Enhancing Education Through Technology (EETT) District Application

For

Formula-Funded Grants
Funding Year 2003-2004

Deadlines for Submission:

Cycle A – October 15, 2003
Cycle B – December 10, 2003
Cycle C – March 10, 2004

Online Submission Only
Faxed or Emailed Copies Will Not Be Accepted

Administered by: California Department of Education
Education Technology Office
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Section I. Information

A. Overview – Enhancing Education Through Technology Formula Grant

The Enhancing Education Through Technology Program (EETT) was established as part of the Federal *No Child Left Behind,* Public Law, 107-110, Title II, Part D, Sections 2401-2441. Under this program, the California Department of Education (CDE) awards federally-funded grants to eligible local entities and consortiums.

No Child Left Behind (NCLB) legislation provides two separate funding opportunities for EETT. One-half of available federal funds will be allocated via *formula* based upon Part A of Title I data, and one-half of the funding will be awarded via a *competitive* application process. Each EETT grant application process will require a separate application. ***This Request for Application (RFA) is for formula-funded grants only***.

EETT advances the federal goals for technology in education. The primary goal of the EETT program is to improve student academic achievement through the use of technology in elementary schools and secondary schools. It is also intended to:

- Assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.

- 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 promising practices by state educational agencies and local educational agencies.

B. Purpose of the Grant

The purposes of this funding, under the EETT, are to:

(1) Provide assistance to states and localities for the implementation and support of a comprehensive system that effectively uses technology in elementary schools and secondary schools to improve student academic achievement.

(2) Encourage the establishment or expansion of initiatives, including initiatives involving public/private partnerships, designed to increase access to technology, particularly in schools served by high-need local educational agencies.

(3) Assist states and localities in the acquisition, development, interconnection, implementation, improvement, and maintenance of an effective educational technology infrastructure in a manner that expands access to technology for students (particularly for disadvantaged students) and teachers.

(4) Promote initiatives that provide school teachers, principals, and administrators with the capacity to integrate technology effectively into curricula and instruction that are aligned with challenging state academic content and student academic achievement standards, through such means as high-quality professional development programs.

(5) Enhance the ongoing professional development of teachers, principals, and administrators by providing constant access to training and updated research in teaching and learning through electronic means.

(6) Support the development and utilization of electronic networks and other innovative methods, such as distance learning, of delivering specialized or rigorous academic courses and curricula for students in areas that would not otherwise have access to such courses and curricula, particularly in geographically-isolated regions.

(7) Support the rigorous evaluation of programs funded under this part, particularly regarding the impact of such programs on student academic achievement, and to ensure that timely information on the results of such evaluations is widely accessible through electronic means.

(8) Support local efforts using technology to promote parent and family involvement in education and communication among students, parents, teachers, principals, and administrators.

C. Eligible Entities

Eligibility is restricted to Local Education Agencies (LEAs) receiving Title I, Part A funding and to other LEAs that apply as part of a consortium with an LEA that receives Title I funds. A consortium may include other LEAs, institutions of higher education, educational service agencies, libraries, or other educational entities appropriate to provide local programs.

Eligible LEAs **may not** apply as both an individual applicant and as a member of a consortium.

Eligible LEAs **and** LEAs applying as part of a consortium must all have a district education technology plan that has been reviewed and approved by CDE as meeting the EETT district education plan criteria (Appendix C).

If an eligible LEA was funded for the 2002-03 EETT Formula grant funding, they do not need to apply for the 2003-04 Formula grant funding if their technology plan extends through the 2003-04 grant period.

D. Application Requirements

LEAs must submit an online application which includes a new or updated educational technology plan that conforms to Appendix A and Appendix C.

Appendix C includes criteria which are based on the California State Board of Education adopted guidelines for education technology planning and the EETT education technology plan requirements. The two EETT criteria not included in the California State Board of Education adopted guidelines are:

1. Collaboration with adult literacy providers (if applicable) to maximize the use of technology (Appendix C, Criterion 8)

2. Utilization of curricula and teaching strategies, based on a review of relevant research, to integrate technology leading to improvements in student academic achievement (Appendix C, Criterion 9)

Therefore, applicants who have current (extends through the 2003-04 grant period) CDE-approved education technology plans (i.e. under the Technology Learning Challenge (TLC) Program), may use their existing education technology plans, modified to include criteria 8 & 9, to comply with the requirements of the EETT legislation.

Whether applying for formula funding or competitive funding, **LEAs are required to submit their education technology plan to the California Department of Education for review and approval prior to funding**. As appropriate, a district may seek a waiver of the EETT requirement through the U.S. Department of Education in order to receive funds to develop the plan.

E. Service to Disadvantaged Students

Applicants with 75 percent or more of their students living in poverty are eligible for individual assistance from their CTAP region in the preparation of this application and education technology plan. Visit <http://www.cde.ca.gov/eett/eligibledistricts.htm> for a list of eligible districts and the percent of students eligible for free or reduced-price lunches.

F. Funding

Funding will be based upon the proportionate amount of California's Title I, Part A funding that the LEA receives in each of the grant years. Because the amount of Title I, Part A funding changes each year, and due to the inclusion of new applicants, the EETT formula grant award will be recalculated yearly and the award amounts will change.

Applicants with questions about the calculation of EETT Formula grant awards should contact the Education Technology Office, California Department of Education, at (916) 323-5715.

EETT Formula grant funds may be used for education technology-related expenses in the funded districts as long as:

1. At least 25 percent of funds are used to provide ongoing, sustained, and intensive, high-quality 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. LEAs may apply for a waiver to this requirement through the CDE and California State Board of Education waiver process.

2. Expenditures are consistent with the Federal Education Department Guidelines Administrative Regulations (EDGAR), <http://www.access.gpo.gov/cgi-bin/cfrassemble.cgi?title=199834> under Title 34 Education.

3. Any curriculum-based software purchased with grant funding is either:

    a. Part of a state-adopted program **or**

    b. Reviewed by the California Learning Resources Network (CLRN) and found to be consistent with State Board-adopted Content Standards. Information about CLRN may be found at <http://www.clrn.org>.

The Rural Education Achievement Program (REAP) reauthorized in the *No Child Left Behind Act of 2001* allows eligible LEAs with an Average Daily Attendance of less than 600 to combine "applicable funding" and use the applicable funding to carry out local activities under one or more of the federal programs. The purpose of this program is to allow LEAs the flexibility of transferring certain federal formula grant funds into other programs in order to address the academic needs of students more effectively. The EETT Formula Grant Program (Title II, Part D) is defined as an applicable program. For more information on this program visit the CDE web site <http://www.cde.ca.gov/ccpdiv/reap/>.

G. Deadlines for Submission

Complete applications must be posted to the CDE EETT Web site <http://www.cde.ca.gov/edtech/eett/> **no later than 5:00 p.m.** on one of the following dates:

- **Cycle A – October 15, 2003**
- **Cycle B – December 10, 2003**
- **Cycle C – March 10, 2004**

For information regarding how to apply online, please see page 9.

H. Important Dates to Calendar

Oct. 10, 2003	RFA/RFP Guidelines available
Oct. 15, 2003	**Cycle A – Application, Education Technology Plan/Addendum Submission Deadline**
Nov.18, 2003	Cycle A – District notified if resubmission needed
Dec.10, 2003	Cycle A – Resubmission deadline
Dec. 31, 2003	Cycle A – Resubmission results to districts
Dec. 10, 2003	**Cycle B – Application, Education Technology Plan/Addendum Submission Deadline**
Feb. 17, 2004	Cycle B – District notified if resubmission needed
March 5, 2004	Cycle B – Resubmission deadline
March 19, 2004	Cycle B – Resubmission results to districts
March 10, 2004	**Cycle C – Application, Education Technology Plan/Addendum Submission Deadline**
April 28, 2004	Cycle C – District notified if resubmission needed
May 19, 2004	Cycle C – Resubmission deadline
June 3, 2004	Cycle C – Resubmission results to districts
TBA	Grant awards sent to successful applicants
August 31, 2005	All funds must be obligated or CDE will bill district for unobligated amount. (See Appendix D for the Definition of Obligation)
October 14, 2005	End-of-period expenditure form due to the Education Technology Office

I. What to Submit Online

Application Package

By the application cycle deadline, **all applicants are required to submit their EETT Formula grant applications online at <http://www.cde.ca.gov/edtech/eett/>. If an eligible LEA was funded for the 2002-03 EETT Formula grant funding, they do not need to apply for the 2003-04 Formula grant funding if their technology plan extends through the 2003-04 grant period.**

Only applications submitted through the EETT application Web site will be accepted**. Faxed and emailed copies will not be accepted.** CTAP Regional Offices will assist LEAs that require assistance in submitting their applications online. The EETT Formula grant application package consists of the education technology plan and completed Appendix C from this RFA.

- Education Technology Plan

  Applicants must upload their existing education technology plan and Appendix C with "Page in District Plan" column completed by the applicant school district (see Appendix B for Plan Submission Requirements). Be sure to include the plan's beginning and ending dates.

- Education Technology Plan Addendum (**For those with "prior CDE technology plan approval" only**)

  If the applicant previously received CDE approval for their education technology plan under the TLC program, the applicant must submit their existing district technology plan **and** Appendix C with "Page in District Plan" column completed for the EETT technology plan requirements (Appendix C, Criteria 8 & 9).

- Appendix C – Enhancing Education Through Technology Formula Grant Program, Criteria for EETT-Funded Education Technology Plans

  Include the specific page number(s) from your district education technology plan in the "Page in District Plan" column.

J. Instructions for Online Filing of the EETT Formula Grant Application

Have the following ready before logging on to the EETT application Web page:

1. **EETT Formula Grant Application System Access codes -** The LEA Personal Identification Number (PIN) and password were included in the notification letter to LEA superintendents. If you are unable to locate the notification letter, please contact your CTAP Region Office <http://www.cde.ca.gov/edtech/ctap.htm>

2. **Existing education technology plans, addendum (if needed) and Appendix C in .pdf (Acrobat) or .doc (Word) format -** Applicants and consortium members (LEAs only) must submit their existing education technology plan and a completed Appendix C with "Page in District Plan" indicating where specific information may be found in the education technology plan. LEAs with "CDE-approved technology plans" must send an addendum to their existing technology plan that addresses the additional EETT education technology plan criteria. (Appendix C, Criteria 8 & 9) CTAP Regional staff is available to help convert education technology plans and supporting documents to Word or Acrobat format.

3. **Consortium Membership** - A LEA applying as the lead of a consortium must identify the membership of their consortium. Identify all local educational agencies, including their CDS code. Include institutions of higher education, educational service agencies, libraries, or other educational entities appropriate to provide local programs. **All school district and direct-funded charter school members of consortiums must have approved and current education technology plans before the consortium can be funded.**

4. **Applications must be submitted online using the following procedure**:

    1. Log-on to the EETT Web site at: <http://www.cde.ca.gov/edtech/eett/> and follow the links to the online application.

    2. Choose your county and LEA and enter your EETT Application System **Password** and EETT Application System **PIN**.

    3. Enter your Contact and Application Type information.

    4. Finally, following the on-screen instructions, upload your district technology plan and/or addendum (see Appendix B for Plan Submission Requirements). **Your CTAP Region Office can assist in this process.**

Applicants are encouraged to format their education technology plans in a professional and easy-to-read manner. It is required that a minimum font size of 12 be used to promote readability throughout the entire document. It is also recommended that each application section be clearly labeled in a fashion to facilitate finding sections cited in the application narrative. **CDE strongly recommends that districts work with their CTAP Regional Office <http://www.cde.ca.gov/edtech/ctap.htm> to ensure that their application meets all RFA requirements.**

K. When to Submit Applications

Completed applications must be posted online to the application Web site, <http://www.cde.ca.gov/edtech/eett/>, **no later than 5:00 p.m. on one of the following dates:**

- Cycle A: October 15, 2003
- Cycle B: December 10, 2003

- Cycle C: March 10, 2004

All applications must be received on or before the Cycle Submission Date to be considered for that review cycle. **Late submissions will not be considered for that cycle. No applications will be considered for review this year if received after March 10, 2004.**

L. Process and Criteria for Awarding Grants

Applications will be screened for completeness. Valid application packages will include district contact information, type of application, list of consortium members (if applicable), a new or updated education technology plan, addendum (if needed), and Appendix C, with "Page in District Plan" information completed. **Applications that do not comply with these requirements will not be accepted for review.**

Each complete application submitted by the cycle deadlines will be reviewed by a two-person reader team. The education technology plan will be reviewed for compliance with state and federal criteria based on Appendix C, Criteria for EETT Funded Education Technology Plans.

Readers will evaluate the education technology plan as submitted and will assess how well the technology plan addresses the review criteria in Appendix C. Each reader will review applications independently. If the two readers do not agree on the score of the application, a moderator or other expert reader will review the application and work with the readers to agree on the final decision.

Education technology plans will be scored on a pass-fail basis. LEAs whose plans **pass** the review will be notified by the appropriate cycle notification date. LEAs whose plans **fail** the review may resubmit revised plans by the appropriate cycle resubmission date to be reconsidered for approval (see Important Dates to Calendar, page 7).

Plans resubmitted for review MUST address identified deficiencies of the original plan submitted. Submission of a "placeholder" plan for review with the resubmission of a new plan for review during the resubmission period, will not be allowed.

M. Required Grant Conditions

Successful applicants will be required to sign and submit the following forms before funding is received:

- **Grant Award (AO-400) –** mailed to recipient after successful application
- **Assurances and Conditions -** mailed to recipient after successful application
- **Certification Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters and Drug-Free Workplace Requirements** - Appendix H is a sample

The grant award will specify the payment schedule for the funds and the assurances and conditions will include following specific and general conditions that must be met to receive funding:

Specific Conditions

As a condition of the receipt of funds under this program, the grantee assures that it will:

1. Obligate **all** grant funds by **June 30, 2005**. If funds are not obligated by June 30, 2005, the grantee will repay any funding received, but not obligated, and forfeit any grant funds not yet received. (See Appendix D for a Definition Of Obligation)

2. Submit an end-of-period expenditure form by **August 15, 2005**.

3. Complete and submit: A) annual performance reports required by the United States Department of Education; B) any evaluation data requested by CDE or the United States Department of Education; and C) the 2004 and 2005 California School Technology Survey for all funded districts and schools.

4. Expend funds in compliance with the Federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education.

5. Purchase hardware that meets or exceeds standards for hardware issued found in Appendix G, Technical Specifications for Computers Purchased or Leased Under the EETT Funding.

6. Purchase curriculum-based software that is either (a) part of a state-adopted program or (b) reviewed by the California Learning Resources Network (CLRN) and found to be consistent with State Board-adopted Content Standards.

7. Agree that by the end date of the grant (June 30, 2005) at least sixty (60) percent of the teachers in the district will have completed both the Proficiency Assessment and Technology Use Survey in the CDE CTAP^2 Web Site at <http://ctap2.iassessment.org>

8. Maintain and provide upon request to the CDE a written affirmation signed by officials of each participating private school that consultation required by Section 1120 (b) under Title I, Part A of the *No Child Left Behind Act of 2001* has occurred. (Appendix E)

General Conditions

As a condition of the receipt of funds under this program, the grantee assures that it will:

1. Administer the grant in accordance with all applicable statutes, regulations, program plans, and applications.

2. Maintain control of funds and title to property acquired with program funds in the public agencies.

3. Use proper methods of administering the program, including correction of any deficiencies identified through audits, monitoring, or evaluation.

4. Cooperate in carrying out any evaluation of the program conducted by or for the U.S. Secretary of Education, the CDE, or other federal or state officials.

5. Use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the program, including the use of the federal funds to supplement, and not supplant, state and local funds; and maintenance of effort (20 USC § 8891).

6. Operate programs and services in compliance with Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act.

7. Submit an end-of-period expenditure report as well as any other reports to the CDE that are reasonably necessary to enable the CDE to perform its duties, and maintain such records and provide access to those records as necessary. Such records shall include, but not be limited to, records which fully disclose the amount and disposition by the grantee of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records at the district office for five years after the completion of the activities for which the funds are used. (34 CFR 76.722, 76.730, 76.731, 76.734, 76.760; 34 CFR 80.42)

8. Agree that any evaluation, periodic program plan, and/or report relating to each program will be made readily available to parents and other members of the general public.

9. Repay any funds which have been finally determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agree to pay any collection fees that may subsequently be imposed by the federal and/or state government.

10. Ensure that its governing board has a policy in compliance with state law requiring local educational agencies to expel from school, for a period of not less than one year, a student who is determined to have brought a firearm to school under the jurisdiction of the grantee. (20 USC § 8921, Gun Free Schools Act – see California Education Code Section 48915)

11. Administer the curricular activities funded by this grant in such a manner so as to be consistent with state Academic Content Standards.

12. Computers purchased or leased using grant funds should be consistent with district standards and intended to be of a high enough quality to last 3-5 years. Refer to Appendix G for guidance. Used, refurbished, or sub-district standard computers should not be purchased with grant funds.

13. Agree to CDE site visitations for the purpose of monitoring grant implementation and expenditures and provide all requested documentation to CDE personnel in a timely manner.

14. Agree that CDE has the right to intervene, renegotiate the grant, and/or cancel the grant if the grant recipient fails to comply with grant requirements.

N. Suggested Steps

CDE recommends that grant recipients take advantage of regional and statewide services to enhance their ability to effectively plan and use technology. All grantees will be encouraged to:

1. Work with their CTAP region in the implementation of their technology plans. More information about CTAP, including a current list of regional contacts, may be found at <http://www.cde.ca.gov/edtech/ctap.htm>.

2. When purchasing supplemental electronic instructional resources, visit the California Learning Resource Network (CLRN) at <http://www.clrn.org > to determine if the product has been reviewed and approved for alignment with the state Academic Content Standards.

3. Use the resources posted on the Technology Information Center for Administrative Leadership (TICAL) Web site to help school and district administrators understand how to use technology to enhance teaching and learning. For more information about TICAL, visit <http://www.portical.org>.

4. Plan for adequate technical support to ensure that any hardware purchased with grant funding is appropriately maintained. Grantees may contract for technical support at the time of hardware purchases and/or provide this support via district or school staff.

5. Use the services provided by the Technical Support for Education Technology in Schools (TechSETS) to assist in the development of network infrastructures and to identify skills needed by technical support staff and in acquiring the professional development that these staff need. More information about TechSETS may be found at <http://www.techsets.org>.

6. Work with their CTAP region on the implementation and completion of the Proficiency Assessment and Technology Use Survey in the CDE CTAP^2 Web Site <http://ctap2.iassessment.org/>. The web site has built-in reporting features that can help with the monitoring and evaluation of the professional development program being implemented by the district and/or school.

Section II. Appendices

Appendix A - Education Technology Plan Review Requirements

Enhancing Education Through Technology (EETT) requires that before receiving EETT funds, an eligible applicant must have a new or updated long-range strategic educational technology plan that is consistent with the objectives of the statewide technology plan and that addresses the statutory local plan requirements.

California Education Code section 51871.5 (c) also requires that after January 1, 2002, school districts must have an education technology plan prior to receiving any technology grant awards from the CDE.

The California State Board-approved guidelines for Education Technology Planning are consistent with the EETT education technology plan requirements in all but two areas:

1. Collaboration with adult literacy providers (if applicable) to maximize the use of technology, and

2. Curricula and teaching strategies, based on a review of relevant research, to integrate technology leading to improvements in student academic achievement.

Applicants do not have to develop a new education technology plan for the EETT program. Applicants may use their current CDE-approved education technology plan, modified as necessary, to comply with the requirements of the EETT legislation. As appropriate, a district may seek a waiver of the EETT requirement through the U.S. Department of Education in order to receive funds to develop the plan.

Consortium Application

All public LEAs that apply for funding as part of a consortium must have a CDE-reviewed and approved education technology plan that meets both the State Board of Education and EETT criteria. Applying for funds through a consortium application does *not* relieve a district of its obligation to have a local technology plan that meets all of the statutory requirements.

Appendix B - Plan Submission Requirements

To meet District Technology Plan Requirements for the EETT Formula Grant, the applicant should determine the district's technology plan level and follow the instructions below:

Level I

Districts without a current education technology plan.

Districts that do not have a 3-5 year education technology plan must do the following:

- Create a 3-5 year education technology plan, **and**
- Submit their education technology plan for review by CDE according to the criteria attached to this RFA (Appendix C).
- Districts are strongly encouraged to work closely with their CTAP regional office to ensure that their plans include all of the required components.
- CDE suggests that districts use the Education Technology Planning: A Guide for Schools Districts at <http://www.cde.ca.gov/ctl/edtechplan/index.html> and the attached review criteria (Appendix C) to aid in the development of their district education technology plan.

Level II

Districts with education technology plans that have either Local Governing Board Certification or a county office approved E-rate District Plan but have not been reviewed and approved by CDE must:

- Submit their district education technology plan for review by CDE according to the criteria attached to this RFA (Appendix C). Districts are strongly encouraged to contact their CTAP Regional Offices in reviewing district technology plans.

Level III

Districts whose education technology plan has been previously reviewed and approved by CDE (TLC Parts A & B) but do not currently address the federal criteria regarding: 1. adult literacy providers and 2. curricula and teaching strategies based on relevant research that integrate technology effectively into curricula and instruction, must:

- Submit their district education technology plan with an addendum to address how:
    - Its programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology (Appendix C, Criterion 8)

- The district will identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research, leading to improvements in student academic achievement, as measured by state academic content and student academic standards (Appendix C, Criterion 9)

Level IV

Districts whose education technology plans have been previously reviewed and approved by CDE (TLC Parts A & B) and are confident that their CDE-approved district education technology plan meets the additional EETT criteria (see Level III) must:

- Submit their certified district education technology plan and Appendix C with their application to identify where those criteria are addressed in their plans (Appendix C, Criteria 8 & 9).

- Districts are strongly encouraged to work with their CTAP Regional Offices in reviewing their district technology plans for compliance with the additional EETT criteria.

Appendix C - Enhancing Education Through Technology Formula Grant Program

Criteria for EETT-Funded Education Technology Plans

In order to be approved, an EETT-funded plan needs to have "Adequately Addressed" each of the following:
For corresponding EETT Requirements, see Appendix F

1. PLAN DURATION CRITERION	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. The plan should guide the district's use of education technology for the next 3-5 years.		The duration of the plan does not describe the education technology plan for the next 3-5 years.	The plan is less than 3 years or more than 5 years in length.

2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 & 11 (Appendix F).	**Page in District Plan**	**Adequately Addressed**	**Not Adequately Addressed**
a. Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.		The planning team consisted of representatives who will implement the plan If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

Enhancing Education Through Technology Formula Grant Program
Criteria for EETT Funded Education Technology Plans

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, & 12 (Appendix F).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.		The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.		The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals and academic content standards in various district and site comprehensive planning documents.		The plan references other district documents that guide the curriculum and/or establish goals and standards.	The plan does not reference district curriculum goals.
d. List of clear goals and a specific implementation plan for using technology to improve teaching and learning by supporting the district curricular goals and academic content standards.		The plan delineates clear, specific and realistic goals and target groups for using technology to support the district's curriculum goals and academic content standards to improve learning. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals and a specific implementation plan as to how and when students will acquire technology and information literacy skills needed to succeed in the classroom and the workplace.		For the focus areas, the plan delineates clear, specific and realistic goals for using technology to help students acquire technology and information literacy skills. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to determine what action needs to be taken to accomplish the goals.

Enhancing Education Through Technology Formula Grant Program
Criteria for EETT District Education Technology Plans

3. CURRICULUM COMPONENT CRITERIA-Continued	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
f. List of clear goals and a specific implementation plan for programs and methods of utilizing technology that ensure appropriate access to all students.		For the focus areas, the plan delineates clear, specific and realistic goals for using technology to support the progress of all students. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
g. List of clear goals and a specific implementation plan to utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.		The plan delineates clear, specific and realistic goals for using technology to support the district's student record-keeping and assessment efforts. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
h. List of clear goals and a specific implementation plan to utilize technology to make teachers and administrators more accessible to parents.		The plan delineates clear, specific and realistic goals for using technology to facilitate improved two-way communication between home and school. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
i. List of benchmarks and a timeline for implementing planned strategies and activities.		The benchmarks and timeline are specific and realistic. Teachers, administrators and students implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what should occur at any particular time.
j. Description of the process that will be used to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline.		The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

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Criteria for EETT Funded Education Technology Plans

4. PROFESSIONAL DEVELOPMENT COMPONENTCRITERIA Corresponding EETT Requirement(s): 5 & 12 (Appendix F).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. Summary of the teachers' and administrators' current technology skills and needs for professional development.		The plan provides a clear summary of the teachers' and administrators' current technology skills and needs for professional development. The findings are summarized in the plan by discrete skills in order to facilitate providing professional development that meets the identified needs and plan goals.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e. only the fourth grade teachers when grades 4-8 are the focus grade levels.
b. List of clear goals and a specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks, and timeline.		The plan delineates clear, specific and realistic goals for providing teachers and administrators with sustained, ongoing professional development necessary to implement the Curriculum Component of the plan. The implementation plan will clearly supports accomplishing the goals.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. List of benchmarks and a timeline for implementing planned strategies and activities.		The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what steps will be taken, by whom, and when.
d. Description of the process that will be used to monitor whether the professional development goals are being met and whether the planned professional development activities are being implemented in accordance with the benchmarks and timeline.		The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

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5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 & 12 (Appendix F).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. Describe the technology hardware, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.		The plan clearly summarizes the technology hardware, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support proposed to support the implementation of the district's Curriculum and Professional Development Components. The plan also includes the list of items to be acquired, which may be included as an appendix.	The plan includes a description or list of hardware, infrastructure and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
b. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that could be used to support the Curriculum and Professional Development Components of the plan.		The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components. The current level of technical support is clearly explained.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
c. List of clear benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components.		The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Description of the process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame.		The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

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6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix F).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. List of established and potential funding sources and cost savings, present and future.		The plan clearly describes resources* that are available or could be obtained to implement the plan. The process for identifying future funding sources is described.	Resources to implement the plan are not identified or are so general as to be useless.
b. Estimate implementation costs for the term of the plan (3-5 years).		Cost estimates are reasonable and address the total cost of ownership.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Description of the level of ongoing technical support the district will provide.		The plan describes the level of technical support that will be provided for implementation given current resources and describes goals for additional technical support should new resources become available. The level of technical support is based on some logical unit of measure.	The description of the ongoing level of technical support is either vague or not included; is so inadequate that successful implementation of the plan is unlikely, or is so unrealistic as to raise questions of the viability of sustaining that level of support.
d. Description of the district's replacement policy for obsolete equipment.		Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
e. Description of the feedback loop used to monitor progress and update funding and budget decisions.		The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

* In this document, the term "resources" means funding, in-kind services, donations, or other items of value.

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7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix F).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. Description of how technology's impact on student learning and attainment of the district's curricular goals, as well as classroom and school management, will be evaluated.		The plan describes the process for evaluation utilizing the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.		Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Description of how the information obtained through the monitoring and evaluation will be used.		The plan describes a process to report the monitoring and evaluation results to persons responsible for implementing and modifying the plan, as well as the plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

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8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix F).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. If the district has identified adult literacy providers, there is a description of how the program will be developed in collaboration with those providers.		The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

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9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 & 9 (Appendix F).	**Page in District Plan**	**Example of Adequately Addressed**	**Not Adequately Addressed**
a. Description of how education technology strategies and proven methods for student learning, teaching, and technology management are based on relevant research and effective practices.		The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. Description of thorough and thoughtful examination of externally or locally developed education technology models and strategies.		The plan describes references to research literature that supports why or how the model improves student achievement.	No research is cited.
c. Description of development and utilization of innovative strategies for using technology to deliver rigorous academic courses and curricula, including distance learning technologies (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).		The plan describes the process for development and utilization of strategies to use technology to deliver specialized or rigorous academic courses and curricula, including distance learning.	There is no plan to utilize technology to extend or supplement the district's curriculum offerings

Appendix D - Definition of Obligation

If the obligation is for:	The obligation is made:
Acquisition of real or personal property	On the date on which the LEA makes a binding written commitment to acquire the property
Personal services by an employee of the LEA	When the services are performed
Personal services by a contractor who is not an employee of the LEA	On the date on which the LEA makes a binding written commitment to obtain the services
Performance of work other than personal services	On the date on which the LEA makes a binding written commitment to obtain the services
Public utility services	When the LEA receives the services
Travel	When the travel is taken
Rental of real or personal property	When the LEA uses the property

Reminder: All funds must be obligated by June 30, 2005 or the CDE will bill the district for any unobligated amount.

Appendix E – Private/Nonprofit Schools

Enhancing Education Through Technology Formula Grant Equitable Participation of Private, Nonprofit Schools

The equitable participation requirements in Subpart 1 of Part E of Title IX of the ESEA apply to the Title II, Part D, EETT programs. Private school participation requirements cannot be satisfied simply by inviting private schools to participate in programs and/or activities designed for public school students, teachers or other educational personnel. Consultation must occur before the state education agency (SEA) or local educational agency (LEA) makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel. Further, each LEA must provide the SEA with a written affirmation signed by officials of each participating private school that such consultation has occurred.

School districts and eligible local entities must engage in timely and meaningful consultation with appropriate private school officials during the design and development of programs and continue the consultation throughout the implementation of these programs. Simply to offer to provide service or an invitation to participate in a program, without sufficient follow-up or additional dialogue, does not satisfy the consultation requirement. Therefore, the consultation should begin during the development of the local grant proposals. Eligible school districts that seek both competitive and formula funding under EETT may engage in consultations that simultaneously involve the EETT formula and competitive grants.

School districts and local entities must provide, on an equitable basis, special educational services or other benefits that address the needs under the program of children, teachers, and other educational personnel in private schools in areas served by the districts and local entities. Expenditures for educational services and other benefits for private school children, teachers, and other educational personnel must be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children.

The law requires the consultations to address:

- How children's needs will be identified;
- What services will be provided;
- How, where, and by whom services will be offered;
- How services will be assessed and how results of the assessment will be used to improve those services;
- The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other education personnel and the amount of funds available for those services;
- The method or sources of data used to determine the number of children from low-income families in participating school attendance areas who attend private schools; and
- How and when the agency will make decisions about the delivery of services, including a thorough consideration and analysis of views of private school officials on the provision of contract services through potential third-party providers. If the district disagrees with the private school officials on the provision of services by third-party providers, the district must provide to private school officials a written explanation of the reasons why the district has chosen not to use a contractor.

Appendix F - EETT Local Education Technology Plan Requirements

1. **Strategies for improving academic achievement and teacher effectiveness** – a description of how the applicant will use Ed Tech 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 in schools served by the LEA to integrate technology effectively into curriculum and instruction.

2. **Goals** – a description of the applicant's specific goals, aligned with state standards, for using advanced technology to improve student academic achievement.

3. **Steps to increase accessibility** – a description of the steps the applicant will take to ensure that all students and teachers have increased access to technology. The description must include how the applicant will use education technology funds to help students in high-poverty and high-needs schools, or schools identified for improvement or corrective action under section 1116 of Title I, and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.

4. **Promotion of curricula and teaching strategies that integrate technology --** a description of how the applicant will identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research and leading to improvements in student academic achievement.

5. **Professional development** – a description of how the applicant will provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

6. **Technology type and costs** – a description of the type and costs of technology to be acquired with education technology funds, including provisions for interoperability of components.

7. **Coordination with other resources –** a description of how the applicant will coordinate activities funded through the education technology program with technology-related activities supported with funds from other sources.

8. **Integration of technology with curricula and instruction** – a description of how the applicant will integrate technology (including software and electronically delivered learning materials) into curricula and instruction, and a timeline for this integration.

9. **Innovative delivery strategies** – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance-learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.

10. **Parental involvement** – a description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology used.

11. **Collaboration with adult literacy service providers** – a description of how the program will be developed, where applicable, in collaboration with adult literacy service providers.

12. **Accountability measures –** a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging state academic standards.

13. **Supporting resources –** a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources, that will be acquired to ensure successful and effective uses of technology.

Appendix G - Technical Specifications for Computers Purchased or Leased With EETT Funding

These technical specifications are not designed to limit the flexibility of schools to choose the appropriate technology for their needs, but to set an appropriate "floor" for minimum technical specifications so that equipment purchased under this program will continue to be useful for three to five years into the future. The CDE recommends that the LEA consult with their Information Technology Department to ensure any hardware or software purchase meet LEA standards.

Component/Feature	**Minimum PC Requirements**	**Minimum Mac Requirements**
Processor	Intel Pentium 4 (or equivalent) 2.0 GHz	G4 800 Mhz
Memory (RAM)	256 MB	128 MB
Hard Drive	40 GB	40 GB
Optical	CD or CDR or DVD	CD or CDR or DVD
Audio and Video	Integrated audio with speakers	Integrated audio with speakers
Network Connectivity	10/100BASE-T Ethernet USB ports	10/100BASE-T Ethernet USB ports
Monitor	15" Color Display (1024 X 768)	15" Color Display
Keyboard and Mouse	Keyboard and pointer device	Keyboard and pointer device
Energy Star Features	Energy Star Compliant	Energy Star Compliant
Necessary Software	Windows XP Professional capable District Standard Office Productivity Software, including Internet Browser	Macintosh OS X capable District Standard Office Productivity Software, including Internet Browser
Laptops: Same specifications as above except as noted for processor and screen.	Intel Pentium 4 (or equivalent) 1.6 GHz and 14" screen size	May utilize a 800 Mhz Power PC G3 processor and screen size as determined by the manufacturer

SUGGESTED		
Monitor	17" inches or larger suggested for desktops	17" inches or larger is suggested for desktops
Expandability	Options extending useful life of computer for 3-5 years such as 3 PCI slots for wireless cards, etc.	Options extending useful life of computer for 3-5 years
Extended Warranty and Support	3 year parts and labor extended warranty with on-site service, hardware & software support	3 year parts and labor extended warranty with on-site service, hardware & software support

Thin Client Systems

Some schools are integrating "thin client" or "Internet PC devices" into their technology plans. The computing power, storage, applications, and data reside on powerful "server" computers. Students utilize a "client" device (which could be an inexpensive client device, an older computer, or the latest high-end machine) to gain access to the resources. Many client devices don't have a hard drive, a floppy drive, or a CD-ROM, but they must have a reliable network to be functional.

Schools may use these funds for thin client systems (both servers and clients) under the following conditions:

- The school district or site technology plan supports installation of a thin-client system.
- The school district or site has access to staff to maintain such a system.
- The school district or site has a reliable network with sufficient bandwidth to accommodate the traffic, along with a plan and identified funding source to maintain and support the network.
- The technology selected gives users a similar computing experience to a multimedia computer, in terms of access to the Internet and access to educational content and the school district or site reports that the thin client devices are "connected to the Internet" or "multimedia computers" for the purposes of data collection or surveys.
- The school district or site maintains a maintenance agreement for all equipment acquired through this program at the time of purchase/lease or otherwise identify funding for maintenance/support of the equipment for a period of not less than 3 years.
- The school district or site selects a technology that can evolve with the changing requirements of software, either through upgrades to servers, or desktop devices.

Appendix H - Certifications

Certification Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters, and Drug-Free Workplace Requirements

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in pertinent regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-Wide Debarment and Suspension (non procurement) and Government-Wide Requirements for Drug-Free Workplace (grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING—This certification is required by Section 1352, Title 31, of the U.S. Code, and 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000 as defined at 34 CFR Part 82, Sections 82.105 and 82.110.

The applicant certifies that:

(a) No federal appropriated funds have been paid or will be paid by, or on behalf of, the undersigned to any person for influencing or attempting to influence an officer or employee of an agency, a member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; or the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.

(b) If any funds other than federal appropriated funds have been, or will be, paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form -LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

(c) The undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including sub-grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS—This certification is required by executive Order 12549, Debarment and Suspension, and other

responsibilities implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110.
A. The applicant certifies that he or she and any principals:

(a) are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency;

(b) have not within a three-year period preceding this application been convicted of, or had a civil judgment rendered against them, for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) are not presently indicted for, or otherwise criminally or civilly charged by, a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (A.) (b) of this certification; and

(d) have not within a three-year period proceeding this application had one or more public transactions (federal, state, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS) —This certification is required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610.

A. The applicant certifies that he or she will or will continue to provide a drug-free workplace by:
(a) publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) establishing an ongoing drug-free awareness program to inform employees about:
(1) The danger of drug abuse in the workplace;
(2) The grantee's policy of maintaining a drug-free work place;
(3) Any available drug counseling, rehabilitation, and employee assistance programs; and
(4) The penalties that may be imposed upon employees for drug-abuse violations occurring in the workplace;
(c) making it a requirement that each employee engaged in performance of the grant be given a copy of the statement required by paragraph (a);

(d) notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will—(1) abide by the terms of the statement; and (2)notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. The grantee must provide notice, including position title, to: Director, Grants, and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, D.C. 20202-4571. Notice shall include the identification number(s) of each affected grant;

(f) taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d), with respect to any employee whom is so convicted:

(1) taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency; and

(g) making a good-faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of performance (street address, city, county, state, zip code): _____

_____

_____

ENVIRONMENTAL TOBACCO SMOKE ACT—This certification is required by the Pro-Children Act of 1994, (also known as Environmental Tobacco Smoke), and implemented as Public Law 103-277, Part C which requires that:

The applicant certifies that smoking is not permitted in any portion of any indoor facility owned or leased or contracted and used routinely or regularly for the provision of health care services, day care, and education to children under the age of 18. Failure to comply with the provisions of this law may result in the imposition of a civil monetary penalty of up to $1,000 per day. (The law does not apply to children's services provided in private residence, facilities funded solely by Medicare or Medicaid funds, and portions of facilities used for in-patient drug and alcohol treatment).

Check [ ] if there are workplaces on file that are not identified here.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

_____

NAME OF APPLICANT

_____

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

_____ _____

SIGNATURE DATE