

Application for State Grants
Under the
Technology Literacy Challenge Fund
CFDA Number 318

Form Approved
OMB # 1850-0737
Expiration Date: November 1999

Deadline to indicate non-participation: December 20, 1996

Deadline for Application: March 31, 1997

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 1850-0737. The time required to complete this information collection is estimated to average **20** 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:** Office of Elementary and Secondary Education, Goals 2000 Office, U.S. Department of Education, 600 Independence Avenue, S.W., Portals Building, Washington, D.C. 20202.

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November 22, 1996

Dear Chief State School Officer:

Earlier I informed you that Congress has made a momentous and timely decision to provide the first year of funding in the FY 1997 appropriations bill for the President's proposed five-year, \$2 billion Technology Literacy Challenge Fund. I am pleased to send this letter and the enclosed information on how to apply for a grant and become a partner in this exciting opportunity to help every child in every school utilize technology to achieve high standards by the dawn of the 21st century.

The President has launched a national mission to ensure that every student in every school will be technologically literate in the 21st century. In order to meet this challenge, the President has urged the private sector, schools, teachers, students, community groups, States, local governments, and the federal government to work in partnership toward achieving the following four goals:

- All teachers will have the training and support they need to help all students learn through computers and through the information superhighway;
- All teachers and students will have modern computers in their classrooms;
- Every classroom will be connected to the information superhighway; and
- Effective and engaging software and on-line resources will be an integral part of every school curriculum.

The Technology Literacy Challenge Fund is one important part of a range of public and private sector resources available to help States and communities achieve these goals. Your role in this effort is critical, because the Technology Literacy Challenge Fund offers States an opportunity to provide school districts -- especially those with high rates of poverty -- with funds that will help them meet their most important technology needs.

The President's four goals, and the full potential of the Technology Literacy Challenge Fund, will only be realized if resources at all levels -- local, State, federal, and the private sector -- are brought together in a systemic plan of action. For that reason, we strongly encourage States to take advantage of the opportunity the Technology Literacy Challenge Fund represents to marshal the financial and other resources needed to meet the President's four goals and to describe in their statewide technology plans under this program how they will address those goals. In addition, in preparing their plans, States need to give close attention to the statutory requirement to describe the steps they will take to provide assistance to those school districts with the highest numbers and percentages of children living in poverty and with the greatest need for technology.

Some States have already developed a statewide technology plan under Goals 2000 and may be well along in defining the financial strategies and collaborative public and private sector activities that will support their efforts. Others have extensive work to do. The Technology Literacy Challenge Fund will help States, at whatever stage, to effectively increase the capacity of schools to integrate educational technology into daily teaching and learning. States are permitted to rely on statewide technology plans developed under Goals 2000 or other statewide technology plans but only if those plans meet the requirements of the Technology Literacy Challenge Fund. We urge all States to revise their earlier plans for two reasons.

First, it is likely that previously developed statewide technology plans do not address either the President's four goals or all of the specific statutory requirements that apply to the Technology Literacy Challenge Fund, especially the requirement related to the provision of assistance to school districts with the highest numbers or percentages of children living in poverty and with the greatest need for technology.

Second, there is a rich variety of resources that State and local educational agencies can draw on as they develop and implement their educational technology plans. Because most of these resources emerged within the past two years, they may not have been taken into consideration in previous plans submitted to the Department. I strongly urge you to take this opportunity to seek guidance from and build upon the work of all the resources that have recently become available. These include:

- Technology Innovation Challenge Grants awarded during the past 14 months to 43 partnerships that are developing and implementing innovative applications of educational technology to improve teaching and learning and enhance school linkages to parents, businesses, libraries, community resources, and colleges;
- The Universal Service Fund under the Telecommunications Act, which will provide up to \$2.25 billion a year to enable schools and libraries to purchase at a discount any telecommunications service, internal connections among classrooms, and access to the Internet;

- Six Regional Technology in Education Consortia (technical assistance centers) across the country, which provide technical assistance to States and local communities, school districts, and others within the education profession, and training for teachers, media specialists, and others, to help ensure that they can fully integrate technology into teaching and learning;
- Statewide NetDay events, which partner private industry, parents, and community volunteers to wire schools and classrooms;
- Tech Corps, which is amassing a cadre of business and community volunteers to advise and assist schools with integrating technology into the classroom;
- The 21st Century Teachers initiative, recruiting 100,000 teachers nationwide to voluntarily train 500,000 teachers on how to use technology in the classroom;
- A group of private sector technology leaders, chaired by Sumner Redstone of Viacom, which is committed to helping States and local communities develop and implement their educational technology plans to meet the President's goals; and
- The American Technology Honor Society, a group of students who are assisting teachers and administrators to expand the use of technology in their schools.

All of these public and private sector and volunteer resources, as well as others pursued by States and local educational agencies, can be brought to bear on the development and implementation of a statewide technology plan to achieve the goal of technological literacy and high academic standards. We will be sending a package to your technology coordinator with more information about the resources available. By combining federal support, private sector contributions, and a flexible process to enable States, local communities, teachers, schools, parents, and students to join in new partnerships, the Nation can meet the President's challenge to have all children obtain the skills they need to succeed in the 21st century. We urge you to aggressively pursue and coordinate all of the resources and assistance available to this end.

The enclosed application package and non-regulatory guidance will help you develop a strong, statewide plan for integrating technology into your schools and ensure that the poorest communities and those in greatest need of technology will have an opportunity to benefit early in this process. All applications must be received by March 31, 1997, but I urge you to complete this application process as soon as possible. Funding has also been set aside for Bureau of Indian Affairs schools and outlying areas, which will need to submit technology plans as well.

If you choose not to participate in this unique opportunity, please send me a letter by December 20, 1996, indicating that you do not plan to participate in the Technology Literacy Challenge Fund. Local educational agencies within States that do not participate in the

Technology Literacy Challenge Fund may apply directly to the Department to receive grants through a competitive process.

The Technology Literacy Challenge Fund represents an important opportunity to improve teaching and learning in our schools with what I hope will be a sustained stream of increased funding for technology. Under the legislation, I am required to report to Congress on our progress. I look forward to working with you and a distinguished group of private sector leaders to evaluate and report on our progress each year -- to the President, to the Congress, and to all interested parents and citizens in every State and the Nation.

Yours sincerely,

Richard W. Riley

Enclosure

UNITED STATES DEPARTMENT OF EDUCATION
APPLICATION

The State of _____ pledges its support for implementing the following systemic technology plan and submits this application for first-year funding under Title III of the Elementary and Secondary Education Act to establish a partnership with the U.S. Department of Education and others in this endeavor.

Technology Literacy Challenge Fund
State Formula Grant Program

1. Legal Name of Applicant Agency (State Educational Agency):	2. Employer Identification Number (EIN): _____
3. Applicant Address (include Zip):	4. Contact Person Name: Position: Telephone: Fax:
5. Status With Respect to Executive Order 12372: <input type="checkbox"/> Application was made available for review <input type="checkbox"/> Program was not selected for review	6. Is the applicant delinquent on any Federal debt? <input type="checkbox"/> No <input type="checkbox"/> Yes, explanation attached
7. To the best of my knowledge and belief, all data in this application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is awarded.	
a. Typed Name and Title of Authorized Representative:	b. Telephone Number
c. Signature of Authorized Representative	d. Date

State Application for Technology Grant under
Technology Literacy Challenge Fund

INTRODUCTION

The Technology Literacy Challenge Fund is a new program to help stimulate local, State, and private sector partnerships focused on fully integrating technology into teaching and learning to help ensure that **all** students are technologically literate by the dawn of the 21st century. This program will be administered under Subpart 2 of Part A of Title III of the Elementary and Secondary Education Act (ESEA).

Congress has appropriated \$200 million in FY 1997 for this effort. The request to Congress for these funds described 1997 as the beginning of a five-year, \$2 billion effort intended to help encourage State, local and private sector investment in technology for improving education. The funds were requested to advance the President's four goals for technology in education. The four goals are:

- All teachers will have the training and support they need to help all students learn through computers and through the information superhighway;
- All teachers and students will have modern computers in their classrooms;
- Every classroom will be connected to the information superhighway; and
- Effective and engaging software and online resources will be an integral part of every school curriculum.

Under this program, the Department will make grants to State education agencies (SEAs). SEAs will subsequently make competitive grants to local education agencies (LEAs) or consortia of LEAs and other partners. To meet application requirements under this program, States may submit their Statewide technology plans developed under Goals 2000 or other processes, supplemented as necessary to ensure that they meet the requirements of Section 3133 of the ESEA.

INSTRUCTIONS

To receive funding, an SEA must submit to the Department by **March 31, 1997**, an application that provides the following information:

- A. Information on the application cover sheet, including the signature of the authorized SEA representative;
- B. A statewide technology plan describing -
 - (1) long-term strategies for financing technology education in the State;

(2) how business, industry, and other public and private agencies -- including libraries, library literacy programs, museums, cultural and scientific institutions, and institutions of higher education -- can participate in the implementation, ongoing planning, and support of the plan; and

(3) the steps the SEA will take in order to provide assistance to local educational agencies that have the highest numbers or percentages of children in poverty and demonstrate the greatest need for technology, in order to enable such local educational agencies to assist their schools to carry out activities authorized under the Technology Literacy Challenge Fund. *

C. As required by section 427 of the General Education Provisions Act, a State must include in its consolidated plan a description of steps it proposes to take to remove barriers that may exist to the equitable access to, or equitable participation in , activities that the State undertakes (not including administration) with federal funds under the Technology Literacy Challenge Fund. (A State may either indicate the portions of this application that already address this issue, or provide a separate statement. Additional guidance on how this provision might be addressed is included in Appendix A to this document).

D. The signature of the authorized SEA representative on the application assurance sheet.

States are urged to consider how their plans and those of local educational agencies in their State can contribute to advancing the President's goals at the State and local levels.

The application with original signatures and two copies must be submitted by **March 31, 1997**, to:

Technology Literacy Challenge Fund
Office of Elementary and Secondary Education
U.S. Department of Education
Washington, DC 20202

A State which chooses not to participate in this Fund should send a letter to the Department indicating that it does not intend to participate at the address above by December 20, 1996.

* The specific statutory provision concerning the State application requirement, Section 3133 of the ESEA, is included in this package. Applicants, in preparing their narratives, should review this section closely and make sure they have addressed those requirements.

TECHNOLOGY LITERACY CHALLENGE FUND

Non-regulatory Guidance

In February 1996, the President announced a new program known as the Technology Literacy Challenge Fund (TLCF). In the 1997 Appropriations Bill, Congress provided \$200 million, the first installment of the Technology Literacy Challenge. The \$2 billion five-year program is intended to serve as the catalyst to ensure that all students are prepared to live and work in an increasingly technological society. This non-regulatory guidance addresses questions regarding the administration of the Fund.

- **What is the Technology Literacy Challenge Fund?**

The Technology Literacy Challenge Fund provides formula grants to States to accelerate the implementation of state-wide educational technology plans by providing financial assistance through the States to school systems. State education agencies and local education agencies are encouraged to use this assistance to leverage additional support from business and industry and other public and private entities, including museums, libraries, and institutions of higher education to use technology to improve America's schools.

- **What is the purpose of the Technology Literacy Challenge Fund?**

The purpose of the Technology Literacy Challenge Fund is to provide resources to speed the implementation of state-wide strategies designed to enable all schools to integrate technology fully into school curricula, so that all students become technologically literate, with the reading, math, science, and other core academic skills essential for their success in the 21st Century. Technology also can be used to connect teachers and parents to work together, link students to careers, colleges, and community resources and provide extended learning opportunities for students after school and during the summer. A key purpose of the program is to enable the States to assist school systems that have the highest numbers or percentages of children in poverty and demonstrate the greatest need for technology.

- **What are the goals of the Technology Literacy Challenge Fund?**

The Fund provides financial assistance to school systems for a wide range of activities to strengthen instruction through the use of technology. It is one of a variety of programs that will assist State and local partners in meeting the following goals: (1) All teachers will have the training and support they need to help all students learn through computers and through the information superhighway; (2) All teachers and students will have modern computers in their classrooms; (3) Every classroom will be connected to the information superhighway; and (4) Effective and engaging software and online resources will be an integral part of every school curriculum.

- **How may the Technology Literacy Challenge Fund be used to achieve the four goals?**

The Department anticipates that States will build on partnership efforts with both governmental and non-governmental entities as provided for under Section 3133 of Title III of the Elementary and Secondary Education Act. The State technology plan must include a description of the long-term strategies for financing education technology in the State, and discuss how business, industry, and other public and private agencies, including libraries, library literacy programs, scientific and cultural institutions, and institutions of higher education can participate in the ongoing planning, implementation, and support for the plan. States, in preparing this plan, are encouraged to take into account the four goals.

- **How is the Technology Literacy Challenge Fund related to other federal technology initiatives?**

The President's Educational Technology Initiative incorporates several elements which together strive to achieve the vision of making all children technologically literate by the dawn of the 21st century. One element, of course, is the Fund itself, which provides grants to States to develop and implement long-term strategies for financing technology at the local level. Other elements include the 21st Century Teachers Initiative, which is recruiting 100,000 teachers to voluntarily train 500,000 teachers on how to use technology in the classroom; NetDay 96 events, which partner private industry, parents and community volunteers with State and local educational agencies to wire schools and classrooms; Technology Innovation Challenge Grants, awarded to consortia to stimulate effective and innovative applications of new learning technologies; Tech Corps, which is a national non-profit organization of technology volunteers funded by the business community to advise and assist schools with integrating technology into the classroom; the American Technology Honor Society whose student members assist teachers and other educators expand their schools' use of technology; and finally, the Telecommunications Act of 1996 and the Universal Service Trust Fund provide further opportunities to reach the goal of connecting every school and classroom to the information superhighway.

- **How can technology help States with school reform?**

At the heart of successful school reform is the principle that all students can learn to challenging academic standards. To achieve this, several critical elements, including integrating technology into the classroom to improve teaching and learning, are essential. Other elements include: (1) an engaging and effective curriculum; (2) learning the basics including reading independently and well by the end of the third grade; (3) high expectations for all children; (4) meaningful and ongoing teacher education and professional development; (5) safe and drug-free learning environments; (6) extending learning time beyond the regular school day and into summers; (7) active participation by parents, teachers, and communities; and (8) connections to promising careers and college

preparation. Technology can play an important role in contributing to and supporting the accomplishment of these respective reform efforts.

- **Under what authority will the Technology Literacy Challenge Fund be implemented?**

The Technology Literacy Challenge Fund will be implemented under the provisions of Title III, Part A, Subpart 2 of the Elementary and Secondary Education Act (ESEA).

- **In addition to Title III, Subpart 2 of Part A of the ESEA, what other statutory and regulatory authorities will apply to this program?**

In addition to Subpart 2 of Part A of the ESEA, recipients of funds under this program should be aware of the following statutory requirements: the definitions set out in section 3113 of the ESEA and in Title XIV of the ESEA, which establishes general provisions for all programs authorized under the ESEA. The Education Department General Administrative Regulations, in particular, Parts 76, 77, 80, 82, 85, and 86, also apply to this program.

- **Does the Department plan to issue new regulations for this program?**

No. This guidance, together with the authorizing statute and appropriation, and the existing regulations that apply, are sufficient to administer the Fund.

- **What entities are eligible for funds under the Technology Literacy Challenge Fund?**

The Department makes grants to States; States make grants only to school districts. A school district can apply as a member of a consortium, which may include other school districts, institutions of higher education, businesses and industries, intermediate educational units, libraries, scientific and cultural institutions, and other appropriate educational entities. A school district must serve as the primary applicant and the administering agent. If a State chooses not to apply for funds, local educational agencies within that State may apply directly to the Department to receive grants through a competitive process. A discussion of grants to local educational agencies if a State does not apply is presented later in this non-regulatory guidance.

- **How are allocations to States determined?**

Funds are allocated to States proportionate to their share under Part A of Title I of ESEA, but with a minimum allocation to any State of one-half of one percent of the amount appropriated. Pursuant to the 1997 Appropriation Act, one-half of one percent is distributed among all of the outlying areas.

- **What level of funding can States expect to receive in the first year of the program?**

The fiscal year 1997 appropriation is \$200 million. The size of State allocations ranges from the minimum of \$1 million to over \$20 million. In addition to allocations to States, one-half of one percent is set aside for the outlying areas (this level is specified in the appropriation), and one-half of one percent for the Bureau of Indian Affairs. A list of the allocations for each State is included in this package.

- **Is financial assistance provided under the fund used to supplement State and local funds?**

Yes. The statute authorizing this program provides that local educational agencies must assure that financial assistance provided under this part will “supplement, not supplant, State and local funds.” See Section 3133(2)(J) of the ESEA.

- **When do funds become available to the Department for award to the States?**

Funds became available on October 1, 1996, and will be available to the Department for award to the States until September 30, 1997. Unlike most State grant programs in the Department, the Technology Literacy Challenge Fund is current-funded, not forward-funded, which means that early applicants may be able to receive funding by December of 1996.

- **When can a State submit an application for funds?**

Applications will be accepted from the date of this notice until March 31, 1997. States are strongly encouraged to submit their applications early so that they can begin awarding funds to local education agencies. States, and their local education agency subgrantees, must obligate all funds by September 30, 1998.

- **Once an award is made to a State, how long will the State and its local education agency subgrantees have to obligate funds?**

Funds must be awarded by the Department to State education agencies by September 30, 1997. States, and their local education agency subgrantees, must obligate all funds by September 30, 1998. This means that State subgrants to local education agencies must be made early enough to allow the local education agencies sufficient time to obligate those funds.

- **What must a State application contain?**

In addition to the information and signatures required in the application form, the application must include a statewide education technology plan that describes (1) long-term strategies for financing educational technology in the State, (2) how business, industry, other public and private agencies, including libraries, library literacy programs, scientific and cultural institutions, and institutions of higher education can participate in

the ongoing planning, implementation, and support for the plan; and (3) how the State will assist those local education agencies that have the highest number or percentage of children in poverty which demonstrate the greatest need for technology. Section 3133 of the ESEA fully describes the application requirements. The Secretary urges States to adopt, as a goal for the State, the speedy extension of the full benefits of educational technology to all of the schools in the State, and to include in the State's plan benchmarks for accomplishments towards that goal, and to annually report to the public on progress toward the benchmarks.

- **How will applications be reviewed?**

Applications will be processed and reviewed on an individual basis soon after they are received in the Department. Awards will be announced on a rolling basis as applications are approved.

- **How does a State distribute funds to school districts?**

Grants to school districts must be awarded on a competitive basis. Distributing funds to local education agencies on the basis of a formula, such as the Title I formula under the ESEA, could result in some awards that would not be of sufficient size, scope, and quality to carry out the purposes of the Fund.

- **What does a school district or local education agency application to the State contain?**

Applications to the State from a local education agency must include a strategic three- to five-year plan that addresses the types of technologies to be acquired, how they will be integrated into the curriculum, collaborative efforts to maximize the use of technology, professional development, existing sources of supporting resources, projected costs, and mechanisms to coordinate all technology funds. (See Section 3135 of ESEA, which sets out in full the requirements for local education agency applications.)

- **May a local education agency, that has developed a comprehensive education improvement plan under the ESEA or Goals 2000 substitute that comprehensive plan for an application under this program?**

An existing comprehensive plan may be submitted if such a plan "would further the purposes" of the Fund (Subpart 2 of Part A of Title III of the ESEA). The State should ensure that local education agencies that wish to rely on this method have comprehensive plans that contain enough information to be properly evaluated in the competitive process, including to the extent needed to address the State technology plan, information on the four goals and the many other resources now available to support this effort. Any subgrant funded under this program, including those based on comprehensive plans developed under ESEA or Goals 2000, must be of sufficient duration, size, scope and quality to effectively carry out the activities described in section 3134 of the ESEA.

- **What does a State consider in competitively selecting local education agency subgrantees?**

The State selects subgrantees that propose projects that are of sufficient duration, size, scope, and quality to: develop, adapt, or expand their use of technology to support school reform; improve student learning; acquire connectivity linkages, resources, and services; provide professional development; connect to wide area networks; and provide educational services for adults and families. (See Sections 3132 and 3134 of the ESEA.) The local education agency application must also be consistent with the systemic state-wide plan. In addition to other factors it deems relevant, the State shall also take into account, consistent with its application, the statute's goal of assisting those local educational agencies with the highest rates or numbers of children in poverty and that demonstrate the greatest need for technology to improve teaching and learning.

- **Can consortia be created to apply for subgrants?**

Yes, Section 3135(d) of the ESEA provides that local educational agencies may apply for financial assistance as part of a consortium with other local educational agencies, institutions of higher education, intermediate educational units, libraries, or other educational entities appropriate to provide local programs. State educational agencies may assist in the formation of such consortia at the request of the local educational agency. The Department encourages States to provide such assistance because it represents an opportunity for local educational agencies to pool their resources in creative ways that have the potential to broaden their impact on teacher training, software procurement, and other elements of the plan.

- **What are some examples of how States can go about meeting the statute's goal of providing assistance under this program to LEAs that have the highest numbers or rate of children in poverty and demonstrate the greatest need for technology?**

There are many ways that a State could go about meeting this goal. For example, a State could establish criteria for awarding subgrants to LEAs that include the following: percentage or number of children in poverty and need for technology. A State may also award a specific number of points for LEAs that have high percentages or numbers of children in poverty that exceed a certain level. A State may also reserve a certain number of subgrants for those LEAs that have the highest rates or number of children in poverty and the greatest need for technology.

- **How may a local education agency use its funds?**

To the extent possible, funds shall be used by local education agencies for five major purposes: (1) apply technology to support school reform; (2) acquire hardware and software to improve student learning; (3) acquire connections to telecommunication networks to obtain access to resources and services; (4) provide ongoing professional development in the integration of technology into improvements of the school curriculum; and (5) provide better educational services for adults and families. Section 3134 of the ESEA sets out in full how local education agencies are to use funds under this program.

- **If a State chooses not to apply, may local education agencies in that State still receive funds?**

Yes. The appropriation specifies that the Secretary may make awards competitively to local education agencies in States that choose not to participate. Should any State not participate, the requirements for the competition for that State's allocation will be published in the Federal Register.

- **How can a local education agency's application and activities support the President's goals?**

The application requirements for local education agencies are consistent with the goals of the President's challenge to the Nation for educational technology. For example, one of the President's goals is to provide all teachers the professional development and support they need to help all students learn through the use of computers and the information superhighway. Consistent with this goal, local long-range plans must include a description of how the local education agency will ensure ongoing, sustained professional development to further the use of technology in the classroom or library media center, and a description of the supporting resources such as services, software, and print resources required to ensure successful and effective use of technology to improve teaching and learning.

- **To whom must a State provide technical assistance?**

The State must identify and provide technical assistance to those local educational agencies in the State that have the highest number or percentage of children in poverty and that demonstrate the greatest need for technical assistance in developing their application. See Section 3132 (b) of the ESEA.

- **How does the Act provide for the participation of children enrolled in private schools?**

Local educational agencies or consortia that receive awards from their State educational agencies shall, after timely and meaningful consultation with appropriate private school officials, provide children enrolled in private schools, as well as their teachers and other

educational personnel, with an opportunity to participate on an equitable basis in the Technology Literacy Challenge Fund.

- **Can States use a portion of their allocation for administrative expenses?**

Yes, Section 3115 of the statute permits both SEAs and LEAs to use up to five percent of their grants for administrative costs or technical assistance.

- **What reporting and evaluation will be required of grantees and subgrantees?**

The Department strongly believes that information on the impact and results of Federal programs should be shared with the public, and encourages States to establish benchmarks as part of their plans, and to report to the public on their progress annually. For its part, the Department is required to develop procedures for State and local evaluations, and must submit a summary of State evaluations to the Congress in 1998. Local education agencies are required, as part of their application to the State, to describe a process for the ongoing evaluation of how the technology acquired will be integrated into improving school curriculum and increasing student achievement. The Government Performance and Results Act (GPRA) applies, and the Department will be developing performance indicators cooperatively with States.

The Department is in the process of developing an evaluation strategy for the Technology Literacy Challenge Fund. One of the primary components of the evaluation relies on documenting the efforts at the State and local levels. For example, in this first year of the program, the Department will conduct an examination of the process and procedures used at the State level to implement the program; analyze the types of schools and school districts receiving funding; document the specific needs which the Fund will address at the local level; review the role and impact of private sector participation with States and locals; and assess the extent to which assistance is provided to districts serving the highest number or percentage of students living in poverty and with the greatest need for technology. In addition to these activities, in subsequent years the Department will also evaluate the extent to which States and locals are achieving the four goals of the Technology Literacy Challenge Fund. Consequently, the Department expects to receive annual performance reports from the States each year, beginning in 1998.

- **How will the Department provide technical assistance and share information about technology initiatives at the national, State, and local levels that represent innovative approaches such as those involving public-private partnerships?**

The Department plans to make information available to the States about innovative approaches and promising practices through regular communication online and through meetings to be held regionally throughout the country. The Regional Technology in Education Consortia (R*TECS), which are funded by the Department, have begun to work with States and other entities, providing technical assistance and disseminating information about resources, to promote the effective use of technology in education. Other Department-funded entities, e.g., the Regional Educational Laboratories, also have

expertise in the integration of technology into school curricula, as do the Eisenhower National Clearinghouse and the Eisenhower Regional Consortia.

The Department plans to make selected examples of innovative approaches, culled from statewide educational technology plans, available on its website (<http://www.ed.gov>). In addition, States are strongly encouraged to put their plans on their own websites, thereby making it possible for the Department's website to link the Nation to the plans. The Department will continue to link States, through the Department website, to other models and approaches, especially those that bring together public- and private-sector partnerships, such as the Statewide NetDay events, Tech Corps activities, and other initiatives. Also, as state plans are approved, the Department will make them available upon request.

TECHNOLOGY LITERACY FUND STATE ALLOCATIONS: FY 1997

State	Title III 1997
Alabama	3,536,029
Alaska	1,000,000
Arizona	2,772,006
Arkansas	2,113,832
California	20,568,622
Colorado	1,872,235
Connecticut	1,481,944
Delaware	1,000,000
Florida	7,901,240
Georgia	4,792,173
Hawaii	1,000,000
Idaho	1,000,000
Illinois	9,100,428
Indiana	3,085,379
Iowa	1,449,079
Kansas	1,487,041
Kentucky	3,525,385
Louisiana	5,348,827
Maine	1,000,000
Maryland	2,447,779
Massachusetts	3,424,955
Michigan	8,621,429
Minnesota	2,321,232
Mississippi	3,511,568
Missouri	3,246,535
Montana	1,000,000
Nebraska	1,000,000
Nevada	1,000,000
New Hampshire	1,000,000
New Jersey	3,954,548
New Mexico	1,671,215
New York	17,313,404
North Carolina	3,693,671
North Dakota	1,000,000
Ohio	8,504,025
Oklahoma	2,357,624
Oregon	1,894,570
Pennsylvania	8,617,078
Rhode Island	1,000,000
South Carolina	2,596,840
South Dakota	1,000,000
Tennessee	3,457,692
Texas	16,339,913
Utah	1,000,000
Vermont	1,000,000
Virginia	2,851,387
Washington	2,800,894
West Virginia	1,975,565
Wisconsin	3,473,991
Wyoming	1,000,000
District of Columbia	1,000,000
Puerto Rico	7,139,865
Subtotal	197,250,000
American Samoa	240,930
Guam	234,542
Northern Marianas	114,340
Virgin Islands	410,188
Subtotal	1,000,000
BIA	1,000,000
Subtotal	199,250,000
Evaluation	750,000
TOTAL	200,000,000

ASSURANCES

The State educational agency (SEA) hereby certifies the following assurances, which have been previously filed with the U.S. Department of Education. The SEA certifies that no circumstances affecting the validity of these assurances have changed since their previous filing. The SEA understands that these assurances are in effect with regard to the Technology Literacy Challenge Fund.

- o As applicable, the assurances as specified in OMB No. 348-0040 relating to legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood insurance; environmental standards; wild and scenic river systems; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and general agreement to comply with all Federal laws, executive orders and regulations.
- o The three certifications as specified in ED Form 80-0013 regarding lobbying, debarment/suspension/responsibility status, and drug-free workplace.
- o The debarment/suspension/responsibility assurance required from subgrantees as specified in ED Form 80-0014.

The SEA further agrees to:

- o The certification of Education Department General Administrative Regulations (EDGAR) 76.104, relating to State eligibility to participate in this program and compatibility of this application with State law;
- o The assurances specified in section 441 of the General Education Provisions Act (GEPA):
- o The assurances set forth in Public Law 103-382, Title III, Part A, Subpart 2.
- o All program requirements of Public Law 103-382, Title III Part A, Subpart 2
- o All other applicable requirements of the Elementary and Secondary Education Act, including those set out in Title XIV of that statute.

Name of applicant (State Educational Agency)	Project Name
Printed Name and Title of Authorized Representative of the State Educational Agency:	
Signature:	Date:

**PROPOSED NOTICE TO ALL APPLICANTS FOR
TECHNOLOGY LITERACY CHALLENGE FUND
REGARDING SECTION 427 OF THE GENERAL
EDUCATION PROVISIONS ACT**

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

Section 427 of GEPA affects all States submitting applications under this program. **ALL APPLICATIONS MUST INCLUDE INFORMATION TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

In this program, a State would be required to provide this description only for projects or activities that it carries out with funds reserved for State-level use. In addition, local school districts or other eligible applicants that apply to the State for funding would be required to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the local education agency (LEA) has submitted a sufficient Section 427 statement as described below.

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally assisted program for students, teachers, and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on your circumstances or those of a local education agency, the applicant should determine whether these or other barriers may prevent students, teachers, etc. from such access to, or participation in, the Federally-funded project or activity. The description in the application of steps to be taken to overcome these barriers need not be lengthy; you (or, in the case of an LEA application, the LEA) may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

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

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