

ENHANCING EDUCATION THROUGH TECHNOLOGY (ED-TECH)—FORMULA

TITLE II, PART D

POLICY GUIDANCE

Division of NCLB Program Coordination
Texas Education Agency

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Title II, Part D—Enhancing Education Through Technology (Ed-Tech)—Formula

Purpose

The purposes of the Enhancing Education Through Technology (Ed-Tech) program are to—

- Assist LEAs 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 LEAs 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 gain the capacity to integrate technology effectively into curriculum and instruction that are aligned with State academic content and student academic achievement 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 academic courses and curricula to students in areas that would not otherwise have access to such courses and curricula, particularly to those in geographically isolated regions.
- Support local efforts to use technology to promote parent and family involvement in education and communication among students, parents, teachers, principals, and administrators.
- Support the rigorous evaluation of Title II, Part D programs, particularly regarding the impact of these programs on student academic achievement, and ensure that timely information on the results of such evaluations are widely accessible through electronic means.

Eligibility and Funding

Question 1: On what basis does the State distribute Ed-Tech formula grant funds?

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

Question 2: To which LEAs may the State award Ed-Tech formula grant funds?

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

Question 3: 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)].

Question 4: May an eligible LEA (i.e., an LEA that receives funds under Title I, Part A) 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.

Question 5: If an eligible LEA applies for formula grant funds as part of a consortium with other entities, who serves as the fiscal agent?

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

Question 6: May an educational service center that does not receive funds under Title I, Part A be awarded Ed-Tech formula grant funds?

Yes. An educational service center 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 Title I, Part A funds. In such instances, the LEA that receives Title I, Part A funds may agree to permit the educational service center to act as the fiscal agent for the Ed-Tech funds.

Uses of Funds

Question 7: May the state 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. The state may impose additional restrictions on a recipient's use of Ed-Tech formula grant funds only to the extent that those restrictions are consistent with the legislation. For example, the state could require that any equipment purchased with Ed-Tech funds meet minimum standards. On the other hand, while the state 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.

Question 8: 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 Ed-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 the state, that it already provides, to all teachers in core academic subjects, such as 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.

Question 9: 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 Ed-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.

Question 10: Do the private school 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 established in Section 9501(b)(1) apply to the program.

Question 11: What do the private school 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.