

ARRA Ed Tech
Iowa Online Learning
Application 2009-2011

RFP Feb 5, 2010
Applications Due March 5, 2010



Iowa Department of Education

Vic Jaras
Consultant Educational Technology

ALL APPLICATIONS MUST BE MADE ONLINE AT: www.iowagrants.gov THIS PDF IS PROVIDED AS A REFERENCE.

Ed Tech (ARRA) Iowa Online Learning Grant Application

Your application cannot be considered if directions are not followed, if any part or section of your application is missing at the time of submission, or if the application is not received by the deadline. It's the applicant's responsibility to see that all requirements are met.

Introduction

The overall guidance for the ARRA Ed Tech funds is the same as the Enhancing Education Through Technology (EETT). There are some differences, primarily in the data reporting and transparency areas. Hence where you see reference to the goals of the EETT Title II d grant, these same goals apply to the ARRA Ed Tech and are therefore included in this application.

The primary goal of the ARRA Ed Tech grant is to focus on Online Learning to provide equity of access to students and to empower teachers with new methods and tools for teaching and learning. We have made this a priority for several reasons.

First, to provide online content to all districts in the event of a pandemic, disaster or other need. Second, developing the capacity of Iowa teachers to use online content and create lessons, units and courses online. Third, to provide equity of access for all students to a diverse online curriculum that can supplement district offerings. Fourth, improving student achievement because of visually based online teaching resources (online content). Fifth, with declining enrollments, learning to teach online has the potential for saving jobs in the future for teachers.

Iowa Code (256.33) provided a vision for long term goals for Educational Technology. **Establishment of a clearinghouse for information and research concerning practices relating to and uses of educational technology. Priority shall be given to programs integrating telecommunications into the classroom.**

The Iowa State Board of Education Strategic Plan's 2nd goal asks us to increase the number of high school students taking advanced coursework and to provide professional development and technical assistance for districts and area education agencies in the areas of literacy, science, math and STEM (Science, Technology, Engineering and Math). Developing the capacity of Iowa teachers to use online resources and create content online will help us move forward in this area.

A-1. What are the goals of the ARRA Ed Tech program?

A: Provide online content that is available across Iowa in the event of pandemics, disasters or district need.

B: Develop teacher capacity to use online content, and to create lessons, units and courses online.

C: Create a state-wide repository (clearinghouse) of online content to support Iowa schools in their efforts to deliver and eventually develop virtual learning opportunities for students that extend beyond the classroom to provide equity and diversity of curriculum for all.

Activities carried out under ARRA ED TECH should conform to the guidance of EETT and be linked to the national goals of No Child Left Behind, the Iowa vision and goals, and the statewide K-12 educational initiatives that specifically address teaching and learning with technology in education.

The general goal of the ARRA Ed Tech program is to improve student academic achievement through the use of technology for online learning with professional development and curriculum development to promote research-based instructional methods that can be widely replicated. [-http://www.ed.gov/programs/edtech/guidance.doc](http://www.ed.gov/programs/edtech/guidance.doc).

A-2. What are the purposes of the program?

The purposes of the ARRA Ed Tech program are to –

- Assist Schools and School Districts in implementing and supporting a comprehensive system that effectively uses online resources in elementary and secondary schools to improve student academic achievement.
- Encourage the establishment or expansion of initiatives (including those involving public-private partnerships) that are **designed to increase access to technology**, particularly in schools served by “high-need local educational agencies” as defined in F-5.

F-5. What is a “high-need local educational agency”?

A “high-need local educational agency” is an LEA that –

- (1) *Is among those LEAs in the State 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 ESEA, or has a substantial need for assistance in acquiring and using technology.*
- Assist Schools and School Districts in the acquisition, development, interconnection, implementation, improvement, and maintenance of an effective educational technology infrastructure in a manner that expand access of technology to students (particularly disadvantaged students) and teachers.
 - Support initiatives that enable school personnel and administrators to integrate technology effectively into curriculum and instruction that are aligned with State content standards and the essential concepts and skills of the Iowa Core Curriculum, through such means as high-quality professional development programs.
 - Enhance ongoing professional development for teachers, principals, and administrators by providing constant access to training and updated research in teaching and learning through electronic means.
 - Support the development and use of electronic networks and other innovative methods, such as **distance learning, to provide specialized or rigorous courses or curricula to students who would not otherwise have access to such information, particularly to those in geographically isolated regions.**
 - Support local efforts to use technology to promote parent and family involvement in education and to enhance communication among students, parents, teachers, principals, and administrators.
 - Support the rigorous evaluation of programs funded under the ARRA Ed Tech Act, particularly regarding the impact of these programs on student academic achievement, and **ensure that the results are widely accessible through electronic means.**

[-http://www.ed.gov/programs/edtech/guidance.doc](http://www.ed.gov/programs/edtech/guidance.doc).

The **State of Iowa Vision:** To improve teaching and learning for all Iowa learners through the appropriate use of educational technology.

Goal 1: Establish an environment that promotes the appropriate and effective use of educational technology.

Goal 2: Support and strengthen the school improvement process by facilitating effective integration of technology in Iowa Schools to improve teaching and learning.

Goal 3: Improve support systems for the school improvement process through appropriate and effective technology integration and use in Iowa schools.

State of Iowa Initiatives for the improvement of:

- Literacy, Mathematics and Science
- Teacher/Administrator Induction/mentor program
- Evaluator training
- Provide support for high-need LEAs and schools in need of Assistance (SINA) as they incorporate state initiatives into their Comprehensive School Improvement Plans (CSIP).

Competitive grants -- The State will distribute 100 percent of the funding *on a competitive basis* to eligible local entities that have submitted consortium applications to the State. Consortium applications will only be accepted from AEAs that have at least one LEA that is above 15 % according to the Title I census poverty rate or UEN members that have more than 9,000 students according to Federal Eligible Census living in their district.

Guidelines and Requirements

1. Unless the LEA is of sufficient (at least 9,000 students) size (must have at least 16 schools of which 3 must be high schools) or a member of the UEN organization, it must be part of a consortium. The intent of the effort is to create resources of such magnitude as to make the improvement efforts practical. If an LEA chooses, it may write a letter to the Director in care of Vic Jaras at the Iowa Department of Education explaining why it does not need to be a member of a consortium and offer assurances that it can construct and conduct a formula application of sufficient size and scope. It must have a plan for evaluation and reporting data online. It must document that it possesses the resources and experience in conducting professional development activities as well as other assurances and addresses all elements of this application process and all of the ARRA ED TECH grant requirements .
2. To maximize the resources of the state and to allow all LEAs a chance to participate in the activities of the competitive grant, the Iowa Department of Education will only solicit consortium grant applications. Since most LEAs would receive formula funds of less than \$5,000, this effort will allow school districts to participate in efforts of sufficient size and scope to be meaningful. The consortia approach will result in no more than 18 competitive applications, 10 AEAs and 8 Urban Eight Network (UEN) LEAs for the funds. The state education agency will make sure the application is linked to one of the state initiatives, at least one of the national goals of No Child Left Behind, and to one of the state goals. Members of the consortium, led by the AEA, will agree to focus on one content area, linked to one of the state initiatives, and have at least one high-need school as a member of the consortium. Under the competitive component and formula application, the group application will be written and led by an AEA or a UEN member. Collaboration between AEAs and UEN members will be encouraged but no more than four AEAs or UEN members may be involved in a single application. A waiver may be granted for this restriction if it is justified in writing by the applicant and approved by the state department before the final application is submitted. The focus of each application will be on at least one or more high-need school(s) representative of the consortium needs located in the boundary of the AEA(s) or UEN member involved in the application.
3. **At least 25% of the grant total must be for professional development activities.**
4. Subpart 4 of the ARRA Ed Tech legislation incorporates into the Elementary and Secondary Education Act of 1965 (ESEA) the requirements of the **Children's Internet Protection Act (CIPA)**. These provisions require Local Educational Agencies (LEAs) to certify, under certain circumstances, that schools have adopted and are enforcing Internet safety policies. As a condition of participating in the ARRA Ed Tech program, LEAs must submit a CIPA certification form to their State Educational Agency (SEA). The CIPA requirements in the ESEA apply with respect to elementary or secondary schools that do *not* receive e-rate discounts and for which ARRA Ed Tech funds are used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet. The CIPA requirements in the ESEA do not apply to schools that receive e-rate discounts. (These schools are governed by other CIPA provisions and must submit their CIPA certifications to the Federal Communications Commission.)
5. **To conform with federal guidelines on transparency and accountability- All participants will create and maintain a web page to post internal and external evaluation data on a regular basis along with project examples, photos and videos to document the ongoing work of the grant and share updated information with the Iowa Department of Education.**
6. Assurance that all non-public schools in the consortium area have been contacted to participate in the implementation and support of the plan. All accredited non-public schools that are within the boundaries of the consortium, are eligible to participate in the grant application activities to the fullest extent possible. UNDER NO CIRCUMSTANCES are funds to be given directly to the non-public school.
7. An assurance that financial resources provided under the ARRA ED TECH program will supplement, and not supplant, local funds.
8. An assurance that the Consortium members will coordinate activities funded through the ARRA ED TECH program with technology-related activities supported with funds from other sources.
9. **As assurance that consortium members will develop an evaluation process** including assessment instruments regarding utilization, effectiveness and integration of technology into the curriculum.
To help ensure accountability for ARRA Ed Tech funds, Consortia will develop a process and accountability measures that they to evaluate the extent to which activities funded under the program are effective in:
 - (1) Integrating technology into curricula and instruction;
 - (2) Increasing the ability of teachers to teach;
 - (3) Enabling students to meet challenging district standards and

(4) Ensuring that every student is technologically literate by the end of eighth grade. Because the ARRA ED TECH program is a State-administered program, the SEA is responsible for ensuring that Grantees comply with ARRA ED TECH statutory requirements. In addition, as part of the overall evaluation of the program, the Department will examine the extent to which consortium members have effectively used funds to meet the goals of the program.

Review of application

Review process will consist of the following steps

- Review of the online application as submitted by the UEN member or the Consortium by a state review team
- Revisions, clarifications, amendments will be communicated before and after the review.

Notification of Awards

Applicants will be notified within 10 days after the Review as to whether their application will be funded. All activities for funded grants must be completed by September 30, 2012. This date may be changed depending on further guidance from the US Department of Education.

Appeals Process

A properly submitted program application to the Iowa Department of Education may be appealed within ten (10) business days of notification of denial. The appeal must be based on grounds that the process was conducted outside of the statutory authority, violated state or federal law, policy, or rule, did not provide adequate public notice, was altered without adequate public notice or involved conflict of interest by staff or committee members {281 IAC 7 (5)}.

Rejection of Proposals

The Iowa Department of Education reserves the right to reject any and all proposals received as a result of this announcement. In addition to the above, the Iowa Department of Education may also apply other factors in making funding decisions, such as: (a) geographical distribution, (b) duplication of effort or funding, (c) performance on previous grant activities, and (d) creativity and innovation in serving the education community.

Deadline extension

The Iowa Department of Education may grant an extension in extreme circumstances of up to ten days past the current due date, upon a request submitted to Vic Jaras at the Iowa Department of Education.

ARRA Ed Tech Grant Application Requirements:

- A. The Focus of this grant will be to develop a repository of online lessons, units and courses of instruction to be shared state-wide in an online repository for schools in the event of a pandemic, disaster or individual district need.
- B. The first phase will be for a representative committee (of applicants) to select an online content provider and to secure a 1-2 year license(s) to be shared statewide.
- C. The second phase will be to provide teacher professional development over 2 years to develop new methodologies of instruction and to prepare teachers to teach online. Teachers will be trained to use online learning tools and to incorporate them into lessons, units and courses of their own.
- D. Classroom support for teachers includes professional development and in areas of high need can include a wireless computing device allowance of no more than \$300 per unit.
- E. The third phase will be to demonstrate that teachers are able to provide high academic levels of instruction with online teaching.

NEED and AREA OF FOCUS –A description of the need and area of focus for this. Basic Question(s): How are you going to build capacity for online learning in Iowa? Why do you need this grant? What professional development will you supply? What content will you purchase/ develop? What resources will you need to move online learning forward?

Grade Levels Most Affected:

- Elementary
- Middle
- Secondary

Subject Areas you will focus on:

- ___ Literacy
- ___ Mathematics
- ___ Science
- ___ STEM (Science, Technology, Engineering, Math)

- The online application will have checkboxes where you can indicate your grade level and subject area focus.

B. ACTION PLAN - A clear description of the proposed initiative or action plan. Aligned to The Iowa Core Curriculum, state and district goals.

- (1) A description of how the applicant will coordinate activities carried out with funds provided under this subpart with technology-related activities carried out with funds available from other Federal, State, and local sources.
- (2) Linkage to or description of the involvement of an Institution of Higher Education, especially a teacher training institution in the project.
- (3) A description of the supporting resources (such as services, software, other electronically delivered learning materials, and print resources) that will be acquired to support teacher professional development or provide content for students.
- (4) A description of the consortia communication plan as to how it will keep all members of the consortia informed as to progress in regard to all of the grant activities.

No funding will be approved for the second year under either part of this proposal unless all reports are satisfactory.

During the review, the applicant(s) will demonstrate progress on how the consortium members are developing a plan to carry on the activity after the funding for the grant concludes.

C. PROFESSIONAL DEVELOPMENT – A **minimum** 25% of the total budget must be allocated for professional development activities.

- **Incorporate the Iowa Professional Development Model**
To accomplish the goal of increasing student achievement, teachers must have skills and competence in scientifically research-based instructional practices. Professional development ensures that teachers have the skills and knowledge defined in the Iowa Teaching Standards and supporting model criteria. The Iowa Teaching Standards and Supporting Criteria serve as a foundation for the Iowa Evaluator Approval and Training Model, Induction and Mentoring, Individual and District Career Development Plans, and the Career Paths established in the Iowa Teacher Quality legislation.
- **Support the Iowa Core Curriculum**
The vision for the Iowa Core Curriculum is to ensure the success of each and every student by providing a world-class curriculum. The Core Curriculum is designed to improve achievement of all students, preparing them for the world of work and lifelong learning. It identifies the essential content and instruction that all students must experience. School districts that implement the Core Curriculum with integrity increase the likelihood that all students become life-long learners, productive adults, and engaged citizens. The Department improvement efforts are designed to yield positive results by enabling schools to prepare students to graduate with the 21st century skills and competencies needed to be successful in post-high school endeavors and the world of work.

D. TECHNOLOGY - Basic question: How does the application make effective use of technology and other electronic resources to support the proposed initiative?

1. A description of the type and costs of technologies to be acquired under this subpart, including services, software, and digital curricula, and provisions for interoperability among components of such technologies.
2. 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.
3. Describe 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.

E. NON-PUBLIC SCHOOL PARTICIPATION -
Non-public School Involvement

Contact non-public schools about participation. Describe the non-public school's participation and involvement in the planning and implementation of the project. A list of your non-public schools and contacts (with names and email addresses) will be requested.

F. EVALUATION -

A description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under this subpart are effective in increasing the ability of teachers to teach, and enabling students to have equity of access to technology based instructional content.

The ARRA Ed Tech Evaluation Development Process

The overall focus of the evaluation design is to focus on determining the effectiveness of individual consortium to demonstrate

- 1) The integration of online technology tools and content into curricula and instruction
- 2) Increasing the ability of teachers to teach
- 3) Equity of access to technology based content for students and the potential impact on student achievement

G. REPLICATION AND SUSTAINABILITY- A PLAN FOR EXPANDING AND CONTINUATION AFTER FUNDING PERIOD

Describe how the project could be expanded and replicated and how it will continue after the funding period.

H. PROPOSAL ABSTRACT/SUMMARY

Less than 300 word summary of the action plan, technology, professional development and evaluation of the project.

I BUDGET

Please carefully review these instructions before preparing the budget.

Complete and include the Budget Worksheet with your application. Budget estimates must not exceed the allocated dollar amount for your competitive category and the total of the formula in-kind match of all participating districts. This figure should also reflect at **a minimum at least 25% of the total budget for staff development**. And up to 10% for evaluation of the project. Note: This is a 2 year budget.

The Budget is composed of eleven expenditure categories. These categories reflect the summary of totals from a more detailed budget analysis.

1. Indirect costs up to 3% are permitted under this application.
2. Amounts budgeted for federal funds must be in accordance with EDUCATION DEPARTMENT GENERAL ADMINISTRATIVE REGULATIONS (EDGAR).
3. Expenditures must be justified in relation to the scope of the project goals, objectives and activities. Funds requested under this grant must not replace monies used to support existing programs. All funds must be spent (goods received and services rendered) **during the grant period designated**.

SALARIES: This category is for the gross amount of salaries: the costs for permanent and temporary employees, overtime, sabbatical leave and stipends including personnel substituting for those permanent positions. **Salaries must be justified, based upon board action of the entity.**

PROFESSIONAL DEVELOPMENT: Federal guidelines require all grantees to provide a minimum of 25% for Professional Development. This is tracked with a line item in the budget.

EMPLOYEE BENEFITS: This category indicates amounts paid by project monies on behalf of employees. Fringe benefit payments—which may include Medicare, Social Security, worker's compensation, federal unemployment compensation, state unemployment compensation, retirement, and health insurance—should be budgeted here. **Tuition payments to a salaried employee should be budgeted here. Certification may be considered as tuition reimbursement if paid to individual.**

PURCHASED PROFESSIONAL AND TECHNICAL SERVICES: This category is for the summary of amounts budgeted to pay individuals for services that by nature can be performed only by persons or firms with specialized skills and knowledge. This category includes professional services contracted or paid by the project for consultants, speakers, auditors, and others. The contract should remain in the grantee's office for review and audit.

PURCHASED PROPERTY SERVICES: This category is for the summary of amounts budgeted to pay non-employees or firms to operate, maintain, rent, lease or repair property (e.g., equipment) owned or used by the sub grantee.

OTHER PURCHASED SERVICES: This category is for the summary of amounts budgeted to pay for services rendered by organizations or individuals not employed by the entity. This category includes the amounts paid the project staff and associated personnel for travel reimbursement and for tuition paid to an outside vendor such as a university or other entity.

SUPPLIES: This category is for the summary of amounts budgeted to pay for items that are consumed, worn out or deteriorated through use: for example, textbooks and periodicals, software, media etc.

EQUIPMENT: This category is for the summary of amounts budgeted to pay for acquiring fixed assets such as equipment.

NON- PUBLIC SCHOOL PARTICIPATION: Federal guidelines require Non Public School(s) Participation. This expense is tracked with a line item in the budget.

EVALUATION: Grantees are required to conduct an internal evaluation and to provide 5% of their allocation for external evaluation. This expense is tracked with a line item in the budget.

OTHER: This category is used to summarize amounts budgeted to pay for other services not in the above categories. Indirect costs not to exceed 3% can be placed here – itemize and explain what the indirect costs

BUDGET REVISION PROCEDURES

1. A revision is necessary to request budget changes if any of the following occur:
 - 1) Final grant award notification reflects an amount different from the tentative allocation originally budgeted in the application.
 - 2) Additional funds are awarded after the original allocation.
 - 3) A category exceeds 10% of the amount budgeted.
 - 4) Program objectives change from the approved application.
2. Budget revisions **must** be approved in writing by Vic Jaras before obligations are made or funds are expended.

A LETTER OF JUSTIFICATION **MUST** ACCOMPANY ALL BUDGET REVISION REQUESTS RECEIVED PAST THE ESTABLISHED DEADLINE. **ALL** BUDGET REVISIONS WILL BE CONSIDERED ON CASE-BY-CASE BASIS FOR APPROVAL.

If the budget revision does not follow the procedures established by the DE, the approval process could be delayed and may result in the return of the revision

J-AGREEMENTS AND ASSURANCES: Mandatory. As an eligible applicant for ARRA ED TECH Funds, The applicant agrees to the following:

1. To abide by the expectations for project development and completion as set forth in the grant guidelines and requirements for proposals.
2. To fulfill the goals and objectives set forth in the submitted proposal.
3. To abide by the budget expenditures and categories that are approved upon selection as a grantee .
4. At a minimum, to submit periodic progress reports and as otherwise required and to interact on a monthly basis with the Department of Education, Office of Technology contact person regarding components of the project.
5. To collect and provide data as required by the Iowa Department of Education or the U.S. Department of Education.
6. To develop and submit a final project evaluation
7. All partners or single applicant have filed all necessary documents required by ARRA ED TECH with the DE as an assurance. To the best of the signers' knowledge they meet all the necessary criteria for this application.

SIGNATURE SECTION

It is the entity's responsibility to ensure that adequate internal controls have been established and defined for authorized signers. Budget documents and requests for funds submitted on behalf of the entity will be assumed authorized. The entity will additionally be responsible for any financial misrepresentation appearing on these documents regardless of the individual/position of the signer. Although the grant application and management will be online, It is recommended that actual signatures be kept on file by the grantee.

IMPORTANT!! The official grant application is online at www.iowagrants.gov this information is intended to serve as a guide.

Questions or Comments to: Vic Jaras
Iowa Department of Education
Grimes State Office Building
Des Moines, Iowa 50319-0146
Phone (515) 242-6354 e-mail vic.jaras@iowa.gov

Information on Non-public School Participation

An educational entity that applies for and receives ARRA ED TECH funds must provide children enrolled in non-public schools, as well as their teachers and other educational personnel, with an opportunity to participate in the program on an equitable basis. To accomplish this, an entity seeking ARRA ED TECH monies must engage in a timely and meaningful manner consultation with appropriate non-public school officials during the design and development of a ARRA ED TECH project. The consultation should address how the needs of the non-public school children would be identified, the services that would be offered, how and where those services would be provided, and service assessment. The consultation should also address the opportunities of non-public school teachers and other educational personnel to participate in professional development activities.

The participation of non-public school children and personnel in ARRA ED TECH program is subject to certain limitations:

The services provided with ARRA ED TECH monies must be secular, neutral, and non-ideological.

The control of ARRA ED TECH monies and the title to any equipment bought with ARRA ED TECH monies must remain with the public agency.

Employees of the public agency must provide ARRA ED TECH services, or through a contract with a person or organization that is under the control or supervision of the public or supervision of the public agency and independent of any non-public school or religious organization.

The ARRA ED TECH monies may not be used for repairs, minor remodeling or construction of non-public school facilities. The ARRA ED TECH monies must be used to supplement, and in no case supplant, the level of services that would in the absence of these funds be available for participating non-public school students and educational personnel.

The ARRA ED TECH monies can be used to meet the special educational needs of participating children who attend non-public school and their teachers and other educational personnel, to provide an equitable distribution of services under ESEA.

With appropriate safe guards, ARRA ED TECH monies may be used for the purchase of computer and software for use in non-public schools. However, the computer and software remain district property. To avoid all confusion as to care and maintenance of said equipment, it is strongly recommended that a signed agreement listing each party's responsibilities be entered into.

Non-public schools should have an equitable share of ARRA ED TECH funds but do not receive the money directly from the government or consortium. We have provided planning forms to help you prepare for your online application.

PARTICIPATION OF NON-PUBLIC SCHOOLS

APPLICANT: _____

INSTRUCTIONS: Applicants for this program must, after meaningful consultation with appropriate non-public school officials, provide children enrolled in non-public schools, as well as their teacher and other educational personnel, with an opportunity to participate on an equitable basis in this program. Please mark one:

- _____ There are **no** non-public schools located within the geographic region served by this proposal.
- _____ Yes, There is a non-public school within the district boundaries but the non-public school chose not to participate. Provide proof of contact or rejection of opportunity to participate
- _____ There is **at least one** non-public school located within the geographic region served by this proposal and they are participating.

Complete items below.

1. Describe how the federal requirements for participation of non-public school children, as well as teachers and other educational personnel will be met, including: a) How the needs of non-public schools will be identified.
b) Services to be offered.
c) How the services will be provided.
d) Service assessment.
e) Opportunities for teachers and other educational personnel to participate in in-service training activities

Note: ARRA ED TECH legislation requires that a local education agency that receives ARRA ED TECH funds provide children enrolled in non-public schools, as well as their teachers and other educational personnel, with an opportunity to participate in the ARRA ED TECH program on an equitable basis. The non-public school(s) must be consulted with during planning. Your application will not be eligible for consideration if this requirement is not met.

**Iowa Department Of Education
ARRA Ed Tech Estimated Summary Budget 2009-2011**

UEN, AEA or Consortium _____
 Street _____
 City _____
 Zip Code _____
 Phone _____
 Fax _____

Expenditure Category	Amount	Percentage of Budget
Salaries		
Employee Benefits		
Professional Development (25% required)		
Purchased Professional/Tech Services		
Purchased Property Services		
Other Purchased Property Services		
Supplies		
Equipment		
Non Public School(s) Participation		
Evaluation		
Other		
TOTAL of all above		

Signature Information:

Submitted by _____
Date Email

Authorizing Signature _____
Date Email

ARRA ED TECH Grant Agreements and Assurances

As an eligible applicant for ARRA ED TECH Funds, The applicant agrees to the following:

8. To abide by the expectations for project development and completion as set forth in the grant guidelines and requirements for proposals.
9. To fulfill the goals and objectives set forth in the submitted proposal.
10. To abide by the budget expenditures and categories that are approved upon selection as a grantee .
11. At a minimum, to submit periodic progress reports and as otherwise required and to interact on a monthly basis with the Department of Education, Office of Technology contact person regarding components of the project.
12. To collect and provide data as required by the Iowa Department of Education or the U.S. Department of Education.
13. To develop and submit a final project evaluation
14. All partners or single applicant have filed all necessary documents required by ARRA ED TECH with the DE as an assurance. To the best of the signers' knowledge they meet all the necessary criteria for this application.

AEA CEO/ or Superintendent of Schools

Professional Development Coordinator

High Need district/school representative

AEA Media Director or technology coordinator

Date

Date

Please have signatures on the agreements and assurances and keep a physical copy on file.