

Addendum D

**Pinellas
FLORIDA DEPARTMENT OF EDUCATION
Project Application**

TAPS Number

09A056

Return to:

Florida Department of Education

Office of Grants Management

Room 332 Turlington Building

325 West Gaines Street

Tallahassee, Florida 32399-

0400

Telephone:

Suncom: 205-0496

A) Program Name:

**Title II Part D: Enhancing Education
through Technology (EETT) - Entitlement
Program**

Project Applications

DOE USE ONLY

Date Received

B) Name and Address of Eligible Applicant:

Pinellas, 301 4TH ST SW,

LARGO, FL 33770

**Project Number (DOE
Assigned)**

520-1219A-9CE01

C) Total Funds Requested:

\$ 245,904.01

Estimated Roll Forward:

\$ 60,000.00

DOE USE ONLY

Total Approved Project:

\$

D)

Applicant Contact Information

Contact Name:

First Name: Charles

MI:

Last Name: Eubanks

Mailing Address:

Address 301 4th ST SW

City: Largo

State: FL Zip: 33779-2942

Telephone Number:

Ext:

___ SunCom Number: 565-6299

Fax Number:727-588-6331 E-mail Address:

eubanksc@pcsb.org

CERTIFICATION

I **Julie Janssen** do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited. Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) _____
Signature of Agency Head

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DOE 100A
Dr. Eric J. Smith, Commissioner

General Assurances

The Department of Education has developed and implemented a document entitled, General Terms, Assurances and Conditions for Participation in Federal and State Programs, to comply with:

- A. 34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education;**
- B. applicable regulations of other Federal agencies; and**
- C. State regulations and laws pertaining to the expenditure of state funds.**

In order to receive funding, applicants must have on file with the Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at <http://www.fldoe.org/comptroller/gbook.asp> School Districts, Community Colleges, Universities and State Agencies
The certification of adherence filed with the Department of Education Comptroller's Office shall remain in effect indefinitely unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition; and does not need to be resubmitted with this application.

No Child Left Behind Assurances (Applicable to All Funded Programs)

By my signature on this application, I hereby certify that the **Pinellas** District will comply with the following requirements of the No Child Left Behind Act of 2001: The LEA assures that, under Sec. 9528, it will comply with a request by a military recruiter or an institution of higher

education for secondary students' names, addresses, and telephone numbers, unless a parent has "opted out" of providing such information.

The LEA assures that, under Sec. 9528, it will provide military recruiters the same access to secondary school students as it generally provides to postsecondary institutions or prospective employers.

Persistently Dangerous Schools

The LEA hereby assures that, under Sec. 9532, if the State of Florida identifies any school within the LEA as "persistently dangerous," it will offer students attending that school, as well as students who are victims of a violent criminal offense while on school property, the opportunity to transfer to a safe school.

*These assurances are in addition to those previously signed by the Local Education Agency (LEA) maintained on file in the Florida Department of Education's Comptroller's Office.

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Title II, Part D – Enhancing Education through Technology Program Specific Assurances -

A minimum of 25 percent of project funds will be allocated to provide ongoing, sustained, intensive,

high-quality professional development (which is based on a review of relevant research and targets the integration of advanced and emerging technologies into curricula and instruction). If this

assurance is not provided, then the applicant must provide a detailed narrative justification (see Attachment B: Professional Development Waiver Request). The narrative must explain in detail how

such training is already provided to all teachers in core academic subjects. Submission of a waiver

request with regard to this key program expectation may delay approval of an EETT application.

A comprehensive review of the LEA's local long-range technology plan has been conducted to determine if all Department of Education Essential Plan Components have been addressed in a detailed manner (http://www.fldoe.org/BII/Instruct_Tech/Planning/local.asp). In addition, planning

information provided in this application has been (or will be) incorporated into the local strategic educational technology plan not later than 5/31/09.

Please select ONE of the following three **CIPA (Children's Internet Protection Act)** related assurance options for the proposed project.

Every "applicable school" has complied with the Children's Internet Protection Act (CIPA) requirements in Subpart 4 of Title II –Part D of the ESEA. An "applicable school" is an elementary or secondary school that does not receive e-rate discounts and for which EETT funds will be used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet. Indicate NA if this assurance does not apply. Not all "applicable schools" have yet complied with the requirements in Subpart 4 of Title II –Part D of the ESEA. However, the LEA has received a one-year waiver from the U.S. Secretary of Education under Section 2441(b)(2)(C) of the ESEA for those applicable schools not yet in compliance. Indicate NA if this assurance does not apply.

Not all "applicable schools" have yet complied with the requirements in Subpart 4 of Title II –Part D of the ESEA. However, the LEA has received a one-year waiver from the

U.S. Secretary of Education under Section 2441(b)(2)(C) of the ESEA for those applicable schools not yet in compliance. Indicate NA if this assurance does not apply. The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet, for elementary and secondary schools that do not receive e-rate services under the Communications Act of 1934, as amended. Indicate NA if this assurance does not apply.

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FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM

A. NAME OF THE NCLB PROGRAM: **Title II Part D: Enhancing Education through Technology (EETT) - Entitlement Program**

B. NAME OF ELIGIBLE RECIPIENT: **Pinellas**

C. Project Number (DOE USE ONLY): **520-1219A-9CE01**

T A PS Number

09A056

(1)

Function

(2)

Object

(3)

Description

(4)

FTE

(5)

Amount

5100 120 Stipends for training teachers 10/hr after hours. 0.000 6,000.00

5100 220 Fringe for Social Security for teacher stipends. 0.000 350.00

5100 221 Fringe for Medicare for teacher stipends. 0.000 50.00

5100 332 Travel-teacher technology integration professional development and DOE sponsored project coordinator meetings 0.000 4,432.89

5100 510 Materials and supplies for professional development 0.000 8,330.49

5100 611 Online Information services 0.000 35,000.00

5100 641 Capitol equipment for Document Cameras, LCD Projectors and Student Response Systems 0.000 120,000.00

5100 644 Non Capitalized Hardware for Smart Airliners 0.000 30,453.54

5100 692 Non Capitalized Software- Tool based software for classroom teachers including Inspiration & Inspire Data 0.000 5,000.00

6300 130 Salary for one Instructional Technology Project Coordinator 1.000 55,050.00

6300 210 Fringe for Project Coordinator for retirement 0.000 5,422.43

6300 220 Fringe for Project Coordinator for Social Security 0.000 3,413.10

6300 221 Fringe for Project Coordinator for Medicare 0.000 798.23

6300 231 Health Insurance for Project Coordinator 0.000 7,000.00

6300 232 Life Insurance for Project Coordinator 0.000 175.00

6400 130 Stipends for District Trainers 0.000 7,399.77

6400 220 Fringe for Trainers for Social Security 0.000 405.12

6400 221 Fringe for Trainers for Medicare 0.000 111.65

6400 333 Registrations for Teaching & Learning Summer Institutes 0.000 12,500.00

7900 791 Indirect costs 3.60% 0.000 4,011.79

TOTAL: 305,904.01

DOE 101

Eric J. Smith, Commissioner

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Activities

For: Title II Part D: Enhancing Education through Technology (EETT) - Entitlement Program

Describe the major activities to be carried out by the LEA and how these activities will be aligned with the needs assessment. Please describe how these activities will contribute to closing the achievement gap and are based on scientific research.

Response: The focus of this project is to develop a comprehensive system that addresses teacher technology standards, integrating those standards into the core curriculum and training teachers to implement technology in the classroom for highest student achievement. Reading is a priority in our district and it is imperative that reading strategies are supported as part of this project. In addition, the project will target how data can assist both teachers and administrators in improving teaching and learning in the classroom. The PCS Technology Plan states: Our focus is to collaborate with content supervisors and subject-area experts in the development of coaching skills for training teachers to integrate technology in the classroom through the curriculum. Technology integration in the curriculum will improve teaching and increase student achievement. This goal will be accomplished in four primary ways:

- Providing curriculum training resources for all content areas.
- Providing curriculum training resources for all curriculum contacts within the school.
- Providing curriculum that requires students to use technology to achieve learning objectives.
- Providing curriculum and training in online environment using scientific research base integration lessons in the Moodle platform.

Research has proven a need to shift from one day in-service presentations to professional development that is designed to be an integral, ongoing part of teachers' work focused on improving classroom practices and student learning outcomes. This training must be a continuing process to refine teacher skills, and develop new methods of curriculum delivery to engage students for highest achievement. Training and curriculum development using research-based proven instructional methods will be used and then widely implemented as best practices. These funds will provide one curriculum integration resource teacher who will lead the training efforts as part of this project. These responsibilities include the development and support of online training resources, overseeing the support for the Office of Academic Computing, school and classroom websites, assisting schools in completing the Florida Innovates School Surveys, overseeing the district implementation of the Inventory of Teacher Technology Skills, the Technology Integration Matrix, along with the management of FCAT Explorer for the district, and work with schools in implementing the Student Tool for Technology Literacy. Data from these instruments will be used in developing school improvement plans.

The training plan includes the following components:

- Development of online curriculum and support using How To Master and Moodle online training for all employees in the district.

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- Maintain and support mobile labs for district training.
- ITEC: Integrating Technology To Enhance Curriculum uses entitlement funds to provide entry level training for integrating technology in the classroom by providing online professional development and an incentive of technology hardware to enhance their instruction.
- CTIP: The Curriculum and Technology Integration Project uses entitlement funds to provide an intensive professional development experience to assist teachers in scaffolding their basic understanding of how to integrate technology in the classroom using emergent technologies available. Teachers agree to participate in ongoing training and receive an incentive of technology equipment to enhance their classroom teaching. These teachers then serve as mentors and trainers in their schools.
- Technology Coordinators: A minimum of two times during the school year the school technology coordinators are offered a variety of training opportunities including best practices for integrating technology into the classroom and strategies for supporting the network infrastructure at their schools. Using the train-the-trainer model, training that can then be offered in each school.
- Florida Digital Educator Program: Provide registration for teachers to attend the summer Teaching and Learning Institutes.

Consultation with Private School Officials

To ensure timely and meaningful consultation, the local education agency shall consult with appropriate private school officials for the design and development of programs [NCLB: section 9501] for **2009-2010**. Include the timeline and frequency of activities that outline the plan of action for providing timely and meaningful consultation, and equitable services, to children, teachers, and parents in private schools within the local education agency(ies') service area.

For details, refer to the US Department of Education's Non-Regulatory Guidance for Private Schools:

Title I, Part A: <http://www.ed.gov/programs/titleiparta/psguidance.doc>

Title IX – General Provisions: <http://www.ed.gov/policy/elsec/guid/equitableservicesguidance.doc>

Response:

The Pinellas County Schools Grants Office provides a list of private schools that are eligible and interested in participating in the Title II, Part D grant for the 2008-09 school year. On May 30, 2008 all participating private schools were invited to an informational meeting to discuss the kinds of services this grant can provide. Schools that do not have representation are sent a packet of materials that were distributed at the face to face meeting. Follow up communication with the private schools will be through email, mail, office website and telephone. We will meet with the private school representatives on an as needed basis throughout the school year.

Uploaded File: [Click here to view the file](#)

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Provided Link: <http://www.pinellas.k12.fl.us/itech/TechPurchasing/EETTsetaside.html>

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Collaborative Partners

Identify federal(non-NCLB)/state/local collaborative partners; describe in a narrative, the type and benefit of the collaborative activities; include the type of program(s) and the primary target group(s).

Response: •Master Digital Educators - Fifty percent of the technology integration training is provided by district staff. We have identified our own district Florida Master Digital Educators as resources to provide training and support within our district.

•We will identify key teachers through an application process to attend the Florida Digital Educator program through FCIT at USF.

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Access to Instructional Technology

Indicate what special steps the applicant will take to ensure that students and staff in high poverty

and high-need schools (and/or schools identified for school improvement) will have increased access to instructional technology. [Section 2414 (b) 3]

Response: The district will use the results of the annual Florida Innovates School Survey to help prioritize the technology hardware, software and professional development needs within the district. For the ITEC program priority is given to applicants from high needs schools by providing them an additional five points on the application rubric.

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Ongoing Sustained Professional Development

Indicate how the district will provide or foster ongoing sustained professional development for teachers, principals, administrators and school library media personnel to further the effective use of technology in classrooms and library media centers. [Section 2414 (b) 4AB]

Response: •Provide online training opportunities with a focus on innovative technology integration methods. •Provide incentives of technology equipment (i.e. LCD projector, document camera, Smart Airliner) for teachers who complete a series of online technology integration lessons. •Encourage teachers and administrators to attend Florida Digital Learning Institutes.

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Evaluation Strategies/Accountability Measures

The EETT initiative requires that participants measure the impact that program activities have on student achievement. Participants must develop specific mechanisms or accountability measures that they will use to evaluate the extent to which activities funded under the EETT initiative are effective in: 1) integrating technology into curricula and instruction; 2) improving the ability of teachers to teach; and 3) enabling students to master the Sunshine State Standards. Identify specific evaluation strategies or accountability measures that will be used to determine the effectiveness and impact that EETT funding has on student achievement and technological literacy. [Section 2414 (b) 11]

Response: •All schools are encouraged to use the ITTS on a yearly basis to gauge growth of teacher technology literacy. •All EETT grants will use the Technology Integration Matrix with participating teachers as a pre and post assessment and encourage schools to use the TIM to assess and design appropriate professional training at their sites. •Use the results of the annual Florida Innovates School Survey to measure growth of technology and used to develop school improvement plans. •Begin implementing the Student Tool for Technology Literacy when it is available to measure student technology literacy.

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EETT Project Focus Identification / Alignment with Florida Instructional

Technology Goals

1. INSTRUCTIONAL LEADERSHIP – Invest in strong leadership essential to promoting the development of technology savvy personnel at all levels of the educational system.

Establish technology literacy standards for administrators.

Ensure high quality, sustained training, and outreach to school administrators on technology savvy leadership.

Ensure participation in online tools and resources that provide data on the utilization of technology in the classroom.

Establish effective technology leadership models.

Ensure that schools have strategies to provide community access to school-based technology and training.

Description:

2. DIGITAL LEARNING ENVIRONMENT – Engage students in their education in ways never before possible.

Ensure students are provided the technology skills necessary to thrive in a new economy.

Establish standards for technology literacy for students to be prepared for taking online assessment.

Ensure the opportunity for students to participate in distance learning courses to meet their diverse and unique needs.

Ensure that students and teachers are adequately trained in the use of online digital content.

Ensure assessments to measure 21st century skills.

Ensure that digital content is utilized in core curriculum areas.

Ensure that educational leadership programs contain technology related course work.

Description:

3. FLORIDA'S DIGITAL EDUCATORS – Empower educators with the skills necessary to integrate technology to improve students' rates of learning.

Ensure that every teacher has the opportunity to take online learning courses.

Ensure teachers utilization of technology to gather, manage, and analyze student data to differentiate instruction for every child.

Ensure that pre-service teachers are receiving appropriate technology instruction prior to classroom placement.

Establish technology literacy standards for teachers.

Establish the creation of best practices model for the integration of technology in the curricula.

Ensure the quality and consistency of teacher education through measurement, accountability, and increased technology resources.

Description: Teachers will have access to online courses in How To Master and receive classroom technology as incentives.

4. ACCESS TO TECHNOLOGY – Expand access to innovative digital technologies and Florida Department of Education - Title II, Part D – Enhancing Education through Technology Page 12 of 25

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learning opportunities.

Ensure access to innovative digital technologies and learning opportunities.

Ensure ubiquitous access to computers, technology devices and connectivity for each teacher.

Ensure that students and teachers will have access to digital content to be integrated into core curricula as a means to academically prepare students for achievement in a constantly changing economy.

Establish a common set of digital content standards to ensure interoperability among technology systems.

Ensure that every school has an efficient, automated library media center connected to the Internet and networked to appropriate learning areas.

Description: Teachers will have access to online professional development in How To Master and online course development for classroom delivery in Moodle.

5. INFRASTRUCTURE AND SUPPORT – Establish that all public schools have the infrastructure that supports dedicated, high-speed connections to the point of learning, and provide “just-in-time” technology support.

Ensure the availability of technical support to maintain computer networks, maximize educational uptime, and plan for future needs.

Ensure the availability of school based instructional technology support specialist to provide expert support for integration of technology and curriculum and instruction.

Ensure that broadband access is available all the way to the end-user for data management, online and technology-supported assessments, e-learning, and accessing high-quality digital content.

Description:

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PROGRAM PLANNING AND EVALUATION

1. Indicate what special steps the applicant will take to ensure that students and staff in high-poverty and high-need schools (and/or schools identified for school improvement) will have increased access to instructional technology. [Section 2414 (b) 3]

Priority will be given to “high-need” schools and/or schools identified as low performing by the Florida Department of Education when distributing newly acquired technology.

Priority will be given to expanding intensive technology integration training opportunities for instructional staff in “high-need” schools and/or schools identified as low performing by the Florida Department of Education.

The school district will promote partnership development and special collaborative initiatives to bring modern technology-based learning tools and best practice strategies to “high-need” schools and/or schools identified as low performing.

Special targeted technology awareness training for parents of students at “high-need” schools and/or schools identified as low performing will be provided.

Special programs will be initiated to provide increased access to technology (before, during, or after hours) for students attending “high-need” schools and/or schools identified as low performing.

Other:

Description: The district will use the results of the annual Florida Innovates School Survey to help prioritize the technology resources and identify needs within the district. Applicants from high needs schools will receive additional points on the scoring rubric for consideration.

2. Indicate how the district will provide or foster ongoing sustained professional development for teachers, principals, administrators and school library media personnel to further the effective use of technology in classrooms and library media centers. [Section 2414 (b) 4AB – response information 1st part]

Encourage teachers and school administrators who have had limited opportunities to use modern instructional technologies to attend Florida Digital Learning Institutes.

Provide special salary/bonus incentives to teachers who achieve measurable proficiency in the use and application of technology to improve the instructional process.

Establish professional partnerships with post-secondary pre-service training programs.

Adopt rigorous technology competencies and proficiency standards for school instructional staff and administrators.

Provide ready access to research-based methods, best practices, and technology enhanced instructional strategies (access links to clearinghouse resources, etc.).

Provide reimbursement for continuing education coursework with a focus on technology skill building.

Provide online training opportunities with a focus on innovative technology integration methods.

Encourage post-graduate study in the area of Instructional or Educational Technology.

Support district or school level focus groups that target best practice development and research review.

Provide flexible access to technology resources in library media centers and training labs.

Other:

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Description: With limited personnel to provide technology training, it has become necessary to provide district-wide online training opportunities in technology literacy and integration. Funds will be used to purchase online training services as well as a resource teacher position to create and manage online training initiatives. The Curriculum Technology Integration Project is funded by EETT and teachers will apply for this year long project that has the requirement that participants share monthly Technology Integration Lesson Plans. They will be accessible through Moodle to all PCS staff. This allows us to build a bank of best practices from the training that CTIP provides. The Integrating Technology to Enhance Curriculum ITEC project will also share their lesson plan development via an online database.

3. Identify personnel and/or partners that the district anticipates will be involved in providing professional development services in conjunction with the EETT initiative.

[Section 2414 (b) 4AB – response information 2nd part]

Local district staff

Private consultants and specialists

Regional Consortia or other intermediate unit staff

Community colleges/universities

Area vocational technical schools

Contracted training centers

Professional associations

Educational Technology Integrators

Other:

Description: We have a cadre of teachers that are experienced in technology integration implementers, Master Digital Educators that are available to train and mentor groups of teachers in our CTIP and a requirement of the ITEC program.

4. Identify specific strategies that will improve the delivery of instructional content, promote the development and use of technology-enhanced lesson plans, and improve curricula and instruction through effective use of technology. [Section 2414 (b) 7]

Establish and maintain a focused review process to help identify the most effective instructional technologies.

Provide appropriate incentives to encourage the development of technology-enhanced lesson plans.

Encourage teachers and curriculum development staff to actively participate in conferences, seminars, and online training programs that provide opportunities to learn about how technology can enhance the learning environment for students.

Provide real incentives to teachers who demonstrate a commitment to mastering the use of technology to improve student learning opportunities.

Conduct regular demonstrations of modern instructional technologies to improve teacher awareness.

Other:

Description: The CTIP and ITEC programs provide a variety of technology equipment incentives to classroom teachers who commit to ongoing technology integration professional development by sharing technology integration lesson plans in a database.

5. Indicate how the district will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of new and emerging technologies. [Section 2414 (b) 8]

Adopt special incentives and supporting policies that will advance and promote the Florida Department of Education - Title II, Part D – Enhancing Education through Technology Page 15 of 25

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incorporation of successful research-supported online course delivery.

Improve utilization of existing distance learning programs (<http://www.flvs.net/>).

Develop new distance learning program options.

Strengthen technology planning and strategy development to facilitate rigorous course delivery.

Encourage partnerships between schools not presently taking advantage of online learning opportunities and schools with active and effective online learning programs.

Description: The CTIP and ITEC programs provide a variety of technology equipment incentives to classroom teachers who commit to ongoing technology integration professional development through online delivery of shared lesson plans.

6. Indicate what strategies the district will use to promote parent involvement and increase communication about the incorporation of instructional technologies into the learning environment. [Section 2414 (b) 9]

Increase parent access to technology through special loan or after-hours access programs.

Conduct technology demonstrations at PTO/PTA meetings.

Incorporate appropriate website enhancements to provide information of special interest to parents.

Conduct periodic parent training and awareness workshops or technology open house events incorporating various learning technologies used by students.

Produce and distribute electronic newsletters.

Communicate with parents through e-mail and/or other electronic means on a regular basis.

Description: The district website has been revised and will include a parent section that includes relevant resources for their special needs.

7. Indicate how EETT initiatives will be developed in collaboration with adult literacy programs the LEA offers (or utilizes) to maximize the use of technology resources. [Section 2414 (b) 10]

Computers and/or other instructional technologies will be provided to support existing adult literacy programs (after hours or during the regular school day).

Professional development opportunities will be coordinated with adult literacy programs whenever practical.

Software or online learning services will be shared with adult students whenever practical.

Training labs or other special use facilities will be shared with adult students whenever practical.

Significant collaboration with adult literacy programs is not applicable. Explain:

Description: Pinellas County Schools has a number of adult/community schools that use high school facilities after regular school hours. Computer labs are shared with these adult programs.

8. The EETT initiative requires that participants measure the impact that program activities have on student achievement. Participants must develop specific mechanisms or accountability measures that they will use to evaluate the extent to which activities funded under the EETT initiative are effective in: 1) integrating technology into curricula and instruction; 2) improving the ability of teachers to teach; and 3) enabling students to master the Sunshine State Standards. Identify specific evaluation strategies or accountability measures that will be used to determine the effectiveness and impact that EETT funding has on student achievement and

technological literacy. [Section 2414 (b) 11]

Conduct targeted analysis of student assessment data in relation to specific technology infusion and integration strategies currently in use within the district.

Analyze data obtained from the Department's Inventory of Teacher Technology Skills (ITTS) and other appropriate evaluation tools or instruments.

Regularly examine lesson plans and curricula for evidence of robust technology integration.

Dedicate appropriate resources to ensure rigorous program evaluation.

Description: •All schools are encouraged to use the ITTS on a yearly basis to gauge growth of teacher technology literacy. •Will use the Technology Integration Matrix with grant funded groups of teachers as a pre and post assessment and encourage schools to use the TIM to assess what kind of training is needed at their sites. •Use the results of the annual Florida Innovates School Survey to measure growth of technology integration and create technology professional development plans. •Implementing the Student Tool for Technology Literacy when it is available to measure student technology literacy.

9. Indicate the supporting resources that will be acquired to ensure successful and effective use of existing or new technology projected for acquisition. [Section 2414 (b) 12]

Networking services and/or operating system software upgrades.

Server upgrades and/or continuing service agreements.

Broadband and/or related high-speed connection services.

Essential print resources such as training and/or software/hardware instruction manuals.

Computer memory, screen, or storage upgrades.

Special adapters, cables, cards or other essential technology supplies.

Description: The following supporting resources needed in the area of training materials are: print materials, CD duplication, manuals, etc.

10. Provide a concise description of how the applicant expects to coordinate activities carried out with EETT entitlement funds with technology-related activities initiated and/or supported with funds available from other federal, state, and local sources. [Section 2414 (b) 5]

Response: The Pinellas County Schools Technology Plan now addresses a refresh of teacher and student computers on a three year cycle with leased equipment from other funds. This frees up funds from EETT to concentrate on other types of technologies other than computers that will enhance teaching and learning in the classroom. Several online services will be purchased to further teachers learning about integrating technology into their instruction at a combined cost of \$25,000. Approximately \$150,453.00 of the funds will purchase classroom technologies that will allow the teacher to use their computer more effectively for instruction. Technologies planned to be purchased include LCD projectors, document cameras with the ability to save images and video, and wireless SmartBoard devices. The equipment purchases will be tied to mandatory ongoing training on technology integration.

11. Identify the types and estimated costs of technologies, infrastructure improvements, or educational services to be acquired/delivered with project funds. [Section 2414 (b) 5]

Response:

COST AREA CHART

COST AREA CHART (EETT Part I)

[If a different resource category is needed, please use “Other” to identify the type of resource or program activity proposed for support. NOTE: Specific resources and activity costs summarized in this cost area chart should be specifically documented using the “Account Title and Narrative” column on the DOE 101 Budget Narrative Form.]

PROJECTED ACQUISITION

DATE (if practical)

PROJECTED ALLOCATION

1. TECHNOLOGY RESOURCES COST SUMMARY

Tool-based Software [graphic organizers, presentation tools, web or multimedia authoring software, digital video recording/editing software, word processing/spreadsheet/database software, etc.]
\$5,000.00

Digital Content Delivery System(s) and/or Subscription(s)
Video Conferencing Equipment and/or Software
Projectors, Smartboards, and/or other Presentation Support Equip. \$150,453.54

Technology Infrastructure Improvements and/or Wireless Access Enhancements
Service and Maintenance Contract(s)/Agreement(s)
Assistive Adaptive Devices and/or Systems
Computers [desktop]
Computers [portable/tablet]
Printers, Storage Devices, and Digital Cameras
Handheld/PDA/Small Form Factor Devices
Other

TECH RESOURCE SUBTOTAL (as read from database) \$155,453.54

2. PROFESSIONAL DEVELOPMENT COST SUMMARY

[Document all professional development related expenditures as indicated below. The total must equal at least 25 percent of the funding request, unless the applicant is seeking a formal waiver of this EETT funds use directive.]

Technological Proficiency/Literacy Measurement System Training
Technology Integration Training Specialist(s)/Coach (s)/Mentor(s) [local district staff] \$72,548.90
Special Training Consultants and/or Facilitators
Online Training Services/Fees \$35,000.00

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Stipends, Appropriate Training Incentives, Release Time for Teachers, Substitutes \$6,000.00

Technology-Enhanced Lesson Plan Development Assistance

Appropriate Workshop/Session/Seminar Registration(s) [research, measurement, methods] \$3,000.00

Travel to DOE Sponsored Project Coordinators Meeting (s) \$1,000.00

Materials and Supplies [PD] \$8,330.39

Other Florida Digital Educator R \$12,500.00

PD SUBTOTAL (as read from database) \$138,379.29

3. ADMINISTRATIVE/OVERHEAD COST SUMMARY

[Expenditures proposed in this component of the budget should be reasonable and necessary for effective and efficient project implementation, monitoring, and evaluation.]

Project Coordination, Records Management, and/or

Reports Preparation [not technology integration training] \$7,626.50

Project Evaluation

Indirect Cost Estimate [must be calculated using approved rate for LEA] \$4,444.68

Materials and Supplies [ADMIN]

Other

ADMIN SUBTOTAL (as read from database) \$12,071.18

PROJECT TOTAL (as read from database) \$305,904.01

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2008-09 EETT Program Planning Snapshot

EETT PROGRAM GOALS:

- To improve student academic achievement through the use of technology in elementary and secondary schools.

- To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the 8th grade, regardless of race, ethnicity, gender, family income, geographic location, or disability.

- To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by state educational agencies and local educational agencies. Information about current Department of Education instructional technology goals, measurement tools, and supporting resources may be found on the Bureau of Instruction and Innovation website

(<http://www.flinnovates.org/>)

**CORE EETT
PROGRAM PLANNING
AREAS**

IMPLEMENTATION PLAN

[Document specific 2008-09
implementation objectives.

Include

specific timelines when
possible.]

MONITORING CHECK

[Check appropriate box for
each core planning area.]

Utilization of **Florida's Student Tool
for Technology Literacy**

web-based evaluation tool

<http://www.flinnovates.org/sttl/>)

Performance Goal: All students will be
technology literate by the end
of the 8th grade

Objective 1: Encourage all
Middle Schools to test all 8th
grade students using the
Student Tool for Technology
Literacy.5/30/09.

**LIMITED TEST IN
PROGRESS**

Utilization of **Florida's Inventory of
Teacher Technology Skills (ITTS)**

web-based evaluation tool

(<http://www.flinnovates.org/info/index.htm>)

Performance Goal: Personnel
skilled in technology

Objective 1: Encourage all
school to use the ITTS on a
yearly basis. Increase the
completion of ITTS by district
teachers to 75% this year.
(10/30/08)

APX. 50% OF TEACHERS

Intensive and sustained **technology
integration professional development,**
mentoring, and modeling

Objective 1: Continue the CTIP
& ITEC programs that deliver
ongoing technology integration
training and provides mentors
at the school level to train
others. (ongoing).

APX. 50% OF SCHOOLS

Technology –enhanced lesson plan development and identification of effective strategies to encourage **exemplary practice infusion**

Objective 1: Technology enhanced lesson plan development is at the core of CTIP & with monthly technology integration lesson plans posted electronically (ongoing).

APX. 25% OF SCHOOLS

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Educational Technology

Clearinghouse utilization
(<http://etc.usf.edu/>)

Objective 1: Include the expectation of using the Educational Technology Clearinghouse Resource Center in all CTIP and other technology integration training (ongoing).

APX. 25% OF SCHOOLS

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Support for Reading/Strategic Imperatives

Describe how the proposed project will incorporate reading initiatives and one or more of the Florida State Board of Education (SBE) strategic imperatives. URL:

http://www.fldoe.org/Strategic_Plan/StratImp.asp

Response: The focus of this project is to develop a comprehensive system that addresses teacher technology standards, integrating those standards into the core curriculum, and training teachers to implement technology in the classroom for highest student achievement. Reading is a priority in our district and it is imperative that reading strategies are supported as part of this project. Technology integration training will include reading strategies that can be incorporated in any subject or level as well as support the SBE Strategic Imperative 1 to "Increase the Supply of Highly Effective Teachers" and Strategic Imperative 3 to "Improve Student Rates of Learning". The use of technology by teachers in the classroom has proven to engage students more, reduce absenteeism, and fewer discipline interruptions allowing for more quality teaching and learning time.

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Dissemination/Marketing

Describe methods /strategies you will use to disseminate and market information about the project to appropriate populations.

Response: Requests for the application for the new ITEC and the CTIP program will be sent to all school principals, tech coordinators and curriculum liaisons in each school. These contacts are asked to share the application process with all classroom teachers. This information is also available on or office website and information about online training opportunities are available through our online professional development LMS system.
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Reporting Outcomes

Program participants are expected to participate in the annual **Florida Innovates Technology Resource Survey (TRS)**, which collects school-based data on classroom technology use/integration, access to technology/Internet resources, technology support, training strategies and methods, etc. (<http://www.flinnovates.org/survey/>). In addition to annual survey data, other baseline data is recorded in the **EETT Program Planning Snapshot** completed by the applicant. Project evaluation reporting is structured under identifiable project **Focus Areas** aligned with the Florida Department of Education's current Instructional Technology Goals. Project evaluation reporting guidance is maintained on the Department's EETT program website (http://www.fldoe.org/BII/Instruct_Tech/EETT/Part1/). All EETT entitlement project recipients are expected to prepare final project evaluation reports.

Response: A resource teacher position funded by EETT will be coordinating the implementation of the district initiatives such as the Florida Innovates Technology Resource Survey, the Inventory of Teacher Technology Skills, the Technology Integration Matrix, FCAT Explorer, ITEC, CTIP etc. This person will be responsible for collecting and maintaining the data needed to evaluate the EETT outcomes.

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Additional Planning Information for Consultation with Private Schools

In accordance with P.L. 107-110, Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant must provide a detailed plan of action for providing consultation for equitable services to private school children and teachers with the local education agency (ies) service area. For details, refer to URL:

<http://www.ed.gov/policy/elsec/leg/esea02/pg111.html>.

EETT program participants are expected to notify non-public schools in their district about program participation opportunities. Such notification should be completed as early as possible in the application development cycle to be effective. Inclusion of interested parties in the preliminary project planning and vision stages is critical to achieving program intent. Information about the nature of arrangements between the applicant and any non-public schools (scheduled to participate in the project) can be indicated below. That information

will be considered as one component of the detailed plan requested. Identifying projected training and/or resource delivery dates could also be an appropriate component of the district's plan (if non-public schools will be participating). A clear and meaningful discussion of the formal process used to notify potential non-public school participants is also recommended as a plan component.

Response: A meeting with the eligible/interested private schools took place on May 30 2008 for planning. Private school allocations will be set-aside based on student population and the district will act as purchaser for equipment and services that support the EETT initiatives for their schools.

Technology resource sharing such as providing access to computer labs, special training facilities, or online resources.

Technology placement at one or more school sites (must include utilization monitoring by district).

Technology planning coordination assistance.

Technology support and maintenance services.

Not applicable as there were no private schools operating in the district at the time of application.

Private schools were notified as to program participation opportunities, but none have indicated a desire to participate.

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