

**Enhancing Education Through Technology  
(Ed Tech) Program**



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**A Handbook  
for Virginia's School Divisions**

# Table of Contents

## Part I: An Overview

Transforming Education Through Technology .....	4
▪ Commitment to transforming Federal Role in education .....	4
▪ Integration of Technology with the curriculum .....	4
○ Education programs as technology opportunities .....	4
○ Commitment to professional development .....	4
○ Flexible uses of funds .....	4
○ Evidence based education .....	4
▪ Summary of new State educational technology block grant program and outline of program purposes.....	5
▪ Goals of new State educational technology block grant program.....	6
▪ Changes from Current Law.....	6
○ Within-State Allocations.....	6
○ Targeting .....	6
○ Providing Professional Development .....	6
○ Emphasis on Proven Strategies.....	7
○ National Activities .....	7
▪ Accountability.....	7
▪ Allocations .....	7
○ Federal to State .....	7
○ Within State .....	7
▪ Set Asides.....	7
○ State.....	7
○ Local .....	7
Local Activities.....	7-8

Local Applications ..... 9-11

## **Part II: Frequently Asked Questions**

Introduction of Enhancing Education Through Technology  
(Ed Tech) Program..... 13

Goals and Purposes of the Program ..... 14-15

Ed Tech Formula Grants to LEAs ..... 15-16

Ed Tech Competitive Grants to Eligible LEAs..... 17-19

Local Application Requirements ..... 20-21

Local Use of Funds ..... 22-23

Ed Tech Accountability ..... 23-24

Internet Safety..... 24-25

Equitable Participation of Private School Students And Personnel..... 25-26

Impact of Various Flexibility Provisions on the Ed Tech Program..... 26-28

Department of Education Contact Information.....29

## ***Transforming Education Through Technology: An Overview***

President Bush and Congress have declared their commitment to transforming the Federal role in education so that “No Child is Left Behind.” At the heart of this effort is a commitment to focus on students, equip teachers, empower parents, and inform decision makers to ensure every child receives a quality education. The No Child Left Behind Act of 2001 advances this commitment by providing a number of exciting reforms, tools and programs, many of which are reliant on the appropriate and effective use of technology.

Experts and practitioners have all agreed on the importance of not just increasing technology capacity within schools, but integrating it with the curriculum. The No Child Left Behind Act of 2001 reflects this commitment in several exciting ways:

- **Education programs as technology opportunities:** Along with targeted funding for technology, many of the education programs, such as Reading First, allow recipients to purchase technology resources to accomplish the program’s goals.
- **Commitment to professional development:** A myriad of programs offer funds for professional development to ensure teachers understand how to integrate appropriate technology tools effectively with their curriculum. Additional resources are made available for teacher preparation initiatives.
- **Flexible uses of funds:** States, for example, may use funds for inter-state distance learning partnerships, data decision support systems, and even forming public-private partnerships that support activities such as interest-free loans.
- **Evidenced Based Education:** Throughout No Child Left Behind is a commitment to funding strategies that have been proven to work based on scientifically based research. A commitment to researching what works along with measuring the impact technology has on instruction and learning is evidenced by the focus placed on state evaluations along with a national multi-year study intending to explore the conditions needed for effective use of technology.

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**Information on all of the programs provided by the No Child Left Behind Act of 2001 can be found at <http://www.ed.gov/nclb>. The following is intended to provide a summary of the new State educational technology block grant program entitled **Enhancing Education Through Technology**.**

## **Purpose**

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The Enhancing Education Through Technology program consolidates the current Technology Literacy Challenge Fund (TLCF) and Technology Innovation Challenge Grant programs into a single State Ed Tech program. The purposes of this program are:

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 supported with program funds, 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.

## Goals

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- To improve student academic achievement through the use of technology in elementary schools and secondary schools. ← - - - - Formatted: Bullets and Numbering
- 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. ← - - - - Formatted: Bullets and Numbering
- 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.

## Changes from Current Law

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- **Within-State Allocations**— Permits States to reserve up to 5 percent of their allotment for State-level activities. Requires each State to award half of the remainder to eligible Local Education Agencies (LEAs) through a formula based on Title I shares. The other half of the remainder is awarded to eligible LEAs through a competitive grant. Under TLCF, States awarded the entire amount available for LEAs through a competitive process.
- **Targeting**— Requires State Education Agencies (SEAs) to make competitive awards to high-need LEAs or partnerships that include a high-need LEA and at least one entity that can assist the high-need LEA to integrate technology effectively into classroom instruction. A high-need LEA is defined as an LEA that: (1) has among the highest numbers or percentages of children from families with incomes below the poverty line; and (2) (a) serves at least one school identified as in need of improvement or corrective action under Title I, or (b) has a substantial need for assistance in acquiring and using technology. Also requires States, when making competitive awards, to give a priority to LEAs that receive a formula allocation that is too small to carry out effectively the purposes of the program.
- **Providing Professional Development**— Requires each LEA receiving funds to use at least 25 percent of its allocation for high-quality professional development activities to prepare teachers to integrate technology into instruction. The current TLCF program does not have a similar requirement. Allows States to exempt from this requirement an LEA that can demonstrate that it already provides high-quality professional development in the integration of technology into instruction.

- **Emphasis on Proven Strategies**— Requires local applicants to describe how they would identify and promote strategies, based on relevant research, that integrate technology effectively into curricula and instruction.
- **National Activities**— Requires a national study and authorizes the Department to provide technical assistance to recipients of program funds.

## **Accountability**

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**State and Local**— Requires each State and LEA to develop accountability measures and a process for evaluating the extent to which the activities carried out with program funds are effective in supporting the integration of technology into curricula and instruction.

## **Allocations**

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- **Federal to State**— Formula allocations based on each State's current-year share of Title I, Part A funds.
- **Within State**— Permits states to use 5 percent of their allotments to carry out state-level activities and to assist local efforts to carry out the purposes of the program. Requires States to award one-half of the remainder to eligible LEAs by formula based on each LEA's share of Title I, Part A funds for that year. States must use the remaining funds for competitive awards to high-need LEAs or partnerships that include high-need LEAs.

## **Set Asides**

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- **State** - May reserve up to 5 percent for state level activities.
- **Local** – May reserve up to 5 percent for administrative costs or technical assistance, of which up to 60 percent may be used for administrative costs.

## **Local Activities**

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Recipient of funds must use at least 25 percent of their funds to provide ongoing, sustained, and intensive, high-quality professional development in the integration of

advanced technologies, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments.

This requirement does not apply if the recipient demonstrates, to the satisfaction of the SEA, that it already provides professional development, which is based on a review of relevant research, to all teachers in core academic subjects.

Examples of such professional development include:

- accessing access data and resources to develop curricula and instructional materials;
- enable teachers to use the Internet and other technology to communicate with parents, other teachers, principals, and administrators
- enable teachers to retrieve Internet-based learning resources;
- lead to improvements in classroom instruction in the core academic subjects, that effectively prepare students to meet challenging State academic content standards and student academic achievement standards.

Additional activities include:

- Establishing or expanding initiatives, particularly initiatives involving public-private partnerships, designed to increase access to technology for students and teachers, with special emphasis on the access of high-need schools to technology.
- Adapting or expanding existing and new applications of technology to enable teachers to increase student academic achievement, including technology literacy through the use of teaching practices that are based on a review of relevant research and are designed to prepare students to meet challenging State academic content and student academic achievement standards and by the development and utilization of innovative distance learning strategies to deliver specialized or rigorous academic courses and curricula to areas that would not otherwise have access to such courses and curricula.
- Acquiring 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.
- Utilizing 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 to understand the technology being applied in their child's education, so that parents are able to reinforce at home the instruction their child receives at school.

- Preparing one or more teachers in elementary schools and secondary schools as technology leaders who are provided with the means to serve as experts and train other teachers in the effective use of technology, and providing bonus payments to the technology leaders.
- Acquiring, adapting, expanding, implementing, repairing, and maintaining existing and new applications of technology, to support the school reform effort and to improve student academic achievement, including technology literacy.
- Acquiring connectivity linkages, resources, and services (including the acquisition of hardware and 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.
- Using technology to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts.
- Implementing performance measurement systems to determine the effectiveness of education technology programs, particularly in determining 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.
- Developing, enhancing, or implementing information technology courses.

## **Local Applications**

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In order to be eligible to receive a subgrant from a State educational agency, an eligible local entity or agency shall submit to the State educational agency an application containing a new or updated local long-range strategic educational technology plan that is consistent with the objectives of the statewide educational technology plan and any other information as the State educational agency may reasonably require, at such time and in such manner as the State educational agency may require.

The application shall include each of the following:

1. A description of how the applicant will use Federal funds to improve the student academic achievement, including technology literacy, of all students attending schools served by the local educational agency and to improve the capacity of all teachers teaching in schools served by the local educational agency to integrate technology effectively into curricula and instruction.

2. A description of the applicant's specific goals for using advanced technology to improve student academic achievement, aligned with challenging State academic content and student academic achievement standards.
3. A description of the steps the applicant will take to ensure that all students and teachers in schools served by the local educational agency involved have increased access to educational technology, including how the agency would use funds under this subpart (such as combining the funds with funds from other sources), to help ensure that students in high-poverty and high-needs schools, or schools identified for improvement or corrective action, have access to technology; and teachers are prepared to integrate technology effectively into curricula and instruction.
4. A description of how the applicant will:
  - a. identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research, leading to improvements in student academic achievement, as measured by challenging State academic content and student academic achievement standards; and
  - b. provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the local educational agency, to further the effective use of technology in the classroom or library media center, including, if applicable, a list of the entities that will be partners with the local educational agency involved in providing the ongoing, sustained professional development.
5. A description of the type and costs of technologies to be acquired under this subpart, including services, software, and digital curricula, and including specific provisions for interoperability among components of such technologies.
6. A description of how the applicant will coordinate activities carried out with funds provided under this subpart with technology-related activities carried out with funds available from other Federal, State, and local sources.
7. A description of how the applicant will integrate technology (including software and other electronically delivered learning materials) into curricula and instruction, and a timeline for such integration.
8. A description of how the applicant will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources.
9. A description of how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents,

including a description of how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school.

10. A description of how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology.
11. A description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded 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.
12. A description of the supporting resources (such as services, software, other electronically delivered learning materials, and print resources) that will be acquired to ensure successful and effective uses of technology.

**Enhancing Education Through Technology  
(Ed Tech Program)**



# ***Enhancing Education Through Technology (Ed Tech) Program***

## **Introduction**

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On January 8, 2002, President Bush signed into law the No Child Left Behind Act of 2001 (P.L. 107-110). The legislation, which reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA), provides increased flexibility and local control to States and school districts, emphasizes strong accountability for results, offers expanded options for parents of disadvantaged children, and supports teaching methods that have a solid scientific research foundation. (The legislation is available on the U.S. Department of Education's website at <http://www.ed.gov> under the heading "President's and Secretary's Priorities".)

The reauthorized ESEA establishes the Enhancing Education Through Technology (Ed Tech) Program, which consolidates the current Technology Literacy Challenge Fund (TLCF) Program and the Technology Innovative Challenge Grant Program into a single State formula grant program (ESEA Title II, Part D, Subpart 1). The primary goal of the Ed Tech program is to improve student academic achievement through the use of technology in schools. It is also designed to assist every student in crossing the digital divide by ensuring that every student is technologically literate by the end of eighth grade, and to encourage the effective integration of technology with teacher training and curriculum development to establish successful research-based instructional methods.

Under the Ed Tech program, the U.S. Department of Education provides grants to State educational agencies (SEAs) on the basis of their proportionate share of funding under Part A of Title I. States may retain up to 5 percent of their allocations for State-level activities, and must distribute one-half of the remainder by formula to eligible local educational agencies (LEAs) and the other one-half competitively to eligible local entities.

This document provides guidance on the purposes and goals of the Ed Tech program, the local application processes and an entity's eligibility for a grant award, the uses of Ed Tech funds, other programmatic requirements, and the relationship of various flexibility provisions to the program.

## Goals and Purposes of the Program

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### ***What are the goals of the Ed Tech program?***

The primary goal of the Ed Tech program is to improve student academic achievement through the use of technology in elementary and secondary schools. It is also designed to assist every student – regardless of race, ethnicity, income, geographical location, or disability – in becoming technologically literate by the end of eighth grade, and to encourage the effective integration of technology resources and systems with professional development and curriculum development to promote research-based instructional methods that can be widely replicated.

### ***What are the purposes of the program?***

The purposes of the Ed Tech program are to –

- Assist States and localities in implementing and supporting a comprehensive system that effectively uses technology in elementary and secondary schools to improve student academic achievement.
- Encourage the establishment or expansion of initiatives (including those involving public-private partnerships) that are designed to increase access to technology, particularly in schools served by “high-need local educational agencies”.
- 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 of technology to students (particularly disadvantaged students) and teachers.
- Support initiatives that enable school personnel and administrators to integrate technology effectively into curriculum and instruction that are aligned with State standards, through such means as high-quality professional development programs.
- Enhance ongoing professional development for teachers, principals, and administrators by providing constant access to training and updated research in teaching and learning through electronic means.
- Support the development and use of electronic networks and other innovative methods, such as distance learning, to provide specialized or rigorous courses or curricula to students who would not otherwise have access to such information, particularly to those in geographically isolated regions.

- Support local efforts to use technology to promote parent and family involvement in education and to enhance communication among students, parents, teachers, principals, and administrators.
- Support the rigorous evaluation of programs funded under the Ed Tech Act, particularly regarding the impact of these programs on student academic achievement, and ensure that the results are widely accessible through electronic means.

## Ed Tech Formula Grants to LEAs

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### **How much of a State's Ed Tech allotment must be used for formula grants?**

A state may retain no more than 5 percent of its Ed Tech allotment for State activities and must subgrant 50 percent of the remainder by formula to eligible local educational agencies.

### **On what basis does a State distribute Ed Tech formula grant funds?**

A State distributes Ed Tech formula grant funds to eligible LEAs on the basis of each LEA's proportionate share of funds under Part A of Title I for that year.

### **To which LEAs may a State award Ed Tech formula grant funds?**

A State may award Ed Tech formula grant funds only to LEAs that receive funds under Part A of Title I or to other LEAs that apply as part of a consortium with LEAs that receive funds under Part A of Title I.

### **Is there a minimum award amount for eligible entities seeking Ed Tech formula funds?**

No. However, LEAs that receive Ed Tech formula grant awards that are of insufficient size to be effective and that meet the eligibility requirements under the Ed Tech competitive grant program must be given priority in the Ed Tech competitions. Furthermore, where authorized, LEAs that receive small Ed Tech formula grant awards may take advantage of other flexibility provisions in the ESEA in order to address local needs more effectively (e.g., transferability, alternative uses of funds under the Rural Education Achievement Program (REAP)).

### **May an eligible LEA (i.e., an LEA that receives funds under Part A of Title I) apply for Ed Tech formula grant funds as part of a consortium with other entities?**

Yes. An eligible LEA may apply for Ed Tech formula grant funds as part of a consortium that includes other LEAs, institutions of higher education, educational service agencies, libraries, or other educational entities.

**If an eligible LEA applies for formula grant funds as part of a consortium, which entity serves as the fiscal agent?**

Only an LEA may serve as the fiscal agent for Ed Tech funds.

**May an educational service agency that does not receive funds under Part A of Title I be awarded Ed Tech formula grant funds?**

Yes. An educational service agency that does not receive funds under Part A of Title I may nonetheless receive Ed Tech formula grant funds if it applies for funding in consortium with an LEA that receives funds under Part A of Title I. In such instances, the LEA that receives Title I funds may agree to permit the educational service agency to act as the fiscal agent for the Ed Tech funds.

**Is a State required to assist LEAs in applying for Ed Tech formula grant funds?**

Yes. An SEA must identify the LEAs that have the highest number or percentage of children from families with incomes below the poverty line and the greatest need for technical assistance in developing local applications, and provide technical assistance to these LEAs. The same requirement applies with respect to Ed Tech competitive funds.

**Does an LEA have to re-apply annually for Ed Tech formula grant funds?**

An LEA needs to submit a complete application, including a local technology plan, only when it first seeks Ed Tech formula grant funds. An LEA must inform its SEA whenever it makes significant modifications to that plan. The SEA may require LEAs annually to submit performance reports, updated budgets, and other reasonable data before awarding funds in subsequent years.

**May an eligible LEA apply simultaneously for both Ed Tech formula and competitive funds?**

Yes. Eligible applicants may seek both formula and competitive grants as part of a single application. Consistent with the statutory requirements, each SEA will establish its own procedures for combined applications.

### **May an SEA restrict a recipient's use of Ed Tech formula grant funds to certain types of activities or expenses?**

A recipient of Ed Tech funds generally must spend at least 25 percent of its award on ongoing, sustained, and intensive high-quality professional development and has considerable flexibility concerning the additional activities that it may support with Ed Tech funds. An SEA may impose additional restrictions on a recipient's use of Ed Tech formula grants funds only to the extent that those restrictions are consistent with the legislation. For example, an SEA could require that any equipment purchased with Ed Tech funds meet minimum standards. On the other hand, while an SEA could *encourage* recipients to spend the majority of their Ed Tech funds on professional development, it could not require that they spend more than the statutory 25 percent minimum on professional development.

## **Ed Tech Competitive Grants to Eligible Local Entities**

### **How much of a State's Ed Tech allotment must be used for competitive grants?**

A state may retain no more than 5 percent of its Ed Tech allotment for State activities and must subgrant 50 percent of the remainder to "eligible local entities" on a competitive basis.

### **What criteria govern the distribution of Ed Tech competitive grant funds?**

Consistent with the purposes of the program, an SEA has considerable flexibility in developing selection criteria and priorities for awarding Ed Tech competitive grants to eligible local entities. Whether the award is made to a "high-need local educational agency" or an "eligible local partnership", the focus of the grant must be on addressing the needs of the high-need LEA.

The legislation requires SEAs to meet the following specific requirements in making these awards:

- **Priority to LEAs that receive insufficient amounts of Ed Tech formula grant funds** – In awarding Ed Tech competitive grants, an SEA must identify the LEAs that are eligible local entities and that receive Ed Tech formula grant allocations that are of insufficient size to be effective, and give priority to applications submitted by these LEAs.
- **Minimum grant amounts** – An SEA must award Ed Tech competitive grants that are of sufficient size and duration to carry out the purposes of the Ed Tech legislation effectively.

- **Program scope and quality** – An SEA must ensure that any program supported with Ed Tech competitive grant funds is of sufficient scope and quality to carry out the purposes of the Ed Tech legislation effectively.
- **Fiscal agent** – If an eligible local partnership receives an Ed Tech competitive award, an LEA must serve as the fiscal agent for the partnership.
- **Equitable distribution among urban and rural areas** – An SEA must ensure an equitable distribution of Ed Tech competitive grant funds among urban and rural areas, according to the demonstrated need of those LEAs serving the areas.

**May an SEA establish priorities for awarding Ed Tech competitive funds that give eligible applicants additional points for submitting proposals that address particular authorized activities?**

Yes. Consistent with the legislation and the State’s technology plan, in awarding Ed Tech competitive grant funds, an SEA may give eligible applicants a competitive preference for submitting proposals that address particular activities or initiatives authorized in the legislation.

**What is an “eligible local entity” for purposes of an Ed Tech competition?**

An eligible local entity is either a “high-need local educational agency” *or* an “eligible local partnership”. Only eligible local entities may receive Ed Tech competitive grant funds.

**What is a “high-need local educational agency”?**

A “high-need local educational agency” is an LEA that –

- (1) Is among those LEAs in the State with the highest numbers or percentages of children from families with incomes below the poverty line; *and*
- (2) Serves one or more schools identified for improvement or corrective action under section 1116 of the ESEA, or has a substantial need for assistance in acquiring and using technology.

For purposes of this program, the term “poverty line” means the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act) applicable to a family of the size involved (ESEA Section 9101(33)). (See the U.S. Census website at <http://www.census.gov/hhes/www/saipe/schooltoc.html>.)

### **What is an “eligible local partnership”?**

An “eligible local partnership” is a partnership that includes at least one high-need LEA *and* at least one of the following –

- (1) An LEA that can demonstrate that teachers in its schools are effectively integrating technology and proven teaching practices into instruction, based on a review of relevant research, and that the integration results in improvement in classroom instruction and in helping students meet challenging academic standards.
- (2) An institution of higher education that is in full compliance with the reporting requirements of section 207(f) of the Higher Education Act of 1965, as amended, and that has not been identified by the State as low-performing under that act.
- (3) A for-profit business or organization that develops, designs, manufactures, or produces technology products or services or has substantial expertise in the application of technology in instruction.
- (4) A public or private nonprofit organization with demonstrated expertise in the application of educational technology in instruction.

The partnership may also include other LEAs, educational service agencies, libraries, or other educational entities appropriate to provide local programs.

### **If an eligible local partnership receives an Ed Tech competitive grant award, which entity serves as the fiscal agent?**

Only an LEA may serve as the fiscal agent for the award.

### **May a high-need LEA submit a combined application for Ed Tech formula and competitive grant funds?**

Yes. Eligible applicants may seek both formula and competitive grants as part of a single application. Consistent with the statutory requirements, each SEA will establish its own procedures for combined applications.

### **Is the State required to assist LEAs in applying for Ed Tech competitive grant funds?**

Yes. An SEA must identify the LEAs that have the highest number or percentage of children from families with incomes below the poverty line and the greatest need for

technical assistance in developing local applications. The SEA must provide technical assistance to these LEAs. (The same requirement applies to the formula grant funds.)

## Local Application Requirements

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### **To receive Ed Tech funds, does an LEA or eligible local entity need an educational technology plan?**

Yes. Before receiving Ed Tech funds, an eligible applicant must have a new or updated long-range strategic educational technology plan that is consistent with the objectives of the statewide technology plan and that addresses the statutory local plan requirements. The applicant does not have to develop a new technology plan for the Ed Tech program, but may use its current technology plan, modified as necessary to comply with the requirements of the Ed Tech legislation.

### **What information must be included in a local application for Ed Tech funds?**

An individual local technology application (i.e., an Ed Tech program application that is not part of the consolidated local application described below) must include the following:

- **Strategies for improving academic achievement and teacher effectiveness** – a description of how the applicant will use Ed Tech funds to improve the academic achievement, including technology literacy, of all students attending schools served by the LEA and to improve the capacity of all teachers in schools served by the LEA to integrate technology effectively into curriculum and instruction.
- **Goals** – a description of the applicant’s specific goals, aligned with challenging State standards, for using advanced technology to improve student academic achievement.
- **Steps to increase accessibility** – a description of the steps the applicant will take to ensure that all students and teachers have increased access to technology. The description must include how the applicant will use Ed Tech funds to help students in high-poverty and high-needs schools, or schools identified for improvement or corrective action under section 1116 of Title I, and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- **Promotion of curricula and teaching strategies that integrate technology** -- a description of how the applicant will identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction,

based on a review of relevant research and leading to improvements in student academic achievement.

- **Professional development** – a description of how the applicant will provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
- **Technology type and costs** – a description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
- **Coordination with other resources** – a description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
- **Integration of technology with curricula and instruction** – a description of how the applicant will integrate technology (including software and electronically delivered learning materials) into curricula and instruction, and a timeline for this integration.
- **Innovative delivery strategies** – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
- **Parental involvement** – a description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology used.
- **Collaboration with adult literacy service providers** – a description of how the program will be developed, where applicable, in collaboration with adult literacy service providers.
- **Accountability measures** – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging State academic standards.
- **Supporting resources** – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print

resources, that will be acquired to ensure successful and effective uses of technology.

An LEA that seeks Ed Tech funds as part of a consolidated local application needs to include “descriptions, information, assurances, and other material that are absolutely necessary for the consideration of the local educational agency plan or application.” (ESEA Section 9305(d)) Once the Department makes the consolidated State application available, States may develop consolidated local application guidelines that are consistent with the consolidated State application requirements.

Applying for funds through a consolidated local application does *not* relieve an LEA of its obligation to have a local technology plan that meets all of the statutory requirements.

## Local Uses of Funds

### **Must an Ed Tech grant recipient use a portion of its funds to support specific types of activities?**

Yes. Each Ed Tech recipient must use at least 25 percent of its funds to provide ongoing, sustained, and intensive, high-quality professional development. (This requirement applies to both formula and competitive grant funds.) The recipient must provide professional development in the integration of advanced technologies, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments. However, the professional development requirement does not apply if the Ed Tech recipient demonstrates, to the satisfaction of its SEA, that it already provides, to all teachers in core academic subjects, such professional development, which is based on a review of relevant research. The remaining funds are to be used to carry out other activities consistent with the purposes of the program and the district’s local technology plan.

### **What other activities might a grant recipient support with Ed Tech funds?**

In implementing its local technology plan, a recipient of Ed Tech funds may support activities such as –

- Increasing accessibility to technology, particularly through public-private partnerships, with special emphasis on accessibility for high-need schools.
- Adapting or expanding applications of technology to enable teachers to increase student academic achievement, including technology literacy, through teaching practices that are based on the review of relevant research and through use of innovative distance learning strategies.

- Implementing proven and effective courses and curricula that include integrated technology and that are designed to help students reach challenging academic standards.
- Using technology to promote parental involvement and foster communication among students, parents, and teachers about curricula, assignments, and assessments.
- Preparing one or more teachers in schools as technology leaders who will assist other teachers, and providing bonus payments to the technology leaders.
- Enhancing existing technology and acquiring new technology to support education reforms and to improve student achievement.
- Acquiring connectivity linkages, resources, and services for use by students and school personnel to improve academic achievement.
- Using technology to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts.
- Implementing enhanced performance measurement systems to determine the effectiveness of education technology programs funded with Ed Tech funds.
- Developing, enhancing, or implementing information technology courses.

### **How long does an LEA have to obligate Ed Tech funds?**

The Ed Tech program is a State-administered program and is therefore governed by the fund availability provisions in the “Tydings Amendment.” These provisions require that funds be obligated by the end of the Federal fiscal year succeeding the Federal fiscal year for which the funds were appropriated. Thus, FY 2002 Ed Tech funds must be obligated no later than September 30, 2004.

## **I. Ed Tech Accountability**

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### **How will SEAs be held accountable under the Ed Tech program?**

An SEA’s State technology plan must include long-term strategies for improving student academic achievement, including technology literacy, through the effective use of technology in classrooms. These strategies must include improving the capacity of teachers to integrate technology effectively into curricula and instruction. Each SEA must develop goals for using advanced technology to improve student academic achievement, and those goals must be aligned with State standards.

To help ensure accountability for Ed Tech funds, SEAs must develop a process and accountability measures that the State will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction. These accountability measures should evaluate the impact that Ed Tech activities have had on student achievement. The legislation expressly authorizes States to

use funds that are set aside for State-level activities to develop performance measurement systems to determine the effectiveness of educational technology programs supported with Ed Tech funds. (See ESEA Section 2415(5).) As part of its monitoring and evaluation of the program, the Department intends to examine the progress that SEAs have made in integrating technology into curricula and instruction and in meeting their goals for using technology to improve student academic achievement.

### **How will LEAs and eligible local entities be held accountable under the Ed Tech Program?**

LEAs and eligible local entities must have long-range technology plans that are consistent with the objectives of their SEA's State plan. Like SEAs, they must develop strategies for improving student academic achievement through the effective use of technology in classrooms, including improving the capacity of teachers to integrate technology into curricula and instruction. Furthermore, they must set specific goals, aligned with State standards, for using advanced technology to improve student academic achievement.

To help ensure accountability for Ed Tech funds, LEAs and eligible local entities must also develop a process and accountability measures that they will use to evaluate the extent to which activities funded under the program are effective in (1) integrating technology into curricula and instruction; (2) increasing the ability of teachers to teach; and (3) enabling students to meet challenging State standards.

Because the Ed Tech program is a State-administered program, the SEA is responsible for ensuring that LEAs and eligible local entities comply with Ed Tech statutory requirements. In addition, as part of its evaluation of the program, the Department will examine the extent to which LEAs and eligible local entities have effectively used funds to meet the goals of the program.

## **Internet Safety**

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### **How do the requirements of the Children's Internet Protection Act (CIPA) affect LEAs that receive Ed Tech funds?**

Subpart 4 of the Ed Tech legislation incorporates into the ESEA the requirements of the Children's Internet Protection Act (CIPA). These provisions require LEAs to certify, under certain circumstances, that schools have adopted and are enforcing Internet safety policies. As a condition of participating in the Ed Tech program, LEAs must submit a CIPA certification form to their SEA. The CIPA requirements in the ESEA apply with respect to elementary or secondary schools that do *not* receive E-Rate discounts and for which Ed Tech funds are used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet. The CIPA requirements in the ESEA do not apply to schools that receive E-Rate discounts. (These schools are governed

by other CIPA provisions and must submit their CIPA certifications to the Federal Communications Commission.)

### **What kind of CIPA certification must an LEA file with its SEA?**

An LEA seeking Ed Tech funds must certify to its SEA that *one* of the following conditions exists –

- Every “applicable school” has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA. (An “applicable school” is an elementary or secondary school that does *not* receive E-Rate discounts and for which Ed Tech funds are used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet.)
- Not all “applicable schools” have yet complied with the requirements in subpart 4 of Part D of Title II of the ESEA. However, the LEA has received a one-year waiver from the U.S. Secretary of Education under section 2441(b)(2)(C) of the ESEA for those applicable schools not yet in compliance.
- The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet, for elementary and secondary schools that do not receive e-rate services under the Communications Act of 1934, as amended.

## **Equitable Participation of Private School Students and Personnel**

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### **Do the equitable participation requirements in Subpart 1 of Part E of Title IX of the ESEA apply to the Ed Tech program?**

Yes. The equitable participation requirements apply to the program. (See ESEA Section 9501(b)(1).)

### **What do the equitable participation provisions require LEAs and eligible local entities to do?**

LEAs and eligible local entities must engage in timely and meaningful consultation with appropriate private school officials during the design and development of programs and continue the consultation throughout the implementation of these programs. Therefore, for both Ed Tech formula and competitive awards, the consultation should begin during the development of the local grant proposals. Eligible LEAs that seek both competitive

and formula funding under Ed Tech may engage in consultations that simultaneously involve the Ed Tech competitive and formula grants.

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

## Impact of Various Flexibility Provisions on the Ed Tech Program

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### How do the principal flexibility provisions affect the Ed Tech program?

In general, the principal flexibility provisions, which are described in greater detail on the United States Department of Education's website at <http://www.ed.gov/offices/OESE/esea/index.html>, affect the Ed Tech program as follows:

- **State-Flex (ESEA Sections 6141 through 6144)**

An SEA with State-Flex authority may consolidate Ed Tech funds that are available for State-level activities and State administration with certain other State-level funds, and use those funds for any ESEA purpose in order to make adequate yearly progress and advance the educational priorities of the State and the LEAs with which the State enters into performance agreements.

Similarly, an LEA that enters into a performance agreement with its SEA in a State-Flex State may consolidate Ed Tech *formula grant funds* (not Ed Tech competitive grant funds) with certain other Federal funds, and use those funds for any ESEA purpose consistent with the SEA's State-Flex plan in order to meet the State's definition of adequate yearly progress, improve student academic achievement, and narrow achievement gaps.

- **Local-Flex (ESEA Sections 6151 through 6156)**

An LEA that enters into a Local-Flex agreement with the Secretary may consolidate Ed Tech *formula grant funds* with certain other Federal funds and, consistent with the purposes of the Local-Flex program, use those funds for any ESEA purpose in order to meet the State's definition of adequate yearly progress, improve student academic achievement, and narrow achievement gaps.

- **Transferability (ESEA Sections 6121 through 6123)**

Under this flexibility authority, an SEA may transfer up to 50 percent of the non-administrative funds that it receives under certain Federal programs to other specified programs that address more effectively its unique needs or to its allocation under Part A of Title I. This authority allows a portion of an SEA's State-level non-administrative funds to be transferred into or out of the Ed Tech program.

Likewise, an LEA (except an LEA identified for improvement or subject to corrective action under section 1116(c)(9)) may transfer up to 50 percent of the funds allocated to it *by formula* under certain other programs to its Ed Tech allocation (or to other specified allocations) or to its allocation under Part A of Title I. An LEA may also transfer up to 50 percent of its Ed Tech *formula grant funds* to certain other programs. (There are special transferability rules governing LEAs identified for improvement or corrective action.)

- **Rural Education Initiatives (ESEA Sections 6201 through 6234)**

Under the Title VI Alternative Uses of Funds Authority, an eligible LEA may combine its Ed Tech *formula grant funds* with certain other Federal funds and use the applicable funding to carry out local activities under one or more specified Federal programs. The Ed Tech program is one of the programs for which an LEA may spend all or part of its "applicable funding" as defined in section 6211(c) of the ESEA.

An eligible LEA may use funds under the Small, Rural School Achievement Program to carry out activities under a number of Federal programs, including Ed Tech.

Similarly, an LEA that receives funds under the Rural and Low-Income School Program may use those funds for activities authorized under the Ed Tech program and for other purposes.

- **Consolidation of State and local administrative funds (ESEA Sections 9201 and 9203)**

An SEA may consolidate funds made available to it for State administration under the Ed Tech program and other ESEA programs, as well as other programs that the Secretary may designate, if the SEA can demonstrate that the majority of its resources are derived from non-Federal sources. The consolidated administrative funds may be used to administer the programs included in the consolidation and for administrative activities designed to enhance the effective and coordinated use of funds under those programs.

Similarly, with approval of its SEA, an LEA may consolidate Ed Tech funds available for administration, as well as other local administrative funds, to administer the programs included in the consolidation and for uses, at the district and school levels, designed to enhance the effective and coordinated use of funds under those programs.

- **Consolidated applications (ESEA Sections through 9306)**

An SEA may seek Ed Tech funding as part of its consolidated State application. Similarly, an LEA may seek Ed Tech funding as part of its consolidated local application.

- **Schoolwide programs (ESEA Section 1114)**

Consistent with the requirements of section 1114 of Title I, an LEA may consolidate and use funds under Part A of Title I and other programs that the Secretary may designate to implement a schoolwide program in a school in which at least 40 percent of the children are from low-income families.

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