



Office of the
State Superintendent of Education

REQUEST FOR QUOTATION Open Market

Contracts & Procurement Services

Page 1 of 2 ISSUANCE DATE: May 7, 2012, 2012 RQ #: RQ765946
CLOSING DATE: May 11, 2012 2:00 P.M.

VENDOR NAME:			
ADDRESS:		ATTN:	
PHONE #:		FAX #:	
DUN & BRADSTREET #:		FEDERAL ID #:	
PLEASE REPLY BY:	Monday, May 11, 2012 – 2:00 P.M.	QUESTIONS ? (Please Contact)	Anthonisha Felton 202 – 481-3799 - phone Anthonisha.felton@dc.gov - e-mail

YOU MUST USE THIS QUOTE SHEET OR YOUR BID WILL NOT BE CONSIDERED

ITEM/SKU NUMBER	ITEM DESCRIPTION	QTY.	UNIT PRICE	TOTAL PRICE
CLIN 0001	<p>The DC Office of the State Superintendent of Education (OSSE) has a requirement for Federal Grants Management Consulting and Technical Assistance Services in accordance with the Section C (Statement of Work). <i>See attached.</i></p> <p>Consulting Services (Loaded Hourly Rate)</p> <p>REQUIREMENTS:</p> <p>See attached.</p> <p>Electronic Delivery of Response: E-Mail to: Anthonisha.felton@dc.gov in PDF format only. Or Fax to: 202-299-2126</p> <p>PERIOD OF PERFORMANCE: Date of Award through September 30, 2012</p> <p>Please submit all (SIGNED) quotes to:</p>	<p>400 Est. Hrs.</p>	<p>\$ _____</p>	<p>\$ _____</p>

	Anthonisha Felton Contract Specialist OSSE Contracting and Procurement 810 First Street NE – 9 th Floor Washington, D.C. 20002 Phone: 202-481-3799 Fax: 202-299-2126 Email: Anthonisha.felton@dc.gov		
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ALL SHIPPING MUST BE FOB DESTINATION

ARE YOU LSDBE CERTIFIED? <input checked="" type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	(If “yes”, please attach certification)
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NOTE: ALL BIDS MUST INCLUDE YOUR COMPANY’S STOCK NUMBER, AS WELL AS PACKING SIZES (i.e., 10 per box, 6 boxes per case) AND MUST BE BRAND NAME OR EQUAL DISCOUNT.

Percent
Delivery Days

DISCOUNT FOR PROMPT PAYMENT OF LESS THAN 20 DAYS WILL NOT BE CONSIDERED IN EVALUATING QUOTATION

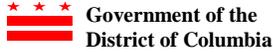
SUBMITTED BY: (Signature of Person Authorized to Sign)	
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TITLE:	DATE:
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CONTRACTING OFFICER:	DATE:
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Office of Contracting &
Procurement



REQUEST FOR QUOTATIONS/TASK ORDER PROPOSALS

SOLICITATION NO.: DCGD-2012-Q-5946

**CAPTION: Consulting Services for Federal Grants
Management and Technical Assistance**

CLOSING DATE: Monday, May 11, 2012

CLOSING TIME: 2:00 P.M.

CONTRACT SPECIALIST: Toni Felton

PHONE NO.: 202-481-3799

**OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION
CLOSEOUT OF ARRA FUNDS**

B.1 SUPPLIES OR SERVICES AND PRICE

The Office of Contracting and Procurement, on behalf of the Office of the State Superintendent of Education (OSSE), Office of Community Learning and School Support seeks a contractor to provide comprehensive evaluations of the effectiveness of programs and activities implemented under the following federal grants as authorized by the Elementary and Secondary Education Act (ESEA).

B.2 CONTRACT TYPE

The District anticipates award of a fixed price contract.

B.3 PRICE SCHEDULE

B.3.1 Period of Performance: Date of Award through twelve (12) months

BASE YEAR

Contract Line Item Number (CLIN)	Item Description	Price
0001	Consulting Services – Contractor shall attach Separate Technical and Price Proposal (Completed RFQ form with Hourly Loaded Rate)	\$ _____

SPECIFICATIONS/WORK STATEMENT

C.1. SCOPE

The Office of Community Learning and School Support at the Office of the State Superintendent of Education (OSSE) seeks a contractor to perform comprehensive evaluations of the effectiveness of programs and activities implemented under the following federal grants as authorized by the Elementary and Secondary Education Act (ESEA) as amended:

Title II, Part D (Enhancing Education through Technology –Ed Tech)
Title IV, Part B (21st Century Community Learning Centers-21st CCLC)

The overall scope of work is to work with the Community Learning and School Support (CLASS) to complete an assessment of the programs listed above using annual assessment data, survey data, and self-reported performance data to evaluate the impact and implementation of program services for targeted students. Tasks will include reviewing performance reports, conducting surveys, and communicating with sub-recipients to request documentation as needed. The successful bidder will prepare a report to further assist local projects with the development of meaningful activities and the implementation of effective strategies to accomplish program goals and objectives. This evaluation period will run from May 1, 2012 through November 15, 2012. The required completion dates are as follows:

Program	Start Date	Completion Date
Title II, Part D (Ed Tech)	May 14, 2012	November 15, 2012
Title IV, Part B (21st CCLC)	May 14, 2012	November 15, 2012

The Contractor will perform work on site in the District and at such other places including the Contractor's office as may be convenient and acceptable to the Director of Community Learning and School Support (CLASS). The Contractor will be required to attend meetings in person and/or by telephone when necessary to accomplish the required work. The time to complete this project is an estimated 400 hours total. All deliverables must be received by November 15, 2012.

Contract funding for future renewal or expansion options will be contingent upon legislative appropriation and at the will of the OSSE.

C.1.1 Applicable Documents

The contractor shall adhere to the following applicable laws, regulations or other documents that are pertinent to this procurement in performing work under this contract. These documents can be found on Inter/Intranet address, agency office, etc.

Item No.	Title	Date	Location
001	Title IV, Part B of the Elementary and Secondary Education Act	2002	http://www2.ed.gov/programs/21stcclc/legislation.html
002	21st Century Community Learning Centers Non-Regulatory Guidance (February 2003)	2003	http://www2.ed.gov/programs/21stcclc/legislation.html
003	OSSE 21st Century Community Learning Center Request for Applications (RFA 2010)	2010	OSSE Request for Applications (RFA) # 0222-10*
004	District of Columbia 21st Century Community Learning Centers Quality Assessment School Year 2005-06	2005-2006	Attached
005	Title II, Part D of the Elementary and Secondary Education Act (regular and ARRA funds)	2002	http://www2.ed.gov/programs/edtech/legislation.html
006	Final Guidance on the Enhancing Education Through Technology	2002	http://www2.ed.gov/programs/21stcclc/legislation.html
007	Guidance on Enhancing Education through Technology (Ed Tech) Program Funds Made Available under the American Recovery and Reinvestment Act of 2009 (July 2009)	2009	http://www2.ed.gov/programs/21stcclc/legislation.html
008	OSSE ED Tech (RFA 2010)	2010	Attached
009	ARRA ED Tech (RFA 2010)	2010	Attached
0010	OSSE ED Tech (RFA	2011	Attached

Federal Grants Management Consulting and Technical Assistance

	2011)		
0011	District Of Columbia Title II, Part D (Enhancing Education Through Technology) State Ed Tech Evaluation Report	2010	Attached
012	OMB A-133		http://www.whitehouse.gov/sites/default/files/omb/assets/a133/a133_revised_2007.pdf
013	OMB A-133 Supplement		http://www.whitehouse.gov/omb/circulars/a133_compliance_supplement_2011
014	OMB A-102		http://www.whitehouse.gov/omb/circulars_a102
015	OMB A-110		http://www.whitehouse.gov/omb/fedreg_a-110
016	OMB A-87		http://www.whitehouse.gov/omb/circulars_a087_2004/

C.1.2 Definitions

21st CCLC	- 21st Century Community Learning Centers
RFA	- Request for Applications
CLASS	- Community Learning and School Support Unit
LEA	- Local Education Agencies
DC CAS	- Comprehensive Assessment System
OMB	- Office of Management and Budget
ESEA	- The Elementary and Secondary Education Act
PERAA	- Public Education Reform Amendment Act
OSSE	- Office of the State Superintendent of Education
EDGAR	- Education Departments General Administrative Regulations
PPICS -	21st CCLC Profile and Performance Information Collection System
SACIP	- Self-Assessment for Continuous Improvement Planning
APR	- Annual Performance Report

C.2 BACKGROUND

Title II, Part D: The primary goal of the Enhancing Education through Technology (Ed-Tech) State Program is to improve student achievement through the use of technology in elementary and secondary schools. Additional goals include helping all students become technologically literate by the end of the eighth grade and, through the integration of technology with both teacher training and curriculum development, establishing innovative, research-based instructional methods that can be widely implemented. The Ed Tech program emphasizes using both proven and innovative strategies for the use of

technology to support improved curricula, instruction, and, ultimately, student achievement. Funding may support a variety of projects, but should be aligned with the LEA and State Technology Plans. The District of Columbia State Technology Plan establishes goals for ensuring that all classrooms have internet access and computer terminals, encourages the adoption of technology proficiency standards and teacher professional development, and provides frameworks for schools and LEAs to develop operational plans to expand technology in education. Applicants must submit a local long-range strategic educational technology plan that is consistent with the objectives of the District's Plan.

Title IV, Part B: The 21st Century Community Learning Centers (21st CCLC) Program, authorized under the Federal Elementary and Secondary School Act, provides expanded learning opportunities for participating children in a supervised, safe environment through grants to local education agencies. Section 4201(b) of the statute defines a Community Learning Center as an entity that assists students, particularly students who attend low-performing schools, in meeting State and local academic achievement standards in core academic subjects, such as reading and mathematics, by providing the students with opportunities for academic enrichment activities and a broad array of other activities (such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs) during non-school hours or periods when school is not in session (such as before and after school or during summer recess) that reinforce and complement the regular academic programs of the schools attended by the students served; and offering families of students served by such center opportunities for literacy and related educational development. Currently, the Office of the State Superintendent of Education (OSSE) has oversight of 26 21st CCLC programs, several with multiple sites.

In accordance with the applicable statute, OSSE must complete a periodic assessment of program activities.

C. 3. MINIMUM REQUIREMENTS

- C.3.1. The Contractor shall have in-depth knowledge grant administration procedures and sub grantees including applicable statutes, regulations and circulars including but not limited to the ESEA, the Public Education Reform Amendment Act (PERAA), the Education Departments General Administrative Regulations (EDGAR), Office of Management and Budget (OMB) Circulars A-102 and A-110, and OMB Circular A-87.
- C.3.2. The Contractor shall have in-depth knowledge and understanding of sound research methods such as (a) experimental design, and (b) quasi-experimental design.
- C.3.3. The Contractor shall possess strong analytical and writing skills, including the ability to use systematic methods for collecting, analyzing, and using information to answer basic questions about program implementation and effectiveness.

Federal Grants Management Consulting and Technical Assistance

- C.3.4. The Contractor shall have the ability to multi-task, coordinate and integrate the information from multiple programs; excellent time management skills.
- C.3.5. The Contractor shall have a minimum of 4 years of experience providing technical assistance and subject matter expertise on evaluating grant programs and providing useful feedback about program effectiveness.
- C.3.6. The Contractor shall outline the evaluation and analytic plan detailing how SACIP, PPICs, DC CAS and Quarterly Reporting data will be analyzed against state performance indicators.
- C.3.7. The Contractor shall revise and disseminate: (1) the Self-Assessment for Continuous Improvement Planning (SACIP) in consultation with OSSE's 21st CCLC lead contact, and (2) develop and disseminate the Ed Tech survey and annual performance tool in consultation with OSSE Ed Tech contact by May 16, 2012.
- C.3.8. The Contractor shall disseminate the state evaluation plans for 21st CCLC and Ed Tech to sub-grantees and provide technical assistance in completion of the Self-Assessment tool.
- C.3.9. The Contractor shall train and provide technical support to 21st CCLC and Ed Tech local grantees of the applicable programs to address data collection via both webinars and ongoing individualized technical assistance for sub-recipients between May 16 -29, 2012.
- C.3.10. The Contractor shall review, disseminate, and discuss the PPICS instrument with lead contact and sub-recipients.
- C.3.11. The Contractor shall train and provide technical support to local grantees of 21st CCLC programs to address data collection for PPICS via both webinars and ongoing individualized technical assistance for sub-recipients between May 16 -29, 2012.
- C.3.12. The Contractor shall pull all required data elements from the available data sets including Quarterly and Year End Reports and shall begin to aggregate, analyze the data in accordance with the following timeline.

Program	Start Date	Completion Date
Title II, Part D (Ed Tech)	May 14, 2012	July 15, 2012
Title IV, Part B (21st CCLC)	May 14, 2012	July 15, 2012

- C.3.13. The Contractor shall analyze grantee PPICs, SACIP and Year-end reports against state performance indicators

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C.3.14. The Contractor shall analyze grantee APR data, Year-end reports, against state performance indicators and submit a draft analysis to the OSSE contact in accordance with the following timeline.

Program	Start Date	Completion Date
Title II, Part D (Ed Tech)	May 14, 2012	October 31, 2012
Title IV, Part B (21st CCLC)	May 14, 2012	October 31, 2012

C.3.15. The Contractor shall aggregate, analyze all data sets, including SACIP data and will submit a draft report detailing evaluation findings and recommendations by October 1, 2012.

C.3.16. The Contractor shall discuss the evaluation results for 21st CCLC and Ed Tech with OSSE and its Sub-recipients.

C.3.17. The Contractor shall submit the final evaluation report for 21st CCLC OSSE no later than November 2, 2012 and no later than October 1, 2012 for Ed Tech. Both final reports must include feedback from the OSSE.

C.3.18. The Contractor shall develop a final report and a summary of all actions taken no later than November 15, 2012.

C.3.19. The Contractor must complete all twelve deliverables for 21stCCLC and all nine deliverables or Ed. Tech as listed on pages six through eight no later than November 15, 2012

D.1 DELIVERIES AND PERFORMANCE

D.1.1 Term of the Contract

The term of the contract shall be from the date of award through twelve (12) months.

D.1.2 OPTION TO EXTEND THE TERM OF THE CONTRACT

N/A.

D.1.2 Deliverables

CLIN	Deliverable – 21st CCLC	Quantity	Format and Method of Delivery	Due Date
0001	Outline evaluation and analytic plan detailing how SACIP, PPICs, CAS and Quarterly reporting data will be analyzed against state performance indicators – C.3.6.	1	Microsoft Word document submitted via email to Program Staff	May 14, 2012
0002	Revise the Self-Assessment for Continuous Improvement Planning (SACIP) in consultation with 21st CCLC agency lead as well as train and provide technical support to local recipients of 21st CCLC funding on SACIP data collection via webinar and ongoing individualized technical assistance between May 16-29, 2012 – C.3.7.	Two (2) - 1½ hour training	Microsoft Word/Excel document submitted via email to Program Staff	May 29, 2012
0003	Disseminate the state evaluation plans for 21 st CCLC and Ed Tech to sub-grantees and provide technical assistance in completion of the Self-Assessment tool –C.3.8.		Microsoft Power Point Presentation & Handouts (soft and hard copies) Delivered through Webinars or in person	May 29, 2012
0004	Train and provide technical support to local recipients of 21st CCLC funding on PPICS data collection and submission – C.3.9.		Microsoft Power Point Presentation & Handouts (soft and hard copies) Delivered through Webinars or in person	June 14, 2012
0005	The Contractor shall review, disseminate, and discuss the PPICS instrument with lead contact and sub-recipients – C.3.10.		Delivered through Webinars or in person	May 16, 2012
0006	The Contractor shall train and provide technical support to local grantees of 21st CCLC programs to address data collection	Two (2) - 1½ hour training	Microsoft Power Point Presentation &	May 29, 2012

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	and submission for PPICS – C.3.11.	in each area	Handouts (soft and hard copies) Delivered through Webinars or in person	
0007	Extract all required data elements from the 21st CCLC Profile and Performance Information Collection System (PPICS), Quarterly and Year End Reports and shall begin to aggregate, analyze the data – C.3.12.	Weekly	Weekly Microsoft Word/Excel document submitted via email to Program Staff	June 30, 2012
0008	Analyze grantee PPICs, SACIP and Year-end reports against state performance indicators - C.3.13.	1	Microsoft Word/Excel document submitted via email to Program Staff	August 17, 2012
0009	Analyze grantee APR data, Year-end reports, against state performance indicators and submit a draft report to the OSSE contact – C.3.14.	1	Microsoft Word/Excel document submitted via email to Program Staff	September 14, 2012
0010	Aggregate, analyze all data sets, including SACIP data and submit a draft report detailing evaluation findings and recommendations by September 28, 2012– C.3.15.	1	Microsoft Word/Excel document submitted via email to Program Staff	September 28, 2012
0011	The Contractor shall discuss the 21st CCLC evaluation results with OSSE and its Sub-recipients – C.3.16.	Two (2) - 1½ hours	Microsoft Power Point Presentation & Handouts (soft and hard copies) Delivered through Webinars or in person	October 24, 2012
0012	The Contractor shall submit the final evaluation report incorporating feedback from the 21st CCLC agency lead and Sub-recipients no later than November 2, 2012 – C.3.17.	1	Microsoft Word/Excel document submitted via email to Program Staff	November 2, 2012
0013	The Contractor shall develop a final report and a summary of all actions taken no later than November 15, 2012 – C.3.13. &	1	Microsoft Word/Excel document	November 15, 2012

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	C.3.18.		submitted via email to Program Staff	
CLIN	Deliverable – ED. Tech	Quantity	Format and Method of Delivery	Due Date
0014	Outline evaluation and analytic plan detailing how citywide assessment data, program survey and annual performance data will be analyzed against state technology performance indicators – C.3.6.	1	Microsoft Word document submitted via email to Program Staff	May 16, 2012
0015	Develop and Disseminate the survey and annual performance tool in consultation with OSSE Ed Tech contact – C.3.7.	1	Microsoft Word/Excel document submitted via email to Program Staff	May 29, 2012
0016	Train and provide technical support to local recipients of Ed Tech funding on required data collection via 2 webinars and ongoing individualized technical assistance between May 14 and May 18, 2012 – C.3.9.	Two (2) - 1½ hour training	Microsoft Power Point Presentation & Handouts (soft and hard copies) Delivered through Webinars or in person	June 21, 2012
0017	Collect surveys and extract all required data elements from the survey and annual performance tool and begin to aggregate, analyze the data – C.3.12.	Weekly	Weekly Microsoft Word/Excel document submitted via email to Program Staff	July 20, 2012
0018	Analyze all data sets against state performance indicators – C.3.13.	1	Microsoft Word/Excel document submitted via email to Program Staff	August 17, 2012
0019	Analyze grantee APR data, Year-end reports, against state performance indicators and submit a draft report to the OSSE contact – C.3.14.	1	Microsoft Word/Excel document submitted via email to Program Staff	September 14, 2012
0020	The Contractor shall discuss the Ed Tech evaluation results with OSSE and its Sub-recipients – C.3.16.	Two (2) - 1½ hours	Microsoft Power Point Presentation & Handouts (soft and hard copies) Delivered through	October 30, 2012

			Webinars or in person	
0021	Submit the final evaluation report incorporating feedback from the OSSE no later than October 16, 2012 – C.3.17.	1	Microsoft Word/Excel document submitted via email to Program Staff	October 16, 2012
0022	The Contractor shall develop a final report and a summary of all actions taken no later than November 15, 2012. – C.3.18.	1	Microsoft Word/Excel document submitted via email to Program Staff	November 15, 2012

CONTRACT ADMINISTRATION

Contracting Officer

Contracts will be entered into and signed on behalf of the District only by contracting officers. The name, address and telephone number of the Contracting Officer is:

Alvin N. Stith
 Contracting Officer
 810 First Street, NE, 9th Floor
 Washington, DC 20002
 202-481-3789

Authorized Changes by the Contracting Officer

The Contracting Officer is the only person authorized to approve changes in any of the requirements of this contract.

The Contractor shall not comply with any order, directive or request that changes or modifies the requirements of this contract, unless issued in writing and signed by the Contracting Officer.

In the event the Contractor effects any change at the instruction or request of any person other than the Contracting Officer, the change will be considered to have been made without authority and no adjustment will be made in the contract price to cover any cost increase incurred as a result thereof.

Contract Administrator (CA)

The CA is responsible for general administration of the contract and advising the Contracting Officer as to the Contractor’s compliance or noncompliance with the

contract. In addition, the CA is responsible for the day-to-day monitoring and supervision of the contract, of ensuring that the work conforms to the requirements of this contract and such other responsibilities and authorities as may be specified in the contract. The CA for this contract is:

Sheryl Hamilton
Director, Community Learning and School Support
Elementary and Secondary Education Division
Office of the State Superintendent of Education (OSSE)
810 First Street NE, 5th floor
Washington, D.C. 20002
(202) 741-6404 (Voice)
sheryl.hamilton@dc.gov (Email)

The CA shall not have authority to make any changes in the specifications or scope of work or terms and conditions of the contract.

The Contractor may be held fully responsible for any changes not authorized in advance, in writing, by the Contracting Officer; may be denied compensation or other relief for any additional work performed that is not so authorized; and may also be required, at no additional cost to the District, to take all corrective action necessitated by reason of the unauthorized changes.

INSTRUCTIONS TO OFFERORS

Award

The District intends to award a single contract resulting from this solicitation to the responsible Offeror whose offer conforming to the solicitation will be the most advantageous to the District, cost or price, technical and other factors, specified elsewhere in this solicitation considered. A description of how the District will evaluate offers is found the "Evaluation for Award" Section.

Proposal Submission

Offerors shall provide and submit electronically a technical proposal and a price proposal under separate cover to Anthonisha.felton@dc.gov no later than **2:00 pm Monday, May 11, 2012**. The subject line of the e-mail shall state "Proposal in Response to Solicitation No. **RQ765946 "Consulting Services for Federal Grants Management and Technical Assistance."**

SECTION M - EVALUATION FACTORS

GENERAL CRITERIA

Evaluation of proposals will be based on the criteria specified below. Proposals must include evidence of stated abilities and experience, including reference letters and resumes for key personnel.

M.1 EVALUATION FOR AWARD

The contract will be awarded to the responsible offeror whose offer is most advantageous to the District, based upon the evaluation criteria specified below. Thus, while the points in the evaluation criteria indicate their relative importance, the total scores will not necessarily be determinative of the award. Rather, the total scores will guide the District in making an intelligent award decision based upon the evaluation criteria.

M.2 TECHNICAL RATING

M.2.1 The Technical Rating Scale is as follows:

<u>Numeric Rating</u>	<u>Adjective</u>	<u>Description</u>
0	Unacceptable	Fails to meet minimum requirements; e.g., no demonstrated capacity, major deficiencies which are not correctable; offeror did not address the factor.
1	Poor	Marginally meets minimum requirements; major deficiencies which may be correctable.
2	Minimally Acceptable	Marginally meets minimum requirements; minor deficiencies which may be correctable.
3	Acceptable	Meets requirements; no deficiencies.
4	Good	Meets requirements and exceeds some requirements; no deficiencies.
5	Excellent	Exceeds most, if not all requirements; no deficiencies.

M.2.2 The technical rating is a weighting mechanism that will be applied to the point value for each evaluation factor to determine the offeror's score for each factor. The offeror's total technical score will be determined by adding the offeror's score in each evaluation factor. For example, if an evaluation factor has a point value range of zero (0) to forty

(40) points, using the Technical Rating Scale above, if the District evaluates the offeror’s response as “Good,” then the score for that evaluation factor is 4/5 of 40 or 32.

If sub-factors are applied, the offeror’s total technical score will be determined by adding the offeror’s score for each sub-factor. For example, if an evaluation factor has a point value range of zero (0) to forty (40) points, with two sub-factors of twenty (20) points each, using the Technical Rating Scale above, if the District evaluates the offeror’s response as “Good” for the first sub-factor and “Poor” for the second sub-factor, then the total score for that evaluation factor is 4/5 of 20 or 16 for the first sub-factor plus 1/5 of 20 or 4 for the second sub-factor, for a total of 20 for the entire factor.

M.3 EVALUATION CRITERIA

Technical Evaluation Factors	Points
Factor A: Knowledge of federal grants administration procedures	10
Factor B: Proposed Methodology	30
Factor C: Past Performance and Experience	20
Factor D: Project Team	10
Factor E: Compliance with Proposed Schedule	10
Factor F: Price	20
Total	100

Proposals will be evaluated based on the following evaluation factors in the manner described below:

M.3.1 FACTOR A: KNOWLEDGE OF FEDERAL GRANTS ADMINISTRATION AND PROCEDURES (10 Points Maximum)

M.3.1a This evaluation factor considers the offeror’s in-depth knowledge of grant administration, procedures; and applicable statutes, regulations and circulars including but not limited to the ESEA, the Public Education Reform Amendment Act (PERAA), the Education Departments General Administrative Regulations (EDGAR), Office of Management and Budget (OMB) Circulars A-102 and A-110, and OMB Circular A-87.

M.3.2 FACTOR B: PROPOSED METHODOLOGY (30 Points Maximum)

M.3.2a This factor will be evaluated based on the in-depth knowledge and understanding of sound research methods such as (a) experimental design, and (b) quasi-

experimental design, and the methodology proposed for this project – including project management, design, deployment, training, data collection, data analysis, documentation, and the ability to write and submit a detail and comprehensive evaluation report based on sound research principles and practices no later than November 15, 2012.

M.3.2b This factor will be evaluated based on the completion of the proposed methodology and all Functional Requirements (18) in Section C. The proposed methodology must demonstrate how the Offeror intends to complete the evaluation project and all deliverables successfully, within the desired timeframes specified. Approaches that minimize the need for custom programming will be rated higher.

M.3.3 FACTOR C: PAST PERFORMANCE AND EXPERIENCE (20 Points Maximum)

M.3.3a Evaluation of past performance and experience allows the District to assess the Offeror's ability to perform and the relevance of the work performed.

M.3.3b This factor considers the extent of the Offeror's past performance within the last five (5) years, in achieving a high degree of customer satisfaction. Evaluation of this factor will be based on the quantity and quality of Offeror's performance on projects of comparable size.

M.3.3c The Offeror must have:

- significant experience in development and implementation of large scale program evaluations;
- expert knowledge of evaluation methods, with demonstrated ability to identify and apply methods most appropriate for specific research objectives;
- experience in data collection using survey instruments, interviews, reports and government data sources;
- expertise in providing technical support to sub-grantees so they can provide the data required for the evaluation project;
- the ability to apply research findings in developing sound and meaningful recommendations for improved instructional program operations; and
- the ability to develop comprehensive written reports based on research findings and recommendations.

M.3.3c The Offeror provides a list of three (3) previous contracts for which the Offeror provided identical or similar work within the last five years. Include the Name of Company, Title and Description of the Project, Contract Number, Dollar Amount, and Period of Performance, Name of the Contact Person, and Title, and Telephone Number and email address.

M.3.4 FACTOR D: PROPOSED PROJECT TEAM (10 Points Maximum)

M.3.4a This evaluation factor considers the education, experience, knowledge, past performance, necessary skills and expertise of the key personnel directly assigned to the project.

M.3.4b This factor will be evaluated on the specific skill sets of the proposed project team. Each key team member must possess knowledge and understanding of sound research methods such as experimental and quasi-experimental designs.

M.3.5 FACTOR E: COMPLIANCE WITH SCHEDULE (10 Points Maximum)

M.3.5a This evaluation factor considers the proposed schedule. The 21stCCLC and Ed Tech programs evaluation must be completed and the final report be submitted to the Director of the 21stCCLC and Ed Tech Programs no later than November 15, 2012.

M.3.5b This factor will be evaluated based on the completion of all eighteen (18) requirements and 21 deliverables (21stCCLC – 12 and Ed Tech – 9). The proposed plan must demonstrate how the Offeror will meet the required schedule to complete the project successfully.

M.5.6 FACTOR F: PRICE (20 POINTS MAXIMUM)

The price evaluation will be objective. The proposal with the lowest price will receive the maximum price points. All other proposals will receive a proportionately lower total score. The following formula will be used to determine each proposal's evaluated price score.

$$\frac{\text{Lowest price proposal}}{\text{Price of proposal being evaluated}} \times \text{weight} = \text{Evaluated price score}$$

M.5.7 TOTAL POINTS (100 Points)



Office of the
State Superintendent of Education

21ST CENTURY COMMUNITY LEARNING CENTERS (CCLC)
PROGRAM UPDATE

As authorized by the Elementary and Secondary Education Act, as Amended
Title IV Part B – (CFDA) Number 84.287

Legal Name of Applicant: OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION	Applicant’s Mailing Address: 810 First Street, NE, 9th floor, Washington, DC 20002
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State Contact (s) for 21st CCLC Programs	
<u>Primary Contact</u>	
Name:	Sheryl Hamilton
Position and Office:	Director, Community Learning and School Support
Contact’s Mailing Address:	810 1st Street, N.E., 5th Floor, Washington D.C. 20002
Telephone: (202)741-6404	Fax: 202-741-0227
Email address:	sheryl.hamilton@dc.gov
<u>Secondary Contact (s):</u>	
Myles Cliff Program Analyst, Community Learning & School Support 810 1st Street, N.E., 5th Floor, Washington D.C. 20002 (202) 442-3255 (Desk) (202) 741-6420 (Fax)	

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DISTRICT OF COLUMBIA 21ST CENTURY COMMUNITY LEARNING CENTERS (CCLC) PROGRAM UPDATE

SIGNIFICANT CHANGES:

In 2007, the Office of State Superintendent of Education (OSSE) was founded to assume the responsibilities of the state education agency for the District of Columbia, in accordance with the provisions of the District of Columbia's Public Education Reform Amendment Act of 2007 (D.C. Law 17-9). As a city-state, the District of Columbia operates in an education landscape comprised of one large Local Education Agency (LEA), which is DC Public Schools (DCPS), multiple public charter school LEAs, an array of early care and education providers, adult education providers, one public university, and many private colleges and universities. OSSE has assumed all state-level education functions formerly performed by the DC Public Schools (DCPS) and by the former State Education Office (SEO). This includes oversight of the 21st Century Community Learning Centers (CCLC) Program as authorized by the Elementary and Secondary Education Act, as amended.

The change in local organizational structure supports OSSE's ability to ensure that the educational goals and objectives approved in the District of Columbia's original application competitive process are met. OSSE's duties include setting standards aligned with school, college, and workforce readiness expectations; providing the resources and supports to assist LEAs and other stakeholders in achieving these objectives; providing accurate and reliable data to policymakers, our community, our LEAs, the federal government, and other stakeholders; and intervening when necessary to hold all LEAs and providers accountable for performance against the state standards. Clearly, these duties equip OSSE to ensure that our approved 21st CCLC program objectives are met. Specifically, OSSE ensures that program funds are sub granted to provide opportunities for District of Columbia communities to establish or expand activities in community learning centers that (1) provide academic enrichment and tutorial services to students, particularly those in low-performing schools; (2) offer youth development activities, drug and violence prevention, counseling, art, music and recreation, and technology education programs; and (3) offer families of those students opportunities for literacy and related educational development.

ALLOCATION OF FUNDS:

In accordance with section 4202(c) of the ESEA, OSSE sub grants at least 95 percent of its 21st CCLC funds to successful applicants and reserves no more than two (2) percent for state administration activities, and no more than three (3) percent for State activities (20 U.S.C. 7172(c)). The SEA reservation supports administrative responsibilities associated with implementing a high quality program. These funds are used to plan the sub grant competition, manage the review process, award grants, monitor progress, conduct program evaluations and to strengthen the program by providing training and technical assistance to

local sub grantees. In addition to program specific technical assistance, OSSE provides subgrantees with information, guidance, and tools to support grants management.

COMPETITIVE PROCESS:

Funds are sub granted through a competitive process in which successful applicants must submit proposals which establish a partnership of at least one local education agency (LEA) and one non-school entity. Applicants can establish a partnership or consortium to apply for the grant. The partnership or consortium must meet the following requirements:

- The partnership or consortium must appoint one of the applicants/participants to be the applicant and fiscal agent for the grant. The applicant agency must be an eligible grant recipient. All other partners/consortium members must be eligible grant participants, as defined by the program statute or regulation.
- The applicant must receive and administer the grant funds and submit the required reports to account for the use of grant funds.

The applicant must require consortium partners to sign an agreement with the fiscal agent that specifically outlines all services each partner will provide. The application must describe information such as: the before-school, afterschool, and summer-school (optional) activities to be funded; how the activities will improve student achievement; how students will travel safely to and from the learning center; the partnership(s) between LEAs, community-based public or private organizations (as appropriate); an evaluation of the community needs; available resources for the learning center; and other provisions requested in the application package. Applicants must also describe how other federal, state, and local programs that will be combined or coordinated with the proposed program to make the most effective use of public resources

In accordance with federal requirements, 21st CCLC grants are not be less than \$50,000 per year in order to ensure that programs are of sufficient size and scope to support high-quality, effective programs that are consistent with the purpose of this part; and in amounts that are consistent with section 4204(h). Moreover, the Request for Applications (RFA) includes minimum staffing requirements with specified duties and responsibilities in order to ensure that subrecipient programs have sufficient resources to effectively manage the 21st CCLC program.

A copy of the SY2011 Request for Applications and Application Template, which ensures that the process is completed in accordance with statutory requirements, is attached. The attached RFA details the procedures and criteria used for reviewing applications and awarding funds to eligible entities on a competitive basis.

MONITORING/TECHNICAL ASSISTANCE:

The Office of the State Superintendent of Education (OSSE), as the State Educational Agency (SEA) for District of Columbia, has the fiduciary responsibility of reviewing 21ST CCLC fund recipients for compliance. OSSE implements a comprehensive approach to monitoring and technical assistance by conducting consolidated monitoring visits for sub recipients of more than one program funded under the ESEA, as amended. Monitoring exercises focus on the review of program implementation for evidence of program compliance and documentation of all grant related activities and administration. Sub grantees may be required to present additional, pertinent information prior to the onsite monitoring date. All monitoring is conducted in accordance with the OSSE's Elementary & Secondary Education Monitoring Policy (attached).

Monitoring results are used in conjunction with evaluation results to identify needs, deficiencies and/or compliance and/or performance trends that inform training and guidance provided to subrecipient. In addition, all newly-funded 21st CCLC subgrantees must attend a Post Award Conference (provided for all new program directors and coordinators) and all 21st CCLC subgrantees to attend three national conferences.

EVALUATION:

OSSE's annual evaluation of student progress towards state achievement goals centers on the performance level of schools as defined by the District's Annual Yearly Progress reports. The percentage of students tested and promotion/graduation rates are other indicators of progress. This information is captured in the Statewide Longitudinal Education Data System (SLED), a single, comprehensive repository of student and education-related data needed to improve education planning, management, reporting, instruction and evaluation. The continued need for extended learning opportunities is supported by test results for SY2009-2010 which show that more than 50% of students tested did not demonstrate proficiency in reading or mathematics.

Additionally, subgrantees are required to submit interim performance, financial, and inventory reports to OSSE. These interim reports describe program activities, process data, accomplishments, performance measures, outcomes, participant levels and other data as required by Federal and State requirements. The intended outcome is to enable OSSE to examine the program's impact on participating schools and benefits to participants and to use that information to inform capacity building, training, and technical assistance to sub recipients. OSSE is currently in the process of reviewing data collected from sub recipients to inform the next evaluation report. The SEA program evaluation report for SY2005-2006 is attached.

With regard to 21st CCLC programs, the SEA identified the following goals and performance measures:

Goal 1:

The District of Columbia's 21st Century Community Learning Centers Program will enhance and support participant student academic achievement by providing enriched, content based learning opportunities supported by meaningful parent and community engagement.

Objective 1:

District of Columbia students consistently attending a 21st CCLC program will show gains in their state assessment results, grades and engagement in learning applications.

Performance Measures for Objective 1:

- 1.1 Regular program attendees will have a 90% daily attendance rate based on daily attendance logs.
- 1.2 Forty percent of regular program attendees participating in core content enrichment activities will make gains in grades from fall to spring.
- 1.3 Between 5 and 10 percent of regular program attendees in grades 3-8, 10 will have a 5% gain in percentage points on the Language Arts and math state assessment.
- 1.4 Between 5 and 10 percent of regular program attendees in grades 10-12 will score 5% above state averages in their PSAT and SAT reading and math results.
- 1.5 Eighty percent of regular program attendees will show improvement (from fall to spring) in homework completion based on surveys completed by school classroom teacher.
- 1.6 Seventy five percent of regular program attendees will show improvement from fall to spring in classroom behavior and attentiveness based on surveys completed by the classroom teacher.

Objective 2:

Family members of participating students will be provided with opportunities and training to support program implementation and their children's academic success.

Performance Measures for Objective 2:

- 2.1 Sixty percent of student program participant family members will attend program events as measured by attendance logs.
- 2.2 At least two family members of student program participants will serve on program planning and/or oversight committee as documented by program rosters.
- 2.3 Programs will offer at least three academically enriched student/family events designed to provide increased parent engaged and knowledge of their student's academic program as measured by program activity logs and surveys.

Objective 3:

Programs will actively recruit and engage community partners to provide expanded capacity for program offerings to students and their families and for sustaining the program.

Performance Measures for Objective 3:

- 3.1 Each program will recruit and utilize the resources of at least two community partners (not contractors) as documented by program reports that describe partner meaningful contributions to annual program outcomes.
- 3.2 Program activities will be supported and/or directly provided by community partner(s) as documented by activity logs.
- 3.3 Community partner(s) will serve on program planning committees and oversight committees as documented by meeting notes and rosters.

Our previous evaluation yielded the following results:

Content Categories

Effective Programming – Section I	Performance Level			
	Beginning	Developing	Met	NR
* Families of students are provided with enriching literacy and other educational opportunities	22	46	57	21
* Families of students are encourage to be contributors to the program	15	47	71	16
* Student learning needs and accomplishments are regularly assessed and documented	13	38	87	13
* Participants (youth) are involved in program planning	25	42	59	25
* Offers project-based, experiential activities that are challenging and promote	11	40	88	8

creativity and development of participant self expression					
* Addresses academic, physical, social and emotional needs of the participants (a well rounded program)		8	38	102	3
* Lesson plans are developed and shared with program and school-day staff		27	33	69	18
* Program activities are aligned with state learning standards		12	26	88	21
* Activities are commensurate with age and skill level of participants (More rigor)		3	31	113	6
* Homework help					
	○ Use homework as a window into school day subject matter	6	23	97	23
	○ Have a method from tracking student learning and developmental skill needs	18	37	75	21
* Integrates opportunities for developing personal responsibility, leadership, and team work skills throughout the program. (Programs self-rated high, did not see much evidence in practice.)		14	27	104	6

Measuring Outcomes and Evaluation – Section II	Performance Level			
	Beginning	Developing	Met	NR
* The program, at regular intervals, evaluates its progress towards meeting proposed goals, objectives and outcomes	18	34	79	23
* A local evaluation process has been established that includes gathering both quantitative and qualitative data	20	33	61	38
* Includes feedback from stakeholders in the program evaluation	18	34	50	46
* The program regularly collects data and monitors performance in relation to state performance measures	11	33	66	44
* A system is in place to daily collect participant and program data	12	35	83	24
* Findings from data collection, evaluation reports and progress reports are communicated to staff, partners, school and families in a reader friendly format	19	33	67	38

(summaries)				
* Monitors if program is addressing identified student and family learning needs	22	31	71	30
* Has aligned program plan with partner school(s) improvement plan(s)	11	27	66	46
* Uses evaluation findings for continuous program improvement				

Staffing and Professional Development – Section III	Performance Level			
	Beginning	Developing	Met	NR
* Have regular staff meetings to review program delivery, student needs and future plans	12	36	103	3
* Trains staff to plan suitable activities that correspond to the academic and developmental needs of participants	8	39	94	11
* Volunteers are actively recruited, trained	10	34	78	29

Appropriate Environments (<i>Health, Safety and Nutrition</i>) Section IV	Performance Level			
	Beginning	Developing	Met	NR
* Approved emergency readiness plan and procedure established and shared with staff and families	7	21	105	18
* Provides healthy and nutritious snacks (and meals)	6	22	114	12
* Staff are informed about special health needs of participants	6	21	100	26
* Staff have received First Aid and CPR training	24	27	46	50

Linkages Between School Day and After School – Section V	Performance Level			
	Beginning	Developing	Met	NR
* Coordinates program activities with school day curriculum and events	12	28	97	16

* Regularly communicates with school day staff to monitor academic and behavioral progress of students	14	34	95	11
* Day time teachers are involved in progress reporting and joint problem solving with student performance issues and program improvement	13	33	81	26

*** Program Directors, Site Coordinators/Managers Please Continue...

Strong Partnerships and Sustainability – Section VI	Performance Level			
	Beginning	Devel oping	Met	NR
* Has well defined methods of communication between school and community organizations	5	17	55	10
* Program purpose is clearly articulated by all partners	5	16	56	8
* Families, schools and community partners provide input into program	7	18	45	17
* The program openly encourages new partners and has a system for orienting them to program purpose, goals and procedures	5	14	50	18
* All partners feel accountable to program outcomes and performance measures	7	14	45	20
* Students engage in community service activities that enhances program visibility	8	19	46	13
* Written agreements and/or contracts in place and reviewed periodically for performance	6	16	41	21
* Evaluation findings disseminated and discussed with partners	7	13	36	28
* Additional funding sources (federal, state, local) are tapped to supplement program activities	3	10	43	26
* Anecdotal “good news” stories are collected and shared	4	15	41	19

Program Management and Governance – Section VII	Performance Level			
	Beginning	Developing	Met	NR
* Has established procedures for recruitment, registration and retention of participants that ensures target audience is being reached and served	4	14	59	8
* Clear attendance and participation expectations communicated to families, school, partners and participants	3	15	65	4
* Creates and uses an employee/volunteer handbook that outlines program expectations, policies, and procedures	6	15	51	13
* Publishes and disseminates a calendar of activities to families, participants and partners	6	15	46	16
* Completes all required reports and submits them in timely manner	1	14	49	17
* An Advisory Committee of stakeholders is established and meets at regular intervals to review program progress against proposal and performance measures	11	9	23	38

OSSE's FY11 Evaluation report is scheduled to be completed in November 2011.

COMPETITIVE PROCESS:

In accordance with federal guidance from the United States Department of Education (USED), OSSE mandates applicants to submit proposals which establish a partnership of at least one local education agency (LEA) and one non-school entity. Applicants can establish a partnership or consortium to apply for the grant. The partnership or consortium must meet the following requirements:

- The partnership or consortium must appoint one of the applicants/participants to be the applicant and fiscal agent for the grant. The applicant agency must be an eligible grant recipient. All other partners/consortium members must be eligible grant participants, as defined by the program statute or regulation.
- The applicant must receive and administer the grant funds and submit the required reports to account for the use of grant funds.

The applicant must require consortium partners to sign an agreement with the fiscal agent that specifically outlines all services each partner will provide. The application must describe information such as: the before-school, afterschool, and summer-school (optional) activities to be funded; how the activities will improve student achievement; how students will travel

safely to and from the learning center; the partnership(s) between LEAs, community-based public or private organizations (as appropriate); an evaluation of the community needs; available resources for the learning center; and other provisions requested in the application package (attached).

SELECTION CRITERIA:

The review panel for the competitive process is composed of neutral, qualified, professional individuals who have been selected for their unique qualifications in the fields of elementary and secondary education and youth development. The review panel scores all components of each applications submitted. Applicants that score at or above the State determined score will participate in an on-site interview with OSSE prior to final award decisions being made. OSSE makes the final determination on awards.

PRIORITIES:

In accordance with Section 4203(a)(3) of the ESEA, OSSE "...make(s) awards under this part only to eligible entities that propose to serve students who primarily attend schools eligible for school wide programs under Section 1114; or, schools that serve a high percentage of students from low income families; and the families of students..." in those schools. Low income is defined as schools that have at least 40% of students participating in the free and reduced lunch program. Eligibility is summarized as follows:

- Schools eligible under Title 1 Section 1114 School wide program (must have at least a rate of 40% Free and Reduced lunch program student participation)
- Schools Identified as in Need of Improvement under Title 1 Section 1116 in the most recent school year for which test data is available.
- Non-Title I Schools are eligible if student participation in the Free and Reduced Lunch program is at least 40%. In the absence of such data, eligibility can be justified by providing information such as the poverty levels of the students attending, the poverty level of the parents of the students, the percent of Limited English Proficient students, the number of single-parent families, the unemployment rate, drop-out rate, literacy rate and educational levels of the community.

STATE SYSTEM OF SUPPORT

The District of Columbia is in the process of restructuring the state system of support which provides assistance to low-performing schools as required in accordance with section 1117 [of the ESEA]. The proposed system of support to low-performing schools will use the INDISTAR program to support school wide efforts to meet the District's academic content and student achievement standards.

Attachments:

- DC 21st Century Community Learning Monitoring Policy
- DC 21st Century Community Learning Evaluation Report
- 21st Century Community Learning RFA



**District of Columbia 21st Century Community
Learning Centers – Quality Assessment**

School Year 2005-06

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INTRODUCTION

RMC Research Corporation provided support to the District of Columbia's 21st Century Community Learning Centers program in meeting No Child Left Behind, Title IV, Part B statutory requirement to evaluate the effectiveness and inform quality assurance practices of local programs. Specifically, RMC Research, working with District of Columbia Public Schools (DCPS) Office of Federal Grants Programs (OFGP), established a program quality assessment process that assisted the state in *ensuring that programs implement effective strategies that includes technical assistance, evaluation and dissemination of promising practices*. This report outlines the quality assessment process, delineates the findings highlighting both the best practices and technical assistance needs of local grantee programs, and offers recommendations to inform state activities related to program monitoring and evaluation.

QUALITY ASSESSMENT PROCESS

As out-of-school time programs have expanded and matured, the issue of quality has moved from the periphery to the core of conversations across research, policy and practice. The emphasis on quality focuses on how to define, assess and inform efforts to improve and sustain quality (Yohalem, 2005¹). Also emerging from these conversations on quality is the complementary relationship between self assessment and evaluation. Although both processes aim at program improvement, they differ on purposes. Self-assessment is a tool to provide immediate information at the local level with potential to involve staff members and ensure their buy-in into the change process. Evaluation is (or should be) an outside, impartial analysis of implementation fidelity and effect on program users. Rather than address the question of "how we are" regarding specific components, evaluation focuses on the broader question of impact – what was the effect of the program and for whom? To answer this question, access to implementation and outcome data is imperative. Therefore, the self-assessment process can be a step toward evaluation by alerting local programs to the need to collect data about participants, activities, and outputs, and identifying gaps in data collection.

In the D.C. 21st CCLC program context, the emphasis of the quality review process was a combination of state-level quality assurance and local grantee's assessment of program implementation against quality measures to inform program improvement. In this case, the process was also a first step to increase data awareness among local grantees, and to understand the scope of available and missing data, before a formal outcome evaluation can be proposed. The report describes the self-assessment process and findings. Lessons learned and recommendations for further refining this process follow in the final section of this report.

¹ Yohalem, N., Wilson-Ahlstrom, A., & Yu, D. (2005). *Youth Program Quality Assessment and Improvement: Celebrating Progress and Surfacing Challenges. A Meeting Report*. Washington, DC: The Forum for Youth Investment, Impact Strategies, Inc.

The Program Quality Self-Assessment for Continuous Improvement Planning (QSAP)

RMC Research, drawing on the previous work and research of multiple organizations², developed the *Program Quality Self-Assessment for Continuous Improvement Planning (QSAP)* for use with the DCPS 21st CCLC local grantees. The tool is comprised of seven sections divided into quality measures for a total of 75 measures, as such:

- I. Effective Programming – 19 quality measures;
- II. Measuring Outcomes and Evaluation – 9 quality measures;
- III. Staffing and Professional Development – 9 quality measures;
- IV. Appropriate Environments – 11 quality measures;
- V. Linkages between School and After-school – 7 quality measures;
- VI. Strong Partnerships and Sustainability – 10 quality measures;
- VII. Program Management and Governance – 10 quality measures.

Program staff was asked to assess their perception of progress toward each of the quality measures on a four point rating – Beginning, Developing, Met and Don’t Know. Sections I through V were to be answered by all regular staff members, while Sections VI and VII were presented to administrative staff.

An early draft was piloted with the program staff at a 21st CCLC site. Feedback about their experience in completing the tool was used to refine both the instructions for completing the self-assessment and the actual elements of the tool. A final version (Appendix A) was completed in October 2005 and Cohort 1-3 grantees were informed in an October 24, 2005 e-mail from D.C.’s OFGPs about the process for completing the self-assessment and pending site visits.

Over the course of the ensuing three months, November – January, RMC Research collected completed self-assessment tools from 19 Cohort 1-3 program sites and conducted 16 site visits. As some grantees had multiple program sites, not all sites were identified for a site visit. Table 1 below indicates the sites within each cohort that received a visit.

Table 1: Site Visit Locations and Cohorts

Cohort	Sites Visited
1	Bell Multicultural HS, PR Harris Educational Center, KidSafe Centers – Stanton ES, Thurgood Marshall Academy PCS, Browne JHS
2	Beacon House, Ideals PCS, National Center J.C. Nalle ES, Options PCS, Roots OCS, SeeForever Maya Angelou PCS –Shaw
3	Bell Multicultural HS, Fletcher Johnson Ed Center, PR Harris Ed Center, Friendship Edison PCS – Sousa MS, KidSafe – Tyler ES, SeeForever Maya Angelou PCS – Evans, Thurgood Marshall Academy PCS

² Adapted from New York State Afterschool Network *Program Quality Self-Assessment Tool (1/6/05)*; Achieve Boston’s Self-Assessment Questionnaire; and The After-School Corporation, *Building a Quality After-School Program*, (downloaded 7/29/05).

Grantees were instructed to distribute the assessment to all regular instructional and managerial program staff who were to individually complete it. The completed assessments were sent to RMC Research. For each program, staff responses were aggregated into a single report that was used to identify areas of needs and points for conversation during the ensuing site visit with the grantee. The sites then received a follow-up site visit report documenting the conversation, findings and recommendations. The current report aggregates findings from all self assessments and site visits.

Program sites rated the experience of the self-assessment process and follow-up site visit as positive and useful for evaluating their programs and planning program improvement. This resonates with research findings from other quality assessment processes (Yohalem, 2005, p. 6³) and further delineates specific outcomes also voiced by DCPS 21st CCLC participants, including:

- Satisfaction with the instrument and willingness to use it for improvement;
- Local improvisation with the self assessment process that brings variations such as who and how many staff to include, understanding and interpretation of the quality measures, or staff knowledge of program operations;
- Generating good conversations among program staff (occurred prior to site visit or as a recommendation from the site visit); and
- Planning and acting based on self-assessment findings.

It is also important to understand the limitations of a self-assessment process particularly in terms of reliability. Self-ratings tend to be higher than ratings provided by an external observer and vary considerably across programs and within a same program. Indeed, perspectives about quality vary dramatically at the point of service (local site). In this study, average variation of responses from staff within a same site was greater than across sites. Therefore, for evaluation and accountability purposes, findings from self-assessment tools should be complemented with site visits, and analysis of outcome data as reported on the APR and achievement of state performance indicators. With these caveats in mind, the next section presents a summary discussion of findings from the D.C. 21st Century CCLC' *Self-Assessment for Continuous Improvement Planning (SACIP)* related to school year 2005-2006.

PROGRAM QUALITY SELF-ASSESSMENT: FINDINGS

A total of 157 staff members from 19 sites completed the self-assessment tool. Table 2 lists the average number of responses per section and the percentage of respondents that rated the sections as "met." In some sites all staff members addressed all seven sections, while in others, only administrators provided ratings to sections VI and VII, explaining the difference in number of responses for those two sections.

³ Yohalem, N., Wilson-Ahlstrom, A., & Yu, D. (2005). *Youth Program Quality Assessment and Improvement: Celebrating Progress and Surfacing Challenges. A Meeting Report*. Washington, DC: The Forum for Youth Investment, Impact Strategies, Inc.

Table 2. Number of answers and percentage of “met” ratings on the sections of the Self-Assessment for Continuous Improvement Planning (SACIP)

Sections	Answer per section (Average)	“Met” ratings
I. Effective programming	149	61%
II. Measuring outcomes and evaluation	152	45%
III. Staffing and professional development	153	70%
IV. Appropriate environments	152	72%
V. Linkages between school day and after school	152	57%
VI. Strong partnerships and sustainability	85	54%
VII. Program management and governance	84	61%

As seen in the Table, 70% or more of respondents felt that their programs had met quality measures for two sections: Appropriate Environments (72%), and Staffing and Professional Development (70%). Between 50% and 61% of respondents felt that quality measures had been met in five sections: Effective Programming (61%); Program Management and Governance (61%), Linkages between School Day and After school (57%), and Strong Partnerships and Sustainability (54%). Measuring Outcomes and Evaluation was the section with the lowest percentage of “met” ratings (45%). Within each component, specific quality measures highlighted areas of strong practice and those needing improvement. A discussion of each section follows.

Section I. Effective Programming

Table 3 details how staff members rated quality measures related to effective programming. The quality measures are displayed in descending order of “met” rating. As seen in the Table, 60% or more of the respondents considered that their programs had met most of the quality measures that define effective programming, particularly those related to supporting student learning and addressing diversified needs of participants (measures a through k). However, opinions were divided on whether participants’ achievement was being assessed or used for planning (measures m and n). Support for families and involvement of youth in planning and tutoring received the lowest “met” ratings.

Table 3. Self-assessment ratings regarding measures of effective programming (quality measures are organized in descending order of “met” rating)

Effective Programming – Section I	Performance Level				Responses (N)
	Beginning	Developing	Met	Don't Know	
a. Has an established time, place and supplies for homework completion	2%	7%	89%	2%	152
b. Activities are commensurate with age and skill level of participants	2%	20%	74%	4%	153
c. Has alternative activities for students who don't have homework	5%	15%	71%	9%	152
d. Activities reflect and support program's desired outcomes	4%	21%	71%	4%	149
e. Integrates opportunities for developing personal responsibility, leadership, and team work skills throughout the program.	9%	18%	69%	4%	151
f. Addresses academic, physical, social and emotional needs of the participants (a well rounded program)	5%	25%	68%	2%	151
g. Academic support is intentional and embedded into program activities	5%	27%	67%	1%	150
h. Use homework as a window into school day subject matter	4%	15%	65%	15%	149
i. Provides opportunities for participant work and achievements to be showcased	8%	19%	65%	8%	148
j. Offers project-based, experiential activities that are challenging and promote creativity and development of participant self expression	8%	29%	63%	0%	139
k. Language arts and math support utilize curriculum that is research-based	10%	15%	61%	14%	150
l. Program activities are aligned with state learning standards	8%	18%	60%	14%	147
m. Student learning needs and accomplishments are regularly assessed and documented	9%	25%	58%	9%	151
n. Have a method from tracking student learning and developmental skill needs	12%	25%	50%	14%	151
o. Families of students are encourage to be contributors to the program	10%	32%	48%	11%	149
p. Lesson plans are developed and shared with program and school-day staff	18%	22%	47%	12%	147
q. Older children help younger children with homework completion	12%	19%	47%	22%	153
r. Families of students are provided with enriching literacy and other educational opportunities	15%	32%	39%	14%	146
s. Participants (youth) are involved in program planning	17%	28%	39%	17%	151
Section I	9%	22%	61%	9%	149

Site visits confirmed that the majority of sites offered programming that provided academic support, were well rounded with varied and appropriate enrichment opportunities. Equally true was that all programs provided homework help, highlighted (when possible) participant achievements and were working toward both federal and SEA program requirements along with stated program objectives. Youth development indicators such as opportunities for developing leadership, team work and personal responsibility, involving youth in program planning or having older children helping with homework were not evidenced in practice. Two of those activities received low percentages of “met” ratings (measures q and s), opportunities for developing leadership (measure e) was rated as “met” by almost 70% of respondents, yet not evident in practice. Technical assistance in youth development strategies and service learning might support increased program performance in this area.

Although respondents were divided regarding their programs’ abilities to track student learning, site visits highlighted the work of some programs on this area. For instance, Roots PCS utilizes a color coded student roster to indicate student progress toward meeting learning objectives and a daily planner with noted homework assignments that is shared with afterschool tutors to assist with program planning and tutoring. SeeForever programs use student folders (portfolios) to keep volunteer tutors informed of student progress and individual learning needs. These best practices can easily be adopted by other programs as efficient methods to assess and document individual student needs.

Two areas in which all programs could benefit from technical assistance are family engagement, and knowledge of state standards and research-based practices for reading and math support. Site visits reinforced the findings from the self-assessment ratings. A few programs publish a calendar of activities for parents, and fewer provide parent centered programming that might assist in engaging parent interest and support. Exceptions exist, though. For instance, the four ACES program sites and Roots PCS held monthly family centered programs and encouraged parents to serve as aides assisting with snacks, playground supervision and reading buddies for elementary aged students.

Section II. Measuring outcomes and evaluation

As Table 4 suggests, staff either do not know whether their programs have developed strategies for measuring outcomes and evaluate results, or they consider that programs are still developing these strategies. The site visits showed that all sites collect daily attendance, grades and to the extent it is available, state test results. For most, it is a data collection exercise, and only few sites carefully monitor the information to inform student needs and program impact. Yet, only 54% of respondents agreed that their program had a system to collect information on attendance and participation. About half of the 16 programs visited indicated they were seeking or had acquired the services of an outside evaluator. All programs indicated that technical assistance in evaluation practices and information on state expectations for program evaluation would be useful.

The most common finding for this section is that even if programs do carry out evaluative activities, they do not systematically share the findings with program staff to inform program operations or improvement. This resulted in high numbers of assessment

respondents indicating they were not familiar with the practices associated with the quality measures contained in Section II. During site visits, many program staff indicated they were not familiar with the state program performance indicators.

Table 4. Self-assessment ratings regarding measuring outcomes and evaluation (quality measures are organized in descending order of “met” rating)

Measuring Outcomes and Evaluation – Section II	Performance Level				Responses (N)
	Beginning	Developing	Met	Don't Know	
a. A system is in place to daily collect participant and program data	8%	23%	54%	16%	154
b. Uses evaluation findings for continuous program improvement	8%	23%	53%	15%	142
c. The program, at regular intervals, evaluates its progress towards meeting proposed goals, objectives and outcomes	12%	22%	51%	15%	154
d. Monitors if program is addressing identified student and family learning needs	14%	20%	46%	19%	154
e. Has aligned program plan with partner school(s) improvement plan(s)	7%	18%	44%	31%	150
f. The program regularly collects data and monitors performance in relation to state performance measures	7%	21%	43%	29%	154
g. Findings from data collection, evaluation reports and progress reports are communicated to staff, partners, school and families in a reader friendly format (summaries)	12%	21%	43%	24%	157
h. A local evaluation process has been established that includes gathering both quantitative and qualitative data	13%	22%	40%	25%	152
i. Includes feedback from stakeholders in the program evaluation	12%	23%	34%	31%	148
Section II	10%	21%	45%	23%	152

DCPS has already introduced changes to facilitate program accountability. For instance, the recently proposed year-end report requesting that programs rate their progress towards meeting the state indicators will help inform and promote this practice. Requiring quarterly reports from grantees may also help with focusing attention on program outputs and results. However, these reports may only be known to program directors. The state should encourage programs to share reports with school administrators and program staff to keep them aware of program progress, strengths and needed improvements. Providing periodic updates to all programs on DCPS policies and practices related to standards, annual state assessments and effective utilization of data for decision making will also benefit grantees.

Section III. Staffing and Professional Development

Table 5 details ratings for quality measures regarding staffing and professional development. Across all programs staff receives the appropriate background checks, have competence on core academic areas when pertinent, and are trained to work in close collaboration with regular school day staff and community partners. This is due in large part to the fact that the majority of afterschool staff are regular school day teachers who provide the academic support and enrichment to participants. According to the self-assessment ratings, many programs encourage staff to draw on interests and provide creative, alternative programming.

Table 5. Self-assessment ratings regarding measures of staffing and professional development (components organized by descending order of “met” rating)

Staffing and Professional Development – Section III	Performance Level				Responses (N)
	Beginning	Developing	Met	Don't Know	
a. Staff are carefully screened with appropriate background checks	1%	7%	84%	9%	151
b. Ensures staff have competence in core academic areas (when appropriate)	3%	11%	79%	6%	154
c. Encourages staff to draw on their interests, talents and skills to offer creative enrichment programming	7%	11%	78%	4%	152
d. Program staff are trained to work in close collaboration with the regular school day staff and community partners	5%	14%	71%	10%	152
e. Have regular staff meetings to review program delivery, student needs and future plans	8%	23%	67%	2%	151
f. Trains staff to plan suitable activities that correspond to the academic and developmental needs of participants	5%	26%	62%	7%	153
g. School staff and program staff attend professional development together	6%	17%	61%	16%	153
h. Maintains and monitors student/staff ratio appropriate to the activity (academic, recreational, enrichment)	2%	13%	60%	5%	153
i. Volunteers are actively recruited, trained and supported	7%	23%	52%	19%	156
Section III	5%	16%	70%	9%	153

Through the self-assessment tool and interviews, during site visits programs indicated a need for improvement on having regular staff meetings, providing training to plan suitable strategies, and the recruitment and training of volunteers. More than 20% of the respondents rated these components as in development. Likewise, close to 20% of respondents rated “School staff and program staff attending professional development together” as in development and 16% checked “don’t know” for this measure.

The 21st CCLC programs operating at Ideal, Maya Angelou sites and Thurgood Marshall offer best practice examples of creative enrichment programming provided by both staff and community volunteers. The Maya Angelou program had a city-wide volunteer recruitment campaign while Thurgood Marshall and Center for Children and Families taps its community and business partners to provide enrichment, tutoring and career to work opportunities for participants. Beacon House actively utilizes the services of college and high school volunteers and Ameri-corps and City-corps placements. To ensure strong staff capabilities, The National Center requires that applicants to work in the program present a lesson as part of their interview. Also, to the extent possible, inviting parents to provide enrichment classes or programs present another mechanism for encouraging more parent participation.

The most frequent recommendation from site visits was that programs schedule regular staff meetings to review program delivery, student needs and make future plans. Some programs held no meetings, others use an ad-hoc schedule as needs arose and at some sites, meetings were held but not at convenient times so regular attendance was difficult. In contrast, Beacon House staff meets every Tuesday and Roots PCS meets every other Friday to discuss programming.

Site visits revealed that programs provide staff training and opportunities for program staff to attend professional development meetings that address a variety of topics, including planning and delivering activities that meet student needs. However, know how acquired in those meetings is not being systematically transmitted back to program staff and volunteers. Programs could derive multiple benefits from more regular staff meetings where they can share information obtained from both in-program knowledge and professional development offerings. Beacon House may provide a best practice example in that the program trains all staff in their academic support programs and volunteers on strategies for homework help.

Section IV. Appropriate Environments

The majority (80% or more) of the respondents considered met quality measures related to health, safety and nutrition. Corresponding to the self-assessments, the critical measures of safe and clean program spaces that are adequately equipped, and track participant whereabouts throughout program hours and have sign in and out procedures for students were observed at all site visits. In addition, 60% or more of respondents agreed that programs provide healthy and nutritious snacks for their students, have approved emergency readiness plans that are shared with families, provide safe and reliable transportation for activities outside the center, and are informed of the health needs of participants. In summary, programs are providing students with appropriate environments that are safe and conducive to learning.

Two items are of concern. First, although 58% of respondents said that programs were accessible to students with disabilities, site visits found that accessibility is an issue in most sites, particularly due to aging school buildings that do not meet ADA requirements. This finding was consistent across all programs and cohorts. Second, 34% of respondents perceived their programs as not having met the requirement that staff receives CPR and First

Aid training and another 34% were not able to rate this measure. Staff needs to be aware of those colleagues who can be of help during an emergency, until all staff can be adequately trained. Table 6 details responses for the components of Section IV.

Table 6. Self-assessment ratings regarding measures of program health, safety and nutrition (components organized by descending order of “met” rating)

Appropriate Environments (<i>Health, Safety and Nutrition</i>) Section IV	Performance Level				Responses (N)
	Beginning	Developing	Met	Don't know	
a. Program space is safe from hazards and clean	1%	6%	90%	4%	154
b. Emergency contact information (EMT, families, staff, students) in a central location	1%	4%	86%	9%	152
c. Documents where participants are during program hours	0%	7%	85%	8%	154
d. Appropriately equipped and suitable for activities being conducted	3%	10%	84%	3%	155
e. Manages effective arrival and dismissal procedures and plans for safe travel home	4%	9%	81%	6%	155
f. Provides healthy and nutritious snacks and meals	4%	14%	74%	8%	154
g. Approved emergency readiness plan and procedure established and shared with staff and families	5%	14%	70%	12%	151
h. Safe and reliable transportation is provided for program activities away from the center	1%	10%	67%	22%	148
i. Staff are informed about special health needs of participants	4%	14%	65%	17%	153
j. All program areas are accessible to students with disabilities	7%	9%	58%	27%	149
k. Staff have received First Aid and CPR training	16%	18%	31%	34%	147
Section IV	4%	10%	72%	14%	152

Discussions with program staff indicated that improvement strategies would focus on establishing and training all staff on emergency procedures, identifying and or training staff and possibly older student participants in CPR and First Aid. In addition, for the few programs that showed concerns about healthy snacks, information on the USDA snack program was provided.

Section V. Linkages between School Day and After School

Table 7 details responses to the quality measures related to linkages between school day and after school sites. Although many teachers who work in the after school sites are also part of the faculty during the regular school hours, coordination is an area where site staff expressed a need for further development. Overall, 20% of respondents were not aware of how the program addressed the quality measures for Section V. About 40% of respondents did not know whether program staff participated in IEP or 504 plan reviews, and 34% did

not know if parental consent to access student record was kept on file. While 62% stated having regular communications with school day staff centered on student progress, 53% saw their programs as providing opportunities for joint progress reports and problem solving between regular school day and after school staff.

Table 7. Self-assessment ratings regarding coordination between regular school day and after school (components organized by descending order of “met” rating)

Linkages Between School Day and After School Section V	Performance Level				Responses (N)
	Beginning	Developing	Met	Don't know	
a. Daily school attendance records are checked	5%	18%	66%	11%	154
b. Program Director and school principal frequently discuss program and school coordination	3%	13%	64%	21%	150
c. Coordinates program activities with school day curriculum and events	8%	18%	63%	10%	153
d. Regularly communicates with school day staff to monitor academic and behavioral progress of students	9%	22%	62%	7%	154
e. If required, a signed parental release is on file to access student achievement records	3%	7%	56%	34%	149
f. Day time teachers are involved in progress reporting and joint problem solving with student performance issues and program improvement	8%	22%	53%	17%	153
g. Program staff participate on IEP and 504 plan reviews for students with disabilities (or at a minimum have access to these records and plan activities accordingly)	5%	15%	37%	43%	149
Section V	6%	16%	57%	20%	152

During site visits, all programs were found to have strategies in place to collect program attendance. Some were more efficient and accurate than others. At Tyler ES (KidSafe) students (even the youngest) signed themselves in on a pre-printed sheet. “It provides a signal to the student that they have entered the program.” Many programs take attendance at the beginning of the program during snack or homework hour; others wait and collect attendance during the “club” or enrichment activities capturing students who have remained throughout the program.

Several program directors met weekly with school administrators either formally or informally to review afterschool program activities and plans. For example at Tyler ES (KidSafe) the principal communicated monthly reading goals to the program director who incorporate them into activities. At Options PCS and The National Center and both SeeForever sites, the program directors either participate in weekly administrative meetings or meet weekly with the school principal. Other sites, however, need further efforts to establish collaborative working relationships with school administrators.

Programs could benefit with exploring more consistent communication and planning strategies. Already noted that afterschool program staff could benefit from frequent staff meetings and shared communication about program activities. Examples drawn from a few best practices could benefit others such as Beacon House that meets every Tuesday with program staff to review curriculum, intervention strategies and activity plans. Program directors and coordinators need to establish mechanisms for sharing knowledge about school day events and curriculum themes with all afterschool staff so aligned activities can be planned. This is also an area where OFGPs might consider providing programs with support through technical assistance. Each program needs to review their policies and procedures for access to student records and ensure that staff are adequately informed on a need to know basis.

Section VI. Strong Partnerships and Sustainability

Establishing strong community partnerships and engaging in sustainability planning are twin areas in which all programs could improve. Table 8 displays responses for quality measures under this section. Sixty percent or more of respondents considered that programs had met the following measures: program purpose is clearly articulated by all partners; the program has defined methods of communication between schools and community; and openly encourages new partners and orient them. However, the fact that many of the respondents did not have a role on establishing and maintaining community partnerships may explain the high percentage of “don’t know” responses (10% or more for all but one measure), which skewed results.

Two programs, however, stand out in their community outreach and sustainability endeavors. Thurgood Marshall and SeeForever (Maya Angelou PCS) programs are potential best practice models for community partnership development and leveraging alternative resources. Bell Multicultural, KidSafe Centers, Beacon House and National Center for Children and Families are programs that benefit from having an independent board that provides oversight and fundraising for their afterschool activities. However, these programs would benefit from technical assistance on managing federal grant funds from the OFGP as many of these parent programs seek and depend on private sector resources and may not be familiar with federal management requirements.

Many programs indicated their students engage in community service activities, but on a limited scope. Options PCS offers an intriguing strategy; students have been working on painting murals both inside and outside the school building as a community beautification project and to deter gang tagging. Other programs have held food collection drives over the holidays and a few programs had service clubs that worked on “good deed” activities in and around the program site. Programs could possibly benefit from technical assistance and resources on ideas and strategies for planning and providing community service and community-based learning opportunities.

Table 8. Self-assessment ratings regarding strong partnerships and sustainability (components organized by descending order of “met” rating)

Strong Partnerships and Sustainability Section VI	Performance Level				Responses (N)
	Beginning	Developing	Met	Don't know	
a. Program purpose is clearly articulated by all partners	6%	19%	66%	9%	85
b. Has well defined methods of communication between school and community organizations	6%	20%	63%	11%	87
c. The program openly encourages new partners and has a system for orienting them to program purpose, goals and procedures	6%	16%	57%	21%	87
d. Students engage in community service activities that enhances program visibility	9%	22%	53%	15%	86
e. Families, schools and community partners provide input into program	8%	21%	52%	20%	87
f. All partners feel accountable to program outcomes and performance measures	8%	16%	52%	23%	86
g. Additional funding sources (federal, state, local) are tapped to supplement program activities	4%	12%	52%	32%	82
h. Anecdotal “good news” stories are collected and shared	5%	19%	52%	24%	79
i. Written agreements and/or contracts in place and reviewed periodically for performance	7%	19%	49%	25%	84
j. Evaluation findings disseminated and discussed with partners	8%	15%	43%	33%	84
Section VI	7%	18%	54%	21%	85

Section VII. Program Management and Governance

According to the self-assessment tool, programs have mostly met their needs to establish clear structures for management and governance, except regarding advisory committee. As displayed in Table 9, about 80% of respondents indicated that a clear structure for staff was in place, and that supplies were accessible and organized (quality measures a and b). Sixty to 75% of respondents also agreed that the programs had clear administrative procedures, and processes to communicate expectations to participant and families (quality measures c through g). Close to 50% were unaware if the program had a Memorandum of Understanding with partners or an Advisory Committee.

Some programs struggle to meet attendance targets and several programs offer incentives for student participation. Therefore, two measures that can strengthen local programs are developing clear procedures for recruitment and retention to ensure that the target audience is being served, along with establishing clear attendance expectations with incentives for participation. While a strong, creative, engaging program is the best attendance magnet,

most programs could benefit from working more closely with the principal and teachers to establish a student referral system for those needing additional academic and behavior support. Bell Multicultural places phone calls to inform parents their student has not been attending the afterschool program and elicit their support to encourage continued attendance. Randle Highland’s coordinator actively recruits parent, teacher and student participation by knowing each individual by name and making them feel welcome along with directly requesting their involvement in short or long-term endeavors (parent helping out during snack time or a teacher working with the cheerleaders).

Table 9. Self-assessment ratings regarding strong partnerships and sustainability (components organized by descending order of “met” rating)

Program Management and Governance Section VII	Performance Level				Responses (N)
	Beginning	Developing	Met	Don't know	
a. Has a clear salary structure for staff	4%	7%	81%	8%	84
b. Ensures that supplies are organized, maintained and accessible	5%	14%	78%	3%	86
c. Clear attendance and participation expectations communicated to families, school, partners and participants	3%	17%	75%	5%	87
d. Has established procedures for recruitment, registration and retention of participants that ensures target audience is being reached and served	5%	16%	69%	9%	85
e. Records and track expenses and expenditures match program components	2%	10%	62%	26%	82
f. Creates and uses an employee/volunteer handbook that outlines program expectations, policies, and procedures	7%	18%	60%	15%	85
g. Completes all required reports and submits them in timely manner	1%	17%	60%	21%	81
h. Publishes and disseminates a calendar of activities to families, participants and partners	7%	18%	55%	19%	83
i. Clear memorandum of understanding (MOU) with partners and contracts with providers are in place, monitored for compliance and services documented	6%	9%	42%	43%	81
j. An Advisory Committee of stakeholders is established and meets at regular intervals to review program progress against proposal and performance measures	14%	11%	28%	47%	81
Section VII	5%	14%	61%	20%	84

Many programs publish a monthly activities calendar also accompanied by an afterschool program newsletter highlighting program events and student accomplishments. Both Options and Ideal programs provide fine examples of program newsletters. At many sites, the suggestion was made to provide opportunities for students to get engaged in producing articles for the newsletter, or producing the entire documents as an enrichment activity.

Finally, many programs may not need an employee/volunteer handbook as afterschool staff also works at the site during the day and are familiar with the work environment and program expectations. But, the process of codifying that information clarifies policies and procedures for all who work with the afterschool program and left no room for uncertainty should an incident occur. The Evans Campus of the SeeForever program and Ideal PCS both have a published employee and volunteer handbooks that might serve as a helpful examples for programs wanting to craft their own.

Overall Program Ratings

With the information acquired from the quality assessment process and obtained during site visit observations and conversations, a 3 scale rating was devised to describe overall program performance. Again the caveat that programs self-rated on the quality assessment and site observations only represent a snapshot of one day in the program and viewed through possible observer bias. Table 10 below indicates by cohort each program’s overall rating.

Table 10: Overall Program Rating by Cohort

Cohort	Program Name	Site Location	Program Rating
1/3	Bell Multicultural	Bell Multicultural HS	2+
	Thurgood Marshall PCS	Summer Prep and Afterschool Enhancement	3
1	D.C. Public Schools A.C.E.S.	PR Harris Ed Center Elementary	2
		Randle Highland ES	3
		Browne JHS	2+
	KidSafe Centers	Stanton ES	1+
2	Beacon House	Beacon Community Ctr	2
	Ideal Academy PCS	Ideal Academy	3
	National Center for Children and Families	J.C. Nalle Community School	3
	Options PCS	Options PCS	2
	Roots PCS	Roots PCS	2
	SeeForever	Maya Angelou PCS – Shaw Campus	2+
3	D.C. Public Schools A.C.E.S.	Fletcher Johnson Ed Center	2
		P.R. Harris Ed Ctr. Secondary	1+
	Friendship Edison PCS	John Philip Sousa MS	1
	KidSafe Centers	Tyler ES	2
	SeeForever	Maya Angelou PCS – Evans Campus	2+

Key: 1= Needs immediate attention and support
 2=Performing adequately with areas of strength and areas needing improvement
 3=Exemplary program, best practice site

Four cohort 1 and 2 programs, who have been operating the longest, achieved a rating of 3 or exemplary program site. Ten programs from all three cohorts received a rating of 2 indicating that they exhibited strong quality measures on most indicators, but have some areas on which they could focus improvement efforts. Three programs emerged as needing immediate intervention if they were to survive and thrive as quality programs. Each program faced not insurmountable challenges, but could benefit from administrator support and buy-in and mentoring and training of inexperienced site coordinators. Also support in creating and scheduling of program offerings that would encourage student participation and enhance student enrichment learning opportunities.

Reflecting on all the programs, the following qualities that contributed to making them effective included:

- Strong principal support of the program and formal, preferably weekly, meetings to discuss program coordination, issues and activities.
- Programs that were considered to be part of the total school's daily offering that was intended to support student learning and not viewed as a separate non-school activity.
- Programs that offered a rich variety of enrichment activities provided by both teachers and community volunteers that considered student interest, developmental needs and academic learning challenges.
- Channels of communication between program staff, day teachers and off campus volunteers, tutors and enrichment providers were well established and frequently maintained.
- Regular staff meetings were held providing opportunities to brief and train staff and review current practice and plan ahead.
- Programs that had established Boards or representative and diverse oversight committees that periodically reviewed program practices and accomplishments often had wider community outreach and support with more varied and creative enrichment offerings.

These factors align with research on high-performing after-school programs conducted by Policy Studies Associates. They documented in their report (Birmingham, et al, 2005⁴) that across 10 programs, they found shared characteristics around programming, staffing and support systems similar to those cited above. They found these programs:

- Balanced supporting youth academically with a commitment to engaging youth in high-quality enrichment activities.
- Exposed participants, through arts and academic enrichment, to new experiences and gave them a sense of confidence to do things they had never tried.
- Supported homework through small groups managed by college students, with the assistance of teaching specialists or experience after-school leaders.
- Maintained close working relationships with host schools.

⁴ Birmingham, J. Pechman, E. M., Russell, C. A., Mielke, M. (November 2005). *Shared Features of High-Performing After-School Programs: A Follow-Up to the TASC Evaluation*. Washington, DC: Policy Studies Associates, Inc. Prepared for: The After-School Corporation and Southwest Educational Development Laboratory. With Support from: U.S. Department of Education

- Clearly established participant norms and expectations at the beginning of the program year.
- Included families in the life of the program in various ways.
- Had coordinators with a vision of what they were trying to accomplish, and moving toward achieving this vision through goal setting and hiring of staff.
- Offered ongoing professional development in periodic full-staff meetings that took place after the program afternoon was over, and in day-long in-service sessions that focused on using curricula.
- Strengthened professionalism through mentoring, guidance by managers, lesson planning and open dialogues among staff.
- Attracted visiting artists and recreation specialists with expertise in arts and sports to vary and strengthen the quality of project offerings.
- Relied on good communication and collegiality among staff to maintain the quality of their projects.

In summary, the majority of DCPS 21st Century programs are providing quality programming resulting in effectively supporting student growth and achievement. All programs indicated the Quality Self-Assessment tool provided them with insights into their program operations fostering plans for program improvement. DCPS can support these programs in their improvement efforts by continuing to provide technical assistance in areas of strongest need. These areas are summarized below.

Technical assistance in youth development strategies and service learning might support increased program performance in this area.

RECOMMENDATIONS

DCPS's OFGP has a track record of providing technical assistance meetings for program grantees both prior to proposal submission and during program operations. The quality assessment findings will assist the OFGP staff in determining topics on which to plan and provide technical assistance during the coming year. These topics are listed below not in any order.

- Family engagement and programming for family activities that will assist families in supporting their child's learning.
- Periodic updates to all programs on DCPS policies and practices related to standards, annual state assessments and effective utilization of data for decision making.
- Research-based practices for reading and math support.
- Program evaluation practices and information on state expectations for program evaluation.
- Management policies and practices for federal grant funds.
- Access and storage of student records that maintain privacy yet facilitate reporting requirements.

- Resources and strategies for planning and providing community service and community-based learning opportunities.

Additionally, programs found that communication among program staff and between school administrators, school day staff, partners and parents is an area for improvement. Programs also expressed a need for ways to share expertise and knowledge among programs so as to not “reinvent the wheel” but build on effective practices already in use at other sites. OFGPs could possibly support these program needs by on a more regular basis, bringing programs together for networking and sharing of best practices. For example,

- Maryland holds quarterly half day grantee network meetings. The state shares program information, provides training, and selects one to two programs to share a best practice.
- Virginia has established a 21st CCLC website page with sections for a) state program announcements, information, reminders, b) programs questions and answers, c) best practice examples, ideas, tips.

As a result of this first year utilization of the Quality Self Assessment, it can be said that the instrument seems effective for supporting program improvement and assessing program quality. Yet, it can be improved to increase its quality and rigor and be integrated as a component of DCPS’s 21st CCLC program state evaluation. We propose the following:

- Revise the current tool to address findings from this year’s administration.
- Examine relationship between self assessment results and APR to establish predictive validity of the quality assessment.
- Refine the current evaluation design to integrate the self assessment as a data collecting tool in compliment with data collected by the evaluators, APR and DCPS assessment data.

**APPENDIX A: PROGRAM QUALITY SELF-ASSESSMENT FOR CONTINUOUS
IMPROVEMENT PLANNING (QSAP)**



DISTRICT OF COLUMBIA PUBLIC SCHOOLS
Office of Federal Grants Programs



December 2005

Dear 21st Community Learning Center Grantee:

As you will recall during our September 14th meeting we shared with you a draft of the ***Program Quality Self-Assessment for Continuous Improvement Planning***. We explained at that meeting this is a tool designed for both the state level program evaluation and your use in measuring your program’s progress towards implementing a quality after school program. This is not a monitoring device, rather an evaluative snapshot of your program’s status against quality indicators.

What follows are the **instructions** for completing the *Program Quality Self-Assessment*. **Please read them carefully**. If you have questions, please contact Wendy Russell at RMC Research Corporation (703-558-4806, russellw@rmcarl.com).

Instructions:

1. All regular **instructional and managerial staff** should individually complete the assessment. Instructional staff, aides, and active community partners, please complete Sections I-V, on pages 1-6. Program Directors, Site Coordinators, managers, please complete ALL sections (I-VII), pages 1-8.
2. Distribute copies and request they be completed and returned to the program director/Site Coordinator. Make copies for the program site if you wish. An aggregated report will be provided for each site.
3. Be **honest and thoughtful** about your program’s performance when considering each program element. This is not a “gotcha” exercise, but rather a process designed to help you and the state think about how your program can be strengthened to provide quality services to your students and families.
4. Under **Performance Level**, consider the following when assessing your program’s performance level on a given element:

- a) **Beginning** - does not currently exist or is in the very early stages of development.
- b) **Developing** – have been working on this and believe some progress is being made, but also think there is room for improvement.
- c) **Met** – are fairly confident this element is practiced consistently and contributes to program success.
- d) **NR (No Response)** – if you honestly do not know about this item, check this box. But, please don't use because you don't want to make a decision about an item about which you are unsure. Try to respond to all the items.

In the **Plan to Improve** section, indicate your perception of the urgency to address this element to improve program quality. Programs have different developmental needs at different points in time and not all improvement needs can be addressed simultaneously. Some elements will be more critical than others to improve (e.g. safety versus youth involved in program planning). If **Met** has been checked under **Performance Level**, check **Cont.** implying we will continue to implement. If you checked “No Response” leave this blank.

5. Each **Content Category** section concludes with room to note ideas or suggestions you may have about the program. Please record your thoughts in the following manner:
- * **Action Plan** - steps the program could take to improve; and
 - * **Technical Assistance Needed** - questions or assistance needed to move planning forward.

Please return completed *Assessments* to Wendy Russell at the address below or according to previous arrangements for pick-up:

RMC Research Corporation
1501 Wilson Blvd. Suite 1250
Arlington, VA 22209



**District of Columbia – 21st Century Community Learning Centers
Program Quality Self Assessment for Continuous Improvement Planning**



Cohort # _____ Program Name: _____ Site Location: _____

THANK YOU for your thoughtful response!

Content Categories

	Performance Level				Plan to Improve			
	Beginning	Developing	Met	NR	Right Now	This Year	Next Year	Cont.
Effective Programming – Section I								
* Academic support is intentional and embedded into program activities								
* Families of students are provided with enriching literacy and other educational opportunities								
* Families of students are encourage to be contributors to the program								
* Student learning needs and accomplishments are regularly assessed and documented								
* Participants (youth) are involved in program planning								
* Offers project-based, experiential activities that are challenging and promote creativity and development of participant self expression								
* Addresses academic, physical, social and emotional needs of the participants (a well rounded program)								
* Lesson plans are developed and shared with program and school-day staff								
* Program activities are aligned with state learning standards								
* Language arts and math support utilize curriculum that is research-based								
* Activities are commensurate with age and skill level of participants								

Effective Programming (cont'd)		Performance Level				Plan to Improve			
		Beginning	Developing	Met	NR	Right Now	This Year	Next Year	Cont.
* Homework help									
	o Has an established time, place and supplies for homework completion								
	o Has alternative activities for students who don't have homework								
	o Older children help younger children with homework completion								
	o Use homework as a window into school day subject matter								
	o Have a method from tracking student learning and developmental skill needs								
* Provides opportunities for participant work and achievements to be showcased									
* Activities reflect and support the program's desired outcomes									
* Integrates opportunities for developing personal responsibility, leadership, and team work skills throughout the program.									
Action Plan					Technical Assistance Needed				

Measuring Outcomes and Evaluation – Section II	Performance Level				Plan to Improve			
	Beginning	Developing	Met	NR	Right Now	This Year	Next Year	Cont.
* The program, at regular intervals, evaluates its progress towards meeting proposed goals, objectives and outcomes								
* A local evaluation process has been established that includes gathering both quantitative and qualitative data								
* Includes feedback from stakeholders in the program evaluation								
* The program regularly collects data and monitors performance in relation to state performance measures								
* A system is in place to daily collect participant and program data								
* Findings from data collection, evaluation reports and progress reports are communicated to staff, partners, school and families in a reader friendly format (summaries)								
* Monitors if program is addressing identified student and family learning needs								
* Has aligned program plan with partner school(s) improvement plan(s)								
* Uses evaluation findings for continuous program improvement								
Action Plan	Technical Assistance Needed							

Staffing and Professional Development – Section III	Performance Level				Plan to Improve			
	Beginning	Developing	Met	NR	Right Now	This Year	Next Year	Cont.
* Ensures staff have competence in core academic areas (when appropriate)								
* Have regular staff meetings to review program delivery, student needs and future plans								
* Trains staff to plan suitable activities that correspond to the academic and developmental needs of participants								
* Encourages staff to draw on their interests, talents and skills to offer creative enrichment programming								
* Volunteers are actively recruited, trained and supported								
* Staff are carefully screened with appropriate background checks								
* Program staff are trained to work in close collaboration with the regular school day staff and community partners								
* School staff and program staff attend professional development trainings together								
* Maintains and monitors student/staff ratio appropriate to the activity (academic, recreational, enrichment)								
Action Plan	Technical Assistance Needed							

Appropriate Environments (<i>Health, Safety and Nutrition</i>) Section IV	Performance Level				Plan to Improve			
	Beginning	Developing	Met	NR	Right Now	This Year	Next Year	Cont.
* Program space is safe from hazards and is clean								
* Appropriately equipped and suitable for activities being conducted								
* Approved emergency readiness plan and procedure established and shared with staff and families								
* Provides healthy and nutritious snacks (and meals)								
* Manages effective arrival and dismissal procedures and plans for safe travel home								
* Documents where participants are during program hours								
* Emergency contact information (EMT, families, staff, students) in a central location								
* Staff are informed about special health needs of participants								
* Staff have received First Aid and CPR training								
* Safe and reliable transportation is provided for program activities away from the center								
* All program areas are accessible to students with disabilities								
Action Plan	Technical Assistance Needed							

Linkages Between School Day and After School – Section V	Performance Level				Plan to Improve			
	Beginning	Developing	Met	NR	Right Now	This Year	Next Year	Cont
* Coordinates program activities with school day curriculum and events								
* Regularly communicates with school day staff to monitor academic and behavioral progress of students								
* Daily school attendance records are checked								
* Day time teachers are involved in progress reporting and joint problem solving with student performance issues and program improvement								
* Program Director and school principal frequently discuss program and school coordination								
* If required, a signed parental release is on file to access student achievement records								
* Program staff participant on IEP and 504 plan reviews for students with disabilities (or at a minimum have access to these records and plan activities accordingly)								
Action Plan	Technical Assistance Needed							

*** Program Directors, Site Coordinators/Managers Please Continue...

Strong Partnerships and Sustainability – Section VI	Performance Level				Plan to Improve			
	Beginning	Developing	Met	NR	Right Now	This Year	Next Year	Cont.
* Has well defined methods of communication between school and community organizations								
* Program purpose is clearly articulated by all partners								
* Families, schools and community partners provide input into program								
* The program openly encourages new partners and has a system for orienting them to program purpose, goals and procedures								
* All partners feel accountable to program outcomes and performance measures								
* Students engage in community service activities that enhances program visibility								
* Written agreements and/or contracts in place and reviewed periodically for performance								
* Evaluation findings disseminated and discussed with partners								
* Additional funding sources (federal, state, local) are tapped to supplement program activities								
* Anecdotal “good news” stories are collected and shared								
Action Plan					Technical Assistance Needed			

Program Management and Governance – Section VII	Performance Level				Plan to Improve			
	Beginning	Developing	Met	NR	Right Now	This Year	Next Year	Cont.
* Has established procedures for recruitment, registration and retention of participants that ensures target audience is being reached and served								
* Clear attendance and participation expectations communicated to families, school, partners and participants								
* Creates and uses an employee/volunteer handbook that outlines program expectations, policies, and procedures								
* Has a clear salary structure for staff								
* Ensures that supplies are organized, maintained and accessible								
* Publishes and disseminates a calendar of activities to families, participants and partners								
* Completes all required reports and submits them in timely manner								
* Records and track expenses and expenditures match program components								
* Clear memorandum of understanding (MOU) with partners and contracts with providers are in place, monitored for compliance and services documented								
* An Advisory Committee of stakeholders is established and meets at regular intervals to review program progress against proposal and performance measures								
Action Plan								



**DISTRICT OF COLUMBIA
TITLE II, PART D
(ENHANCING EDUCATION THROUGH TECHNOLOGY)
STATE ED TECH EVALUATION REPORT**

- I. **Scope of Report:** This preliminary report addresses all Title II, Part D (Ed Tech) activities funded with FY 2009 regular funds and FY 2009 ARRA funds.
- II. **Overview of Title II, Part D and Title II, Part D ARRA Awards:** The Office of the State Superintendent of Education (OSSE) completed the regular and ARRA competitive funding process for FFY2009 funds in June of 2010. OSSE prioritized awards to new applicants who had not received Ed Tech competitive funding in the past. Additional priority points were given to proposals which targeted technology needs in one or more of the following areas:
- Acquisition of hardware, education and productivity software (such as word processing, spreadsheet, presentation, and database software), technology equipment other than computers (such as LCD projectors, digital still and video cameras, network/local printers, computer lab, and mobile laptop lab); and
 - The preparation of one or more teachers in the school as technology leaders who will assist other teachers in technology.

Finally, competitive preference priority points were given to applicants who proposed the implementation of strategies that demonstrated sustainable capacity for technology integration, improve student achievement, and advance education reform in the specific areas.

A total of five new grants were awarded.

- III. **Activities to be Evaluated:** OSSE has identified the following indicators from the state technology plan:

GOAL	INDICATOR
All students by 2013-2014, will reach high standards and will be proficient in reading/language arts and mathematics.	Percentage of students by grade level that are at the proficient level or above in our state level assessment of reading/language arts.
To improve student learning in core content areas and in the technology	Percentage of total teacher core who participate annually in

knowledge and skills critical to our student's ability to contribute in today's information technology society.—Can this be stated more simply?	professional development and training.
By 2013-2014 increase the number of multimedia computers available for student use in support of core content mastery to a ratio of one computer for every student	The ratio of students to multimedia computer available for student use.

Process and Measures: OSSE included assurances in the applications which require each grantee to participate in all relevant data collections for evaluations and will contract with an external evaluator to develop appropriate metrics. In accordance with statutory requirements, the external evaluator will be responsible for conducting a rigorous evaluation of the effectiveness of Ed Tech grant funded projects, activities, and strategies. A timeline for completing the evaluation will be included in the final contract and program funds have been reserved for this purpose.

The selected party will work in collaboration with the OSSE data team to evaluate the effectiveness of funded activities. Data will be collected as a part of the agency's preliminary efforts towards building the Statewide Longitudinal Education Data System (SLED), a single, comprehensive repository of student and education-related data to be used to improve education planning, management, reporting, instruction, and evaluation. This data also will be used in any future modifications to the District's state technology plan.

The report produced by the evaluator will include detailed information regarding the amount of funding allocated and utilized, the activities implemented, demographic descriptions of student and teacher participants, the outcomes sought, and the extent to which the outcomes met state level goals. The methodology of data collection and analyses and the specific instruments used by program also must be addressed. Lastly, the report must include an interpretative summary that identifies effective strategies and recommendation changes to the program.

- IV. **Findings and Conclusions:** Because these funds were recently awarded, sufficient data has not yet been collected to inform an evaluation report of this program. As all funded programs are new recipients, no prior year activities have been completed such that preliminary findings and conclusions can be made at this time.
- V. **Recommendations:** No recommendations can be made at this time. It is anticipated that preliminary recommendations will be available in June 2011, after these programs have

been implemented for a full year and academic achievement and program implementation data has been collected and is available for analysis. Results will be used to refine, improve, and strengthen the program , including refining the performance measures and assessing effectiveness of activities.

January 12, 2011

Date

Sheryl Hamilton

Director, Community Learning and School Support
Elementary and Secondary Education Division

cc: [George Alan Smith, Ed.D. Assistant Superintendent](#)



District of Columbia Public Schools

Education Technology Plan 2005-2009

*Submitted to the USDOE in Fulfillment of Requirements for the
State Technology Plan*

August 2005



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1.0 The Vision for Technology in District of Columbia's K-12 Schools

1.1 Background and Relationship of Technology to the DCPS Strategic Education Plan

The District of Columbia Public Schools (DCPS) are unique as they are both a local education agency (LEA) and a state education agency (SEA). DCPS has a total of 80,000 students, eighty percent attending the DC public schools, the largest LEA and twenty percent enrolled in seventeen (17) charter schools, each of which is an independent LEA. In addition, there are 2,000 students who use federally granted vouchers to attend private schools. This technology plan will be directed primarily at DCPS' role as SEA, but will address some specific LEA issues as they relate to the execution of NCLB. Although the implementation of the plan is obligatory for the DCPS public schools, its components will be recommended for, but not required of the charter schools.

Superintendent, Clifford B. Janey, Ed.D., and the Board of Education have recently released "*The Declaration of Education*," a strategic plan for the District of Columbia Public Schools. The strategic plan is a very clear and thorough document on the direction of DCPS schools. The theme of the entire document is improved student learning. In order to accomplish the plan's objectives it is necessary to make extensive use of educational technology in the teaching and learning process. Below are the main goals and strategies of the school district with descriptions of the necessary systems that are needed to implement them.

1.2 Goals of *The Declaration of Education*

The Declaration of Education focuses on three main goals:

- **Goal 1:** To provide high quality teaching and learning in every classroom and every school
- **Goal 2:** To ensure management and operations to support high quality teaching and learning in every classroom
- **Goal 3:** Create a Culture of Transparency, open communications and collaboration to support high quality teaching and learning in every classroom in every School

The technology plan can positively impact all of the goals but the primary focus of the plan will be on three strategies related to Goal 1: ***Providing high quality teaching and Learning in every classroom and in every school.*** It is necessary to utilize technology to address this goal. The following will be a



summary of the types of technology which will be utilized to support the strategies stated in the declaration of education related to providing high quality teaching and learning in every classroom and every schools.

Strategy 1. Develop strong and aligned academic standards, curriculum, instruction, and assessment supported by effective data systems.

This strategy will be supported by the implementation of an integrated Web-based instructional process system. This is Web-based system that will support teachers in implementing standards-based teaching. The components of a Web-based instructional process system are:

- The DCPS standards will be posted on the Website
- High quality lesson plans and instructional resources linked to the DCPS standards that will be shared by staff.
- An assessment delivery and storage system which includes:
 - formative assessment that teachers can give multiple times during the year to ascertain progress on the learning of standards and support modification of instruction,
 - reliable items related to standards that teachers can use to inform classroom instruction on an ongoing basis
 - on-line delivery of the annual test to ensure rapid return of assessments.
- An item bank that will have reliable assessment items that teachers can use to assess standards in the classroom
- Data-driven decision-making tools that will allow teachers and schools to make data-driven decisions to improve instruction at the individual student, class and grade level on an ongoing basis.

The integrated standards, assessment, and data-driven decision making system is central to the district meeting the objectives it has set for the coming years including the development and implementation of clear, rigorous standards in nine subject matter areas by 2008, the development of high quality standards-driven educational resources, the development of standards-based tests, the utilization of new data systems, providing more support for teachers and the implementation of a system of continuous improvement in academic performance.



Strategy 2. Create a System of effective schools with multiple paths toward completion and success.

This strategy is targeted at increased achievement in all schools by utilizing flexible approaches and providing support based on the needs of individual schools. The strategy is based on the classification of a continuum of schools in need of reward, improvement, corrective action, and restructuring.

The core system to support effective schools will be the Divisional Superintendents and Charter School Information System. This system will provide each divisional superintendent and the director of charter schools, with an exception reporting system that will track the performance of all schools in the areas of curriculum progress, teacher quality, absence, expenditures, formative assessment, work orders, discipline etc. The system will allow the divisional superintendents to monitor the operation and performance of all of their schools. This system will provide exception reporting on key variables, so that the divisional superintendent will know which schools are in need of support and oversight and what best practices can be shared.

The divisional superintendents and charter school information system will be of primary importance in addressing such issues as knowing when to provide effective help to low performing schools, expanding and strengthening rigorous academic programs, creating instructional threads, planning changes to alternative education programs, improving school climate, and tracking the impact of movement to a uniform grade structure.

Strategy 3: Ensure the recruitment and retention of high quality instructional staff by providing systematic opportunities and support for professional improvement.

A critical component of improving results is the recruitment, retention, and ongoing professional development of highly qualified teachers and administrators. The district is currently facing the fact that 25% of the teachers and 40% of the administrators in the public schools are not fully certified. The recruitment and professional development system will be of great value in helping the district improve the quality of its staff in both public and charter schools. The recruitment and professional development system assists in recruitment, expedites the contractual process, tracks certifications, and monitors professional development activity.



1.3 Vision of Integrated Technology

Technology is a necessary and integral part of the DCPS strategic plan and the educational environment that the district will have in 2010. The objectives and strategies of the declaration of education cannot be accomplished without the use of instructional improvement and monitoring systems. The following are the key components of how technology will be integrated into DCPS:

- Students and teachers will have access to technology in all public schools with the use of labs and a computer:student ratio of 1:4. Technology use will be recommended to the chartering authorities for charter schools. This technology will be refreshed on a regular basis. This will enable students to have sufficient access to network delivered instruction.
- A wide variety of technologies, including PCs, computer labs, portable technologies, two way audio video and websites, will be utilized.
- The International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS) will be required for both students and teachers in the public schools and will be a suggested component to the chartering authorities.
- Technology programs will be created in many secondary schools in areas such as graphics and computer programming, as well as specialized, technology-based high school and vocational programs.
- A Web-based instructional process system that includes standards-based, high quality instructional resources, formative assessment, and data-driven decision-making will be utilized in the public schools and available to charter schools.
- A professional development system that plans, delivers, and monitors professional development will be available by all staff. The system will be presented to both public and charter schools but will be focused primarily on assisting DCPS in addressing the requirement of NCLB and improving the quality of teaching. Professional development targeted at demonstrating technology competency will be required of all teachers in the DCPS public schools and suggested for teachers in the charter schools.
- A Web-based system will assist parents in communicating with the school and to monitoring their children's progress
- High quality instructional resources will be used over networks in the instruction of core subjects.
- A standards-based report card will be developed and implemented.



The remainder of the report will be divided into the following sections:

- Instruction which discusses the use of technology for instruction
- Staff development which addresses how staff are trained on the use of technology and how to utilize technology to improve instruction
- Infrastructure which addresses the necessary networks and technology to support student learning and teaching
- Teacher Certification- This section addresses the systems for recruiting and managing information to assure high quality teaching
- Support Personnel which addresses the type of IT and instructional technology organization necessary for the IT group
- Resources for Data-Driven Decision Making which addresses the data warehouse and analytic tools necessary to assist in analytic decision-making.



2.0 Instruction

2.1 Current Environment

Currently, the overall performance of DCPS public schools is in need of improvement. While there are fifty-nine (59) schools that are currently proficient on the No Child Left Behind (NCLB) assessment for annual yearly progress (AYP), there are eighty-eight (88) schools which are not in full compliance with their AYP goals and need some level of assistance and intervention. For example, comparing the results in reading and math to the National Assessment of Educational Progress (NAEP), only ten percent of third grade students are performing at a proficient level in reading and seven percent are performing at a satisfactory level in math.

Although there has been a large technology investment in the DCPS public schools and there is a ratio of one computer for every four students (1:4) and internet access in all schools; authority over the use of technology for instruction like authority over curriculum, until recently has been at the site-based. The site-based discretion has created a wide range of technology use. There are a few exceptional examples of charter and public schools which are utilizing integrated learning systems, benchmark assessments, instructional management systems, and Web-based resources to support instruction. There are a few schools, some of which are specialized technology schools that utilize technology for specific purposes such as special education and ELL. However, the vast majority of the schools have limited use of instructional technology to support standards-based instruction and assessment, are not implementing the ISTE standards, and are not providing teachers with professional development on the integration of technology into instruction.

The recent statewide adoption of the Massachusetts standards and the formation of a five-year plan for continuous improvement have changed the approach to instructional improvement in the DC schools. The education department has established a statewide focus on the measurable improvement of standards based instruction in all schools both public and charter and for all students. The adoption of these standards highlights the following in the district's approach to teaching and learning:

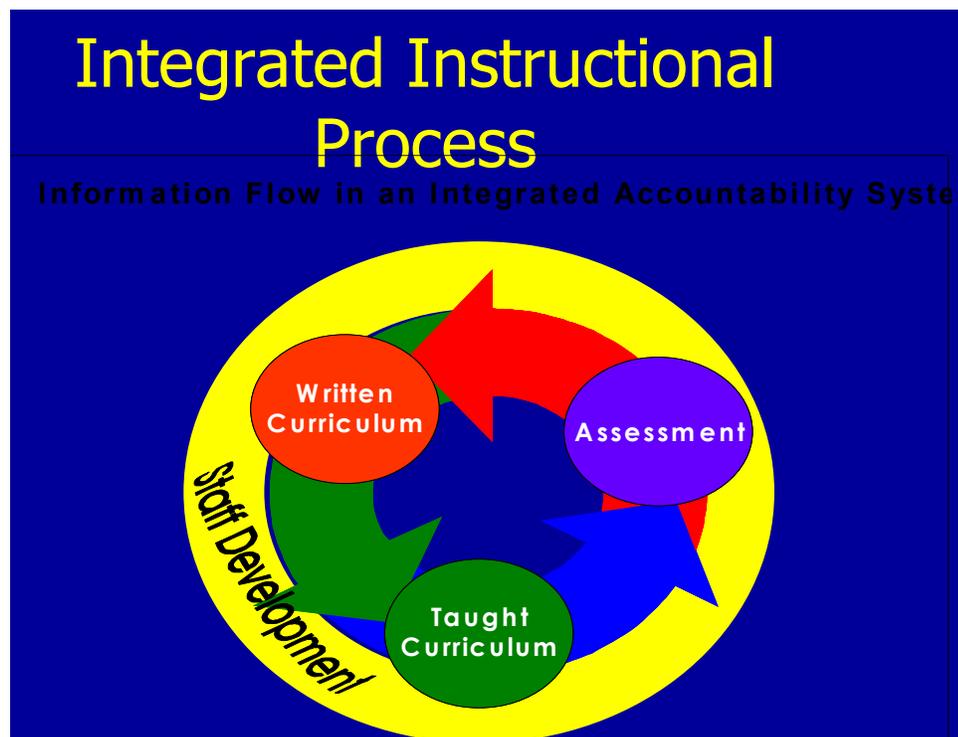
- Standards and related curriculum will be centralized with the DCPS curriculum and accountability offices rather than individual school managing the instructional process
- Between 2005 and 2008, DCPS will develop and implement standards in nine subject areas. By 2006, standards will be implemented in the four core subjects.



- District-wide collaboration and communication are needed in the development and implementation of common standards and the dissemination of best instructional practices across all schools; public and charter.
- An evaluation study will demonstrate the extent to which standards are being taught in all schools throughout the year.
- The district will implement a continuous improvement plan whose goal is to increase the percentage of elementary students who are proficient in reading and math from approximately forty-five percent to sixty-five percent, and secondary school performance from thirty to sixty percent proficiency based on the end-of-year tests.

The use of technology for teaching and learning, the communication of best practices, and the ongoing monitoring of performance are necessary to address the admirable and practical goals of the DCPS strategic plan.

2.2 Target Environment



The target environment for instructional technology in 2008 will include integrating technology into the implementation of the Declaration of Education. The integration of these elements are necessary for DCPS to achieve its goals in implementing standards-based achievement and instructional improvement and to engage every child in the educational process and equip them with the skills necessary for higher education and the work place. The following elements will



be in place in the DCPS public schools and will be encouraged for the charter schools for the year 2009. The components are divided into two categories; those that impact students directly and those that manage instructional improvement.

The technology and software opportunities that will be available to students are:

- **Basic technology skills instruction for all students in the middle schools.** This instruction will be the ISTE standards and prepare students to pass a technology competency test in the eighth grade. The skills will include word processing, PowerPoint, computer graphics, telecommunications, and database. Passing the technology competency exam will be mandatory.
- **Advanced courses in technology skills will be offered at the secondary level.** Offerings could include programming and graphics courses and certification programs in computer repair, networking, and database that will enable students to get technology-related jobs when they graduate. The courses will be both academic and vocational in nature and will allow students to grow.
- **Students will have access to computers with internet access at a ratio of 1:4** in labs and classrooms in each school making it possible to supply high quality technology-based instruction to all students.
- **Students will utilize standards-based software in the learning process.** Software linked to DCPS standards will be available over the district intranet to students for use in the learning of standards-based instruction. These materials will allow individualization of instruction in such critical areas as early reading, and math.

Systems that are teacher and administrator mediated that will impact instructional improvement:

- **Instructional Process System:** DCPS will have a Web-based instructional process system that will seamlessly connect the academic standards, high-quality instructional resources, formative assessment, and data analysis tools. This system will enable the district to manage the instructional improvement process centrally and will enable them to rapidly guide public and charter schools and to support teachers in the improvement of standards based teaching.
- **Assessment Delivery System:** DCPS will implement an assessment delivery and storage system consisting of reliable classroom level test items that teachers can use to assess the learning of standards. Three types of assessment will be used. Formative benchmark assessments will be used three times during the year to determine whether students are learning the standards. Having multiple data points will allow teachers and schools to modify and improve curriculum throughout the year to assure that standards are being taught. The DC-Cass annual assessment will be administered, corrected, and stored to provide results within an eight-week period. The advantage of the integrated



assessment system is that it will allow DCPS to do standards-based testing on an ongoing basis and to store high quality data to analyze trends and modify instruction. This system will address the problem DCPS has in gathering and maintaining high quality assessment data.

- **The Divisional Superintendent and Charter School Information System.** The area superintendents and the chartering authorities are the critical oversight groups for the management of schools. This system will allow the area superintendent and chartering authority to have ongoing access to information on the functioning of schools in their domain. The regional school and charter information system will be linked to the DCPS data warehouse. It is an exception reporting system that will have current data in the following areas: teacher and student absences, curriculum progress, formative assessment data, expenditure data, certification data, discipline data, and facilities information for use in monitoring the ongoing improvement of management and instructional operations in schools.
- **Data warehouse and intelligence tools.** DCPS will develop and implement a data warehouse to store all historical academic, financial, and human resource data. The system will also have intelligence tools that will analyze, aggregate, disaggregate, and predict instructional performance. This system will be of great value to DCPS in determining trends and assisting in the making of decisions to inform instructional programs. These tools can be used at the classroom, subject, grade, school, area and district level to monitor performance and make allocation and program decisions.

2.3 Implementation of the Strategic Plan

Objectives

The main instructional objectives of the plan are:

- to provide students with accessibility to and skills in the use of technology
- to provide educators with an ongoing instructional process system to efficiently plan and deliver instructional improvement. The instructional component of the technology plan is based on the premise that the use of integrated instructional management, assessment, and data-driven decision-making tools are necessary to accomplish the goals of the declaration of education and cannot be done without it.

Needed Policies

The following policies are needed for the instructional use of technology to be effectively implemented:



- The management of the instructional process system must be centralized in the curriculum office, with a group that has responsibility for management of the system and the selection and jurying of high quality curriculum materials.
- All public schools must be required to utilize the core components of the instructional management system.
- Technology competency standards must be required for both teachers and students.
- Academic and certification programs in computer science and technology must be offered at the secondary level.
- Charter schools should be allowed but not required to use the instructional process system. Under the terms of the chartering authorities schools are not required to utilize or to make technology program offerings or establish required technology access. However there should be a policy allowing the charter schools to use Web-based instructional improvement tools if they so choose.

Priorities of Implementation

The implementation process of the instructional facets of the technology plan is critical to the execution of instructional improvement and accountability. The instructional process system including standards, curriculum, and assessment and data analysis tools is core to the accomplishment of the mission of the declaration of education. This system must be grown and implemented gradually to avoid resistance and to allow for changes as it becomes implemented. The gradual approach to implementation has the following components:

- piloting of a system in the coming year to determine viability and specifications
- initiating system use in the AYP schools where high quality curriculum and centralized control are necessary
- implementing the system in each school over a three-year periods that a critical mass of support can be grown gradually, while resistance can be minimized

The availability and use of technology for students must be done systematically. Awareness is needed of both the scarcity of skilled teaching resources and the importance of basic technology competency for all students.

- Technology competency standards and curriculum will be developed over the next two years. When complete, there will be technology curriculum and required competency test in all middle schools.



- A percentage of high schools will have opportunities in academic computing such as advanced programming. Also a group of schools will offer certification programs that will prepare students for technical careers in such areas as network management.
- Over time, network-based curriculum offerings will become a main way of individualizing instruction.

The implementation of the instruction will occur in the following order:

Year	Technology for Students	Systems to Support Standards-based teaching and Learning
2005-06	<ul style="list-style-type: none"> • Establishment of student technology standards • Development of secondary technology certification programs 	<ul style="list-style-type: none"> • Piloting of instructional process system in each area • Piloting of formative assessment system • Purchase of 3-tier test delivery system • Establishment of instructional portal • Piloting of area and charter information system.
2006-07	<ul style="list-style-type: none"> • Establishment of programming, graphics and business courses in 40% of high schools • Establishment of computer access at the 1:4 ratio level in 1/3 of DCPS schools 	<ul style="list-style-type: none"> • Use of instructional process system in all schools that are in the 2nd year of AYP • Development of a group to define best instructional practices and put them on the internet • Use of the instructional process system with 1/3 of teachers in all schools • Implementation of the area and charter school information system in one district and one charter school authority
2007	<ul style="list-style-type: none"> • Implementation of technology curriculum in 50% of middle schools • Establishment of computer access at the 1:4 level in ¼ of the schools 	<ul style="list-style-type: none"> • Use of the instructional process system with 2/3 of teachers in all school



Year	Technology for Students	Systems to Support Standards-based teaching and Learning
2008	<ul style="list-style-type: none">• Implementation of technology curriculum in 50% of middle schools• Establishment of computer access in ¼ of the schools at the 1:4 ratio	<ul style="list-style-type: none">• Use of the instructional process system with all teachers in the school system• Implementation of the area and charter school information system in the remainder of the districts.
2009	<ul style="list-style-type: none">• Piloting of technology competency test• Establishment of the computer access at the 1:4 ratio in ¼ of the schools	<ul style="list-style-type: none">•
2010	<ul style="list-style-type: none">• Formalization of technology competency tests for all 8th graders	<ul style="list-style-type: none">•



3.0 Staff Development

3.1 Current Environment

Currently staff development is strongly influenced by three contextual issues:

- The historic linkage of staff development to the goals of site-based management, which has placed staff development under the aegis of the local school. Time is provided for staff development at each school throughout the year, but these staff development sessions are linked to school rather than district-wide goals. Although some schools offer staff development in the use and integration of technology, it is not required.
- University courses which are related to the teachers' contract are the main form of current professional development activities.
- The recent adoption of the new rigorous DCPS academic standards and the Declaration of Education places an obligation on DCPS to provide teachers with system-wide staff development focused on the implementation of the new standards. The previous section of this plan on instruction illustrates that technology is so integral to the achievement of DCPS' strategic instructional objective, that both staff development in technology use and the use of technology-delivered staff development to address academic standards will be necessary.

Staff development in the public schools of DCPS is not yet linked to the new goals and strategies of the Declaration of Education. Currently 25% of teachers and 40% of administrators are not certified. Further, 53% of schools are not in compliance with the NCLB requirement for annual yearly progress and there is limited knowledge of the new standards by DCPS educators. The current situation provides an opportunity to re-align the staff development program so that it is tightly linked to standard-based instructional improvement efforts. Staff development needs to become the key tool by which educators learn to use instructional process technology and are able to implement the new standards-based curriculum.

3.2 Target Environment

In 2009, there will be an ongoing program of staff development driven by the goal of improving the quality of staff to gather improved student outcomes. The staff development program will be based on the following underlying assumptions:

- Professional development will be driven by the results of academic performance
- Professional development will be individualized to the job related needs and performance of each administrator



- There will be two types of technology programs:
- Programs that utilize technology to address content standards, instructional improvement and accountability
- Programs utilizing technology to train, and monitor staff in the improvement of standards based teaching and management

Programs focused on utilizing technology to address content standards and standards-based teaching:

- There will be classes and on-line delivered courses in each content standards area for teachers in all DCPS LEAs, in the first two years of the new standards implementation for each content area.
- There will be on-line delivered courses for provisional teachers who are not yet certified to provide them with model curriculum, mentoring, and standards knowledge.
- There will be a database of best practice lesson and unit plans and model scope and sequence courses on the DCPS instructional process system. This system will be available to all new teachers in all of the DCPS LEAs.

Programs focused on technology use:

- For Administrators: There will be on-line and face-to-face courses for new and not fully certified administrators. These courses will focus on the mastery and use of all administrative systems for a building including; student information systems, certification and professional development, budgeting and finance systems, the instructional process system and staff evaluation systems.
- All new teachers will be required to either demonstrate technology competency by passing the eighth grade technology competency test for students. This will focus on word processing, spreadsheets, databases, telecommunications, and presentation tools.
- There will be classes and Web-based instruction in the use of the DCPS instructional process systems. Demonstration of competency in the use of the system will be required by all teachers at the end of their first year and by all veteran teachers when they are recertified.
- There will be a centrally run help desk and mentoring system for use of the instructional system.

Core systems to support the ongoing professional development effort

The Web-based recruitment, certification, and professional development planning and monitoring system which will be accessible to all LEAs who wish to use it. The system will plan and document professional development of teachers and track their progress toward re-certification.



- There will be clearly defined standards from the DCPS-SEA for teacher evaluation systems in the LEAs.
- A Web-based recruitment and application system that will automate the initial certification and employment process. This system will be used for all DCPS teachers including both those in the public and charter schools.
- A system for planning appropriate professional development aligned to licensure and assessment results and the nature of their students.
- This system will track all recruitment efforts and maintain the certification of all teachers.

3.3 Implementation of the Strategic Plan

Objectives

The objectives of the professional development program are as follows:

- To assure that teachers have the necessary pedagogical skills to conduct a program of standards-based instruction and accountability
- To provide ongoing job-related growth for all staff
- To assure that administrators have skills necessary to manage a standards-based instructional improvement program and maintain an orderly school
- To assure that all teachers and administrators are highly qualified
- To assure that all teachers and administrators possess the technology skills necessary to teach and manage

Strategies

The strategies which will be utilized in addressing staff development by each LEA are:

- The use of Web-based assessment and individualized Web-based instruction to meet technology standards.
- The establishment of professional development plans for each professional staff member based on the performance of their students, their certification status, and their subject matter knowledge.
- The delivery of ongoing Web-based and teacher delivered courses in the use of content standards.
- Collaboration with local universities and private training firms to deliver professional development courses for teachers



- The board will allow LEAs to establish of a tiered system of professional status for teachers including novice teachers, professional teachers and master teachers. Each level will have requirements for entry and exit.
- Provide initial staff development for all new agency resources.
- Provide Technology Consultation Services to LEAs.
- Develop support materials for staff development initiatives provided by DCPS and making them accessible to other LEAs.
- Provide staff development opportunities for all LEAs in the areas of technology and standards based teaching
- Provide statewide cost and access to online technology staff development through the DCPAS intranet for all LEAs
- Research and identify best practices for delivering high-quality technology staff development
- Provide ongoing best practices and high quality instructional resources through the DCPS instructional process portal for all LEAs

Needed Policies

- The SEA board must to establish a policy requiring an annual professional development plan for all staff in each LEA, based on the performance of the staff member, and the accomplishment of standards
- Each LEA will require teachers to demonstrate competency in the use of technology related to instruction.
- 30% of all application budgets will be dedicated to staff development
- The board will require all LEAs to establish competency requirements for administrators to demonstrate competency in the use of educational management systems and systems related to data-driven decision-making.
- All new teachers and administrators will have one year from the commencement of employment to demonstrate competency.
- The SEA Board will require each LEA to establish requirements for ongoing professional development related to recertification and or ongoing employment.



Implementation Plan and Timeline

Year	Programs utilizing technology for staff development in standards-based content	Programs providing competency in technology	Core Systems
2005-06	<ul style="list-style-type: none"> • Piloting of administrator course on system • Delivery of training programs on standards • Piloting of best practice instructional materials on DCPS instructional process systems 	<ul style="list-style-type: none"> • Establishment of technology competencies for teachers • Piloting of online course on technology competencies 	<ul style="list-style-type: none"> • Development of an RFP the certification component of the recruitment and certification system • Development of an RFP the professional development tracking system. • Development of an RFP the recruitment part of the system
2006-07	<ul style="list-style-type: none"> • Establishment of help desk on instructional process system for provisional teachers 	<ul style="list-style-type: none"> • Implementation of technology competencies for first year teachers. 	<ul style="list-style-type: none"> • Piloting of the professional development system • Piloting of the certification system • Full implementation of the recruitment system
2007-08		<ul style="list-style-type: none"> • Implementation of technology competencies for recertification teachers 	<ul style="list-style-type: none"> • Full implementation of the professional development and certification systems.



4.0 Infrastructure / Connectivity

4.1 Current Environment

The DCPS current environment for infrastructure and connectivity can be summarized as follows:

- DCPS faces ever-growing demands in terms of human resources and the physical infrastructure, due to the increasing use of technology. Much of the technology in use today is Web-based. The increased use of the Internet and Internet-based applications has skyrocketed to support the classroom curriculum. In addition, expectations have increased for teachers and students to have access to these instructional tools 24 hours a day, 7 days a week.
- The use of the Internet and the need for 24-7 access has also become critical for the school division's operation. All staff will be able to access their salary and benefits information online. E-mail usage has grown dramatically, with usage 24 hours a day.
- Increasing Internet use and other network traffic require greater bandwidth for the classrooms and administrative offices. In addition, with systems available to all students and staff 24 hours a day, the needs for additional technology support continues to be a critical issue for schools and offices.
- The DCPS wide-area network (DCPSnet) has been upgraded, providing a minimum of a T-1 connection to all schools; secondary schools will have a minimum of DS-3 speed.
- In 2003, DCPS began a major upgrade of the wide-area network from Switched Multimegabit Data Service (SMDS) to Asynchronous Transfer Mode (ATM) network, designed to meet the educational demands while providing enough capacity for future demand.
- The migration to an ATM-based wide area network has provided many benefits to the DCPS. Increased bandwidth and load balancing capabilities have been realized. In the former network design, SMDS allowed data rates to 34 Mbps (megabits per second). The implementation of ATM supports data transfer rates to 622 Mbps. The ATM design allows for DS-3 (45 Mbps) connection to high schools and middle schools and T-1 connectivity to elementary schools. ATM can transmit video, audio, and computer data over the same network and ensures that no single type of network traffic monopolizes the total bandwidth available.



- The ATM design offers the following: hierarchical design, scalability, dynamic routing protocol, security, high reliability, performance, network addressing, and Institutional Network (I-NET) compatibility. All of these ATM design attributes allow DCPS to efficiently manage the WAN.
- Many mission-critical systems have been migrated to the Internet,
- All identified classrooms and learning spaces are being wired for connection to the Internet.
- District-wide site licenses for core software were purchased, ensuring consistency in software versions throughout DCPS.

The DCPS Network Architecture and Standards is summarized as follows:

- Microsoft Windows 2000 Advanced Server is the network operating system software that is the basis for the delivery of network services in DCPS. The directory services component of Windows 2000 Advanced Server, Active Directory, is the foundation on which network services are organized, managed, and supported.
- The implementation of a single network login for access to network resources by students, faculty, and staff.
- A flexible network in which a network user may access network resources to which they are authorized from any networked workstation.
- All network hardware (switches and routers) and servers are deemed mission critical in support of the instructional programs and administrative requirements of DCPS. The architecture stipulates that these devices be configured for high availability and high recoverability.
- TCP/IP is the supported network protocol in DCPS. A private IP addressing scheme is used to support the large number of network devices in DCPS.
- In conjunction with the use of a private IP addressing scheme, the network architecture includes a centralized Network Address Translation (NAT) capability.
- The network architecture specifies a 1 Gbps network building backbone and the implementation of Layer 3 Ethernet switching technology in schools, centers, and administrative offices.
- Dynamic Host Configuration Protocol (DHCP), Virtual Local Area Network (VLAN), and Transparent Proxy services are delivered via Layer 3 Ethernet switching technology.
- Distributed Layer 2 Ethernet switching technology is deployed in schools, centers, and administrative offices.
- Each networked personal computer has a dedicated 100 Mbps switched Ethernet connection.



- Each network printer has a dedicated switched 10/100 Mbps Switched Ethernet connection.
- The local-area and wide-area network designs allow for continued growth of network utilization and will allow easier scalability as the need arises.
- Digital streaming technology is being piloted. This service will be useful for providing information on the DCPS Website, and for making available supplemental digital video clips directly from within the online course site (WebCT).

4.2 Target Environment

Reliable, responsive, high-speed Wide Area Network (WAN) and Internet bandwidth for voice, video, and data is a critical component to the future of education. It will be a major resource required for delivery of educational content and resources to students, whether in the classroom, at home or in resource centers. In addition, new curriculum planning tools, formative assessment and diagnostic tools and teacher resources that the state must deploy will run over this high-speed infrastructure. Without a consistently reliable and responsive high-speed access, school systems will fall behind both instructionally and administratively. The recently deployed DC STARS, the state's student information management system, needs such a WAN to operate at its optimal capacity. Therefore a robust and fully managed statewide WAN is a critical component of the target environment for DCPS.

DCPS will work to develop and implement a statewide education network that will provide connectivity to the LEAs to include the following:

- managed services to ensure responsiveness, availability and reliability for voice, video and data over the WAN
- access that meets the unique bandwidth requirements of the student population for each school – special-needs schools (high poverty and/or high incidence of special education students) will have the bandwidth required by remediation and special education applications
- use of secure wireless infrastructure to provide mobility and flexibility and to supplement cable where such infrastructure is lacking.
- low Total Cost of Ownership (TCO) – Web-based deployment of instructional and administrative applications and resources.
- a full set of security and anti-virus components, including firewalls, intrusion detection, virus protection, and vulnerability assessment
- support for statewide instructional and administrative applications
- access to Internet 2



In addition to the WAN, considerable attention must also be paid to Local Area Network (LAN). Without a robust LAN, the WAN bandwidth can be underutilized and wasted. The DCPS target environment is to provide all schools with sufficient high-speed switched network connections to all classrooms, instructional areas, and administrative offices.

A third and very essential component to the DCPS target environment for infrastructure and connectivity is to treat all administrative and instructional computers, servers, and peripherals as integral components of the infrastructure, with clearly defined standards, replacement cycles, and equitable distribution strategies.

Finally, DCPS will Web-enable its instructional and administrative applications to ensure they can be accessed anytime/anywhere as instructional needs and business requirements may dictate. DCPS plans a massive and substantial revision of its Web-delivery infrastructure, with the goals of ensuring reliable delivery of current Web content as well as providing a stable, scalable standards-based platform from which to launch new capabilities to meet the evolving needs of the DCPS community of users.

The new Web infrastructure allows for ample capacity to handle both present and future needs. The public Web servers will be load-balanced across two high-capacity Web servers to further enhance reliability. All data resides on a two terabyte (2TB) Network-Attached Storage (NAS) device, providing centralized, fault-tolerant storage for all anticipated current and future needs.

4.3 Implementation of the Strategic Plan

Objectives:

DCPS has the following stated objectives for infrastructure and connectivity:

- Ensure that all schools and LEAs have reliable and responsive WAN and Internet access. Measures: % availability for each WAN segment; % utilization for each WAN segment.
- Provide connectivity to all classrooms, instructional spaces and administrative offices for all schools and administrative offices. Measure: % of schools at the defined baseline standard for connectivity.
- Web-enable all critical DCPS instructional and administrative applications to provide anywhere anytime access to critical DCPS information and resources. Measure: % of DCPS applications not fully Web-enabled.
- Ensure proper security, filtering, and recovery for all DC schools. Measure: number of findings from security audit that are addressed within 9 months of the audit.



- Ensure an equitable distribution of infrastructure (network connections, computers, servers, and peripherals) based on a set of baseline standards for these resources. Measure: % of schools at the defined baseline standard for computers and peripherals.

The following strategies will be used to implement the above objectives:

- Provide dedicated WAN connections, managed network services, and quality of service standards for voice, video, and data for all DSPS schools and LEAs/charter schools.
- Establish bandwidth, response, and availability criteria for each school and monitor the WAN services for compliance.
- Provide incident tracking, change control and response times in a negotiated SLA between DCPS and the WAN service provider.
- Conduct an inventory of the LAN capability for each school. Identify schools that do not meet the defined baseline standards for network connectivity (see below). Allocate available dollars to schools in priority order, with highest priority going to those schools that fall the furthest below standard.

Elementary School LAN Standards:

- switched to the desktop with a minimum combination of fiber to the wiring closet and CAT 5 or CAT 6 cabling to the classroom
- six data drops in each classroom (or potential to extend to six with a mini-switch or wireless).
 - thirty-five drops in the computer lab.
 - twenty-five drops in media center.
 - two drops in each administrative office.
- school-wide video cabling system with closed circuit console distribution and either three-Channel or full spectrum signal.

Middle School Data LAN Standards:

- switched to the desktop with a minimum combination of fiber to the wiring closet and CAT 5 or CAT 6 cabling to the classroom
- six data drops in each classroom (or potential to extend to 6 with a mini-switch or wireless).
- thirty-five drops in each computer lab.
- thirty-five drops in media center.
- two drops in each administrative area.
- school-wide video cabling system with closed circuit console distribution and either three-Channel or full spectrum signal.



High School LAN Standards:

- switched to the desktop with a minimum combination of fiber to the wiring closet and CAT 5 or CAT 6 cabling to the classroom
- six data drops in each classroom (or potential to extend to 6 with a mini-switch or wireless).
- thirty-five drops in each computer lab.
- forty drops in media center.
- two drops in each administrative area.
- school-wide video cabling system with closed circuit console distribution and either three-channel or full spectrum signal.

Need Policies

- Establish a Web-delivery infrastructure, with the goal of ensuring reliable delivery of instructional and administrative resources through a Web-based interface. Provide public Web servers, load-balanced across high-capacity Web servers to further enhance reliability.
- Provide three-tier architecture of Sun Web servers, Sun application servers, and Windows-based SQL database servers, including dedicated production servers and development environment to supporting the Web-architecture. These resources allow a great deal of flexibility and capacity for developers and end users, as well as providing a secure development and deployment environment.
- Establish policies and guidelines and conduct an audit for data security, acceptable use, and filtering.
- Place network security devices and current filtering and virus protection devices/software at the top of the purchasing priority list for schools/LEAs.
- Develop a disaster recovery plan for DCPS.
- Conduct an inventory of the computers and peripherals for each school. Identify schools that do not meet the defined baseline standards for computers and peripherals (see below). Allocate available dollars to schools in priority order, with highest priority going to those schools that fall the furthest below standard.

Standards

The following resources are required for elementary schools, middle schools, and high schools.



Elementary Schools

- Instructional Computers (classrooms, computer lab, laptop cart, media center):
 - 5:1 student-to-current computer ratio.
 - Printers accessible to all computers.
 - 1 fully cabled computer lab.
- Administrative Computers (administrators, office staff, counselors, cafeteria, etc.):
 - 1 to 1 administrator-to-computer ratio (6 computers is the average).
 - 1 printer for every 4 computers.

Middle Schools

- Instructional Computers (classrooms, computer labs, laptop cart, media center, CTE):
 - 5:1 student-to-current computer ratio.
 - Printers accessible to all computers.
 - 2 fully cabled computer labs or 1 fully cabled computer lab and 1 laptop cart.
 - Smaller middle schools might have only 1 lab.
 - CTE fully cabled computer labs.
- Administrative Computers (administrators, office staff, counselors, cafeteria, etc.):
 - 1:1 administrator-to-computer ratio (16 computers is the average).
 - 1 printer for every 4 computers.

High Schools

- Instructional Computers (classrooms, computer labs, laptop cart, media center, CTE):
 - 5:1 student-to-current computer ratio.
 - Printers accessible to all computers.
 - 2 fully cabled computer labs or 1 fully cabled computer lab and 1 laptop cart.
 - CTE fully cabled computer labs.
- Administrative Computers (administrators, office staff, counselors, cafeteria, etc.):
 - 1:1 administrator-to-computer ratio (20 computers is the average).
 - 1 printer for every 4 computers.



5.0 Technology Support Organization

5.1 Current Environment

Technology Support should follow the old adage of “form follows function.” Effective use of technology depends on the existence of a support organization that assures the effective usage of technology and instructional applications to support the management of teaching and learning at all levels of the organization. The current IT organizations were designed prior to the establishment of the current instructional improvement efforts and are not adequate to the task of implementing the instructional improvement agenda throughout the DCPS LEAs. There is need to change the form of the organization to address its new functions.

In the last few years the DCPS technology organization has made considerable progress in developing implementing enterprise management systems such as student information system, and in standardizing and improving the network infrastructure in schools. The technology organizations of the DCPS and the city of Washington have been begun to collaborate on the development and implementation of common management systems and the utilization of E-rate funding. These collaborative efforts are in their early stages.

There has been considerable progress in the development of common management systems. However, the current technology support organization is focused on the DCPS public schools rather than the SEA functions of DCPS. Current technology support reflects the site-based organizational mission and structure of the DCPS public schools prior to the adoption of its challenging instructional agenda. Current technology support in DCPS can be characterized as follows:

- **There is very limited support for instructional technology.** There is an extremely small organization in the department of curriculum and instruction, which supports the division of curriculum and instruction in the development of technology policies for instruction. The small size of the staff has made it difficult to provide sufficient support in the implementation of technology standards and the selection and utilization of applications.
- **Each school determines its own instructional technology initiatives.** There is great variability in the area of instructional support with each school determining its own support personnel and range of applications. Although some schools have robust technology support groups, most schools have very limited technology support and are unsatisfied with the level of technology support they are receiving for their infrastructure



- **There is no vertical technology support organization targeted at the school divisions or the charter schools.** The divisional superintendents lack the technology support needed for the oversight and support of schools. Although some charter schools have very effective technology support for their instructional and management, they are not receiving support to address required data collections functions for USDOE.

5.2 Target Environment

In 2009, vertically- and horizontally- coordinated technology support organizations will be structured to accomplish:

- The implementation of DCPS instructional improvement agenda in all of its LEAs
- The use of data to support the management of an effective system of schools and to address federal reporting requirement
- The development and support of effective technology infrastructure and management systems.

Two well-coordinated technology organizations will support all of the DCPS LEAs:

- The DCPS IT organization will be responsible for the implementation and support of all infrastructure and management systems and will report to the chief operating officer
- The DCPS instructional technology organizations will be focused on the use of applications and staff development to address standards-based instructional improvement efforts.

The remainder of this section will address the technology support needed for instructional improvement efforts in all of DCPSA LEAs. This section is focused on the instructional technology organization rather than the IT management. The remainder of this section will be divided in to two sections:

- The technology support organization needed to address accountability and instructional improvement.
- The functional roles to be played by the Central office, Division or Charter authority, and the school level.



The Instructional Technology Support Group

Insert Organization Chart

The Instructional Technology Support organization will provide the support necessary for the implementation of an instructional improvement system.

The instructional technology support organization will be headed by an Executive director of instructional technology who will report to the Chief Academic Officer and have a dotted line relationship with the director of accountability and the Chief Information Officer. The role of the Executive Director of Instructional technology is to oversee all of those activities necessary for the effective implementation of those systems that improve the delivery of instruction, the quality of teaching and data-driven decision-making.

There will be four groups each headed by a director that report to the director of instructional Technology:

- **The Instructional process system group** will be responsible for the collection of best practice materials, the development and ongoing management of all components of the instructional process system, the development and publishing of best practice resources and materials in each of the content areas.
- **The data-driven decision making and analysis group** will be responsible for providing analysis and support to the divisional super intents, principals , the director of accountability and the chief academic officer in providing the necessary support in analyzing assessment and performance data. This group will act as staff to the division superintendents in managing the operations of the divisional superintendent's information system. This group will also be responsible for ensuring that high quality data is collected in the field.
- **The professional development group** will be responsible for planning and delivering all technology courses for teachers and principals and defining technology competencies. This group will also be responsible for the central help desk and mentoring related to the use of the instructional process systems.
- **The charter school liaison and support group** will be responsible for providing support to all other LEAs with DCPS on the training and use of assessment and student information systems. This group will provide support to all of the other LEAs in the development of their technology plans.



The various instructional technology subgroups will have the following roles and functions:

- **The Instructional Process System Group** is a central group that will work closely with curriculum and be comprised of three roles. Content experts for each subject area will develop and provide resources linked to standards in each content area and will maintain best practice and model unit plan sites. An assessment expert will assist the accountability office and schools in the implementation and use of all Web-based assessments including formative and high stakes assessments and specialized assessments such as reading and writing. A Webmaster will be responsible for the ongoing management of the instructional process system.
- **The Analysis Group** will be comprised of data analysts who will be assigned to each division superintendent and the director of accountability. Their role will be to provide analytic support to the divisional superintendents, directors of the charter authorities, senior decision makers, and principals on the ongoing progress of the districts. They will also be available to principals. The majority of the analyses will work in the divisional offices and provide support in the field.
- **The Professional Development Group** will work in headquarters and in the divisional superintendents' offices. A small number will be assigned to each division and superintendent and chartering group, to provide support to the field. They will also have a centralized group responsible for competency training, and managing the help desk.
- **The Charter School Liaison Support Group** will work with the two charter organizations. They will act as liaison with the three groups above and provide support to the charter schools in developing technology plans, and utilizing the student information, assessment, and analytic systems which are available to the charter schools.

Functional Roles by Level of the Organization

There are defined functions for technology support at each level of the school system.

- **SEA role:** The role of the SEA and the DCPS LEA is to:
 - provide centralized leadership and management of the instructional process system
 - oversee the procurement and implementation of network infrastructure and standards
 - design and develop technology competencies
 - procure and maintain all school system data



- **Maintain a central customer call center.** The Customer Care Call Center is focused on being the single point-of-contact for all technology-related issues. The Customer Care Call Center provides phone, e-mail, fax, walk-up and limited on-site software support to all DCPS schools, centers and administrative offices. Once a call or request is received at the Customer Care Call Center, the staff members resolve, refer, track, or escalate that request in accordance with agreed upon business rules and service level agreements. If the call/request is not resolved on first contact, then the Customer Care Call Center will take “ownership,” escalate and track the call until its completion.
- **The Divisional Superintendent’s office role** and the chartering authority are to provide support to local schools in their jurisdiction. Their main support roles are to:
 - provide a team of instructional specialists and staff developers who will provide staff development and support to school staff in the use of instructional process system to assure ongoing standards-based improvement and student information systems
 - provide Instructional Technology Support Specialists to act as second tier software and network support: Information Technology (IT) Call Center to ensure proper escalation and resolution of that problem. The ITSS provides second-tier on-site software support by rotating through their assigned grouping of schools on a regular basis. Each school and site determines the priority of what is done by the ITSS at each site. The SBTS, or the school/site technology point-of contact, works with the technology support specialist in determining this list. Some examples of the ITSS functions are: troubleshoot desktop applications, assist SBTC with installation of software upgrades, and install and configure networked peripherals in the school. The life of an ITSS can truly be characterized as “front line” technology support for all DCPS schools and when an ITSS encounters a problem that requires additional resources or the involvement of other FCPS support partners, the ITSS works with the IT department to resolve the problem.
 - provide an analyst to manage the use of the divisional information support system. The divisional and charter school information system will provide ongoing information on the operation of schools which will allow the superintendent and the charter school authorities to provide needed support and oversight to schools.
 - provide field Services Technicians Field services technicians focus on hardware support. A team of them supports the schools within a division or charter school group. They maintain and repair all information technology hardware. This includes computers, networks, telecommunications, and telephony devices.



- **School-Level Roles:** The school is the place where technology needs to function instructionally and technically on a daily basis. The function of the school is to assure that all data collection, student information, and instructional process systems are used on an ongoing basis as the central tools for management, instructional improvement, parent communication, and data collection.
- **School-Based Technology Coordinator (SBTC)** – is focused on providing technology training and integration support. Every school will have either a .5 or 1.0 full-time equivalent (FTE) SBTS position. This position is responsible for technology training at the local school to facilitate the implementation of instructional technology including the instructional process system and the student information system. They also serve as the technology point-of-contact and as liaison between school staff and division wide technology resources for the installation, maintenance, and upgrade of technology hardware and software. Additionally, the SBTC is responsible for performing Level 1 (basic troubleshooting) support, as well as, determining the priority of the technology tasks requiring the services of the ITSS (see below) and/or other technology support partners.

5.3 Implementation of the Strategic Plan

Objectives

- To provide accessible technology support at all levels of the organization in order to assure the effective implementation of standards-based improvement.
- Provide a centralized support for the development, implementation, and ongoing maintenance of technology, staff development and instructional systems
- To establish roles to provide instructional technology support at the school, division, charter, and curriculum office level within DCPS

Strategies

- Establish an instructional technology organization under the chief Academic Officer to manage the use of instructional process systems, data-driven decision making that will assure the implementation of the strategic instructional agenda in all of the LEAs.
- Providing support to the charter schools to accomplish their instructional and management agenda and supporting them in meeting federal requirements.
- Identify support roles (e.g., specialist, help desk specialist, field services technician).



- Establish technology support organization to support the specific mission and function of each level of the SEA organization such as the charter schools, divisional organization, curriculum group, and management office.
- Establish technology competencies for each classification
- Establish a certification exam that can be used for licensed staff.
- Modify the certification requirements to include technical competency.
- Establish a professional development plan and schedule for each support personnel in the DCPS. Require completion of the plan as a condition of employment.

Needed Policies

- A policy to establish a formal instructional technology support organization
- A policy to establish common management systems for all LEAs that assure they will be able to address all federal requirements
- A policy to establish the needed new support roles



6.0 Resources for Data-Driven Decisions

6.1 Current Environment

DCPS has a number of systems either in place as legacy systems or under development/deployment as new systems that support teaching and learning either directly as instructional systems with curriculum content and assessment items or indirectly as decision support and data collection systems that can inform instruction and assess program effectiveness. DCPS is a member of the Decision Support Architecture Consortium (DSAC). Through this Consortium, a study was recently conducted of the systems and processes that DCPS has that can provide data to inform instruction and/or assess instructional programs. Because the current environment is explained in the context of the DSAC architecture, a brief explanation of this architecture is necessary.

The DSAC architecture for state level decision support for improving and sustaining academic performance is comprised of the following key elements:

- **Core Processes** whose definition, support, and proper execution are critical to an effective management system that is geared to improving instruction.
- **An Applications Architecture** of databases and technology tools that comprise the information systems necessary for instructional improvement efforts.

There are six core processes that are necessary to assure individual student improvement in the District of Columbia. As described below, these core processes represent functions that have to be managed from the state, through the districts to the school to the classrooms of DCPS. Each of the processes has related information systems and database applications associated with them. The six core processes are:

- **Set Academic Standards and Curriculum** – This process identifies, defines, refines, communicates, and monitors the State’s standards for learning by subject and grade. In some states this includes the naming of courses and the establishment of course requirements. This process may also include statewide textbook selection and the selection of instructional management tools for the LEAs to use.
- **Administer Performance Based and Standardized Assessments** – This is a process to define the performance criteria for students against state standards as well as a method for assessing and reporting each student’s progress relative to these criteria.



- **Certify Educators** – This is a process to document teacher and educational administrator competency levels as related to the state standards and to certify teachers who have achieved the proper level of competency.
- **Conduct Data-Driven Analysis and Interventions and Manage Accountability Systems** – This is the process for collecting and analyzing assessment data to identify and conduct interventions at the school, classroom, and student level. This process also includes defining expected performance levels for districts, schools, and teachers, and holding them accountable for achieving these levels, with appropriate rewards for success.
- **Distribute Grants/Aid and Ensure Compliance** – This is the process for collecting data and distributing funding to school districts either as direct state aid or through state or federal grants. Grants may be either competitive or based on entitlement formulas. This process also ensures compliance with federal and state requirements (such as Title I compliance).
- **Collect and Report Data** – This is the process for collecting student, educator, and program/organization data from school districts relative to all aspect of educational program information.

To properly support and accomplish the core processes, there needs to be a set of twelve system components, at a minimum, to support NCLB requirements. These systems are as follows:

- **Enterprise Directory + Security Portal:** A set of synchronized LDAP and relational databases with distributed administration tools that maintain core information, authentication, and authorization data for school organizations and those educators/administrators that require personalized access to state on-line applications.
- **Student ID + Record Collection (SPED, Voc, etc.):** A system to register each student with the state, assign and maintain a unique ID, and collect individual student records at least several times a year.
- **Educator Certification Management:** A system to register and license educators and maintain licensure information through a teacher's career.
- **Staff Record Collection and Highly Qualified Determination:** a system to collect individual records linked to the state certification system for both licensed and unlicensed educators.
- **State Curriculum Management (learning standards, courses):** A system to publish state learning standards, course definitions, and recommended/restricted content (textbooks).
- **State Assessment Results Management:** Each state needs a system to accept individual and aggregated results from their assessment vendor to merge into decision support tools to support accountability determinations.



- **Grant and Program Data Collection:** States require applications to collect information from school and district personnel, above, and beyond the individual student and staff records collected. Workflow can be enabled to utilize the Web to improve efficiency.
- **End of Year Finance Data Collection:** States need to collect financial data from LEAs, school buildings, and programs each year.
- **Safety and Discipline Information Data Collection:** Districts must report every incidence of violence through the state to the federal government. Since an incident is not a characteristic of the student, a separate system needs to track each incident as it relates to above identified students.
- **Facilities and Technology Plan Data Collection:** All school districts must report certain technology related data to the state. Many states require districts to report additional information related to facilities.
- **Data Warehouse:** All of the above information must be stored in granular and structured format in an enterprise data warehouse.
- **Decision Support Tools:** All of the data in the data warehouse must be made accessible to authenticated and unauthenticated users. Initially usage may be restricted to highly structured queries that fulfill reporting requirements. Eventually, state decision support environments will integrate with district environments to provide educators, students, and parents with broad access to data resources that will support student learning.

For the purpose of this discussion, systems recommended by the DSAC architecture fall into two actionable categories:

- **core applications** (meaning they should be implemented first and are the building blocks of other applications),
- **service applications**, which use core applications as part of the building blocks and deliver decision support functionality to district, school, or DCPS personnel.

Following are the major applications recommended by the DSAC architecture for a state agency and the DCPS status relative to the application.

DSAC System Description	DCPS Status Relative to The System
<p>Enterprise Directory – The directory is a core application. Applications use this to allow user authentication, single sign-on, security authorization, generation of distribution lists, etc.</p>	<ul style="list-style-type: none"> • The DCPS uses Active Directory – they are migrating users and hardware to this system. Currently it does not contain all teachers – about 1500 are on this system. Plans are to use Plumtree as the portal.



DSAC System Description	DCPS Status Relative to The System
<p>Unique Student ID and Record Collection – This is another core application. The demographics data, attendance data, and schedule information feed a number of other important systems.</p>	<ul style="list-style-type: none"> • DCPS has selected AAL’s eSIS product for tracking student information and is well along in implementing the product. The full implementation of this system across the entire SEA, together with the unique student identifier, has the potential to significantly improve data collection and reporting for DCPS. • There are forty-four districts in DCPS (counting charter schools as districts) – every district comes to DCPS for an ID. Currently this is in a legacy system that is transitioning to eSIS (DC STARS) this fall. It is hard to encourage charter schools to acquire numbers – cannot issue block of numbers to charters. Looks at name, DOB, mother’s name, and SSN to ensure uniqueness.
<p>Staff Record Collection Information – This is a service application to collect individual records linked to the state certification system for both licensed and unlicensed educators. Either a flat file transfer to a relational database system, a SIF interface, or a Web-enabled data entry capability for districts that do not already have this information in electronic format should be provided.</p>	<ul style="list-style-type: none"> • Staff information is collected now through a legacy payroll system as well as several other sources. It is a manual process that is largely paper-based that does not provide complete information. DCPS collects licensure information into DC STARS.
<p>Safety and Discipline Information Collection</p>	<ul style="list-style-type: none"> • Over the long-term DCPS will store this data in DC STARS, which has a discipline module and a safety module and a medical immunization module. Currently discipline is in several different systems.
<p>Facilities Data Management – This is a service application. It should contain key information regarding school and district physical facilities. Many states require districts to report information related to facilities. Either a flat file transfer to a relational database system, a SIF interface, or a Web-enabled data entry capability for districts that do not already have this information in electronic format should be provided.</p>	<ul style="list-style-type: none"> • Facilities data is kept by the facilities staff. They have competitive grant that they will use to build a system to track facilities for charter schools.



DSAC System Description	DCPS Status Relative to The System
<p>Technology Plan is a service application. It should contain key information regarding technology infrastructure at the districts and schools that allow the DCPS to determine whether appropriate infrastructure exists for deployment of certain systems (such as online testing). Either a flat file transfer to an asset management system, a SIF interface, or a Web-enabled data entry capability for districts that do not already have this information in electronic format should be provided.</p>	<ul style="list-style-type: none"> No system is currently available to track the inventory.
<p>Data Warehouse – This is a core application that draws data from operational databases to retain a snapshot of data at pre-determined intervals for archival purposes. It should contain all student demographic and assessment data, financial data, grants information, school and teacher information in separate but linked relational tables. The purpose of the data warehouse is analytics and reporting, not tracking operational or transactional data.</p>	<ul style="list-style-type: none"> eScholar is the DCPS strategy for a data warehouse, but DCPS does not have board approval yet. DCPS needs a data governance process in place to support the implementation of this system.
<p>Decision Support Tools – This is a service application that is provided to the SEA, LEA, and school-level administrator/teacher for the purpose of easily extracting data from systems to allow them to make data-driven decisions on a wide range of areas.</p>	<ul style="list-style-type: none"> There are no real decision support tools – some Web-based data is published.
<p>Educator Teacher Certification Management – The certification database is a service application. The system should be Web-based with a relational database and should include the following functions:</p> <ul style="list-style-type: none"> Online query by teachers to determine status on re-certifications Online query by applications to determine certification status 	<ul style="list-style-type: none"> The current database for teacher licensure is written in Access and is resident on a department server. Data is not retained in a data warehouse nor is it combined with student data for decision support.



DSAC System Description	DCPS Status Relative to The System
<p>(Cont'd)</p> <ul style="list-style-type: none"> • Online updates by district staff to keep teacher certification information current • Pro-active flagging of certification and re-certification issues and deadlines to districts and teachers • Tracking of professional development hours and course content • Matching of certifications to actual courses taught • Workflow processing of the certification process from initial entry of a job applicant to the final issuance of a certificate 	<ul style="list-style-type: none"> • See above
<p>Assessment Database – this is a core application to accept individual student and aggregated results from the assessment vendor to merge into decision support tools to support accountability determinations.</p>	<ul style="list-style-type: none"> • Assessment results are maintained in a flat file (Excel); DCPS have five years worth of assessment data. • Assessments will eventually be in DC STARS and DC STARS Lite (for LEAs that do not use DC STARS).
<p>Learning Standards Database – this is a core application to publish State learning standards, course definitions, and recommended/restricted content (textbooks). This should be a relational data structure with the capability to easily extract (XML) or link standards definitions with other systems.</p>	<ul style="list-style-type: none"> • Currently, there is no curriculum and standards database. This should be a key component of the instructional portal and developed over the coming year.
<p>Instructional Management System (IMS) – This is a services application that links to the Standards Database and defines the curriculum scope, content (or links to content and pointers to hardcopy material), sequence, schedule and assessment criteria. It should be online, Web-based and built upon a relational system.</p>	<ul style="list-style-type: none"> • There is no instructional management system for either the public or charter schools in DCPS. Each school is responsible for its own curriculum.

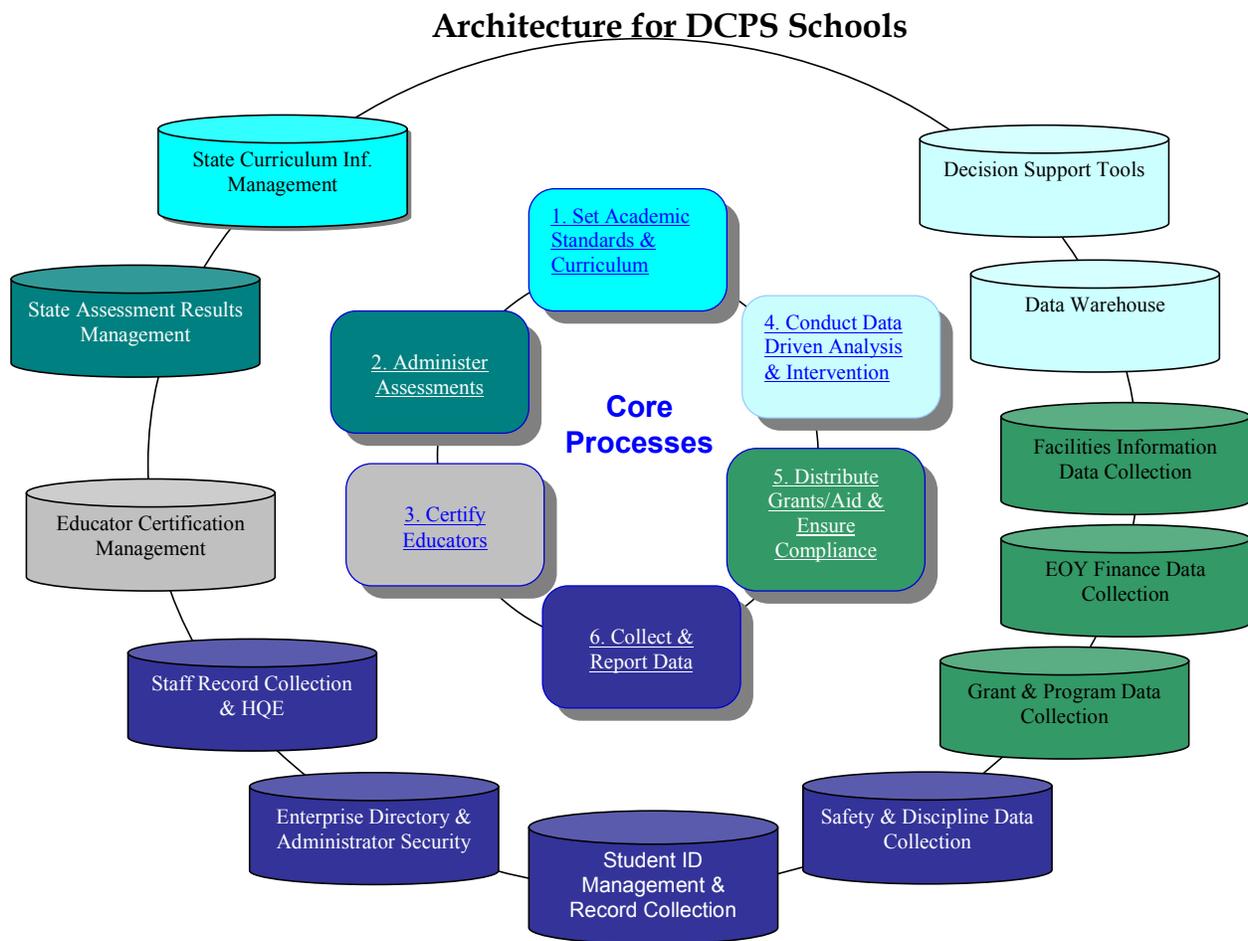


The diagram that follows shows the current DC systems that are in place today that can provide data that can be used to inform instruction and assess instructional programs.



6.2 Target Environment

The aforementioned applications architecture (databases, applications, and infrastructure) and their associated enabling processes may be integrated into a comprehensive view of hard and soft system elements within each of the Core Processes. The figure below shows the core processes and the interplay of the application architecture with the supporting enabling architecture. This diagram is a logical depiction of the DCPS target architecture for data-driven decision-making.



By 2009, DCPS will maintain an integrated system of data to monitor system performance and support data-driven decision making on instructional programming and allocations. DCPS will have easy to use data analysis tools that will allow teachers and principals to modify the instructional process for individual students throughout the year. DCPS will also have a system for test delivery and storage. This system will enable DCPS to keep a database of highly reliable test items and to maintain ongoing assessment information. This information will be used to improve instruction and to provide long-term



assessment data and trends for all public and private schools. The system helps assure that the quality of data is reliable and that assessment data is used on an ongoing basis to improve instruction. DCPS will also have a robust data warehouse and data analysis tool for use by teachers and administrators to inform instruction and assess the effectiveness of instructional programs and material.

DCPS will have a statewide security and access portal to allow easy access and single sign-on with authentication to the state-supported systems provided to teachers and administrators.

6.3 Implementation of the Strategic Plan

The systems work for DCPS to implement the Target Environment is defined below as a set of projects. Each project will be assigned a sponsor from the executive leadership of DCPS and an accompanying project manager who has singular responsibility for project oversight, execution, and project team supervision and leadership. Each project will be allocated a project team, a project budget, and a clearly defined scope of work with accompanying milestone schedule. In addition, a Project Management Office (PMO) function will be implemented to continually assess the status and resolve issues for all key projects to ensure consistency of process and delivery across these large, complex, overlapping, and interconnected projects.

Goals and Strategies

- To assure that reliable data exists and is maintained for data-driven decision making to improve instruction in all of DCPS LEAs
- To create a data architecture that will assure that all data is integrated and usable
- To establish a support and analysis group to assist in the use of data for effective decision making

Strategies

- Pursue a series of projects to implement a data and applications architecture that supports data-driven decisions. These projects are outlined in the section that follows.

Needed Policies

The following are policies that are needed to support the effective use of data in DCPS:

- There needs to be a manager responsible for maintaining the quality of assessment, student, personnel, and financial data in all of the LEAs



- There needs to be an analyst group established to provide the divisional associate superintendents,
- There need to be data quality standards established for all LEAS in DCPS
- All organizations within the SEA including public schools, charter schools, divisions, need to be required to provide analysis for all allocation requests and annual instructional plan



7.0 Communication and Collaboration

7.1 Current Environment

With the exception of very clear communication about DC Stars, the new student information system, there has been limited communication among the various constituencies and LEAs, particularly between the SEA and the charter schools about the 1997 technology plan and the use of technology to support instructional improvement and accountability. The reasons for the limited communication and collaboration are:

- Technology was seen as a prerogative of DCPS public schools and individual charter schools.
- The main technology emphasis has been on the development of infrastructure for the DCPS public schools and enterprise wide management systems for DCPS public schools and the city IT group.
- The “Declaration of Education” is a recent document and the need for the integration of technology to effect its success has not yet been communicated to either the DCPS LEA or the charter schools.

There are five major groups to whom the role and importance of technology needs to be communicated. The collaboration of these groups with each other is necessary to assure the effective use of technology for instructional improvement:

- The teaching staffs of the LEA and charter schools (they are the central users of the technology).
- The central offices for accountability, instruction, and operations (manage the use of technology)
- The school and division administrations (need to manage the integration of technology and usage of technology into the instructional process and the collection of data for accountability)
- The various SEA and LEA policy funding and oversight bodies (e.g., board of education, charter authorities and City of Washington) who establish requirements and policies for accountability such as the state board of Education, DCPS LEA board of education, the DC city government.
- Parents of students who will be benefiting from the integration and use of technology to support instructional improvement efforts.

There has not been:

- defined campaign to communicate the role and function of technology to each of these groups



- program to establish collaboration among the groups to assure that accountability requirements are met and technology is implemented as a necessary tool for instructional improvement efforts.
- ongoing input from each group and the establishment of service level agreements to enable the effective usage of instructional technology

7.2 Target Environment

In 2009 an organized communication mechanisms on the use of technology to improve instruction in both public and charter schools will have been institutionalized and mechanisms for ongoing collaboration will be in place:

The main components of the communication effort will be:

- A communication campaign outlining the components of the five-year technology plan, and the critical importance of technology to the five major technology constituencies. This campaign will be established by the SEA and consist of publication of documents and public meeting with all of the constituency groups.
- The establishment of a joint technology steering committee comprised of representatives of all LEAs, the DCPS School Board, and charter authorities, who will provide the CIO and the Chief Academic officer with advice and input on a quarterly basis. This group will give input into proposed projects and provide comment on the effectiveness of technology in enabling and strengthening the standards effort. The steering committee will be of a workable size and will provide input to the CIO and the Chief accountability officer in establishing programs, establishing evaluation criteria, and developing budgets.
- The publication of an annual plan and quarterly reports on the use of technology to support instruction to be published jointly by the CIO and the Chief Academic Officer. These documents will be available on the district website and in hard copy. They will document best practices and show progress on the annual technology plans.
- The establishment of annual service level agreements with representative bodies of each of the five constituent groups (e.g., parents, divisions, charter schools, public schools, and administrators) on the services needed to utilize technology. The service level agreements will create an opportunity for the key users of technology to negotiate expectations and services with the providers of technology and instructional technology services.
- An annual critical friend review will be held to discuss recommendations by a panel of private industry and advocacy groups on the use of technology to support instruction and accountability. There are many public minded experts in government, industry and non-profit groups who can impartially act as a third party to evaluate the implementation of technology use and make recommendations on improving the effort to utilize technology to impact accountability and instructional improvement.



7.3 Implementation of the Strategic Plan

The DCPS SEA must do an outstanding job of marketing instructional technology programs to its internal constituencies and to the public if technology is to become an integral component of the program to improve educational results in the various DCPS LEAs.

Without internal support, technology initiatives are difficult to begin and impossible to implement. The effort to integrate technology into the standards-based improvement effort is a new concept. For this effort to be effective there needs to be ongoing communication among the constituencies and between the constituencies and the SEA during the implementation effort to ensure that the necessary midcourse corrections in the program are made for the integration of technology to be effective.

The goals of the communication and collaboration program are:

- to market the concept that the integration of instructional technology is necessary to accomplish the goals of the Declaration of Education
- to establish ongoing communication mechanisms between the CIO, chief academic officer and the five prime constituencies to ensure the effective implementation of the instructional technology program
- to engage the parental and private sector in the effective implementation of the program.
- to provide web and print based communication on the use of technology for instructional improvement.

The activities necessary to accomplish the goals are:

- The establishment of a technology steering committee comprised of representatives of charter schools, divisions, parent organizations, schools, teachers and administrators who will meet quarterly to give input on the implementation of the plan
- The establishment of steering committees for each of the constituent groups on the integration and use of instructional technology.
- The publication of an annual plan by the CIO and the Chief Academic Officer describing the use of instructional technology
- The publication of a quarterly newsletter on best practices and progress on the plan. This will appear on the web and in print
- The establishment of service level agreement with each of the constituency groups on the levels of support and accountability on their part, needed to accomplish technology integration
- The establishment of an expert group comprised of government, private sector, and parents to conduct an annual critical friend review and recommendations of the instructional technology program



Needed Policies

- The SEA board of education needs to establish a steering committee and an advisory boards.
- The SEA has to establish an annual process of approving the service level agreements with the various constituencies
- The SEA board of education and the various LEAs need to adopt a communications campaign



8.0 Evaluation

8.1 Current Environment

Except for tracking the usage of instructional media in the DCPS public schools, there has been little formal evaluation of instructional technology use, other than that required by Title I and other categorical fund usage. The following are the main reasons for the lack of evaluation practices:

- The use of technology has been decentralized to the school level and there have been no LEA or SEA-wide practices. There are a very wide variety of local practices.
- There have been no required use of instructional technology at the SEA or LEA level

The advent of the *Declaration of Education* radically increases the need for technology evaluation. The implementation of the ***Declaration of Education*** demands integration of technology into the centralized standards-based instructional improvement program if the program is to be effective. The use of instructional technology in an environment such as DCPS where it has previously been used needs to be a process, not in an event. The DCPS SEA has to develop an ongoing three-stage evaluation process to enable the effectiveness of technology in impacting instruction and student outcomes in all of its LEAs. The three stages of evaluation that DCPS has to consider are:

- **Evaluation of Pilot Projects.** All new technology programs such as assessment or the instructional process system will require pilots. The purpose of the pilots will be to determine what support and technical implementation processes, and staff development are necessary to carry out a full-scale implementation.
- **Ongoing Formative Evaluation.** It is not possible to determine if the technology has had an impact on instructional outcomes unless it is implemented. The process of getting teachers, administrators, and students to change the way they teach and learn demands significant change. Currently there is a need to develop a three-year formative process that focuses only on the integration, management, and implementation of the new systems, related staff development, and technical functionality. The metric for formative evaluation should be usage of the technology. Only if it is used can it be determined if the technology is having an effect on instructional outcomes. The purpose of the formative evaluation will be to increase usage of the new instructional technologies. The process assumes that introductions of these systems will be gradual to assure that the possibilities of success will be maximized and the possibilities for resistance will be minimized.



- **Summative Evaluation.** At the end of three years, it will reasonable to determine if the combined use of instructional technology components such as the instructional process systems, staff development, technology competency implementations have had an impact on improvement in achievement. This can be determined by a set of comparative studies of schools, and LEAS where there are high and low rates of technology implementation. If there is a strong correlation between the use of technology for standards-based teaching and learning and an increase in scores and a high correlation between the low usage of technology and low achievement, it is reasonable to conclude that the technology has had a major impact on the achievement of better instructional improvement. The period of three years is chosen as we know from empirical studies that it takes that much time to assure effective implementation rates of technology environment in schools.

8.2 Target Environment

In 2009, the DCPS will have implemented an ongoing system of implementation required on the use of all instructional technology chosen to impact instructional results: The following will be the components of the evaluation process

- **Pilot projects** – All procurements of new systems (e.g., assessment and staff development practices) will require an initial pilot evaluation where lesson learned will be collected and a multi-year plan for implementation will be conducted. The results of the pilot evaluation will be decisions to move or not move forward with large scale implementation and to develop a multi year implementation plan with necessary technical, management, and staff development support
- **Formative Evaluation** – There will be a three year formative evaluation plan for each new system, management process and staff development process related to instructional improvement. This three-year process will establish quarterly performance benchmarks for the process. It is assumed that the usage in each school of new systems will be increased each year, with one third of a staff adopting a new system each year. This process will make the implementation doable and minimize resistance.

The evaluator and the related school and implementation teams will collect on going usage data meet quarterly to determine if the system or practice is being used. The aim of the formative evaluation will be to develop groups of critical users in each school and to increase usage of the various instructional technology components on an ongoing basis.

- **Summative evaluation** – At the end of three years there will be comparative studies done between high performing schools and low performing schools to determine there is a high correlation of improved outcomes and use of instructional technology for teaching and learning and management of instruction. It is assumed that it will take at least



three years to get high implementation of the instructional technology components. Until it is known that there is usage, it does not make sense to compare the outcomes on standards to use of technology.

Needed Policies

The following policies will be needed to support the use of the evaluation process described above:

- The SEA board of education needs to require the three stage process stated above
- 10% of funds for all instructional technology and related management processes need to be required for evaluation
- Technology evaluation groups who report to the director of accountability need to be established by each LEA and charter authority.

8.3 Implementation of the Strategic Plan

Goal: Effective and Efficient Operations, High Student Achievement

Objectives:

- Using a variety of evaluation/assessment tools that are provided by DCPS or developed by the LEA, District of Columbia educators will collect, aggregate, analyze, and report the impact of media and technology programs.
- DCPS, administrators, teachers, and support personnel will use technology to gather, compile, publish, and analyze performance data.
- DCPS, administrators, teachers, and support personnel will make sound decisions based on results of assessments.
- Complying with federal mandates, District of Columbia educators will collect, aggregate, analyze, and report the impact of educational technology programs on student achievement.

To meet these objectives, DCPS will:

- Identify goals of the District of Columbia State Educational Technology Plan.
- Collect, compile and publish the Annual Media and Technology Report based on the pilot, formative and summative evaluation data of instructional technology.
- Continue research in assessment and evaluation techniques.
- Communicate the results of evaluation to LEAs, DC State Board of Education, and US Department of Education.



- Monitor and report annual formative evaluation data and after 3 years report statewide achievement data as it relates to educational technology initiatives to the US Department of Education in accordance with mandates of No Child Left Behind/Enhancing Education Through Technology legislation.
- Provide data concerning media and technology to the DC General Assembly as requested.
- Provide tools and training for data collection and analysis

In order to meet the state objectives, LEAs should:

- Identify goals of district and school lever educational technology plans and continuously assess progress towards those goals.
- Collect baseline data at the start of every media and technology initiative.
- Use quantitative and qualitative methods of assessment.
- Perform multiple assessments whenever possible.
- Make mid- course corrections to instructional technology projects and/or technology plan as needed, based on the annual formative assessment.
- Consider alternate assessment forms and implement when appropriate.
- Involve teachers and administrators in evaluating criteria for formative assessment practices that satisfy local needs, align with state frameworks, and track student progress over time.



9.0 Projects, Master Schedule, and Budget

Projects and Implementation Plan

The table below identifies and briefly describes the projects that will be pursued to implement the resources and architecture for decision and teaching support. Some of these are already underway in some manner. For example, the data warehouse and certification efforts are ongoing initiatives.

Project No.	Project Name	Project Description
Project 1	Balanced Scorecard, Project Management and Oversight Process	<p>This project implements a Balanced Scorecard, a project management process and project oversight committee for all major DCPS projects (technical and non-technical). The project provides training and tools for a best-practice implementation of time-tested project management methods.</p> <ul style="list-style-type: none">• Project management process and tools to include electronic templates for project charters, monthly status reports, change control forms, communication plans, issue tracking, and role clarification document• Roles, operating guidelines and team norms for a committee to oversee the full implementation of the projects• This project implements a Balanced Scorecard, a project management process and project oversight committee for all major DCPS projects (technical and non-technical). The project provides training and tools for a best-practice implementation of time-tested project management methods.• Project management process and tools to include electronic templates for project charters, monthly status reports, change control forms, communication plans, issue tracking, and role clarification document• Roles, operating guidelines and team norms for a committee to oversee the full implementation of the projects• One-day project manager training for the leadership and project managers within DCPS.• One-day project manager training for additional project managers within DCPS.



Project No.	Project Name	Project Description
Project 1 (cont'd)	Balanced Scorecard, Project Management and Oversight Process	<ul style="list-style-type: none"> • Facilitated PMOC (Project Management Oversight Committee) sessions with agendas, action items, issues logs, status reports from projects and change order management. • Facilitated project management process to assist project teams to develop project charters and complete status reports. • Assistance to project managers to assemble monthly status reports and PMOC presentations.
Project 2	Division Information System and Intervention Process	<p>This project identifies the key measures e.g. curriculum progress, attendance, budgets, etc. that division superintendents should monitor as indicators of effective operation, school improvement and high performance. The system will provide exception reporting on key information to support timely management of instructional improvement.</p>
Project 3	Assessment Delivery and Storage Engine	<p>The assessment delivery and storage engine will allow the delivery of three types of assessment:</p> <ul style="list-style-type: none"> • High quality items linked to standards that can be used by teachers in regular classroom tests. • Formative assessment that can be used to track student progress on standards several times throughout the year. • DC-CASS - the delivery of the annual CRT test to track annual student progress. <p>The assessment delivery and storage system will greatly improve the quality and use of data to improve student performance.</p>
Project 4	Instructional Management Portal	<p>This project will provide a fully integrated instructional portal that will link standards, high quality curriculum resources, formative assessment data, and data analysis as an ongoing process. It will be a Web-based system that will support the implementation of the new standards.</p> <p>The project will facilitate the purchase and implementation of an instructional management system. The scope includes:</p> <ul style="list-style-type: none"> • Identification of the requirements and specifications using a collaborative process that involves districts and schools. • RFP to select a hosting vendor. • Professional development for teachers.



Project No.	Project Name	Project Description
Project 5	IT Organization and Data Governance	<p>This project will restructure DCPS organizational responsibilities to focus on information technology and assets. It also builds the data governance and data ownership for the DCPS. Deliverables of this project should include:</p> <ul style="list-style-type: none"> • Chief Information Officer roles and responsibilities and reporting relationships. • Organizational model that defines roles and responsibilities. • Data management vision and strategy. • Data governance process (to include data policy committee of SEA/LEA management, data managers working group made up of the caretakers of the data, data management roles and responsibilities including job descriptions for data managers, business analysts and data stewards). • Data policies, to address data ownership, data quality, data collection, data storage, data publication / dissemination and the role of an enterprise data architecture. • Metadata management tool selection, acquisition, implementation, and training for internal staff. • Inventory of DCPS systems of record identifying ownership of data, data managers/stewards, as well as applications and tools used to read and manage the current data files. Associated data definitions for each element of those systems as an ongoing effort beginning with high priority, high use data collections. • Annual data management plan for each system of record - to include data collection and release, a data acquisition (collection) calendar and a master schedule of recurring annual data requests (data releases) that must be met by DCPS. • Temporary options for making data more accessible. • Data guidelines and procedures to include procedures for verification of data and data requests, procedures for requesting and providing data through a single process and/or point of responsibility, procedures for tracking data requests, procedures for capturing and resolving data issues.



Project No.	Project Name	Project Description
Project 6	Data Warehouse	<p>This project uses the data governance process to complete the data warehouse project. This project will also select a query tool.</p> <p>The deliverables from this effort will include:</p> <ul style="list-style-type: none"> • Scope of a properly sized first phase of a data warehouse project, to include data elements and definitions. • This scope should also include a list of data users and the types of questions to be answered by the data. • Processes to deliver and maintain these services for the selected data elements for phase I of the data warehouse: <ul style="list-style-type: none"> – to enable data cleansing – to identify and resolve data inconsistencies – to provide access controls – to resolve timing issues – to reduce manual intervention – to allow for architected solutions – data integration – extraction, transformation, and load (ETL) routines – data affinity diagramming – data attribute definitions • Requirements and specifications for the first phase of a data warehouse, ETL tools, data cleansing tools, query, and Business Intelligence tools. • Enterprise-wide metadata directory to capture all of the data element definitions, attributes, valid values, and rules governing the data. • Development of the first phase of the data warehouse with contracted resources. • Technical plans and processes for the rollout of data warehousing and data mart services to the DCPS and the LEAs, including staffing operating cost, and security/data recovery models. • Training for the metadata directory, Business Intelligence tools, etc to all Phase I users (LEA and DOE).



Project No.	Project Name	Project Description
Project 6 (cont'd)	Data Warehouse	<ul style="list-style-type: none"> • Data modeling and standardization, including the move to the Student Interoperability Format (SIF) for data exchange. • Selection and procurement of new query, reporting, and analysis software. • Prioritized list (through focus groups and surveys) of what additional data should be placed in the data warehouse. Focus groups will be by subject area, including financial, human resource, accountability, purchasing, technology, curriculum/instruction, and LEAs. • Prioritized list of the major new reports that could be developed to take advantage of the additional data. • Logical and physical design of the data model for the additional tables and data elements in the data warehouse.
Project 7	eGrants System	<p>This project implements a comprehensive, integrated grant management/fund tracking system that provides grant management, communication, tracking, and reporting. This effort will explore options for acquiring this system, to include systems that other DSAC members states are willing to share.</p> <p>The scope of the project includes the following:</p> <ul style="list-style-type: none"> • Designate an overall process owner for grant management. • The process owner should establish a consistent process and guidelines for grant management, communication, tracking and reporting. • The process should define guidelines, methods, and tools (to include websites and distribution lists) for communicating grant opportunities. • The process should define the application process and approval/selection process. This should be aligned with the strategic plans of DCPS so that fund allocation supports the goals and objectives of the district.



Project No.	Project Name	Project Description
Project 7 (cont'd)	eGrants System	<p>The project should develop an online, Web-based tracking and reporting system for reporting and monitoring grant compliance. The project team should review existing systems available through the DSAC from Missouri, Pennsylvania, and New Jersey. A system should be selected, modifications identified and prioritized, and a vendor selected to implement the modifications.</p> <ul style="list-style-type: none"> • Professional development should be administered to all individuals that participate in the grants process. • The project should identify grant information that should be extracted periodically and placed in the data warehouse for long-term analysis for fund allocations on student performance. • An audit process should also be developed and regularly applied to ensure compliance.
Project 8	Online Professional Development System	<p>This project selects and implements a system to automate the publication, sign-in, tracking of professional development, and monitoring of re-certification requirements.</p> <p>The scope includes:</p> <ul style="list-style-type: none"> • Defining specifications for the system. • Preparing RFP or RFI. • Selecting vendor to host the system. • Training for teachers, district administrators, and DCPS staff.
Project 9	Teacher Certification System	<p>This project implements an online teacher certification system for submitting applications for certifications, processing and approving applications and issuing notice of certifications.</p>



Project No.	Project Name	Project Description
Project 10	Enterprise Portal and Directory	<p>This project builds an enterprise directory to address two aspects of information systems deployment: consolidation of network and systems access, and application integration to maintain security. An enterprise directory includes a centrally managed access control system with integration at the network and application level so that once users are confirmed on the network they are able to access central files and application without subsequent logon challenges.</p> <p>The scope of this project is to:</p> <ul style="list-style-type: none"> • Implement an enhanced statewide directory and portal to maintain contact information about DOE staff and district and school administrators and educators that require personalized access to State online applications. • Provide customized views and secure access to all State supported systems through a portal system. • Implement a set of synchronized LDAP and relational databases with distributed administration tools that maintain core information, authentication, and authorization data for school organizations and those educators (administrators) that require personalized access to State online applications. • Define and implement policies for the upkeep and use of the data and extraction and update tools to keep the directory current without duplicating data entry. • Provide interfaces to related applications. • Provide training to all users.

The table below provides a quick view of the timing of each recommended project.

Project Name	Year 1	Year 2	Year 3	Year 4	Year 5
Balanced Scorecard, Project Management and Oversight Process	X				
Division Information System and Intervention Process	X	X			
Assessment Delivery and Storage Engine		X	X	X	
Instructional Management Portal		X	X	X	



Project Name	Year 1	Year 2	Year 3	Year 4	Year 5
IT Organization and Data Governance	X				
Data Warehouse		X	X		
eGrants System	X	X			
Online Professional Development System			X	X	
Teacher Certification System			X	X	

The table below provides a rough cost estimate for each project. Some assumptions are also provided. Note that these are rough estimates and provided only to give DCPS an idea of the magnitude of effort and cost that could be expected from these efforts. Much work needs to be done to properly scope each project before a more accurate estimate can be provided for each project.

Project	Cost	Detailed Costs	Assumptions
Project 1 - Balanced scorecard, Project Management and Oversight Process	\$ 110,000		
		\$ 45,000	Develop Balanced Scorecard
		\$ 65,000	Implementation of Project Management Process
Project 2 - Division Information System and Intervention Process	\$ 411,000		
	one-time costs	\$ 363,000	\$ 75,000 Consulting support services
	annual costs	\$ 48,000	\$ 192,000 Reporting tool - \$3 per DCPS LEA student
			\$ 96,000 System integration services
			\$ 48,000 Annual support fee
Project 3 - Assessment Delivery and Storage Engine	\$ 1,469,000		
	one-time costs	\$ 349,000	\$ 125,000 Consulting support services
	annual costs	\$ 1,120,000	\$ 224,000 Professional development costs
			\$ 1,120,000 Hosting \$14 per year per DCPS SEA student



Project	Cost	Detailed Costs	Assumptions
Project 4 - IMS	\$ 996,600		
one-time costs	\$ 228,600		
annual costs	\$ 768,000		
		\$ 153,600	Professional development costs
		\$ 25,000	Data conversion/loading
		\$ 50,000	Project oversight/management
		\$ 768,000	hosting cost - \$12 per year per DCPS LEA student
Project 5 - IT Organization and Data Governance	\$ 75,000		
		\$ 75,000	Consulting support services
Project 6 - Data Warehouse Project	\$ 1,446,000		
one-time costs	\$ 1,326,000	\$ 750,000	Consulting and implementation support costs
annual costs	\$ 120,000	\$ 96,000	Professional development
		\$ 480,000	Data Warehouse purchase - \$6 per student
		\$ 120,000	Annual maintenance
Project 7 - e-Grants System	\$ 708,700		
one-time costs	\$ 708,700		
annual costs	\$ -		
		\$ 691,200	1.5 person-year effort at \$120/hr (for 2 years)
		\$ 17,500	professional development for districts
Project 8 - Online Professional Development System	\$ 772,000		
one-time costs	\$ 647,000	\$ 500,000	license cost
annual costs	\$ 125,000	\$ 147,000	professional development (49,000 teachers, \$3 each)
		\$ 125,000	annual maintenance costs



Project	Cost	Detailed Costs	Assumptions
Project 9 - Teacher Certification System	\$ 1,557,400		
one-time costs	\$ 1,557,400		
annual costs	\$ -		
		\$ 1,382,400	development costs (2 FTE for 3 years @\$120/hour)
		\$ 150,000	consulting assistance
		\$ 25,000	Data conversion/loading
Project 10 – Enterprise Portal & Directory System	\$ 921,600		
		\$ 921,600	development costs (2fte for 2 years @\$120/hour)



Office of the

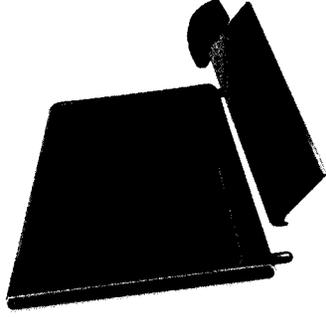
State Superintendent of Education



Request for Applications
for

Enhancing Education through Technology

RFA #0815-11/2D



Office of the State Superintendent of Education invites the submission of applications for Educational Technology funding under provisions of Title II, Part D, of the Elementary and Secondary Education Act of 1965; and other applicable laws and regulations.

RFA Release Date: Monday, August 15, 2011

Application Submission Deadline: Friday, September 23, 2011

**LATE, INCOMPLETE, or INELIGIBLE APPLICATIONS
WILL NOT BE FORWARDED TO THE REVIEW PANEL**

PRE-APPLICATION CONFERENCES

Attendance is strongly encouraged to at least one of the pre-application conferences listed below. Due to space limitations, pre-registration is required – no more than two individuals from each LEA/Organization can attend the pre-application conferences.

Send an email to Valrie.Brown@dc.gov to register for the pre-application conferences. Your email should include the conference number, date, and time as well as the attendee(s) name(s), title(s), phone number(s), and LEA/Organization. In the subject line, please include "Ed Tech Pre-Application Conference".

Pre-Application Conference #1

Thursday, September 1, 2011
2:00 pm – 4:00 pm

Pre-Application Conference #2

Friday, September 9, 2011
2:00 pm – 4:00 pm

The location of the training will be provided on your registration confirmation.

Office of the State Superintendent of Education

**ENHANCING EDUCATION THROUGH TECHNOLOGY
COMPETITIVE GRANT PROGRAM**

RFA #0815-11/2D

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OVERVIEW

The primary goal of the Ed Tech program is to improve student academic achievement through the use of technology in schools. It is also designed to ensure that every student is technologically literate by the end of eighth grade and to encourage the effective integration of technology into teacher training and curriculum development to establish successful research-based instructional methods.

The Ed Tech program emphasizes using both proven and innovative strategies for the use of technology to support improved curricula, instruction, and, ultimately, student achievement. Funding may support a variety of projects, but should be aligned with the LEA and State Technology Plans. The District of Columbia has developed a State Technology Plan which establishes goals for ensuring that all classrooms have internet access and computer terminals, encourages the adoption of technology proficiency standards in teacher professional development, and provides frameworks for schools and LEAs to develop operational plans to expand technology in education. A copy of the District's State Technology Plan can be found at:

<http://osse.dc.gov/seo/frames.asp?doc=/seo/lib/seo/5 Year DC State Education Agency Technology Plan.pdf>. Applicants must submit a local long-range strategic educational technology plan that is consistent with the objectives of the District's Plan.

Source of Grant Funding

Funding for this grant is authorized through the provisions of Title II, Part D of the Elementary and Secondary Education Act of 1965, as amended (ESEA). Grantees will be subject to requirements set forth in the ESEA and accompanying regulations.

This competition has approximately \$450,000 to award. The Office of the State Superintendent of Education (OSSE) maintains the right to adjust the grant awards and amounts as funding becomes available. OSSE does not guarantee a specific award amount, but rather will consider the size, scope, and budget of the proposed project when determining the size of the award.

Eligible Applicants

High-need LEAs, including the District of Columbia Public Schools (DCPS) and District of Columbia Public Charter Schools (DCPCS), approved for operation in the 2011-2012 school year, or an eligible local partnership are eligible to apply.

NOTE: Individual schools within the DCPS system and Public Charter School campuses are **not** eligible to apply; the applicable LEA must apply on their behalf.

A "high-need LEA" –

1. Is among those LEAs in the District with the highest numbers or percentages of children from families with incomes below the poverty line; and
2. Serves one or more schools identified for improvement or corrective action under section 1116 of the ESEA¹, or has a substantial need for assistance in acquiring and using technology.

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 Web site at <http://www.census.gov/hhes/www/saige/>.)

An applicant may demonstrate "substantial need for assistance" through a needs assessment documenting the current number of teachers and other school personnel (including library media personnel) who are not proficient in educational technology (the applicant must provide the LEA's definition of proficiency in educational technology), the current ability of the LEA to disseminate school information to the public, including parents and families, via electronic means such as electronic mail, official school website, and other various electronic resources and one or more of the following:

- a) The current connectivity capabilities of the LEA and its schools, specifically access to a local area network (LAN), which is a system or network of interconnected computers within a building, and where appropriate, a wide area network (WAN), which is a network that electronically interconnects multiple school networks within the district;
- b) The current connectivity capabilities for the LEA to be connected to broadband, high-speed voice, video, and data networks in all learning environments;
- c) The current environment to support the assessment, acquisition and implementation of assistive and adaptive technology as outlined by the Individuals with Disabilities Education Improvement Act of 2004 (IDEA);
- d) The current ability of the LEA to develop and acquire instructional or educational materials that will be used to improve students' academic achievement;

¹ Schools identified as in need of improvement: A school is in its first year of school improvement when it has not made annual/ yearly progress (AYP) for two consecutive years. A school is identified for year two of school improvement if it does not make AYP for a second year after initially being identified as in need of improvement. (Section 1116(b)(1)(A)). A school identified for corrective action is a school that has not made AYP for four years. (Section 1116(b)(7)). A school identified for restructuring is a school that has not made AYP for five years. (Section 1116(b)(8)).

- e) The current ability of the LEA to provide basic technology instruction for all students in middle schools in order to ensure students in the eighth grade have been exposed to word processing, PowerPoint, computer graphics, telecommunications, and database skills;
- f) The current ability of the LEA to offer advanced courses in technology skills (either academic or vocational in nature) at the secondary level; or
- g) The current computer-to-student ratio for student access to computers with internet capabilities.

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

1. 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.
2. 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.
3. 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.
4. 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 that are appropriate to provide local programs.

NOTE: Only an LEA may serve as the designated fiscal agent in any local partnership.

Continuation or Expansion of Previously-Funded Programs.

Additional funding for previously-approved and funded projects will be contingent upon presenting sufficient documentation of the project's needs to extend and/or elaborate on the original project plan, and/or to gather additional data to support project findings. Consideration for continuation of the award period will also be based on the awardees' adherence to the reporting requirements and timeline for the program period they received funds.

Application Requirements

An eligible applicant must have the following components completed and submitted as part of the application requirements:

1. Approved technology plan

- a. An eligible applicant must have an approved educational plan that is consistent with the objectives of the statewide technology plan located at:
<http://osse.dc.gov/seo/frames.asp?doc=/seo/lib/seo/5 Year DC State Education Agency Technology Plan.pdf>
 - b. The application must include the eligible applicant's approved technology plan and documentation that shows the plan has been approved. If the school is a public charter school, the applicant must show that the DC Public Charter School Board (PCSB) has approved the plan. **Applications without an approved educational technology plan will not be forwarded to the review panel.**
2. **Signed assurances**
 - a. Applicants must execute the assurances found in Appendix B.
 3. **Statement of Certification**
 4. **Statement of Attestation**
 5. **Required application information** (refer to page 13)
 6. **Budget summary/budget narrative** (refer to Attachment F)

Additionally, refer to Attachment I (Application checklist) to ensure all sections of the RFA are completed.

Formation of a Partnership or Consortia

The LEA may create public/private partnerships or enter into a consortia with other LEAs for the establishment or expansion of initiatives designed to increase access to technology, particularly in schools that display a "high need". Instructions for entering into a consortia can be found at Attachment E, form B.

APPLICATION SCORING

Applicant Priority Five (5) points

Five (5) priority points will be given to applications for applicants who have not received Ed Tech competitive funding in the past.

Program Design Priority Points Eight (8) points

OSSE conducted a survey of the Districts' teachers, administrators, technology coordinators, and media/specialist/computer instructors to measure the state of technology in their schools. When asked "What are your classroom's critical technology need?", 50% or more of the respondents cited the need for more computers, educational software, productivity software, technical support, working

computers and other technology equipment other than computers, school technology facilitators to assist teachers, and appropriate computer furniture. **Eight (8) priority points** will be given to proposals which target technology needs in one or more of the following areas: acquisition of hardware; education and productivity software (such as word processing, spreadsheet, presentation, and database software); technology equipment other than computers (such as LCD projectors, digital still and video cameras, network/local printers, computer lab, and mobile laptop lab); and the preparation of one or more teachers in the school as technology leaders who will assist other teachers in technology.

Ed Tech Priorities (12) points

In making decisions about the uses of Ed Tech funds, OSSE encourages LEAs and eligible local entities to give particular consideration to strategies that will help build sustainable capacity for technology integration, improve student achievement, and advance education reform in the following areas:

1. Increasing teacher effectiveness and addressing inequities in the distribution of effective teachers through high-quality professional development and teacher incentive programs designed to attract and keep effective teachers in hard-to-staff schools in rural and urban areas;
2. Using advanced technology systems to collect, manage, and analyze data in order to track student progress from pre-K through college and career, and foster continuous improvement;
3. Implementing technology-enhanced strategies that support rigorous college- and career-ready, internationally-benchmarked standards, supplemented with high-quality assessments that are valid and reliable for all students, including limited-English-proficient students and students with disabilities;
4. Targeting intensive support to high-poverty, high-need LEAs to improve access to and the effective use of advanced technologies to turn around the lowest-performing schools.
5. Use Ed Tech funds to implement strategies that will help build sustainable capacity for integrating technology into curricula and instruction in order to improve student achievement; and
6. Focus funds on short-term investments with the potential for long-term benefits rather than make ongoing commitments that they might not be able to sustain once funds are expended.

Award Period

The award is for one year. The Ed Tech funds to be awarded will be available for obligation through September 30, 2012. A chart indicating when an obligation occurs for various types of activities is provided in the Education Department General Administrative Regulations (EDGAR) at 34 CFR § 76.707.

Grant Awards and Amounts

The estimated amount of total funding available is approximately **\$450,000**. The OSSE maintains the right to adjust the grant award and amounts as funding becomes available.

Grant Award Payments

In accordance with Section 80.21(d) of EDGAR, the OSSE has implemented a reimbursement process for all sub-grantees. Reimbursements to sub-grantees for allowable and relevant program expenditures will be made upon execution of a Grant Award Notice. The regulations can be located at: <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.pdf>

Use of Funds

Funds must be expended in accordance with all applicable laws and regulations. Information regarding use of funds can be found in the budget worksheet at Attachment F and ESEA section 2416. Recipient of funds under this program must use **no less than 25%** (set aside) of the grant award to provide ongoing, sustained, and intensive **professional development**. In addition to increasing teacher proficiency in the use of educational technology, this professional development must include the integration of advanced technologies, including innovative and emerging technologies in the school curriculum and instruction, particularly the core academic subjects, and using those technologies to create new learning environments and increase student academic achievement.

Applicants can request a waiver (Attachment F) for the 25% professional development set-aside requirement if they can demonstrate, to the satisfaction of OSSE, that they already provide ongoing, sustained, intensive, and high-quality professional development to all teachers in core academic subjects in the integration of advanced technologies, including emerging technologies, into curricula and instruction.

Examples of allowable use of funds are:

1. Establishing or expanding initiatives, particularly initiatives involving public/private partnerships, designed to increase access to technology for students and teachers, with special emphasis on increasing high-need schools' to technology.
2. Adapting or expanding existing and new applications of technology to enable teachers to increase student academic achievement, including technology literacy:
 - a) Through the use of teaching practices that are based on a review of relevant research and are designed to prepare students to meet challenging OSSE academic content and student academic achievement standards; and
 - b) By the development and utilization of innovative distance-learning strategies to deliver specialized or rigorous academic courses and curricula to areas that would not otherwise have access to such courses and curricula.

3. Acquiring proven and effective courses and curricula that include integrated technology and are designed to help students meet challenging OSSE academic content and student academic achievement standards.
4. Acquiring, adapting, expanding, implementing, repairing, and maintaining existing and new applications of technology, to support the school reform effort and to improve student academic achievement, including technology literacy.
5. Using technology to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts.
6. Implementing performance measurement systems to determine the effectiveness of funded education technology programs with an emphasis in determining the extent to which these activities are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet the OSSE academic content and academic achievement standards.

Terms and Conditions

This competitive process is subject to the following terms and conditions:

1. Funding for this award is contingent on continued funding from the U.S Department of Education. The RFA does not commit OSSE to make an award.
2. OSSE reserves the right to accept or deny any or all applications if OSSE determines it is in the best interest of OSSE to do so. OSSE shall notify the applicant if it rejects that applicant's proposal. OSSE may suspend or terminate an outstanding RFA pursuant to its own grantmaking rule(s) or any applicable federal regulation or requirement.
3. OSSE reserves the right to issue addenda and/or amendments subsequent to the issuance of the RFA, or to rescind the RFA.
4. OSSE shall not be liable for any costs incurred in the preparation of applications in response to the RFA. Applicant agrees that all costs incurred in developing the application are the applicant's sole responsibility.
5. OSSE may conduct pre-award on-site visits to verify information submitted in the application and to determine if the applicant's facilities are appropriate for the services intended.
6. OSSE may enter into negotiations with an applicant and adopt a firm funding amount or other revision of the applicant's proposal that may result from negotiations.
7. OSSE shall provide the citations to the statute and implementing regulations that authorize the grant or subgrant; all applicable federal and District regulations, such as OMB Circulars A-102, A-133, 2 CFR 180, 2 CFR 225, 2 CFR 220, and 2 CFR 215; payment provisions identifying how the grantee will be paid for performing under the award; reporting requirements, including

programmatic, financial and any special reports required by the granting Agency; and compliance conditions that must be met by the grantee.

8. If there are any conflicts between the terms and conditions of the RFA and any applicable federal or local law or regulation, or any ambiguity related thereto, then the provisions of the applicable law or regulation shall control and it shall be the responsibility of the applicant to ensure compliance.

Text Messaging While Driving by Subrecipients and Subcontractors

OSSE strongly encourages subrecipients to adopt and enforce policies that ban text messaging while driving company-owned or -rented vehicles or driving privately owned vehicles when conducting official grant business or when performing any work for or on behalf of the grant. Subrecipients should also encourage contractors and/or subcontractors to conduct similar initiatives.

How to Apply

Use **RFA #0815-11/2D** to apply for the Ed Tech program. The RFA will be available on the Office of the State Superintendent of Education's (OSSE) website at <http://www.osse.dc.gov>, Mayor's Office of Partnership and Grants Service (OPGS) website at <http://www.opgs.dc.gov>, and/or by contacting Sheryl Hamilton, State Director at: (202) 741-6404 or Sheryl.Hamilton@dc.gov.

Applicants are **strongly encouraged** to attend one of two Pre-Application Conferences scheduled. **Registration for the pre-application conferences are mandatory.** No more than two individuals from an organization may register for the pre-application conference. **Please bring a copy of the RFA to the Pre-Application Conference.**

Technical Assistance Questions

Applicants are asked to email their questions to Valrie.Brown@dc.gov on or before 3:00 pm, **Friday, September 9, 2011.** Every effort will be made to respond to questions within 24 hours of the next business day. Technical assistance or frequently asked questions and responses will be shared with all applicants who attend the pre-application conferences and who email their contact information to Valrie.Brown@dc.gov. Please include **RFA #0815-11/2D** in the subject line of your email. Questions submitted after the deadline date will not receive responses.

Award Decisions

The review panel for the Ed Tech competition is composed of neutral, qualified, professional individuals who have been selected for their unique qualifications in the elementary and secondary education fields and/or instructional technology. The review panel will evaluate and score eligible applications based upon the quality and completeness of the narrative questions, required information, and budgetary reasonableness. The review panel will score and rank the applications using a rubric that assigns point values as demonstrated in the application. All applications are evaluated using the same criteria. Applications that score at or above the state determined score will be further reviewed by OSSE. OSSE makes the final award determinations.

Contact Person

For further information regarding this RFA competitive process, please contact:

Sheryl Hamilton
Director, Community Learning and School Support Unit
Elementary and Secondary Education
810 1st Street, NE, 5th Floor
Washington, DC 20002
Sheryl.Hamilton@dc.gov
202-741-6404

SUBMISSION OF APPLICATIONS

Eligible applicants must submit an original application (marked "original") with three (3) redacted versions of the application (for a total of four (4) applications) and one electronic copy of the complete original application (on CD-ROM only) on or before **Friday, September 23, 2011 at 3:00 p.m.** In order for the applications to be reviewed in strict anonymity, we request that all identifiers (applicant organization's and primary partners' names and addresses, key personnel names, etc...) be removed from the three redacted versions. The applicant is to use the LEA's DUNS number in the place of the organization's name on the three copies. Only the original application should include the name, initials, and/or any other naming conventions, addresses, and key personnel names that will identify your organization and its primary partners.

Two (2) copies of Attachment A should be affixed to the outside of the envelope or package. This will serve as your receipt of submission.

This application package must be submitted to the Office of the State Superintendent of Education, Elementary and Secondary Education Division, 810 1st Street, NE, 5th Floor, Washington, DC 20002, ATTN: Sheryl Hamilton no later than **Friday, September 23, 2011 at 3:00 p.m.**

Applications will not be forwarded to the review panel if the applicant fails to submit the required four (4) applications (one (1) original and three (3) redacted versions) and one (1) electronic copy (CD-ROM). Email and facsimile submissions will not be accepted.

The following should be included in the appendix section of this application:

1. Needs Assessment
2. Proposed program design narrative
3. The LEA's current Acceptable Use Policy (AUP)
4. The LEA's Internet Safety Policy Agreement (ISPA) Resumes

Application Submission Date and Time

Applications are due no later than **Friday, September 23, 2011 at 3:00 p.m.** All applications will be recorded upon receipt. **Applications submitted on or after 3:01 p.m. Friday, September 23, 2011 will not be forwarded to the review panel for funding consideration.**

Any additions or deletions to an application will not be accepted after the deadline of **Friday, September 23, 2011 at 3:00 p.m.** **Applications must be received by OSSE by Friday, September 23, 2011 at 3:00 p.m. No exceptions.**

Mail/Courier/Messenger Delivery:

Applications that are mailed or delivered by messenger/courier services must be sent in sufficient time to be received by **Friday, September 23, 2011 at 3:00 p.m.** Applications arriving via messenger/courier services after the posted deadline of **Friday, September 23, 2011 at 3:00 p.m.** will not be forwarded to the review panel.

Include only the information requested and answer all questions thoroughly. Binders, special covers, marketing materials, etc., will not be reviewed to determine if a provider meets the criteria. Reviewers will not check websites to verify or review documentation. All relevant supplemental materials must be incorporated into the application. No exceptions. Do not exceed the page limit listed for each section. Support documents and examples should only be attached if requested.

GENERAL GRANT ASSURANCES

Payments

In accordance with Section 80.21(d) of the EDGAR, the OSSE has implemented a reimbursement process for all sub-grantees. Reimbursements to sub-grantees for allowable and relevant program expenditures will be made upon execution of a Grant Award Agreement and submission and approval of the "Reimbursement Request" form. Copies of this form will be provided once the grant is awarded. Additionally, refer to the budget worksheet in Attachment F for allowable activities for the use of Ed Tech funds.

Reporting Requirements

Sub-grantees are required to submit reimbursement requests, interim performance, and financial reports to the OSSE. These reports describe program, expenditures and activities, process data, accomplishments, performance measures, outcomes, and other data as required by Federal and State regulations as outlined in the grant application and any subsequent contingencies. The grantee is highly encouraged to submit these requests on a monthly basis, but must submit reports at least quarterly. Required documentation to support expenditures including contracts, purchase orders, cancelled checks, invoices, receipts, etc. are not to be submitted with the reimbursement requests form or financial reports but must be kept on file for review by the OSSE in accordance with the record keeping provisions below. Failure to retain supporting documentation could result in disallowance of previously-paid reimbursements and recoupment of overpayments.

Timely submission of these reports is essential to ensure compliance with effective grants management. All applicants are strongly encouraged to review and evaluate their organizational capacity to meet reporting requirements prior to applying for funds. Failure to submit timely reports may result in delay or denial of payment, suspension, and/or termination of the grant award.

Technical assistance will be provided on these required reporting activities at the scheduled mandatory post-award meeting. This technical assistance workshop will include a timeline for reporting requirements.

Additional Assurances

Applicants shall complete and return with the application the information requested in Attachment B.

Nondiscrimination in the Delivery of Services

In accordance with Title VI of the Civil Rights Act of 1964 (Public Law 88-352), as amended, no person shall, on the grounds of race, color, religion, nationality, sex, or political opinion, be denied the benefits of, or be subjected to discrimination under any program or activity operating under the District of Columbia's Ed Tech Program. Located at: <http://www.justice.gov/crt/cor/coord/titlevistat.php>

OSSE Monitoring of funds

OSSE receives and distributes funds for federal programs that require state administration. As a condition for receipt of these funds, OSSE must allocate these funds according to the requirements of each specific federal grant, review and approve applications for these funds from eligible recipients, and ensure compliance with federal regulations for uses of these funds. At any time before final payment and three (3) years thereafter, the OSSE may have the sub-grantee's expenditure statements and source documentation audited for compliance.

Document Retention

1. Grant recipients are not required to submit any supporting documentation with the Federal Grant Reimbursement Forms. However, grant recipients are required to maintain all necessary supporting documentation and to ensure such documentation is available to the OSSE, the U.S. Department of Education and/or other authorized entities for review, upon request.
2. Consistent with Section 76.730 of EDGAR, grant recipients must maintain records that show:
 - a) The amount of funds available under the grant;
 - b) How the grant recipient used the funds;
 - c) The total cost of the project;
 - d) The share of that total cost provided from other sources; and
 - e) Other records to facilitate an effective audit.

REQUIRED APPLICATION INFORMATION

Each LEA requesting funding under this grant shall submit an application consistent with the objectives of the systemic statewide plan attached to this RFA. In its application, the applicant shall be responsible for:

1. A description of how the applicant will use Federal funds to improve the academic achievement, including technology literacy, of all students attending schools served by the LEA and to improve the capacity of all teachers teaching in schools served by the LEA to integrate technology effectively into curricula and instruction;
2. A description of the applicant's specific goals for using advanced technology to improve student academic achievement aligned with the OSSE's academic content and student academic achievement standards;
3. A description of the steps the applicant will take to ensure that all students and teachers in schools served by the LEA involved will have increased access to educational technology, including how funds will be used to ensure that:
 - a) Students in high-poverty and high-needs schools have access to technology, and;
 - b) Teachers are prepared to integrate technology effectively into curricula and instruction;
4. A description of the types and costs of technologies to be acquired ,including specific provisions for interoperability among components of such technologies;
5. A description of how the applicant will coordinate activities paid for using these funds with technology-related activities paid for using other funds;
6. A description of how the applicant will:
 - a) Identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on scientifically-based research, leading to improvements in student academic achievement, as measured by OSSE's academic content and student academic achievement standards, and;
 - b) Provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the LEA, to further the effective use of technology in the classroom or library media center, including, if applicable, a list of the entities that will be partners with the LEA involved in providing the ongoing, sustained professional development;
7. A description of how the applicant will integrate technology (including software and other electronically-delivered learning materials) into curricula and instruction, and a timeline for such integration;
8. A description of how the applicant will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources;
9. A description of how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school;

10. A description of how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology;
11. A description of the process and accountability measures that the applicant will use to evaluate the extent to which funded activities are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet the OSSE's academic content and student academic achievement standards; and;
12. A description of the supporting resources that will be purchased to ensure successful and effective uses of technology.

Evaluation and Sustainability Plan

The LEA must provide for an evaluation of the progress achieved by the use of and effectiveness of education technology programs funded with these grant funds. The evaluation must contain clear performance indicators and specific outcomes. Additionally, this evaluation must include a determination of the extent in which activities: are effective in integrating technology into curricula and instruction; have increased the ability of teachers to teach; and enabled students to meet the OSSE's academic content and student academic achievement standards. Each applicant must describe its plans for achieving program goals with a clearly-defined timeline, what significant benchmarks will be accomplished, and how the program will be monitored at key points. Applicant must include the type of data that will be collected and how it will be used, and a description of the process used that will be used to report to the public on their progress. The individual responsible for performing the evaluation must be identified in the application.

Each LEA must describe its plans to leverage other resources from partners, vendors, and service providers to sustain and further develop operations beyond the grant period.

Detailed Budget, Budget Worksheet, and Budget Narrative

The applicant must include in the appendices a detailed Budget. Also, the applicant must complete the Budget Worksheet and Budget Narrative (Attachment F) and include it with the application. The detailed Budget, Budget Worksheet, and Budget Narrative should be clearly tied to the scope and requirements of the project design. All activities described in the application that have funding implications must appear in the detailed Budget, Budget Worksheet, and Budget Narrative. The budget worksheet will be used to identify budget line items according to the following categories: salaries and wages, fringes benefits, contracted services, supplies and materials, equipment, other charges, and indirect costs (if applicable). The detailed Budget will itemize the amounts reported in the budget worksheet (Attachment F). Any in-kind contributions also need to be identified in the detailed budget and budget worksheet.

The Budget Narrative must present a detailed justification of all expenditures and the basis used to derive the proposed costs.

Implementation Strategies

The application should include well-thought-out and detailed implementation strategies that will be used to obtain the sought-after goals and objectives. Implementation strategies should be clearly articulated, linked to the applicant's PCSB-approved Educational Technology Plan and consistent with

the State Technology Plan. Also, implementation strategies should: be based on best practices, research, and citations from studies of similar populations. Implementation strategies should be reasonable and obtainable; clearly articulate a professional development program; consider developmental needs, diverse learning styles, multiple intelligences, exceptional abilities, and special needs of students; articulate how student achievement will increase, and; describe the type of technologies to be acquired and supporting resources.

SCORING CRITERIA

Decision on Awards

The recommendations of the review panel are advisory only and not binding on OSSE. The authority to make the final decision on awards is vested solely with OSSE. After reviewing the recommendations of the panel and any other information considered relevant, the OSSE shall make the decisions regarding which applications will be awarded and the amounts to be funded.

If the application meets all of the basic formatting and eligibility requirements detailed in this RFA, the review panel will evaluate each application using the following scoring rubric.



Reviewer's Initials: _____

Program Design Priority (8 points)

Does the program design target one or more of the following areas identified in the State Needs Assessment survey:

- ◆ acquisition of hardware
- ◆ acquisition of education and/or productivity software
- ◆ acquisition of technology equipment other than computers (LCD projectors, digital still and/or video cameras, network/local printers, etc...)
- ◆ installation of a computer lab
- ◆ acquisition of a mobile laptop lab
- ◆ preparation of one or more teachers in the school as technology leaders who will assist other teachers in technology

Yes 8
No 0

Total Score

TOTAL POINTS FOR PROGRAM DESIGN CRITERIA OUT OF 8 POINTS

Reviewer's Comments: _____



Ed Tech Priorities (12) points

In making decisions about the uses of Ed Tech funds, OSSE encourages LEAs, and eligible local entities to give particular consideration to strategies that will help build sustainable capacity for technology integration, improve student achievement, and advance education reform.

Scoring Criteria	Evidence			TOTAL POINTS FOR Ed Tech PRIORITY OUT OF 12 POINTS
	No Evidence	Partial Evidence	Full Evidence	
Application contains information in increasing teacher effectiveness and addressing inequities in the distribution of effective teachers through high-quality professional development and teacher incentive programs designed to attract and keep effective teachers in hard-to-staff schools in rural and urban areas;	0	1	2	2
Applicant has identified using advanced technology systems to collect, manage, and analyze data in order to track student progress from pre-k through college and career and foster continuous improvement;	0	1	2	2
Applicant has identified implementing technology-enhanced strategies that support rigorous college- and career-ready, internationally benchmarked standards, supplemented with high-quality assessments that are valid and reliable for all students, including limited English proficient students and students with disabilities.	0	1	2	2
Applicant has identified targeting intensive support to high-poverty, high-need LEAs to improve access to and the effective use of advanced technologies to turn around the lowest-performing schools.	0	1	2	2
Applicant has identified specific use of Ed Tech funds to implement strategies that will help build sustainable capacity for integrating technology into curricula and instruction in order to improve student achievement.	0	1	2	2
Applicant has identified a specific focus of funds on short-term investments with the potential for long-term benefits rather than make ongoing commitments that they might not be able to sustain once funds are expended.	0	1	2	2

Reviewer's Comments: _____



STATEMENT OF NEED (20 Points)

Application must include a needs assessment. Applicants must demonstrate that they have identified specific needs of their students and teachers in the area of technology. When selecting information technology resources, educators are encouraged to consider the following: developmental needs of elementary, middle school, and high school students; diverse learning styles and multiple intelligences; exceptional abilities and aptitudes; and special needs populations.

Scoring Criteria	No Evidence	Partial Evidence	Full Evidence	Total Score for Criteria
------------------	-------------	------------------	---------------	--------------------------

Application contains a detailed needs assessment.

0 1 2

Applicant has identified specific technology needs of students.

0 1 2

Applicant has identified specific technology needs of teachers.

0 1 2

Applicant has identified the number of students, teachers, and other school personnel who are not proficient in educational technology.

0 1 2

Applicant has provided the LEA's definition of proficiency in educational technology.

0 1 2

Applicant has described the current ability of the LEA to disseminate school information to the public, including parents and families, and the method for dissemination.

0 1 2

Applicant has adequately described one or more of the following items:

0 items 1-3 items 4-5 items

- ◆ connectivity capabilities to LANS, WANS, broadband, etc
- ◆ environment to support the assessment/acquisition/implementation of assistive and adaptive technology
- ◆ ability to develop/acquire instructional/educational materials to be used to improve student academic achievement
- ◆ ability to provide basic technology instruction to ensure exposure of eighth grade students to production applications
- ◆ computer to student ratio

0 5 8

TOTAL POINTS FOR STATEMENT OF NEED CRITERIA OUT OF 20 POINTS

Reviewer's Comments: _____



STRATEGIES (18 Points)

The strategies must be consistent with the state's technology plan located at www.osse.dc.gov and the LEA's approved educational technology plan. Strategies must be based on best practices, research-based findings, or citations from studies of similar populations. These strategies must be clearly linked to research-based best practices and must be clearly articulated.

Scoring Criteria	No Evidence	Partial Evidence	Full Evidence	Total Score for Criteria
------------------	-------------	------------------	---------------	--------------------------

Applicant's implementation strategies are clearly articulated and linked to the LEA's DC PCSB approved Educational Technology Plan.	0	1	2	2
Applicant's implementation strategies are consistent with the state technology plan located at www.osse.dc.gov .	0	1	2	2
Applicant has clearly identified how strategies are based on best practices, research-based findings, and/or citations from studies of similar populations.	0	1	2	2
Applicant's implementation strategies are reasonable and obtainable.	0	1	2	2
Applicant's implementation strategies include clearly articulated professional development for teachers, including follow-up and monitoring of strategy implementation by teachers and an explanation of how the program will be developed to maximize the use of the technology by teachers.	0	1	2	2
Applicant's implementation strategies take into consideration developmental needs, diverse learning styles, multiple intelligences, exceptional abilities, and special needs of students	0	1	2	2
Applicant's implementation strategies clearly articulate how student achievement will increase.	0	1	2	2
Applicant provides a description of the type of technologies to be acquired, including specific provisions (i.e. extended warranties, maintenance agreements) for interoperability among components of such technologies.	0	1	2	2
Applicant provides a description of supporting resources, such as services, software and print resources, which will be acquired to ensure successful and effective use of technologies acquired.	0	1	2	2

TOTAL POINTS FOR STRATEGIES CRITERIA OUT OF 18 POINTS

Reviewer Comments:



EVALUATION AND SUSTAINABILITY (18 Points)

All applicants are required to establish performance indicators as part of their plans and to report to the public on their progress annually. LEAs are required to describe a process for the ongoing evaluation of how technology acquired will be integrated into improving the school curriculum and increasing student achievement. The Government Performance and Results Act (GPRA) apply. The evaluation plan must address who will be responsible for completing the evaluation, what implementation and outcome data will be collected, the implementation and outcome data collection instruments, and the timeline for implementation and outcome data to be collected.

Scoring Criteria	No Evidence	Partial Evidence	Full Evidence	Total Score for Criteria
------------------	-------------	------------------	---------------	--------------------------

Applicant has established clear performance indicators (e.g. integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet state standards) with specific outcomes.	0	1	2	
Applicant has indicated how they will report to the public on their progress.	0	1	2	
Applicant has clearly described the process for ongoing evaluation of technology's role in increasing student achievement and improving school curriculum.	0	1	2	
Applicant has clearly identified who will be responsible for completing the evaluation.	0	1	2	
Applicant has clearly identified what type of data will be collected and how it will be used.	0	1	2	
Applicant has clearly identified an evaluation timeline, including how the program will be monitored at key points of implementation	0	1	2	
Applicant gives a description of how it will leverage other resources to sustain and further develop operations beyond the grant period.	0	1	2	
Applicant's sustainability plan appears to be reasonable and obtainable.	0	1	2	
Applicant identifies the resources (i.e. partners, vendors, service providers, etc.) it will use to sustain and develop operations beyond grant period.	0	1	2	

TOTAL POINTS FOR EVALUATION AND SUSTAINABILITY CRITERIA OUT OF 18 POINTS

Reviewer Comments:



DETAILED BUDGET, BUDGET WORKSHEET, AND BUDGET NARRATIVE (28 Points)

Applicants must provide detailed description of the costs for all proposed activities according to category of expenditures provided. This section should say exactly what will be purchased, where it will be installed, and who the intended users will be.

Total Score for Criteria	Full Evidence	Partial Evidence	No Evidence	Scoring Criteria	
				Professional Development	
2	1	0	0	Application includes a complete and comprehensive Budget Narrative.	
2	1	0	0	Applicant has provided a detailed Budget which gives a description of the costs for all proposed activities, including projected costs of technologies to be acquired and related expenses needed to implement the plan.	
2	1	0	0	Program costs are necessary, reasonable, allowable, and allocable under the guidelines of Title II D – Enhancing Education Through Technology.	
2	1	0	0	Costs associated with activities in are reasonable, allowable, and allocable under the guidelines of Title II D – Enhancing Education Through Technology.	
2	1	0	0	Timeframes associated with activities listed are reasonable and obtainable.	
2	1	0	0	Application includes the appropriate 25% set aside for ongoing, sustained, and intensive professional development.	Professional Development
2	1	0	0	Application includes the Professional Development Set Aside Waiver with sufficient documentation that demonstrates the granting of this waiver.	
2	1	0	0	Applicant has provided resume for the project manager which contains a statement of their experiences which includes at least two years in managing similar or related projects of comparable scope and size.	
2	1	0	0	Applicant has provided resume(s) for each responsible persons listed in the .	
2	1	0	0	Responsible persons/contractor/organization listed appears to have the expertise required for the associated activity.	
2	1	0	0	Activities listed are reasonable for obtaining project goals/objectives.	
2	1	0	0	Applicant has indicated where equipment will be installed.	
2	1	0	0	Applicant has clearly identified who will be the intended users of the equipment.	
2	1	0	0	Applicant has clearly indicated that Federal funds will be used to supplement not supplant other Federal and local dollars, including a description of how the LEA will coordinate the technology provided by this grant with other grant funds available for technology from State and local sources.	
2	1	0	0	Applicant has clearly indicated what will be purchased.	
DETAILED BUDGET, BUDGET WORKSHEET, AND BUDGET NARRATIVE CRITERIA OUT OF 28 POINTS					

Reviewer Comments:



Office of the

State Superintendent of Education



Application #: _____

Reviewer's Initials: _____

SCORE SUMMARY		
<i>Criteria</i>	<i>Possible Score</i>	<i>Application Score</i>
<i>Application Priority Points</i>	5	
<i>Program Design Priority Points</i>	8	
<i>Ed Tech Priority Points</i>	12	
<i>Statement of Need</i>	20	
<i>Strategies</i>	18	
<i>Evaluation and Sustainability</i>	18	
<i>Budget Summary and Budget Narrative</i>	28	
TOTAL	109	

Overall Reviewer Comments. Evaluate the quality of the application in its entirety. Aside from your comments in the individual sections, consider how well the whole application flowed and was logical. Was the information found in the appropriate section of the proposal, where there any excessive grammatical and spelling errors, and was it a comprehensive and inclusive proposal? Do all of the sections support each other? Was there a table of contents and where supporting documents in the appendices labeled and clearly identified which allowed for information to be readily identified?

Reviewer's Signature: _____

Date: _____

Strengths: _____

Weaknesses: _____



**Office of the State Superintendent of Education (OSSE)
Elementary and Secondary Education Division**

**Enhancing Education through Technology (ED TECH)
Competitive Grant Program
RFA #0815-11/2D**

OSSE USE ONLY
(To be completed at time of Submission)

Please Indicate Time Received: _____ a.m./p.m.

Applicant: _____

**ORIGINAL APPLICATION, _____ COPIES, and _____ CD-ROMS
RECEIVED ON THIS DATE. _____ / _____ / _____ 2009**

Received from: _____
(print name)

Title: _____

Initials: _____

Received by: _____
(OSSE Staff – print name)



GENERAL ASSURANCES

The LEA hereby assures the SEA that:

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
2. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and
 - a. The public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
3. The applicant will adopt and use proper methods of administering each such program, including—
 - a. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
 - b. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
4. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
5. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
6. The applicant will—
 - a. Submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
 - b. Maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties; and
7. The LEA recognizes that SEA approval of an application does not relieve the LEA of its responsibility to comply with all applicable requirements;
8. Charges for personnel services (payroll) comply with federal requirements, including requirements for proper documentation of payroll records and appropriate time and effort reporting. Salaries and wages of employees chargeable to more than one grant program or cost objective, if applicable, will be supported by appropriate time distribution records;
9. Funds will only be used to supplement, and not supplant State and local funds;
10. Pursuant to OMB Circular A-87, the LEA will have financial management systems, procurement systems, and equipment and inventory management systems that enable the LEA to demonstrate compliance with federal grants management requirements, including the requirement that all expenditures made with federal funds are necessary, reasonable, allocable, and legal; and
11. The LEA has read and will comply with:
 - a. Certification Regarding Lobbying: <http://www.ed.gov/fund/grant/apply/appforms/ed80-013.doc>
 - b. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion -- Lower Tier Covered Transactions: <http://www.ed.gov/fund/grant/apply/appforms/ed80-014.doc>



Office of the
State Superintendent of Education



Attachment B – Assurances page 2

- c. Assurances, Non-Construction Programs:
<http://www.ed.gov/fund/grant/apply/appforms/sf424b.doc>
 - d. Disclosure of Lobbying Activities: <http://www.ed.gov/fund/grant/apply/appforms/s1111.doc>
 - e. Government wide requirements for Drug-Free workplace:
<http://www.ed.gov/policy/fund/reg/edgarReg/edlite-part84a.html>
12. The LEA assures that if a dispute arises over school selection or placement, the LEA will admit a homeless child or youth to the school in which enrollment is sought by the parent or guardian, pending resolution of the dispute.
13. The LEA assures that it has developed policies for entering in to inter-district agreements that address potential transportation issues that may arise as homeless students transfer from one district to another.
14. The LEA assures that it will comply with the Department of Education's General Education Provisions Act (GEPA): www.ed.gov/fund/grant/apply/appforms/gepa427.doc



Title II, Part D Program Assurances

1. The applicant will have a new or updated local long-range strategic educational technology plan that is consistent with the objectives of the statewide educational technology plan. The technology plan shall also include:
 - a. a description of how the applicant will use Title II, Part D funds to improve student academic achievement, including the technology literacy of all students, and to improve the capacity of teachers to integrate technology effectively into curricula and instruction;
 - b. the applicant's specific goals for using advanced technology to improve student academic achievement, aligned with state content and performance standards;
 - c. the steps that will be taken to ensure that all students and teachers have increased access to educational technology, including how the LEA will use funds under Title II, Part D with funds from other sources to ensure that:
 - i. Students in high-poverty and high-needs schools will have access to technology, and
 - ii. Teachers are prepared to integrate technology effectively into curricula and instruction;
 - d. a description of how the applicant will identify and promote curricula and teaching strategies that integrate technology effectively into curriculum instruction, based on a review of relevant research, leading to improvements in student academic achievement;
 - e. provide ongoing, sustained professional development for district staff to further the effective use of technology in the classroom or library media center (a minimum of 25 percent of funds received must be used for professional development);
 - f. a description of the type and costs of technologies to be acquired under this funding including services, software and digital curricula, and including specific provisions for interoperability among components of such technologies;
 - g. a description of how the activities provided with funds from this part will be coordinated with funds available from other federal, state and local sources;
 - h. a description of how technology will be integrated into curricula and instruction and a timeline for such integration;
 - i. a description of how the applicant will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources;
 - j. a description of how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents, including how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school;
 - k. a description of how programs will be developed, where applicable, in collaboration with adult literacy service providers to maximize the use of technology;
 - l. a description of the process and accountability measures that will be used to evaluate the extent to which activities funded are effective in integrating technology into the curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging state academic content and performance standards; and
 - m. a description of the supporting resources (services, software and other electronically delivered learning materials, and print resources) that will be acquired to ensure successful and effective uses of technology.



Attachment B – Assurances Page 4

2. That the applicant will certify (annually) that if funds under this part are used to purchase computers, software, services, supplies or materials to access the Internet, or pay for direct costs associated with accessing the Internet, the LEA has in place a policy of Internet safety for minors and staff members that:
 - a. Protects (filters) against access through such computers to visual depictions that
 - i. Contain obscenity;
 - ii. Contain child pornography; and
 - iii. Would be harmful to minors.
 - b. Ensures the operation of such technology protection measures (filter) during use of such computers (especially by minors).

Assurances signature page

SIGNATURE OF ALL PARTNERS IS REQUIRED BELOW

Signature	Organization	Date



Office of the
State Superintendent of Education



Attachment C- Statement of Certifications- page 1

Statement of Certification

The applicant specifically assures and certifies that the below is sworn or attested to by the applicant:

1. The individuals, listed by name, title, address, and phone number in the application are authorized to negotiate with the Agency on behalf of the organization;
2. That the applicant is able to maintain adequate files and records and can and will meet all reporting requirements;
3. That all fiscal records are kept in accordance with Generally Accepted Accounting Principles (GAAP) and account for all funds, tangible assets, revenue, and expenditures whatsoever; that all fiscal records are accurate, complete and current at all times; and that these records will be made available for audit and inspection as required;
4. That the applicant is current on payment of all federal and District taxes, including Unemployment Insurance taxes and Workers' Compensation premiums. This statement of certification shall be accompanied by a certificate from the District of Columbia OTR stating that the entity has complied with the filing requirements of District of Columbia tax laws and has paid taxes due to the District of Columbia, or is in compliance with any payment agreement with OTR;
5. That the applicant has the demonstrated administrative and financial capability to provide and manage the proposed services and ensure an adequate administrative, performance and audit trail;
6. That, if required by the Justice Grants Administration, the applicant is able to secure a bond, in an amount not less than the total amount of the funds awarded, against losses of money and other property caused by fraudulent or dishonest act committed by any employee, board member, officer, partner, shareholder, or trainee;
7. That the applicant is not proposed for debarment or presently debarred, suspended, or declared ineligible, as required by Executive Order 12549, "Debarment and Suspension," and implemented by 2 CFR 180, for prospective participants in primary covered transactions and is not proposed for debarment or presently debarred as a result of any actions by the District of Columbia Contract Appeals Board, the Office of Contracting and Procurement, or any other District contract regulating Agency;
8. That the applicant has the financial resources and technical expertise necessary for the production, construction, equipment and facilities adequate to perform the grant or subgrant, or the ability to obtain them;
9. That the applicant has the ability to comply with the required or proposed delivery or performance schedule, taking into consideration all existing and reasonably expected commercial and governmental business commitments;
10. That the applicant has a satisfactory record performing similar activities as detailed in the award or, if the grant award is intended to encourage the development and support of organizations without significant previous experience, that the applicant has otherwise established that it has the skills and resources necessary to perform the grant. In this connection, Agencies may report their experience with an applicant's performance to OPGS which shall collect such reports and make the same available on its intranet website.
11. That the applicant has a satisfactory record of integrity and business ethics;



Attachment C- Statement of Certifications- page 3

12. That the applicant has the necessary organization, experience, accounting and operational controls, and technical skills to implement the grant, or the ability to obtain them;
13. That the applicant is in compliance with the applicable District licensing and tax laws and regulations;
14. That the applicant complies with provisions of the Drug-Free Workplace Act;
15. That the applicant meets all other qualifications and eligibility criteria necessary to receive an award under applicable laws and regulations;
16. That the applicant is current on all taxes, including Unemployment Insurance and Workers' Compensation premiums;
17. That the applicant organization has complied with the filing requirements of District of Columbia tax laws and that the entity has paid taxes due to the District of Columbia, or is in compliance with any payment agreement with OTR;
18. That the grantee agrees to indemnify, defend and hold harmless the Government of the District of Columbia and its authorized officers, employees, agents and volunteers from any and all claims, actions, losses, damages, and/or liability arising out of this grant or subgrant from any cause whatsoever, including the acts, errors or omissions of any person and for any costs or expenses incurred by the District on account of any claim therefore, except where such indemnification is prohibited by law;
19. That the grantee certifies to the SEA that no policy prevents or otherwise denies participation in constitutionally protected prayer in public schools in accordance with Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended; and
20. **DCPS ONLY: Assurance of consultation with Private School Officials.** That the applicant contacted private school representatives were contacted and offered these representatives a genuine opportunity to express their view regarding the above Request for Application before any decision that affects the opportunities of the students, teachers and other educational personnel from these nonpublic schools, became final as part of the application.

As the duly authorized representative of the applicant organization, I hereby certify that the applicant will comply with the above certifications.
Grantee Name: _____
Address: _____
Application Number and/or Project Name : _____
Typed Name and Title of Authorized Representative : _____
Authorized Representative Signature: _____ Date: _____



Office of the
State Superintendent of Education



Attachment D- Statement of Attestation- page 1

Attestation Regarding Officers, Partners, Principals, Members, Associates or Key Employees

The applicant attests that none of its officers, partners, principals, members, associates or key employees, within the last three (3) years prior to the date of the application, has been indicted or had charges brought against them (if still pending) and/or been convicted of any crime or offense arising directly or indirectly from the conduct of the applicant's organization or any crime or offense involving financial misconduct or fraud, or been the subject of legal proceedings arising directly from the provision of services by the organization

I certify that this statement is true. _____ (yes/no)

If the response is in the negative, the applicant must fully describe any such indictments, charges, convictions, or legal proceedings (and the status and disposition thereof) and surrounding circumstances in writing and provide documentation of the circumstances.

Description (must attach supporting documentation if response is in the negative): _____

As the duly authorized representative of the applicant organization, I hereby attest that the information is accurate.

Grantee Name: _____

Address: _____

Application Number and/or Project Name : _____

Typed Name and Title of Authorized Representative : _____

Authorized Representative Signature: _____ Date: _____



Office of the
State Superintendent of Education



Attachment E(a) Partnership form

Enhancing Education Through Technology RFA #0815-11/2D

Partner Institution:	Provide a brief description of the partnership (Expanded description should be given in narrative form in the Partnerships section of Program Narrative). Attach a formal MOU or letter of commitment for each partnership with this partner identification form.
Department:	
Primary Contact Name:	
Primary Contact Title:	
Address: _____ _____ _____	
Phone Number: _____ Fax Number: _____	
Email Address:	

Type of Organization (Check all that applies.)

- Local Educational Agency
- Institution of Higher Education
- DCPS Public School
- Charter School
- Private School
- Business
- For-Profit
- Non-Profit
- Other _____

Signature of Authorized Organization/Institution Official

Date

Print Name and Title (if different from primary contact)



Office of the
State Superintendent of Education



Attachment E(b) Consortia form

Enhancing Education Through Technology RFA #0815-11/2D

Name:		
Fiduciary LEA :	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Primary Contact Name:		
Primary Contact Title:		
Address:	_____	
Phone Number:	Fax Number:	
Email Address:		

The LEA must demonstrate that teachers in schools served by the LEA 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:

- 1) classroom instruction in the core academic subjects; and
- 2) the preparation of students to meet challenging State academic content and student academic achievement standards.

Other consortia entities must include at least one of the following:

- institution of higher education that is in full compliance with the reporting requirements of section 207(f) of the Higher Education Act of 1965 and that has not been identified by its State as low-performing under section 208 of such Act;
- 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; or
- public or private nonprofit organization with demonstrated experience in the application of educational technology to instruction; and

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

The actual applicant and fiduciary/fiscal agent of this grant must be an eligible LEA. [Section 2412(c)] Members of the consortium must complete a MOU and attach with this consortia-identification form.

Type of Organization (check all that applies.)

- Local Educational Agency
- Institution of Higher Education
- DCPS Public School
- Charter School
- Private School
- Business
- For-Profit
- Non-Profit
- Other _____

Signature of Authorized Organization/Institution Official _____

Date _____

Print Name and Title (if different from primary contact)

ATTACHMENT F – Budget Summary and Budget Narrative

Enhancing Education Through Technology
RFA #0815-11/2D

Applicant: _____
ED TECH Funding Request: \$ _____

Ed Tech: Use of funds

PROGRAM USE OF FUNDS			
MEASURABLE OUTCOMES	Amount	Intend to use funds for this activity?	Allowable activities for use of ED Tech funds
<p>The primary goal of the Ed Tech program is to improve student academic achievement through the use of technology in schools. It is also designed to ensure that every student is technologically literate by the end of eighth grade and to encourage the effective integration of technology with teacher training and curriculum development to establish successful research-based instructional methods.</p> <p>Additional information on allowable LEA uses of funds is provided by the Department's issued guidance on the Ed Tech program at http://www.ed.gov/policy/eisec/leg/esea02/p835.html</p>			
<ul style="list-style-type: none"> Access data and resources to develop curricula and instructional materials; Enable teachers to use the Internet and other technology to communicate with parents, other teachers, principals, and administrators Retrieve Internet-based learning resources Lead to improvements in classroom instruction in the core academic subjects, that effectively prepare students to meet challenging State academic content standards, including increasing student technology literacy, and student academic achievement standards. 	\$	<p>Details on how Ed Tech funds will be used for this selected activity (who will be paid, what will be purchased, structure of program, etc.)</p>	<p>A recipient of funds made available under section 2412(a)(2) shall use not less than 25 percent of such funds to provide ongoing, sustained, and intensive, high-quality professional development. The recipient shall provide professional development in the integration of advanced technologies, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments, such as professional development in the use of technology</p>
<ul style="list-style-type: none"> Create external partnership to provide learning communities share information via face-to-face and/or videoconferences, and disseminate presentations, workshops, newsletters, Internet, and other avenues 	\$	<p>Required activity unless an approved waiver by OSSE is on file</p>	<p>Establishing or expanding initiatives, particularly initiatives involving public-private partnerships, designed to increase access to technology for students and teachers, with special emphasis on the access of high-need schools to technology.</p>
		<p>Intend to use funds for this activity? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	



ATTACHMENT F – Budget Summary and Budget Narrative

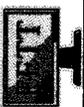
<ul style="list-style-type: none"> • Through the use of teaching practices that are based on a review of relevant research and are designed to prepare students to meet challenging State academic content and student academic achievement standards. • By the development and utilization of innovative distance learning strategies to deliver specialized or rigorous academic courses and curricula to areas that would not otherwise have access to such courses and curricula 		\$		<p>Adapting or expanding existing and new applications of technology to enable teachers to increase student academic achievement, including technology literacy</p> <p>Acquiring proven and effective courses and curricula that include integrated technology and are designed to help students meet challenging State academic content and student academic achievement standards.</p>
<ul style="list-style-type: none"> • Reading programs which are research-based and validated, successfully integrates leveled books, technology, and teaching materials to raise student achievement. The program maximizes teacher effectiveness, helps students develop reading skills, integrates reading and writing skills, and increases students' computer skills and usage. • Phonemic awareness instruction to help children learn to read, spell, and comprehend text. • Integrated curriculum that provide children with opportunities to read appropriately difficult text to build fluency. 		\$	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	
<ul style="list-style-type: none"> • Approved computer and networking software • Storage drives • Networking and wiring supplies • Printers and printing supplies • Computer furniture (chairs, carts, and tables for teacher and student use) • Filtering software (if needed to meet CPA requirements) • Other software required by the proposed Developing egradebooks 		\$	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>Utilizing technology to develop or expand efforts to connect schools and teachers with parents and students to promote meaningful parental involvement, to foster increased communication about curricula, assignments, and assessments between students, parents, and teachers, and to assist parents to understand the technology being applied in their child's education, so that parents are able to reinforce at home the instruction their child receives at school.</p>
<ul style="list-style-type: none"> • Develop a program of professional learning on how ongoing involvement, collaboration, and cooperation will occur to develop sustained technology leaders • Professional development • Conferences • Coursework • Certifications 		\$	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>Preparing one or more teachers in elementary schools and secondary schools as technology leaders who are provided with the means to serve as experts and train other teachers in the effective use of technology, and providing bonus payments to the technology leaders.</p>





ATTACHMENT F – Budget Summary and Budget Narrative

<ul style="list-style-type: none"> • The implementation of a dedicated technology coordinator 	\$		<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>Acquiring, adapting, expanding, implementing, repairing, and maintaining existing and new applications of technology, to support the school reform effort and to improve student academic achievement, including technology literacy.</p>
<ul style="list-style-type: none"> • Approved computer and networking software • Storage drives • Networking and wiring supplies • Printers and printing supplies • Computer furniture (chairs, carts, and tables for teacher and student use) • Filtering software (if needed to meet CIPA requirements) • Other software required by the proposed • Scanner • Digital camera • Teacher computer workstation • Student computers (thin client or wireless units are acceptable) • Laptops (for teachers) • Networking hardware • Interactive whiteboard (permanent installation in classroom) • Projector (permanent installation in classroom) 	\$		<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>Acquiring connectivity linkages, resources, and services (including the acquisition of hardware and software and other electronically delivered learning materials) for use by teachers, students, academic counselors, and school library media personnel in the classroom, in academic and college counseling centers, or in school library media centers, in order to improve student academic achievement.</p>
<ul style="list-style-type: none"> • Purchasing approved hardware and software based on technology needs assessment. 	\$		<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>Using technology to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts.</p>
<ul style="list-style-type: none"> • Develop a curricular and instructional performance system • Developing the expected student achievement and technology literacy, and teacher technology with the performance system. • Integration and technical literacy components. Standardized evaluation plans of goals and objectives, assessment tools, and evaluators. 	\$		<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>Implementing performance measurement systems to determine the effectiveness of education, particularly in determining the extent to which activities funded under this subpart are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging State academic content and student academic achievement standards.</p>
<ul style="list-style-type: none"> • Virtual learning • Learning material • Learning Management system 	\$		<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>Developing, enhancing, or implementing information technology courses.</p>



ATTACHMENT G – Application Cover Page

Enhancing Education Through Technology
RFA #0815-11/2D

Total Federal Amount Requested: \$ _____

Have you received an award for this grant in the past? Yes No

I HERBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct, the agency or agencies named below have authorized me, as their representative, to file this application.

Authorizing Signature: _____ Date: _____
Printed Name: _____ Position/Title: _____

Applicant Name (Name of LEA): _____

Tax ID Number: _____

Have you received Title II D Competitive Grant Fund in the past? Yes No If yes, give the RFA #(s) and grant year(s).

School Levels To Be Served in the LEA:

Elementary

Junior High/Middle School

High School

Board of Trustees President or LEA Chancellor (if applicable): _____

Name of President of Board of Trustees or LEA Chancellor: _____

Signature _____ Date _____

LEA Title II D Grant Administrator: _____

Name of LEA Title II D Grant Administrator: _____

Signature _____ Date _____

Name of Grant Contact: _____

Phone Number: _____

Fax Number: _____

E-mail Address: _____

Office Address: _____

Certification by Authorized or Institutional Official:

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization, or institution, and that the applicant will comply with the attached statement of assurances.

Typed or Printed Name of Authorized Official _____ Title _____

Signature of Authorized Official _____ Date _____

ATTACHMENT H – Professional Development Set Aside Waiver

IN CONSIDERATION of submission of an application for the Enhancing Education Through Technology Grant RFA #0815-11/2D, on behalf of _____ (LEA name)

I, _____ (Print name) _____ (Title)
as authorized representative of _____ (LEA name)
request a **waiver**, pursuant to P.L. 107-110 section 2416.(a)(2), of the 25 % Professional Development as required under P.L. 107-110 section 2416.(a)(1)(A)-(C).

As a condition of this waiver, I _____ already provides
(LEA)
ongoing, sustained, and intensive, high-quality professional development that is based on a review of relevant research, to all teachers in core academic subjects in the integration of advanced technologies, including emerging technologies, into curricula and instruction.

I, _____, understand that approval of
(Print name)
this waiver is subject to the documentation presented to and the satisfaction of the Office of the State Superintendent of Education that said professional development is occurring.

Documentation can include, but is not limited to:

- Professional Development documents such as agendas, class rosters, sign in sheets, syllabus, and feedback forms, and
- Statements from participants, instructors, and students.

It is also understood that the Office of the State Superintendent of Education may request additional documentation as well as survey a sample of school faculty and staff to determine the existence, nature, quality, and frequency of professional development conducted by the LEA.

(Print name) _____ (Title)

(Signature) _____ (Date)

All documentation to support this waiver request should be clearly marked "Professional Development Waiver documentation" and submitted with your application.



Attachment I Application Checklist

The following sections, in the order identified below, must be included in your application. **If your application does not contain all of the following sections in the specified sequence, your application may be determined incomplete. Also, missing or out of sequence documents may cause the reviewers difficulty in identifying your information. This can result in a lower rating score and subsequent failure to receive funding.**

Use this Application Checklist in assembling your Enhancing Education Through Technology grant application and insert it behind the Application Receipt Form.

- Application Receipt Form.** Two (2) copies of this Application Receipt Form should be included on the outside of the application package. This serves as your receipt for submission.
- Application Checklist.**
- Application Cover Page.** The applicant must provide all contact descriptive information requested on the required Application Cover Page. This page must be the first page of the application.
- Table of Contents.** The applicant must include a Table of Contents with all sections and page numbers clearly identified.
- Project Summary (1 page).** The applicant must include a summary of the project that clearly states the major goals and objectives; the proven and innovative strategies technology will be used to support improved curricula, instruction, and student achievement; partners and their roles; and how the project will benefit the teachers and students in the District of Columbia. The applicant should highlight exemplary aspects of the proposed program and relate these to the selection criteria.
- Narrative Section (15 page maximum).** This section of the application should contain the program narrative that justifies and describes the program to be implemented. The Narrative must address the following items:
 - Ed Tech Priority Points – 12 points
 - Statement of Need – 20 points
 - Goals and Objective – 16 points
 - Strategies – 18 points
 - Evaluation and Sustainability Plan – 18 points
 - Detailed Budget, Budget Worksheet, and Budget Narrative – 28 points

- Partner/Consortia Identification Form.** The applicant must attach a Partner/Consortia Identification Page for each identified partner and/or consortia member. Additionally, a formal Memorandum of Understanding (MOU) for each partner must be included in the application appendix.
- Budget Worksheet.** The applicant must complete the budget worksheet and budget narrative for the proposed activities.
- Assurances.** The applicant must include the appropriate signatures.
- Statement of Certification.** The applicant must include the appropriate signatures.
- Certificate from the District of Columbia OTR**
- Attestation.** The applicant must include the appropriate signatures.
- LEA Technology Plan.** The applicant must include a copy of its **approved** technology plan. Include documentation of DC Charter Board Approval.
- Professional Development Set Aside Waiver,** if applicable waivers requested.
- Appendices.** Additional required documentation not listed above (ie... résumés, AUP, ISPA, etc..).

The application must be printed on 8 ¼ by 11-inch paper, original only on three hole punched paper, double-spaced (including bulleted items), on one side, using 12-point type font with one inch margins. The maximum number of pages for the total Narrative section cannot exceed 15 double-spaced pages. Applications that do not conform to the aforementioned formatting requirements will not be forwarded to the review pane.



ATTACHMENT J -- Statement of Non-Discrimination

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990, and the D.C. Human Rights Act of 1977, the Office of the State Superintendent of Education, including Public Charter Schools, do not discriminate on the basis of actual or perceived race, color, religion, national origin, sex, age, marital status, sexual orientation, gender identity or expression, personal appearance, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, or place of residence or business in its programs and activities. Sexual harassment is a form of sex discrimination, which is prohibited by the D.C. Human Rights Act. In addition, harassment based on any of the above-protected categories is prohibited. Discrimination in violation of the aforementioned laws will not be tolerated. Violators will be subject to disciplinary action.

For further information on Federal non-discrimination regulations, contact the Office for Civil Rights at ocr.dc@ed.gov or call 1(800) 421-3481.

For further information on the D.C. Human Rights Act of 1977, contact the D.C. Office of Human Rights at www.ohr.dc.gov or call (202) 727-4559



NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in Braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.



We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington DC. 20202-4537.



Request for Application
for
Enhancing Education through Technology

RFA #1123-09/2D



Office of the State Superintendent of Education invites the submission of applications for Educational Technology funding under provisions of Title II, Part D, of the Elementary and Secondary Education Act of 1965; and other applicable laws and regulations.

RFA Release Date: Monday, November 23, 2009
Application Submission Deadline: Friday, January 29, 2010

**LATE, INCOMPLETE, or INELIGIBLE APPLICATIONS
WILL NOT BE FORWARDED TO THE REVIEW PANEL**



PRE-APPLICATION CONFERENCES

Attendance is strongly encouraged to at least one of the pre-application conferences listed below. Due to space limitations - pre-registration is required – no more than two individuals from each LEA/Organization can attend the pre-application conferences.

Send an email to charlesa.white@dc.gov to register for the pre-application conferences. Your email should include the conference number, date, and time as well as the attendee(s) name(s), title(s), phone number(s), and LEA/Organization. In the subject line, please include **“Ed Tech Pre-Application Conference”**.

Pre-Application Conference #1

MONDAY, NOVEMBER 30, 2009

51 N Street NE

Lower Level Conference Room

2:00 pm – 4:00 pm

Metro: Gallaudet and New York Avenue (Red Line – use the Florida Avenue exit)

(You must register – no more that two individuals from each local educational agency (LEA)/organization.)

Pre-Application Conference #2

TUESDAY, DECEMBER 1, 2009

51 N Street NE

Lower Level Conference Room

10:00 am – 12:00 noon

Metro: Gallaudet and New York Avenue (Red Line – use the Florida Avenue exit)

(You must register – no more that two individuals from each LEA/organization.)

Pre-Application Conference #3

THURSDAY DECEMBER 3, 2009

51 N Street NE

3rd Floor Conference Room

11:00 am – 1:00pm

Metro: Gallaudet and New York Avenue (Red Line – use the Florida Avenue exit)

(You must register – no more that two individuals from each LEA/organization.)

Office of the State Superintendent of Education

**ENHANCING EDUCATION THROUGH TECHNOLOGY
COMPETITIVE GRANT PROGRAM**

RFA #1123-09/2D

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OVERVIEW

The primary goal of the Ed Tech program is to improve student academic achievement through the use of technology in schools. It is also designed to ensure that every student is technologically literate by the end of eighth grade and to encourage the effective integration of technology with teacher training and curriculum development to establish successful research-based instructional methods.

The Ed Tech program emphasizes using both proven and innovative strategies for the use of technology to support improved curricula, instruction, and, ultimately, student achievement. Funding may support a variety of projects, but should be aligned with the LEA and State Technology Plans. The District of Columbia has developed a State Technology Plan which establishes goals for ensuring that all classrooms have internet access and computer terminals, encourages the adoption of technology proficiency standards and teacher professional development, and provides frameworks for schools and LEAs to develop operational plans to expand technology in education. A copy of the District's State Technology Plan can be found at:

<http://osse.dc.gov/seoframes.asp?doc=/seo/lib/seof/5 Year DC State Education Agency Technology Plan.pdf>. Applicants must submit a local long-range strategic educational technology plan that is consistent with the objectives of the District's Plan.

Source of Grant Funding

Funding for this grant is authorized through the provisions of Title II, Part D of the Elementary and Secondary Education Act of 1965, as amended (ESEA). Grantees will be subject to requirements set forth in the ESEA and accompanying regulations.

This competition has approximately \$1.3 million to award. The Office of the State Superintendent of Education (OSSE) maintains the right to adjust the grant awards and amounts as funding becomes available. OSSE does not guarantee a specific award amount, but rather will consider the size, scope and budget of the proposed project when determining the size of the award.

Eligible Applicants

High-need LEAs including the District of Columbia Public Schools (DCPS) and District of Columbia Public Charter Schools (DCPCS), approved for operation in the 2009-2010 school year, or an eligible local partnership are eligible to apply.

NOTE: Individual schools within the DCPS system and Public Charter School campuses are ***not*** eligible to apply; the applicable LEA must apply on their behalf.

A “high-need LEA”–

1. Is among those LEAs in the District with the highest numbers or percentages of children from families with incomes below the poverty line; and
2. Serves one or more schools identified for improvement or corrective action under section 1116 of the ESEA¹, or has a substantial need for assistance in acquiring and using technology.

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 Web site at [http://www.census.gov/hhes/www/saipe/.](http://www.census.gov/hhes/www/saipe/))

An applicant may demonstrate “substantial need for assistance” through a needs assessment documenting the current number of teachers and other school personnel (including library media personnel) who are not proficient in educational technology (the applicant must provide the LEA’s definition of proficiency in educational technology), the current ability of the LEA to disseminate school information to the public, including parents and families, via electronic means such as electronic mail, official school website, and other various electronic resources and one or more of the following:

- a) The current connectivity capabilities of the LEA and its schools, specifically access to a local area network (LAN), which is a system or network of interconnected computers within a building, and where appropriate, a wide area network (WAN), which is a network that electronically interconnects multiple school networks within the district;
- b) The current connectivity capabilities for the LEA to be connected to broadband, high-speed voice video and data networks in all learning environments;
- c) The current environment to support for the assessment, acquisition and implementation of assistive and adaptive technology as outlined by the Individuals with Disabilities Education Improvement Act of 2004 (IDEA);
- d) The current ability of the LEA to develop and acquire instructional or educational materials that will be used to improve students’ academic achievement;

¹ Schools identified as in need of improvement: A school is in its first year of school improvement when it has not made annual yearly progress (AYP) for two consecutive years. A school is identified for year two of school improvement if it does not make AYP for a second year after initially being identified as in need of improvement. (Section 1116(b)(1)(A)). A school identified for corrective action is a school that has not made AYP for four years. (Section 1116(b)(7)). A school identified for restructuring is a school that has not made AYP for five years. (Section 1116(b)(8)).

- e) The current ability of the LEA to provide basic technology instruction for all students in middle schools in order to ensure students in the eighth grade have been exposed to word processing, PowerPoint, computer graphics, telecommunications, and database skills;
- f) The current ability of the LEA to offer advanced courses in technology skills (either academic or vocational in nature) at the secondary level; or
- g) The current computer to student ratio for student access to computers with internet capabilities.

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

1. 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.
2. 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.
3. 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.
4. 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 that are appropriate to provide local programs.

NOTE: Only an LEA may serve as the designated fiscal agent in any local partnership.

Application Requirements

An eligible applicant must have the following components completed and submitted as part of the application requirements:

1. Approved technology plan

- a. An eligible applicant must have an approved educational plan that is consistent with the objectives of the statewide technology plan located at: <http://osse.dc.gov/se0/frames.asp?doc=/seo/lib/seo/5 Year DC State Education Agency Technology Plan.pdf>
- b. The application must include the eligible applicant’s approved technology plan and documentation that shows the plan has been approved. If the school is a public charter school, the applicant must show that the DC PCSB has approved the plan. **Applications**

without an approved educational technology plan will not be forwarded to the review panel.

2. Signed assurances

a. Applicants must execute the assurances found in Appendix B.

3. Required application information (refer to page 12)

4. Budget summary/budget narrative (refer to Attachment D)

Additionally, refer to Attachment G (Application checklist) to ensure all sections of the RFA are completed.

Formation of a Partnership or Consortia

The LEA may create a public-private partnerships or enter into a consortia with other LEAs for the establishment or expansion of initiatives designed to increase access to technology, particularly in schools that display a “high-need”. Instructions for entering into a consortia can be found at Attachment C, form B.

APPLICATION SCORING

Applicant Priority Five (5) points

Five (5) priority points will be given to applications for applicants who have not received Ed Tech competitive funding in the past.

Program Design Priority Points Eight (8) points

OSSE conducted a survey of the Districts’ teachers, administrators, technology coordinators, and media/specialist/computer instructors to measure the state of technology in their schools. When asked “What are your classroom’s critical technology need?”, 50% or more of the respondents cited the need for more computers, educational software, productivity software, technical support, working computers and other technology equipment other than computers, school technology facilitators to assist teachers, and appropriate computer furniture. **Eight (8) priority points** will be given to proposals which target technology needs in one or more of the following areas: acquisition of hardware, education and productivity software (such as word processing, spreadsheet, presentation, and database software), technology equipment other than computers (such as LCD projectors, digital still and video cameras, network/local printers, computer lab, and mobile laptop lab), and the preparation of one or more teachers in the school as technology leaders who will assist other teachers in technology.

Ed Tech Priorities (12) points

In making decisions about the uses of Ed Tech funds, OSSE encourages LEAs, and eligible local entities to give particular consideration to strategies that will help build sustainable capacity for technology integration, improve student achievement, and advance education reform in the following areas:

1. Increasing teacher effectiveness and addressing inequities in the distribution of effective teachers through high-quality professional development and teacher incentive programs designed to attract and keep effective teachers in hard-to-staff schools in rural and urban areas;
2. Using advanced technology systems to collect, manage, and analyze data in order to track student progress from pre-K through college and career and foster continuous improvement;
3. Implementing technology-enhanced strategies that support rigorous college- and career-ready, internationally benchmarked standards, supplemented with high-quality assessments that are valid and reliable for all students, including limited English proficient students and students with disabilities; and
4. Targeting intensive support to high-poverty, high-need LEAs to improve access to and the effective use of advanced technologies to turn around the lowest-performing schools.
5. Use Ed Tech funds to implement strategies that will help build sustainable capacity for integrating technology into curricula and instruction in order to improve student achievement.
6. Focus funds on short-term investments with the potential for long-term benefits rather than make ongoing commitments that they might not be able to sustain once funds are expended.

Award Period

The initial award is for one year. However, The Ed Tech funds remain available for obligation through September 30, 2011. A chart indicating when an obligation occurs for various types of activities is provided in the Education Department General Administrative Regulations (EDGAR) at 34 CFR § 76.707.

Grant Awards and Amounts

The estimated amount of total funding available is approximately **\$ 1.3 million**. The OSSE maintains the right to adjust the grant award and amounts as funding becomes available.

Grant Award Payments

In accordance with Section 80.21(d) of the Education Department General Administrative Regulations (EDGAR), the OSSE has implemented a reimbursement process for all sub-grantees. Reimbursements to sub-grantees for allowable and relevant program expenditures will be made upon execution of a Grant Award Notice. The regulations can be located at:

<http://www.ed.gov/policy/fund/reg/edgarReg/edgar.pdf>

Use of Funds

Funds must be expended in accordance with all applicable laws and regulations. Information regarding use of funds can be found in the budget worksheet at Attachment D and ESEA section 2416. Recipient of funds under this program must use **no less than 25%** (set aside) of the grant award to provide ongoing, sustained and intensive **professional development**. In addition to increasing teacher proficiency in the use of educational technology, this professional development must include the integration of advanced technologies including innovative and emerging technologies in the school

curriculum and instruction, particularly the core academic subjects, and using those technologies to create new learning environments and increase student academic achievement.

Applicants can request a waiver (Attachment F) for the 25% professional development set aside requirement if they can demonstrate, to the satisfaction of OSSE, that they already provide ongoing, sustained, and intensive, high-quality professional development to all teachers in core academic subjects in the integration of advanced technologies, including emerging technologies, into curricula and instruction.

Examples of allowable use of funds are:

1. Establishing or expanding initiatives, particularly initiatives involving public-private partnerships, designed to increase access to technology for students and teachers, with special emphasis on the access of high-need schools to technology.
2. Adapting or expanding existing and new applications of technology to enable teachers to increase student academic achievement, including technology literacy:
 - a) through the use of teaching practices that are based on a review of relevant research and are designed to prepare students to meet challenging OSSE academic content and student academic achievement standards; and
 - b) by the development and utilization of innovative distance learning strategies to deliver specialized or rigorous academic courses and curricula to areas that would not otherwise have access to such courses and curricula.
3. Acquiring proven and effective courses and curricula that include integrated technology and are designed to help students meet challenging OSSE academic content and student academic achievement standards.
4. Acquiring, adapting, expanding, implementing, repairing, and maintaining existing and new applications of technology, to support the school reform effort and to improve student academic achievement, including technology literacy.
5. Using technology to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts.
6. Implementing performance measurement systems to determine the effectiveness of funded education technology programs with an emphasis in determining the extent to which these activities are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet the OSSE academic content and academic achievement standards.

How to Apply

Use **RFA #1123-09/2D** to apply for the Ed Tech program. The RFA will be available on the Office of the State Superintendent of Education's (OSSE) website at <http://www.osse.dc.gov> Mayor's Office of Partnership and Grants Service (OPGS) website at <http://www.opgs.dc.gov> and/or by contacting Charles White, State Director at: (202) 741-6417 or charlesa.white@dc.gov.

Applicants are **strongly encouraged** to attend one of three Pre-Application Conferences scheduled. **Registration for the pre-application conferences are mandatory.** No more than two individuals from an organization may register for the pre-application conference. **Please bring a copy of the RFA to the Pre-Application Conference.**

Technical Assistance Questions

Applicants are asked to email their questions to charlesa.white@dc.gov on or before 3:00 pm, **Friday, January 22, 2010**. Every effort will be made to respond to questions within 24 hours or the next business day. Technical assistance or frequently asked questions and responses will be shared with all applicants who attend the pre-application conferences and who email their contact information to charlesa.white@dc.gov. Please include **RFA #1123-09/2D** in the subject line of your email. Questions submitted after the deadline date will not receive responses.

Award Decisions

The review panel for the Ed Tech competition is composed of neutral, qualified, professional individuals who have been selected for their unique qualifications in the elementary and secondary education fields and/or instructional technology. The review panel will evaluate and score eligible applications based upon the quality and completeness of the narrative questions, required information, and budgetary reasonableness. The review panel will score and rank the applications using a rubric that assigns point values as demonstrated in the application. All applications are evaluated using the same criteria. Applications that score at or above the state determined score will be further reviewed by the DC OSSE Division of Education Excellence. The OSSE Division of Education Excellence makes the final award determinations.

Contact Person

For further information regarding this RFA competitive process, please contact:

Charles White, Ed.D.
Office of the State Superintendent of Education
Division of Education Excellence
51 N Street, NE, 3rd Floor
Washington, DC 20002
charlesa.white@dc.gov
202-741-6417

SUBMISSION OF APPLICATIONS

Eligible applicants must submit an original application (marked "original") with three (3) copies of the application (for a total of four (4) applications) and one electronic copy (on CD-ROM only) on or before **Friday, January 29, 2010 at 3:00 p.m.** In order for the applications to be reviewed in strict anonymity, we request that all identifiers (applicant organization's and primary partners' names and addresses, key personnel names, etc...) be removed from the three copies. The applicant is to use the LEA's DUNS number in the place of the organization's name on the three copies. Only the original application should include the name, initials, and/or any other naming conventions, addresses, and key personnel names that will identify your organization and its primary partners.

Two (2) copies of Attachment A should be affixed to the outside of the envelope or package. This will serve as your receipt of submission.

This application package must be submitted to the Office of the State Superintendent of Education, Division of Education Excellence, 51 N Street, NE, 3rd Floor, Washington, DC 20002, ATTN: Charles White no later than **Friday, January 29, 2010 at 3:00 p.m.**

Applications will not be forwarded to the review panel if the applicant fails to submit the required four (4) applications (one (1) original and three (3) copies) and one (1) electronic copy (CD-ROM). Electronic and facsimile submissions will not be accepted.

The following should be included in the appendix section of this application:

1. Needs Assessment
2. Proposed program design narrative
3. The LEA's current Acceptable Use Policy (AUP)
4. The LEA's Internet Safety Policy Agreement (ISPA)

Application Submission Date and Time

Applications are due no later than **Friday, January 29, 2010 at 3:00 p.m.** All applications will be recorded upon receipt. **Applications submitted on or after 3:01 p.m. Friday, January 29, 2010 will not be forwarded to the review panel for funding consideration.**

Any additions or deletions to an application will not be accepted after the deadline of **Friday, January 29, 2010 at 3:00 p.m.** **Applications must be ready for receipt to the Division of Education Excellence by Friday, January 29, 2010 at 3:00 p.m. No exceptions.**

An original, three (3) copies, and an electronic copy (CD-ROM only) of the application must be delivered to the following location:

Office of the State Superintendent of Education
Division of Education Excellence
51 N Street, NE, 3rd Floor
Washington, DC 20002
ATTN: Charles White

Mail/Courier/Messenger Delivery:

Applications that are mailed or delivered by messenger/courier services must be sent in sufficient time to be received by **Friday, January 29, 2010 at 3:00 p.m.** **Applications arriving via messenger/courier services after the posted deadline of Friday, January 29, 2010 at 3:00 p.m. will not be forwarded to the review panel.**

Include only the information requested and answer all questions thoroughly. Binders, special covers, marketing materials, etc., will not be reviewed to determine if a provider meets the criteria. Reviewers will not check websites to verify or review documentation. All relevant supplemental materials must be incorporated into the application. No exceptions. Do not exceed the page limit listed for each section. Support documents and examples should only be attached if requested.

GENERAL GRANT ASSURANCES

Payments

In accordance with Section 80.21(d) of the EDGAR, the OSSE has implemented a reimbursement process for all sub-grantees. Reimbursements to sub-grantees for allowable and relevant program expenditures will be made upon execution of a Grant Award Agreement and submission and approval of the "Reimbursement Request" form. Copies of this form will be provided once the grant is awarded. Additionally, refer to the budget worksheet in Attachment D for allowable activities for the use of Ed Tech funds.

Reporting Requirements

Sub-grantees are required to submit reimbursement requests, interim performance, and financial reports to the OSSE. These reports describe program, expenditures and activities, process data, accomplishments, performance measures, outcomes and other data as required by Federal and State regulations as outlined in the grant application and any subsequent contingencies. The grantee is highly encouraged to submit these requests on a month basis, but must submit reports at least quarterly. Required documentation to support expenditures including contracts, purchase orders, cancelled checks, invoices, receipts, etc. are not to be submitted with the reimbursement requests form or financial reports but are to be kept on file for review by the OSSE in accordance with the record keeping provisions below.

Timely submission of these reports is essential to ensure compliance with effective grants management. All applicants are strongly encouraged to review and evaluate their organizational capacity to meet reporting requirements prior to applying for funds. Failure to submit timely reports may result in possible suspension and/or termination of the grant award.

Technical assistance will be provided on these required reporting activities at the scheduled mandatory post-award meeting. This technical assistance workshop will include a timeline for reporting requirements.

Additional Assurances

Applicants shall complete and return with the application the information requested in Attachment B.

Nondiscrimination in the Delivery of Services

In accordance with Title VI of the Civil Rights Act of 1964 (Public Law 88-352), as amended, no person shall, on the grounds of race, color, religion, nationality, sex, or political opinion, be denied the benefits of , or be subjected to discrimination under any program or activity operating under the District of Columbia's Ed Tech Program. Located at: <http://www.justice.gov/crt/cor/coord/titlevistat.php>

OSSE Monitoring of funds

OSSE receives and distributes funds for federal programs that require state administration. As a condition for receipt of these funds, OSSE must allocate these funds according to the requirements of each specific federal grant, review and approve applications for these funds from eligible recipients, and ensure compliance with federal regulations for uses of these funds. At any time before final payment and five (5) years thereafter, the OSSE may have the sub-grantee's expenditure statements and source documentation audited for compliance.

Document Retention

1. Grant recipients are not required to submit any supporting documentation with the Federal Grant Reimbursement Forms. However, grant recipients are required to maintain all necessary supporting documentation and to ensure such documentation is available to the OSSE, the U.S. Department of Education and/or other authorized entities for review, upon request.
2. Consistent with Section 76.730 of EDGAR, grant recipients must maintain records that show:
 - a) The amount of funds available under the grant;
 - b) How the grant recipient used the funds;
 - c) The total cost of the project;
 - d) The share of that total cost provided from other sources; and
 - e) Other records to facilitate an effective audit.

REQUIRED APPLICATION INFORMATION

Each LEA requesting funding under this grant shall submit an application consistent with the objectives of the systemic statewide plan attached to this RFA. In its application, the applicant shall be responsible for:

1. A description of how the applicant will use Federal funds to improve the academic achievement, including technology literacy, of all students attending schools served by the LEA and to improve the capacity of all teachers teaching in schools served by the LEA to integrate technology effectively into curricula and instruction;
2. A description of the applicant's specific goals for using advanced technology to improve student academic achievement aligned with the OSSE's academic content and student academic achievement standards;
3. A description of the steps the applicant will take to ensure that all students and teachers in schools served by the LEA involved have increased access to educational technology, including how funds will be used to ensure:
 - a) students in high-poverty and high-needs schools have access to technology
 - b) teachers are prepared to integrate technology effectively into curricula and instruction.
4. A description of the type and costs of technologies to be acquired and including specific provisions for interoperability among components of such technologies
5. A description of how the applicant will coordinate activities paid for with these funds with technology-related activities paid for other funds:
6. A description of how the applicant will—
 - a) identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on scientifically based research, leading to improvements in student academic achievement, as measured by OSSE's academic content and student academic achievement standards; and
 - b) provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the LEA, to further the effective use of technology in the classroom or library media center, including, if applicable, a list of the entities that will be partners with the LEA involved in providing the ongoing, sustained professional development;
7. A description of how the applicant will integrate technology (including software and other electronically delivered learning materials) into curricula and instruction, and a timeline for such integration;
8. A description of how the applicant will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources;
9. A description of how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school;

10. A description of how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology
11. A description of the process and accountability measures that the applicant will use to evaluate the extent to which funded activities are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet the OSSE's academic content and student academic achievement standards: and
12. A description of the supporting resources that will be purchased to ensure successful and effective uses of technology.

Evaluation and Sustainability Plan

The LEA must provide for an evaluation of the progress achieved by the use of and effectiveness of education technology programs funded with these grant funds. The evaluation must contain clear performance indicators and specific outcomes. Additionally, this evaluation must include a determination of the extent in which activities: are effective in integrating technology into curricula and instruction; have increased the ability of teachers to teach; and enabled students to meet the OSSE's academic content and student academic achievement standards. Each applicant must describe its plans for achieving program goals with a clearly defined timeline, what significant benchmarks will be accomplished, and how the program will be monitored at key points. Applicant must include; the type of data that will be collected and how it will be used and a description of the process used that will be used to report to the public on their progress. The individual responsible for performing the evaluation must be identified in the application.

Each LEA must describe its plans to leverage other resources from partners, vendors, and service providers to sustain and further develop operations beyond the grant period.

Detailed Budget, Budget Worksheet, and Budget Narrative

The applicant must include in the appendix a detailed Budget. Also, the applicant must complete the Budget Worksheet and Budget Narrative (Attachment D) and include it with the application. The detailed Budget, Budget Worksheet and Budget Narrative should be clearly tied to the scope and requirements of the project design. All activities, described in the application that have funding implications must appear in the detailed Budget, Budget Worksheet, and Budget Narrative. The budget worksheet will be used to identify budget line items according to the following categories: salaries and wages, fringes benefits, contracted services, supplies and materials, equipment, other charges, and indirect costs (if necessary). The detailed Budget will itemize the amounts reported in the budget worksheet (Attachment D). Any in-kind contributions also need to be identified in the detailed budget and budget worksheet.

The Budget Narrative must present a detailed justification of all expenditures and the basis used to derive the proposed costs.

Implementation Strategies

The application should include well thought out and detailed implementation strategies that will be used to obtain the sought after goals and objectives. Implementation strategies should be clearly articulated and linked to the applicant's DC PCSB approved Educational Technology Plan and consistent

with the state technology plan. Also, implementation strategies should be based on; best practices; research based; and/on citations from studies of similar populations. Implementation strategies should; be reasonable and obtainable; clearly articulated professional development program; consider developmental needs, diverse learning styles, multiple intelligences, exceptional abilities, and special needs of students; articulate how student achievement will increase; and describe the type of technologies to be acquired and supporting resources.

SCORING CRITERIA

Review Panel

The review panel for this RFA is composed of neutral, qualified, professional individuals who have been selected for their unique qualifications in the elementary and secondary education fields. The review panel is responsible for scoring and ranking applications. Upon completion of the review, the panel shall make recommendations for awards based on the scoring process. OSSE shall make the final funding determinations.

Decision on Awards

The recommendations of the review panel are advisory only and not binding on OSSE. The final decision on awards is vested solely with OSSE. After reviewing the recommendations of the panel and any other information considered relevant, the OSSE shall make the decisions regarding which applications will be awarded and the amounts to be funded.

If the application meets all of the basic formatting and eligibility requirements detailed in this RFA, the review panel will evaluate each application using the following scoring rubric.



**ENHANCING EDUCATION THROUGH TECHNOLOGY
COMPETITIVE GRANT PROGRAM
RFA #1123-09/2D
SCORING RUBRIC**

Application #: _____ **Date of Review:** _____
Reviewer's Initials: _____

Directions: Please indicate the appropriate point values and place the total score in the last column for each selection criteria as listed in the RFA. Additionally, please write comments regarding specific strengths and weaknesses for each criterion. Each criterion should have a minimum of one substantive comment for each strength and weakness. Whenever possible, and as appropriate, please indicate a specific page number to illustrate this citation.

Application Requirements (to be completed by OSSE)	Yes	No	Total Score
Does the application clearly indicate that the applicant is a "high need LEA			
Is there an approved educational technology plan included with the application?	Submit application for review	Application not submitted for review. "High Need" LEA and/or approved education technology plan requirement(s) not meet.	
Application Priority (5 points) (to be completed by OSSE)			
Has this applicant received Title II D competitive grant funds in the past?	0	5	



Reviewer's Initials: _____

Program Design Priority (8 points)			
	Yes	No	Total Score
Does the program design target one or more of the following areas identified in the State Needs Assessment survey:			
◆ acquisition of hardware			
◆ acquisition of education and/or productivity software	8	0	
◆ acquisition of technology equipment other than computers (LCD projectors, digital still and/or video cameras, network/local printers, etc...)			
◆ installation of a computer lab			
◆ acquisition of a mobile laptop lab			
◆ preparation of one or more teachers in the school as technology leaders who will assist other teachers in technology			

TOTAL POINTS FOR PROGRAM DESIGN CRITERIA OUT OF 8 POINTS

Reviewer's Comments: _____



Ed Tech Priorities (12) points

In making decisions about the uses of Ed Tech funds, OSSE encourages LEAs, and eligible local entities to give particular consideration to strategies that will help build sustainable capacity for technology integration, improve student achievement, and advance education reform.

Scoring Criteria	No Evidence	Partial Evidence	Full Evidence	Total Score for Criteria
Application contains information in increasing teacher effectiveness and addressing inequities in the distribution of effective teachers through high-quality professional development and teacher incentive programs designed to attract and keep effective teachers in hard-to-staff schools in rural and urban areas;	0	1	2	
Applicant has identified using advanced technology systems to collect, manage, and analyze data in order to track student progress from pre-K through college and career and foster continuous improvement;	0	1	2	
Applicant has identified implementing technology-enhanced strategies that support rigorous college- and career-ready, internationally benchmarked standards, supplemented with high-quality assessments that are valid and reliable for all students, including limited English proficient students and students with disabilities.	0	1	2	
Applicant has identified targeting intensive support to high-poverty, high-need LEAs to improve access to and the effective use of advanced technologies to turn around the lowest-performing schools.	0	1	2	
Applicant has identified specific use of Ed Tech funds to implement strategies that will help build sustainable capacity for integrating technology into curricula and instruction in order to improve student achievement.	0	1	2	
Applicant has identified a specific focus of funds on short-term investments with the potential for long-term benefits rather than make ongoing commitments that they might not be able to sustain once funds are expended.	0	1	2	

TOTAL POINTS FOR Ed Tech PRIORITY OUT OF 12 POINTS

Reviewer's Comments: _____



STATEMENT OF NEED (20 Points)

Application must include a needs assessment. Applicants must demonstrate that they have identified specific needs of their students and teachers in the area of technology. When selecting information technology resources, educators are encouraged to consider the following: developmental needs of elementary, middle school, and high school students; diverse learning styles and multiple intelligences; exceptional abilities and aptitudes; and special needs populations.

Scoring Criteria	No Evidence	Partial Evidence	Full Evidence	Total Score for Criteria
Application contains a detailed needs assessment.	0	1	2	
Applicant has identified specific technology needs of students.	0	1	2	
Applicant has identified specific technology needs of teachers.	0	1	2	
Applicant has identified the number of students, teachers, and other school personnel who are not proficient in educational technology.	0	1	2	
Applicant has provided the LEA's definition of proficiency in educational technology.	0	1	2	
Applicant has described the current ability of the LEA to disseminate school information to the public, including parents and families, and the method for dissemination.	0	1	2	
Applicant has adequately described one or more of the following items: connectivity capabilities to LANS, WANS, broadband, etc environment to support the assessment/acquisition/implementation of assistive and adaptive technology ability ability to develop/acquire instructional/educational materials to be used to improve student academic achievement ability to provide basic technology instruction to ensure exposure of eighth grade students to production applications computer to student ratio	0	5	8	
0 Items 1-3 Items 4-5 Items				
TOTAL POINTS FOR STATEMENT OF NEED CRITERIA OUT OF 20 POINTS				

Reviewer's Comments: _____



STRATEGIES (18 Points)

The strategies must be consistent with the state’s technology plan located at www.osse.dc.gov and the LEA’s approved educational technology plan. Strategies must be based on best practices, research-based findings, or citations from studies of similar populations. These strategies must be clearly linked to research-based best practices and must be clearly articulated.

Scoring Criteria	No Evidence	Partial Evidence	Full Evidence	Total Score for Criteria
Applicant’s implementation strategies are clearly articulated and linked to the LEA’s DC PCSB approved Educational Technology Plan.	0	1	2	
Applicant’s implementation strategies are consistent with the state technology plan located at www.osse.dc.gov .	0	1	2	
Applicant has clearly identified how strategies are based on best practices, research –based findings, and/or citations from studies of similar populations.	0	1	2	
Applicant’s implementation strategies are reasonable and obtainable.	0	1	2	
Applicant’s implementation strategies include clearly articulated professional development for teachers, including follow-up and monitoring of strategy implementation by teachers and an explanation of how the program will be developed to maximize the use of the technology by teachers.	0	1	2	
Applicant’s implementation strategies take into consideration developmental needs, diverse learning styles, multiple intelligences, exceptional abilities, and special needs of students	0	1	2	
Applicant’s implementation strategies clearly articulate how student achievement will increase.	0	1	2	
Applicant provides a description of the type of technologies to be acquired, including specific provisions (i.e. extended warranties, maintenance agreements) for inoperability among components of such technologies.	0	1	2	
Applicant provides a description of supporting resources, such as services, software and print resources, which will be acquired to ensure successful and effective use of technologies acquired.	0	1	2	
TOTAL POINTS FOR STRATEGIES CRITERIA OUT OF 18 POINTS				

Reviewer Comments:



EVALUATION AND SUSTAINABILITY (18 Points)

All applicants are required to establish performance indicators as part of their plans and to report to the public on their progress annually. LEAs are required to describe a process for the ongoing evaluation of how technology acquired will be integrated into improving the school curriculum and increasing student achievement. The Government Performance and Results Act (GPRA) apply. The evaluation plan must address who will be responsible for completing the evaluation, what implementation and outcome data will be collected, the implementation and outcome data collection instruments, and the timeline for implementation and outcome data to be collected.

Scoring Criteria	No Evidence	Partial Evidence	Full Evidence	Total Score for Criteria
Applicant has established clear performance indicators (e.g. integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet state standards) with specific outcomes.	0	1	2	
Applicant has indicated how they will report to the public on their progress.	0	1	2	
Applicant has clearly described the process for ongoing evaluation of technology's role in increasing student achievement and improving school curriculum.	0	1	2	
Applicant has clearly identified who will be responsible for completing the evaluation.	0	1	2	
Applicant has clearly identified what type of data will be collected and how it will be used.	0	1	2	
Applicant has clearly identified an evaluation timeline, including how the program will be monitored at key points of implementation	0	1	2	
Applicant gives a description of how it will leverage other resources to sustain and further develop operations beyond the grant period.	0	1	2	
Applicant's sustainability plan appears to be reasonable and obtainable.	0	1	2	
Applicant identifies the resources (i.e. partners, vendors, service providers, etc.) it will use to sustain and develop operations beyond grant period.	0	1	2	
TOTAL POINTS FOR EVALUATION AND SUSTAINABILITY CRITERIA OUT OF 18 POINTS				

Reviewer Comments:



DETAILED BUDGET, BUDGET WORKSHEET, AND BUDGET NARRATIVE (28 Points)

Applicants must provide detailed description of the costs for all proposed activities according to category of expenditures provided. This section should say exactly what will be purchased, where it will be installed, and who the intended users will be.

Scoring Criteria		No Evidence	Partial Evidence	Full Evidence	Total Score for Criteria
Application includes a complete and comprehensive Budget Narrative.		0	1	2	
Applicant has provided a detailed Budget which gives a description of the costs for all proposed activities, including projected costs of technologies to be acquired and related expenses needed to implement the plan.		0	1	2	
Program costs are necessary, reasonable, allowable, and allocable under the guidelines of Title II D– Enhancing Education Through Technology.		0	1	2	
Costs associated with activities in are reasonable, allowable, and allocable under the guidelines of Title II D – Enhancing Education Through Technology.		0	1	2	
Timeframes associated with activities listed are reasonable and obtainable.		0	1	2	
Professional Development	Application includes the appropriate 25% set aside for ongoing, sustained, and intensive professional development.	0	1	2	
	Application includes the Professional Development Set Aside Waiver with sufficient documentation that demonstrates the granting of this waiver.				
Applicant has provided résumé for the project manager which contains a statement of their experiences which includes at least two years in managing similar or related projects of comparable scope and size.		0	1	2	
Applicant has provided résumé(s) for each responsible persons listed in the .		0	1	2	
Responsible persons/contractor/organization listed appears to have the expertise required for the associated activity.		0	1	2	
Activities listed are reasonable for obtaining project goals/objectives.		0	1	2	
Applicant has indicated where equipment will be installed.		0	1	2	
Applicant has clearly identified who will be the intended users of the equipment.		0	1	2	
Applicant has clearly indicated that Federal funds will be used to supplement not supplant other Federal and local dollars, including a description of how the LEA will coordinate the technology provided by this grant with other grant funds available for technology from State and local sources.		0	1	2	
Applicant has clearly indicated what will be purchased.		0	1	2	
DETAILED BUDGET, BUDGET WORKSHEET, AND BUDGET NARRATIVE CRITERIA OUT OF 28 POINTS					

Reviewer Comments:



Application #: _____

Reviewer's Initials: _____

SCORE SUMMARY		
<i>Criteria</i>	<i>Possible Score</i>	<i>Application Score</i>
Application Priority Points	5	
Program Design Priority Points	8	
Ed Tech Priority Points	12	
Statement of Need	20	
Strategies	18	
Evaluation and Sustainability	18	
Budget Summary and Budget Narrative	28	
TOTAL	109	

Overall Reviewer Comments. Evaluate the quality of the application in its entirety. Aside from your comments in the individual sections, consider how well the whole application flowed and was logical. Was the information found in the appropriate section of the proposal, where there any excessive grammatical and spelling errors, and was it a comprehensive and inclusive proposal? Do all of the sections support each other? Was there a table of contents and where supporting documents in the appendices labeled and clearly identified which allowed for information to be readily identified?

Reviewer's Signature: _____

Date: _____

Strengths: _____

Weaknesses: _____

**Office of the State Superintendent of Education (OSSE)
Division of Education Excellence**

**Enhancing Education Through Technology (ED TECH)
Competitive Grant Program**

RFA #1123-09/2D

OSSE Division of Education Excellence USE ONLY
(To be completed at time of Submission)

Please Indicate Time: _____ a.m./p.m.

Applicant: _____

ORIGINAL APPLICATION, _____ COPIES, and _____ CD-ROMS
RECEIVED ON THIS DATE. _____ / _____ / _____ 2009

Received from: _____
(print name)

Title: _____

Initials: _____

Received by: _____
(OSSE Staff – print name)

GENERAL ASSURANCES

The LEA hereby assures the SEA that:

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
2. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and
 - a. The public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
3. The applicant will adopt and use proper methods of administering each such program, including—
 - a. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
 - b. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
4. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
5. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
6. The applicant will—
 - a. Submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
 - b. Maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties; and
7. The LEA recognizes that SEA approval of an application does not relieve the LEA of its responsibility to comply with all applicable requirements;
8. Charges for personnel services (payroll) comply with federal requirements, including requirements for proper documentation of payroll records and appropriate time and effort reporting. Salaries and wages of employees chargeable to more than one grant program or cost objective, if applicable, will be supported by appropriate time distribution records;
9. Funds will only be used to supplement, and not supplant State and local funds;
10. Pursuant to OMB Circular A-87, the LEA will have financial management systems, procurement systems, and equipment and inventory management systems that enable the LEA to demonstrate compliance with federal grants management requirements, including the requirement that all expenditures made with federal funds are necessary, reasonable, allocable, and legal; and
11. The LEA has read and will comply with:
 - a. Certification Regarding Lobbying: <http://www.ed.gov/fund/grant/apply/appforms/ed80-013.doc>
 - b. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion -- Lower Tier Covered Transactions: <http://www.ed.gov/fund/grant/apply/appforms/ed80-014.doc>

Attachment B – Assurances page 2

- c. Assurances, Non-Construction Programs:
<http://www.ed.gov/fund/grant/apply/appforms/sf424b.doc>
 - d. Disclosure of Lobbying Activities: <http://www.ed.gov/fund/grant/apply/appforms/sflll.doc>
 - e. Government wide requirements for Drug-Free workplace:
<http://www.ed.gov/policy/fund/reg/edgarReg/edlite-part84a.html>
12. The LEA assures that if a dispute arises over school selection or placement, the LEA will admit a homeless child or youth to the school in which enrollment is sought by the parent or guardian, pending resolution of the dispute.
13. The LEA assures that it has developed policies for entering in to inter-district agreements that address potential transportation issues that may arise as homeless students transfer from one district to another.
14. The LEA assures that it will comply with the Department of Education's General Education Provisions Act (GEPA): www.ed.gov/fund/grant/apply/appforms/gepa427.doc

Certification Regarding Constitutionally Protected Prayer in Public Elementary and Secondary Schools

As a condition of receiving ESEA funds, certification is required by Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act of 2001. Guidance issued February 7, 2003 by the U. S. Department of Education regarding this policy may be accessed on the web at http://www.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

The LEA certifies to the SEA that no policy prevents or otherwise denies participation in constitutionally protected prayer in public schools.

Assurance of consultation with Private School Officials (DCPS only). In accordance with the federal ESEA requirements, private school representatives were contacted. DCPS assures they were offered a genuine opportunity to express their view regarding the above Request for Application. This opportunity was provided before any decision that affects the opportunities of the students, teachers and other educational personnel from these nonpublic schools, became final as part of the application.

Title II, Part D Program Assurances

1. The applicant will have a new or updated local long-range strategic educational technology plan that is consistent with the objectives of the statewide educational technology plan. The technology plan shall also include:
 - a. a description of how the applicant will use Title II, Part D funds to improve student academic achievement, including the technology literacy of all students, and to improve the capacity of teachers to integrate technology effectively into curricula and instruction;
 - b. the applicant's specific goals for using advanced technology to improve student academic achievement, aligned with state content and performance standards;
 - c. the steps that will be taken to ensure that all students and teachers have increased access to educational technology, including how the LEA will use funds under Title II, Part D with funds from other sources to ensure that:
 - i. Students in high-poverty and high-needs schools will have access to technology, and
 - ii. Teachers are prepared to integrate technology effectively into curricula and instruction;
 - d. a description of how the applicant will identify and promote curricula and teaching strategies that integrate technology effectively into curriculum instruction, based on a review of relevant research, leading to improvements in student academic achievement;
 - e. provide ongoing, sustained professional development for district staff to further the effective use of technology in the classroom or library media center (a minimum of 25 percent of funds received must be used for professional development);
 - f. a description of the type and costs of technologies to be acquired under this funding including services, software and digital curricula, and including specific provisions for interoperability among components of such technologies;
 - g. a description of how the activities provided with funds from this part will be coordinated with funds available from other federal, state and local sources;
 - h. a description of how technology will be integrated into curricula and instruction and a timeline for such integration;
 - i. a description of how the applicant will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources;
 - j. a description of how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents, including how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school;
 - k. a description of how programs will be developed, where applicable, in collaboration with adult literacy service providers to maximize the use of technology;
 - l. a description of the process and accountability measures that will be used to evaluate the extent to which activities funded are effective in integrating technology into the curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging state academic content and performance standards; and
 - m. a description of the supporting resources (services, software and other electronically delivered learning materials, and print resources) that will be acquired to ensure successful and effective uses of technology.

Attachment B – Assurances page 4

2. That the applicant will certify (annually) that if funds under this part are used to purchase computers, software, services, supplies or materials to access the Internet, or pay for direct costs associated with accessing the Internet, the LEA has in place a policy of Internet safety for minors and staff members that:
 - a. Protects (filters) against access through such computers to visual depictions that
 - i. Contain obscenity;
 - ii. Contain child pornography; and
 - iii. Would be harmful to minors.
 - b. Ensures the operation of such technology protection measures (filter) during use of such computers (especially by minors).

Assurances signature page

SIGNATURE OF ALL PARTNERS IS REQUIRED BELOW

_____ Signature	_____ Organization	_____ Date

Enhancing Education Through Technology

RFA #1123-09/2D

Partner Institution:	Provide a brief description of the partnership (Expanded description should be given in narrative form in the Partnerships section of Program Narrative). Attach a formal MOU or letter of commitment for each partnership with this partner identification form.	
Department:		
Primary Contact Name:		
Primary Contact Title:		
Address: _____ _____		
Phone Number:		Fax Number:
Email Address:		

Type of Organization (Check all that applies.)

- Local Educational Agency
- Institution of Higher Education
- DCPS Public School
- Charter School
- Private School
- Business
- For-Profit
- Non-Profit
- Other _____

Signature of Authorized Organization/Institution Official

Date

Print Name and Title (if different from primary contact)

Attachment C(b) Consortia form

Enhancing Education Through Technology

RFA #1123-09/2D

Name:	<p>The LEA must demonstrate that teachers in schools served by the LEA 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:</p> <ol style="list-style-type: none"> 1) classroom instruction in the core academic subjects; and 2) the preparation of students to meet challenging State academic content and student academic achievement standards. <p>Other consortia entities must include at least one of the following:</p> <ul style="list-style-type: none"> • institution of higher education that is in full compliance with the reporting requirements of section 207(f) of the Higher Education Act of 1965 and that has not been identified by its State as low-performing under section 208 of such Act; • 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; or • public or private nonprofit organization with demonstrated experience in the application of educational technology to instruction; and <p>The consortium may also include other local educational agencies, educational service agencies, libraries, or other educational entities appropriate to provide local programs.</p> <p>The actual applicant and fiduciary/fiscal agent of this grant must be an eligible LEA. <i>[Section 2412(c)] Members of the consortium must complete a MOU and attach with this consortia-identification form.</i></p>
Fiduciary LEA : <input type="checkbox"/> Yes <input type="checkbox"/> No	
Primary Contact Name:	
Primary Contact Title:	
Address: _____ _____ _____	
Phone Number:	Fax Number:
Email Address:	

Type of Organization (check all that applies.)

- Local Educational Agency
- Institution of Higher Education
- DCPS Public School
- Charter School
- Private School
- Business
- For-Profit
- Non-Profit
- Other _____

Signature of Authorized Organization/Institution Official

Date

Print Name and Title (if different from primary contact)

ATTACHMENT D – Budget Summary and Budget Narrative

**Enhancing Education Through Technology
RFA #1123-09/2D**

Applicant: _____ **ED TECH Funding Request: \$** _____

Ed Tech: Use of funds			
PROGRAM USE OF FUNDS			
Allowable activities for use of ED Tech funds	Intend to use funds for this activity?	Amount	MEASURABLE OUTCOMES
<p>The primary goal of the Ed Tech program is to improve student academic achievement through the use of technology in schools. It is also designed to ensure that every student is technologically literate by the end of eighth grade and to encourage the effective integration of technology with teacher training and curriculum development to establish successful research-based instructional methods. Additional information on allowable LEA uses of funds is provided by the Department's issued guidance on the Ed Tech program at http://www.ed.gov/policy/eisec/leg/esea02/pg35.html</p>			
<p>Details on how Ed Tech funds will be used for this selected activity (who will be paid, what will be purchased, structure of program, etc.)</p>	<p>Required activity unless an approved waiver by OSSE is on file</p>	<p>\$</p>	<ul style="list-style-type: none"> • Access data and resources to develop curricula and instructional materials; • Enable teachers to use the internet and other technology to communicate with parents, other teachers, principals, and administrators • Retrieve internet-based learning resources • Lead to improvements in classroom instruction in the core academic subjects, that effectively prepare students to meet challenging State academic content standards, including increasing student technology literacy, and student academic achievement standards.
<p>A recipient of funds made available under section 2412(a)(2) shall use not less than 25 percent of such funds to provide ongoing, sustained, and intensive, high-quality professional development. The recipient shall provide professional development in the integration of advanced technologies, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments, such as professional development in the use of technology</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>\$</p>	<ul style="list-style-type: none"> • Create external partnership to provide learning communities share information via face-to-face and/or videoconference, and disseminate presentations, documents, and best practices via conference sessions, workshops, newsletters, Internet, and other avenues
<p>Establishing or expanding initiatives, particularly initiatives involving public-private partnerships, designed to increase access to technology for students and teachers, with special emphasis on the access of high-need schools to technology.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>\$</p>	<ul style="list-style-type: none"> • Create external partnership to provide learning communities share information via face-to-face and/or videoconference, and disseminate presentations, documents, and best practices via conference sessions, workshops, newsletters, Internet, and other avenues

ATTACHMENT D – Budget Summary and Budget Narrative

<p>Adapting or expanding existing and new applications of technology to enable teachers to increase student academic achievement, including technology literacy</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		<p>\$</p>	<ul style="list-style-type: none"> Through the use of teaching practices that are based on a review of relevant research and are designed to prepare students to meet challenging State academic content and student academic achievement standards. By the development and utilization of innovative distance learning strategies to deliver specialized or rigorous academic courses and curricula to areas that would not otherwise have access to such courses and curricula
<p>Acquiring proven and effective courses and curricula that include integrated technology and are designed to help students meet challenging State academic content and student academic achievement standards.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		<p>\$</p>	<ul style="list-style-type: none"> Reading programs which are research-based and validated, successfully integrates leveled books, technology, and teaching materials to raise student achievement. The program maximizes teacher effectiveness, helps students develop reading skills, integrates reading and writing skills, and increases students' computer skills and usage. Phonemic awareness instruction to help children learn to read, spell, and comprehend text. Integrated curriculum that provide children opportunities to read appropriately difficult text to build fluency.
<p>Utilizing technology to develop or expand efforts to connect schools and teachers with parents and students to promote meaningful parental involvement, to foster increased communication about curricula, assignments, and assessments between students, parents, and teachers, and to assist parents to understand the technology being applied in their child's education, so that parents are able to reinforce at home the instruction their child receives at school.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		<p>\$</p>	<ul style="list-style-type: none"> Approved computer and networking software Storage drives Networking and wiring supplies Printers and printing supplies Computer furniture (chairs, carts, and tables for teacher and student use) Filtering software (if needed to meet CIPA requirements) Other software required by the proposed Developing egradebooks
<p>Preparing one or more teachers in elementary schools and secondary schools as technology leaders who are provided with the means to serve as experts and train other teachers in the effective use of technology, and providing bonus payments to the technology leaders.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		<p>\$</p>	<ul style="list-style-type: none"> Develop a program of professional learning on how ongoing involvement, collaboration, and cooperation will occur to develop sustained technology leaders Professional development Conferences Coursework Certifications

ATTACHMENT D – Budget Summary and Budget Narrative

<p>Acquiring, adapting, expanding, implementing, repairing, and maintaining existing and new applications of technology, to support the school reform effort and to improve student academic achievement, including technology literacy.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		<p>\$</p>	<ul style="list-style-type: none"> The implementation of a dedicated technology coordinator
<p>Acquiring connectivity linkages, resources, and services (including the acquisition of hardware and software and other electronically delivered learning materials) for use by teachers, students, academic counselors, and school library media personnel in the classroom, in academic and college counseling centers, or in school library media centers, in order to improve student academic achievement.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		<p>\$</p>	<ul style="list-style-type: none"> Approved computer and networking software Storage drives Networking and wiring supplies Printers and printing supplies Computer furniture (chairs, carts, and tables for teacher and student use) Filtering software (if needed to meet CIPA requirements) Other software required by the proposed Scanner Digital camera Teacher computer workstation Student computers (thin client or wireless units are acceptable) Laptops (for teachers) Networking hardware Interactive whiteboard (permanent installation in classroom) Projector (permanent installation in classroom)
<p>Using technology to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		<p>\$</p>	<ul style="list-style-type: none"> Purchasing approved hardware and software based on technology needs assessment.
<p>Implementing performance measurement systems to determine the effectiveness of education technology programs funded under this subpart, particularly in determining the extent to which activities funded under this subpart are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging State academic content and student academic achievement standards.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		<p>\$</p>	<ul style="list-style-type: none"> Develop a curricular and instructional performance system Developing the expected student achievement and technology literacy, and teacher technology with the performance system. Integration and technical literacy components. Standardized evaluation plans of goals and objectives, assessment tools, and evaluators.
<p>Developing, enhancing, or implementing information technology courses.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		<p>\$</p>	<ul style="list-style-type: none"> Virtual learning eLearning material Learning Management system

ATTACHMENT E – Application Cover Page

Enhancing Education Through Technology
RFA #1123-09/2D

Total Federal Amount Requested: \$ _____

Have you received an award for this grant in the past? Yes No

I HERBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct, the agency or agencies named below have authorized me, as their representative, to file this application.

Authorizing Signature: _____ Date: _____
Printed Name: _____ Position/Title: _____

Applicant Name (Name of LEA):

Tax ID Number:

Have you received Title II D Competitive Grant Fund in the past? Yes No If yes, give the RFA #(s) and grant year(s).

School Levels To Be Served in the LEA:

Elementary Junior High/Middle School High School

Board of Trustees President or LEA Chancellor (if applicable):

Name of President of Board of Trustees or LEA Chancellor:

Signature Date
LEA Title II D Grant Administrator:

Name of LEA Title II D Grant Administrator:

Signature Date

Name of Grant Contact:
Phone Number:
Fax Number:
E-mail Address:

Office Address:

Certification by Authorized or Institutional Official:

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization, or institution, and that the applicant will comply with the attached statement of assurances.

Typed or Printed Name of Authorized Official

Title

Signature of Authorized Official

Date

ATTACHMENT F – Professional Development Set Aside Waiver

IN CONSIDERATION of submission of an application for the Enhancing Education Through Technology Grant **RFA #1123-09/2D**, on behalf of _____ (LEA name)

I, _____
(Print name) (Title)

as authorized representative of _____,
(LEA name)

request a **waiver**, pursuant to P.L. 107-110 section 2416.(a)(2), of the 25 % Professional Development as required under P.L. 107-110 section 2416.(a)(1)(A)-(C).

As a condition of this waiver, I _____
state that _____ already provides
(LEA)

ongoing, sustained, and intensive, high-quality professional development that is based on a review of relevant research, to all teachers in core academic subjects in the integration of advanced technologies, including emerging technologies, into curricula and instruction.

I, _____, understand that approval of
(Print name)

this waiver is subject to the documentation presented to and the satisfaction of the Office of the State Superintendent of Education that said professional development is occurring.

Documentation can include, but is not limited to:

Professional Development documents such as agendas, class rosters, sign in sheets, syllabus, and feedback forms, and

Statements from participants, instructors, and students.

It is also understood that the Office of the State Superintendent of Education may request additional documentation as well as survey a sample of school faculty and staff to determine the existence, nature, quality, and frequency of professional development conducted by the LEA.

(Print name)

(Title)

(Signature)

(Date)

All documentation to support this waiver request should be clearly marked “Professional Development Waiver documentation” and submitted with your application.

Attachment G Application Checklist

The following sections, in the order identified below, must be included in your application. ***If your application does not contain all of the following sections in the specified sequence, your application may be determined incomplete. Also, missing or out of sequence documents may cause the reviewers difficulty in identifying your information. This can result in a lower rating score and subsequent failure to receive funding.***

Use this Application Checklist in assembling your Enhancing Education Through Technology grant application and insert it behind the Application Receipt Form.

- Application Receipt Form.** Two (2) copies of this Application Receipt Form should be included on the outside of the application package. This serves as your receipt for submission.
- Application Checklist.**
- Application Cover Page.** The applicant must provide all contact descriptive information requested on the required Application Cover Page. This page must be the first page of the application.
- Table of Contents.** The applicant must include a Table of Contents with all sections and page numbers clearly identified.
- Project Summary (1 page).** The applicant must include a summary of the project that clearly states the major goals and objectives; the proven and innovative strategies technology will be used to support improved curricula, instruction, and student achievement; partners and their roles; and how the project will benefit the teachers and students in the District of Columbia. The applicant should highlight exemplary aspects of the proposed program and relate these to the selection criteria.
- Narrative Section (15 page maximum).** This section of the application should contain the program narrative that justifies and describes the program to be implemented. The Narrative must address the following items:
 - Ed Tech Priority Points – 12 points
 - Statement of Need – 20 points
 - Goals and Objective – – 16 points
 - Strategies – 18 points
 - Evaluation and Sustainability Plan – 18 points
 - Detailed Budget, Budget Worksheet, and Budget Narrative – 28 points
- Partner/Consortia Identification Form.** The applicant must attach a Partner/Consortia Identification Page for each identified partner and/or consortia member. Additionally, a formal Memorandum of Understanding (MOU) for each partner must be included in the application appendix.
- Budget Worksheet.** The applicant must complete the budget worksheet and budget narrative for the proposed activities.
- Assurances.** The applicant must include the appropriate signatures on the Assurances.
- LEA Technology Plan.** The applicant must include a copy of its **approved** technology plan. Include documentation of DC Charter Board Approval.
- Professional Development Set Aside Waiver,** if applicable waivers requested.
- Appendices.** Additional required documentation not listed above (ie... résumés, AUP, ISPA, etc..).

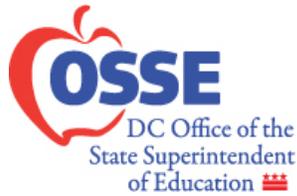
The application must be printed on 8 ½ by 11-inch paper, original only on three hole punched paper, double-spaced (including bulleted items), on one side, using 12-point type font with one inch margins. The maximum number of pages for the total Narrative section cannot exceed 15 double-spaced pages. Applications that do not conform to the aforementioned formatting requirements will not be forwarded to the review pane.

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990, and the D.C. Human Rights Act of 1977, the Office of the State Superintendent of Education, including Public Charter Schools, do not discriminate on the basis of actual or perceived race, color, religion, national origin, sex, age, marital status, sexual orientation, gender identity or expression, personal appearance, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, or place of residence or business in its programs and activities. Sexual harassment is a form of sex discrimination, which is prohibited by the D.C. Human Rights Act. In addition, harassment based on any of the above-protected categories is prohibited. Discrimination in violation of the aforementioned laws will not be tolerated. Violators will be subject to disciplinary action.

For further information on Federal non-discrimination regulations, contact the Office for Civil Rights at ocr.dc@ed.gov or call 1(800) 421-3481.

For further information on the D.C. Human Rights Act of 1977, contact the D.C. Office of Human Rights at www.ohr.dc.gov or call (202) 727-4559



Request for Application
for
Enhancing Education through Technology
American Recovery and Reinvestment Act

RFA #1123-09/2D ARRA



Office of the State Superintendent of Education invites the submission of applications for Educational Technology funding under the American Recovery and Reinvestment Act (CFDA # 84.386A)., The funds shall be expended in accordance with provisions of Title II, Part D, of the Elementary and Secondary Education Act of 1965; and other applicable laws and regulations.

RFA Release Date: Monday, November 23, 2009
Application Submission Deadline: Friday, January 29, 2010

**LATE, INCOMPLETE, or INELIGIBLE APPLICATIONS
WILL NOT BE FORWARDED TO THE REVIEW PANEL**



PRE-APPLICATION CONFERENCES

Attendance is strongly encouraged to at least one of the pre-application conferences listed below. Due to space limitations - pre-registration is required – no more than two individuals from each LEA/Organization can attend the pre-application conferences.

Send an email to charlesa.white@dc.gov to register for the pre-application conferences. Your email should include the conference number, date, and time as well as the attendee(s) name(s), title(s), phone number(s), and LEA/Organization. In the subject line, please include **“Ed Tech ARRA Pre-Application Conference”**.

Pre-Application Conference #1

MONDAY, NOVEMBER 30, 2009

51 N Street NE

Lower Level Conference Room

2:00 pm – 4:00 pm

Metro: Gallaudet and New York Avenue (Red Line – use the Florida Avenue exit)

(You must register – no more than two individuals from each local educational agency (LEA)/organization.)

Pre-Application Conference #2

TUESDAY, DECEMBER 1, 2009

51 N Street NE

Lower Level Conference Room

10:00 am – 12:00 noon

Metro: Gallaudet and New York Avenue (Red Line – use the Florida Avenue exit)

(You must register – no more than two individuals from each LEA/organization.)

Pre-Application Conference #3

THURSDAY DECEMBER 3, 2009

51 N Street NE

3rd Floor Conference Room

11:00 am – 1:00pm

Metro: Gallaudet and New York Avenue (Red Line – use the Florida Avenue exit)

(You must register – no more than two individuals from each LEA/organization.)

Office of the State Superintendent of Education

**ENHANCING EDUCATION THROUGH TECHNOLOGY
COMPETITIVE GRANT PROGRAM**

RFA #1123-09/2D ARRA

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OVERVIEW

The American Recovery and Reinvestment Act (ARRA) provides \$650 million in fiscal year (FY) 2009 funds for the Enhancing Education Through Technology (Ed Tech) program, which is authorized under Title II, Part D, Subpart 1 of the Elementary and Secondary Education Act of 1965, as amended (ESEA). The Ed Tech ARRA funds are a one-time source of funds that supplement those funds made available under the regular FY 2009 awards. The primary goal of the Ed Tech program is to improve student academic achievement through the use of technology in schools. It is also designed to ensure that every student is technologically literate by the end of eighth grade and to encourage the effective integration of technology with teacher training and curriculum development to establish successful research-based instructional methods.

The Ed Tech ARRA funds provide an unprecedented opportunity for State Educational Agencies (SEAs), eligible Local Educational Agencies (LEAs), eligible local entities, and schools to implement 21st century classrooms using innovative strategies that enhance instruction, facilitate teaching and learning, and improve student achievement. These additional resources will enable LEAs and eligible local entities to provide new and emerging technologies, create state-of-the-art learning environments, and offer additional training and support for teachers to help students achieve academically and acquire the skills needed to compete in a global economy. Four principles guide the distribution and use of ARRA funds: (1) spend funds quickly to save and create jobs; (2) improve student achievement through school improvement and reform; (3) ensure transparency, reporting, and accountability; and (4) invest one-time ARRA funds thoughtfully to minimize the “funding cliff.”

The Ed Tech program emphasizes using both proven and innovative strategies for the use of technology to support improved curricula, instruction, and, ultimately, student achievement. Funding may support a variety of projects, but should be aligned with the LEA and State Technology Plans. The District of Columbia has developed a State Technology Plan which establishes goals for ensuring that all classrooms have internet access and computer terminals, encourages the adoption of technology proficiency standards and teacher professional development, and provides frameworks for schools and LEAs to develop operational plans to expand technology in education. A copy of the District’s State Technology Plan can be found at:

<http://osse.dc.gov/se0/frames.asp?doc=/seo/lib/se0/5 Year DC State Education Agency Technology Plan.pdf>. Applicants must submit a local long-range strategic educational technology plan that is consistent with the objectives of the District’s Plan.

Source of Grant Funding

Funding for this grant is authorized through the provisions of Title II, Part D of the Elementary and Secondary Education Act of 1965, as amended (ESEA) and ARRA. Grantees will be subject to requirements set forth in both Acts and the accompanying regulations.

This competition has approximately \$3.2 million to award. OSSE maintains the right to adjust the grant awards and amounts as funding becomes available. OSSE does not guarantee a specific award amount, but rather will consider the size, scope and budget of the proposed project when determining the size of the award.

Eligible Applicants

High-need LEAs including the District of Columbia Public Schools (DCPS) and District of Columbia Public Charter Schools (DCPCS), approved for operation in the 2009-2010 school year, or an eligible local partnership are eligible to apply.

NOTE: Individual schools within the DCPS system and Public Charter School campuses are ***not*** eligible to apply; the applicable LEA must apply on their behalf.

A “high-need LEA”–

1. Is among those LEAs in the District with the highest numbers or percentages of children from families with incomes below the poverty line; and
2. Serves one or more schools identified for improvement or corrective action under section 1116 of the ESEA¹, or has a substantial need for assistance in acquiring and using technology.

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 Web site at [http://www.census.gov/hhes/www/saipe/.](http://www.census.gov/hhes/www/saipe/))

An applicant may demonstrate “substantial need for assistance” through a needs assessment documenting the current number of teachers and other school personnel (including library media personnel) who are not proficient in educational technology (the applicant must provide the LEA’s definition of proficiency in educational technology), the current ability of the LEA to disseminate school information to the public, including parents and families, via electronic means such as electronic mail, official school website, and other various electronic resources and one or more of the following:

- a) The current connectivity capabilities of the LEA and its schools, specifically access to a local area network (LAN), which is a system or network of interconnected computers within a building, and where appropriate, a wide area network (WAN), which is a network that electronically interconnects multiple school networks within the district;
- b) The current connectivity capabilities for the LEA to be connected to broadband, high-speed voice video and data networks in all learning environments;
- c) The current environment to support for the assessment, acquisition and implementation of assistive and adaptive technology as outlined by the Individuals with Disabilities Education Improvement Act of 2004 (IDEA);
- d) The current ability of the LEA to develop and acquire instructional or educational materials that will be used to improve students’ academic achievement;

¹ Schools identified as in need of improvement: A school is in its first year of school improvement when it has not made annual yearly progress (AYP) for two consecutive years. A school is identified for year two of school improvement if it does not make AYP for a second year after initially being identified as in need of improvement. (Section 1116(b)(1)(A)). A school identified for corrective action is a school that has not made AYP for four years. (Section 1116(b)(7)). A school identified for restructuring is a school that has not made AYP for five years. (Section 1116(b)(8)).

- e) The current ability of the LEA to provide basic technology instruction for all students in middle schools in order to ensure students in the eighth grade have been exposed to word processing, PowerPoint, computer graphics, telecommunications, and database skills;
- f) The current ability of the LEA to offer advanced courses in technology skills (either academic or vocational in nature) at the secondary level; or
- g) The current computer to student ratio for student access to computers with internet capabilities.

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

1. 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.
2. 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.
3. 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.
4. 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 that are appropriate to provide local programs.

NOTE: Only an LEA may serve as the designated fiscal agent in any local partnership.

Application Requirements

An eligible applicant must have the following components completed and submitted as part of the application requirements:

1. Approved technology plan

- a. An eligible applicant must have an approved educational plan that is consistent with the objectives of the statewide technology plan located at:
http://osse.dc.gov/seoframes.asp?doc=/seo/lib/seo/5_Year_DC_State_Education_Agency_Technology_Plan.pdf
- b. The application must include the eligible applicant’s approved technology plan and documentation that shows the plan has been approved. If the school is a public charter

school, the applicant must show that the DC PCSB has approved the plan. **Applications without an approved educational technology plan will not be forwarded to the review panel.**

2. Signed assurances

a. Applicants must execute the assurances found in Appendix B.

3. Required application information (refer to page 12)

4. Budget summary/budget narrative (refer to Attachment D)

Additionally, refer to Attachment G (Application checklist) to ensure all sections of the RFA are completed.

Formation of a Partnership or Consortia

The LEA may create a public-private partnerships or enter into a consortia with other LEAs for the establishment or expansion of initiatives designed to increase access to technology, particularly in schools that display a “high-need.” Instructions for entering into a consortia can be found at Attachment C, form B.

APPLICATION SCORING

Applicant Priority Five: (5) points

Five (5) priority points will be given to applicants that have not received Ed Tech competitive funding in the past.

Program Design Priority Points Eight: (8) points

OSSE conducted a survey of the Districts’ teachers, administrators, technology coordinators, and media/specialist/computer instructors to measure the state of technology in their schools. When asked “What are your classroom’s critical technology need?”, 50% or more of the respondents cited the need for more computers, educational software, productivity software, technical support, working computers and other technology equipment other than computers, school technology facilitators to assist teachers, and appropriate computer furniture. Eight (8) priority points will be given to proposals which target technology needs in one or more of the following areas: acquisition of hardware, education and productivity software (such as word processing, spreadsheet, presentation, and database software), technology equipment other than computers (such as LCD projectors, digital still and video cameras, network/local printers, computer lab, and mobile laptop lab), and the preparation of one or more teachers in the school as technology leaders who will assist other teachers in technology.

ARRA Priorities (12) points

In making decisions about the uses of Ed Tech ARRA funds, OSSE encourages LEAs, and eligible local entities to give particular consideration to strategies that will help build sustainable capacity for technology integration, improve student achievement, and advance education reform in the following areas:

1. Increasing teacher effectiveness and addressing inequities in the distribution of effective teachers through high-quality professional development and teacher incentive programs designed to attract and keep effective teachers in hard-to-staff schools.;
2. Using advanced technology systems to collect, manage, and analyze data in order to track student progress from pre-K through college and career and foster continuous improvement;
3. Implementing technology-enhanced strategies that support rigorous college- and career-ready, internationally benchmarked standards, supplemented with high-quality assessments that are valid and reliable for all students, including limited English proficient students and students with disabilities; and
4. Targeting intensive support to high-poverty, high-need LEAs to improve access to and the effective use of advanced technologies to turn around the lowest-performing schools.
5. Use Ed Tech ARRA funds to implement strategies that will help build sustainable capacity for integrating technology into curricula and instruction in order to improve student achievement.
6. Focus funds on short-term investments with the potential for long-term benefits rather than make ongoing commitments that they might not be able to sustain once ARRA funds are expended.

Award Period

The initial award is for one year. However, The Ed Tech ARRA funds remain available for obligation through September 30, 2011. LEAs and eligible local entities are encouraged to spend funds quickly, but prudently, to support economic recovery. A chart indicating when an obligation occurs for various types of activities is provided in the Education Department General Administrative Regulations (EDGAR) at 34 CFR § 76.707.

Grant Awards and Amounts

The estimated amount of total funding available is approximately **\$ 3.2 million**. The OSSE maintains the right to adjust the grant award and amounts as funding becomes available.

Grant Award Payments

In accordance with Section 80.21(d) of EDGAR, the OSSE has implemented a reimbursement process for all sub-grantees. Reimbursements to sub-grantees for allowable and relevant program expenditures will be made upon execution of a Grant Award Notice. The regulations can be located at: <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.pdf>

Use of Funds

Funds must be expended in accordance with all applicable laws and regulations. Information regarding use of funds can be found in the budget worksheet at Attachment D and ESEA section 2416. Grantees must use **no less than 25%** (set aside) of the grant award to provide ongoing, sustained and intensive **professional development**. In addition to increasing teacher proficiency in the use of educational technology, this professional development must include the integration of advanced technologies including innovative and emerging technologies in the school curriculum and instruction, particularly

the core academic subjects, and using those technologies to create new learning environments and increase student academic achievement.

Applicants can request a waiver (Attachment F) for the 25% professional development set aside requirement if they can demonstrate, to the satisfaction of OSSE, that they already provide ongoing, sustained, and intensive, high-quality professional development to all teachers in core academic subjects in the integration of advanced technologies, including emerging technologies, into curricula and instruction.

Examples of allowable use of funds are:

1. Establishing or expanding initiatives, particularly initiatives involving public-private partnerships, designed to increase access to technology for students and teachers, with special emphasis on the access of high-need schools to technology.
2. Adapting or expanding existing and new applications of technology to enable teachers to increase student academic achievement, including technology literacy:
 - a) Through the use of teaching practices that are based on a review of relevant research and are designed to prepare students to meet challenging OSSE academic content and student academic achievement standards; and
 - b) By the development and utilization of innovative distance learning strategies to deliver specialized or rigorous academic courses and curricula to areas that would not otherwise have access to such courses and curricula.
3. Acquiring proven and effective courses and curricula that include integrated technology and are designed to help students meet challenging state academic content achievement standards.
4. Acquiring, adapting, expanding, implementing, repairing, and maintaining existing and new applications of technology, to support the school reform effort and to improve student academic achievement, including technology literacy.
5. Using technology to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts.
6. Implementing performance measurement systems to determine the effectiveness of funded education technology programs with an emphasis in determining the extent to which these activities are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet state academic content and achievement standards.

How to Apply

Use **RFA #1123-09/2D ARRA** to apply for the Ed Tech ARRA program. The RFA will be available on the Office of the State Superintendent of Education's (OSSE) website at <http://www.osse.dc.gov> Mayor's Office of Partnership and Grants Service (OPGS) website at <http://www.opgs.dc.gov> and/or by contacting Charles White, State Director at: (202) 741-6417 or charlesa.white@dc.gov.

Applicants are **strongly encouraged** to attend one of three Pre-Application Conferences scheduled. **Registration for the pre-application conferences are mandatory.** No more than two individuals from an organization may register for the pre-application conference. **Please bring a copy of the RFA to the Pre-Application Conference.**

Technical Assistance Questions

Applicants are asked to email their questions to charlesa.white@dc.gov on or before 3:00 pm, **Friday, January 22, 2010**. Every effort will be made to respond to questions within 24 hours or the next business day. Technical assistance or frequently asked questions and responses will be shared with all applicants who attend the pre-application conferences and who email their contact information to charlesa.white@dc.gov. Please include **RFA #1123-09/2D ARRA** in the subject line of your email. Questions submitted after the deadline date will not receive responses.

Award Decisions

The review panel for Ed Tech ARRA competition is composed of neutral, qualified, professional individuals who have been selected for their unique qualifications in the elementary and secondary education fields and/or instructional technology. The review panel will evaluate and score eligible applications based upon the quality and completeness of the narrative questions, required information, and budgetary reasonableness. The review panel will score and rank the applications using a rubric that assigns point values as demonstrated in the application. All applications are evaluated using the same criteria. Applications that score at or above the state determined score will be further reviewed by the DC OSSE Division of Education Excellence. The OSSE Division of Education Excellence makes the final award determinations.

Contact Person

For further information regarding this RFA competitive process, please contact:

Charles White, Ed.D.
Office of the State Superintendent of Education
Division of Education Excellence
51 N Street, NE, 3rd Floor
Washington, DC 20002
charlesa.white@dc.gov
202-741-6417

SUBMISSION OF APPLICATIONS

Eligible applicants must submit an original application (marked "original") with three (3) copies of the application (for a total of four (4) applications) and one electronic copy (on CD-ROM only) on or before **Friday, January 29, 2010 at 3:00 p.m.** In order for the applications to be reviewed in strict anonymity, we request that all identifiers (applicant organization's and primary partners' names and addresses, key personnel names, etc...) be removed from the three copies. The applicant is to use the LEA's DUNS number in the place of the organization's name on the three copies. Only the original application should include the name, initials, and/or any other naming conventions, addresses, and key personnel names that will identify your organization and its primary partners.

Two (2) copies of Attachment A should be affixed to the outside of the envelope or package. This will serve as your receipt of submission.

This application package must be submitted to the Office of the State Superintendent of Education, Division of Education Excellence, 51 N Street, NE, 3rd Floor, Washington, DC 20002, ATTN: Charles White no later than **Friday, January 29, 2010 at 3:00 p.m.**

Applications will not be forwarded to the review panel if the applicant fails to submit the required four (4) applications (one (1) original and three (3) copies) and one (1) electronic copy (CD-ROM). Electronic and facsimile submissions will not be accepted.

The following should be included in the appendix section of this application:

1. Needs Assessment
2. Proposed program design narrative
3. The LEA's current Acceptable Use Policy (AUP)
4. The LEA's Internet Safety Policy Agreement (ISPA)

Application Submission Date and Time

Applications are due no later than **Friday, January 29, 2010 at 3:00 p.m.** All applications will be recorded upon receipt. **Applications submitted on or after 3:01 p.m. Friday, January 29, 2010 will not be forwarded to the review panel for funding consideration.**

Any additions or deletions to an application will not be accepted after the deadline of **Friday, January 29, 2010 at 3:00 p.m.** **Applications must be ready for receipt to the Division of Education Excellence by Friday, January 29, 2010 at 3:00 p.m. No exceptions.**

An original, three (3) copies, and an electronic copy (CD-ROM only) of the application must be delivered to the following location:

Office of the State Superintendent of Education
Division of Education Excellence
51 N Street, NE, 3rd Floor
Washington, DC 20002
ATTN: Charles White

Mail/Courier/Messenger Delivery:

Applications that are mailed or delivered by messenger/courier services must be sent in sufficient time to be received by **Friday, January 29, 2010 at 3:00 p.m.** **Applications arriving via messenger/courier services after the posted deadline of Friday, January 29, 2010 at 3:00 p.m. will not be forwarded to the review panel.**

Include only the information requested and answer all questions thoroughly. Binders, special covers, marketing materials, etc., will not be reviewed to determine if a provider meets the criteria. Reviewers will not check websites to verify or review documentation. All relevant supplemental materials must be incorporated into the application. No exceptions. Do not exceed the page limit listed for each section. Support documents and examples should only be attached if requested.

GENERAL GRANT ASSURANCES

Payments

In accordance with Section 80.21(d) of the EDGAR, OSSE has implemented a reimbursement process for all sub-grantees. Reimbursements to sub-grantees for allowable and relevant program expenditures will be made upon execution of a Grant Award Agreement and submission and approval of the "Reimbursement Request" form. Copies of this form will be provided once the grant is awarded. Additionally, refer to the budget worksheet in Attachment D for allowable activities for the use of Ed Tech ARRA funds.

ARRA Reporting Requirements

Grant recipients will be required to submit reimbursement requests, interim performance, and financial reports to OSSE at least quarterly. These reports describe program, expenditures and activities, process data, accomplishments, performance measures, outcomes and other data as required by Federal and State regulations as outlined in the grant application and any subsequent contingencies. The grantee is highly encouraged to submit these requests on a month basis, but must submit reports at least quarterly. Required documentation to support expenditures including contracts, purchase orders, cancelled checks, invoices, receipts, etc. are not to be submitted with the reimbursement requests form or financial reports but are to be kept on file for review by the OSSE in accordance with the record keeping provisions below. Failure to submit timely reports may result in possible suspension and/or termination of the grant award.

All recipients of ARRA funds must separately account for, and report on, how those funds are spent. The Department has assigned a new CFDA number (84.386A) to the Ed Tech ARRA funds in order to facilitate separate accounting for the funds. Recipients must maintain accurate documentation of all ARRA expenditures to ensure that the data reported is accurate, complete, and reliable. The OSSE will monitor subgrantees to ensure data quality and the proper expenditure of ARRA funds. ARRA recipients need to maintain and report accurate, complete, and reliable documentation from the beginning of the grant period.

Technical assistance will be provided on these required reporting activities at the scheduled mandatory post-award meeting. This technical assistance workshop will include a timeline for ARRA reporting requirements. ARRA reporting requirements can be located in Attachment B of this document.

Additional Assurances

Applicants shall complete and return with the application the information requested in Attachment B.

Nondiscrimination in the Delivery of Services

In accordance with Title VI of the Civil Rights Act of 1964 (Public Law 88-352), as amended, no person shall, on the grounds of race, color, religion, nationality, sex, or political opinion, be denied the benefits of , or be subjected to discrimination under any program or activity operating under the District of Columbia's Ed Tech Program. Located at: <http://www.justice.gov/crt/cor/coord/titlevistat.php>

OSSE Monitoring of ARRA funds

OSSE receives and distributes funds for federal programs that require state administration. As a condition for receipt of these funds, OSSE must allocate these funds according to the requirements of each specific federal grant, review and approve applications for these funds from eligible recipients, and ensure compliance with federal regulations for uses of these funds. At any time before final payment and five (5) years thereafter, the OSSE may have the sub-grantee's expenditure statements and source documentation audited for compliance.

Document Retention

1. Grant recipients are not required to submit any supporting documentation with the Federal Grant Reimbursement Forms. However, grant recipients are required to maintain all necessary supporting documentation and to ensure such documentation is available to the OSSE, the U.S. Department of Education and/or other authorized entities for review, upon request.
2. Consistent with Section 76.730 of EDGAR, grant recipients must maintain records that show:
 - a) The amount of funds available under the grant;
 - b) How the grant recipient used the funds;
 - c) The total cost of the project;
 - d) The share of that total cost provided from other sources; and
 - e) Other records to facilitate an effective audit.

REQUIRED APPLICATION INFORMATION

Each LEA requesting funding under this grant shall submit an application consistent with the objectives of the systemic statewide plan attached to this RFA. In its application, the applicant shall be responsible for:

1. A description of how the applicant will use Federal funds to improve the academic achievement, including technology literacy, of all students attending schools served by the LEA and to improve the capacity of all teachers teaching in schools served by the LEA to integrate technology effectively into curricula and instruction.
2. A description of the applicant's specific goals for using advanced technology to improve student academic achievement aligned with the OSSE's academic content and student academic achievement standards.
3. A description of the steps the applicant will take to ensure that all students and teachers in schools served by the LEA involved have increased access to educational technology, including how funds will be used to ensure:
 - a) students in high-poverty and high-needs schools have access to technology; and
 - b) teachers are prepared to integrate technology effectively into curricula and instruction.
4. A description of the type and costs of technologies to be acquired and including specific provisions for interoperability among components of such technologies.
5. A description of how the applicant will coordinate activities paid for with these funds with technology related activities paid for other funds.
6. A description of how the applicant will:
 - a) identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on scientifically based research, leading to improvements in student academic achievement, as measured by OSSE's academic content and student academic achievement standards; and
 - b) provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the LEA, to further the effective use of technology in the classroom or library media center, including, if applicable, a list of the entities that will be partners with the LEA involved in providing the ongoing, sustained professional development.
7. A description of how the applicant will integrate technology (including software and other electronically delivered learning materials) into curricula and instruction, and a timeline for such integration.
8. A description of how the applicant will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources.
9. A description of how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school.

10. A description of how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology.
11. A description of the process and accountability measures that the applicant will use to evaluate the extent to which funded activities are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet the OSSE's academic content and student academic achievement standards.
12. A description of the supporting resources that will be purchased to ensure successful and effective uses of technology.

Evaluation and Sustainability Plan

The LEA must provide for an evaluation of the progress achieved by the use of and effectiveness of education technology programs funded with these grant funds. The evaluation must contain clear performance indicators and specific outcomes. Additionally, the evaluation must include a determination of the extent in which activities are effective in integrating technology into curricula and instruction, have increased the ability of teachers to teach, and enabled students to meet the OSSE's academic content and achievement standards. Each applicant must describe its plans for achieving program goals with a clearly defined timeline, including significant benchmarks and information about how the program will be monitored for performance. The applicant must include the type of data that will be collected and used, as well as a description of the process for reporting progress to the public. Please identify the individual responsible for performing the evaluation.

Each LEA must also describe its plans to leverage other resources from partners, vendors, and service providers to sustain and further develop operations beyond the grant period.

Detailed Budget, Budget Worksheet, and Budget Narrative

Each application must include a detailed Budget. Additionally, the applicant must complete the Budget Worksheet and Budget Narrative (Attachment D).. The detailed Budget, Budget Worksheet and Budget Narrative should be clearly tied to the scope and requirements of the project design. All activities, described in the application that have funding implications must appear in the detailed Budget, Budget Worksheet, and Budget Narrative. The budget worksheet will be used to identify budget line items according to the following categories: salaries and wages, fringes benefits, contracted services, supplies and materials, equipment, other charges, and indirect costs (if necessary). The detailed Budget will itemize the amounts reported in the budget worksheet (Attachment D). Any in-kind contributions also need to be identified in the detailed budget and budget worksheet.

The Budget Narrative must present a detailed justification of all expenditures and the basis used to derive the proposed costs.

Implementation Strategies

The application should include well thought out and detailed implementation strategies that will be used to obtain the sought after goals and objectives. Implementation strategies should be clearly articulated and linked to the applicant's approved Educational Technology Plan and consistent with the state technology plan. Implementation strategies should be based on best practices, and contain citations from studies of similar populations. The strategies should be reasonable, obtainable, and

contain a clearly articulated professional development program. The strategies must also consider developmental needs, diverse learning styles, multiple intelligences, exceptional abilities, and special needs of students; articulate how student achievement will increase; and describe the type of technologies to be acquired and supporting resources.

SCORING CRITERIA

Review Panel

The review panel for this RFA is composed of neutral, qualified, professional individuals who have been selected for their unique qualifications in the elementary and secondary education fields. The review panel is responsible for scoring and ranking applications. Upon completion of the review, the panel shall make recommendations for awards based on the scoring process. OSSE shall make the final funding determinations.

Decision on Awards

The recommendations of the review panel are advisory only and not binding on OSSE. The final decision on awards is vested solely with OSSE. After reviewing the recommendations of the panel and any other information considered relevant, the OSSE shall make the decisions regarding which applications will be awarded and the amounts to be funded.

If the application meets all of the basic formatting and eligibility requirements detailed in this RFA, the review panel will evaluate each application using the following scoring rubric.



**ENHANCING EDUCATION THROUGH TECHNOLOGY
 COMPETITIVE GRANT PROGRAM
 RFA #1123-09/2D ARRA
 SCORING RUBRIC**

Application #: _____
Reviewer's Initials: _____

Date of Review: _____

Directions: Please indicate the appropriate point values and place the total score in the last column for each selection criteria as listed in the RFA. Additionally, please write comments regarding specific strengths and weaknesses for each criterion. Each criterion should have a minimum of one substantive comment for each strength and weakness. Whenever possible, and as appropriate, please indicate a specific page number to illustrate this citation.

Application Requirements (to be completed by OSSE)	Yes	No
Does the application clearly indicate that the applicant is a "high need LEA"?		
Is there an approved educational technology plan included with the application?	Submit application for review	Application not submitted for review. "High Need" LEA and/or approved education technology plan requirement(s) not meet.

Application Priority (5 points) (to be completed by OSSE)	Yes	No	Total Score
Has this applicant received Title II D competitive grant funds in the past?	0	5	



Reviewer's Initials: _____

Program Design Priority (8 points)	Yes	No	Total Score
Does the program design target one or more of the following areas identified in the State Needs Assessment survey:			
◆ acquisition of hardware			
◆ acquisition of education and/or productivity software (such as word processing, spread sheet, or data base software)	8	0	
◆ acquisition of technology equipment other than computers (LCD projectors, digital still and/or video cameras, network/local printers, etc...)			
◆ installation of a computer lab			
◆ acquisition of a mobile laptop lab			
◆ preparation of one or more teachers in the school as technology leaders who will assist other teachers in technology			
TOTAL POINTS FOR PROGRAM DESIGN CRITERIA OUT OF 8 POINTS			

Reviewer's Comments: _____



ARRA Priorities (12) points

In making decisions about the uses of Ed Tech ARRA funds, OSSE encourages LEAs, and eligible local entities to give particular consideration to strategies that will help build sustainable capacity for technology integration, improve student achievement, and advance education reform.

Scoring Criteria	No Evidence	Partial Evidence	Full Evidence	Total Score for Criteria
Application contains information on how the applicant plans to use funds to increase teacher effectiveness and addressing inequities in the distribution of effective teachers through high-quality professional development and teacher incentive programs designed to attract and keep effective teachers in hard-to-staff schools in rural and urban areas;	0	1	2	
Applicant has identified how it will use grant funds to create advanced technology systems to collect, manage, and analyze data in order to track student progress from pre-K through college and career and foster continuous improvement;	0	1	2	
Applicant has identified how it plans to use funds to implement technology enhanced strategies that support rigorous college- and career-ready, internationally benchmarked standards, supplemented with high-quality assessments that are valid and reliable for all students, including limited English proficient students and students with disabilities.	0	1	2	
Applicant has identified how it will use grant funds to target intensive support to high-poverty, high-need LEAs to improve access to and the effective use of advanced technologies to turn around the lowest-performing schools.	0	1	2	
Applicant has identified how it will specifically use Ed Tech ARRA funds to implement strategies that will help build sustainable capacity for integrating technology into curricula and instruction in order to improve student achievement.	0	1	2	
Applicant has identified a specific focus of funds on short-term investments with the potential for long-term benefits rather than make ongoing commitments that they might not be able to sustain once ARRA funds are expended.	0	1	2	
TOTAL POINTS FOR ARRA PRIORITY OUT OF 12 POINTS				

Reviewer's Comments: _____



STATEMENT OF NEED (20 Points)

Application must include a needs assessment. Applicants must demonstrate that they have identified specific needs of their students and teachers in the area of technology. When selecting information technology resources, educators are encouraged to consider the following: developmental needs of elementary, middle school, and high school students; diverse learning styles and multiple intelligences; exceptional abilities and aptitudes; and special needs populations.

Scoring Criteria	No Evidence	Partial Evidence	Full Evidence	Total Score for Criteria
Application contains a detailed needs assessment.	0	1	2	
Applicant has identified specific technology needs of students.	0	1	2	
Applicant has identified specific technology needs of teachers.	0	1	2	
Applicant has identified the number of students, teachers, and other school personnel who are not proficient in educational technology.	0	1	2	
Applicant has provided the LEA's definition of proficiency in educational technology.	0	1	2	
Applicant has described the current ability of the LEA to disseminate school information to the public, including parents and families, and the method for dissemination.	0	1	2	
Applicant has adequately described one or more of the following items:				
connectivity capabilities to LANS, WANS, broadband, etc				
environment to support the assessment/acquisition/implementation of assistive and adaptive technology ability				
ability to develop/acquire instructional/educational materials to be used to improve student academic achievement	0	5	8	
ability to provide basic technology instruction to ensure exposure of eighth grade students to production applications computer to student ratio				
TOTAL POINTS FOR STATEMENT OF NEED CRITERIA OUT OF 20 POINTS				

Reviewer's Comments: _____



STRATEGIES (18 Points)

The strategies must be consistent with the state’s technology plan located at www.osse.dc.gov and the LEA’s approved educational technology plan. Strategies must be based on best practices, research-based findings, or citations from studies of similar populations. These strategies must be clearly linked to research-based best practices and must be clearly articulated.

Scoring Criteria	No Evidence	Partial Evidence	Full Evidence	Total Score for Criteria
Applicant’s implementation strategies are clearly articulated and linked to the LEA’s approved Educational Technology Plan.	0	1	2	
Applicant’s implementation strategies are consistent with the state technology plan.	0	1	2	
Applicant has clearly identified how strategies are based on best practices, research –based findings, and/or citations from studies of similar populations.	0	1	2	
Applicant’s implementation strategies are reasonable and obtainable.	0	1	2	
Applicant’s implementation strategies include clearly articulated professional development for teachers, including follow-up and monitoring of strategy implementation by teachers and an explanation of how the program will be developed to maximize the use of the technology by teachers.	0	1	2	
Applicant’s implementation strategies take into consideration developmental needs, diverse learning styles, multiple intelligences, exceptional abilities, and special needs of students.	0	1	2	
Applicant’s implementation strategies clearly articulate how student achievement will increase.	0	1	2	
Applicant provides a description of the type of technologies to be acquired, including specific provisions (i.e. extended warranties, maintenance agreements) for inoperability among components of such technologies.	0	1	2	
Applicant provides a description of supporting resources, such as services, software and print resources, which will be acquired to ensure successful and effective use of technologies acquired.	0	1	2	
TOTAL POINTS FOR STRATEGIES CRITERIA OUT OF 18 POINTS				

Reviewer Comments:



EVALUATION AND SUSTAINABILITY (18 Points)

All applicants are required to establish performance indicators as part of their plans and to report to the public on their progress annually. LEAs are required to describe a process for the ongoing evaluation of how technology acquired will be integrated into improving the school curriculum and increasing student achievement. The Government Performance and Results Act (GPRA) apply. The evaluation plan must address who will be responsible for completing the evaluation, what implementation and outcome data will be collected, the implementation and outcome data collection instruments, and the timeline for implementation and outcome data to be collected.

Scoring Criteria	No Evidence	Partial Evidence	Full Evidence	Total Score for Criteria
Applicant has established clear performance indicators (e.g. integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet state standards) with specific outcomes.	0	1	2	
Applicant has indicated how they will report to the public on their progress.	0	1	2	
Applicant has clearly described the process for ongoing evaluation of technology’s role in increasing student achievement and improving school curriculum.	0	1	2	
Applicant has clearly identified who will be responsible for completing the evaluation.	0	1	2	
Applicant has clearly identified what type of data will be collected and how it will be used.	0	1	2	
Applicant has clearly identified an evaluation timeline, including how the program will be monitored at key points of implementation.	0	1	2	
Applicant gives a description of how it will leverage other resources to sustain and further develop operations beyond the grant period.	0	1	2	
Applicant’s sustainability plan appears to be reasonable and obtainable.	0	1	2	
Applicant identifies the resources (i.e. partners, vendors, service providers, etc.) it will use to sustain and develop operations beyond grant period.	0	1	2	
TOTAL POINTS FOR EVALUATION AND SUSTAINABILITY CRITERIA OUT OF 18 POINTS				

Reviewer Comments:



DETAILED BUDGET, BUDGET WORKSHEET, AND BUDGET NARRATIVE (28 Points)

Applicants must provide detailed description of the costs for all proposed activities according to category of expenditures provided. This section should say exactly what will be purchased, where it will be installed, and who the intended users will be.

Scoring Criteria		No Evidence	Partial Evidence	Full Evidence	Total Score for Criteria
Application includes a complete and comprehensive Budget Narrative.		0	1	2	
Applicant has provided a detailed Budget which gives a description of the costs for all proposed activities, including projected costs of technologies to be acquired and related expenses needed to implement the plan.		0	1	2	
Program costs are necessary, reasonable, allowable, and allocable under the guidelines of Title II D– Enhancing Education Through Technology.		0	1	2	
Costs associated with activities in are reasonable, allowable, and allocable under the guidelines of Title II D – Enhancing Education Through Technology.		0	1	2	
Timeframes associated with activities listed are reasonable and obtainable.		0	1	2	
Professional Development	Application includes the appropriate 25% set aside for ongoing, sustained, and intensive professional development.	0	1	2	
	Application includes the Professional Development Set Aside Waiver with sufficient documentation that demonstrates the granting of this waiver.				
Applicant has provided résumé for the project manager which contains a statement of their experiences which includes at least two years in managing similar or related projects of comparable scope and size.		0	1	2	
Applicant has provided résumé(s) for each responsible persons listed in the application.		0	1	2	
Responsible persons/contractor/organization listed appears to have the expertise required for the associated activity.		0	1	2	
Activities listed are reasonable for obtaining project goals/objectives.		0	1	2	
Applicant has indicated where equipment will be installed.		0	1	2	
Applicant has clearly identified who will be the intended users of the equipment.		0	1	2	
Applicant has clearly indicated that Federal funds will be used to supplement not supplant other Federal and local dollars, including a description of how the LEA will coordinate the technology provided by this grant with other grant funds available for technology from State and local sources.		0	1	2	
Applicant has clearly indicated what will be purchased.		0	1	2	
DETAILED BUDGET, BUDGET WORKSHEET, AND BUDGET NARRATIVE CRITERIA OUT OF 28 POINTS					

Reviewer Comments:



Application #: _____

Reviewer's Initials: _____

SCORE SUMMARY		
<i>Criteria</i>	<i>Possible Score</i>	<i>Application Score</i>
Application Priority Points	5	
Program Design Priority Points	8	
ARRA Priority Points	12	
Statement of Need	20	
Strategies	18	
Evaluation and Sustainability	18	
Budget Summary and Budget Narrative	28	
TOTAL	109	

Overall Reviewer Comments. Evaluate the quality of the application in its entirety. Aside from your comments in the individual sections, consider how well the whole application flowed and was logical. Was the information found in the appropriate section of the proposal, were there any excessive grammatical and spelling errors, and was it a comprehensive and inclusive proposal? Do all of the sections support each other? Was there a table of contents and were supporting documents in the appendices labeled and clearly identified which allowed for information to be readily identified?

Reviewer's Signature: _____

Date: _____

Strengths: _____

Weaknesses: _____



**Office of the State Superintendent of Education (OSSE)
Division of Education Excellence**

**Enhancing Education Through Technology (ED TECH)
Competitive Grant Program**

RFA #1123-09/2D ARRA

OSSE Division of Education Excellence USE ONLY
(To be completed at time of submission)

Please Indicate Time: _____ a.m./p.m.

Applicant: _____

ORIGINAL APPLICATION, _____ COPIES, and _____ CD-ROMS
RECEIVED ON THIS DATE. _____ / _____ / _____ 2010

Received from: _____
(print name)

Title: _____

Initials: _____

Received by: _____
(OSSE Staff – print name)

GENERAL ASSURANCES

The LEA hereby assures the SEA that:

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
2. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and
 - a. The public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
3. The applicant will adopt and use proper methods of administering each such program, including—
 - a. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
 - b. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
4. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
5. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
6. The applicant will—
 - a. Submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
 - b. Maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties; and
7. The LEA recognizes that SEA approval of an application does not relieve the LEA of its responsibility to comply with all applicable requirements;
8. Charges for personnel services (payroll) comply with federal requirements, including requirements for proper documentation of payroll records and appropriate time and effort reporting. Salaries and wages of employees chargeable to more than one grant program or cost objective, if applicable, will be supported by appropriate time distribution records;
9. Funds will only be used to supplement, and not supplant State and local funds;
10. Pursuant to OMB Circular A-87, the LEA will have financial management systems, procurement systems, and equipment and inventory management systems that enable the LEA to demonstrate compliance with federal grants management requirements, including the requirement that all expenditures made with federal funds are necessary, reasonable, allocable, and legal; and
11. The LEA has read and will comply with:
 - a. Certification Regarding Lobbying: <http://www.ed.gov/fund/grant/apply/appforms/ed80-013.doc>
 - b. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion -- Lower Tier Covered Transactions: <http://www.ed.gov/fund/grant/apply/appforms/ed80-014.doc>

Attachment B – Assurances page 2

- c. Assurances, Non-Construction Programs:
<http://www.ed.gov/fund/grant/apply/appforms/sf424b.doc>
 - d. Disclosure of Lobbying Activities: <http://www.ed.gov/fund/grant/apply/appforms/sflll.doc>
 - e. Government wide requirements for Drug-Free workplace:
<http://www.ed.gov/policy/fund/reg/edgarReg/edlite-part84a.html>
12. The LEA assures that if a dispute arises over school selection or placement, the LEA will admit a homeless child or youth to the school in which enrollment is sought by the parent or guardian, pending resolution of the dispute.
 13. The LEA assures that it has developed policies for entering in to inter-district agreements that address potential transportation issues that may arise as homeless students transfer from one district to another.
 14. The LEA assures that it will comply with the Department of Education's General Education Provisions Act (GEPA): www.ed.gov/fund/grant/apply/appforms/gepa427.doc

Certification Regarding Constitutionally Protected Prayer in Public Elementary and Secondary Schools

As a condition of receiving ESEA funds, certification is required by Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act of 2001. Guidance issued February 7, 2003 by the U. S. Department of Education regarding this policy may be accessed on the web at http://www.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

The LEA certifies to the SEA that no policy prevents or otherwise denies participation in constitutionally protected prayer in public schools.

Assurance of consultation with Private School Officials (DCPS only). In accordance with the federal ESEA requirements, private school representatives were contacted. DCPS assures they were offered a genuine opportunity to express their view regarding the above Request for Application. This opportunity was provided before any decision that affects the opportunities of the students, teachers and other educational personnel from these nonpublic schools, became final as part of the application.

ARRA Assurances

The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that the LEA will:

1. Take adequate and appropriate steps to ensure that it has the capacity to comply with the strict ARRA tracking and reporting requirements, considering the increased transparency and accountability associated with Ed Tech ARRA funds;
2. Maintain accurate, complete, and reliable financial and programmatic documentation for all Ed Tech ARRA fund expenditures, separate from other Ed Tech expenditures;
3. Report at least quarterly on how all Ed Tech ARRA funds are used by the LEA, along with measures of impact of the funds, in accordance with specific requirements set forth by the Office of Management and Budget, the U.S. Department of Education, and/or the Office of the State Superintendent of Education, based upon Section 1512 of the American Recovery and Reinvestment Act of 2009;
4. Focus the use of Ed Tech ARRA funds on short-term investments with the potential for long-term benefits, while avoiding making ongoing commitments that may not be sustainable once ARRA funds are expended;
5. Commit to use Ed Tech ARRA funds in fiscally prudent ways that meet the goals of the ARRA and federal guidance, including:
 - a) Spend funds quickly to save and create jobs,
 - b) Ensure transparency and accountability,

Attachment B – Assurances page 3

- c) Thoughtfully invest one-time funds, and
 - d) Advance effective reforms;
6. Comply with civil rights laws that prohibit discrimination based on race, color, national origin, religion, sex, disability, and age (available at <http://www.ed.gov/policy/gen/leg/recovery/notices/civil-rights.html>)

Title II, Part D Program Assurances

1. The applicant will have a new or updated local long-range strategic educational technology plan that is consistent with the objectives of the statewide educational technology plan. The technology plan shall also include:
- a. A description of how the applicant will use Title II, Part D funds to improve student academic achievement, including the technology literacy of all students, and to improve the capacity of teachers to integrate technology effectively into curricula and instruction;
 - b. The applicant's specific goals for using advanced technology to improve student academic achievement, aligned with state content and performance standards;
 - c. The steps that will be taken to ensure that all students and teachers have increased access to educational technology, including how the LEA will use funds under Title II, Part D with funds from other sources to ensure that:
 - i. Students in high-poverty and high-needs schools will have access to technology, and
 - ii. Teachers are prepared to integrate technology effectively into curricula and instruction;
 - d. A description of how the applicant will identify and promote curricula and teaching strategies that integrate technology effectively into curriculum instruction, based on a review of relevant research, leading to improvements in student academic achievement;
 - e. Provide ongoing, sustained professional development for district staff to further the effective use of technology in the classroom or library media center (a minimum of 25 percent of funds received must be used for professional development);
 - f. A description of the type and costs of technologies to be acquired under this funding including services, software and digital curricula, and including specific provisions for interoperability among components of such technologies;
 - g. A description of how the activities provided with funds from this part will be coordinated with funds available from other federal, state and local sources;
 - h. A description of how technology will be integrated into curricula and instruction and a timeline for such integration;
 - i. A description of how the applicant will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources;
 - j. A description of how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents, including how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school;
 - k. A description of how programs will be developed, where applicable, in collaboration with adult literacy service providers to maximize the use of technology;
 - l. A description of the process and accountability measures that will be used to evaluate the extent to which activities funded are effective in integrating technology into the curricula

Attachment B – Assurances page 4

- and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging state academic content and performance standards; and
- m. A description of the supporting resources (services, software and other electronically delivered learning materials, and print resources) that will be acquired to ensure successful and effective uses of technology.
2. That the applicant will certify (annually) that if funds under this part are used to purchase computers, software, services, supplies or materials to access the Internet, or pay for direct costs associated with accessing the Internet, the LEA has in place a policy of Internet safety for minors and staff members that:
 - a. Protects (filters) against access through such computers to visual depictions that
 - i. Contain obscenity;
 - ii. Contain child pornography; and
 - iii. Would be harmful to minors.
 - b. Ensures the operation of such technology protection measures (filter) during use of such computers (especially by minors).

Schedule for Submission of ARRA Reimbursement Requests to the OSSE

In order to meet the quarterly reporting requirements associated with the American Recovery and Reinvestment Act, as well as to assist the OSSE in maintaining a regular schedule of drawdowns of federal funds, every local educational agency that was allocated ARRA funds from any source, including Ed Tech must complete and submit the OSSE's "ARRA Reimbursement and Reporting Workbook" on a quarterly basis with specific deadlines. This workbook incorporates required reporting elements with the OSSE's typical reimbursement workbook to minimize the need for supplemental submissions by LEAs to fulfill their reporting responsibilities. Meeting these requirements is a condition of receiving federal funds, as indicated the Ed Tech ARRA Application. Please note that LEAs have much less flexibility regarding the schedule for submitting reimbursement requests for ARRA funds. That is, while you may, and are encouraged to, complete and submit the ARRA Reimbursement and Reporting Workbook more often than quarterly, you must submit the workbook quarterly according to the schedule below. *This is true even if your LEA has not obligated any funds during the quarter.*

The LEA must complete and submit ARRA Reimbursement and Reporting workbooks to monthly.reimbursement@dc.gov on the following dates. Please check the box to confirm your understanding of the submission requirements.

October 1, 2009: Because applications have not yet been submitted and approved, OSSE will complete all reporting on LEAs' behalf.

January 1, 2010: Include all Ed Tech ARRA obligations made between October 1, 2009 and December 31, 2009 (required).

April 1, 2010: Include all Ed Tech ARRA obligations made between January 1, 2010 and March 31, 2010 (required).

July 1, 2010: Include all Ed Tech ARRA obligations made between April 1, 2010 and June 30, 2010 (required).

October 1, 2010: Include all Ed Tech ARRA obligations made between July 1, 2010 and September 30, 2010 (required).

January 1, 2011: Include all Ed Tech ARRA obligations made between October 1, 2010 and December 31, 2010 (required).

April 1, 2011: Include all Ed Tech ARRA obligations made between January 1, 2011 and March 31, 2011 (required).

July 1, 2011: Include all Ed Tech ARRA obligations made between April 1, 2011 and June 30, 2011 (required).

October 1, 2011: Include all Ed Tech ARRA obligations made between July 1, 2011 and September 30, 2011 (required).

(Highly encouraged) This LEA will submit the ARRA Reimbursement and Reporting Workbook **monthly** (including on the dates specified above) in order to receive more frequent reimbursement, to make it easier to meet the ARRA's quarterly reporting requirements, and generally to administer these funds in accordance with best practices.

The LEA will assure that it will participate in all mandatory Technical Assistance sessions regarding ARRA reporting requirements and ARRA Reimbursement and Reporting workbooks.

Assurances signature page

SIGNATURE OF ALL PARTNERS IS REQUIRED BELOW

Signature

Organization

Date

Attachment C(a) Partnership form

Enhancing Education Through Technology
RFA #1123-09/2D ARRA

Partner Institution:		Provide a brief description of the partnership. An expanded description should be given in narrative form in the Partnerships section of Program Narrative. Attach a formal MOU or letter of commitment for each partnership with this partner identification form.
Department:		
Primary Contact Name:		
Primary Contact Title:		
Address: _____ _____		
Phone Number:	Fax Number:	
Email Address:		

Type of Organization (Check all that applies.)

- Local Educational Agency
- Institution of Higher Education
- DCPS Public School
- Charter School
- Private School
- Business
- For-Profit
- Non-Profit
- Other _____

Signature of Authorized Organization/Institution Official

Date

Print Name and Title (if different from primary contact)

Enhancing Education Through Technology

RFA #1123-09/2D ARRA

Name:	The LEA must demonstrate that teachers in schools served by the LEA 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:
Fiduciary LEA : <input type="checkbox"/> Yes <input type="checkbox"/> No	1) classroom instruction in the core academic subjects; and 2) the preparation of students to meet challenging State academic content and student academic achievement standards.
Primary Contact Name:	Other consortia entities must include at least one of the following:
Primary Contact Title:	<ul style="list-style-type: none"> institution of higher education that is in full compliance with the reporting requirements of section 207(f) of the Higher Education Act of 1965 and that has not been identified by its State as low-performing under section 208 of such Act; 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; or public or private nonprofit organization with demonstrated experience in the application of educational technology to instruction; and
Address: _____ _____ _____	The consortium may also include other local educational agencies, educational service agencies, libraries, or other educational entities appropriate to provide local programs.
Phone Number: _____	Fax Number: _____
Email Address:	
The actual applicant and fiduciary/fiscal agent of this grant must be an eligible LEA. <i>[Section 2412(c)] Members of the consortium must complete a MOU and attach with this consortia-identification form.</i>	

Type of Organization (check all that applies.)

- Local Educational Agency
- Institution of Higher Education
- DCPS Public School
- Charter School
- Private School
- Business
- For-Profit
- Non-Profit
- Other _____

Signature of Authorized Organization/Institution Official

Date

Print Name and Title (if different from primary contact)

ATTACHMENT D – Budget Summary and Budget Narrative

**Enhancing Education Through Technology
RFA #1123-09/2D ARRA**

Applicant: _____ ED TECH Funding Request: \$ _____

Ed Tech ARRA: Use of funds				
PROGRAM USE OF FUNDS				
<p>An LEA may use Ed Tech ARRA funds to implement 21st century classrooms using innovative strategies that enhance instruction, facilitate teaching and learning, and improve student achievement. These additional resources will enable LEAs and eligible local entities to provide new and emerging technologies, create state-of-the-art learning environments, and offer additional training and support for teachers to help students achieve academically and acquire the skills needed to compete in a global economy. Four principles guide the distribution and use of ED ARRA funds, including the Title II-D funds: (1) spend funds quickly to save and create jobs; (2) improve student achievement through school improvement and reform; (3) ensure transparency, reporting, and accountability; and (4) invest one-time ARRA funds thoughtfully to minimize the “funding cliff.”</p> <p>Additional information on allowable LEA uses of funds is provided by the Department’s previously issued guidance on the Ed Tech program at http://www.ed.gov/programs/edtech/guidance-arra.doc http://www.ed.gov/policy/elsec/leg/esea02/pg35.html</p>				
Allowable activities for use of ED Tech funds	Intend to use funds for this activity?	Details on how Ed Tech funds will be used for this selected activity (who will be paid, what will be purchased, structure of program, etc.)	Amount	MEASURABLE OUTCOMES
A recipient of funds made available under section 2412(a)(2) shall use not less than 25 percent of such funds to provide ongoing, sustained, and intensive, high-quality professional development. The recipient shall provide professional development in the integration of advanced technologies, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments, such as professional development in the use of technology	Required activity unless an approved waiver by OSSE is on file		\$	<ul style="list-style-type: none"> • Access data and resources to develop curricula and instructional materials; • Enable teachers to use the Internet and other technology to communicate with parents, other teachers, principals, and administrators • Retrieve Internet-based learning resources • Lead to improvements in classroom instruction in the core academic subjects, that effectively prepare students to meet challenging State academic content standards, including increasing student technology literacy, and student academic achievement standards.
Establishing or expanding initiatives, particularly initiatives involving public-private partnerships, designed to increase access to technology for students and teachers, with special emphasis on the access of high-need schools to technology.	<input type="checkbox"/> Yes <input type="checkbox"/> No		\$	<ul style="list-style-type: none"> • Create external partnership to provide learning communities share information via face-to face and/or videoconference, and disseminate presentations, documents, and best practices via conference sessions, workshops, newsletters, Internet, and other avenues

ATTACHMENT D – Budget Summary and Budget Narrative

<p>Adapting or expanding existing and new applications of technology to enable teachers to increase student academic achievement, including technology literacy</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		<p>\$</p>	<ul style="list-style-type: none"> • Through the use of teaching practices that are based on a review of relevant research and are designed to prepare students to meet challenging State academic content and student academic achievement standards. • By the development and utilization of innovative distance learning strategies to deliver specialized or rigorous academic courses and curricula to areas that would not otherwise have access to such courses and curricula
<p>Acquiring proven and effective courses and curricula that include integrated technology and are designed to help students meet challenging State academic content and student academic achievement standards.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		<p>\$</p>	<ul style="list-style-type: none"> • Reading programs which are research-based and validated, successfully integrates leveled books, technology, and teaching materials to raise student achievement. The program maximizes teacher effectiveness, helps students develop reading skills, integrates reading and writing skills, and increases students' computer skills and usage. • Phonemic awareness instruction to help children learn to read, spell, and comprehend text. • Integrated curriculum that provide children opportunities to read appropriately difficult text to build fluency.
<p>Utilizing technology to develop or expand efforts to connect schools and teachers with parents and students to promote meaningful parental involvement, to foster increased communication about curricula, assignments, and assessments between students, parents, and teachers, and to assist parents to understand the technology being applied in their child's education, so that parents are able to reinforce at home the instruction their child receives at school.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		<p>\$</p>	<ul style="list-style-type: none"> • Approved computer and networking software • Storage drives • Networking and wiring supplies • Printers and printing supplies • Computer furniture (chairs, carts, and tables for teacher and student use) • Filtering software (if needed to meet CIPA requirements) • Other software required by the proposed • Developing egradebooks
<p>Preparing one or more teachers in elementary schools and secondary schools as technology leaders who are provided with the means to serve as experts and train other teachers in the effective use of technology, and providing bonus payments to the technology leaders.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		<p>\$</p>	<ul style="list-style-type: none"> • Develop a program of professional learning on how ongoing involvement, collaboration, and cooperation will occur to develop sustained technology leaders • Professional development • Conferences • Coursework • Certifications
<p>Acquiring, adapting, expanding, implementing, repairing, and maintaining existing and new applications of technology, to support the school reform effort and to improve student academic achievement, including technology literacy.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		<p>\$</p>	<ul style="list-style-type: none"> • The implementation of a dedicated technology coordinator

ATTACHMENT D – Budget Summary and Budget Narrative

<p>Acquiring connectivity linkages, resources, and services (including the acquisition of hardware and software and other electronically delivered learning materials) for use by teachers, students, academic counselors, and school library media personnel in the classroom, in academic and college counseling centers, or in school library media centers, in order to improve student academic achievement.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		<p>\$</p>	<ul style="list-style-type: none"> • Approved computer and networking software • Storage drives • Networking and wiring supplies • Printers and printing supplies • Computer furniture (chairs, carts, and tables for teacher and student use) • Filtering software (if needed to meet CIPA requirements) • Other software required by the proposed • Scanner • Digital camera • Teacher computer workstation • Student computers (thin client or wireless units are acceptable) • Laptops (for teachers) • Networking hardware • Interactive whiteboard (permanent installation in classroom) • Projector (permanent installation in classroom)
<p>Using technology to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		<p>\$</p>	<ul style="list-style-type: none"> • Purchasing approved hardware and software based on technology needs assessment.
<p>Implementing performance measurement systems to determine the effectiveness of education technology programs funded under this subpart, particularly in determining the extent to which activities funded under this subpart are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging State academic content and student academic achievement standards.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		<p>\$</p>	<ul style="list-style-type: none"> • Develop a curricular and instructional performance system • Developing the expected student achievement and technology literacy, and teacher technology with the performance system. • Integration and technical literacy components. • Standardized evaluation plans of goals and objectives, assessment tools, and evaluators.
<p>Developing, enhancing, or implementing information technology courses.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		<p>\$</p>	<ul style="list-style-type: none"> • Virtual learning • eLearning material • Learning Management system

ATTACHMENT E – Application Cover Page

Enhancing Education Through Technology
RFA #1123-09/2D ARRA

Total Federal Amount Requested: \$ _____

Have you received an award for this grant in the past? Yes No

I HERBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct, the agency or agencies named below have authorized me, as their representative, to file this application.

Authorizing Signature: _____ Date: _____
Printed Name: _____ Position/Title: _____

Applicant Name (Name of LEA):

Tax ID Number:

Have you received Title II D Competitive Grant Fund in the past? Yes No If yes, give the RFA #(s) and grant year(s).

School Levels To Be Served in the LEA:

Elementary Junior High/Middle School High School

Board of Trustees President or LEA Chancellor (if applicable):

Name of President of Board of Trustees or LEA Chancellor:

Signature Date
LEA Title II D Grant Administrator:

Name of LEA Title II D Grant Administrator:

Signature Date

Name of Grant Contact:
Phone Number:
Fax Number:
E-mail Address:

Office Address:

Certification by Authorized or Institutional Official:

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization, or institution, and that the applicant will comply with the attached statement of assurances.

Typed or Printed Name of Authorized Official

Title

Signature of Authorized Official

Date

ATTACHMENT F – Professional Development Set Aside Waiver

IN CONSIDERATION of submission of an application for the Enhancing Education Through Technology Grant **RFA #1123-09/2D ARRA**, on behalf of _____ (LEA name)

I, _____
(Print name) (Title)
as authorized representative of _____
(LEA name)

request a **waiver** of the 25% Professional Development set-aside requirement found in section 2416(a)(1) of the Elementary and Secondary Education Act (ESEA). Authority for such a waiver can be found ESEA section 2416(a)(2).

As a condition of this waiver, I _____
state that _____ already provides
(LEA)

ongoing, sustained, and intensive, high-quality professional development that is based on a review of relevant research, to all teachers in core academic subjects in the integration of advanced technologies, including emerging technologies, into curricula and instruction.

I, _____, understand that approval of
(Print name)
this waiver is subject to the documentation presented to and the satisfaction of the Office of the State Superintendent of Education that said professional development is occurring.

Documentation can include, but is not limited to:

- Professional Development documents such as agendas, class rosters, sign in sheets, syllabus, and feedback forms, and
- Statements from participants, instructors, and students.

It is also understood that the Office of the State Superintendent of Education may request additional documentation as well as survey a sample of school faculty and staff to determine the existence, nature, quality, and frequency of professional development conducted by the LEA.

(Print name) (Title)

(Signature) (Date)

All documentation to support this waiver request should be clearly marked “Professional Development Waiver documentation” and submitted with your application.

Attachment G Application Checklist

The following sections, in the order identified below, must be included in your application. ***If your application does not contain all of the following sections in the specified sequence, your application may be determined incomplete. Also, missing or out of sequence documents may cause the reviewers difficulty in identifying your information. This can result in a lower rating score and subsequent failure to receive funding.***

Use this Application Checklist in assembling your Enhancing Education Through Technology grant application and insert it behind the Application Receipt Form.

- Application Receipt Form.** Two (2) copies of this Application Receipt Form should be included on the outside of the application package. This serves as your receipt for submission.
- Application Checklist.**
- Application Cover Page.** The applicant must provide all contact descriptive information requested on the required Application Cover Page. This page must be the first page of the application.
- Table of Contents.** The applicant must include a Table of Contents with all sections and page numbers clearly identified.
- Project Summary (1 page).** The applicant must include a summary of the project that clearly states the major goals and objectives; the proven and innovative strategies technology will be used to support improved curricula, instruction, and student achievement; partners and their roles; and how the project will benefit the teachers and students in the District of Columbia. The applicant should highlight exemplary aspects of the proposed program and relate these to the selection criteria.
- Narrative Section (15 page maximum).** This section of the application should contain the program narrative that justifies and describes the program to be implemented. The Narrative must address the following items:
 - ARRA Priority Points – 12 points
 - Statement of Need – 20 points
 - Goals and Objective – – 16 points
 - Strategies – 18 points
 - Evaluation and Sustainability Plan – 18 points
 - Detailed Budget, Budget Worksheet, and Budget Narrative – 28 points
- Partner/Consortia Identification Form.** The applicant must attach a Partner/Consortia Identification Page for each identified partner and/or consortia member. Additionally, a formal Memorandum of Understanding (MOU) for each partner must be included in the application appendix.
- Budget Worksheet.** The applicant must complete the budget worksheet and budget narrative for the proposed activities.
- Assurances.** The applicant must include the appropriate signatures on the Assurances.
- LEA Technology Plan.** The applicant must include a copy of its **approved** technology plan. Include documentation of DC Charter Board Approval.
- Professional Development Set Aside Waiver,** if applicable waivers requested.
- Appendices.** Additional required documentation not listed above (ie... résumés, AUP, ISPA, etc..).

The application must be printed on 8 ½ by 11-inch paper, original only on three hole punched paper, double-spaced (including bulleted items), on one side, using 12-point type font with one inch margins. The maximum number of pages for the total Narrative section cannot exceed 15 double-spaced pages. Applications that do not conform to the aforementioned formatting requirements will not be forwarded to the review pane.

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990, and the D.C. Human Rights Act of 1977, the Office of the State Superintendent of Education, including Public Charter Schools, do not discriminate on the basis of actual or perceived race, color, religion, national origin, sex, age, marital status, sexual orientation, gender identity or expression, personal appearance, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, or place of residence or business in its programs and activities. Sexual harassment is a form of sex discrimination, which is prohibited by the D.C. Human Rights Act. In addition, harassment based on any of the above-protected categories is prohibited. Discrimination in violation of the aforementioned laws will not be tolerated. Violators will be subject to disciplinary action.

For further information on Federal non-discrimination regulations, contact the Office for Civil Rights at ocr.dc@ed.gov or call 1(800) 421-3481.

For further information on the D.C. Human Rights Act of 1977, contact the D.C. Office of Human Rights at www.ohr.dc.gov or call (202) 727-4559