

Wisconsin Guidance

No Child Left Behind Act of 2001 (NCLB), Title II
Part D:
Enhancing Education Through Technology
(EETT) Competitive Program

Intel Teach Program Project

FY 2008
Application Guidelines

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**Applications for Enhancing Education Through Technology
subgrants must be delivered to the Department of
Public Instruction by 4:30 pm or postmarked on/before September 24, 2008.**

Submit applications to:
Amy French - 3rd Floor
Instructional Media & Technology
Wisconsin Department of Public Instruction
125 South Webster Street -- P.O. Box 7841
Madison, Wisconsin 53707-7841

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Wisconsin Guidance

No Child Left Behind Act of 2001 (NCLB), Title II Part D: Enhancing Education Through Technology (EETT) Competitive Program

Intel Teach Program Project

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) program. 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).

The primary goal of the EETT program is to improve student academic achievement through the use of technology in schools. It is also designed to assist every student in crossing the digital divide by ensuring 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.

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.

This document provides guidance on the purposes and goals of the competitive EETT program, the state and local application processes and an entity's eligibility for a grant award, the uses of EETT funds, other programmatic requirements, and the relationship of various flexibility provisions to the program. 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

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 Intel Teach Program Project Goals

There is one Wisconsin EETT Intel Teach Program Project goals:

- a) 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 Intel Teach Program Project

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”;
- Support initiatives that enable school personnel (i.e., collaborative instructional teams of a school library media specialist and classroom teachers) and administrators to integrate 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 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 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.

Intel Teach Program Project Design

Intel Teach Program Offerings

Earlier this year, Intel® Education has awarded the Wisconsin Department of Public Instruction a \$75,000 grant through its Intel® Teach Program. The grant will help fund a professional development effort to help teachers effectively integrate technology with learning and provide school leaders and administrators with leadership training centering on the use of technology in schools. This EETT Competitive grant will supplement the Intel® Education award in accomplishing the project goals.

The Intel Teach Program prepares educators to properly cultivate innovative learners and critical thinkers who can successfully compete in a 21st century economy.

“This grant will assist Wisconsin in its journey to implementing 21st century learning,” added

Grobschmidt. "In our digital world, using technology is vital for students to learn the skills they need to succeed in the 21st century and master the ever changing and expanding core content presented in their classes."

Research demonstrates that high quality teacher professional development is fundamental for the successful integration of technology into schools. These two grants allow teachers to learn from other teachers how, when and where to incorporate technology tools and resources into their lessons. Intel Teach incorporates the use of the Internet, Web 2.0 tools and teaches thinking with technology.

The two courses offered in the Intel Teach Program, the *Essentials Course* and *Thinking with Technology*, both align closely with Wisconsin's Model Academic Standards for Information and Technology Literacy and fit into DPI's cooperative effort with the Partnership for 21st Century Skills.

Essentials Course

Using these 21st century skills with the *Essentials Course* curriculum, teachers develop a project-based unit of instruction aligned to standards with multiple forms of student assessment (formative and summative). As teachers progress through this course, they collaborate with other teachers and discuss ideas for both introducing and using technology in the classroom. Participating teachers develop a specific unit plan based upon material they are teaching. The goal is for each teacher to leave the course prepared to effectively implement a technology-rich Unit Portfolio that engages students in effective use of technology to achieve standards. The result is students engaged in standards-aligned, technology-supported projects that promote the use of 21st century skills.

Thinking with Technology

The *Thinking with Technology Course* builds on effective technology integration skills where teachers use free online tools to support the development and assessment of their students' higher-order thinking skills. This modular course provides face-to-face, hands-on experiences with unique online thinking tools that engage students and help them to communicate their understanding of complex concepts. Each tool features an online workspace where students create and save visual representations of their thinking. Through Thinking with Technology, teachers learn instructional strategies for addressing and assessing thinking skills, using technology to support deeper understanding of core content. The goal is for teachers to leave the course with a standards-based unit plan, support materials, and implementation strategies to improve and assess students' higher-order thinking with the use of free online tools.

Teachers trained through the Intel Teach Program are better prepared to support today's students in developing 21st century skills, particularly digital literacy, problem solving, critical thinking, and collaboration. Designed for K-12 teachers of all subjects, program participants learn the optimal ways to integrate technology tools and resources into their own lessons to promote student-centered 21st century learning. The program also supports the implementation of peer review and collaborative problem solving. In the United States, the Intel Teach Program, since its inception in 2000, has trained more than 300,000 educators

For more information: <http://www.intel.com/education/teach/us/index.htm>

Wisconsin Intel Teach Program Implementation

When the DPI entered into an agreement with Intel to deliver the Intel Teach Program Courses, a plan for delivering the two courses over the next 12 months was developed and approved by both DPI and Intel. This grant, then, must dovetail into that original plan. This grant calls for an eligible entity to partner with DPI and Intel to deliver the agreed upon project through June 30, 2009.

A majority of the program implementation for this competitive grant will include assisting DPI in arranging Participant Teacher (PT) trainings in both courses, assisting DPI in arranging and delivering Master Teacher (MT) trainings in each of the two courses, recruiting PT participants, identifying and recruiting MT candidates, and assisting DPI in identifying Senior Trainer (ST) candidates for both courses.

Grant Implementation

Professional development for the two courses will begin in the fall of 2008 and will contain an ongoing component for the length of the grant. Professional development will be prescribed and provided; the courses will be implemented in the classroom/Face-to-face for Teaching with Technology and both in the classroom/face-to-face and as an online hybrid model for Essentials Course; and participant achievement will be assessed. Participant achievement will be assessed in multiple ways:

- Development of participant portfolios,
- Participant self-report,
- End of course evaluations,
- ST observations.

The main components of this grant are as follows:

- Providing support for the Wisconsin Senior Trainers (ST);
- Completion of three MT training events (1 each for Teaching with Technology, Essentials 10 [face-to-face] and Essentials 10 [Online]);
- Completion of a Master Leader event; and
- Establishment of a Wisconsin MT support network

A budget for this grant has been established and developed as part of the initial agreement between DPI and Intel to accomplish the four above main components. Applicants DO NOT have to submit a budget with this application. The budget includes the following (approximate) funding totals for the entire \$150,000 grant amount:

- Administrative Fee to Fiscal Agent (5% of Grant Cost) - Approx \$7,500
- ST expenses for delivering MT Events - Approx \$15,000
- ST startup expenses - Approx \$12,000
- Stipends for MTs attending training - Approx \$85,000
- MT start-up expenses - Approx \$6,000
- Expenses (food, lodging, travel) for participants attending MT Events - Approx \$21,000
- ML Event Expenses - Approx \$1,250
- Miscellaneous (Grant Evaluation, Supplies, etc) - Approx \$2,250

Timeline

- | | |
|----------------------------------|--|
| • September 2, 2008 | Grant Released to public |
| • September 11, 2008 at 12:00 PM | Technical assistance session to be held via MediaSite Live |
| • September 24, 2008 | Applications due to DPI by 4:30 PM or postmarked on/before |
| • October 1, 2008 | Grants Awarded |
| • October 1, 2008 | Implementation begins immediately upon receipt of award |
| • November 2008 | Essentials 10 Face-to-Face MT event |
| • December 2008 | Teaching with Technology MT Event |
| • January-April 2009 | Essentials 10 Online MT event |
| • February/March 2009 | Leadership Forum ML Event |
| • by August 30, 2009 | Implementation and research will be completed |

Assurances

District eligibility must be established through ESEA eligibility requirements. All requirements of competitive No Child Left Behind, Title II Part D will apply. For more information: <http://dpi.wi.gov/imt/pdf/assur05.pdf>. Participation in this grant requires CIPA compliance with the Children's Internet Protection Act (CIPA).

Application Procedures

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

1. The narrative portion of the application should be limited to six (6) pages and must be spaced one and one-half lines and printed in a standard font, 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.
2. **An original and two (2) additional copies** of the application must be submitted. One must have original signatures and be identified as the original.
3. The application must include a **PI-9550-IID-CONSORTIA** form (<http://dpi.wi.gov/imt/pdf/PI9950CONSORTIA.pdf>) with an original signature for each private school within your district(s) unless this form was included as part of your consolidated application for formula funds submitted by July 1, 2007.
4. The application must arrive at the Department of Public Instruction, Instructional Media and Technology Team office by 4:30 PM or be postmarked on/before September 24, 2008. 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.

Local Project Requirements: Required Components

Part I: Project Management Experience

Since a majority of the work involved in this grant focuses on the implementation of an established program, each applicant will be required to elaborate on its strengths in both managing complex programs and its experience in implementing, successfully, large-scale educator professional development activities.

- a) *Describe your management experience with complex, grant-funded programs*
- b) *Detail your experience in successful large-scale teacher professional development*

Part II: Organizational Support

This part of the requirement will provide detail on the logistical and organizational support the applicant will bring to the project.

- a) *Describe the organizational support (staff, infrastructure, e-mail, online learning systems, office space, etc.) your LEA can offer to assist in the project implementation.*
- b) *Elaborate on staff who will be staff assigned to this project (titles, roles, 1-2 paragraph biographies)*

Part III: Quality Assurance

Intel collects a reliable set of data for each of the trainings in the Intel Teach Program. Part of the responsibilities of the grant will be to work with the MTs and STs to provide mentoring, coaching and continued training, as well as analyzing data to determine project effectiveness.

- a) *What kinds of experiences does the applicant have in the collection/interpretation of program quality data (participant end of training (EOT) surveys, attrition, and other qualitative and quantitative data)?*
- b) *What experiences does the application have using Quality control processes (interventions, recognition, and celebration)?*

Part IV - Support

This section centers on 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.

- a) *Describe how the applicant will work with public and private entities across the state in implementing the project and the experience the applicant has in working with public and private entities in previous outreach activities.*

Part V - Dissemination Plan

Disseminating the results of the project will be a main factor in the project success and in recruitment of participants in as both the PT and MT levels. 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 and effective instructional use of technology.

- a) *Describe how the applicant, in conjunction with DPI, can disseminate results to increase PT and MT recruitment about topics such as 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.*

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

Criteria for EETT Competitive Grants (Updated FY2008)

1. What criteria govern the distribution of EETT Intel Teach Program Project 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:

- **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 10% (the mean) or higher based on census data. Awards of sufficient size for the formula grants are as follows:

- **Maximum grant amounts**

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. The scope of this project is a statewide implementation, thus awards made to any single district will require that district to serve as the project contact for a minimum of 4 CESAs.

Awards	
Number of CESA areas covered	Award up to
All 12 CESAs	\$ 150,000
At least 8 CESAs	\$ 100,000
At least 4 CESAs	\$ 50,000

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 2008)

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

the following:

- Criteria 1:** Does the application provide evidence that the applicant has engaged in projects of this size and scope in the past?
- Criteria 2:** Is the applicant willing to partner with the Wisconsin Department of Public Instruction and Intel on this project? Has the applicant provided evidence of previous successful collaborative efforts in providing educator professional development at a regional or statewide level?
- Criteria 3:** 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 applicant have the necessary organizational support to ensure success of the grant and partnerships?
- Criteria 6:** Does the applicant provide evidence that it has been involved in similar projects in the past and is adept at using quality assurance techniques to document and improve training?
- Criteria 7:** Is the applicant willing to partner with DPI and Intel in providing project dissemination efforts during and after the grant is awarded?

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”?

- a. 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 10% 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.
- b. 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/.](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. See <http://dpi.wi.gov/imt/tel/indexed.html> for a list of the low performing Wisconsin LEAs which qualify.
- 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 LEAs or eligible local partnerships.

Local Application Requirements (Updated FY2008)

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://dpi.wi.gov/imt/download.html#wkshphandouts> . 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. As an LEA, CESAs must also have a current certified technology plan. If the LEA’s certified plan expires on December 31, 2008 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 2008.

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

Refer to Appendix I: "Information (Library Media) and Technology Planning Rationale and Guidance" of *Wisconsin Educational Information & Technology Plan PK-12* or <http://dpi.wi.gov/imt/pdf/planguidance.pdf>.

12. 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 February 15, 2008, no Wisconsin district has received a waiver to develop an LEA technology plan.)

Local Uses of Funds

13. Can an EETT Intel Teach Program project grant recipient use a portion of its funds to support specific types of activities on its own?

No. Each EETT competitive subgrant recipient will be required to implement the Intel Teach Program project as currently outlined in the agreement between Intel and the DPI. While there will be some flexibility in how the funds are expended, this subgrant is designed to assist district on a regional and/or statewide basis. Funds allocated to this subgrant are not designed to assist any one or small number of LEAs, but it is intended to assist the 400+ LEAs in the state.

EETT Accountability

14. How will LEAs and eligible local entities such as 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 teachers 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

15. 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.)

16. 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:

- a. Every "applicable school" has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA

OR

If this is the first year "an applicable school(s)" is/are seeking funding under this program they are undertaking such actions, including any necessary procurement procedures, to comply with the requirements of CIPA for the next funding year, but has not completed all requirements of CIPA for this funding year. (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. 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

- c. Not all "applicable schools" have yet complied with the requirements in subpart 4 of Part D of Title II of the ESEA. However, the LEA has received a one-year waiver from the U.S. Secretary of Education under section 2441(b)(2)(C) of the ESEA for those applicable schools not yet in compliance.

OR

- d. 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

1. 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.

Impact of Transferability Provisions on the EETT Program

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

Carry Over and the EETT Program

Carry over 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.

5. The narrative portion of the application should be limited to six (6) pages and must be spaced one and one-half lines and printed in a standard font, 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.
6. **An original and two (2) additional copies** of the application must be submitted. One must have original signatures and be identified as the original.
7. The application must include a **PI-9550-IID-CONSORTIA** form (<http://dpi.wi.gov/imt/pdf/PI9950CONSORTIA.pdf>) with an original signature for each private school within your district(s) unless this form was included as part of your consolidated application for formula funds submitted by July 1, 2007.
8. The application must arrive at the Department of Public Instruction, Instructional Media and Technology Team office by 4:30 PM or be postmarked on/before September 24, 2008. 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.