



National Trends: Enhancing Education Through Technology

No Child Left Behind Title II D - Year One in Review

- February 2004

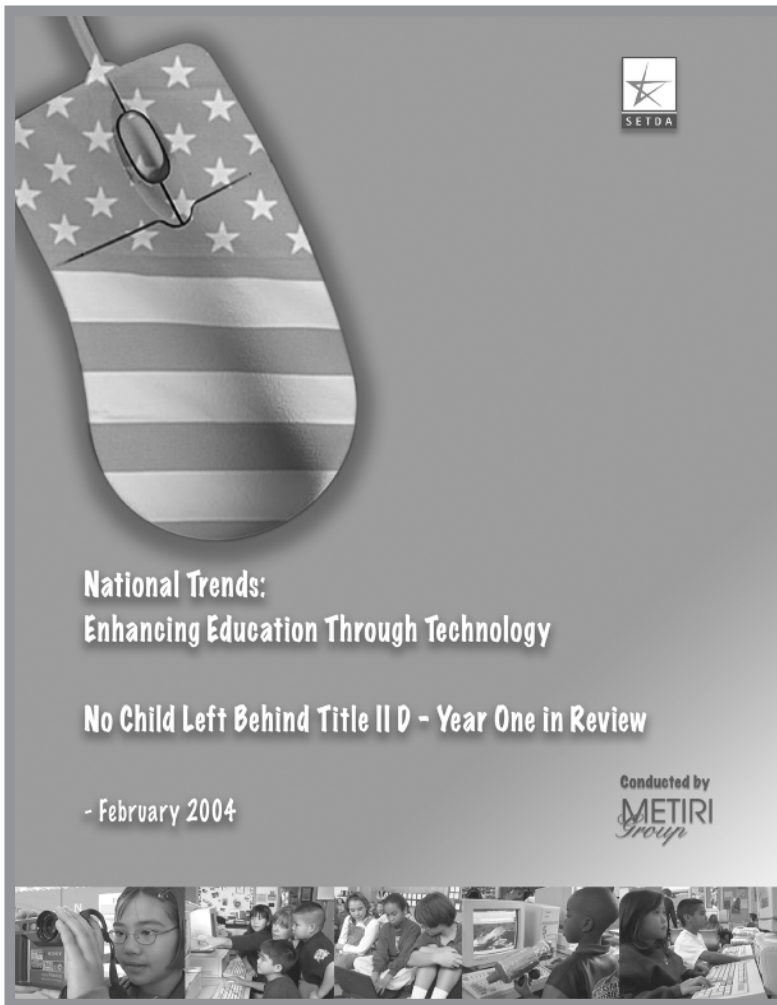
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The State Educational Technology Directors Association (SETDA) was established in the fall of 2001 and is the principal association representing the state directors for educational technology. www.setda.org

Metiri Group is a national consulting firm located in Los Angeles, California, that specializes in systems thinking about educational technology. www.metiri.com

Copies of the report on the survey findings can be accessed in PDF format at www.setda.org.



Commissioned by:



State Educational Technology Directors Association

Produced by: METIRI
Group

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Message to the Reader

The No Child Left Behind, Title II, Part D, Enhancing Education Through Technology (NCLB II D) program requires that states and schools focus their use of technology on improving academic achievement.

In the fall of 2003, SETDA commissioned the Metiri Group to work with the Common Data Elements Task Force and the Data Collection Committee to conduct a national survey to answer questions about the first year of implementation of this new program.

The findings from SETDA's national survey will provide states, local school districts, policymakers, and the U.S. Department of Education with insights into the following questions:

1. How are grant recipients across the nation structuring programs to meet NCLB II D goals?
2. What administrative approaches by states are most effective in guiding and supporting LEAs?
3. Is the program, with its current structure, likely to lead to the achievement of NCLB II D goals?

SETDA expresses its sincere appreciation to the state technology directors who completed the survey.

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"Title II D provides funds and an emphasis on technology's potential to improve learning. In tight times, without those funds, we believe this critical emphasis would be lost."

*□ State
 Technology
 Director*

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“The emphasis on professional development will be a key component of this program in changing teachers’ beliefs and practice in classroom teaching through the use of technology.”

□ Teh-Yuan Wan, NCLB Title II D State Coordinator, New York State Department of Education

Executive Summary

In the fall of 2003, the State Educational Technology Directors Association (SETDA) commissioned the Metiri Group to conduct a national survey on the first year of implementation of the No Child Left Behind, Title II, Part D, Enhancing Education through Technology program. The findings in this report represent 46 states and the District of Columbia, representing 92% of the federal dollars allocated across the United States in 2002-2003.

The critical role of NCLB, Title II, Part D funding in advancing the effective use of technology in student learning is striking, as evidenced by the state technology directors' comments below. For 25% of respondents, these funds were literally the "only game in town"; their school districts had no other funding earmarked specifically for technology in schools.

"Title II D provides funds and an emphasis on technology's potential to improve learning. In tight times, without those funds, we believe this critical emphasis would be lost."

"Formal evaluation studies are currently underway, but data from the technology integration specialists in terms of weekly reports and meetings show very positive results in terms of the classroom teachers integrating technology into their curriculum."

"The federal NCLB funding is critical to the continuation of educational technology programs among all school districts in our state."

"Title II D provides a significant supplement to other federal, state, and local educational technology funding initiatives. Grantees are asked to leverage other funding sources to enhance educational technology and the integration of technology into the curriculum."

The findings from SETDA's national survey are intended to inform education technology policy leaders on three important questions.

1. How are grant recipients across the nation structuring programs to meet Title II D goals?

- a. Survey respondents indicated that the competitive grant program has much greater potential for advancing Title II D program goals than the formula program does (excepting those LEAs receiving more substantial formula awards). In general, states identify the following criteria in structuring their competitive grants. They are:
 - i. Sufficient in size to advance the goals (e.g., many are specifically targeted to content areas)
 - ii. Grounded in sound education practice
 - iii. Modeled after successful state programs
 - iv. Based on ISTE national technology standards, state learning standards, and state educator (teacher and administrator) standards
- b. While many states are attempting to stretch state administrative and technical support funds to provide guidance and training in program evaluation, most find that such budgets are used up by the administrative requirements of implementing two relatively complex programs that often require parallel administrative procedures. Most survey respondents indicate that state leadership functions for the Title II D program are minimal and perfunctory due to a lack of funding, staffing, resources, and flexibility with program funds.

2. What administrative approaches by states are most effective in guiding and supporting LEAs?

- a. The collaboration and cooperation between federal and state programs is on the rise. The shortage of monies dedicated to education technology makes such leveraging of funds critical to the achievement of program goals.
- b. Many states are aligning their federal program dollars with current state initiatives through criteria in their competitive grant applications. With the states experiencing deep cuts in their educational technology programs, Title II D is often cited as the only means for sustaining and continuing a focus on effective use of technology for learning.
- c. States and the District of Columbia are finding it challenging to administer formula grant funds given the large number of grant awardees. Respondents report different approaches to the two programs, with increased state support, technical assistance, training, and evaluation emphasis given to competitive grants.

3. Is the program, with its current structure, likely to lead to the achievement of Title II D goals?

“The emphasis on infusing technology into classroom instruction is starting to impact classroom practice.”

“There is great potential to change classroom practices, especially with the 25% professional development requirement.”

- a. In general, survey respondents reported that the Title II D focus on using technology for the improvement of academic achievement is a positive policy lever, in many cases enabling LEAs to leverage multiple program monies and multiple partners on the same goals.
- b. Due to the number of extremely small annual allocations of formula funds awarded to a large number of LEAs, survey respondents anticipated different results from the programs. The expectation is that the formula grants would be used to sustain and maintain current programs, while the competitive funds would be used to take education technology to the next level.
- c. Without increased flexibility to strategically use additional Title II D funds at the state and regional levels, this will be a missed opportunity to document effectiveness (or lack thereof) in the use of technology-based learning resources. Survey respondents suggested that even though program evaluation is important, research studies are needed to report with confidence that, under the right conditions, specific uses of technology are effective in improving student learning. Building that national knowledge base of “What Works” will take leadership and strategic policy agendas at the state level, and that will require additional flexibility in the use of program funds to build both the capacity and the propensity of LEAs to engage in rigorous evaluation and research. Much could be gained in these critical areas through the development of federal and state guidelines and the facilitation of professional learning communities around these critical issues.
- d. In addition to continuing their investigation of technology-based learning interventions, states are exploring the use of technology in areas such as data analysis to inform instructional decisions; curriculum management in support of professional learning communities; and advancing instruction grounded in emergent cognitive research.

An Overview: NCLB Title II, Part D

The No Child Left Behind (NCLB) legislation was passed by Congress in 2001, reauthorizing federal funding for elementary and secondary schools for 2002–2006. That legislation recast many of the previous programs for learning technology into a new program: NCLB Title II, Part D, Enhancing Education Through Technology (EETT).

In 2002 the U.S. Department of Education launched the program through awards to the 50 states and the District of Columbia totaling \$595,028,537 (this total does not include allocations to U.S. territories; see table at the right for specific allocations).

As with all funds in NCLB Title II D funds are intended to improve student achievement—in this case, through the effective use of technology:

(1) Primary Goal

To improve student academic achievement through the use of technology in elementary and secondary schools

(2) Additional Goals

(A) To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability

(B) To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State educational agencies and local educational agencies

These goals focus Title II D funding on the improvement of student learning in Local Education Agencies (LEAs) that serve high-need students. The table at the right lists the first year allocation to each state and the District of Columbia. Each recipient is allowed to use up to 5% of the funds for administration and/or technical assistance. The remaining 95%, split equally between formula and competitive grants to eligible LEAs in the state program, are intended to improve student achievement through the effective use of technology.

FY 2002 Final State Allocations	
Alabama	\$8,791,720
Alaska	\$3,075,155
Arizona	\$10,111,492
Arkansas	\$5,517,256
California	\$85,100,541
Colorado	\$5,568,211
Connecticut	\$6,156,880
Delaware	\$3,075,155
District Of Columbia	\$3,075,155
Florida	\$28,305,148
Georgia	\$18,583,322
Hawaii	\$3,075,155
Idaho	\$3,075,155
Illinois	\$25,449,851
Indiana	\$8,956,721
Iowa	\$3,534,232
Kansas	\$4,285,294
Kentucky	\$8,796,493
Louisiana	\$11,457,597
Maine	\$3,075,155
Maryland	\$9,144,228
Massachusetts	\$12,790,389
Michigan	\$24,289,995
Minnesota	\$6,592,391
Mississippi	\$6,103,825
Missouri	\$9,309,664
Montana	\$3,075,155
Nebraska	\$3,075,155
Nevada	\$3,075,155
New Hampshire	\$3,075,155
New Jersey	\$14,966,364
New Mexico	\$4,849,382
New York	\$60,891,561
North Carolina	\$12,681,485
North Dakota	\$3,075,155
Ohio	\$19,223,306
Oklahoma	\$7,088,976
Oregon	\$5,493,386
Pennsylvania	\$22,777,739
Rhode Island	\$3,075,155
South Carolina	\$8,390,813
South Dakota	\$3,075,155
Tennessee	\$8,283,623
Texas	\$50,708,019
Utah	\$3,075,155
Vermont	\$3,075,155
Virginia	\$10,361,636
Washington	\$8,263,763
West Virginia	\$4,504,746
Wisconsin	\$8,496,008
Wyoming	\$3,075,155
Total for 2002–2003	* \$595,028,537
*Total does not include allocations to U.S. Territories.	

**NO CHILD LEFT BEHIND TITLE II, PART D
SEC. 2402. PURPOSES AND GOALS**

(a) **PURPOSES:** The purposes of this part are the following:

- (1) To provide assistance to States and localities for the implementation and support of a comprehensive system that effectively uses technology in elementary schools and secondary schools to improve student academic achievement.
- (2) To encourage the establishment or expansion of initiatives, including initiatives involving public-private partnerships, designed to increase access to technology, particularly in schools served by high-need local educational agencies.
- (3) To assist States and localities in the acquisition, development, interconnection, implementation, improvement, and maintenance of an effective educational technology infrastructure in a manner that expands access to technology for students (particularly for disadvantaged students) and teachers.
- (4) To promote initiatives that provide school teachers, principals, and administrators with the capacity to integrate technology effectively into curricula and instruction that are aligned with challenging State academic content and student academic achievement standards, through such means as high-quality professional development programs.
- (5) To enhance the ongoing professional development of teachers, principals, and administrators by providing constant access to training and updated research in teaching and learning through electronic means.
- (6) To support the development and utilization of electronic networks and other innovative methods, such as distance learning, of delivering specialized or rigorous academic courses and curricula for students in areas that would not otherwise have access to such courses and curricula, particularly in geographically isolated regions.
- (7) To support the rigorous evaluation of programs funded under this part, particularly regarding the impact of such programs on student academic achievement, and ensure that timely information on the results of such evaluations is widely accessible through electronic means.
- (8) To support local efforts using technology to promote parent and family involvement in education and communication among students, parents, teachers, principals, and administrators.

(b) **GOALS:**

(1) **PRIMARY GOAL:** The primary goal of this part is to improve student academic achievement through the use of technology in elementary schools and secondary schools.

(2) **ADDITIONAL GOALS:** The additional goals of this part are the following:

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

(B) To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State educational agencies and local educational agencies.

Introduction to the Study

Tracking Progress with Learning Technology

In 2002, the State Educational Technology Directors Association (SETDA) set out to identify a set of common data elements for assessing progress in education technology throughout the nation. The intended use of the data was two-fold: to track state progress on NCLB (Title II D) and to provide a basis for state comparisons in national reports about learning technologies. Given the high stakes of the federal legislation, the emphasis to date has been on building an assessment for Title II D.

Title II D legislation calls for increased academic achievement through strategic, effective approaches to the use of technology in schools. Given this directive, it was clear that the data collection processes used by most states in the past—school and district surveys—would not be sufficient. The process must include data from teachers and students at the classroom level in addition to state, district, and school survey data that address policies, practices, and impact.

SETDA commissioned the Metiri Group to work with the Common Data Elements (CDE) Committee to develop both the framework and statistically reliable instruments for assessing national, state, and local progress in using technology to advance learning goals. A first draft of the framework was completed in January of 2003. The framework is based on a set of key questions to which indicators and data elements are aligned. A suite of statistically valid protocols and instruments is currently in the piloting phase and should be available to the states in the spring of 2004. Once completed (if states are in the position to fund the data collection), that suite of tools, correlated with student data, will enable states to understand trends in their use of technology to improve learning.

The state-level survey was originally intended to answer a set of policy questions in the framework, with a subset of questions informing specific questions about the implementation of Title II D. The severe economic challenges states have faced during the past few years have dramatically decreased state funding earmarked for school technology. Since many states' Title II D funds had become the only state-level funds targeted to school technology, the CDE Committee made the decision to focus the fall 2003 state survey exclusively on the implementation of Title II D.

Methodology

Consistent with other federal programs, it is the responsibility of each state to collect, analyze, and report to the U.S. Department of Education its progress in meeting NCLB, Title II, Part D goals. The state survey is intended to be one of a suite of assessment tools developed to collect data on implementation of the 2002–2003 Title II D program at the state level.

This report is based on an analysis of data collected through a state-level survey of state technology directors. The questions included in the state survey instrument were based on the policy sections of the CDE framework and on Title II D requirements. Following several iterations of review and revision by the CDE Committee, Metiri Group produced an online version of the survey. That online survey was subsequently field tested by members of the CDE Task Force. Once finalized, SETDA requested that the 50 states plus the District of Columbia complete the survey. Between November 21 and December 19, 2003, 46 state departments of education, plus the District of Columbia, completed the survey. Once the survey was closed, Metiri contacted 12 state directors for clarifications and/or completion of their data entry.

Metiri Group presented a preliminary report at the National Leadership Institute hosted by SETDA on December 6th, 2003. SETDA is providing individual states with a comprehensive state profile based on the survey data. Should the states use the suite of tools SETDA will be offering in its resource toolkit scheduled for release in April of 2004, this information will become one source of data to inform a state's progress in meeting Title II D goals.

States Participating in the SETDA Survey:

Alabama	Louisiana	Ohio
Alaska	Maine	Oklahoma
Arizona	Maryland	Oregon
Arkansas	Massachusetts	Pennsylvania
California	Michigan	Rhode Island
Delaware	Minnesota	South Carolina
District of Columbia	Mississippi	South Dakota
Georgia	Missouri	Tennessee
Hawaii	Montana	Texas
Idaho	Nevada	Utah
Illinois	New Hampshire	Vermont
Indiana	New Jersey	Virginia
Iowa	New Mexico	Washington
Kansas	New York	West Virginia
Kentucky	North Carolina	Wisconsin
	North Dakota	Wyoming

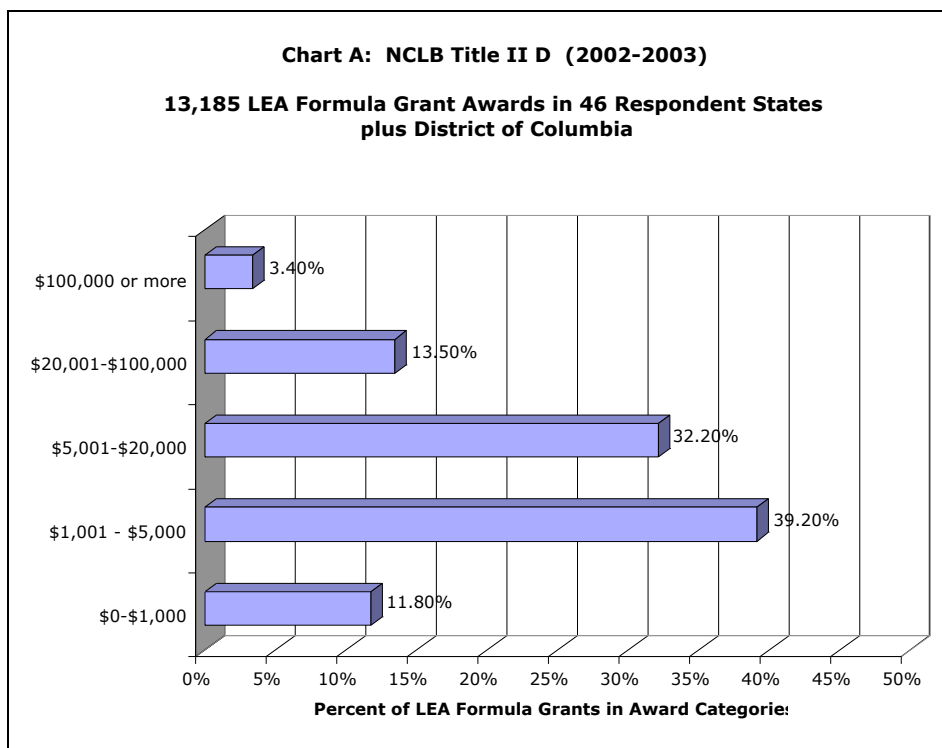
The findings from this report are derived from survey data collected from a single respondent, usually the state technology director, in 46 states plus the District of Columbia. Collectively, those survey respondents represent \$551,923,143 in Title II D funding annually, or 92% of the total funding for the 50 states and the District of Columbia (\$595,028,537).

The number of LEAs represented by survey respondents is 15,040. Of that number, 12,361 (91%) are eligible for Title II D funds.

Formula Grants: Facts & Figures

According to Section 2412 of NCLB, Title II, Part D, each state education agency is required to allocate 50% of the non-administrative/non-technical assistance Title II D funding (at least 47.5% of the total) to formula grants. Survey respondents report the following facts as related to formula grants:

- Over 90% of all Local Education Agencies (LEAs) in the United States are eligible to receive Title II D formula grants.
- Of those eligible, over 6 percent either refused the award or did not apply, because, according to survey respondents, “the award was too small.”
- The formula grant awards to LEAs ranged from \$278 to \$6,672,114. Over 50% of the grants awarded were under \$5,000.



- Survey respondents report that because so many of the formula grants are small:
 - The funds are used—for the most part—to maintain existing programs.
 Comment: *“Some of the school districts that received a small amount of formula grant funds are using the funding to procure technology supplies (e.g. printer cartridges, etc.), rather than for more thoughtful uses of the funding.”*
 - The impact will be difficult to assess.
 Comments: *“With so little funding spread in so many areas, it will be hard to prove effectiveness,”* and *“The program structure makes monitoring the formula funds difficult.”*

- The top five purposes for which formula grants were used were (in priority order):
 - Professional Development□ Professional development that provides school teachers, principals, and administrators with the capacity to integrate technology effectively into curricula and instruction aligned with challenging State academic content and student academic achievement standards, through such means as high-quality professional development programs.
 - Increased Achievement and Technology Literacy□ Adapt or expand existing and new applications of technology to enable teachers to increase student academic achievement, including technology literacy.
 - Technology□ Acquire, adapt, expand, implement, repair, and maintain existing and new applications of technology to support the school reform effort and to improve student academic achievement, including technology literacy.
 - Increased Access□ Establish or expand initiatives, including initiatives involving public-private partnerships, designed to increase access to technology, particularly in schools served by high-need local educational agencies.
 - Networking and Infrastructure□ Acquire connectivity linkages, resources, and services (including hardware, software, and other electronically delivered learning materials) for use by teachers, students, academic counselors, and school library media personnel in the classroom, in academic and college counseling centers, or in school library media centers in order to improve student academic achievement.

[Source of definitions: NCLB Title II D legislation.]

Table 2: Formula Grants – Round 1

State	Number of LEAs	Number of LEAs Eligible for Title II D	Percent of LEAs Eligible for Title II D	Number of Formula Grants Awarded in Round 1
Alabama	128	128	100%	126
Alaska	53	*51	96%	51
Arizona	600	435	73%	335
Arkansas	308	308	100%	308
California	1,281	1,081	84%	681
Delaware	30	30	100%	23
District of Columbia	36	36	100%	36
Georgia	180	122	68%	75
Hawaii	1	1	100%	6
Idaho	115	115	100%	115
Illinois	892	750	84%	600
Indiana	310	300	97%	281
Iowa	371	371	100%	370
Kansas	303	303	100%	303
Kentucky	176	175	99%	175
Louisiana	**88	81	92%	66
Maine	229	220	96%	219
Maryland	24	24	100%	24
Massachusetts	373	369	99%	304
Michigan	802	802	100%	640
Minnesota	475	400	84%	297
Mississippi	152	*152	100%	146
Missouri	524	520	99%	520
Montana	452	452	100%	322
Nevada	17	17	100%	10
New Hampshire	176	168	95%	133
New Jersey	664	497	75%	495
New Mexico	89	89	100%	89
New York	724	*698	96%	685
North Carolina	217	176	81%	129
North Dakota	211	*196	93%	196
Ohio	885	716	81%	716
Oklahoma	541	541	100%	535
Oregon	198	*177	89%	174
Pennsylvania	664	*567	85%	567
Rhode Island	46	44	96%	43
South Carolina	85	85	100%	85
South Dakota	172	172	100%	170
Tennessee	135	135	100%	133
Texas	1,220	*1,195	98%	1,180
Utah	53	*52	98%	52
Vermont	60	60	100%	60
Virginia	132	132	100%	132
Washington	296	*240	81%	240
West Virginia	55	*55	100%	55
Wisconsin	449	416	93%	413
Wyoming	48	48	100%	46
Totals or Averages	15,040	13,702	91%	12,361

*Source: Analysis or calculation of survey data.

**Source: National Center for Educational Statistics (NCES).

Twenty-three states did not report any transfers to or from their formula grant programs. Among those states reporting transfers, the following totals apply:

Dollars Transferred In	Dollars Transferred Out	Net Gain/Loss From Transfers:
\$4,257,733	\$1,934,431	\$2,323,303

These transferred amounts do not indicate how or why funds were transferred, nor do they reflect all NCLB funding used for Title II D activities. Many districts are using other programs, such as Title V, for Title II D activities. In one state, for example, some districts are using Title I funds for professional development activities that incorporate Title II D goals.

Competitive Grants: Facts and Figures

According to Section 2412 of Title II D, each state education agency is also required to allocate 50% of the non-administrative/non-technical assistance Title II D funding (at least 47.5% of the total) to competitive grants. Survey respondents report the following facts as related to competitive grants:

- Survey respondents reported 1,670 competitive grant awards, a fraction (13%) of the number of formula grant awards. These can be categorized as follows:
 - 376 consortia grants
 - 1,294 LEA grants
- Thirty-three of the 47 respondent states (70.2%) reported that they encouraged consortia grants. They did so by limiting awards to consortia only (4 states: 8.5%); awarding extra points to consortia in the scoring process (13 states: 27.7%); disseminating information to potential members of consortia prior to submission date (20 states: 42.6%); or facilitating informational meetings to which potential consortia members were invited prior to submission date (21 states: 44.7%)
- While 92% of respondents reported submitting a consolidated application, less than 10% reported teaming up with other programs for joint or integrated programs.
- Nearly half of all respondents (23 states: 48.9%) awarded one-year grants, with 13 states (27.7%) awarding 2-year grants, and 10 states awarding 3-year grants. (Note: data was not available from one respondent.)
- Sixty-two percent (62%) of respondents required that LEAs or consortia target their competitive awards. Representative topics and examples from states are listed below:

Table 3: Competitive Grant Topics Targeted by States

Representative Topics	Example of State Priority in Competitive Grant Process	
Professional development aligned to the effective uses of technology in learning	TX	The competitive grant focused on preparing teachers and campuses for the adoption of online instructional materials in the Technology Applications curriculum for K-12. The grant program was called Technology Applications Readiness Grants for Empowering Texas (TARGET). The Technology Applications curriculum includes digital technology literacy as well as integration of the technology across the curriculum. For the first time in Texas history, there was a call for subscription-based instructional materials. The TARGET grant focused on preparing teachers and campuses for the adoption of online instructional materials in the Technology Applications curriculum for K-12. Professional development addressed the use of digital technology in the classroom and the awareness of the instructional materials that will be available as a part of the statewide adoption process (materials for all students in grades K-8 and students in Technology Applications high school courses).
Integration of technology into curriculum and instruction that results in changes in classroom practice and higher academic achievement	MO	Districts participate in the state's eMINTS Program, which provides over 200 hours of professional development and support over the two-year period and assists teachers in grades 3-5 with integrating multimedia technology (a prescribed set of hardware and software) into inquiry-based and problem-based teaching practices that 1) are centered around student needs; 2) involve more than one discipline or subject area; and 3) teach students to work in collaborative ways.
Innovative coaching model for professional development	WV	The focus on technology integration specialists in the school(s) will assist teachers with the effective integration of technology into the curriculum. The ultimate goal is increasing student achievement.

The use of technology to increase student achievement	IN	The focus here was on increasing student achievement in math, language arts, or science, as determined by test scores and the school's improvement plan focus. The goal was a tight, scalable, replicable process that could be adopted and/or expanded by other schools looking to increase student achievement in that content area.
The use of technology to advance literacy , especially in the elementary schools	NJ	Language Arts Literacy is a State of NJ initiative. This grant program was designed to increase students' skills in the area of language arts literacy.
Innovative uses of technology in assessment	RI	The application of assessment strategies using hand-held computer implementation of assessment tools (e.g., electronic Running Record) assists teachers in assessing the effectiveness of their teaching of reading and literacy.
Programs to advance students' technology literacy	KS	Exemplar programs, such as Missouri's eMints and the GenY Program, were replicated through Technology-Rich Classrooms and Student Technology Leadership Programs. The purpose was to infuse technology into an engaging and active environment that enables the learner to become a technologist, problem solver, researcher, and communicator.

- Top five areas in which competitive grants were used (in priority order):
 - Professional Development□ Professional development that provides school teachers, principals, and administrators with the capacity to integrate technology effectively into curricula and instruction aligned with challenging State academic content and student academic achievement standards, through such means as high-quality professional development programs.
 - Increased Achievement and Technology Literacy□ Adapt or expand existing and new applications of technology to enable teachers to increase student academic achievement, including technology literacy.
 - Develop Experts□ Prepare one or more teachers in elementary and secondary schools as technology leaders with the means to serve as experts and train other teachers in the effective use of technology, providing bonus payments to these technology leaders.
 - Proven Learning and Technology Solutions□ Acquire proven and effective courses and curricula that include integrated technology and are designed to help students meet challenging State academic content and student academic achievement standards.
 - Technology□ Acquire, adapt, expand, implement, repair, and maintain existing and new applications of technology to support the school reform effort and to improve student academic achievement, including technology literacy.

[Note: Definitions from NCLB Title II D legislation.]

- State education agencies are using national and state standards and frameworks to guide their grantees' implementation of programs under Title II D.
 - 59.6% of respondents use state standards
 - 57.4% of respondents use the ISTE NETS for Students
 - 61.7% of respondents use the ISTE NETS for Teachers
 - 40.4% of respondents use the ISTE NETS for Administrators
 - 17.0% use SETDA resources
 - 17.0% use the CEO Forum Star Chart

- 17.0% use the Seven Dimensions for Gauging Progress (Milken Foundation)
 - 11.0% use their own state framework
 - 7.0% use the enGauge 21st Century Skills
- The top sources used by respondents for research and practices related to technology were the Regional Technology Education Consortia, followed by the Regional Education Centers.
- Over half of all respondents (25 states: 53.23%) indicated that they would be redesigning their competitive process in Year 2 or Year 3. Examples of respondents' expectations for such redesigns include increased alignment with state programs, state technology plans, and district needs; improved scoring systems or rubrics; a more targeted focus to achieve depth of return; and increased sustainability through additional years of grant support.
- Forty-two percent of participating states indicated they would not conduct a state-level evaluation of their Title II D program for Year 1.
- The purposes of Title II D are being addressed by the LEA competitive grant awards. As this is the first year of a five-year grant program, the jury is still out as to the impact of these programs on achievement of the three Title II D goals. See the following pages for LEA or Consortia competitive projects aligned to the purposes of Title II D.

Table 4: Competitive Grants – Round 1

State	Release Date (Round 1)	*Consortia Grants	LEA Grants	Leverage with Other Funds	Strategies Used to Ensure Leveraging of EETT through Other Funds
Alabama	5-Dec-2002	N/A	63	Yes	Applicants were required to indicate how they coordinate with other resources.
Alaska	15-Jun-2003	N/A	7	Yes	
Arizona	1-Jul-2002	3	40	Yes	Applicants were required to show consolidation of state resources and alignment with funding for school improvement.
Arkansas	3-Aug-2003	5	6	No	
California	14-May-2003	57	60	Yes	Applicants were given a competitive advantage if they leveraged other funds to support the EETT Competitive program.
Delaware	12-Aug-2002	N/A	3	No	
District of Columbia	1-Jun-2003	0	7	No	
Georgia	15-Mar-2004	1	75	Yes	LEAs were required to describe coordination of funds in their applications.
Hawaii	1-Feb-2003	13	6	Yes	Applicants were encouraged to form partnerships and leverage other funding sources.
Idaho	3-Jan-2003	0	22	No	Not designed into the competitive process, but it is encouraged. The money [for EETT] is not enough to fund a whole project.
Illinois	28-Mar-2003	8	45	Yes	
Indiana	1-Jun-2003	0	19	Yes	Applicants were required to describe how their educational technology project coordinates Title II D funds with other grant funds (e.g., federal, state, and local).
Iowa	31-Jan-2003	13	13	Yes	Applicants report leverage through AEA resources, personnel, current infrastructure, and LEA resources.
Kansas	1-Mar-2003	12	15	Yes	Collaboration with KAN-ED State Network for increased bandwidth and connectivity.
Kentucky	1-Aug-2003	0	22		
Louisiana	1-Jul-2002	10	37	No	
Maine	16-Dec-2003	0	43	Yes	The scoring system awards points in this area.
Maryland	1-Oct-2002	8	11	No	
Massachusetts	6-May-2002	32	46	Yes	The Department works with 132 school districts to leverage all NCLB fundings through alignment with LEA school improvement plans under the consolidated grant application process. http://www.doe.mass.edu/nclb/ .
Michigan	1-Feb-2003	4	16	Yes	Michigan's funds will be dedicated to 1-1 computing at the 6 th grade level. Districts are asked to use other funding sources to provide for additional professional development and total cost of ownership.
Minnesota	N/A	N/A	N/A	N/A	
Mississippi	15-Jan-2003	0	14	No	
Missouri	1-Jul-2002	0	40	Yes	All participating districts use the eMINTS program. This enables low rates through volume purchasing. Universities substantially reduced the tuition costs for credit hours associated with eMINTS professional development.
Montana	1-Jun-2003	6	6	Yes	Consortium grantees are encouraged to utilize the formula and competitive funding to create local support networks that achieve an economy of scale.
Nevada	23-Sep-2002	4	6	Yes	The EETT funding (80% professional development) is designed to complement and leverage the State funding (infrastructure and technical support).

*Consortia grants include grants awarded to high-need LEAs who applied in partnership with entities such as other LEAs, institutions of higher education, nonprofit organizations, or private sector businesses.

Table 4 (continued from previous page)

State	Release Date (Round 1)	Consortia Grants	LEA Grants	Leverage with Other Funds	Strategies Used to Ensure Leveraging of EETT through Other Funds
New Hampshire	30-Mar-2003	4	4	Yes	We have designated the Local Education Support Center Network as a priority vehicle for outreach to our LEAs through multiple grant sources—including EETT.
New Jersey	7-Nov-2002	4	24	No	
New Mexico	1-Jul-2003	4	39	Yes	Collaboration is highly encouraged due to high need, rural nature of the state, and limited funding.
New York	20-Jan-2004			Yes	Applicants are asked to document how they plan to promote infused technology that realizes effective teaching and learning through collaboration with other NCLB program funds.
North Carolina	1-Apr-2003	0	20	No	
North Dakota	15-Jan-2003	3	26	No	
Ohio	1-Jul-2003	0	57	No	
Oklahoma		0	44	No	
Oregon	20-Feb-2003	0	12	Yes	The consolidated application for federal funds requires districts to use federal funds to address needs and meet goals established through local data analysis.
Pennsylvania	9-Dec-2002	0	87	No	
Rhode Island	1-Aug-2003	1	8	Yes	LEAs are encouraged to find ways to augment their federal grant activities with the State aid funds.
South Carolina	17-Sep-2002	5	15	Yes	Districts receive bonus points for providing matching and/or in-kind contributions.
South Dakota		14	0		
Tennessee	1-Apr-2003	0	25	Yes	Recipients must pledge local dollars to sustain the technology coach position for two years following the grant year.
Texas	19-Feb-2003	27	4	Yes	Applicants are required to describe how they use state funds (technology allotment funds, telecommunications infrastructure funds, E-Rate, previous TLECF grants, etc.) in support of the EETT program. Applicants also indicate uses of Title II D formula funds that align to state programs. The scoring rubric reflected the emphasis on leveraging funds as well as coordination/collaboration.
Utah	6-Mar-2003	5	0	Yes	Although not required, LEAs were encouraged to work within their districts to develop comprehensive programs that would leverage expertise, funds, and other resources.
Vermont	1-Jul-2002	11	32	Yes	Leveraging was achieved mostly through the consortia approach—having LEAs and other entities coordinate and collaborate will cut down on the repetitive nature of their work.
Virginia	1-Mar-2003	8		Yes	Applicants are asked to show how the EETT program complements state initiative funding.
Washington	1-Jul-2003	48	234	Yes	Title V, Innovative funds and Title II, Part A teacher quality programs are working together in some districts.
West Virginia	1-May-2003	0	15	Yes	Funds from other areas may be included.
Wisconsin	7-Nov-2002	20	3	Yes	The focus on professional development in the EETT program leverages state and local investments that are targeted on access to the Internet and the acquisition of hardware.
Wyoming	5-Dec-2003	1	15	Yes	The Title II Part D funds built on the state's provision of funds for connectivity, hardware, etc. Quest is the state contract provider and often a partner in these applications.

*Consortia grants include grants awarded to high-need LEAs who applied in partnership with entities such as other LEAs, institutions of higher education, nonprofit organizations, or private sector businesses.

Project Alignment to NCLB Purposes

Section 2402 of the NCLB Title II, Part D legislation clearly outlined nine purposes for the legislation. Listed below are descriptions of competitive grant awards that represent clusters of awards addressing those purposes. This alignment is a result of states' competitive grant processes.

Table 5: Competitive Awards Targeting Specific Purposes in NCLB II D

Purposes of NCLB, Title II D	State	Representative Competitive Awards
(1) To provide assistance to States and localities for the implementation and support of a comprehensive system that effectively uses technology in elementary schools and secondary schools to improve student academic achievement.	WI	The NExTT project will empower a consortium of 13 school districts to build greater capacity to affirm student proficiencies in all academic areas, with a special focus on specific areas of need in the consortium, such as Instructional Technology, Language Arts, and Math. The NExTT consortium has three goals: 1) to increase PK-8 student achievement in math and language arts and align curriculum to DPI's ITL standards matrix; 2) to promote technology integration into the classroom by utilizing professional collaborative partnerships/learning communities; and 3) to provide leadership support to school administrators, incorporating research-based standards for administrative leadership to ensure effective curriculum/technology integration and assessment.
(2) To encourage the establishment or expansion of initiatives, including initiatives involving public-private partnerships, designed to increase access to technology, particularly in schools served by high-need local educational agencies.	OR	David Douglas School District Tech Everyday Project. The Tech Everyday Project is a collaborative effort between David Douglas School District, Oregon Public Broadcasting, and the Multnomah Education Service District to provide widespread access to a streaming video library with lesson plans, activities, training, support, and "Techsperts," who will mentor teachers.
(3) To assist States and localities in the acquisition, development, interconnection, implementation, improvement, and maintenance of an effective educational technology infrastructure in a manner that expands access to technology for students (particularly for disadvantaged students) and teachers.	AZ	The Graham County Education Consortium (GCEC) is comprised of seven rural districts, an accommodation school, one charter school, Eastern Arizona College, and Graham County. Originally, GCEC members were unable to obtain Internet access because the needed telecommunication services did not exist in their communities. As a result, the members formed a consortium and built their own wide-area, wireless, and fiber-optic network. The WAN now connects 18 schools, one library, and the University of Arizona's Agricultural Experiment Station to each other and to the Internet. The schools have also teamed up with Eastern Arizona College and now use the WAN to offer distance-learning classes to the students and adults in their communities.
(4) To promote initiatives that provide school teachers, principals, and administrators with the capacity to integrate technology effectively into curricula and instruction that are aligned with challenging State academic content and student academic achievement standards, through such means as high-quality professional development programs.	AR	Southeast Arkansas Education Service Cooperative (SAESC). In these high-need, Delta-area schools, the lack of adequate training for teachers prohibits students from acquiring the problem solving/critical thinking skills required on criterion-referenced state tests. This project includes 21 school districts. The SAESC will direct this program, which will provide intensive, year-long professional development training on research-based practices for teachers who use technology as a tool for teaching and learning in all subject areas. Each teacher in the project will receive ten full days of professional development over a one-year period, establish a model project/problem-based classroom, complete ten curriculum-integrated projects using technology, develop two curriculum-integrated units based on the Arkansas Framework, and mentor another classroom in their school or in Southeast Arkansas via interactive technology.

Table 5 continued from previous page.

Purposes of NCLB Title II D	State	Representative Competitive Awards
(5) To enhance the ongoing professional development of teachers, principals, and administrators by providing constant access to training and updated research in teaching and learning through electronic means.	<p>SC</p> <p>AZ</p>	<p>Dillon Teams, a cooperative, innovative, technology project between Dillon School District One and Dillon School District Three, will use technology and Internet-based resources to increase and enhance instructional environments for students. Teachers and staff will use online classes to learn about best practices of teaching and more advanced ways to incorporate technology into the classroom. Students and parents, though the districts' current laptop checkout programs, will be able to access school and Internet-based resources through local dial-up access. Dillon Teams use technology to increase accessibility and enhance instruction for all members of the community, including students, parents, staff, teachers, and administration.</p> <p>Graham County Education Consortium has teamed up with Eastern Arizona College (EAC) and EdTeaching, a group of Northern Arizona University professors, to provide professional development opportunities to all teachers, principals, and administrators in Graham and Gila Counties. EAC provides needed training concerning the use of hardware and software in the classroom. Teachers are trained to use all Microsoft applications, PDAs, scanners, digital cameras, etc., and to implement the use of those technologies in the classroom. EdTeaching has helped the consortium form a "Community of Leadership," consisting of teachers, principals, and administrators representing each of the member schools. The EdTeaching professors first teach the Community of Leadership at their own schools to exponentially promote the use of technology in the classroom.</p>
(6) To support the development and utilization of electronic networks and other innovative methods, such as distance learning, of delivering specialized or rigorous academic courses and curricula for students in areas that would not otherwise have access to such courses and curricula, particularly in geographically isolated regions.	MD	The Maryland Students Online Consortium (MSOC), a partnership of 14 local school systems (led by Baltimore County Public Schools), will review, offer, evaluate, modify, and recommend online courses for the Maryland Virtual Learning Opportunities Program (MVLOP). MVLOP is an educational service managed by the Maryland State Department of Education that is designed to expand Maryland public school students' access to challenging curricula aligned to the Maryland Content Standards and other appropriate standards through the delivery of high-quality online courses. Implementation of MSOC goals and objectives fall into two major activities: 1) support the work of the consortium as members learn more about implementing local online programs for students, and 2) support local activities, including the provision of student courses and professional development for planning and implementing online learning for students.
(7) To support the rigorous evaluation of programs funded under this part, particularly regarding the impact of such programs on student academic achievement, and ensure that timely information on the results of such evaluations is widely accessible through electronic means.	KS	The purpose of this program is to provide evidence that technology-rich learning environments that are supported by strong, ongoing professional development can produce positive changes in the classroom environment and can result in improved student achievement in the areas of reading, math, and science. The program is based on the success of Missouri's eMints.
(8) To support local efforts using technology to promote parent and family involvement in education and communication among students, parents, teachers, principals, and administrators.	IN	In Wayne, outreach, take-home PDA's, distance learning, enhanced assessments, and extensive staff development are all being used to increase student achievement in language arts and math among junior high ESL students. This program also benefits students' families. As the family connection is strengthened, younger siblings will learn through modeling. The program serves over 1,100 students with multiple languages; more than 900 families are participating.

State Leadership and Administration of NCLB Title II D

State Activities – Technical Assistance and Program Administration

Section 2415 of NCLB Title II D limits state activities to 5% of the total state allocation. State use of those funds was in two primary areas: technical assistance and administration. With administrative dollars restricted to 60% of the 5%, states reported a range of 0% to 60% with a majority of the states (27) at the maximum allowed. Consequently, most states reported using 40% of those funds for technical assistance. The range for technical assistance was 20% to 100% of the 5% allowed for state activities. Examples of the technical assistance provided to LEAs are included in the chart below.

Table 6: Examples of Technical Assistance Provided by States

State	NCLB Title II D Technical Assistance
AL	Technical assistance is offered through various means. One is the development of ALEX, the state Web portal for teachers, which has lesson plans and promising practices aligned to state standards. Another is through workshops and grant writing assistance at the Alabama Educational Technology Conference. Still another is through statewide training, curriculum training, and website development for T4: Teens and Teachers Teaming for Technology (modeled after the GenY program). Regional technology specialist contacts are also available at the state department for assistance with technology planning, monitoring, and other issues.
DE	Professional development in such areas as LoTi (Levels of Technology Implementation), Unit development using Understanding by Design, speakers/workshops with David Loertscher, literature, and evaluation being conducted by RBS (Research for Better Schools).
KY	Student and teacher access to instructional resources and abilities to access and use audio/video via the state network was enhanced through an upgrade to the state infrastructure to districts and schools. Technical assistance in implementing this resource was provided through OET staff and KETS Area Engineers (OET staff). Meetings are held regionally with district technology leaders, and staff worked with district technology staff to maximize network capacity for schools. State leadership held regional meetings with technical, instructional, and district leadership on how this infrastructure could support student and teacher access to tools and resources for classroom learning.
MO	Funds were used to partially match the Gates grant and administer the Technology Leadership Academy, assist districts in developing education technology plans that address NCLB goals and objectives, train and support “local experts” in providing technology planning assistance to schools across the state, target high-need districts and provide specialized assistance to help them apply and be approved for FY04 competitive grants, and support “summer samplers” across the state that promote technology integration and training on the use of certain technologies (hardware and software).
MS	The funds were spent conducting statewide and regional meetings on technology planning, providing statewide professional development on curriculum/technology integration, and capturing “best practices” in teaching with technology on video/DVD/videostreamed data to schools.
PA	Technical assistance was provided to LEAs through a three-day grant writing workshop, onsite visits, review and discussion of biannual reports, and collection and dissemination of survey data to the LEAs and teachers to determine professional development needs.
TX	Technical assistance includes assistance in developing applications for formula and competitive grants, coordination of evaluation strategies by all recipients of formula and competitive grants, development and use of a system to document progress of educators in meeting standards for educator proficiency, and support for the Technology Applications Teacher Network and Technology Applications academies to provide statewide resources and professional development modules to support the implementation of the state technology applications curriculum standards.
VA	Three TA specialists have been hired to work with other DOE specialists to provide TA to districts.
WI	Information resources include Web-based materials; e-mail distribution list or listserv; sample technology plans; sample successful proposals; and selection of best-practice examples. Personalized technical assistance includes state-wide conference and regional briefings to discuss competition requirements; training session for grant writing; training sessions for developing technology plans; feedback on district technology plans; assistance with developing evaluation plans; district visits; telephone/e-mail help lines. The provider(s) of TA (sponsored by the SEA) include the SEA, the Intermediate Units (e.g., Regional Centers), and the Regional Technology in Education Consortia (RTECs).

Nine percent of the states (19.1% of respondents) reported consolidating the administrative funds for Title II D with other federal programs. Two comments follow from states in which administrative tasks were consolidated:

"This move takes the accounting and fiscal management burden off the program manager, allowing the program manager more time on-task in implementing the program. The agency is also able to implement programs more efficiently and create resources that will impact student achievement in the implementation of NCLB."

"The federal pool for FY03 was such that we were able to earmark most of the Title II D administrative funds for technical assistance activities as detailed above."

In general, **survey respondents felt that too few dollars were allowed for state administration and technical assistance for NCLB Title II D**, especially given the requirements for managing dual programs (formula and competitive grants) that require different processes.

Impact of Dual Programs

Respondents felt that the dual programs in NCLB Title II D provided a needed balanced between equity of access to resources and targeted substantive funding for in-depth, innovative, comprehensive programs that led the way in meeting the goals of the program.

The challenge identified by the state directors was not in structure but in too few program dollars to allow all grant recipients to substantively make gains toward the goals of the program. That also holds true for the state leaders. Respondents commented on the difficulty of comprehensively providing technical assistance and administrative support for dual programs. In fact, most states, after providing initial technical assistance and ongoing administrative support, have few funds remaining to build the capacity of their LEA constituents in high-need areas such as integration into standards-based curriculum, online learning, professional development, and especially evaluation and assessment of the program's impact on learning. Listed below are samples of survey respondents' comments regarding the impact of the dual funding structure.

How does this dual funding structure affect your state's ability to reach the NCLB II D program goals?

- *The formula piece is more difficult to manage since all districts have their own needs and are site-based decision-makers. It is more challenging to monitor their progress towards the goals and be a part of their process. The competitive structure allows the department to be more prescriptive and focus on technology integration needs. It also allows freedom in areas, however, there is room to make sure we are all working together toward the same goals for our students. Competitive grant participants make more of an effort to work in collaboration with the grant to make technology initiatives happen.*
- *The formula funds dilute the funds to a very insignificant amount for some schools.*
- *The dual structure enables our state to target different segments of the work in schools. The funding works in concert but the ability to target some high-profile programs with a bit more money for the competitive portion will be very effective, if the early reports are indicative.*
- *The dual funding structure enables the State to work toward equity of resources, training, and infrastructure.*
- *For the competitive application, funds are available to carry out the scope of the projects. Most applicants who received competitive funds combined these funds with their formula funds to meet their needs. Those districts receiving formula-only funds must relate those funds to their approved technology plans. Thus, regardless of the amount of funds, they are directed to their needs as described in their plans.*
- *The way it is divided out, there are not enough funds to support any one effort. Needs to be either formula or competitive.*

How does this dual funding structure affect your state's ability to allocate funds to high need populations?

- *Title II D funds assist in providing support to our high-poverty districts, however, we have needs in many of our state's rural communities where the amount of formula funding is too small to have any impact.*
- *There are few high-need populations that are concentrated enough to receive sufficient formula funds to make a difference. Most of the high-need students are spread throughout our 426 public school districts, 79 percent of which have total student populations under 2,500.*
- *The requirement of NCLB/EETT to focus resources on high-need LEAs and close performance achievement gaps has enabled state education agencies to distribute needed resources towards LEAs in need of help. More important, the allocation of funds is directly tied to effective use of technology for student performance improvement.*
- *Because of the definition of high-need populations, the eligibility criteria change from year to year. The ability to apply and continue to receive funds from year to year is not guaranteed and leads to instability in planning and implementation.*
- *Through the dual structure, the state is better able to reach more (quantity) LEAs that have a high-need population; however, unless an LEA receives competitive funding, the formula portion of their award may be too insignificant in size to provide any measurable results (quality).*

How does this dual funding structure affect your state's ability to equitably distribute program funds?

- *Unless we developed a consolidated approach around the regional offices, there would have been no equity.*
- *Some needy schools are not eligible and the formula funds make some of the awards insufficient to produce viable projects.*
- *Because funds are distributed based on poverty calculations, districts that have more students with greater needs are receiving more funding. Often this means that more affluent school districts may receive as little as \$2,400, but in combination with other local and state funds, these districts are finding ways to combine non-federal funds to integrate technology in the classroom.*
- *Formula funds seem to address this, however, it is difficult to understand how the schools that receive very limited funding are able to impact learning using technology. The competitive funds allow funds to be more equitable in most areas.*

How does this dual funding structure affect your state's ability to efficiently administer program funds?

- *Dual funding structure required additional work at all levels.*
- *Having two funding programs makes it difficult to administer the program in terms of helping districts understand the logistics and guidelines for the two types of funding. Data collection is also more complicated with the dual program concept.*
- *Realistically, the amount of time and effort required for a reimbursement-based program, under which a district of several hundred students may receive \$2,000 or less, is very cost inefficient. The amount of funding becomes sufficient only in districts of extremely high poverty or 1,000 students or more.*
- *Using an online approval process to receive funds and comprehensive program site review helps to efficiently administer the program.*
- *Because of the formula/competitive split, this program has actually become twice the workload as TLCF. The program could be more efficiently run as a single competitive grant.*

How does this dual funding structure affect your state's ability to assess the program's impact?

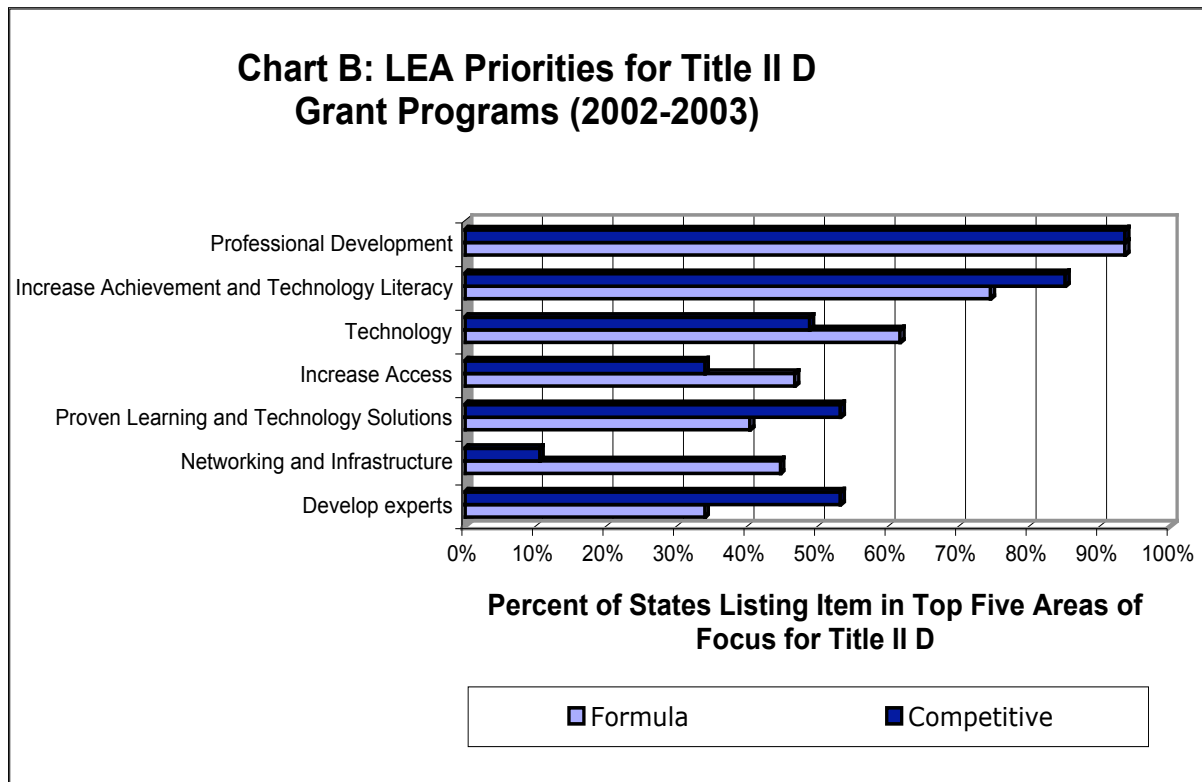
- *All formula and competitive recipients must complete an evaluation plan that outlines their goals, expected outcomes, and the data they will use to measure outcomes. They must complete interim and end-of-project reports that address their program's impact.*
- *The dual funding structure of this program makes it difficult to assess the program's comprehensive impact. The impact can be assessed at the competitive level but the minimal funding amounts for some LEAs under the formula funds make assessment of impact difficult at best.*
- *The dual funding sources enable data to be collected and assessed statewide.*
- *The competitive program can assess impact much more readily than the formula grant program. As described above, some of the grant amounts are too small to have much impact. Also, districts mingle the grant funds with other funding which makes it difficult to isolate what each funding actually supports, and, as encouraged, districts use technology as a tool to support a variety of activities and this mingling of technologies and activities makes it difficult to identify, isolate, and attribute cause and effect. We should be looking at the overall and end results. How do we reconcile telling districts to use all of their NCLB funds (and state and local fund) in meaningful ways that improve teaching and learning and then later ask them to determine what pot of money made the greatest impact?*
- *This is impossible. We have insufficient funding to set up the data collection that we need. Add to that the requirement that impact must be measured with scientifically-based research. The only evaluation tech grants funded had limited focus in order to meet the strictest interpretation of scientifically based research and therefore we cannot evaluate the impact of the programs instituted in II-D properly.*
- *Assessment remains a difficult task. Each project is required to submit an evaluation plan and a year-end report. However, we need a statewide initiative for evaluation on a common set of data elements.*
- *The administrative funding is not sufficient to do this evaluation.*

How does this dual funding structure affect your state's ability to change classroom practice?

- *Only those recipients that received significant funds can be expected to actually change classroom practice. Many of our competitive projects and districts receiving significant formula funds hold great promise for such change.*
- *It is uncertain at this time how the dual funding structure affects classroom practice. The competitive grants consisting of at least \$30,000 have a greater chance of impacting classroom practice than the formula funds that may be of minimal amounts. Additionally the competitive portion provides for more "quality control" than the formula funds.*
- *Due to the size of grants with the formula funds, it is difficult to change classroom practice and make a large impact. Since the competitive grants are of a sizeable nature, the change in classroom practice is more likely to occur and be sustained over a period of time.*
- *Formal evaluation studies are currently under way, but data from the technology integration specialists in terms of weekly reports and meetings show very positive results in terms of the classroom teachers integrating technology into their curriculum.*
- *The formula funds received at the district level are often not sufficient to change classroom practice. The competitive funding, however, is doing that exactly by establishing models, providing ongoing, quality professional development, and examining online learning integration tools.*

Finding 1: A Shift in Emphasis from Technology to Learning

State Directors report that the NCLB, Title II, Part D program is a positive force in refocusing technology use toward gains in student learning. The Title II D program goals are high priorities for all grant recipients, with emphasis varying between formula and competitive grant programs.



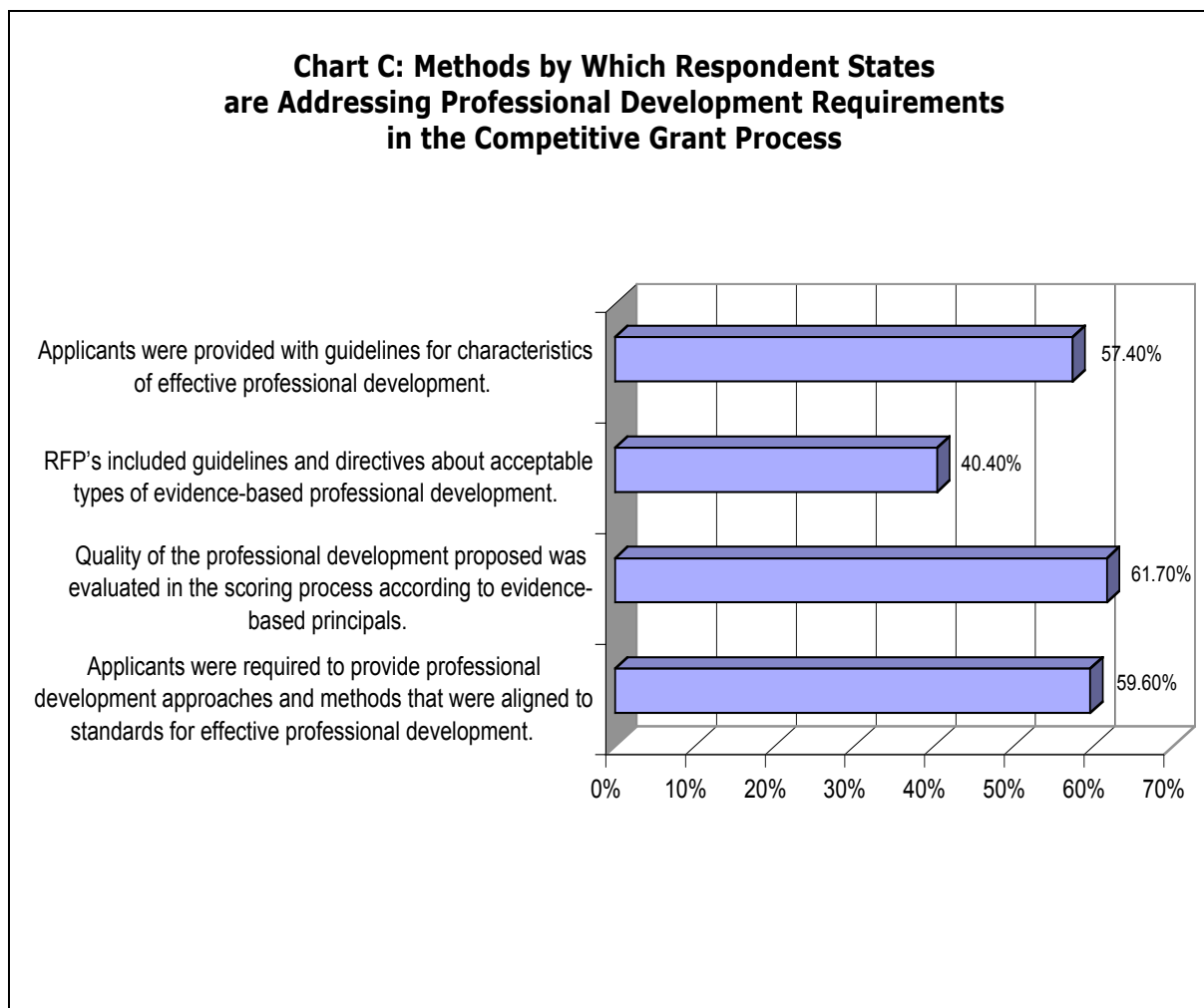
One of the major differences between the uses of formula and competitive grant funds is level of innovation. Because many formula grants are small, they tend to be used to sustain existing programs. The competitive funds, on the other hand, are substantive enough to have a long-term effect through changes in classroom practices. Note that the competitive grant places more emphasis on “Proven Solutions” and the “Development of Local Experts,” both of which are essential to local innovation leading to effective practice. Findings suggest that two new areas, Data Management/Decision-Making and Assessment of Impact, will find their way onto this chart within the next few years.

Finding 2: A Focus on Professional Development

The NCLB, Title II, Part D legislation requires that all grantees for formula and competitive grants use a minimum of 25% of the funds for professional development aligned to program goals. While a waiver of this requirement was possible, less than 1% of LEAs and/or consortia grantees applied for and received such a waiver. Thus, at least 25% of the total grant funds awarded to respondents (over \$137,000,000) was dedicated to professional development.

State coordinators for Title II D are establishing criteria and providing technical assistance to ensure high-quality professional development from LEA and consortia awardees. Twenty-eight of the 47 state respondents (59.6%) required their competitive grant applicants to align professional development to state teaching standards; 22 states (46.8% of respondents) required alignment to the ISTE NETS for teachers; and 18 states (38.3% of respondents) required alignment to state-adopted technology standards for teachers.

The chart below lists the percentage of states setting criteria for professional development in the Title II D competitive grant process and provides an indication of how directive states were with professional development criteria.



States are setting high standards for professional development provided through the Title II D program.

Finding 3: Doing More with Less through Collaborations and Partnerships

The federal NCLB legislation aligns all programs to a common goal of student achievement as measured by each state's Adequate Yearly Progress (AYP). This common target has resulted in consolidated applications; application requirements for leveraging funding across programs; the building of consortia that work together through competitive grant awards; and the consolidation of administration and technical support for federal programs.

State Directors' comments:

"The consolidation enabled the various Titles to leverage resources."

"We mandated that Title II D competitive funds be used in coordination with other funding programs, especially Title I."

"State leadership continues to work with districts in using total dollars (federal, state, and local resources) to address the requirements of NCLB."

"Competitive grants were awarded to school districts that have formed technology partnerships...The partnership funding allowed for an economy of scale to be established whereby the funding could have a stronger impact than if the funds were distributed to individual districts."

Through such collaboration and coordination, findings indicate that schools are opting to use the flexibility of the federal guidelines to dedicate additional funds to technology and learning. In the first year of the program (2002-2003), the following transfers within the formula grant funds occurred, for a net gain of \$2,323,302 to Title II D.

Table 5: Fund Transfer

Funds transferred OUT of Title II D to other programs	Funds transferred IN to Title II D from other programs	Net Gain
\$1,934,431	\$4,257,733	\$2,323,302
<i>Note: Most oft cited programs receiving Title II D funds were Title I, Title II A, and Title VI B</i>	<i>Note: Most oft cited programs contributing funds to Title II D were Title II A, Title V Part A, Title IV A</i>	

Leadership and partnership at the state and regional levels have also lowered costs in the area of telecommunications. Nineteen states (40.4%) report providing low-cost, high-speed networking services for all LEAs, with three states (6.3%) providing special subsidies for high-need schools. Sixteen states (34.0%) reported having no subsidized or low-cost, high-speed networking services for schools with high percentages of high-need students.

While most states have taken the first steps toward program collaboration, and LEAs are beginning to work with outside partners within the Title II D program, much remains undone. Until the structures of the system shift, true collaboration will remain difficult to achieve.

Finding 4: Using the Formula Grants to Sustain Existing Programs

Over 90% of the 15,040 LEAs represented by survey respondents were eligible for formula grants. Many states indicated that the formula grants were important to their districts, particularly in sustaining their existing technology programs. Districts that received sizeable formula awards have more options in using the funds to continue or develop existing initiatives.

Survey respondents reported that, of the LEAs eligible for awards in the locales represented, 871 (6.2%) either refused the award or didn't apply. The major reason cited for this was that, "the amount of funding was insufficient to warrant the effort." Further analysis finds that 51.0% of the recipients were awarded \$5,000 or less, and 83.1% were awarded \$20,000 or less for their annual Title II D formula grant award (see below for details). Survey respondents report that the high numbers of grant recipients are further stretching states' administrative and technical assistance budgets.

Title II D program administrators are concerned about the focus on breadth at the expense of depth of impact on learning. In response to an open-ended question about issues related to the first year of implementation, over one-third of respondents cited the "size of the formula grants." The following comments are representative:

"The formula allocations to the majority of our LEAs are too small to make an impact towards seeing that no child is left behind. Approximately 80% of the awards are below \$20,000. How can you impact or enrich technology integration with such small awards?"

"Having to deal with 802 applicants, with the majority of them receiving less than \$10,000, is nearly unmanageable. And it will probably not result in increases in achievement that can be specifically targeted to technology."

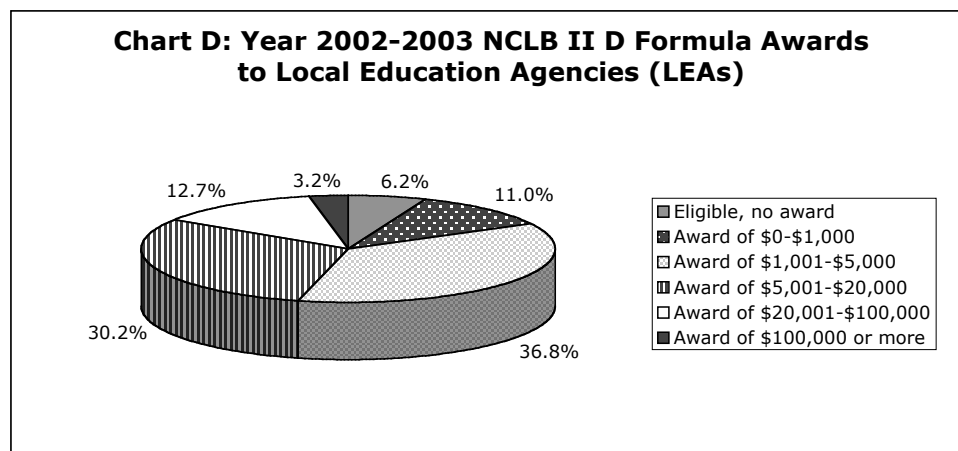


Table 6: Competitive Grant Allocations to LEAs

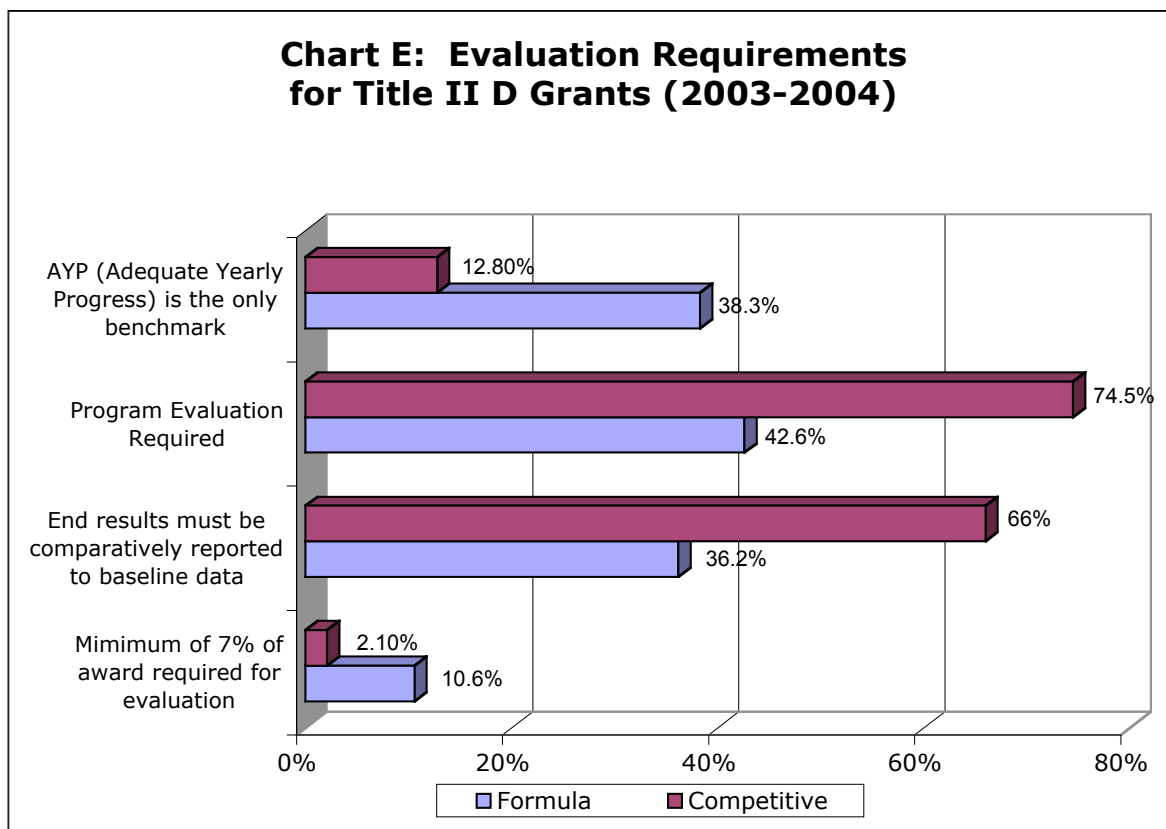
	LEAs not eligible	LEAs eligible but refused or didn't apply	LEAs with awards between:				LEAs receiving \$100,001 or more
			\$0 and \$1,000	\$1,001 and \$5,000	\$5,001 and \$20,000	\$20,001 and \$100,000	
Number of LEAs	1,462	871	1,552	5,167	4,244	1,779	443
Percent of eligible LEAs		6.2%	11.0%	36.8%	30.2%	12.7%	3.2%

Finding 5: Evaluating Effectiveness Requires State Leadership

In this era of high-stakes accountability, nearly all program administrators express a keen interest in assessing the effectiveness of the NCLB program. However, most are struggling to do so due to a lack of funding targeted to evaluation and assessment. According to survey respondents, the lack of sufficient funds at the state level makes it difficult to provide the leadership, guidance, and electronic data collection systems necessary to evaluate the effectiveness of both the formula and competitive grants. Several states also cited the lack of federal guidance for evaluation as a hindrance to quality evaluation.

Twenty-seven states (57.4% of respondents) report that they are conducting a state-level evaluation of Title II D competitive grants. Several states reported that they would aggregate data from local evaluators to compile a state report; some reported partnering with local universities to conduct the evaluation; and still others required LEA or consortia grantees to subcontract for evaluation with a designated outside evaluator. A few planned to use trained SEA evaluators, and most states expected to use a portion of the 5% of Title II D allowed for administration. A few mentioned state evaluation grants from the U. S. Department of Education.

The difference between the evaluation processes for the formula and the competitive grant portions of Title II D is striking. Finding it extremely difficult to monitor the formula grants, at least eighteen states are using AYP (Adequate Yearly Progress) as the single indicator of formula grant effectiveness. That number drops to 6 for the competitive grants, with most states requiring comprehensive program evaluations from competitive grant awardees. Over a third of the survey respondents are providing guidelines and training for program evaluators of the competitive grants. However, most states also report an inability to conduct adequate program evaluations, associated trainings, and facilitation of exchanges among grantees due to a lack of state funds for this purpose.



Note: Percentages are based on the number of survey respondents (47).

Issues raised by survey respondents related to evaluation are represented by the following comments:

“A major concern is having enough staff to administer the program, particularly the facilitation of the partnership grants, and sufficient funds and staff to conduct an in-depth evaluation.”

“[There are] no federal guidelines on evaluation requirements.”

“Although guidance for implementation was provided, guidance to evaluate and report on the implemented programs was not given. Not knowing the expected reporting parameters has led to uncertainty for the SEA and potentially unnecessary data collection for the grantees.”

“[There is] insufficient funding for program evaluation.”

“The burden of monitoring the effective use of funds is difficult. For a minimum award state, the problem is especially acute, as there are insufficient human or monetary resources to operate a genuine evaluation component. An anecdotal one, or one without a truly objective observation and measurement component, is not worth any time or money spent.”

Despite the barriers, some states are beginning to provide readily available, online access to student achievement data. In fact, 36 states (76.6% of respondents) report having a common, statewide system for reporting and/or disseminating school data. Seventeen of those states (36.2% of respondents) provide professional training on using the data to drive better instructional decisions. Eighteen states (38.3% of respondents) already collect and report data on school technology, with nine (19.1% of respondents) collecting data on educator and student technology proficiency.

Survey respondents report that LEAs need guidance, training, and leadership in this area. Without additional state-level flexibility in the use of funds for assessment, an opportunity to document the impact of these funds will be missed. With many states weighing in as novices in this process while others discuss in-depth, reflective evaluation processes, this is definitely an area of need. States could benefit greatly from a national learning community around the issue of “What Works.”

Finding 6: A Knowledge Base Is Emerging

Most NCLB, Title II, Part D administrators viewed the competitive grant process as an opportunity to advance Title II D learning goals through substantive, innovative approaches to technology-enriched learning. The application processes varied considerably across the states, with some states specifically focusing their use on aligning with current state directions (e.g., Virginia: professional development; Washington: middle school mathematics; Michigan: wireless laptops for 6th graders; Delaware: reading and writing; Missouri: eMints [grades 3-5 multimedia learning]; New Jersey: language arts literacy; Utah: classroom models for inquiry-based student access), while others simply used the federal guidelines.

It is apparent from the survey that state and Washington D.C. technology directors are using frameworks, standards, and experience to design technology-based learning programs to advance Title II D goals. What is not apparent is a wide-scale effort to establish a common knowledge base of sound research practices, or to conduct research studies that will establish that common knowledge base for technology-enriched programs. More than 50% of survey respondents use existing sources, such as the Regional Technology Education Centers (63.8% of respondents), the ISTE Caret site (44.7% of respondents), and the Regional Educational Labs (53.2% of respondents) to inform decision-making related to technology and learning, but few go directly to source journals (10.6% of respondents). This is indicative of busy professionals who need the information analyzed and indexed by reliable sources.

Table 7: Representative competitive grant programs

Focus	State	Description
Learning communities	TN	EdTech Launch: Thirteen LEAs will work together with a technology coach in a whole school professional development environment assisted by a mentor school from the prior competitive program.
Reading and writing	NJ	The STAR-W (Students using Technology to Achieve Reading-Writing) uses technology to improve student reading and writing.
Online courses and resources	AL	SchoolWeb Leaders will engage 20 schools in the development of school websites and class Web pages, as well as online courses.
Reading and Writing/Online Resources	DC	An online Collaboratory is being created to support improvement in high school student writing. Using video conferencing tools and Vantage Learning's "My Access" online writing resources, educators are creating a virtual community of learners focused on reading, writing, and improving upon each. This is currently slated to pilot in the fall of 2004.
Mathematics	MA	The SELECT Math Project will provide professional development activities and materials to enable teachers to effectively integrate technology into mathematics teaching and learning in middle schools throughout Boston.
Assessment	MD	The Maryland Online Technology Profiles for Teachers and Administrators Consortium is developing and piloting online profiles of technology skills (based on the Maryland Teacher Technology Standards MTTTS) that have been approved by the Maryland State Department of Education and the national Technology Standards for School Administrators (TSSA).
Inquiry-based/ problem-based learning	MO	eMINTS: A professional development program that helps teachers (grades 3-5) integrate multimedia technology into local curricula through practices that promote inquiry-based, problem-based, and collaborative teaching and learning.
Communication and writing	ID	WolfDen: A TV and radio broadcasting program designed to improve students' writing and communication abilities, technology skills, and analytical and synthesizing abilities, fostering a new vehicle for communication between parents, teachers, and students about education and curricular concerns.

The U.S. Department of Education has identified the documentation and dissemination of research-based practices as a critical outcome of this grant program. Yet in this first year of competitive grants, only 40.4% of state administrators plan to analyze comparative evaluative data from projects such as the ones listed above to track and publish what appears to be working. Those states that are planning to formally document their successes and disseminate their findings plan the following strategies: posting “what works” on their Web sites; hosting regional and state meetings for the purposes of sharing successes; datacasting via public television; designating model visitation sites; making presentations at professional organizations’ meetings; videoconferencing; and creating print and electronic newsletters.

Appendix A: Representative Projects Matched to NCLB Purposes

Section 2416 of the NCLB, Title II, Part D legislation requires that all local grantees use not less than 25% of funds for professional development and lists nine other activities that might be included.

The pages that follow outline grant programs in various states where these activities are being funded through Title II D competitive grant awards.

Professional Development. Professional development that provides school teachers, principals, and administrators with the capacity to integrate technology effectively into curricula and instruction aligned with challenging State academic content and student academic achievement standards, through such means as high-quality professional development programs.

State	Project Title and Location	Project Description
AR	Southeast Arkansas Education Service Cooperative	In these high-need, Delta-area schools, the lack of adequate training for teachers prohibits students from acquiring the problem solving/critical thinking skills required on criterion-referenced state tests. This project includes 21 school districts in Southeast Arkansas. Fifteen of the 21 meet the definition of high-need LEAs. The Southeast Arkansas Education Service Cooperative will direct this program, which will provide intensive, year-long professional development training on research-based practices for teachers who use technology as a tool for teaching and learning in all subject areas. Each teacher in the project will receive ten full days of professional development over a one-year period. Each will establish a model project/problem-based classroom, complete ten curriculum-integrated projects using technology, develop two curriculum-integrated units based on the Arkansas Frameworks, and mentor another classroom in the school or in Southeast Arkansas via interactive technology. Each participant will be given a high performance computer with Internet access, printer, scanner, digital camera, 32-inch TV and Aver Key, Office XP, Inspiration, and ten days of intensive curriculum integration training. Former participants trained with past technology grants will serve as program mentors.
MA	SELECT (Supporting Engaged Learning by Enhancing Curriculum with Technology) Boston Public Schools	The SELECT Math Project will provide professional development activities and materials to enable teachers to effectively integrate technology into mathematics teaching and learning in middle level classrooms throughout Boston. This professional development model will provide ongoing, embedded support to teachers through face-to-face workshops and courses, exchanges with colleagues, and mentoring through the use of the BPS Secondary Mathematics Department and Office of Instructional Technology staff. The project is designed to 1) develop and expand participants' knowledge of sophisticated tools designed to deepen mathematical understanding (e.g., Geometer's Sketchpad, Tabletop, Fathom, MathLab, and applets such as those available from NCTM at http://illuminations.nctm.org/pages/68.html); 2) increase teachers' skills in integrating these technology tools into the existing curriculum (Connected Math Project); 3) deepen content knowledge in mathematics; and 4) enhance technology literacy skills within the context of the instructional process.
PA	Integrate Technology Across the Curriculum Greensburg Salem School District	This project includes: 1) onsite teacher training and support (teachers receive 1 hour of training each week); 2) a teacher technology lab; 3) a website where teachers receive technology support and share ideas; 4) a technology newsletter from the student perspective; 5) participation in the Intel "Tech to the Future" program; 6) 2 days of technology training in the summer for district administrators; and 7) solar programs and probeware systems for use in science classrooms.

1) Increase Access. Establish or expand initiatives, including initiatives involving public-private partnerships, designed to increase access to technology, particularly in schools served by high-need local educational agencies.

State	Project Title and Location	Project Description
OR	David Douglas School District Tech Everyday Project	The Tech Everyday Project is a collaborative effort between David Douglas School District, Oregon Public Broadcasting, and the Multnomah Education Service District to provide widespread access to a streaming video library with lesson plans, activities, training, support, and "Techsperts," who will mentor teachers.
SC	Marion 1 and Marion 7 Consortium – CREATE: Challenging Rural Educators to Advance Technology in Education	Marion School Districts 1 and 7 are one step closer to putting technology into the hands of every student and every teacher in each of their schools. Through a grant from the South Carolina Department of Education (and part of NCLB funds), the two districts have joined forces to form CREATE (Challenging Rural Educators to Advance Technology in Education). The grant will enable both districts to expand technology resources to students, not only through additional hardware and software, but also through comprehensive professional development that will equip teachers to integrate technology into all facets of classroom curricula and instruction. District officials say that this is particularly helpful since many students in both districts do not have access to technology in their home environments. "Without adequate technology in our schools, a large percentage of our students will never have the opportunity to experience technology and learn the critical skills needed to compete in today's technological workforce," says Dr. Jane Pulling, the CREATE project director. "This grant levels the playing field, and makes technology available to all students."
UT	Children Learning with Technology Logan School District	The Children Learning with Technology model incorporates and utilizes the teaching staff in Logan School District to challenge impoverished and partial/minimal mastery students through summertime participation in integrated technology programs, nature programs, and practical experiences that increase reading, writing, mathematical, and science skills.

2) Increase Achievement and Technology Literacy. Adapt or expand existing and new applications of technology to enable teachers to increase student academic achievement, including technology literacy.

State	Project Title and Location	Project Description
HI	Reforming Science Education North Complex Area	Reforming Science Education responds directly to the intent of NCLB. The project will focus on and improve standards-based instruction, science education, and the achievement of all learners, including diverse learners. This project will build upon existing initiatives and resources in the North Complex Area to achieve an integration of efforts aimed at scientific literacy for teachers and students.
OH	Lehman and Hartford Middle Schools; Fairmount Elementary Canton City Schools	The goal of this project, in alignment with our CIP, is to use the necessary tools to ensure that each student masters the Academic Content Standards' benchmarks and grade-level indicators, especially in reading and math, to ensure that "no child is left behind." CompassLearning, improved access and availability to technology, and professional development will provide Lehman Middle School and its community with the tools needed to support teachers and students in raising achievement. Scientifically based research affirms the use of technology to meet or exceed state standards, and the use of CompassLearning and auxiliary resources will enable teachers to assess and diagnose individual student needs, prescribe interventions and learning paths, and report student progress. Furthermore, it will provide parents and students with learning opportunities beyond the classroom and the school day through access to school programs as well as at home and community Web-based availability. Hartford Middle School is located in the heart of the inner city. Its relatively small size enables teachers to provide differentiated instruction and to develop caring relationships with students. This grant will be used to realize the district vision/mission of raising student achievement. This will be achieved through the use of Riverdeep's Destination Math and Achievement Technology's Learning Milestones. Both programs are aligned to state standards and provide direct instruction in the context of real-world applications. The usage of the YES Learning Software (Destination Reading, Destination Math, Learning Milestone, and Aspire) will implement and support a comprehensive Web-based program that will help to assess the growth and development of Fairmount Elementary students' achievement in the areas of math and literacy, as aligned to Ohio State Standards.
WI	The NEXTT Project	The NEXTT project will empower a consortium of 13 school districts to build greater capacity to affirm student proficiencies in all academic areas, with a special focus on specific areas of need in the consortium, such as Instructional Technology, Language Arts, and Math. The NEXTT consortium has three goals: 1) to increase PK-8 student achievement in math and language arts and align curriculum to DPI's ITL standards matrix; 2) to promote technology integration into the classroom by utilizing professional collaborative partnerships/learning communities; and 3) to provide leadership support to school administrators, incorporating research-based standards for administrative leadership to ensure effective curriculum/technology integration and assessment.

3) Proven Learning and Technology Solutions. Acquire proven and effective courses and curricula that include integrated technology and are designed to help students meet challenging State academic content and student academic achievement standards.

State	Project Title and Location	Project Description
ID	Enhancing Reading Education Through Technology Payette School District	The Payette School District vision for improvement adopts the research-based premises that reading is fundamental to successful learning and that technology is an important tool. Research underscores the importance of reading achievement (Snow, Burns, & Griffin, 1998); reading failure must be prevented. Our goal is to ensure that every student, including the ELL child, is a fluent reader. This project proposes obtaining research-based software, needed hardware, and training necessary to use these technologies. Payette School District's partners in the proposed initiative are Albertson College of Idaho, Northwest Idaho Children's Home, and the Idaho Migrant Council.
IN	Evansville	This project aims to increase student achievement in math using project-based learning and basing the curriculum intervention on Kay Tolliver's approach for hands-on math instruction. The intervention focuses on changing teacher practice and includes a strong data evaluation component. Coaching, ongoing professional development, and collaboration are provided for teachers, and the school-community connection is strong.
MD	MDK12 Digital Library Project Montgomery County Public Schools – Lead LEA	The MDK12 Digital Library Project, led by Montgomery County Public Schools, will establish a purchasing consortium of 24 local school systems to provide a cost-effective way to deliver digital content that supports the teaching and learning of Maryland content standards in an equitable and timely manner for all students. By the end of the proposed three-year grant period, the consortium will have developed and implemented a business model for long-term sustainability of the project. Train-the-trainer sessions will be designed, conducted, and evaluated to determine their influence on enhancing teacher competency in the instructional use of online information databases. In addition, multiple data sources will report ways this digital content promotes student achievement.

4) Foster outreach and communications with parents. Utilize technology to develop or expand efforts to connect schools and teachers with parents and students to promote meaningful parental involvement; to foster increased communication about curricula, assignments, and assessments between students, parents, and teachers; and to assist parents in understanding the technology being applied in their child's education, so that they are able to reinforce at home the instruction their child receives at school.

State	Project Title and Location	Project Description
ID	WolfDen Productions Culdesac School	WolfDen Productions will improve the academic achievement and technology literacy of K-12 students at Culdesac School; enhance all curricula by increasing technology integration; and help teachers to employ more effective teaching methods. The project will use a core TV and Radio Broadcasting Program to improve students' writing and communication abilities, technology skills, and analytical/synthesizing abilities. By developing technology leaders on staff and using them to create collaboration plans with higher education institutions, businesses, and community agencies, the program aims to foster a new vehicle for communication between parents, teachers, and students about education and curricular concerns.
IN	Wayne	Outreach, take-home PDA's, distance learning, enhanced assessments, and extensive staff development are all being used to increase student achievement in language arts and math among junior high ESL students. This program also benefits the students' families. As the family connection is strengthened, younger siblings will learn through modeling. The program serves over 1,100 students with multiple languages; more than 900 families are participating.

5) Develop experts. Prepare one or more teachers in elementary and secondary schools as technology leaders with the means to serve as experts and train other teachers in the effective use of technology, providing bonus payments to these technology leaders.

State	Project Title and Location	Project Description
NM	Las Cruces Public Schools	Las Cruces Public Schools has a career track that support students who have selected teaching as their career choice. This project is making technology and PDA's an integral part of the high school students' course work. The program utilizes a partnership with NMSU and these students receive concurrent enrollment and credits for their participation in the program.
NV	Central Nevada Educational Technology Consortium	Uses a train-the-trainer approach for a 100% professional development project involving rural districts in central Nevada. These rural districts haven't participated much in Ed Tech or previous TLCF funding. The formation of this consortium created a vehicle through which smaller districts could benefit from Ed Tech funding, specifically the professional development component.
PA	Project SUCCESS Pittsburgh City School District	Project SUCCESS is a collaboration between Pittsburgh City Schools and Duquesne University to train teachers to use technology in the classroom. The project began in 8 of the most technology-advanced schools, with 100% staff buy-in at each. Teachers attended an intensive, weeklong summer professional development workshop, where mentors from Duquesne trained them on the use of technology for developing lesson plans and on harvesting information from the Internet. The mentors from Duquesne then spend an entire year at each school, working with teachers individually to ensure that they continued to advance and use technology-based lessons in their classrooms. During that same year, 3-4 teachers attended Duquesne to obtain credits to add an Instructional Technology certification to their teacher certificate and to assume the role of Duquesne mentors in the building for the following year.

6) Technology. Acquire, adapt, expand, implement, repair, and maintain existing and new applications of technology to support the school reform effort and to improve student academic achievement, including technology literacy.

State	Project Title and Location	Project Description
DC	Friendship Academy - PCS	This project involves the creation of Smartlab digital media studios to expand student learning environments. Expanded use of digital tools in non-traditional settings supports student learning and mastery.
ID	Education in the Palm of Our Hands Rockland School District 382	Rockland School Dist. 382, in conjunction with an EETT Formula Grant that addresses organization and study skills, will incorporate PDAs (personal digital assistants) into instruction. EETT Competitive Grant Project funds will be used to purchase PDAs loaded with organizational software for students in grades 5 through 12 and all teachers. Software will also be purchased in several curriculum areas. The main goal is to help students and teachers with their organization and study skills, helping them to become more motivated and increasing their self worth. A supplementary goal is to help students take responsibility for their own learning.
OR	Eugene, Klamath County, and South Lane School Districts	This project aims to increase student achievement and technology literacy, integrate technology into instruction, and expand access to technology through staff development, the acquisition and use of projection equipment, and the acquisition and use of student handheld computers and collaborative computer workstations.

7) Networking and Infrastructure. Acquire connectivity linkages, resources, and services (including hardware, software, and other electronically delivered learning materials) for use by teachers, students, academic counselors, and school library media personnel in the classroom, in academic and college counseling centers, or in school library media centers in order to improve student academic achievement.

State	Project Title and Location	Project Description
AZ	Graham County Education Consortium	The Graham County Education Consortium (GCEC) is comprised of seven rural districts, an accommodation school, one charter school, Eastern Arizona College, and Graham County. Originally, GCEC members were unable to obtain Internet access because the needed telecommunication services did not exist in their communities. As a result, the members formed a consortium and built their own wide-area, wireless, and fiber-optic network. The WAN now connects 18 schools, one library, and the University of Arizona's Agricultural Experiment Station to each other and to the Internet. The schools have also teamed up with Eastern Arizona College and now use the WAN to offer distance-learning classes to the students and adults in their communities.
SC	Dillon Teams Dillon 1 and Dillon 3 Consortium	Dillon Teams, a cooperative, innovative technology project between Dillon School District One and Dillon School District Three, will use technology and Internet-based resources to increase and enhance instructional environments for students. Teachers and staff will use online classes to learn about best practices of teaching and more advanced ways to incorporate technology into the classroom. Students and parents, though the districts' current laptop checkout programs, will be able to access school and Internet-based resources through local dial-up access. Dillon Teams use technology to increase accessibility and enhance instruction for all members of the community, including students, parents, staff, teachers, and administration.
TX	SUPERNET Consortium Hawkins Intermediate School District	The SUPERNET consortium, a 17-district collaborative, will establish a virtual high school to include AP, dual credit, and credit recovery for students in rural districts.

8) Data Management and Informed Decision-Making. Use technology to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts.

State	Project Title and Location	Project Description
MA	Classroom Performance/School Performance: Insight into Advancing Teaching, Assessment and Learning with Technology Fitchburg Public Schools	The CP/SP project will focus on technology professional development and the use of technology for assessment, data collection, and analysis of impact on student achievement. The technology professional development program will have specific interwoven components that will address the needs of support staff, classroom teachers, and school-based and district-level administrators. The assessment/data analysis component will create a district-wide assessment, reporting, and analysis program designed to inform instructional decision-making. This program will also support building-level and district administrators, curriculum coordinators, and program directors in monitoring the status of individual student learning, cohorts of students' progress, building-based performance, and the efficacy of district-level curriculum initiatives.
OH	West Carrollton School District	The purpose of this grant project is to link Web-based instruction to state standards and district-developed quarterly assessments, and to use the data derived from these assessments to inform instructional practices.

9) Assessment. Implement performance measurement systems to determine the effectiveness of education technology programs funded under this subpart, particularly to determine the extent to which activities funded under this subpart are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach and enabling students to meet challenging State academic content and student academic achievement standards.

State	Project Title and Location	Project Description
KS	Technology-Rich Classrooms Various Districts	The purpose of this program is to provide evidence that technology-rich learning environments that are supported by strong, on-going professional development can produce positive changes in the classroom environment and result in improved student achievement in the areas of reading, math, and science. The program is based on the success of Missouri's eMints.
LA	Regional Teaching, Learning and Technology Centers (TLTCs)	This model establishes regional technology training centers that provide professional development for all districts in their region. TLTCs support all districts in a region by promoting strategies designed to use technology for enhanced teaching and learning while supporting existing State curriculum standards. The overarching goal is to provide best practices in instruction and assessment through the use of technology.
MD	Learning Management Systems Carroll County Public Schools – Lead LSS	The Learning Management System (LMS) partnership, a consortium of eight local school systems (LSSs), proposes to identify and pilot a learning management system that tracks and manages staff development opportunities to increase staff knowledge and skills and ultimately impact student learning. Over a two-year period, the consortium will customize two learning management systems and pilot them in participating LSSs. The LMS may house online assessments that provide immediate feedback to staff and, based on the results, recommend available higher education or other coursework to meet identified needs. The systems will also be used in a variety of other professional capacities as determined by each LSS.

Appendix B: Survey Instrument

SETDA-Metiri Group

State Director Survey – NCLB, Title II, Part D Round I

The intent of this survey of SEAs is to collect data on the implementation of the No Child Left Behind, Title II, Part D, Enhancing Education Through Technology program in the fifty states. Findings will be used to report regional and national trends.

SETDA plans to provide survey data to NCLB, Title II, Part D program evaluators commissioned by the U.S. Department of Education.

The survey has been divided into three sections.

- Section I: State Background
- Section II: Formula Grants
- Section III: Competitive Grants

Thank you for completing the survey by **November 15, 2003**. The collection, analysis, and reporting of these results will establish SETDA as a “go to” organization for accurate, reliable data to meet the needs of the federal government, news media, and state agencies. It is through such efforts that the collective voice of state technology directors will be heard.

Section I: Background

1. General Information:

Number of LEAs in the state: _____
 Number of LEAs eligible for NCLB, Title II, Part D: _____
 First Name: _____
 Last Name: _____
 Title: _____
 Agency: _____
 Phone: _____
 Email: _____
 Address 1: _____
 Address 2: _____
 City: _____
 State: _____
 Zip: _____

2. What type of NCLB application was submitted by your state? (Check one):

- Consolidated
- Non-consolidated

3. Under NCLB Title II, Part D, up to 5% of a state's total NCLB allocation can be used for administrative costs or technical assistance. Of funds used for these purposes, not more than 60% may be used for administrative purposes.

What percent of NCLB, Title II, Part D funds for Round I is used by your state for technical assistance? _____

Describe briefly: _____

What percent of NCLB, Title II, Part D funds for Round I is used by your state for administrative purposes? _____

Were the administrative funds in your state consolidated with administrative funds from other federal programs?

- Yes
- No

If yes, please comment on the efficacy of that approach: _____

- 4. How is your state agency ensuring that grants to LEAs are of sufficient scope to carry out the purposes of the NCLB legislation?

- 5. Describe the role and significance of NCLB Title II, Part D funding in the context of other federal, state, and local funding for initiatives related to education technology.

- 6. The NCLB, Title II, Part D program is administered through formula and competitive funding structures. How does this dual funding structure affect your state's ability to:

Reach the program's goals: _____

Allocate funds to high need populations: _____

Equitably distribute program funds: _____

Efficiently administer the program: _____

Assess the program's impact: _____

Change classroom practice: _____

Section II: Formula Grants

The questions in this section pertain to Formula Grants ONLY

7. Formula Grant Funds for Round 1:

Transferred OUT to other programs	Transferred IN from other programs	Funds refused or not applied for by LEAs
\$	\$	\$

8. What is your state's release date for Round 1 formula funds (MM/DD/YY)? _____

9. How many NCLB, Title II, Part D formula grants were accepted by LEAs in your state in Round 1? _____

If any LEAs either did not apply or did not accept formula grants, please indicate what reasons they cited (check all that apply):

- Amount of funding was insufficient to warrant effort
- LEA does not accept NCLB funding
- Other - Please specify: _____

Comments: _____

10. Indicate the range of NCLB, Title II, Part D formula grant awards to LEAs in your state for Round 1:

Smallest Award: _____
Largest Award: _____

11. How many LEAs received formula awards of each size below in your state in Round 1?

	LEAs Not Eligible	LEAs eligible but refused or didn't apply	LEAs with awards between \$0 and \$1,000	LEAs with awards between \$1,000 and \$5,000	LEAs with awards between \$5,000 and \$20,000	LEAs with awards between \$20,000 and \$100,000	LEAs with awards of \$100,000 or more
Number of LEAs							

12. Which programs received funds **FROM** the NCLB Title II, Part D formula program in your state? (Check all that apply):

- Reading First or Other Early Literacy Programs
- Standards-based Reform
- Comprehensive School Improvement (beyond NCLB)
- NCLB - Title I
- NCLB - Title II A, Teacher & Principal Training & Recruiting
- NCLB - Title II B, Mathematics & Science Partnerships
- NCLB - Title II C, Innovation for Teacher Quality
- NCLB – Title III, LEP/Immigrant
- NCLB – Title IV A, Safe & Drug Free Schools & Communities
- NCLB – Title IV B, 21st Century Community Learning Centers
- NCLB – Title V, Parental Choice & Innovative Programs
- NCLB – Title VI A, Improving Academic Achievement
- NCLB – Title VI B, Rural Education Initiative
- IDEA (Individuals with Disabilities Education Act)
- Other, please specify: _____

Which programs transferred funds **TO** the NCLB Title II, Part D formula program in your state? (Check all that apply):

- Reading First or Other Early Literacy Programs
- Standards-based Reform
- Comprehensive School Improvement (beyond NCLB)
- NCLB - Title II A, Teacher & Principal Training & Recruiting
- NCLB - Title II B, Mathematics & Science Partnerships
- NCLB - Title II C, Innovation for Teacher Quality
- NCLB – Title III, LEP/Immigrant
- NCLB – Title IV A, Safe & Drug Free Schools & Communities
- NCLB – Title IV B, 21st Century Community Learning Centers
- NCLB – Title V, Parental Choice & Innovative Programs
- NCLB – Title VI A, Improving Academic Achievement
- NCLB – Title VI B, Rural Education Initiative
- IDEA (Individuals with Disabilities Education Act)
- Other, please specify: _____

13. What percentage of LEA NCLB, Title II, Part D formula grant recipients:

Applied for a waiver of the 25% professional development requirement? _____

Received a waiver of the 25% professional development requirement? _____

14. How do NCLB, Title II, Part D formula grant recipients in Round 1 expect to use their funds (as indicated in their applications)? (Check all that apply)

- Professional Development.** Professional development that provides school teachers, principals, and administrators with the capacity to integrate technology effectively into curricula and instruction aligned with challenging State academic content and student academic achievement standards, through such means as high-quality professional development programs.
- Increase Access.** Establish or expand initiatives, including initiatives involving public-private partnerships, designed to increase access to technology, particularly in schools served by high-need local educational agencies.
- Increase Achievement and Technology Literacy.** Adapt or expand existing and new applications of technology to enable teachers to increase student academic achievement, including technology literacy
- Proven Learning and Technology Solutions.** Acquire proven and effective courses and curricula that include integrated technology and are designed to help students meet challenging State academic content and student academic achievement standards.
- Foster outreach and communications with parents.** Utilize technology to develop or expand efforts to connect schools and teachers with parents and students to promote meaningful parental involvement; to foster increased communication about curricula, assignments, and assessments between students, parents, and teachers; and to assist parents in understanding the technology being applied in their child's education, so that they are able to reinforce at home the instruction their child receives at school.
- Develop experts.** Prepare one or more teachers in elementary and secondary schools as technology leaders with the means to serve as experts and train other teachers in the effective use of technology, providing bonus payments to these technology leaders.
- Technology.** Acquire, adapt, expand, implement, repair, and maintain existing and new applications of technology to support the school reform effort and to improve student academic achievement, including technology literacy.
- Networking and Infrastructure.** Acquire connectivity linkages, resources, and services (including hardware, software, and other electronically delivered learning materials) for use by teachers, students, academic counselors, and school library media personnel in the classroom, in academic and college counseling centers, or in school library media centers in order to improve student academic achievement.
- Data Management/Informed Decision-making.** Use technology to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts.
- Assessment.** Implement performance measurement systems to determine the effectiveness of education technology programs funded under this subpart, particularly to determine the extent to which activities funded under this subpart are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach and enabling students to meet challenging State academic content and student academic achievement standards.
- Information Technology Courses.** Develop, enhance, or implement information technology courses.
- Other.** Please specify. _____

15. The recipient activities below are those that you checked on the previous page. Rank the top 5, with 1 being the most frequent, by placing a 1, 2, 3, 4 or 5 in the box to the right of the strategies that represent the most frequently pursued activities across the projects in your state.

[Strategy] _____
[Strategy] _____
[Strategy] _____
[Strategy] _____
[Strategy] _____

16. **Program Evaluation:** The state supports rigorous evaluations of the NCLB, Title II, Part D formula grant funds as follows (check all that apply):

- The state's AYP (Adequate Yearly Progress) is the only benchmark for the effectiveness of the NCLB Title II, Part D formula grant program. No other evaluation is required.
- The state requires each LEA receiving formula grant funds to conduct a program evaluation.
- The state requires each LEA receiving formula grant funds to report results based on improvements as compared to baseline data.
- The state requires districts with formula grants to allocate at least 7% of their budgets to evaluation.
- The state provides training on program evaluation for LEAs with formula grants.
- The state provides guidelines for evaluators of LEA formula grants.
- The state facilitates exchanges and communication among evaluators for formula grants.
- None of the above.

17. This is the first year of a multi-year federal program. From your vantage point as a state technology director, please identify and discuss issues of concern related to the effective implementation of the NCLB, Title II, Part D formula grant program.

Section III: Competitive Grants

Questions in this section pertain to Competitive Grants ONLY.

18. Competitive Grant Funds for Round 1:

Total Funds Awarded to LEAs or Consortia in Competitive Grants	Carryover From Round 1
\$	\$

19. What is your state’s release date for Round 1 competitive funds? _____

20. By law, eligibility for an LEA or consortia for competitive NCLB, Title II, Part D funds requires inclusion of a “high need” LEA. Indicate how your state defined such eligibility:

21. Indicate the Round 1 competitive awards your state granted to consortia. For urban/rural definitions, we assume that urban schools are those in the NCES Location Categories 1 and 2 (Large and medium sized cities that are the central city of a Metropolitan Statistical Area/CMSA), and rural schools are in NCES Location Categories 7 and 8(rural, either inside or outside a Metropolitan Statistical Area/CMSA). If you use different definitions of urban and rural, please explain in the box below:

- Total Number of Consortia Grants: _____
- Number Involving Rural LEAs: _____
- Number Involving Urban LEAs: _____
- Number Involving Institutions of Higher Education: _____
- Number Involving Private Sector Partners: _____
- Number Involving Non-Profit Partners: _____

Indicate the Round 1 competitive awards your state granted to LEAs:

- Total Number of LEA Grants: _____
- Number Involving Rural LEAs: _____
- Number Involving Urban LEAs: _____

Definitions used of urban/rural:

22. Were consortia applications encouraged by your state?

- Yes
- No

If yes, indicate how consortia were encouraged (check all that apply):

- Limiting awards to consortia only
- Extra points awarded to consortia in scoring process
- Prior to submission date, disseminating information to potential members of consortia
- Prior to submission date, facilitating informational meetings to which potential consortia members were invited
- Prior to submission date, linking potential partners through referrals or introductions
- Other, please specify _____

23. What percent of LEA NCLB, Title II, Part D competitive grant recipients:

Applied for a waiver of the 25% professional development requirement? _____

Received a waiver of the 25% professional development requirement? _____

24. What was the period for Round 1 Competitive Awards?

- One year
- Two years
- Three years

If multiple-year grants were awarded, are there contingencies for continuation?

- Yes
- No

Please explain: _____

25. Did your state's Round 1 competitive grant process specify a focus for all competitive grants (e.g., reading, mathematics, professional development, laptop computers, infrastructure)?

- Yes
- No

If yes, please describe, explaining how and why: _____

26. How do NCLB, Title II, Part D competitive grant recipients in Round 1 expect to use their funds (as indicated in their applications)? (Check all that apply)

- Professional Development.** Professional development that provides school teachers, principals, and administrators with the capacity to integrate technology effectively into curricula and instruction aligned with challenging State academic content and student academic achievement standards, through such means as high-quality professional development programs.
- Increase Access.** Establish or expand initiatives, including initiatives involving public-private partnerships, designed to increase access to technology, particularly in schools served by high-need local educational agencies.
- Increase Achievement and Technology Literacy.** Adapt or expand existing and new applications of technology to enable teachers to increase student academic achievement, including technology literacy
- Proven Learning and Technology Solutions.** Acquire proven and effective courses and curricula that include integrated technology and are designed to help students meet challenging State academic content and student academic achievement standards.
- Foster outreach and communications with parents.** Utilize technology to develop or expand efforts to connect schools and teachers with parents and students to promote meaningful parental involvement; to foster increased communication about curricula, assignments, and assessments between students, parents, and teachers; and to assist parents in understanding the technology being applied in their child's education, so that they are able to reinforce at home the instruction their child receives at school.
- Develop experts.** Prepare one or more teachers in elementary and secondary schools as technology leaders with the means to serve as experts and train other teachers in the effective use of technology, providing bonus payments to these technology leaders.
- Technology.** Acquire, adapt, expand, implement, repair, and maintain existing and new applications of technology to support the school reform effort and to improve student academic achievement, including technology literacy.
- Networking and Infrastructure.** Acquire connectivity linkages, resources, and services (including hardware, software, and other electronically delivered learning materials) for use by teachers, students, academic counselors, and school library media personnel in the classroom, in academic and college counseling centers, or in school library media centers in order to improve student academic achievement.
- Data Management/Informed Decision-making.** Use technology to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts.
- Assessment.** Implement performance measurement systems to determine the effectiveness of education technology programs funded under this subpart, particularly to determine the extent to which activities funded under this subpart are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach and enabling students to meet challenging State academic content and student academic achievement standards.
- Information Technology Courses.** Develop, enhance, or implement information technology courses.
- Other.** Please specify. _____

27. The recipient activities below are those that you checked on the previous page. Rank the top 5, with 1 being the most frequent, by placing a 1, 2, 3, 4 or 5 in the box to the right of the strategies that represent the most frequently pursued activities across the projects in your state.

- [Strategy] _____
- [Strategy] _____
- [Strategy] _____
- [Strategy] _____
- [Strategy] _____

28. In your opinion, what are the three most promising competitive grant programs funded in Round 1?

Program Title, LEA (or consortium), Contact Information	Description	Why do you consider this to be promising?	Strategies Involved (choose two)
			[Dropdown list of strategies] [Dropdown list of strategies]
			[Dropdown list of strategies] [Dropdown list of strategies]
			[Dropdown list of strategies] [Dropdown list of strategies]

29. Do you anticipate redesigning your competitive process in Year 2 or 3?

- Yes
- No

If yes, what is planned? When? Why? _____

30. What framework or standards were used to guide the development of the RFP for competitive grants? (Check all that apply)

- ISTE NETS for Students
- ISTE NETS for Teachers
- ISTE NETS for Administrators
- EnGauge Six Essential Conditions
- EnGauge 21st Century Skills
- CEO Forum StarChart
- CEO Forum 21st Century Learning
- Seven Dimensions
- Other state's framework (specify below)
- State standards (specify below)
- State legislation (specify below)
- State framework (specify below)
- SETDA resource (specify below)
- Other (specify below)

Please provide details for OTHER items checked above: _____

31. Is your state's NCLB, Title II, Part D competitive grant program designed to leverage funds from other sources through coordination and/or collaboration?

- Yes
- No

If yes, please describe: _____

32. Indicate the level of coordination and collaboration between other federal or state programs and the NCLB competitive NCLB, Title II, Part D program. (Select one circle per row):

	Minimal coordination & collaboration	←—————→			Full integration
	Information exchanges through standard channels only	Information exchanges through formal, regularly scheduled meetings	Formal participation in planning and management meetings between programs	Planning, trainings, and recommended resource lists are developed jointly; components are at times hosted jointly	Components of NCLB, Title II, Part D and other program are fully integrated
Reading First/ Early Literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standards-based Reform	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comprehensive School Improvement (beyond NCLB)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Title I	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NCLB - Title II A Teacher & Principal Training & Recruiting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NCLB - Title II B Mathematics & Science Partnerships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NCLB - Title II C Innovation for Teacher Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NCLB – Title III LEP/Immigrant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NCLB – Title IV A Safe and Drug Free Schools & Communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NCLB – Title IV B 21st Century Community Learning Centers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NCLB – Title V Parental Choice & Innovative Programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NCLB – Title VI A Improving Academic Achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NCLB – Title VI B Rural Education Initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IDEA (Individuals with Disabilities Education Act)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-rate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you selected OTHER, please specify: _____

33. This state’s guidelines for NCLB, Title II, Part D competitive grants require teacher professional development to align to (check all that apply):

- The ISTE NETS standards for teachers.
- The state’s teaching standards, which include technology-related competencies.
- State-adopted technology standards for teachers.
- Other (please specify): _____
- None of the above.

34. This state’s guidelines for NCLB, Title II, Part D competitive grants require administrator professional development to align to (check all that apply):

- Professional development does not target administrators
- ISTE NETS for administrators.
- The state’s standards for school administrators, which include technology-related competencies.
- State-adopted technology standards for administrators.
- Other (please specify): _____

35. Within the competitive portion of NCLB Title II, Part D, how are professional development programs held to a set of evidence-based criteria for effective professional development (e.g., grounded in research; linked to student learning; job-embedded or related to educators’ classroom practice and continuous improvement; linked to standards; provide multiple opportunities for practice and reflection)? Check each strategy used to encourage evidenced-based approaches in professional development programs using Title II, Part D competitive funds:

- Applicants were provided with guidelines for characteristics of effective professional development.
- RFP’s included guidelines and directives about acceptable types of evidence-based professional development.
- Quality of the professional development proposed was evaluated in the scoring process according to evidence-based principals.
- Applicants were required to provide professional development approaches and methods that were aligned to standards for effective professional development.

36. Does the state provide subsidized or low-cost, high-speed networking services for LEAs that are involved in the competitive grant program? (Choose ONE best answer):

- Yes, the state provides low-cost, high-speed access for all public districts/schools with no special subsidies for high-need LEAs.
- Yes, the state’s cost-sharing formulas for participating in the network are advantageous to districts with high-risk, high-need populations, such as those funded through NCLB, Title II, Part D.
- Yes, the state fully funds network support for districts with high-risk, high-need populations, such as those funded through NCLB, Title II, Part D.
- No, state subsidies are not formally in place.
- None of the above.

Comments:

37. Is there a common system in the state for reporting or disseminating school data?

- Yes
- No

If yes, does the system (check all that apply):

- Support easy access to data on student achievement?
- Enable districts to learn from “districts like them” that are achieving student gains in areas related to the NCLB, Title II, Part D goals?
- Provide professional development about using data to drive better instructional decisions?
- Include data about school technology efforts?
- Include data about educator and student technology proficiency?

38. **Program Evaluation Studies:** The state supports rigorous evaluations of the NCLB, Title II, Part D competitive grant funds as follows (check all that apply):

- The state's AYP (Adequate Yearly Progress) is the only benchmark for the effectiveness of the NCLB Title II, Part D competitive grant program. No other evaluation is required.
- The state requires each LEA receiving competitive grant funds to conduct a program evaluation.
- The state requires each LEA receiving competitive grant funds to report results based on improvements as compared to baseline data.
- The state requires districts with competitive grants to allocate at least 7% of their budgets to evaluation.
- The state provides training on program evaluation for LEAs with competitive grants.
- The state provides guidelines for evaluators of LEA competitive grants.
- The state facilitates exchanges and communication among evaluators for competitive grants.

39. Does the state analyze comparative evaluative data from schools with NCLB, Title II, Part D competitive funds to track what technology-related educational interventions appear to be working?

- Yes
- No

If yes, please describe the analysis process:

If yes, how are findings disseminated to LEAs?

40. Does the state anticipate that some recipients of NCLB, Title II, Part D competitive funds will conduct experimental or quasi-experimental impact studies related to NCLB, Title II, Part D goals?

- Yes
- No

If yes, describe any pre-publication review processes that the state has established:

41. What sources is the state using to provide a knowledge/research base to guide the use of NCLB, Title II, Part D competitive grant funds? (Check all that apply and add any additional items in the box below):

- ISTE Caret site
- National "What Works" Clearinghouse database
- Regional Educational Laboratories
- Regional Technology Education Centers
- Journal (please specify below)
- Other (please specify below)

Comments and details from items above: _____

42. Does the state conduct an evaluation of NCLB, Title II, Part D competitive grants at the state level?

- Yes
- No

If yes, what is the source of funds for this evaluation?

How will the evaluator work with local grant evaluators?

43. This is the first year of a multi-year federal program. From your vantage point as a state technology director, please identify and discuss issues of concern related to the effective implementation of the NCLB, Title II, Part D competitive grant program.

44. The NCLB, Title II, Part D primary goal is the use of technology to improve student achievement. How will the state measure the impact of its competitive grant program in achieving this goal?

Thank You