimum
- Microphone clip to be included

Digital Still Camera

- Digital Camera Type: Compact
- 12 megapixel
- 4X optical zoom
- USB2 download capability
- Image stabilization
- Video recording capability
- Li-ion rechargeable battery

Tripod

- Floor-standing
- Quick release system
- Supports camera or camcorder
- Geared center support column
- Flip lock lever legs
- Material: Metal
- Built-in bubble level

USB Microphone

- Condenser, pressure gradient
- Cardioid pattern
- USB Digital output

External hard drive

- 320 Gigabytes minimum
- High speed USB
- Powered from USB bus

Headphone

- Mini-phone stereo 3.5 mm input

Case for laptop

- Zippered compartment for laptop
- Additional compartments capable of holding:
 - Digital camera
 - Camcorder
 - Microphones
 - External hard drive
 - Headphone

Stereo headphone “Y” adapter

- 3.5 mm male – 2 3.5 mm female

**ARRA Ed Tech Competitive Grant Application and Guidance
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TEACHER TECHNOLOGY KIT

PC Laptop Specifications

- Processor: Athlon II M320/2.1 GHz or higher
- Memory: 4 GB RAM minimum
- Disk Space: 320 GB or larger
- CD/DVD Device: DVD±RW (±R DL)/DVD-RAM
- Video: Mobility Radeon HD 4200 or equivalent
- Network: Gigabit Ethernet – with 802.11 a/b/g/n
- Display: 15.6" Widescreen TFT 1366 x 768 (WXGA) or better
- Operating System: Windows 7
- General: Audio In/Out, 2 or more USB ports (3 preferred), external video port

Specs for Mac computer

- 2.26GHz Intel Core 2 Duo
- 4GB 1066MHz DDR3 SDRAM - 2x2GB
- 250GB Serial ATA Drive @ 5400 rpm
- SuperDrive 8x (DVD±R DL/DVD±RW/CD-RW)
- Keyboard (English)/User's Guide
- Accessory Kit
- NVIDIA GeForce 9400M graphics
- VGA output adapter

Interactive Whiteboard

- 65"x45" or better
- Short-throw video projector, 2000 lumens or better (if needed)
- Includes all needed mounting hardware and cables
- Includes appropriate instructional and management software
- Installation/wall-mounted
- Acceptable Alternative: Video projector with built-in white-board capability
 - Requires clean, white wall space of appropriate size

Student Response System

- All day use capability
- LCD display for instructions, prompts, questions
- Multiple question type support including multiple choice, true/false, survey, fill-in-the-blank, and more.
- Unique student/teacher logins
- Software for question creation, data collection and display, system management
- Acceptable Alternative: Software based response system using laptops and/or hand-held devices (Ex: Poll Everywhere)

Mounted projector

- Display (native) Resolution: XGA/DVI (1024 X 768 including 1024 X 600) or better
- Brightness: 2000 or higher ANSI lumens
- Contrast Ratio LCD: 500:1 or better
- Contrast Ratio DLP: 2000:1 or better
- Aspect ratio: Switchable between 4:3 and 16:9
- Projector should have a zoom lens, focus, keystone correction and shift functionality
- Installation Orientation: Ceiling/Front, Ceiling/Rear, or Boom mount
- Environments: Windows and Mac compatible
- Mounted from ceiling and aligned
- Preferred: Cleanable (vs. replaceable) air filter
- Preferred: 2 XGA, 1 HDMI, Component Video, Left and Right Channel input connections (or better)
- Preferred: 3 years or longer manufacturer warranty including bulb replacement
- Projector should have the minimum specifications or better and should be a ceiling grade projector, not a portable projector
- Require Accessories for Projector:
 - VGA or DVI splitter/amplifier
 - Appropriate video cabling and projector mount

Sound amplification system

- AC power
- Minimum 2 line inputs that can be used simultaneously
- Minimum 2 microphone inputs that can be used simultaneously
- All inputs to be adjustable from main unit
- 1 line output
- Input connections: 3.5mm stereo mixed to mono
- Output connection:
 - Wireless microphone for teacher with remote level control for microphone and multimedia sources

Surge protector

- Minimum 3240Joules protection
- Minimum 330V Clamping
- Minimum 58dB EMI/RFI power filtering
- Complete Connectivity Protection for DSL/Dial-Up and Cable/Coaxial
- Minimum of 6 100% transformer block compatible, flexible outlets
- 15 amp Breaker
- 8- ft Extra-long Power Cord
- Limited Lifetime Manufacturer Warranty

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- Blue-LED Power Indicator
- Red-LED Protection Indicator
- Green-LED Ground Indicator
- Rubber skid-feet prevent sliding
- Rugged, drop-tested ABS casing
- Phone splitter with superior sidactor protection
- Gold plated coaxial connectors
- UL Listed

Case for laptop

- Zippered compartment for laptop
- Additional compartments capable of holding:
 - Digital camera
 - Camcorder
 - Microphones
 - External hard drive
 - Headphone

**MEDIA CENTER/TECHNOLOGY SPECIALIST
TECHNOLOGY KIT**

- 1 – Student Technology Kit as specified above

Lighting Kit

- Two 600 watt flood Lights with mounting rackets and bulbs
- Two umbrellas
- Two stands, minimum 5' height extended, maximum 24" closed
- Kit case to accommodate all components

1: 5 CD/DVD Duplicator

- PC Connection: 1 - High-speed USB port
- Master CD/DVD drive: 1
- Copy drives: 5
- Supported media: DVD±RW (±R DL)

Mid-Level HD Camcorder

- Equivalent to Panasonic HDC-HS700K (B & H Photo – 1399.95)
- 1920 X 1080p HD video
- Minimum 240 Gigabyte hard drive
- Slot for SD/SDHC/SDXC card
- Minimum 9 total megapixel, 3 CMOS sensor
- Minimum 3" LCD display
- Minimum 14 megapixel still image capture
- Optical stabilization
- Minimum 12X optical zoom
- Cold shoe
- Standard 3.5 mm microphone input
- Standard 3.5 mm headphone output

- Standard or Mini HDMI output
- USB 2.0 output
- Accessories to be included:
 - AC power supply/cable
 - Rechargeable battery
 - CD cable
 - A/V output cable

Tripod

- Equivalent to Davis & Sanford Pro Vista Tripod with FM18 Fluid head (B & H Photo – 189.95)
- Two-way fluid video head with quick release
- Bubble level
- Quick-release plate
- Dual adjustable pan handles
- Minimum of 68" - extended height
- Folded length - maximum of 35"
- Extendable center column
- Spiked feet
- Load capacity – 18 lbs. minimum
- Padded case

Wireless Lavalier Microphone

- Equivalent to Audio-Technical W88-18-829 (B & H Photo – 129.00)
- VHF lavalier microphone system
- Minimum of two switchable frequencies
- Camera mounted receiver
- 3.5 mm output
- 3.5 mm input connector
- Cardioid lavalier microphone with 3.5 mm connector/cable

USB Flatbed Scanner

- Hi-Speed USB, 48-bit color
- Maximum H-Optical Resolution 4800 dpi
- Maximum V-Optical Resolution 4800 dpi
- Flatbed Scanner

ADMINISTRATOR TECHNOLOGY KIT

- 1 – PC Laptop or Mac computer as specified above within the Teacher Technology Kit section

Case for laptop

- Zippered compartment for laptop

**ARRA Ed Tech Competitive Grant Application and Guidance
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RECOMMENDED INFRASTRUCTURE MINIMUM SPECIFICATIONS

Recommended Workstation:

To be successful implementing this grant, school workstations should meet the minimum standards for a “modern” computer as defined by the GaDOE Technology Inventory: Equal to or better than 1 GHz or faster processor, 1 GB of RAM, network capable or any Intel-based Macintosh – and thick/thin client workstation connected to any hosted solution. Further, workstations should be current on OS updates and have updated antivirus, anti-spyware, and firewall software installed.

Recommended School Network:

To be successful implementing this grant, the network in the school should consist of minimum 100BaseT switched connections in the classrooms (or wireless G or N) and gigabit connections between wiring closets.

Recommended Internet Connection:

To be successful implementing this grant, connection to the internet should be robust enough that a student or teacher typically experiences sub-second responses as they interact with various web sites. This would be accomplished via a 3 mbs or better connection to the school and a 45 mbs or better connection to the school system.

Software Specifications:

Digital Storytelling Movie Making

PC Platform

- For video editing: ULead Video Studio Pro X3 (from Corel)
- For Image editing: Adobe Photoshop Elements
- For music organization, sound and music creation/editing: iTunes, Sony Acid, Audacity
- For word processing: Google Docs
- Extra software suggestions: extra transition or special effect software

Mac Platform

- iLife software comes standard on Mac computers (iMovie, iTunes, iPhoto, Garage Band, iDVD)
- For video editing: iMovie
- For image organization/editing: iPhoto and Live Quartz (free download)
- For music organization, sound and music creation/editing: iTunes and Garage Band

- For word processing: Google Docs
- Extra software suggestions: extra transition and/or special effect software such as G3 Slick for Macintosh

Both Platforms (site license for district listed in Media/Technology Specialist set-up for grant)

For Royalty Free Music: Soundzabound – suggest web-based site license

Lexile Framework[®]-connected readability instrument and writing evaluation instrument that will indicate improvement in a student’s reading and writing scores

Oasis from MetaMetrics.

OR

An application that can fulfill the following needs:

- Provide for each student exposure over a long period of time to targeted reading and writing activities in the content area.
- Must be accessed via technology.
- Must be available for access on a daily basis.
- Must be an important tool to mitigate lost instructional time when students are away from school.
- Must provide research-based instructional activities targeted to a student’s reading and writing ability.
- Must provide automatic feedback/data used to update estimates of growth in both areas of reading and writing.
- Must provide informational reading that reflects various text complexities that are leveled based on a range of readability.
- Must provide grammar and mechanics feedback on a submitted writing piece for the purposes of editing.
- Must include research-based reading strategy activities that accompany each reading passage.
- Must integrate the reading and writing components.

**ARRA Ed Tech Competitive Grant Application and Guidance
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APPENDIX C: Assurances – Page One – ARRA – REQUIRED

Georgia Department of Education
Enhancing Education Through Technology (Ed Tech) Competitive Sub-grants

As a condition of receiving the state and federal funds for which application is made, the applicant's local board of education (Applicant) assures the following as required by the Elementary and Secondary Education Act (ESEA), No Child Left Behind (NCLB), in general, and Title II, Part D (Enhancing Education Through Technology) of NCLB which authorizes funding for this program. The text of the entire legislation is available online at <http://www.ed.gov/legislation/ESEA02/>:

GENERAL ASSURANCES

Supplement Not Supplant

Funds provided under these programs will supplement, not supplant federal, state, and other local funds that the applicant would otherwise receive.

Legal Compliance/Debarment/Lobbying/Reporting

1. Each program will be administered in accordance with all applicable federal and state statutes, regulations, program plans, and applications.
2. The control of funds provided under each program and title to property acquired with program funds will be in a public agency.
3. The Applicant will administer funds and property to the extent required by the authorizing statutes.
4. The Applicant will adopt and use proper methods of administering each such program, including;
 - a) The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
 - b) The correction of deficiencies in program operations that are identified through the audits, monitoring, or evaluation.
5. The Applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State Educational Agency, the Secretary of Education or other Federal officials.
6. The Applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal and state funds paid to Applicant under each program.
7. The Applicant will make reports to the State educational agency and the Secretary of Education as may be necessary to enable the agency and the Secretary to perform their duties under each program.
8. The Applicant will maintain such records, provide such information, and afford access to the records as the State educational agency or the Secretary of Education may find necessary to carry out the State educational agency's or the Secretary's duties.
9. In accordance with Part 85 of 34 CFR, neither the Applicant nor its principals are presently debarred or suspended from participation in programs by any federal agency.
10. In accordance with Part 82 of 34 CFR, funds will not be used for lobbying the executive or legislative branches of the federal government in connection with contracts, grants or loans and will report payments made with inappropriate funds for lobbying purposes.
11. The Applicant will comply with requirements of Sections 436 and 441 of the General Education Provisions Act (GEPA).
12. The Applicant will file reports in formats and at times specified by the Georgia Department of Education and/or the United States Department of Education.
13. The Applicant will cooperate in carrying out any evaluation of each program conducted by or for the State educational agency, the Secretary or other Federal officials.
14. The Applicant is in compliance with all required federal Civil Rights Statutes including:
 - a) Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, creed, or national origin.
 - b) Title IX of the Educational Administration Act of 1972, which prohibits discrimination on the basis of gender.
 - c) Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which prohibits discrimination on the basis of physical handicap.

**ARRA Ed Tech Competitive Grant Application and Guidance
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Assurances (continued) – Page Two ARRA – REQUIRED

Georgia Department of Education
Enhancing Education Through Technology (Ed Tech) Competitive Sub-grants

Professional Development

The Applicant has adopted a policy that provides for the preparation and implementation of a comprehensive program for staff development.

Technical Assistance

The Applicant will provide technical assistance and support to programs identified in this application.

Drug-Free Workplace and Community Act Amendments

In accordance with the federal Drug-Free Workplace and Community Act Amendments of 1989, the Drug-Free Workplace Act of 1988 and State Board of Education Policy GAM, Staff Rights and Responsibilities: Drug and Alcohol Free Workforce, the applicant declares that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, marijuana, or dangerous drug is prohibited at geographic locations at which individuals are directly engaged in the performance of work pursuant to this application. In addition, Policy GAM prohibits the unlawful possession, use, manufacture, distribution or sale of alcohol in the workplace.

**TITLE II, PART D – ENHANCING EDUCATION THROUGH TECHNOLOGY
PROGRAM-SPECIFIC ASSURANCES**

1. Ed Tech Program funds will be used to:
 - Serve students as outlined in the GaDOE Call for Proposal for ARRA Ed Tech Competitive Grant application at [GaDOE Title II, Part D web page](#) at [FY10 Title II, Part D ARRA Competitive Grants](#).
 - Promote high levels of academic achievement and student technology literacy.
 - Increase student and teacher access to and use of technology for the purposes of learning and teaching.
 - Increase the effective uses of technology to support standards-based, research-supported instructional models.
2. A minimum of 25% of Ed Tech Program funds will be used to provide high-quality Professional Learning/Staff Development programs targeted toward effectively integrating technology into curriculum and instruction.
3. A maximum of 5% of any competitive Ed Tech Program funds may be set aside by the SEA to be used for administrative purposes.
4. When equipment is purchased with Ed Tech Program funds, it will meet minimum state specifications for hardware purchases or exceed as outlined in the GaDOE Call for Proposals for ARRA Ed Tech Competitive Grant application.
5. Eligible private schools in the school system's service region will be invited to assist in formulating a plan for Ed Tech Program funds, and private school students from participating private schools will receive equitable services in this plan.

By signing below, you are indicating that you have read and understand the Assurances for Title II, Part D.

Signature of Superintendent or Project Director

Date

ARRA Ed Tech Competitive Grant Application and Guidance
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APPENDIX D: Private School Consultation – ARRA – REQUIRED

Georgia Department of Education
Enhancing Education Through Technology (Ed Tech) Competitive Sub-grants

According to federal guidelines, LEAs and eligible local entities must engage in timely and meaningful consultation with appropriate private school officials during the design and development of programs and continue the consultation throughout the implementation of these programs. This consultation must take place before the LEA makes any decision that affects the opportunities of eligible private school students, teachers, and other educational personnel to participate in the program. Therefore, the consultation must begin during the development of the local grant proposals. LEAs and local entities must provide, on an equitable basis, special educational services or other benefits that address the needs under the program of children, teachers, and other educational personnel in private schools in areas served by the LEAs and local entities. The services and programs provided by the LEA do not have to be identical to those offered to public school students and teachers. Expenditures for educational services and other benefits for private school children, teachers, and other educational personnel must be equal, taking into account the number and educational needs of the children to be served, relative to the expenditures for participating public school children.

Signatures on this form serve as assurance that your district has had timely and meaningful consultation with appropriate school officials during the design and development of the grant.

There are no private schools located within the boundaries of the school district.
If you check this box, you do not need to complete the remainder of the form except to sign it.

Check here if eligible schools chose NOT to participate.

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

- Letter/fax** (include copy of letter/fax and list to whom sent) **Documented telephone call(s)** (include a copy of documentation and list of those called)
- Meeting** (include copy of agenda and list of attendees) **E-mail** (include copy and to whom sent)

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

Private School:	Estimated enrollment:

Total number of private school teachers estimated to participate in training during the grant period: _____

To the best of our knowledge and belief, all data in this application is true and correct. We certify that we have had timely and meaningful consultation with appropriate nonpublic school officials during the development of this Title II, Part D Ed Tech ARRA grant.

Signature of Superintendent or Project Director

Date

**ARRA Ed Tech Competitive Grant Application and Guidance
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APPENDIX E: ETC/RESA Agreement & Grant Sign-Off – ARRA - REQUIRED

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

1. The ETC/RESA has read the grant proposal that is being submitted to fulfill the Grant Application Guidance for the FY10 ARRA Title II, Part D: Enhancing Education Through Technology (Ed Tech) Competitive Grant.
2. The ETC/RESA agrees to serve as the professional development provider in conjunction with the Georgia Department of Education to fulfill the professional development requirements of this grant as outlined in the Grant Application Guidance for the FY10 ARRA Title II, Part D: Enhancing Education Through Technology (Ed Tech) Competitive Grant.
3. The ETC/RESA agrees to serve as the instructional & technical coach to the grant school to provide onsite instructional support and onsite technical support for the grant as prescribed in the professional development (Appendix E).

ETC or RESA Director _____

Signature _____

Date _____

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

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APPENDIX F: ETCs and RESAs

Educational Technology Centers (ETCs)

Albany State University ETC

Dr. Janis Carthon, Director
229-430-1838
janis.carthon@asurams.edu

Heart of Georgia ETC

Aleph Fore, Director
478-374-2240
afore@hgresa.org

Armstrong Atlantic State University ETC

Wendy Marshall, Director
912-344-2633
wendy.marshall@armstrong.edu

National Science Center ETC

Jimmy Bostock, Director
706-821-0631
bostockj@ettcnsc.org

Chattahoochee Flint ETC

Bunny Harris, Director
229-937-5341
bharris@chattflint.org

Pioneer ETC

Elizabeth Crews, Director
706-865-2141
ecrews@pioneerresa.org

First District ETC

Lisa Burkhalter, Director
912-842-5000
lburkhalter@fdresa.org

University of Georgia ETC

Dr. John Wiggins, Director
706-542-0240
jwig@uga.edu

Dalton State College ETC

Judy McEntyre, Director
706-272-2045
jmcentyre@dscettc.org

Valdosta State University ETC

Mimi McGahee, Director
229-249-2781
mmcgahee@valdosta.edu

Macon State College ETC

Ed Gowen, Director
478-471-5380
egowen@etcmcn.org

West Georgia ETC

Dr. Barbara Bishop, Director
770-583-2528
bbishop@wgretc.org

Kennesaw State University ETC

Dr. Brent Williams, Director
770-423-6573
brwillia@kennesaw.edu

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ETCs and RESAs (continued)

Regional Educational Service Agencies (RESAs)

Central Savannah River Area RESA

Gene Sullivan, Executive Director
706-556-6225
gsullivan@csraresa.org

Chattahoochee RESA

Norman Carter, Executive Director
229-937-5341
ncarter@chattflint.org

Coastal Plains RESA

Harold Chambers, Executive Director
229-546-4094
hchambers@cpresa.org

First District RESA

Shelley Smith, Executive Director
912-842-5000
ssmith@fdresa.org

Griffin RESA

Dr. Stephanie Gordy, Executive Director
770-229-3247
sgordy@griffinresa.net

Heart of Georgia RESA

John Key, Executive Director
478-374-2240
jkey@hgresa.org

Metro RESA

Dr. Fran Perkins, Executive Director
770-432-2404
fran.perkins@mresa.org

Middle Georgia RESA

Carolyn Williams, Executive Director
478-475-8613
carolyn.williams@maconstate.edu

North Georgia RESA

Larry Harmon, Executive Director
706-276-1111
lharmon@ellijay.com

Northeast Georgia RESA

Dr. Russ Cook, Executive Director
706-742-8292
russ.cook@negaresa.org

Northwest Georgia RESA

Dexter Mills, Executive Director
706-295-6189
dmills@nwgaresa.com

Oconee RESA

Linda Cowan, Executive Director
478-552-5178
linda.cowan@oconeeresas.org

Okefenokee RESA

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

Pioneer RESA

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

Southwest Georgia RESA

Dr. Larry Green, Executive Director
229-207-0600
lrgreen@sw-georgia.resa.k12.ga.us

West Georgia RESA

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

**ARRA Ed Tech Competitive Grant Application and Guidance
Increasing Student Literacy**

APPENDIX G: System Letter of Commitment – ARRA – REQUIRED

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

From: (School System Name) Leadership Team Members

Date:

All members of the (School System Name) ARRA Title II, Part D: Increasing Student Literacy Grant Leadership Team are supportive of the efforts to begin a journey to build a model for increasing student literacy that can be replicated in other school districts across Georgia. We further understand and agree that competitive funding will also support access to job-embedded professional development in the use of technology to enhance the instructional quality of the grant classrooms. We further commit to aligning all activities to the grant outcomes as stated on page 2 of the ARRA Grant Application and Guidance. We have read, understand, and support our ARRA Title II, Part D Increasing Student Literacy Competitive Grant Application.

We, the teachers and administrators, willingly commit to participate in and complete a rigorous professional development sequence designed to engage in student-centered instructional change focused on involving students in highly relevant, rigorous and engaging work. The team members understand that the equipment, software and related resources that are purchased with federal grant funds belong to the school and not the teacher; therefore, is the property of the LEA in accordance with federal Title II, Part D guidelines.

The System-Level Administrative Teams and Departments are also firmly committed to providing all aspects of support necessary to ensure the complete success of the ARRA Title II, Part D: Increasing Student Literacy Competitive Grant.

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

Sincerely,

System (LEA) Superintendent _____

Building Administrator(s) _____

Media or IT Specialist _____

Grant Teachers (please sign below) _____

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APPENDIX H: PRESCRIBED PROFESSIONAL DEVELOPMENT

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

Initial Instructional/Technical Support

Pre-application and Application Support

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

Technology Purchase and Installation

Collaborate with schools for all hardware purchases in order to gain quantity discount pricing

- Conduct a site infrastructure visit and survey by a GaDOE Certified Technical Support Technician and LEA Technology Director to include: adequacy of networking infrastructure, wireless capacity and security, classroom lighting and electrical capacity, projection systems, bandwidth capacity, level of technical support and room layout
- Prepare a report and provide site infrastructure recommendations to insure the optimal equipment set-up, upgrades and Internet connectivity
- Install Equipment (Equipment for all participating schools/LEAs must be ordered, delivered, and installed and verified by GaDOE Certified Technical Support Technician/State Technical Support member by start of the 2010-2011 school year.)
- Tech support including initial meetings, infrastructure recommendations, equipment installation, and ongoing maintenance will total 30-75 hours(based on percent of dollars allocated for PD and local technical readiness)

Professional Development

First Year of Grant:

Sequence for grant personnel: First Year – Total of 30 hours (24 hours of Face-To-Face training in a Digital Storytelling Workshop) and approximately 24 hours (Face-to-Face training on using the Lexile® Frameworks to support Oasis or chosen program, as well as the Lexile® in Action practices and usages; approximately 4 hours (4 Webinar sessions) for support and question/answer issues).

Pre-grant assessments of projects and required skill and knowledge survey, four six-hour face-to-face meetings, and additional trainings through webinars on software and equipment as deemed necessary will be included.

The grant personnel (five teachers and one media/technology specialist per grant) will each submit an artifact for the pre-grant collection. This may be a short movie example of digital storytelling, or if not available, can be a PowerPoint presentation or other presentation.

The grant personnel will each complete a survey of digital storytelling skills for pre-grant assessment.

The grant equipment checklist will be completed by the assigned ETC ITS personnel with a visit to the grant school. Once equipment is in place, grant training will start.

ARRA Ed Tech Competitive Grant Application and Guidance
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Two six-hour days of face-to-face training for the grant teachers and Media/Technology specialist will be redelivered by the ETC ITS assigned staff. These two days will be held in the early fall and will possibly include several grant awardees (depending on location).

Two additional six-hour days of face-to-face training will be held to complete the four-day sequence. If the grant school elects, these may be held in half-day sessions. Two hours of this training will consist of a coaches' orientation meeting for Georgia Movie Academy.

Additional software/hardware trainings will be offered over Elluminate webinar and/or through job-embedded trainings. Teachers and media/technology specialists can attend these at their own school or come to the closest ETC to attend the webinars and additional instruction.

The ETC ITS assigned personnel will meet with the administrator to discuss the role of the administrator in the grant, i.e., marketing the GMA grant products in the spring through civic clubs, cable TV, to the schools through websites or closed circuit TV, and other sources.

Optional: Completion of Georgia Movie Academy Movies by student teams – the five Grant teachers and one media/technology specialist per grant will be required to coach teams of students to complete three minute standards-based, theme-based, digital storytelling movies for Georgia Movie Academy by deadline of March.

Repository of projects: A collection of grant student movies will be posted to Georgia's presence on iTunes U.

The completed projects for Georgia Movie Academy from the grant teachers and media/technology specialist will be analyzed and compared with the pre-grant projects gathered before the grant training began. The survey of skills and knowledge will be repeated and analyzed/compared with the beginning survey.

Pre-grant assessments of the required skill to use the literacy program, such as Oasis or chosen program, one eight-hour face-to-face meeting on the Lexile® Frameworks, and approximately 4 additional trainings through webinars on software and equipment as deemed necessary will be required.

The grant personnel (five teachers per grant) will each submit the data report that indicates targeted students' Lexile® scores on their previous CRCT or the ELA GHS GT for the pre-grant collection.

The grant equipment checklist will be completed by the assigned ETC ITS personnel with a visit to the grant school. Once equipment is in place, grant training will start.

Eight hour day of face-to-face training for the grant teachers will be redelivered by the ETC ITS assigned staff. This one day will be held in the early fall and will possibly include several grant awardees (depending on location).

Additional software/hardware trainings will be offered over four webinars and/or through job-embedded trainings on the Lexile Framework for Reading® and Lexile Framework for Writing®, as well as Oasis or the chosen program. Teachers can attend these at their own school or come to the closest ETC to attend the webinars and additional instruction.

The ETC ITS assigned personnel will meet with the administrator to discuss the role of the administrator in the grant, i.e., ensuring the fidelity of the program and the collection and use of the data.

Completion of the Oasis program or the chosen program's lessons as designated by student needs for the student teams assigned to participate – the Grant teachers will be required to submit data reports that show results based on the spring CRCT or the GHS GT.

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Second Year of Grant – 18 additional hours of training

For Grant School Personnel: The second year of the grant will consist of attendance at a refresher day on Writer's Workshop sequence, coaches' GMA orientation meeting/training, job-embedded training, and webinars on skills on software or equipment as necessary.

The ETC ITS assigned personnel will meet with the administrator to discuss the role of the administrator in the grant, i.e., marketing the GMA grant products in the spring through civic clubs, cable TV, to the schools through websites or closed circuit TV, and other sources.

Completion of Georgia Movie Academy Movies by student teams – The five Grant teachers and one media/technology specialist will be required to coach teams of students to complete three minute standards-based, theme-based, digital storytelling movies for Georgia Movie Academy by deadline of March.

Repository of projects: a collection of grant student movies will be posted to Georgia's presence on iTunes U.

The completed projects for Georgia Movie Academy from the grant teachers and media/technology specialist will be analyzed and compared with the pre-grant projects gathered before the grant training began. The survey of skills and knowledge will be repeated and analyzed/compared with the beginning survey and interim survey.

For ETC ITS assigned staff: The second year of the grant will consist of a one day face-to-face meeting of ETC personnel to plan/discuss outcomes from the first year and provide additional training, as deemed necessary, on how the Lexile® Frameworks can further impact content literacy instruction.

For Grant School Personnel: The second year of the grant will consist of attendance at a refresher day on the Lexile Framework for Reading® and the Lexile Framework for Writing®, Lexile® in Action practices and tasks, job-embedded training on how to use the data to improve student achievement, and webinars on how to use the software or equipment as necessary.

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APPENDIX I: GEORGIA MOVIE ACADEMY

Project-Based Learning

Educational Technology Center (ETC)

Georgia Movie Academy Competition

Competition Policies

<http://www.gaetcpbl.org>

COACHES: A coach must be a teacher, media specialist, or other professional staff member providing instructional services to Georgia students. Coaches serve as guides instructing students in the use of movie development software and offering advice on content and design. Coaches are responsible for forming a team of three-eight students, completing the team registration process and providing guidance and assistance during the movie development process. Coaches must have an active e-mail address for regular communication with the Movie Academy contact(s).

A coach may work with multiple teams during the movie development process. One coach may lead a team in several competitive divisions. Coaches must distribute the Parent and Guardian Permission Forms to team members. It is the responsibility of the coach to keep signed copies of the parent permission form on file in the school and send copies to the ETC. Coaches working with multiple teams must name an Assistant Coach. Coaches sponsoring multiple teams at the final celebratory event are responsible for assigning an Assistant Coach to accompany and supervise each team throughout the event.

STUDENT TEAMS: A team will consist of 3-8 students and no more than two coaches. Individual students are not allowed to enter the competition as the Movie Academy emphasizes teamwork and project-based learning. If a team falls below three members, the team is subject to disqualification. A team that falls below three students should notify the Movie Academy staff via e-mail and file intent to withdraw from the Movie Academy competition. **No refunds will be given for teams that disqualify for lack of membership.**

Team members must be students enrolled in K-12 education. Team members are allowed to attend **different** schools. Teams may be students in public, private, and home schools. Students may compete within one competitive division only.

PROFESSIONAL DEVELOPMENT OPTIONS: Credit will be awarded to coaches and co-coaches whose teams complete projects for Georgia Movie Academy. The PSC announced in 2008 that coaches and co-coaches of GMA teams would be awarded five PLU's.

Blog your team's journey through Project-Based Learning: Coaches, with their teams, are asked to keep a blog about their participation in Georgia Movie Academy. Coaches or students may write in the blog, describing their work. Possibilities might include telling about how their team was chosen, how they developed their idea, the sessions they had to plan the movie, the software they used in making the movie and how they learned it, any extra software they used, the teamwork involved, the trips they made, if any, to shoot the movie, the revisions or reshooting required, etc. By the time the movie is complete, a story of their team's movie making experience will be captured. While this will not be included in the judging, this will document the process and prove invaluable to the ETC in planning for next year's contest.

Coaches' Clinic: Team Coaches may elect to attend a Georgia Movie Academy workshop offered by the ETC. This hands-on training is focused exclusively on preparation of educators to lead students in standards-based video production projects.

SOFTWARE: The Movie Academy will accept movies developed by students using common software applications and hardware platforms. **All video projects MUST be able to be viewed in the most current version of QuickTime or Windows Media Player.** Teams and coaches that are **new** to movie making are welcome and encouraged to

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enter the Movie Academy competition. Coaches are invited to attend video editing application trainings, and Georgia Movie Academy classes. Classes may be offered on Movie Maker, Video Studio, Pinnacle, Adobe Premier Elements, Macintosh iMovie, or Final Cut Express. No prior movie-making experience is necessary but coaches will benefit from confidence gained from basic computer skills competency. Enthusiastic teachers with willingness to learn will become successful coaches!

REGISTRATION: To enter the Movie Academy competition, registration is required. Coaches are responsible for the timely completion and submission of the Georgia Movie Academy registration form and related materials.

- Movie Academy Registration Form online between Oct 1 and 31 – you will receive a login and password by email to the site once registration is completed online.

By December 15 of current year:

- Registration fee of \$50.00 per team (grant teams are no charge)
- Policies and Procedures must be read and signed by the coach
- **STANDARD PHOTOGRAPHIC/VIDEO RELEASE FORM** for each team member signed by parents

The registration packet should be submitted to the ETC as soon as a team is formed.

COMPETITION DIVISIONS: There are four categories for Movie Academy competition:

1. **Grades K-2:** Movies will be still-picture with audio. Projects will be three minutes zero seconds maximum duration with the last 15 seconds devoted to standards and will be submitted on CD.
2. **Grades 3-5:** Movies will be still-picture or video projects, both with audio. Submitted projects will be three minutes zero seconds maximum duration with the last 15 seconds devoted to standards. Video and/or Still projects will be submitted on CD.
3. **Grades 6-8:** Movies will be video projects and may include still-pictures. Submitted projects will be three minutes zero seconds maximum duration with the last 15 seconds devoted to standards and will be submitted on CD.
4. **Grades 9-12:** Movies will be video projects and may include still-pictures. Submitted projects will be three minutes zero seconds maximum duration with the last 15 seconds devoted to standards and will be submitted on CD.

VIDEO PRODUCTION COMPONENTS:

Video Production: The entire video production for each competitive division will not exceed three minutes zero seconds. The movie with credits and sources will be two minutes 45 seconds. The remaining 15 seconds will be devoted to the standards.

Credits: The movie credits, including sources, will be included in the two minute 45 second video portion.

Academic Standards: All competitive divisions must identify the primary academic standards developed during the video production phase. Georgia Performance Standards (GPS), or national standards in the content areas (NCTM, ISTE.NETS) must be incorporated into the video project. These standards (limited to 2-3 per production) must be displayed in the video production. The standards will be prominently displayed at the end of the video. Each standard will remain on the screen for five seconds. Fifteen seconds at the end of the video will be used for displaying the standards.

1. No more than three standards will be displayed. If you only use two standards, you do not get more time for the movie portion.
2. Standards will be presented in clear, legible, readable font visible to video audiences.
3. Standards will be displayed on a static screen (no scrolling).

COMPETITION THEME: Teams should base the content of their movie on the theme for the current year. The theme will be announced in October of the current year. Teams may creatively name their movie.

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All content must be **appropriate** and suitable for publication on the Project-Based Learning website as determined by sponsoring school system authorities and the Movie Academy staff. The movies may not contain defamatory materials or materials of a sexual or violent nature.

All intellectual property (images, music, content) that is not the original work of the team members must be properly cited and credited to the author by mention in the credits component of the video project. Credits must be presented in APA or MLA style. **Sponsoring school system authorities are required to ensure copyright and citation compliance.** Videos submitted by a school system are considered compliant with all copyright and citation regulations.

COMPETITION TIMELINE: The Movie Academy competition involves two stages. The **preparation stage** spans one academic year during which all team members must be actively involved in the design and development process and make a significant contribution to the final product.

Coaches must also submit a proposal outlining the topic. **Proposals must state and align with Georgia Performance Standards Curriculum.** **Proposals** must be submitted during December online at <http://www.gaetcpbl.org>.

The **competitive phase** begins in October with acceptance of the registration.

The deadline for video project submissions is named by the individual ETC. All video productions must be in CD format containing two files – one small in size for the web and one of highest quality for showing on the big screen.

Submissions after the deadline *will not be included* in the competition. All video projects submitted for competition will become the official property of the ETC.

A final celebratory event sponsored by your ETC will be held during April. The celebration is an invitation-only event held for registered team members, their coaches, and parents. Formal invitations will be mailed to team members who qualify by presenting valid video project submissions that have been accepted for competition.

The ETC reserves the right to extend any program deadline. The ETC further reserves the right to cancel the competition if registrations fall below a reasonable number of entries in each competitive category. All registered participants will be notified by email in the event of cancellation.

DISQUALIFICATION: TEAMS WILL BE ELIMINATED FROM COMPETITION IF POLICIES ARE VIOLATED.

Video projects may be disqualified for the following the following reasons:

- the video project is submitted after the submission deadline.
- the video project lacks educational merit as determined by Movie Academy staff.
- plagiarism or other copyright violations occur within the content of the video project.
- the video project contains materials of a sexual, defamatory, or violent nature.
- the video project is over the three minute zero second time frame with two minutes 45 seconds for the movie.

JUDGES: Video projects presented for competition will be judged by education professionals with extensive background in standards-based teaching and video production. All judgments will be considered final. No forums for contesting judgments will be held and no petitions will be considered.

AWARDS: Awards will be presented within each of four competitive divisions. All movies will be rated by the judges with a rubric using the following criteria:

- Alignment to GMA Theme and to Identified Academic Standards (Photography, Technical, Lighting, Audio/Sound, Editing/Transitions, Content/Story, Creativity/Style, Enhancements, Digital Citizenship, Standards, and Length of Movie)

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AWARDS CATEGORIES:

ISTE Awards: The ISTE awards recognize video productions that demonstrate student mastery of the National Educational Technology Standards (NETS) published by the International Society for Technology in Education (ISTE). These standards define “What students should know and be able to do to learn effectively and live productively in an increasingly digital world.”

The ISTE categories include:

- **Best Video – Creativity and Innovation**
- **Best Video – Communication and Collaboration**
- **Best Video – Research and Information Fluency**
- **Best Video – Critical Thinking, Problem-Solving & Decision Making**
- **Best Video – Digital Citizenship**
- **Best Video – Technology Operations and Concepts** (Cinematography - visual impact with regard to lighting, photography, and framing; and Sound - choice of music, sound effects, and levels.)

Regional Awards by ETC:

- **Best Picture by Division** - All elements in the movie bring a powerful emotional impact that communicates the message of the movie and demonstrates student mastery of the academic standards. The movie leaves a lasting impression. The movie demonstrates thinking skills and content understanding. The movie can be used to inform others. This recognition acknowledges exemplary video production skills as evidenced in cinematography (visual impact with regard to lighting, photography and framing) and sound (choice of music, sound effects and levels). Depending on number of entries, a 1st and 2nd runner-up may be named.
- **Best Picture Overall** – This “best of competition” award will be awarded to the one video project that best demonstrates students’ mastery of academic standards; presents high-quality, theme related content; communicates an appropriate message; and exemplifies high-quality video production as evidenced in the elements of cinematography.

State Awards:

- **Best Picture Award** will be named by division: K-2, 3-5, 6-8, and 9-12.
- **Best Picture Overall** – The coveted Best Picture in the Georgia Movie Academy for the State will be named. This award will be awarded to the one video project selected from all divisions as “best of competition.”

Please return the next page to your ETC with signatures during December of the current year. Also due by that date are Parent Permission forms and payment of \$50 per team fees (grant schools not required to pay).

Proposals are due on the <http://www.gaetcpbl.org> website during December also.

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Please return this page to your ETC with signatures during December of the current year. Also due by that date are Parent Permission forms and payment of \$50 per team fees (grant schools not required to pay).

Proposals are due on the <http://www.gaetcpbl.org> website during December of the current year also.

I have read the Policies and Procedures of the Georgia Movie Academy and agree to follow these with my student team.

Coach of Georgia Movie Academy Team

School

Grade Level and Division Entering

BELOW IS OPTIONAL – Co-Coaches only

This team will have a co-coach. The co-coach will have duties and team responsibilities just like the coach.

Co-Coaches sign below:

I have read the Policies and Procedures of the Georgia Movie Academy and agree to follow these with my student GMA team.

Coach of Georgia Movie Academy Team

School and Grade Level of Team

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APPENDIX J: Waiver Process

A waiver should:

1. Be written on district letterhead
2. Be dated
3. Contain the name and signature of the person submitting the waiver
4. Consist of a brief paragraph explaining what the waiver is for and why it is needed
 - Equipment changes
 - For equipment other than the grant equipment, please provide the reason why this equipment should be purchased.
 - To use existing equipment instead of new equipment, please provide information (signed statement from selected ETC or RESA) that verifies the existing equipment meets the specifications of the grant, and explain how that money will be used instead.
 - Personnel changes
 - Please provide the name of the grant team member no longer participating in the grant and the reason that person is leaving the grant team.
 - Please provide the name and email address of the new team member.
5. Be emailed to the GaDOE contact person for the Title II, Part D grant.
 - GaDOE contact will e-sign and return to LEA
 - LEA will upload to the Consolidated Applications Website