
Enhancing Education Through Technology

Public Law 107-110

Title II Part D

No Child Left Behind Act

"The purpose of each Title of IASA is to increase the academic achievement levels of children, and particularly, educationally disadvantaged children."

**REQUEST FOR PROPOSALS
FY 2010-11 ENHANCING EDUCATION THROUGH TECHNOLOGY
AMERICAN RECOVERY AND REINVESTMENT ACT (ARRA)
COMPETITIVE GRANT
SUBGRANT REQUEST FOR PROPOSALS**

Please Complete All Sections of the Application Packet

**APPLICATION DEADLINE: Friday, July 17, 2009 at 4:00 PM
Applications received after this time will not be considered.**

Applications must be received by the Nevada Department of Education by the application deadline. Include ten (10) copies, one (1) signed original, and one (1) electronic copy. The electronic copy must be emailed or provided on CD.

FAX COPIES WILL NOT BE ACCEPTED.

Send Applications To:

Kimberly Vidoni
Nevada Department of Education
700 East Fifth Street
Carson City, NV 89701
(775) 687-9131
kvidoni@doe.nv.gov

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Budget Worksheet/Narrative will be posted separately from the RFP

NEVADA DEPARTMENT OF EDUCATION

ENHANCING EDUCATION THROUGH TECHNOLOGY

Public Law 107-110
Title II Part D

No Child Left Behind Act

Application Instructions

Part I

- A. Introduction*
- B. Application Requirements,
And Guidelines*

EETT 2009-11 Competitive Grant Application

On February 17, 2009, the American Recovery and Reinvestment Act (ARRA) was signed into law by President Barack Obama in which \$650 million were allocated to the Enhancing Education Through Technology program. The overall goals of *ARRA* are to stimulate the economy in the short term and invest in education and other essential public services to ensure the long-term economic health of our nation. Four principles guide the distribution and use of *ARRA* funds: A) Spend funds quickly to save and create jobs, B) Improve student achievement through school improvement and reform, C) Ensure transparency, reporting and accountability, and D) Invest one-time *ARRA* funds thoughtfully to minimize the "funding cliff".

The purpose of this RFP is to solicit proposals from Nevada school districts on a competitive basis for programs that promote 21st century learning environments by providing students with digital age tools and educators with quality, ongoing professional development. Technology rich classrooms are equipped with computer hardware and software, electronic whiteboards, and rich digital and online curricular resources. They also include a teacher not only trained on how to use technology but also on how to integrate technology into the curriculum.

States and districts are entrusted with great responsibility to invest ARRA funds wisely. The ARRA EETT program follows the same guidelines of the regular EETT program with one exception. Fiscal and program accountability and transparency are paramount to the ARRA EETT program. Grantees can expect to participate in ongoing monitoring and site visits by the Nevada Department of Education, the U.S. Department of Education, and the U.S. Office of Management and Budget. This offers a unique opportunity to the educational technology community to demonstrate the positive impact 21st century learning environments have on student learning and teacher professional growth.

INTRODUCTION

- Name of Grant:** Enhancing Education Through Technology (EETT)
- Authorization:** Elementary and Secondary Education Act (ESEA) “No Child Left behind” Title II, Part D
- Total Funds Available:** Nevada’s allocation for competitive grants is \$4,038,709.35 over two years. Funds are limited; please make every effort to conserve. “Budget padding” will reflect poorly on applications. Consider leveraging open source software or readily available resources.
- Amount of Grant Awards:** There is no maximum amount for awards. Budgets should be of sufficient size and scope to be successful and show clear results. Each district may submit only one application. Districts involved in a partnership may submit only the one partnership application.
- Estimated Number of Applications to be Funded:** Approximately 3-5 individual or partnerships applications.
- Grant Period:** This competitive grant cycle will run **two years from July 1, 2009 through June 30, 2011** assuming Title II-D is renewed for the 2010-11 fiscal year.
- Submission Formats:** **One (1) signed, stapled original**
Ten (10) stapled copies
One electronic copy (can be e-mailed) MUST be Submitted to:
- Kimberly Vidoni
Nevada Department of Education
Office of Assessments, Programs, Accountability, and Curriculum
700 E. Fifth St.
Carson City, NV 89701
kvidoni@doe.nv.us
1. All pages of the project narrative must use minimum one-inch margins and be numbered according to the prescribed numbering convention (See “Table of Contents” section).
 2. Narrative must use line spacing of at least 1.5 and a type size of 12-point font. Tables may use single spacing and a type size of 10-point font.
 3. All copies of the application should be on standard size paper of regular weight.
 4. Copies must be stapled in the upper left corner. They should not be bound by glue, spirals, wire, clasps, binders, or by any other means.
 5. The prescribed cover sheet must be the first page of the proposal.
 6. The original cover sheet, Assurances, and the Budget Expenditure/Summary form must be signed **in blue ink**.
 7. Appendices (signed assurances, participation by nonpublic schools form, and letters of commitment) need only to be submitted as hard copies. The priorities worksheet should be included in all submitted applications. Electronic copies are not necessary. Photocopies of these items are acceptable.
 8. The Needs Assessment, Professional Development Plan and Evaluation and Dissemination Plan must not exceed five (5) pages total.
 9. All tables and charts must follow prescribed formats.
- Project Contact:** Kimberly Vidoni
(775) 687-9131
(775) 687-9118 (fax)
kvidoni@doe.nv.gov

EETT 2009-11 Competitive Grant Application

Application Review:

Applications will be reviewed in three stages:

- Prescreening by NDE staff for submission requirements and all required components.
- Evaluation of application narrative by a Review Committee established by the Nevada Department of Education (NDE). Representatives from outside agencies and NDE personnel will evaluate the applications.
- Final selection and grant awards by the State Superintendent of Public Instruction.

Timeline:

Date	Action
May 29, 2009	RFP released
June 4, 2009	Informational conference call hosted by NDE
June 12, 2009	Applicants post preliminary grant proposals to the Nevada Ed Tech Forum (http://www.nvedtech.com/)
July 17, 2009	Grant Application Deadline – 4:00pm
July 29-30, 2009	Grant Review
July 30, 2009	Notification of Competition Results
July 30-August 15, 2009	Administrative tasks in preparation for funding release
August 15, 2009	First year funds released
January 1, 2010	50% of first year funds spent
January 15, 2010	First Year Progress Reports Due to NDE
April 1, 2010	80% of first year funds spent
June 30, 2010	100% of first year funds spent (extensions and carryover not allowed)
July 1, 2010	Second year funds released
September 30, 2010	First year summative evaluation report due to NDE
September 30, 2010	Final financial report due to NDE
January 1, 2011	50% of second year funds spent
January 15, 2011	Second Year Progress Reports Due to NDE
April 1, 2011	80% of second year funds spent
June 30, 2011	100% of second year funds spent (extensions and carryover not allowed)
September 30, 2011	Final summative evaluation report due to NDE
September 30, 2011	Final financial reports due

Reporting Requirements:

Grantees must submit:

- Progress reports (form located directly following the application checklist in this RFP);
- Annual summative evaluation reports;
- Annual financial reports;
- Any other State- and federally-defined project reporting requirements requested by NDE.

EETT 2009-11 Competitive Grant Application

Technical Assistance:

An informational conference call will take place at 10:00 AM on June 4, 2009. **Call 888.557.8511 and enter access code 1243225.** Attendance is not mandatory, but it is strongly encouraged. Additional assistance in developing applications is available upon request by contacting Kimberly Vidoni at 775. 687.9131 or kvidoni@doe.nv.gov.

Private and/or Charter School Involvement:

District officials **must** engage in timely and meaningful consultation with appropriate nonpublic school officials during the design and development of projects and continue consultation throughout the implementation of these projects

Competitive Eligibility Matrix:

Eligibility for competitive grants is based on two criteria; US Census Data and Section 1116 of ESEA. Districts must satisfy both criteria to be eligible. See the matrix below for a list of eligible districts. Only eligible districts may submit an application.

Eligibility Matrix

District	Eligible per Census	Eligible per Section 1116	Eligible Districts
Carson	X	X	X
Churchill	X	X	X
Clark	X	X	X
Lyon	X	X	X
Mineral	X	X	X
Nye	X	X	X
Pershing	X	X	X
Washoe	X	X	X
White Pine	X	X	X

Eligible Local Partnership:

Eligible districts are not obligated to partner; however, partnerships are strongly encouraged. Partnerships may include school districts, institutions of higher education, libraries, public broadcasting networks, or other external organizations. All school districts involved in a partnership must have an approved, active technology plan and CIPA form on file with NDE.

Each partnership must include at least one eligible school district from the Eligibility Matrix above. The fiscal agent may be any of the partner districts, not necessarily an eligible district. However, only an eligible district may submit an application on behalf of the partnership.

Preliminary Proposal

To promote collaboration among districts, all applicants must post preliminary proposals on the Nevada Educational Technology Website (<http://www.nvedtech.com/>) under the topic “EETT Grant Application Ideas-ARRA Funding” (from the home page, click “Forums”, then “Federal Funding”) by **June 12, 2009**. Submission of a preliminary proposal does not bind a potential applicant to submitting an application, but applications that do not meet this requirement will not be reviewed.

New users of the Nevada Educational Technology Website will need to register on the site and may do so by clicking on “create one” under Login on the right side of the home page. Please allow up to two days for your login to be approved.

Preliminary proposals should include:

- A basic description of the overall grant idea,
- A brief description of the need, goals, objectives and activities for the intended project,
- Contact information (name and email address) of an individual responsible for submitting the grant for use by potential partnering districts.

Contracted Services:

Districts and partnerships may establish a contract for services related to the grant. If external agencies are contracted, a list of deliverables, a timeline for the deliverables, and a schedule for periodic reviews of the performance of services must be identified. Periodic may mean monthly, quarterly, or semi-annually depending on the type of service and the project requirements. The details and timing of the periodic review will be determined by the applicant and must be addressed in the grant application. This process will ensure completion of deliverables and allow grantees to make adjustments in contracts or contractors when needed. Details of this periodic review will be required for the Request for Continuation for second year funding. Contracted services may not directly pay for salaries. Services must be itemized by deliverables. Documented estimates of contracted services must be provided.

Goal/Purposes:

The goals of EETT are to improve student academic achievement through the use of technology in elementary and secondary schools; 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 EETT project funds are to:

- Assist states and localities in implementing and supporting a system that effectively uses technology to improve student academic achievement.
- Encourage the establishment or expansion of initiatives that are designed to increase access to technology.
- 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 to technology to students and teachers.
- Support initiatives that enable school personnel and administrators to integrate technology effectively into curriculum and instruction that are aligned with State standards, through such means as high-quality professional development.

EETT 2009-11 Competitive Grant Application

- Enhance ongoing professional development for teachers, principals, and administrators by providing constant 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 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, and school personnel.
- Support the rigorous evaluation of projects funded under the EETT Act, particularly regarding the impact of these projects on student academic achievement, and ensure that the results are widely accessible through electronic means.

Additionally, the four principles guide the distribution and use of *ARRA* funds are:

- Spend funds quickly to save and create jobs,
- Improve student achievement through school improvement and reform,
- Ensure transparency, reporting and accountability, and
- Invest one-time *ARRA* funds thoughtfully to minimize the "funding cliff".

Fund Use:

EETT funding is designated to support school districts in implementing projects that effectively incorporate technology into the instructional project based on Federal, State and Local goals, objectives, strategies, or recommendations as outlined below:

- The seven major action steps and recommendations of the *National Education Technology Plan 2004*: 1) Strengthen Leadership; 2) Innovative Budgeting; 3) Improve Teacher Training; 4) Support E- Learning and Virtual Schools; 5) Encourage Broadband Access; 6) Move Toward Digital Content; and 7) Integrate Data Systems
- The three goal themes of the Nevada State Educational Technology Plan as approved by the Commission on Educational Technology are: 1) Infrastructure and Connectivity; 2) Professional Development; 3) Instructional Integration.

Additionally, the district or partnership applying for funds must submit a proposal that aligns with state/district improvement plan(s) and/or district technology plan(s).

Projects that create 21st century learning environments that implement systemic school reform programs to improve the way teachers teach and students learn will be given preference. Examples of such projects include, but are not limited to:

- One-to-one programs,
- Cross-district online professional development programs,
- Cell phone or pod-casting programs,
- Projects that utilize Web 2.0, and
- Technology coaching programs.

NOTE: Each EETT recipient must use at least 25% of the funds to provide ongoing, sustained, and intensive high-quality professional development.

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Evaluation:

Each grantee is required to submit a summative evaluation report by September 30 following each grant year for a total of two reports over the life of the two year grant. Additionally, a mid-project progress report must be submitted by January 15 of each grant year. An external evaluator must be used to accomplish this requirement and should be identified in the application. NDE staff can assist applicants in locating an external evaluator if need be.

NDE must collect data to comply with Federal reporting requirements and to promote the goals of the Nevada Educational Technology Plan. Grant recipients must comply with all NDE data collection initiatives.

ARRA funds come with an unprecedented level of transparency and accountability. Additional guidance on accountability measures attached to ARRA EETT is expected to be released by US OMB sometime during the summer of 2009.

Grantees are required to provide a DUNS number and CAGE code for federal reporting purposes. Explicit instructions on how to obtain these are provided on p. 10.

A. Application Requirements and Guidelines

Required Components:

(Applications must contain the following information, assembled in the order indicated.)

Individual District and Partnership Competitive Grants

- 1.0 Application Cover Sheet signed by the eligible school district superintendent
- 2.0 Table of Contents
- 3.0 Project Narrative (Sections 3.1, 3.3 and 3.4 not to exceed five pages total)
 - 3.1 Needs Assessment
 - 3.2 Strategies Activities Worksheet
 - 3.3 Professional Development Plan
 - 3.4 Evaluation and Dissemination Plan
 - 3.5 Management Plan Worksheet
 - 3.6 Project Timeline Worksheet
 - 3.7 Project Demographics Worksheet
 - 3.8 Contract Services
- 4.0 Budget Worksheet/Narrative
 - 4.1 Vendor Estimate Documentation
- 5.0 Appendices
 - 5.1 Signed Assurances
 - 5.2 Systematic Consultation
 - 5.3 Public School Involvement
 - 5.4 Private and/or Charter School Involvement
 - 5.5 Priorities Worksheet
 - 5.6 Letters of Commitment (districts participating in a partnerships only)
 - 5.7 Checklist

Instructions for Completing EETT 2009-11 Competitive Grant Application

1.0 APPLICATION COVER SHEET

1. Complete district name, mailing address, DUNS number, CAGE code, percentage of professional development proposed for this project, and amount of funds requested.
2. Complete contact person's name, title, phone, fax, and e-mail, which is responsible for writing and supervising the implementation of the project.
3. Tech plan and CIPA on file with NDE? If not, when? They must be filed before funds will be released.
4. Project starting and ending dates.
5. Date application was presented and approved by the Board of Trustees.
6. Signature of Superintendent or a letter from the Superintendent that states a person authorized to sign for the Superintendent.
7. Name and phone number of someone who will be available to answer questions of the review committee on July 29-30, 2009.

DUNS Number and Central Contracting Registration

All recipients of ARRA funds are required to have a Data Universal Number System (DUNS) number and to register with the Central Contracting Registration (CCR) to obtain a Commercial and Government Entity (CAGE) code. NDE is required to report data to the US DOE using grantee DUNS numbers and all districts involved in individual or partnership grants must provide this information to NDE prior to receiving grant funds.

DUNS numbers may be obtained at <http://www.dnb.com/us/>. To register in CCR, you must already have a DUNS number. Register online at <http://www.ccr.gov>. For an outline of the entire CCR registration process, go online to http://www.ccr.gov/doc/CCR_Screens_new_only.pdf. Once the CCR registration process is complete, the applicant will be assigned a Commercial and Government Entity (CAGE) code. Please be advised that NDE does not have the technical expertise to advise grantees on how to complete the CCR registration process. All questions regarding CCR registration must be directed to CCR (<http://www.ccr.gov/Help.aspx>; 888-227-2423).

2.0 TABLE OF CONTENTS

The Table of Contents is an important aid for the reader and must be included in the application.

3.0 PROJECT NARRATIVE

The narrative is your opportunity to convince readers that your project is sound and deserves to receive funding. Your narrative should encompass the entire life of the project. When writing the narrative, keep the following suggestions in mind:

- The Needs Assessment, Professional Development Plan, and Evaluation and Dissemination Plan must not exceed 5 pages total. Exercise concise writing practices throughout of the application. Say what you need to say to make your point, but don't overstate your point.
- Be succinct and clear. Readers need to understand quickly and easily the components of your project and how they work together to address the stated needs.
- Do not assume the reader is familiar with your project; readers represent diverse backgrounds. Avoid jargon, and define all acronyms.
- Proofread the narrative once it is complete. Check for style inconsistencies, redundancies, factual omissions, and unexplained assumptions. A good strategy is to let someone not familiar with the project read and critique the application before you submit it. NDE offers technical assistance and will pre-review your application before submittal. Requests for pre-review must be made at least seven calendar days prior to the application deadline.
- Be as detailed as possible. Use the entire page limit to explain your project. Use the Appendices to include information that may be important for the reader but will not fit within the narrative. For clarity, it is important to reference in the body of the proposal any supplemental information included in the appendices.

3.1 Needs Assessment

A compelling application will have a clearly defined problem supported by a needs assessment. A needs assessment is a systematic review of information collected from a variety of sources, analyzed to determine strengths and weaknesses, and prioritized for action in the application.

Here are some suggestions for your needs assessment.

- Clearly state the main problem in the first paragraph.
- Cite research supporting your need for the project.
- State what data were collected to confirm the existence of the problem, the sources of the data, and the methods used to collect them.
- Present easily measured quantitative data. (e.g., test scores, absentee rates, graduation rates).
- Present qualitative data in support of quantitative data (e.g., interviews, focus groups).
- Use multiple methods to document the problem (e.g., surveys, analysis of school records, previous studies, focus groups).
- Use multiple data sources (teachers, students, parents, etc.).
- Use national or state data to establish the problem's existence outside of the local area.
- Use local data to document the problem in the local area. Include relevant demographics and other statistics about each and every population you intend to serve.
- State who is affected by the problem. State when and where the problem exists.
- Document the factors contributing to the problem.
- Document current or past efforts to address the problem.
- Show why those efforts failed or are inadequate to address the total need.
- Discuss the applicant's history or expertise in dealing with the problem.
- Discuss the consequences of not dealing with the problem.
- Who are the partners and what are their roles?
- Describe how this project is based on accomplishing Federal and State goals. Further describe how this project aligns with district improvement, state technology, and/or district technology plan(s).
- Use data and discuss how a project will benefit all school districts and move the State of Nevada forward in the areas of instructional technology and student achievement.

3.2 Strategies/Activities Worksheet

The Strategies/Activities Worksheet defines the project. It must contain an outcome statement, goal(s), objective(s), strategies, activities, and milestones. The following paragraphs describe the contents of these components.

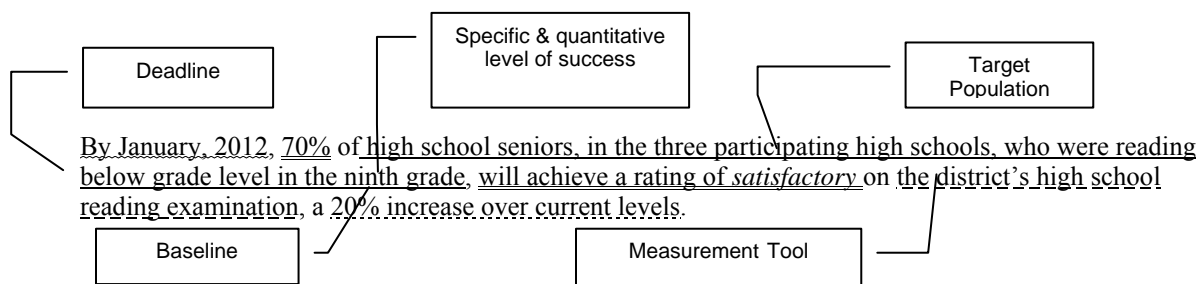
Outcome Statement

Outcomes are statements that tell how the project’s target population would improve and describe a change in a target population. In addition, they set standards of progress towards alleviating the problems identified in the needs assessment.

Statements that describe strategies or management issues are not proper outcome statements.

Outcome statements:

- **Support the needs addressed in the needs assessment.**
- **Identify the target population.** Who is the specific population the outcome addresses?
- **Are realistic.** Outcomes must be attainable. It is unrealistic to expect that all students will achieve 4.0 grade point averages. Unrealistic outcomes set your project up for failure and are “red-flags” for reviewers.
- **Are measurable.** Outcomes must demonstrate clear achievement. Good outcome statement references easily-quantified indicators (e.g., test scores, absenteeism, grades, and promotion rates).
- **Have deadlines.** All outcome statements specify by when they are to be achieved.
- **Reference state, local or school-defined baseline data or standards.** To determine if your goal is both reasonable and ambitious, you should include local baseline data for comparison. This is an example of an outcome statement containing all of the above elements:



Your proposal should identify three kinds of outcomes: goals, objectives and milestones.

The Goal

State the overall goal of your project. The goal should address the main problem identified at the beginning of your needs assessment. While you must have at least one goal, it is possible to have multiple goals.

Goals must have long-term deadlines. Your goal may have a deadline that extends beyond the project period.

Objectives

Objectives are the outcomes you anticipate to accomplish. Objectives must be directly related to a goal. Objectives may break the long-term goal into steps or address the factors contributing to the problem addressed by the goal.

It is imperative that you establish objectives for every target population your project is designed to affect. For instance, if your project intends to increase student achievement by training teachers, you must have objectives for both students and teachers.

Strategies

Strategies are broad approaches (methods, procedures, techniques) employed to accomplish your outcomes. You should begin this section with a justification as to why you chose your strategies and how they will help you achieve your outcomes. Your justification should cite research to support your strategies. It is essential that your project includes strategies for each outcome, and outcomes for each strategy.

After you have answered why you chose your strategies, discuss how the strategies will be adapted to fit your particular project. What students are you targeting, and how will they use or be affected by the services your project provides? How many students from each student group will ultimately be serviced by your project, both directly and indirectly? Discuss how you estimated the number of indirect students served.

Activities

Activities are the specific steps you will take to accomplish the project objectives, and involve direct service to students, teachers, and/or parents. Examples include: specific teacher in-services, parent nights, and mentoring sessions. They may take place on a single date (e.g., a field trip), or over a period of time (e.g., the use of an innovative curriculum).

Actions outlined in your management plan are **not** activities. While these actions are needed to facilitate direct service, they do not render direct service themselves. Examples include the purchasing of equipment, the hiring of staff, evaluation procedures, and steering committee meetings. Do **not** address the elements of your management plan in this section.

List the activities that your project will implement. Then relate each activity to a strategy. Next, group the activities according to strategies. If necessary discuss how the activities relate to their respective strategies. Discuss which students and how many will be served by each activity.

Milestones

Ongoing evaluation is essential to the management of a project. Since goals and objectives are not evaluated until the end of the year, milestones must be established to measure progress during the year. Milestones should be evaluated during the year, monthly, quarterly or semiannually.

Because milestones are intended to indicate progress towards an objective, each milestone must be related to an objective. Keep in mind that milestones are indicators of progress, and may not use exactly the same measurement tool as the objective to which they are related. However, the measure used should be adequate to gauge progress toward the objective. A project may take months before it can have a significant impact upon students, or the rate of improvement may level off over time. Milestones should anticipate this and be gauged accordingly. Don't set overly-ambitious milestones.

Strategies/Activities Worksheet

After organizing the strategies and activities, utilizing the guidance above, you are ready to complete the Strategies/Activities Worksheet. As you complete the worksheet, review the relationship between the major strategies and supporting activities and the goals you are trying to accomplish. Recall that the goal should be directly related to the needs identified in the Needs Assessment section (3.1). Components of the Strategies/Activities Worksheet are shown below.

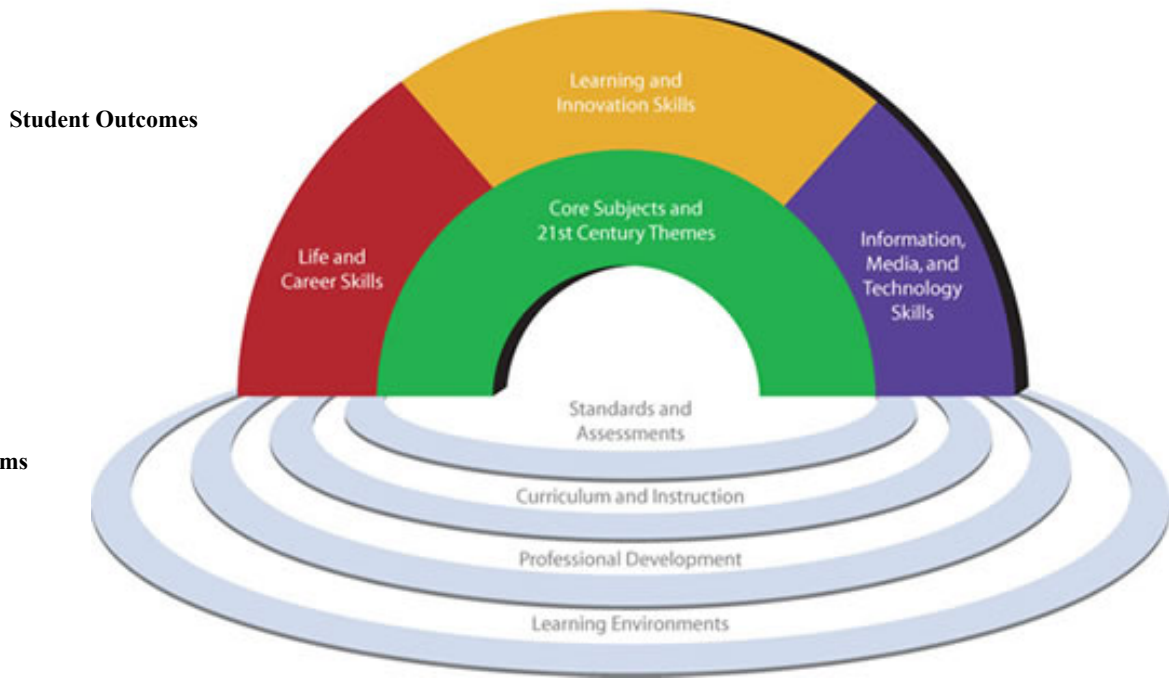
Strategies/Activities Worksheet

<p>Outcome Statement: A clearly defined problem supported by a needs assessment that systemically reviews information collected from a variety of sources, analyzed to determine strengths and weaknesses, and prioritized for action in the application.</p>
<p>Goal (related to the outcome): Addresses the main problem identified at the beginning of the needs assessment. Goals must have long-term deadlines.</p>
<p>Objective (marking progress toward the goal): Objectives are the outcomes you anticipate accomplishing for each year of the project. Objectives must be directly related to a goal. Objectives may break the long-term goal into steps or address the factors contributing to the problem addressed by the goal. Objectives must be measurable. Objectives must relate to student achievement or describe how they relate to other objectives that do relate to student achievement.</p>
<p>Strategy (approaches to be used in helping achieve the goal): Strategies are broad approaches (methods, procedures, techniques) employed to accomplish your outcomes. You should begin this section with a justification as to why you chose your strategies and how they will help you achieve your outcomes. Your justification should <u>cite research to support your strategies</u>. It is essential that your project include strategies for each outcome, and outcomes for each strategy.</p>
<p>Activity (specific steps related to strategies): Activities are the specific steps you will take to accomplish the project objectives, and involve direct service to students, teachers, and/or parents. They must be specific and relate to the strategy. Examples include: specific teacher in-services, parent nights, and mentoring sessions. They may take place on a single date (e.g., a field trip), or over a period of time (e.g., the use of an innovative curriculum).</p>
<p>Milestone (to document progress toward goal): Indicators of progress to measure improvement during the year. Milestones should be evaluated during the year, monthly, quarterly or semiannually.</p>

21st Century Learning Environments

In June 2009, Nevada will become a member state of the Partnership for 21st Century Skills, an organization that serves as a catalyst to position 21st century skills at the center of American K-12 education. The content of the Strategies and Activities Worksheet should address how funds will support and sustain 21st century learning environments in Nevada schools. The framework below represents both 21st century *student outcomes* and 21st century *support systems*. Additional information on this framework and the Partnership may be obtained at <http://www.21stcenturyskills.org>.

Framework for 21st Century Learning



3.3 Professional Development Plan

The Professional Development Plan must:

- Provide a detailed description of the process for administering professional development;
- Be linked to project activities and support project goals and objectives;
- Include dates and types of professional development to be performed; and
- Include specific, ongoing professional development activities that are adequate to achieve staff development goal(s) for the project.

****Important Note: Twenty-five percent of the total budget must be allocated to professional development.****

3.4 Evaluation and Dissemination Plan

External Evaluation

Each grantee must submit a summative evaluation report by September 30 following each grant year for a total of two reports over the life of the two year grant. Additionally, a mid-project progress report must be submitted by January 1 of each grant year. An external evaluator must be used to accomplish this requirement and should be identified in the application. NDE staff can assist applicants in locating an external evaluator if need be. Evaluators may wish to address the following items.

- Achievement and technology skills of students enrolled in the district
- Effectiveness of the program(s), activity(ies), hardware, and/or infrastructure on the achievement and technology skills of students based upon the measurable targets in the state/district improvement and/or technology plans
- Implementation of the plan to determine if the district or partnering districts are meeting the targets set in district improvement and/or technology plans
- Measures of increased student engagement

The application must include an evaluation plan. The evaluation plan should include:

- Questions to be investigated and a list of data that will be analyzed,
- A communication timetable that indicates how and when the evaluator and the grant program team will meet to discuss evaluation activities,
- A discussion on how information from the final evaluation report will be disseminated.

Federal Accountability

ARRA funds come with an unprecedented level of transparency and accountability. Additional guidance on accountability measures attached to ARRA EETT is expected to be released by the U.S. Office of Management and Budget (OMB) sometime during the summer of 2009. Applicants can expect quarterly reporting requirements to begin on October 1, 2009 and to continue throughout the two-year grant cycle. In addition, the U.S. Department of Education (DOE) has specific reporting requirements. Grantees must fully comply with these requirements and any other reporting requirements that arise during the grant cycle. Some data elements applicants can expect to report are:

- Number of jobs created by grant funds,
- Classroom Internet access in high- and low-poverty schools,
- Districts that have effectively and fully integrated technology,
- Teachers who meet state technology standards, and
- Eighth-grade students that meet Nevada's technology literacy standards.

Time and Effort Reporting

NDE requires employees funded through federal grants to complete time and effort reports. Employees who are funded entirely out of a single grant and work solely on grant-related projects may complete semi-annual certification in lieu of the time and effort report. Certification is a letter signed by a supervisor stating that the employee's duties include only those related to the grant from which he or she is funded. If a district does not have its own time and effort report format, NDE can provide the NDE template to grantees upon request. Both the certification and time and effort reports must be maintained by the grantee and available to NDE or the US DOE upon request.

SETDA Reporting

In an effort to assist states in collecting comparable data, the State Educational Technology Directors Association (SETDA) will collect data from ARRA grantees. SETDA is working closely with US DOE to develop this collection and results will be shared with US DOE personnel. All school districts involved in a partnership or individual grant are required to participate in this survey. A preliminary, draft version of the survey may be viewed at http://research.zarca.com/clients/SETDA_org/survey.aspx?from=Z5G6FXBX&test=1&sid=119&lang=0. Further information on the SETDA data collection process will be distributed to grantees by NDE after funds have been released.

3.5 Management Plan Worksheet

Submit a detailed and time specific management plan with pre-assigned responsibilities to avoid common pitfalls. Some of these pitfalls are:

- Failure to designate, in a timely fashion, a Project Manager with appropriate time dedicated to the project.
- Failure to submit required reports.
- Failure to regularly monitor performance of the project during implementation.
- Failure to start on time.
- Failure to keep adequate project documentation.
- Failure to assure continuity and quality of the project in light of personnel turnover.
- Changing overall project from that described in the grant proposal without approval of NDE.
- Submission of biased or incomplete project evaluation data.
- Having no project fiscal procedure in place.
- Disposal of project supplies, equipment, or other assets in unauthorized ways.
- Budget deviations due to unauthorized transfers from one budget category to another.
- Failure to manage inherent conflicts between policies, perspectives, and philosophies of project's host agency and the funding agency.
- Failure to form lasting partnerships in that all members recognize and fulfill their clearly defined roles, responsibilities, and contributions to the project.
- Failure to complete the project in a timely fashion.

The management plan supports project implementation. In other words, the management plan does not contain direct service activities. Direct service activities belong on the Strategies Activities Worksheet. Examples of management actions are hiring staff, ordering equipment, and developing curricula. None of these actions results in direct service, but are necessary to enable direct service activities.

List on your management plan worksheet, in chronological order, all major management actions necessary to implement the project during the funding period. Assign an approximate date for each action. The management plan must assign responsibility for action to a management team member. Indicate on the worksheet the person responsible for accomplishing each action, his or her duties, and the percentage of time during his or her normal work week he or she will spend working on the project.

Requirements made by the funding agency, NDE, must also be included in your management plan. These include the annual financial report, the submission of progress reports to NDE, and a summative evaluation report. Following is a sample Management Plan Worksheet.

Management Plan Worksheet

Action Description	Ongoing Action		Person Responsible		
	Start	Stop	Name & Position	Duties	% Time on Project
<i>Brief Description #1</i>	<i>Date</i>	<i>Date</i>			
<i>Brief Description #2</i>	<i>Date</i>	<i>Date</i>			
<i>Brief Description #3</i>	<i>Date</i>	<i>Date</i>			
Reporting Requirements					
Semiannual Progress Report Due	<i>Date</i>	<i>Date</i>			
Annual Financial Report Due	<i>Date</i>	<i>Date</i>			
Summative Evaluation Report	<i>Date</i>	<i>Date</i>			
Annual US DOE Report	<i>Date</i>	<i>Date</i>			
Quarterly OMB Report	<i>Date</i>	<i>Date</i>			
Annual SETDA Report	<i>Date</i>	<i>Date</i>			

3.6 Project Timeline Worksheet

The Project Timeline is a Gantt chart with columns representing the months of the funding cycle. It must contain three sections: management, implementation, and evaluation. Place an “X” in the month column in which the activity occurs. For example, if you hire a project director in July 2009, place an “X” in the “July” column for July Activities.

Activities	Month (2008-2009)											
	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Management												
Hire Project Director	X											
Implementation												
Teacher Training		X										
Follow-up Sessions				X		X		X				
Evaluation												
Evaluation	X	X	X	X	X	X	X	X	X	X	X	X

3.7 Project Demographics Worksheet

Complete the Demographics Worksheet with all relevant information pertaining to the project and corresponding district(s).

3.8 Contract Services

If external agencies are contracted, provide the following items:

- List of deliverables.
- Cost related to each deliverable. Contracted services may not directly pay for salaries. Services must be itemized by deliverables. Attach documentation of contract estimates to your application.
- Timeline for the deliverables.
- Schedule for periodic reviews of the performance of services. Periodic may mean monthly, quarterly, or semi-annually depending on the type of service and the project requirements.
- List names of agencies and specific personnel to be contracted for each deliverable. Describe the background of the agency and provide resumes for specific personnel assigned to each deliverable.

4.0 BUDGET WORKSHEET/NARRATIVE

Your budget should cover the project in detail. The budget narrative sections should demonstrate the extent to which the budget is reasonable, cost-effective, and integrates other sources of funding. All costs described in the project narrative will appear in the budget narrative sections and must have a corresponding entry in the itemized budget for that year. Reviewers will match the budget with the project narrative.

Justify any line item expenses that are not obvious from the project narrative. Discuss how you estimated the cost of your line items, if the rationale is not obvious. Show how your budget is cost effective. Clearly label the costs associated with professional development. Note: At least 25% of total funds must be used for professional development.

Each line must be detailed and specific. General expenses should be broken down into specific line items. For example, "meeting expenses" can be broken down into room rental, photocopying and refreshments. There is no page limit for the budget, so be as detailed as possible. Purchasing supplies/materials, i.e. software and curricular materials for distribution to participants must be included. Show how the expense was calculated for each line item. Reviewers will use this information to determine if your budget is reasonable and cost-effective.

The Budget Worksheet will be posted on the NDE Website on February 29, 2008. To access the Budget Worksheet, go to <http://www.doe.nv.gov/techinn/tech-funding.html> and click on Budget Pages under Federal Funding.

The Budget Worksheet has four tabs, the Budget Summary and one tab for each of the three types of costs (these tabs are your supplemental Budget pages): "Direct Instruction," "Instructional Support," and "Administrative Support."

In order to minimize the number of errors that occur, all areas where numbers can be entered are shaded in **YELLOW**. If you insert a row, please make sure you are within the yellow area. Do not delete any rows in the yellow area that you did not enter yourself.

If you follow these instructions, the formula will automatically calculate your totals.

The budget summary is linked to each of the three supplemental pages (Direct Instruction, Instructional Support, and Administrative Support). Once you enter all of your numbers in the supplemental page, the Budget Summary page will be auto populated. Do not enter anything in your Budget Summary page except for your indirect costs. You will need to calculate your indirect costs and enter the amount on the Budget Summary page along with the indirect percentage applicable to your district.

For personnel, you must enter FTE, the quantity, unit amount calculations, and the total amount in Object Code 100.

Once you get to the benefits (Object Code 200), you will need to enter FTE, the quantity, and unit amount calculations. The benefits are automatically calculated and will appear on the last column (Blue column).

Similarly, you may need to repeat the same steps in "Instructional Support" and "Administrative Support" pages/tabs.

For other Object Codes enter the quantities and the total; again, the total amount will automatically appear in the last column (Blue column).

Once you have finished your entries, go back to the Budget Summary page and make sure it has all of the elements that you entered on the supplemental pages/tabs. The Budget Summary page must be signed by the district superintendent or the fiscal agent.

Note: Do not "pad" your budget. This will reflect poorly on your application. Funds are limited so make every effort to conserve. Consider using open source software or leveraging existing resources such as the databases provided by the Nevada Library and Archives.

The Budget Worksheets were developed by WCSD for SB404 grant application budgets. Modifications have been made to the original to accommodate EETT funding.

4.1 Vendor Estimate Documentation

Documentation should be provided showing how costs were determined for the expenditures of this project. Any format is acceptable such as an internet printout or a copy of catalog item.

5.0 APPENDICES

5.1 Signed Assurances

Superintendents of all participating school districts must date, sign and print name.

5.2 Systematic Consultation

In a maximum of 150 words per item, address the following:

1. Describe procedures for involving public schools in planning, implementing and evaluating the Technology program.
2. Describe procedures for involving charter schools in planning, implementing and evaluating the Technology program.
3. Describe procedures for involving private schools in planning, implementing and evaluating the Technology program.

This page should describe the consultations with the various involved parties in each of the three sectors: public schools, charter schools and private schools. The involved parties are teachers, administrative personnel, parents, librarians, school counselors and other pupil services personnel. (See Public Law 107-110, Title IX, Part E, Subpart 1, Section 9501 at <http://www.nochildleftbehind.com/nclb-law/PART-E.-UNIFORM-PROVISIONS>). All consultations should be timely and meaningful. Describe the methods and dates for documenting the consultations and the procedures used to notify and disseminate information to the involved parties to get them involved. *Note: Sending out letters without follow up or any direct consultation with private schools and charter schools is not adequate for fulfilling this requirement.*

5.3 Public School Involvement

1. List all schools in the district that will directly benefit from this grant. Provide additional pages if necessary.
2. Provide the grade level for each school.
3. Based on poverty levels, rank all schools in the district from highest to lowest.
4. Based on the availability of technology and connectivity at the school level, rank all schools in the district from the highest need to the lowest need.
5. Complete one worksheet for each district applying.

5.4 Private and/or Charter School Involvement

Districts **must** complete the **Private and/or Charter School Involvement Form**. Provide the private or charter school information requested for **all** private or charter schools in the district including those not participating.

1. Column 1: List the name of all private or charter schools. Provide additional pages if necessary.
2. Column 2: Provide the total enrollment for each private or charter school as of October of the preceding year.
3. Column 3: Check the schools to be served.
4. Complete the total for columns 2-3 at the bottom of the page.
5. Complete one worksheet for each district applying.

5.5 Priorities Worksheet

Funding is limited. Complete the priorities worksheet by prioritizing budget items needed to complete a successful project. The review committee will use this to allocate final grant awards.

5.6 Letters of Commitment

Superintendents of all participating school districts must submit a signed letter of commitment describing their expected participation in the project.

NEVADA DEPARTMENT OF EDUCATION

**ENHANCING EDUCATION THROUGH
TECHNOLOGY**

**Public Law 107-110
TITLE II PART D**

NO CHILD LEFT BEHIND ACT

Part II

Application Scoring Rubric

Enhancing Education Through Technology – FY08/09 Competitive Grant Application Scoring Rubric

Reviewer’s Name: _____ Applicant Name: _____ Total Score: _____

Criteria/Weight	Score*	NE**	Level 1**	Level 2**	Level 3**
Needs Assessment (5x) max pts 15		(0 pts)	Is vague and/or addresses only 1 of the following: 1) States the problem, identifies the factors contributing to the problem, and supports the problem with properly cited research. 2) Defines consequences of not dealing with the problem. 3) Describes how the project addresses Federal and State goals and how it aligns with district improvement, district technology, and/or state technology plan(s).	Vaguely addresses all or addresses only 2 of the following: 1) States the problem, identifies the factors contributing to the problem, and supports the problem with properly cited research. 2) Defines consequences of not dealing with the problem. 3) Describes how the project addresses Federal and State goals and how it aligns with district improvement, district technology, and/or state technology plan(s).	Clearly addresses all of the following: 1) States the problem, identifies the factors contributing to the problem, and supports the problem with properly cited research. 2) Defines consequences of not dealing with the problem. 3) Describes how the project addresses Federal and State goals and how it aligns with district improvement, district technology, and/or state technology plan(s).
Strategies/ Activities Worksheet (8x) max pts 24		(0 pts)	Is vague and/or addresses only 1 of the following: 1) Outcomes address the problem(s) identified in the needs assessment and are established for each of the groups identified in the needs assessment. 2) Goal(s), objective(s) and milestones are clearly stated and measurable and are ambitious and realistic. 3) Goals have deadlines that extend beyond the project period. 4) Objectives relate to goal(s) and to student achievement. 5) Strategies address outcomes, are supported by clearly stated rationale or properly cited research. 6) Activities provide direct service to parents, teachers, and/or students and relate to the strategy. 7) Milestone deadlines are set periodically during the year and gauge progress toward accomplishment of the goals and objectives.	Vaguely addresses all or addresses only 2-6 of the following: 1) Outcomes address the problem(s) identified in the needs assessment and are established for each of the groups identified in the needs assessment. 2) Goal(s), objective(s) and milestones are clearly stated and measurable and are ambitious and realistic. 3) Goals have deadlines that extend beyond the project period. 4) Objectives relate to goal(s) and to student achievement. 5) Strategies address outcomes, are supported by clearly stated rationale or properly cited research. 6) Activities provide direct service to parents, teachers, and/or students and relate to the strategy. 7) Milestone deadlines are set periodically during the year and gauge progress toward accomplishment of the goals and objectives.	Clearly addresses all of the following: 1) Outcomes address the problem(s) identified in the needs assessment and are established for each of the groups identified in the needs assessment. 2) Goal(s), objective(s) and milestones are clearly stated and measurable and are ambitious and realistic. 3) Goals have deadlines that extend beyond the project period. 4) Objectives relate to goal(s) and to student achievement. 5) Strategies address outcomes, are supported by clearly stated rationale or properly cited research. 6) Activities provide direct service to parents, teachers, and/or students and relate to the strategy. 7) Milestone deadlines are set periodically during the year and gauge progress toward accomplishment of the goals and objectives.
Professional Development Plan (3x) max pts 9		(0 pts)	Is vague and/or addresses only 1 of the following: 1) Provides a detailed description of the process for administering professional development. 2) Is linked to project activities and support project goals and objectives. 3) Includes dates and types of professional development to be performed. 4) Includes specific, ongoing professional development activities that are adequate to achieve staff development goal(s) for the project.	Vaguely addresses all or addresses only 2-3 of the following: 1) Provides a detailed description of the process for administering professional development. 2) Is linked to project activities and support project goals and objectives. 3) Includes dates and types of professional development to be performed. 4) Includes specific, ongoing professional development activities that are adequate to achieve staff development goal(s) for the project.	Clearly addresses all of the following: 1) Provides a detailed description of the process for administering professional development. 2) Is linked to project activities and support project goals and objectives. 3) Includes dates and types of professional development to be performed. 4) Includes specific, ongoing professional development activities that are adequate to achieve staff development goal(s) for the project.
Evaluation and Dissemination Plan (2x) max pts 6		(0 pts)	Is vague and/or addresses only 1 of the following: 1) Includes an evaluation plan that will be used by the evaluator. 2) Indicates who will be the evaluator. 3) Includes a discussion on how information from the final evaluation report will be disseminated. 4) Includes a statement that ensures compliance with all state and federal reporting requirements.	Vaguely addresses all or addresses only 2 of the following: 1) Includes an evaluation plan that will be used by the evaluator. 2) Indicates who will be the evaluator. 3) Includes a discussion on how information from the final evaluation report will be disseminated. 4) Includes a statement that ensures compliance with all state and federal reporting requirements.	Clearly addresses all of the following: 1) Includes an evaluation plan that will be used by the evaluator. 2) Indicates who will be the evaluator. 3) Includes a discussion on how information from the final evaluation report will be disseminated. 4) Includes a statement that ensures compliance with all state and federal reporting requirements.

EETT 2009-11 Competitive Grant Application

Criteria/Weight	Score*	NE**	Level 1**	Level 2**	Level 3**
Management Plan Worksheet (2x) max pts 6		(0 pts)	Is vague and/or addresses only 1 of the following: 1) Lists all key personnel and/or external contracted services with descriptions of their duties and percentages of time dedicated to the project. 2) Identifies a project director and an appropriate percentage of time dedicated to the project. 3) Lists all major management actions, assigns responsibility for each action, assigns dates for each action, and is adequate for making good progress towards accomplishing the goals and objectives of the grant.	Vaguely addresses all or addresses only 2 of the following: 1) Lists all key personnel and/or external contracted services with descriptions of their duties and percentages of time dedicated to the project. 2) Identifies a project director and an appropriate percentage of time dedicated to the project. 3) Lists all major management actions, assigns responsibility for each action, assigns dates for each action, and is adequate for making good progress towards accomplishing the goals and objectives of the grant.	Clearly addresses all of the following: 1) Lists all key personnel and/or external contracted services with descriptions of their duties and percentages of time dedicated to the project. 2) Identifies a project director and an appropriate percentage of time dedicated to the project. 3) Lists all major management actions, assigns responsibility for each action, assigns dates for each action, and is adequate for making good progress towards accomplishing the goals and objectives of the grant.
Project Timeline (2x) max pts 6		(0 pts)	Is vague and/or addresses only 1 of the following: 1) Presented in the form of a Gantt chart. 2) Contains all key elements: implementation, management and evaluation. 3) Is reasonable and not overly ambitious.	Vaguely addresses all or addresses only 2 of the following: 1) Presented in the form of a Gantt chart. 2) Contains all key elements: implementation, management and evaluation. 3) Is reasonable and not overly ambitious.	Clearly addresses all of the following: 1) Presented in the form of a Gantt chart. 2) Contains all key elements: implementation, management and evaluation. 3) Is reasonable and not overly ambitious.
Budget Worksheet and Narrative (4x) max pts 12		(0 pts)	Is vague and/or addresses only 1 of the following: 1) Contains all costs described in the application. 2) Explains cost estimations. 3) 25% is set aside for PD. 4) Line items are detailed and specific. 5) Budget Summary page is equal to total of supplemental pages. 6) All items are justifiable and there is no evidence of “budget padding”. 7) Leverages readily available or free resources to accomplish goals.	Vaguely addresses all or addresses only 2-4 of the following: 1) Contains all costs described in the application. 2) Explains cost estimations. 3) 25% is set aside for PD. 4) Line items are detailed and specific. 5) Budget Summary page is equal to total of supplemental pages. 6) All items are justifiable and there is no evidence of “budget padding”.	Clearly addresses all of the following: 1) Contains all costs described in the application. 2) Explains cost estimations. 3) 25% is set aside for PD. 4) Line items are detailed and specific. 5) Budget Summary page is equal to total of supplemental pages. 6) All items are justifiable and there is no evidence of “budget padding”.
Systematic Consultation (2x) max pts 6		(0 pts)	Is vague and/or addresses only 1 of the following: 1) A description of procedures for involving public, charter, and private schools in planning, implementing and evaluating the project. 2) Consultation was timely and meaningful. 3) Initial consultation was followed-up with additional inquiry.	Vaguely addresses all or addresses only 2 of the following: 1) A description of procedures for involving public, charter, and private schools in planning, implementing and evaluating the project. 2) Consultation was timely and meaningful. 3) Initial consultation was followed-up with additional inquiry.	Clearly addresses all of the following: 1) A description of procedures for involving public, charter, and private schools in planning, implementing and evaluating the project. 2) Consultation was timely and meaningful. 3) Initial consultation was followed-up with additional inquiry.
21st Century Learning (3x) max 9		(0 pts)	Is vague and/or addresses only 1 of the following: 1) Integrates technology into classrooms in innovative ways that promote 21 st century learning. 2) Promotes systemic change within the school(s) or district(s) involved. 3) Provides evidence of 21 st century student outcomes and support systems.	Vaguely addresses all or addresses only 2 of the following: 1) Integrates technology into classrooms in innovative ways that promote 21 st century learning. 2) Promotes systemic change within the school(s) or district(s) involved. 3) Provides evidence of 21 st century student outcomes and support systems.	Clearly addresses all of the following: 1) Integrates technology into classrooms in innovative ways that promote 21 st century learning. 2) Promotes systemic change within the school(s) or district(s) involved. 3) Provides evidence of 21 st century student outcomes and support systems.
Partnership (2x) max 6		(0 pts)	The project is not a partnership between two or more entities.		The project is a partnership between two or more entities.
Page Limits (2x) max pts 6		(0 pts)	The application exceeds page limit requirements. (0 Points)		The application adheres to page limit requirements.

EETT 2009-11 Competitive Grant Application

The following sections are not quantitatively evaluated but the absence or inadequate provision of any of the sections listed below will eliminate an applicant from the competition.

- ___ 1.0 Application Cover Sheet signed by the eligible school district superintendent
- ___ 2.0 Table of Contents
- ___ 3.7 Project Demographics Worksheet
- ___ 3.8 Contract Services
- ___ 4.1 Vendor Estimate Documentation
- ___ 5.2 Signed Assurances
- ___ 5.3 Public School Involvement
- ___ 5.4 Private and/or Charter School Involvement
- ___ 5.5 Priorities Worksheet
- ___ 5.6 Letters of Commitment (districts participating in a partnerships only)
- ___ 5.7 Checklist

Additionally, both of the following must be completed for the application to be eligible for review:

- ___ 1. To give districts the opportunity to form partnerships, all applicants must post their grant idea(s) to the Nevada Educational Technology Website (<http://www.nvedtech.com/>) under the Forum topic “EETT Grant Application Ideas” by June 12, 2009. Any applicant that does not meet this requirement will not be eligible to submit a final application. Preliminary proposals should include a basic description of the overall grant idea, a brief description of the need, goals, objectives and activities intended for the project, and contact information (name and email address) of an individual responsible for submitting the grant that could be used by potential partnering districts.

- ___ 2. Grantees must have current CIPA forms and district technology plans on file with NDE. Funds will not be released to grantees who do not. Any partnership that includes a district that has not met this requirement will not receive funding until CIPA forms and technology plans for all partners are received by NDE.

According to Title II, Part D of the No Child Left Behind Act, the following items may be considered during the competitive review process.

- LEAs that received “insufficient” Title II-D formula allocations must receive special consideration.
- LEAs that flexed or transferred Title II-D funds out to other programs may be an indication of a lack of need.
- LEA’s prior Title II-D grant history will be considered.

NEVADA DEPARTMENT OF EDUCATION

ENHANCING EDUCATION THROUGH TECHNOLOGY

Public Law 107-110
TITLE II PART D

NO CHILD LEFT BEHIND ACT

Part III

A. Application

1.0 Cover Sheet/Certification Page

2.0 Table of Contents

3.0 Narrative

3.1 Needs Assessment

3.2 Strategies/Activities Worksheet

3.3 Professional Development Plan

3.4 Evaluation, Dissemination & Sustainability Plan

3.5 Management Plan Worksheet

3.6 Project Timeline Worksheet

3.7 Project Demographics Worksheet

3.8 Contract Services

4.0 Budget

4.1 Vendor Estimate Documentation

5.0 Appendices

5.1 Signed Assurances

5.2 Systematic Consultation

5.3 Public School Involvement

5.4 Private and/or Charter School Involvement

5.5 Priorities Worksheet

5.6 Letters of Commitment (districts participating in a partnership only)

5.7 Checklist

Section 1.0
APPLICATION FOR SUBGRANT UNDER
ENHANCING EDUCATION THROUGH TECHNOLOGY (Competitive Grant)

Public Law 107-110
 Enhancing Education Through Technology
 Improving America's Schools Act of 1994

Return to:
Kimberly Vidoni
 NEVADA DEPARTMENT OF EDUCATION
 700 East Fifth Street
 Carson City, Nevada 89701

SECTION I

1. DISTRICT NAME AND MAILING ADDRESS

District DUNS #: _____
 District CAGE Code: _____
 Percentage of Professional Development _____%
 Amount of Funds Requested \$ _____

2. AUTHORIZED CONTACT PERSON:

Name _____
 Title _____
 Phone and Extension: () _____
 Fax Number: () _____
 E-mail Address: _____

3. New or updated local long-range Educational technology plan and CIPA on file with NDE? _____
If "No" identify date it will be submitted: _____

4. Project Starting Date: _____
Project Ending Date: _____

5. CERTIFICATION

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct; the local Board of Trustees has authorized me, as its representative, to file this application; and such action is recorded in the minutes of the agency's meeting held on: _____ (date)

6. Signature _____

District Superintendent

7. Grants will be reviewed on July 29-30, 2009. Please provide the name and phone number of someone who will be available to answer questions about this application on those days should the review committee choose to do so.

Name: _____ Phone Number: _____

STATE DEPARTMENT USE ONLY

Date Received: _____	Approved: _____
Initial Grant Award Issued: _____	Amount: \$ _____

SECTION 1.0 – DUNS Number and CAGE Codes for Partnership Applications

Partnerships should add a table that includes the name of the partnering districts, the DUNS number and the CAGE codes for all partnering districts.

SECTION 2.0 – TABLE OF CONTENTS

(Please refer to page 10 for instructions on how to complete this section).

SECTION 3.0 – NARRATIVE (Maximum of five pages total for sections 3.1, 3.3, and 3.4.)

SECTION 3.1 – NEEDS ASSESSMENT

SECTION 3.2 – STRATEGIES/ACTIVITIES WORKSHEET

Please use a separate worksheet for each Goal to be addressed with supporting Strategies and Activities. Extend the worksheet as necessary to accommodate the number of Strategies or Activities planned.

Outcome Statement:
Goal I (related to Need):
Objective (marking progress toward Goal I):
Strategy I (supporting Goal I):
<ul style="list-style-type: none"> • Activity 1 (supporting Strategy I):
<ul style="list-style-type: none"> • Activity 2 (supporting Strategy I):
<ul style="list-style-type: none"> • Activity 3 (supporting Strategy I):
<ul style="list-style-type: none"> • Activity 4 (supporting Strategy I):
Milestones to document progress toward Goal):

SECTION 3.3 - PROFESSIONAL DEVELOPMENT PLAN

SECTION 3.4 - EVALUATION, DISSEMINATION & SUSTAINABILITY PLAN

SECTION 3.5 – MANAGEMENT PLAN WORKSHEET

Management Plan Worksheet

Action Description	Ongoing Action		Person Responsible		
	Start	Stop	Name & Position	Duties	% Time on Project
Reporting Responsibilities					
Semiannual Progress Report Due					
Annual Financial Report Due					
External Evaluation					
Annual US DOE Report					
Quarterly OMB Report					
Annual SETDA Report					

SECTION 3.6 – PROJECT TIMELINE WORKSHEET

Project Timeline Worksheet

Add or delete rows as necessary:

Activities	Month (2009-10)											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Management												
Implementation												
Evaluation												

Activities	Month (2010-11)											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Management												
Implementation												
Evaluation												

SECTION 3.7 – PROJECT DEMOGRAPHICS WORKSHEET

PROJECT DEMOGRAPHICS			
	# in District(s)	# Served by This Project	% Served by This Project
Students			
School(s) Involved			
Teacher(s) Involved			
If Applying as a Partnership, List the Names of all Districts Involved in this Project			

PROJECT PERSONNEL RESOURCES (add rows if necessary)					
# of new jobs resulting from project	# of existing jobs sustained as result of project	Name of Entity (e.g. district, school, university)	Job Title or Description	% FTE covered by grant funds	Approximate Salary covered by grant funds

SECTION 3.8 – CONTRACT SERVICES

(Please refer to page 18 for instruction related to this section).

Omit this section if it doesn't apply to your district/project.

SECTION 4.0 – BUDGET WORKSHEET/NARRATIVE

The budget spreadsheet will be posted separately on the NDE Website. To access the spreadsheet, go to www.doe.nv.gov, click on Technology from the left sidebar menu, click on Grants & Funding, and then click on Budget Pages under Federal Funding.

SECTION 4.1 – VENDOR ESTIMATE DOCUMENTATION

SECTION 5.0 – APPENDICES

Section 5.1 - SIGNED ASSURANCES

**PURSUANT TO PUBLIC LAW 107-110, THE APPLICANT HEREBY
GIVES ASSURANCE TO THE SUPERINTENDENT OF PUBLIC INSTRUCTION THAT:**

1. Funds received under this subgrant will be used to supplement, not supplant, district fiscal effort and will be used only for authorized projects.
2. Parents of children attending elementary and secondary schools in our district, teachers and administrators in such schools, and other groups appropriate to our district have been and will be involved in this application.
3. Officials of private nonprofit schools within the district have been contacted and have had an opportunity to participate in the planning and development of Enhancing Education Through Technology projects.
4. Children in private nonprofit schools within the district shall be provided equitable participation in the benefits of this project.
5. Enhancing Education Through Technology services, materials, and equipment provided to private school students will be secular, neutral, and non-ideological in nature.
6. If the LEA determines, after consultation with a private school, that the services, materials, and equipment it provides with Enhancing Education Through Technology are not feasible or necessary for the private school, it will make other arrangements to assure equitable participation for the private school students.
7. The LEA will administer and control funds and shall maintain title of materials, equipment, and property provided to private schools under Enhancing Education Through Technology.
8. Services to private schools will be provided by the employees of the LEA directly or through contract.
9. Enhancing Education Through Technology funds will not be commingled with State or local funds.
10. Records and other such information as may be required for fiscal audit and project evaluation will be maintained for at least three years (EDGAR Sec. 80.42), and provided to the Nevada Department of Education as requested. Such information will include counts of students served, and staff hired and/or trained.
11. The applicant maintains a policy of nondiscrimination in compliance with: Enhancing Education Through Technology, the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975.
12. Activities conducted under this subgrant will be in compliance with all applicable Federal and State laws and regulations including those pertaining to fiscal disbursements, accounting and auditing procedures; no obligations or expenditures of funds to be received under this Title will be made before acknowledgment of this application by the Nevada Department of Education.
13. In the event of a sustained audit exception of Enhancing Education Through Technology, the applicant will repay to the Nevada Department of Education the amount of Enhancing Education Through Technology funding determined not to have been spent in accordance with federal law.
14. A current Children’s Internet Protection Act (CIPA) certification is on file with the Department, for elementary or secondary schools that do not receive e-rate discounts and for which federal technology funds have been used to access the Internet or to pay the direct costs associated with accessing the Internet.
15. A current District technology Plan, complete with dates of its effectivity, has been submitted to the Nevada Department of Education.
16. The applicant agrees to submit two annual summative evaluation reports for each grant year by October 15, 2010 and 2011 and two progress reports by January 15, 2010 and 2011.
17. The applicant agrees to spend 50% of annual funds by January 1 of each grant year, 80% of annual funds by April 1, and 100% of annual funds by June 30 of each grant year. Extensions and carryover of funds will not be allowed.
18. The applicant will comply with all NDE data collection initiatives.
19. The applicant will submit the Final Financial to the Nevada Department of Education within 60 days of project completion. Noncompliance will result in ineligibility for future grant cycles.
20. The applicant will submit time and effort reports to the Nevada Department of Education.

Date

Signature, District Superintendent

Print Name Here

SECTION 5.2 – SYSTEMATIC CONSULTATION

(Please refer to page 20 for instructions regarding this section).

SECTION 5.5 – PRIORITIES WORKSHEET

Please complete the form below ranking the funds requested in this grant application in order of highestt priority (Priority Need #1) to the lowest priority (Priority Need #4). **All applicants MUST complete this page.** Additional rows may be added. This information will be considered during the grant review process.

Priority Needs	Description	Amount
Priority Need #1		
Priority Need #2		
Priority Need #3		
Priority Need #4		
Total		

SECTION 5.6 – LETTERS OF COMMITMENT

SECTION 5.7 – CHECKLIST

As you submit your application, please use the following checklist to review for accuracy and completeness.

- The Cover Sheet/Certification Page is completed and signed in **blue ink**.
- The Narrative sections of your grant application are complete; it does not exceed five double-spaced, typewritten pages (excluding worksheets); and it has a font size no less than 12 point.
- An evaluation plan and statement of cooperation with the statewide evaluation team is included.
- Plan of Operation – Strategies/Activities Worksheet is completed
- Management Plan Worksheet is completed
- Project Timeline Worksheet is completed
- Project Demographic Worksheet is completed.
- Budget Worksheet/Narrative is completed with all expenditures and the Vendor Estimate Documentation is attached
- The Budget/Expenditure Summary is signed in **blue ink**.
- The Narratives in the Budget Supplemental Schedule carefully explain the intended use of the funds.
- The Totals within Object Codes on the Budget/Expenditure Summary and Final Totals on the Supplemental Schedule must match each other.
- Project proposal has been posted to the Nevada State Educational Technology Forum (<https://techforum.dcsd.k12.nv.us/>).
- The Assurance page is completed and signed in **blue ink**.
- Systematic Consultation is completed
- Public School Involvement worksheet is completed
- Private and/or Charter School Involvement worksheet is completed
- A completed Priorities Worksheet
- Letters of Commitment (districts participating in a partnership only)
- A copy of this checklist is included with the application.

NOTE: ANY GRANT APPLICATION THAT IS INCOMPLETE (MUST INCLUDE ALL REQUIRED SECTIONS OF THE APPLICATION) OR WITH MATHEMATICAL ERRORS ON ANY BUDGET PAGE (INCLUDING BOTH THE BUDGET/EXPENDITURE SUMMARY PAGE AND THE SUPPLEMENTAL SCHEDULE PAGE) WILL NOT BE CONSIDERED.

SEND ONE ORIGINAL GRANT APPLICATION SIGNED IN BLUE INK PLUS AN ELECTRONIC COPY AND TEN (10) COPIES OF THE GRANT APPLICATION. THE ELECTRONIC COPY MAY BE EMAILED TO KIM VIDONI (kvidoni@doe.nv.gov) IN ONE COMPLETE FILE.

