

Archived Information

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

OFFICE OF POSTSECONDARY EDUCATION
HIGHER EDUCATION PROGRAMS
TEACHER QUALITY ENHANCEMENT GRANTS PROGRAM (TQE)

APPLICATION FOR GRANTS UNDER THE
PREPARING TOMORROW'S TEACHERS TO USE TECHNOLOGY (PT3)

CFDA Number 84.342A

FORM APPROVED
OMB No.1840-0741, EXP. DATE 10/31/03



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Dear Applicant:

Thank you for your interest in the Preparing Tomorrow's Teacher to Use Technology (PT3) Program.

The PT3 Program provides grants to consortia that are helping future teachers become proficient in the use of modern learning technologies. The purposes of the program are: (1) to prepare prospective teachers to use advanced technology to prepare all students to meet challenging State and local academic content and student academic achievement standards; and (2) to improve the ability of institutions of higher education to carry out such programs.

The Department of Education is committed to assisting you in preparing tomorrow's teachers to be technology-proficient, highly qualified educators. Our children are this country's most valuable asset. We must ensure that they receive the best education possible, and learn the skills necessary to compete in our rapidly changing technology-driven world. The PT3 Program is one step to ensure that "no child is left behind."

Included in this application booklet are the requirements, forms and instructions to assist you in completing an application for a PT3 Program grant. Please pay special attention to the selection criteria discussed in the booklet – as the selection criteria are the basis for evaluating applications. Also, please review the page limit requirements, contained in the *Federal Register* Notice Inviting Applications, a copy of which is included in the booklet.

If you have any questions, after reviewing the application booklet, you may contact Brenda Shade at 202-502-7773 or Brenda.Shade@ed.gov for more information.

We look forward to receiving your application, and we appreciate your efforts to meet the country's need to support the transformation of teacher preparation programs into 21st Century learning. Together, we will ensure that "no child is left behind."

Sincerely,

Wilbert Bryant
Deputy Assistant Secretary
For Higher Education Program

4000-01-U

DEPARTMENT OF EDUCATION

(CFDA No. 84.342A)

Office of Postsecondary Education.

Preparing Tomorrow's Teachers To Use Technology Program

Notice inviting applications for new awards for Fiscal Year (FY)
2003.

PURPOSE OF PROGRAM: To provide grants to consortia that will increase preservice teachers' proficiency in the use of modern learning technologies. The program is designed to prepare prospective teachers to use advanced technology to ensure all students meet challenging State and local academic content and student academic achievement standards and to improve the ability of institutions of higher education to provide this preparation.

ELIGIBLE APPLICANTS: Only consortia are eligible to apply for a grant under this program. The consortia must include at least one institution of higher education that awards baccalaureate degrees and prepares teachers for their initial entry into teaching and at least one State educational agency or local educational agency. In addition, the consortia must include at least one of the following entities: an additional institution of higher education; a school or department of education at an

institution of higher education; a school or college of arts and sciences (as defined in section 201(b) of the Higher Education Act of 1965, as amended (HEA)) at an institution of higher education; or a professional association, foundation, museum, library, for-profit business, public or private nonprofit organization, community-based organization, or other entity, with the capacity to contribute to the technology-related reform of teacher preparation programs.

APPLICATIONS AVAILABLE: May 19, 2003

DEADLINE FOR TRANSMITTAL OF APPLICATIONS: June 23, 2003.

Note: In accordance with 34 CFR 614.8, an application for a grant under this program must be received by the deadline date.

DEADLINE FOR INTERGOVERNMENTAL REVIEW: August 22, 2003.

ESTIMATED AVAILABLE FUNDS: \$30,000,000.

ESTIMATED RANGE OF AWARDS: \$200,000-\$600,000.

ESTIMATED AVERAGE SIZE OF AWARDS: \$400,000.

ESTIMATED NUMBER OF AWARDS: 75 grants.

Note: The Department is not bound by any estimates in this notice.

PROJECT PERIOD: Up to 36 months.

PAGE LIMIT: The application narrative is where you, the applicant, address the selection criteria reviewers use to evaluate your application. You must limit the application

narrative to the equivalent of no more than 40 pages.

In addition, you must limit your budget narrative (which is not counted toward the 40-page limit) to the equivalent of no more than 6 pages. You must use the following standards:

- A "page" is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.
- Double space (no more than three lines per vertical inch) all text, including titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs.
- Use a font that is either 12-point or larger or no smaller than 10 point.

The page limit does not apply to the title page, the table of contents, the assurances and justifications; or the one-page abstract, the budget narrative and budget forms, the resumes, the bibliography, or the letters of support and commitment, and the required appendices.

We will reject your application if-

- You apply these standards and exceed the page limit; or
- You apply other standards and exceed the equivalent of the page limit.

APPLICABLE REGULATIONS AND STATUTE: (a) The Education

Department General Administrative Regulations (EDGAR) in 34 CFR

parts 74, 75 (except for 75.102), 77, 79, 80, 81, 82, 85, 86, 97, 98, and 99; (b) The regulations for this program in 34 CFR 614.6 and 614.8; and (c) The program statute, Title II, Part B of the HEA (20 U.S.C. 1041-1044).

SUPPLEMENTARY INFORMATION:

In evaluating an application for a new grant under this competition, the Secretary uses the selection criteria in EDGAR, sections 75.209 and 75.210. The application booklet includes the specific selection criteria used for this competition.

PRIORITY:

INVITATIONAL PRIORITY: We are particularly interested in applications that meet the following priority.

Invitational Priority. Applications for projects that employ technology in building teachers' capacities to interpret, analyze and incorporate student achievement and testing data into the instructional process.

Under 34 CFR 75.105(c)(1) we do not give an application that meets the invitational priority a competitive or absolute preference over other applications.

FOR APPLICATIONS CONTACT: Education Publications Center (ED Pubs), P.O. Box 1398, Jessup, MD 20794-1398. Telephone (toll free): 1-877-433-7827. FAX: (301) 470-1244. If you use a telecommunications device for the deaf (TDD), you

may call (toll free): 1-877-576-7734.

You may also contact ED Pubs at its Web site:

<http://www.ed.gov/pubs/edpubs.html>

Or you may contact ED Pubs at its e-mail address:

edpubs@inet.ed.gov

If you request an application from ED Pubs, be sure to identify this competition as follows: CFDA number 84.342A.

FOR FURTHER INFORMATION CONTACT: Brenda Shade, Preparing Tomorrow's Teachers to Use Technology Program, U.S. Department of Education, 1990 K Street, NW, Suite 7090, Washington DC 20006-8526. Telephone: (202) 502-7773 or via Internet:

brenda.shade@ed.gov

If you use a telecommunications device for the deaf (TDD), you may call the Federal Information Relay Service (FIRS) at 1-800-877-8339.

Individuals with disabilities may obtain this document in an alternative format (e.g., Braille, large print, audiotape, or computer diskette) on request to the program contact person listed under FOR FURTHER INFORMATION CONTACT.

Individuals with disabilities may obtain a copy of the application package in an alternative format by contacting that person. However, the Department is not able to reproduce in an

alternative format the standard forms included in the application package.

Electronic Access to This Document:

You may view this document, as well as all other Department of Education documents published in the Federal Register, in text or Adobe Portable Document Format (PDF) on the Internet at the following site:

www.ed.gov/legislation/FedRegister

To use PDF you must have the Adobe Acrobat Reader, which is available free at this site. If you have questions about using PDF, call the U.S. Government Printing Office (GPO), toll free, at 1-888-293-6498; or in the Washington, DC, area at (202) 512-1530.

You may also view this document in Microsoft word and PDF at the following site:

<http://www.ed.gov/offices/OPE/PPI/teachtech/pt3application.html>

Note: The official version of this document is the document published in the Federal Register. Free Internet access to the official edition of the Federal Register and the Code of Federal Regulations is available on GPO Access at:

<http://www.access.gpo.gov/nara/index.html>

PROGRAM AUTHORITY: 20 U.S.C. 1041-1044.

Dated:

/s/

Sally L. Stroup,
Assistant Secretary
Office of Postsecondary Education.

THE GOAL: HIGH QUALITY AND TECHNOLOGY- PROFICIENT TEACHERS FOR TODAY'S CLASSROOMS

Preparing high quality and technology-proficient teachers to meet the needs of 21st Century students is a critical challenge for the nation's teacher preparation programs. Teacher qualifications continue to be a central issue of educational reform in local, state, and national conversations. Even though the teacher preparation community has responded to concerns and mandates, issues of teacher quality remain relating to student achievement outcomes and the use of technology in accomplishing teaching and learning.

Elementary and secondary students will be able to use technology effectively for academic achievement that meets challenging state and local academic standards only if their teachers can assist them to do so. Technology-proficient, quality teachers are key to ensuring that all students, including disadvantaged students and those underrepresented in technology utilization, develop competence in the use of technology for academic success and for responsible citizenship.

Federal, state, and local agencies are investing substantially to equip schools and classrooms with computers and modern communication networks to provide adequate resources for learning with technology. The gaps in equipment between high and low-income schools have been reduced, but there are persistent differences in how technologies are used in the classroom. Research findings reveal how classroom technology has little effect on student achievement unless technology-proficient teachers guide student technology use beyond drill and practice, to complex thinking about academic content. Technology-proficient teachers integrate technology with instruction for problem solving and reasoning, not only drill and practice. They establish classroom environments and prepare learning opportunities that develop every students' use of technology for communication, information retrieval, inquiry, content area product generation, and the accomplishment of high academic standards.

The need to know what works for quality teaching and standards-based learning has intensified interest in scientifically-based evidence that demonstrates preparation programs' effects on teachers' proficiencies and teachers' subsequent capacity in the classroom to influence student achievement. The evidence base for knowing how to effectively develop teacher quality is growing. Research and more rigorous evaluation designs are called for to expand knowledge and increase the evidence base for supporting highly promising program initiatives and implementations. Visions of change for teacher preparation must draw on scientifically-based evidence, rather than theory and instances of effective practice, to build a case for what initiatives will lead to improved, technology-based teacher preparation.

This Program's goal, to improve student achievement by increasing teacher quality and technology-proficiency, is central to the reform effort. Anchoring the work in the evidence bases of teacher education and technology, strengthens the likelihood that the goal will be accomplished. Teacher preparation programs must assure teachers are

technologically skillful and know how to support students' learning with technology based on scientific evidence of what works.

ACCOMPLISHING THE GOAL: PREPARING TOMORROW'S TEACHERS TO USE TECHNOLOGY (PT3) PROGRAM GRANTS

A. PT3 Program Purpose

The purpose of the PT3 Program is to ensure that prospective teachers can use advanced technology to assist all students to meet challenging state and local academic content and student academic achievement standards. PT3 promotes the implementation of innovative program efforts that produce teachers who can influence all students, particularly groups of students who are underrepresented in technology-related fields and are economically disadvantaged.

The PT3 Program's goal is to improve the capacity of institutions of higher education (IHE) to implement high quality, technology-centered teacher preparation programs. PT3 grants support implementations of full-scale innovations in teacher preparation programs that are based on scientific evidence from research. In recognition of the active support that is required from IHE presidents and deans, school superintendents, state and national education leaders, and other educators who commit themselves to the improvement of teacher preparation, PT3 grants support initiatives at the local, state-wide, regional and national levels.

B. Types of PT3 Program Supported Activities

In past years, the PT3 Program supported three types of grants: "Capacity Building", "Implementation," and "Catalyst" projects. This distinction is no longer used. The PT3 Program authorizing legislation, Title II, Part B of the Higher Education Act of 1965, as amended (HEA), requires that all grantees use funds for two specific activities, while also permitting some project specific activities.

1. Required Grant Activities

Funds MUST be used for projects that:

- a. create one or two programs that prepare prospective teachers to use advanced technology to prepare all students to meet challenging state and local academic content and student academic achievement standards; and
- b. evaluate the effectiveness of the projects.

2. Permissible Grant Activities

In addition to and to support the two required activities, the grantees may also use funds for activities that support the purposes of the PT3 Program, such as:

- Developing and implementing high-quality teacher preparation programs that enable educators to learn the full range of technology accessible resources; to integrate into curricula and instruction a variety of technologies that will expand students' knowledge; to evaluate educational technologies and their potential for use in instruction; to help students develop technical skills; and to use technology to collect, manage and analyze data to improve teaching and decision making
- Developing alternative teacher development paths that provide elementary and secondary schools with well-prepared, technology-proficient educators
- Developing achievement-based standards and standards-aligned assessments to measure the capacity of prospective teachers to effectively use technology in the classrooms
- Providing technical assistance to entities carrying out other teacher preparation programs
- Developing and disseminating resources and information to assist IHEs to prepare teachers to use technology effectively in the classroom
- Acquiring technology equipment – **subject to the limitation of the use of grant funds to no more than 10 percent** – networking capabilities, infrastructure, software, and digital curricula for the project.

PT3 projects can also apply to expand their initiatives to offer technology-proficient quality teacher preparation expertise more broadly. Applicants may choose to focus on curricular, pedagogical issues, and/or other emphases in technology-centered teacher preparation coursework and field experience. Technical assistance, modeling, and dissemination initiatives are value-added for projects that can offer high quality expertise and assistance for assuring all students meet high academic and technology standards.

The teacher preparation community needs to stay informed about the research literature pertaining to quality teaching and technology-proficiency for P-12 education. Projects may focus on disseminating information electronically about initiatives, programs, and

strategies that translate scientifically-based evidence into teaching practice and emphasize the development of evidence-based models for today's wired classrooms. PT3 projects can strengthen and improve alternative and traditional teacher education programs through networking that shares how evidence-based approaches are implemented and effective at program and systems levels.

Traditional and alternative programs continue to face the challenge of measuring teachers' technology-proficiency from the baseline, through teacher development, and into classroom teaching. This calls for development of standards and assessments for judging the success of teacher education programs for preservice teachers at every level. PT3 projects' success will be ultimately reflected in the capacity of the programs' graduates to impact student achievement when assigned to P-12 classrooms. Data collected from the field during teacher preparation, and from the classroom, once teachers are professionally assigned, that demonstrates technology-proficient quality teacher, will need analysis. Proposals for collecting and analyzing data for understanding PT3 project and program accomplishments, and for improving teaching and decision making, support the purposes of the program.

Projects focusing on faculty development in IHEs will also be concerned with the technology content of postsecondary curriculum and can support curriculum redesign that provides IHE faculty with tools sufficient to the daunting task of preparing quality P-12 teachers. Professional development for teacher educators is critical for building effective, technology-centered, teacher preparation programs. Projects may choose to focus on evidence-based approaches to teacher educator professional development.

Reform in teacher preparation clearly requires investment in organizational and system change. Assembling and disseminating scientifically-based evidence resources for technology-centered teacher preparation will encourage more evidence-based strategies, models, and systems. Projects may choose to focus on strengthening the focus of teacher preparation on the evidence base and its usefulness for improved technology-proficient teaching and learning.

All the resources of the education community are needed to accomplish PT3's goal of technology-proficient, quality, teacher preparation. Educational leaders at the state, local, and campus levels need to be involved in the process of changing governance structures and State certification requirements. Applications proposing to engage education leaders and policy makers to influence the needed institutional and regulatory changes and alignments that will assist reform must describe a strategic plan for how to advance the process of reform.

C. PT3 Program Eligibility

An eligible PT3 Program grant applicant is a consortium that includes the following:

- At least one IHE that awards baccalaureate degrees and prepares preservice teachers
- At least one State educational agency (SEA) or local educational agency (LEA), and
- One or more of the following:
 1. an additional IHE
 2. a school, college, or department of education at an IHE
 3. a school or college of arts and sciences (as defined by section 201 (b) of the HEA), or
 4. a professional association, foundation, museum, library, for-profit business, public or private nonprofit organization, community-based organization, or other entity, with the capacity to contribute to the technology-related reform of teacher preparation programs.

Additional information on the PT3 program is located at www.pt3.org.

THE PT3 GRANT APPLICATION

An application includes:

- Title Page
- Table of Contents
- One-Page Project Abstract
- Application Narrative -- cannot exceed 40 pages
- Budget Narrative – cannot exceed 6 pages
- Budget Forms
- Key Personnel Qualifications
- Other Information
- Federal Forms

Each application should be written in a clear and concise manner with the narrative section organized and labeled.

Title Page

The Title Page (ED-PT3-1), or a suitable facsimile, must be the top cover of each copy of the application. It is important to include a brief, descriptive abstract on the Title Page.

Table Of Contents

Include a one-page table of contents with the page numbers for all sections of the narrative and appendices. The application narrative should begin as page one. The appendices should also use a different numbering system, such as “a, b, c, etc.”

One-Page Project Abstract

In addition to the brief abstract requested on the title page, provide a one-page, double-spaced abstract similar to an executive summary, following the title page. The abstract should include: (1) the problem(s) or need(s) being addressed, (2) the goals, objectives, and outcomes of the project, (3) proposed activities, and (4) nature of the consortium.

Please note: We provide copies of the one-page abstracts to Congress, the White House, other grantees, and to the public via our web site. Because of the broad dissemination of the abstract, it is very important to provide information that adequately describes the scope of your project and the number and type of communities and audiences served.

Application Narrative

The application narrative is limited to 40 pages, as detailed in the Notice Inviting Applications for New Awards (Notice), published in the *Federal Register*, a copy of which is included in the front of this application booklet.

The application narrative should begin with a brief description of the participating IHEs, including information such as the average enrollment, type of location (small college town, urban, etc.), type of school (liberal arts college, teacher college, state university, etc.), fields of emphasis, degrees offered, and similar information that will introduce the applicant to the reviewers.

The application narrative should reflect the understanding and commitment that well prepared, technology-proficient preservice teachers are the responsibility of the entire university or college. The application narrative should demonstrate that IHE consortium members have active support from deans, presidents, provosts, and other leaders who are able to commit entire programs, departments, and institutions to innovative teacher preparation improvements. These leaders must be willing to allocate real operational funds and resources, and support the organizational changes that are necessary to achieve teacher preparation reform. A statement should be included from the lead organization endorsing the project and indicating how the project will accelerate the attainment of the PT3 program's goals. The narrative should include a description of institutions' commitment to teacher education and curriculum reform.

Because the application narrative is limited to 40 pages, it is important that the proposed project be presented in a concise and clear manner. The application narrative should address each of the selection criterion.

Budget Narrative

The application must include a budget narrative - limited to six pages and should explain how major costs relate to the proposed activities, personnel salaries and fringe benefits, percentage of staff time spent on project activities, evaluation costs, indirect costs, travel, materials and supplies, consultants and contractors, including the role, support, contributions, and commitment of all consortium members. Although consortium members' letters of commitment are not required, if the applicant chooses to include them, they should be included here.

Budget Forms

The application must include the Total Project Budget Summary Form (ED-PT3-2), or a suitable facsimile, to provide a complete budget summary for each year of the project. Additionally, the application must include the Consortium Member Identification Form and Cost Share Worksheet (ED-PT3-3) for each member of the consortium, and the Consortium Members' Total Project Cost Share Summary Form (ED-PT3-4).

Special Budget Issues

PT3 grantee travel expectations:

It is essential for grantees to collaborate with others on innovative strategies for improving the technology proficiency of future teachers. To achieve this objective, applicants are required to budget funds for three representatives to attend a national grantees' meeting in Washington, DC each grant year. Additionally, applicants should allocate funds to host a two-day site visit and to provide for two trips to conduct site visits to other PT3 projects in the PT3 Collaborative Exchange (CE) - one person per trip. Additional information and guidelines regarding the CE is located at www.pt3ce.net.

Make prudent use of grant funds to participate in conferences during the year. Conferences will be venues for interaction, networking, sharing, showcasing and collaborating on project and program goals.

Note that no more than 10% of the PT3 Federal grant funds may be used for equipment acquisition.

Key Personnel Qualifications

Include a resume and a one-half page biography for each "key personnel" member in an appendix to your application.

Other Information

- **Equitable Access and Participation**

Section 427 of the General Education Provisions Act (GEPA) requires each applicant to include in its application a description of the proposed steps to ensure equitable access to, and participation in, its Federally assisted program. Include this information in an appendix to your application.

The statute, which allows applicants discretion in developing the required description, highlights six types of barriers that can impede equitable access or participation - gender, race, national origin, color, disability, or age. You may use local circumstances to determine the extent to which these or other barriers prevent equitable participation by students, teachers, parents, or other community members. Your description need not be lengthy, but it should include a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances, and it should support the discussion of similar issues in the narrative section of the application.

- **Previous PT3 Awards**

Any institutions that have received a previous PT3 grant, whether as the lead organization or member of the grantee consortium, must include a brief one to two page summary statement - for each grant received - with the following information:

1. the date of the grant award, type of grant and amount
2. a one-paragraph summary of the project activities and objectives
3. a one-paragraph summary presenting evidence of success in attaining the project objectives and
4. a brief, concise description of how the institution is maintaining the project activities.

These applicants must also address the issue of “sustainability,” and must submit a one-page explanation detailing how the proposed project differs from the prior grant project, i.e., build a case for an additional award. The proposed grant must not merely be an extension of the previously awarded grant, but target an area, or areas, not covered in the previous grant.

Include this information in an appendix to your application.

Federal Forms

The following forms must be included in the application. Failure to include these forms will result in your grant not being considered for funding.

- Title Page (ED-PT3-1)
- Total Project Budget Summary Form (ED-PT3-2)
- Consortium Member Identification Form and Cost Share Worksheet (ED-PT3-3) for each member of the consortium, including the lead organization. (Consortium letters of commitment are not required, but if they are provided, they should be attached to this form)
- Consortium Members' Total Project Cost Share Summary Form (ED-PT3-4) The application should list all consortium members including the lead organization, the consortium members' institution/organization name, the contact person, and the total value of the members' commitment for each year. This form provides the reviewers with a summary list of all members and their financial support.
- Assurances - Non-Construction Programs (Standard Form 424B)
- Certifications Regarding Lobbying; Debarment, Suspension and other Responsibility Matters; and Drug-Free Workplace Requirements (ED 80-0013)
- Disclosure of Lobbying Activities (OMB 0348-0046) and Instructions (Standard Form-LLL)
- Survey on Ensuring Equal Opportunity for Applicants and Instructions (OMB 1890-0014)

ADDITIONAL INFORMATION AND GUIDANCE

Consortium Requirements

One member of the consortium must be designated as the "lead organization". The lead organization will apply on behalf of the consortium, and serve as the fiscal agent. The lead organization must submit ED-PT3-3 and ED-PT3-4 forms for itself and all consortium members. These forms summarize the financial and general commitments made by each consortium member.

PT3 applicants must demonstrate that all consortium members are integral partners in the project. The application should include how each consortium member will participate in the project activities. A strong consortium is not necessarily a big consortium or a consortium with a long list of blue-ribbon names. Rather, a strong consortium has a manageable number of members who have been carefully selected to accomplish the specific objectives of the project. It does not increase the competitiveness of the application to include a long list of consortium members that does not clearly identify the potential contribution of each partner to the proposed improvement.

Every consortium will benefit from well-developed partnerships with P-12 schools (public or private) that can provide preservice teachers and their IHE faculty with first-hand learning opportunities in P-12 classrooms.

Matching Commitments

The Federal share of a PT3 project cannot exceed 50 percent (50%) of the total cost of the project. PT3 requires a 1:1 match. For example, if the consortium is requesting \$350,000 in Federal funding, the non-Federal share would be at least \$350,000 for a total project cost of \$700,000. The total consortium commitment of matching funds and in-kind resources must support at least fifty percent (50%) of the total project effort during each project year.

The matching funds (non-Federal share) may be in cash or in-kind, fairly valued, including services, supplies, or equipment, except for equipment acquisition. The matching funds share of equipment acquisition must be in cash. No more than 10% of the Federal grant funds may be used for equipment acquisition. Matching commitments must be generated from non-Federal funding sources. It is particularly important that these matching commitments are directly applied to the project activities, and that they have the potential to contribute to the long-term sustainability of the project after the grant's funding ends.

Special Note: Matching Commitments By Tribally Controlled Colleges And Universities (TCCUs) and Navajo College – TCCU funds, provided pursuant to section 1809 of The Tribally Controlled Colleges and Universities Assistance Act, and Navajo College Funds, provided pursuant to The Navajo Community College Act, 25 U.S.C. 640c-2(b), may be treated as non-Federal, private funds and may be used as matching commitments for PT3 funds. These matching commitments must be directly applied to the PT3 project activities and should have the potential to contribute to the long-term sustainability of the project after the grant's funding ends.

Accessibility for the Disabled

Systems that are being purchased, upgraded, or modified should be accessible to people with disabilities, in order to meet existing obligations under the Rehabilitation Act of 1973, as amended. Grantees may also be covered by the Americans with Disabilities Act of 1990 or the Technology Related Assistance for Individuals with Disabilities Act of 1988. For additional information see <http://www.section508.gov> and <http://genasys.usm.maine.edu/>. The U.S. Department of Education has a set of requirements for Accessible Software Design and other resources that can be used to evaluate system accessibility. Accessibility needs to be a deciding factor whenever systems improvements are being made.

Confidential Aspects of Applications and Awards

When an application results in a grant, the application becomes a part of the record of the Department's transactions, available to the public upon specific request. Information that the Department and the grantee mutually agree to be of a privileged nature will be held in confidence to the extent permitted by law.

The Department may retain an application that is not awarded a grant. However, these applications will be released only: (1) with the consent of the applicant; or (2) to the extent required by law.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0741. The time required to complete this information collection is estimated to average 40 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Brenda Shade, Preparing Tomorrow's Teachers To Use Technology (PT3), U.S. Department of Education, 1990 K Street, NW, 7th Floor, Washington, D.C. 20006-8526.

SELECTION CRITERIA

The Secretary uses the following six selection criteria from the Education Department General Administrative Regulations (EDGAR) to evaluate PT3 applications. Applicants must address each criterion. The application should follow the sequence of criteria in the narrative and address them in the order that they appear in this application package. Label each section of the application with the appropriate criterion heading.

Applicants should be familiar with the selection criteria and assign appropriate importance to factors of different weights. The total maximum score for the selection criteria is 100 points.

1. NEED FOR THE PROJECT (Maximum 16 points)

- a. The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals. (8 points)
- b. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed

by the proposed project, including the nature and magnitude of those gaps or weaknesses. (8 points)

Applicants will offer to create one or more programs and supporting initiatives that prepare prospective teachers to use advanced technology to prepare all students, including groups of students who are underrepresented in technology-related fields, and groups of students who are economically disadvantaged to meet challenging state and local academic content and student academic achievement standards. Applicants will present a detailed plan for conducting a needs assessment, including an analysis of existing institutional technology resources.

2. SIGNIFICANCE

(Maximum 10 points)

- a. The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the field of study. (5 points)
- b. The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement. (5 points)

Applicants will clearly describe how the project differs from, improves upon, and/or builds on other efforts that make a difference for technology-centered teacher preparation. The applicants' visions for change and for classroom implementation of advanced technologies must be clearly defined. The application will explain how it relies on scientifically-based evidence for its conception of what initiatives will lead to teacher preparation improvement. The application should explain how current knowledge about effective practices and innovative strategies have been incorporated in the proposed project design to increase teacher preparation's capacity to meet high academic and technology standards for students at program and/or system levels.

3. QUALITY OF THE PROJECT DESIGN

(Maximum 26 Points)

- a. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (8 points)
- b. The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. (5 points)
- c. The extent to which the proposed activities constitute a coherent, sustained program of training in the field. (5 points)
- d. The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice. (8 points)

Project goals and objectives that flow logically from the needs and purposes identified in the "Needs" and "Significance" sections will be clearly identified and

measurable. A competitive application will list each goal and objective along with the specific activities that are intended to achieve them. Applicants will provide a clear description of measurable outcomes for each activity including the administrative mechanisms that will be used to organize and manage the project. In addition to references to current research literature, project initiatives will be judged on their ability to translate scientifically-based evidence into practice that has effect at program and system levels. Applications will be judged on the strength of evidence supporting consortia's claims that proposed initiatives and strategies will have a significant effect.

4. ADEQUACY OF RESOURCES (Maximum 6 Points)

- a. The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant consortium and the lead organization. (2 points)
- b. The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (2 points)
- c. The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support. (2 points)

There should be clear evidence that the consortium has carefully allocated appropriate resources and personnel for the tasks and activities described in the proposal. Projects must be designed to be cost effective to increase the likelihood that successful efforts will be continued beyond the federal funding period. Costs should be allocated to specific project tasks that are reasonable and allowable. Lump sum figures for individual budget categories are not sufficient. The cost effectiveness of proposed activities will be compared to the scope of the proposed efforts and its anticipated benefits. Proposed plans must have the support of those who will authorize, implement, and be affected by them. All proposed expenditures must be consistent with the applicable OMB cost principles, circular No. A-21, which may be found at www.whitehouse.gov/OMB/circulars/index.html.

Note that professional development is allowable for teacher educators, not for P-12 teachers.

5. QUALITY OF THE MANAGEMENT PLAN (Maximum 12 Points)

- a. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (8 points)
- b. How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate. (4 points)

Applicants will offer an administration and governance structure that incorporates a diversity of stakeholders' perspectives, a shared vision, clear objectives, and a disciplined budget. The narrative will provide reviewers with a description of who will do what, when, where, why, and with what anticipated results. A brief description (one-half page) of the roles and relevant skills of each key person involved in the project, including consultants should be included in the appendix section of the application. Applicants must clarify the nature and degree of commitment that will support the project management team. Include a description of the procedure to be used for monitoring the progress of the project and a timeline for accomplishing major project tasks and milestones. Timelines are to be included in the narrative.

6. QUALITY OF THE EVALUATION PLAN (Maximum 30 Points)

- a. The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (10 points)
- b. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (20 points)

The rating category, "Quality of the Project Evaluation Plan," is the most highly weighted (maximum 30 points) of the selection criteria. Given this emphasis on rigorous evaluation, applicants are encouraged to allocate a minimum of ten percent (10%) of the Federal budget funds for formative and summative evaluations.

The evaluation plan should be central to the design of the project and shape the development of the initiative from the beginning of grant planning. Linking performance indicators to the statement of needs and purposes discussed under "Needs" and "Significance" (Selection Criteria 1 and 2) increases coherence. Clear descriptions of expected outcomes, and potential impact of the project on the institution or organization, are important. An evaluation plan will include outcome-based (summative) performance indicators that are measurable, as well as measures to provide performance feedback for periodic assessment of progress toward achieving intended outcomes (formative).

Rigorous evaluation must be designed to assess the impact of teacher preparation program improvement on teachers' use of technology in the classroom and how that makes a difference for all students' achievement. Applications will explain the measures and the data sources that will yield information about impact. Use quantifiable criteria whenever possible. A description of instruments, techniques, statistical analyses, and key project

personnel and consultant roles should be included. If Federal funds are requested for equipment, this section of the application should include an explanation of how the consortium will determine whether the equipment is helping it reach its goals for improving the learning and teaching of preservice teachers.

A rigorous evaluation plan includes clearly defined and measurable goals and specific objectives. A project's goals and objectives must be aligned with the U.S. Department of Education's (GPRA) performance indicators. GPRA is a Federal law that requires all agencies to report to Congress on intended accomplishments and progress toward them. GPRA, which became a law in 1993, gives Congress and the public, greater leverage to hold the Department and its grantees accountable for appropriated funds, by expecting specific levels of performance. The GPRA indicators will measure grantees' performance. The results measured against these indicators will be reported to Congress annually. Applicants and project evaluators are strongly encouraged to examine the indicators carefully and to align them with their objectives in developing project evaluation plans.

The GPRA indicators for the PT3 program are listed in Appendix IV. Applicants must address how their goals, objectives, activities, and evaluation plans and results address the PT3, GPRA indicators. Grantees are required to address their progress and success in meeting the PT3 indicators on the annual performance report.

Although an applicant may choose how to address the "Quality of the Evaluation Plan," a strong application will include the following components.

- Individual or organization serving as the project's evaluator
- Evaluator's qualifications and contributions to the design of the proposed project
- Evaluation designs and methods which will be used
- Types of data which will be collected
- Timeline of data collection, including when reports of results and outcomes will be available, and
- How information will be used by the grantee to manage progress toward stated goals and objectives.

Additional information about evaluation may be found in the Department's *An Educator's Guide to Evaluating the Use of Technology in Schools and Classrooms*, which may be located at <http://www.ed.gov/pubs/EdTechGuide/> by inserting the title in the search column.

APPENDICES

APPENDIX I

PART B — PREPARING TOMORROW'S TEACHERS TO USE TECHNOLOGY

SEC. 221. PURPOSE AND PROGRAM AUTHORITY.

- (a) PURPOSE- It is the purpose of this part to assist consortia of public and private entities —
 - (1) to carry out programs that prepare prospective teachers to use advanced technology to prepare all students to meet challenging State and local academic content and student academic achievement standards; and
 - (2) to improve the ability of institutions of higher education to carry out such programs.
- (b) PROGRAM AUTHORITY-
 - (1) IN GENERAL- The Secretary is authorized to award grants to eligible applicants, or enter into contracts or cooperative agreements with eligible applicants, on a competitive basis in order to pay for the Federal share of the cost of projects to develop or redesign teacher preparation programs to enable prospective teachers to use advanced technology effectively in their classrooms.
 - (2) PERIOD OF AWARDS- The Secretary may award grants, or enter into contracts or cooperative agreements, under this part for periods that are not more than 5 years in duration.

SEC. 222. ELIGIBILITY.

- (a) ELIGIBLE APPLICANTS- In order to receive a grant or enter into a contract or cooperative agreement under this part, an applicant shall be a consortium that includes the following:
 - (1) At least one institution of higher education that awards baccalaureate degrees and prepares teachers for their initial entry into teaching.
 - (2) At least one State educational agency or local educational agency.
 - (3) One or more of the following entities:
 - (A) An institution of higher education (other than the institution described in paragraph (1)).
 - (B) A school or department of education at an institution of higher education.
 - (C) A school or college of arts and sciences (as defined in section 201(b)) at an institution of higher education.
 - (D) A professional association, foundation, museum, library, for-profit business, public or private nonprofit organization, community-based organization, or other entity, with the capacity to contribute to the technology-related reform of teacher preparation programs.
- (b) APPLICATION REQUIREMENTS- In order to receive a grant or enter into a contract or cooperative agreement under this part, an eligible applicant shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require. Such application shall include the following:
 - (1) A description of the proposed project, including how the project would —
 - (A) ensure that individuals participating in the project would be prepared to use advanced technology to prepare all students, including groups of students who are underrepresented in technology-related fields and groups of students who are economically disadvantaged, to meet challenging State and local academic content and student academic achievement standards; and
 - (B) improve the ability of at least one participating institution of higher education described in section 222(a)(1) to ensure such preparation.
 - (2) A demonstration of —
 - (A) the commitment, including the financial commitment, of each of the members of the consortium for the proposed project; and
 - (B) the active support of the leadership of each organization that is a member of the consortium for the proposed project.
 - (3) A description of how each member of the consortium will participate in project activities.

(4) A description of how the proposed project will be continued after Federal funds are no longer awarded under this part for the project.

(5) A plan for the evaluation of the project, which shall include benchmarks to monitor progress toward specific project objectives.

(c) **MATCHING REQUIREMENTS-**

(1) **IN GENERAL-** The Federal share of the cost of any project funded under this part shall not exceed 50 percent. Except as provided in paragraph (2), the non-Federal share of the cost of such project may be provided in cash or in kind, fairly evaluated, including services.

(2) **ACQUISITION OF EQUIPMENT-** Not more than 10 percent of the funds awarded for a project under this part may be used to acquire equipment, networking capabilities, or infrastructure, and the non-Federal share of the cost of any such acquisition shall be provided in cash.

SEC. 223. USE OF FUNDS.

(a) **REQUIRED USES-** A consortium that receives a grant or enters into a contract or cooperative agreement under this part shall use funds made available under this part for —

(1) a project creating one or more programs that prepare prospective teachers to use advanced technology to prepare all students, including groups of students who are underrepresented in technology-related fields and groups of students who are economically disadvantaged, to meet challenging State and local academic content and student academic achievement standards; and

(2) evaluating the effectiveness of the project.

(b) **PERMISSIBLE USES-** The consortium may use funds made available under this part for a project, described in the application submitted by the consortium under this part, that carries out the purpose of this part, such as the following:

(1) Developing and implementing high-quality teacher preparation programs that enable educators —

(A) to learn the full range of resources that can be accessed through the use of technology;

(B) to integrate a variety of technologies into curricula and instruction in order to expand students' knowledge;

(C) to evaluate educational technologies and their potential for use in instruction;

(D) to help students develop their technical skills; and

(E) to use technology to collect, manage, and analyze data to improve teaching and decision making.

(2) Developing alternative teacher development paths that provide elementary schools and secondary schools with well-prepared, technology-proficient educators.

(3) Developing achievement-based standards and assessments aligned with the standards to measure the capacity of prospective teachers to use technology effectively in their classrooms.

(4) Providing technical assistance to entities carrying out other teacher preparation programs.

(5) Developing and disseminating resources and information in order to assist institutions of higher education to prepare teachers to use technology effectively in their classrooms.

(6) Subject to section 222(c)(2), acquiring technology equipment, networking capabilities, infrastructure, software, and digital curricula to carry out the project.

SEC. 224. AUTHORIZATION OF APPROPRIATIONS.

There are authorized to be appropriated to carry out this part such sums as may be necessary for each of fiscal years 2002 and 2003.

SEC. 1052. CONTINUATION OF AWARDS.

Notwithstanding any other provision of this Act or the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.), in the case of a person or entity that was awarded a grant, relating to preparing tomorrow's teachers to use technology, that was made pursuant to section 3122 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6832) prior to the date of enactment of this Act, the Secretary of Education shall continue to provide funds in accordance with the terms of such award until the date on which the award period terminates.