

New York State Profile

Round 7 (FY 2008) | Enhancing Education Through Technology (EETT), NCLB Title II, Part D

States across the country are leveraging the federal funding for technology through the No Child Left Behind, Title II, Part D program to close the achievement gap and reduce the digital divide. The technology funding from the Title IID program directly supports NCLB goals in the three distinct ways:

- Closing the achievement gap by providing access to smart computing devices, digital content and open education resources for all students via 21st Century learning environments that enhance teaching and learning with technology integration.
- Supporting the development of highly qualified teachers by providing online courses, communities of practice, instructional technology coaches, and virtual communication to ensure flexibility and access.
- Using data for school improvement and individualizing instruction for all students.

In fiscal year (FY) 2006, Congress granted states flexibility to reserve up to 100% of their allocations for competitive awards to eligible local entities. This language was included because, in some cases, the reduction in NCLB IID funding by nearly 60% from Round 1 (FY 02) to Round 7 (FY 08) resulted in severe reductions in the size of formula grants.* If a formula grant is too small, districts are unable to support meaningful projects.

In FY 2008, 13 states opted to exercise that option by distributing 100% of their available NCLB IID funds through competitive grants, while the majority of states, including New York, chose to distribute funds through both competitive and formula grants.

The State Educational Technology Directors Association (SETDA) conducts a national survey annually that serves as the basis for the SETDA National Trends report. These current state profiles provide information on the educational technology programs and priorities reported for FY 2008.

New York EETT Facts at a Glance

Number of eligible LEAs..... 795

Number of grants awarded

Formula 779

Competitive 28

Percentage of EETT funding by grant program

Formula 50%

Competitive 50%

Total 100%

Total EETT funding by year

FY 2002..... \$60,907,113

FY 2003..... \$64,948,122

FY 2004..... \$65,722,083

FY 2005..... \$45,254,369

FY 2006..... \$24,647,576

FY 2007..... \$24,561,375

FY 2008..... \$21,765,804

* The total amount of federal funding for the EETT program in FY 2008 was \$267 million, compared to over \$700 million in FY 2002.

Competitive Grant Program

All states must allocate at least 50% of their EETT funds for competitive grant awards to eligible local entities. States develop a request for proposal (RFP) for competitive grants and all interested, eligible local entities compete for these funds. Since it is a competitive process, not all entities who apply are awarded grants.

The EETT program allows states considerable flexibility in establishing priorities for competitive grants and states can give preference to competitive applications based on state-level priorities. Many states have established content or grade-level priorities in their competitive grant processes to guide local education agencies toward achievement of NCLB IID goals.

In FY 2008, states made nearly 1,100 competitive grant awards. Of the \$21.8 million allocated to New York in the same year, 50% of the funds available for LEA awards were distributed through 28 competitive grants.

Competitive Grant Facts FY 2008	
Number of competitive grants awarded	28
Total competitive funding	\$11,056,331
Content priorities	Mathematics, Reading, English/Language Arts, Science, Technology Literacy, Technology Integration, ELL
Grade-level priorities	Early elementary (Pre K-2), Intermediate (Grades 3-5), Middle School (Grades 6-8), High School (Grades 9-12)
Top 3 priorities of competitive grant projects[†]	1. Increase Achievement & Technology Literacy 2. Professional Development 3. Proven Learning & Technology Solutions

Formula Grant Program

Formula grants, under NCLB IID, are noncompetitive awards based on a predetermined formula from Title I. School eligibility is based on U.S. census data that identifies high-poverty, underperforming, and technology-deficient schools. The FY 2006 appropriations language provides SEAs with the flexibility to reserve up to 100% of the allocations for competitive awards to eligible local entities. This was in response to many districts receiving formula grants for extremely low amounts, spreading the states' allocations so thin as to be inconsequential in many cases.

In FY 2008, states awarded over 10,000 formula grants to LEAs. Of the total amount allocated to New York in the same year, 50% of the funds available

Formula Grant Facts FY 2008	
Number of formula grants awarded	779
Smallest formula grant awarded	\$117
Largest formula grant awarded	\$7,640,541
Top 3 priorities of formula grant projects	1. Professional Development 2. Proven Learning & Technology Solutions 3. Increase Achievement & Technology Literacy

* The NCLB legislation specifies that state grantees may reserve up to 5% of their total funding for administrative purposes at the state level. Therefore, the total amount allocated may not match the total amount awarded.

[†] The full list of strategies in the NCLB IID legislation includes: *Professional development, Increase access, Increase achievement & technology literacy, Proven learning & technology solutions, Foster outreach & communications with parents, Develop experts, Technology, Networking & infrastructure, Data management/Informed decision-making, Assessment, and Information technology courses.* From these 11 options, respondents were asked to rank the top three strategies pursued with both competitive funds and, if applicable, formula funds.

for LEA awards were distributed through 779 formula grants. These grants ranged from \$117 to \$7,640,541.

Figure 1. Distribution of formula grants awarded, by amount of award: New York compared to national average: FY 2008

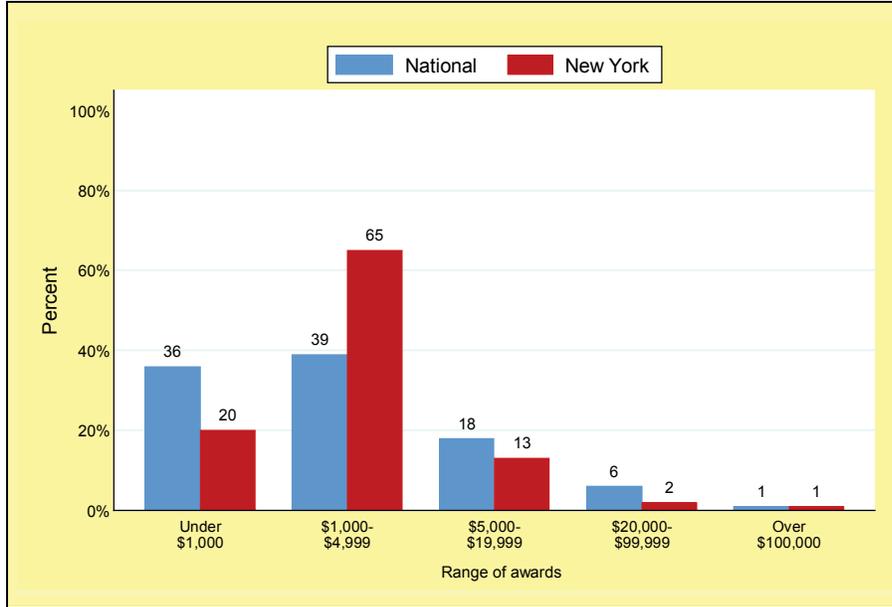


Figure 1 shows the percent of formula grants awarded by amount of award for New York compared to the national average.

As shown in Figure 1, approximately 84% of the 779 formula grants were distributed to LEAs in amounts at or below \$5,000, while 1% of formula grants were over \$100,000.

NOTE: New York’s percentages are based on 779 formula grants awarded in FY 2008. The national percentages are based on 10,579 formula grants awarded during the same period.

NCLB IID in Action

The following examples represent where NCLB IID funding is making a difference in teaching, learning, and closing the digital divide in New York.

Example 1: EETT Competitive Grant

The Technology-Based Education Strategies Training project, Niagara Fall City School District, New York, provided professional development in the use of interactive Whiteboards, Tablet PCs and Podcasting. These initiatives were in alignment with each District’s Strategic Plan grounded in and modeled on extensive research into effective professional development practices. This collaborative completed 60 hours of professional development centered around Interactive White Boards, Tablet PC’s and podcasting. Grantees implemented professional development in both professional development workshops and in job-embedded opportunities. Dunkirk: 22% increase in Middle School ELA test scores; N Tonawanda: 22% increase in Middle school ELA test scores; 21% increase in Middle school Math test scores. Niagara: 21% increase in Middle School ELA test scores; 7% increase in Middle School Math test scores

Example 2: EETT Competitive Grant

New York’s (Fulton, Herkimer, Lewis, Montgomery, Otsego, St. Lawrence districts) Success through increased learning opportunities (StILO) project consisted of two priority elements: 1. Increase graduation rates for those students identified as at risk of dropping out/not completing requirements for graduation by providing online courses, mentoring, and monitoring of student progress; and 2. Extend and enhance the model of professional development which was developed during the previous Title IID Grant by adding sound, online professional development opportunities. Offering professional development for teachers to recognize at-risk students in their classrooms and develop appropriate instruction to foster achievement of NYS Learning Standards and complete the graduation requirements. Professional development was offered through Summer Camp, in-classroom assistance from Instructional Technology.

Example 3: EETT Competitive Grant

Hamilton-Fulton-Montgomery BOCES, WSWHE BOCES and Generation Yes (New York) worked together to reach three goals for the NYSSTL-DLS 1.0: NYS Student Technology Leadership program 1.) To see that every 7th grader in each participating school was technology literate by the end of the school year; 2.) To help teachers with the integration of technology into student lessons; and 3.) To establish an active regional teacher network which modeled successful digital communication and technology integration focused on improving student learning. NYS Student Technology Leaders provided 357 hours of professional development to their teachers through the GenYes teacher Technology Assistance Project portal. Stipends were provided for Digital Learning Specialists to provide up to 1800 hours of job-embedded, in the classroom, professional development to their building colleagues. New York State Testing Program quantitative data is in the process of being gathered from HFM and WSWHE Data Analysts. Perception data indicate an increase in student leadership and engagement due to involvement in this initiative. www.nysstl.org