



SETDA ARRA Investments in Technology, Innovation, and K-12 Reform

The Digital Education Funding Cliff



A Preliminary Report on State Administration of the
American Recovery & Reinvestment Act of 2009:
Enhancing Education Through Technology Program

November 2010

Table of Contents

Key Facts	2
Major Findings	3
Background	4
Purpose of the Program	5
ARRA EETT Investment Highlights	6
Emerging Themes for ARRA EETT Funds	10
State Administration of the ARRA EETT Program	11
State Allocations.....	11
Program Structure.....	14
Competitive Subgrants.....	15
Formula Distribution.....	16
Timeline of ARRA EETT Expenditures.....	16
Jobs Saved or Created.....	17
Sustainability.....	17
Exhibits	
Exhibit 1. EETT Allocations by State Under the Obama Administration.....	12
Exhibit 2. State ARRA EETT Subgrants: Competition vs. Formula Distribution.....	15
Exhibit 3: Size of EETT Formula Awards: FY08 Regular Allocation vs. ARRA EETT Allocation.....	16
Appendix — ED Guidance: Examples of Uses of Ed Tech Funds	18

Key Facts

- The American Recovery and Reinvestment Act of 2009 (ARRA) made available \$650 million for the Enhancing Education Through Technology (EETT) program (ESEA Title II, Part D). Every State, the District of Columbia, the outlying territories, and the Bureau of Indian Education received an allocation and benefitted from this investment in technology for education reform.
- While the ARRA investment of \$650 million in EETT represented a welcome and needed increase in recent year investments in the program, states received greater federal investments in regular EETT allocations from FY02 to FY04. Congress originally authorized the program in 2002 through ESEA/NCLB at up to \$1 billion annually.
- ED released ARRA EETT funding and guidance to the states on July 27, 2009; that guidance encouraged states to spend ARRA EETT funds quickly, but prudently, and by no later than September 30, 2011 (i.e., within 27 months of release).
- ED guidance asked states to employ ARRA EETT funds “to implement 21st century classrooms using innovative strategies that enhance instruction, facilitate teaching and learning, and improve student achievement.... [including] to provide new and emerging technologies, create state-of-the-art learning environments, and offer additional training and support for teachers to help students achieve academically and acquire the skills needed to compete in a global economy.”
- In designing their ARRA EETT competitions, states were granted the leeway to: (a) take into account state and local education funding projections and priorities, (b) continue activities funded under prior regular year EETT allocations, and (c) consider combining or complementing ARRA EETT activities with regular FY09 and FY10 allocations or state-funded initiatives.



Major Findings



- From a preliminary review of state competitive subgrant priorities, several themes emerge: ARRA EETT funds are: (a) driving innovations in teaching and learning, (b) targeting schools and populations most in need of intensive support, and (c) scaling up state-developed innovations.
- While ESEA dictates state distribution of funds to eligible school districts, half by Title I formula and half by competition, beginning in FY06, Congress provided states the option to release regular program funds 100% competitively. In July 2009, ED released ARRA EETT guidance strongly encouraging states to award all ARRA EETT funds 100% competitively. However, in seeking to award program funds quickly some states were too far along to make the switch to a 100% competitive subgrant award model for ARRA EETT funds.
- According to a recent survey of 50 states conducted by the State Educational Technology Directors Association (SETDA), 25 states distributed 100% of their ARRA EETT allocations to school districts via one or more competitive grant programs, while the remainder of states distributed as much as 50% of their allocations via formula to school districts
- As of June 30, 2010 ED reports that 2,040 jobs were saved or created through this program and that states have drawn down 23 percent of funds available for award.
- The budget cut of nearly 65% to regular EETT funding in FY10 to \$100 million – coupled with the Obama Administration’s request to eliminate the program in FY11 and in ESEA Reauthorization – has slowed the pace of ARRA EETT implementation. While students and teachers have benefitted from the long-standing state-federal educational technology partnership in place since 1994, states are adjusting plans in a time of great uncertainty. **As of the date of publication of this report, September 30, 2011 appears to represent a very real and very steep digital education funding cliff for America’s students and teachers.**

Background

This is the first in a forthcoming series of reports documenting state administration of educational technology funding included in the *American Recovery and Reinvestment Act of 2009* (ARRA). The ARRA included a \$650 million allocation in ESEA Title II, Part D, commonly referred to as the *Enhancing Education through Technology program* (EETT). This report was prepared by the State Educational Technology Directors Association (SETDA) – the principal association representing the technology leadership of state and territorial departments of education – to provide insights into the ongoing administration of the program by the federal and state governments and to highlight emerging issues. While SETDA members perform a variety of functions within their state agencies, they also are primarily responsible for the administration of the EETT program.

SETDA collected the information and data in this report through a variety of mechanisms, including a detailed survey of states¹, personal interviews with state educational technology directors and their staff, reviews of state competitive subgrant application packages (intended to be completed by school districts within specific states), analysis of state department of education websites, and reviews of public information and data posted on the U.S. Department of Education (ED) website.

SETDA expresses its sincere appreciation to the state educational technology leaders who participated in the data collection process and report development.

In the sections that follow, this report:

- describes the legislative purpose of the program;
- provides ARRA EETT investment highlights;
- presents emerging themes for ARRA EETT funds; and
- explains the state administration of the ARRA EETT program.

For historical information on the EETT program, the activities it has funded, including best practices, please see the SETDA National Trends report series online at: <http://setda.org/web/guest/nationaltrendsreport>

¹ The survey was conducted of all 50 states and the District of Columbia from March 2010 to May 2010.



Purpose of the Program

The primary legislative purpose of the EETT program is to improve student academic achievement through the use of technology in K-12 schools. Additionally, the program aims to assist every student in crossing the digital divide by ensuring that each student is technologically literate by the end of the eighth grade and to encourage the effective integration of technology with teacher training and curriculum development to establish successful research-based instructional methods that can be widely implemented as best practices.

The Ed Tech ARRA funds provide an unprecedented opportunity for State educational agencies (SEAs), eligible local educational agencies (LEAs), eligible local entities, and schools to implement 21st century classrooms using innovative strategies that enhance instruction, facilitate teaching and learning, and improve student achievement. These additional resources enables LEAs and eligible local entities to provide new and emerging technologies, create state-of-the-art learning environments, and offer additional training and support for teachers to help students achieve academically and acquire the skills needed to compete in a global economy.

Four principles guide the distribution and use of ED's ARRA funds, including the Title II-D funds: (1) spend funds quickly to save and create jobs; (2) improve student achievement through school improvement and reform; (3) ensure transparency, reporting, and accountability; and (4) invest one-time ARRA funds thoughtfully to minimize the "funding cliff."²

The Appendix provides additional details on suggested uses of ARRA EETT funds allowable under the legislation and consistent with ARRA principles and core reform assurances.

² See *Guidance on Enhancing Education through Technology (Ed Tech) Program Funds Made Available under the American Recovery and Reinvestment Act of 2009 (July 2009)*: <http://www2.ed.gov/programs/edtech/guidance-arra.doc>

ARRA EETT Investment Highlights

Through the substantial ARRA EETT investment in technology, innovation and K-12 education reform, states were able to begin to address the pent up demand for technology-based systemic school improvement initiatives in a variety of powerful ways.

In so doing, states needed to balance a variety of factors in shaping the local use of ARRA EETT funds through the design of their competitive grant programs.³ Requirements on the use of funds included meeting the original legislative purposes of the EETT program, the overarching directive for the use of all federal stimulus funds, and the specific assurances ED promoted for the expenditure of federal education stimulus funds. In addition, states were granted the leeway to take into account state and local education funding projections and priorities, to continue activities funded under prior regular year EETT allocations, and to consider combining or complementing ARRA EETT activities with regular FY09 and FY10 allocations or state-funded initiatives.

States provided many examples of the way they are directing ARRA EETT funds to meet the four primary ARRA assurances, which are highlighted in this report.

21st Century College and Career Ready Standards: Louisiana

Louisiana's ARRA EETT HIGHTech program supports school-wide redesign efforts through the effective and expanded use of instructional technology. In particular, HIGHTech schools serve as catalysts for improving student academic achievement by developing students' abilities to utilize technology to become self-directed learners. HIGHTech schools also are comprehensively addressing the professional development needs of teachers and administrators by providing teachers with high quality, needs-based technology integration professional development focused on teaching and learning in the one-to-one environment; and building the capacity of school leaders to support the one-to-one, technology-rich learning environment through professional development. To learn more, visit: <http://dlt.doe.louisiana.gov/grants/2009-2010/EETTComp/IntroStimHighTech.aspx>

Assurance #1 – 21st Century College and Career Ready Standards: Making progress toward rigorous college- and career-ready standards and high-quality assessments that are valid and reliable for all students, including English language learners and students with disabilities.

21st Century College and Career Ready Standards: Maine

ARRA EETT funds in Maine are being used to enhance the awareness of open educational resources (OER), including identifying and aligning existing resources. Specifically, Maine seeks to foster the creation or development of content specific communities to support student achievement and create more effective teachers through the following key

³ States are significantly constrained in their ability to direct the local use of EETT formula funds.

initiatives: identifying open educational resources to support the integration of technology in teaching and learning in Maine's Learning Results (MLR) program; training qualified teachers in the development of fully accessible open education resources; and supporting the development, application and evaluation of open educational resources. To learn more, visit: <http://www.maine.gov/education/nclb/tiid/09rfp2q-a.html>

21st Century College and Career Ready Standards: Pennsylvania

The primary purpose of the Pennsylvania ARRA EETT funding is to create 21st Century learning environments by providing laptop computers, electronic whiteboards, other instructional equipment and instructional coaching to teachers to improve teaching strategies to meet today's learners and to prepare them for a competitive global society. In these technology rich classrooms, students are given opportunities to develop 21st Century skills such as collaboration, problem solving, creativity and innovation. Teachers and school leaders participate in extensive professional development to learn how to use technology and to design learning experiences that foster the development of critical thinking, 21st Century skills, and responsibility for learning. This grant program builds upon the state-funded Classrooms for the Future project. To learn more, visit: http://www.portal.state.pa.us/portal/server.pt/community/classrooms_for_the_future/475/about_cff/202788

21st Century College and Career Ready Standards: Kansas

The Kansas ARRA EETT Technology Rich Classroom (TRC) program is built upon Kansas' TRC model developed over the last 7 years. The purpose of the program is to provide evidence that technology, when integrated into a 21st Century learning environment and supported by strong, on-going professional development, can produce positive changes that result in improved student learning. Kansas required LEAs to develop a collaborative team to build capacity to integrate technology into the classroom using research-based instructional methods; provide professional development; and provide data to support academic achievement through the use of technology in schools. The goal of this program is to enhance student knowledge of reading, math, and/or science through 21st Century context, to improve teacher technology skills, use those improved skills to enrich standards-based instruction, engage students, and encourage higher order thinking. To learn more, visit: <http://www.kansastrc.org/>

Data and Learning Management Systems: Michigan

Michigan's Improving Instruction through Regional Data Initiatives program goal is to utilize state and local student data systems to provide teachers with real-time access to student data at the classroom level in order to inform instructional decisions. Every Michigan educator will have the opportunity to differentiate and individualize instruction to improve student achievement. The Michigan Department of Education

Assurance #2 – Data and Learning Management Systems: Establishing pre K to college and career data systems that track progress and foster continuous improvement.



awarded 8 grants to consortia of Independent School Districts for the purpose of establishing and leading their constituent LEAs in the use of existing programs of web-based tools, services, and resources through professional development activities that identify, connect, and combine diverse educational data elements in meaningful ways to inform, individualize, and therefore improve instruction. To learn more, visit: http://www.michigan.gov/mde/0,1607,7-140-28753_38684_28762---,00.html

Data and Learning Management Systems: New Mexico

The New Mexico Building Blocks project is a comprehensive study measuring the effect of a technology infused, data driven process to improve student performance and teacher effectiveness in reading language arts. The target for the study is elementary and middle schools with priority for school improvement campuses. Building Blocks focuses on supporting teachers as they redesign curriculum to integrate technology into inquiry-based, student-centered, interdisciplinary, collaborative teaching practices that result in higher levels of student performance. To learn more, visit: <http://www.ped.state.nm.us/EdTech/index.html>

Teaching Effectiveness and School Improvement Practices: South Dakota

South Dakota's ARRA EETT Stimulating Innovation grant encourages the effective integration of technology through high quality professional development models. It was designed to enhance 21st Century skills instruction and improve student academic

Assurance #3 – Teaching Effectiveness and School Improvement Practices: Making improvements in teacher effectiveness and in the equitable distribution of qualified teachers, particularly students who are most in need.

achievement and encourages using models that can be widely implemented as best practices by state and local educational agencies. The four main goals of the project are to increase student achievement through the use of technology; build capacity for 21st century skills in staff and students; increase the level of technology integration among staff and students; and advance development of system wide integration programs. To learn more, visit: <http://doe.sd.gov/oats/titleIpartd.asp>

Teaching Effectiveness and School Improvement Practices: North Carolina

North Carolina's IMPACT model is a technology immersion school reform program with an intense focus on collaborative planning and professional development. ARRA EETT grants provide continuation funding to schools and districts using the IMPACT model. All schools must participate in a professional development pilot on formative assessment and other accountability and curriculum reform effort initiatives; participate in an online professional learning community and yearlong leadership training; and attend one-to-one workshops on teaching with technology. Districts report that teacher retention is 65 percent higher when using the IMPACT model; students demonstrated that they are one-third more likely to improve one full grade level; and the odds that IMPACT students would go from non-passing to passing status over three years were 42 percent higher than for comparison students. To learn more, visit: http://it.ncwiseowl.org/resources/i_m_p_a_c_t/

Effective Interventions and Intensive Support: Montana

Montana's Technology Integrated Classroom That Optimizes Curriculum (TIC TOC) regional technology partnership improves student academic achievement at low-performing schools by effectively integrating technology in teaching and learning in high-poverty, high-needs districts. The collaborative includes 11 high-poverty, high-need schools; technologically proficient mentors from the University of Montana; an internet safety expert; and six instructional technology specialists trained through TIC TOC. The University of Montana pre-service teachers will work with master teachers and Montana's partners with technology infusion. Researchers will evaluate the effects of the program, documenting the success of student academic achievement gains as measured by standards-based assessments. To learn more, visit: <http://tictocmt.org/>

Assurance #4 – Effective Interventions and Intensive Support: Providing intensive support and effective interventions for the lowest-performing schools.



Effective Interventions and Intensive Support: Arizona

The Arizona Department of Education EETT team required LEAs to augment ARRA EETT funding with at least 20 percent additional funding from other program areas such as Title I, II, or III to help LEAs create a coordinated approach for using educational technology to address student achievement gaps among high need students. The team worked closely with other federal programs to integrate educational technology planning in LEA consolidated plans. This integrated planning across all federal program areas helps LEAs to focus educational technology use on essential ESEA goals and to align strategies across program areas so they support one another. To learn more, visit: <http://www.ade.az.gov/technology/eett/default.asp>

Emerging Themes for ARRA EETT Funds

While future SETDA reports will describe the work accomplished – and difference made – through the use of ARRA EETT funds, several themes emerge from a preliminary review of state competitive subgrant priorities:

ARRA EETT funds are driving innovations in teaching and learning: Most states are focusing the use of ARRA EETT funds on a variety of approaches to transform teaching and learning, including supporting the development of state-of-the-art classroom learning environments, supporting the transition of analog curricula and instructional materials to digital, increasing the use of formative assessment data, and helping educators to make appropriate and effective use of new and emerging technologies, applications, and collaborative tools.

ARRA EETT funds are scaling up state-developed innovations: ARRA EETT funds enabled states to leverage existing strong collaborative networks fostered through SETDA and other organizations to scale up successful state-developed innovations. Well-established and researched programs, including the Maine Learning Technology Initiative (MLTI), the enhancing Missouri's Instructional Networked Teaching Strategies (eMINTS) program, North Carolina's IMPACT, and the Texas Immersion Pilot (TIP) all served as models for other states.

ARRA EETT funds are targeting schools and populations most in need of intensive support: Many states are directing ARRA EETT funds toward low-performing schools and special needs populations, including low-income students, special education students, and English language learners (ELLs). One mechanism states have employed is encouraging or requiring collaboration among other federal education programs at the local level, including Title I.

GAO reports that 47 percent of surveyed LEAs spent more than 25 percent of their Title I ARRA funds on purchasing computer technology, purchasing instructional materials, and providing professional development for instructional staff. GAO also reports that 40 percent of surveyed LEAs spent over 25 percent of IDEA ARRA funds on these items.⁴

State Administration of the ARRA EETT Program

This section explains the state administration of the ARRA EETT program and includes information on state allocations; program structure; competitive subgrants; formula distribution; timeline of expenditures; jobs saved or created; and sustainability.

State Allocations

Exhibit 1 provides an overview of ARRA EETT allocations by state, compared with FY09 – FY11 funding figures. Note that the FY11 figures represent the Obama Administration’s budget request and not the actual appropriation, which has yet to be determined by Congress.⁵

ARRA EETT funds were released to the states on July 29, 2009 and must be obligated by September 30, 2011, simultaneous with FY09 regular program funds. Regular year appropriations follow the same pattern and remain available for obligation for 27 months (beginning in July of each year).

4 U.S. Government Accountability Office (September 2010). Recovery Act: Opportunities to Improve Management and Strengthen Accountability over States’ and Localities’ Uses of Funds GAO-10-999. Retrieved September 28, 2010 from <http://www.gao.gov/new.items/d10999.pdf>. Note that the GAO survey included 16 selected states, certain localities in those states, and DC. These jurisdictions are estimated to receive about two-thirds of the intergovernmental assistance available through the Recovery Act.

5 As of the date of this report, Congress has not yet passed an FY11 education budget. Both the House and Senate have broken from the Administration’s request to eliminate EETT and have included \$100 million for the program in their respective appropriations bills. The FY11 Congressional budget figures are subject to change.

Exhibit 1. EETT Allocations by State Under the Obama Administration: ARRA, FY09 Actual, FY10 Estimated, and FY11 Requested

State or Other Area	Recovery Act (ARRA) (\$)	FY09 Actual (\$)	FY10 Estimate (\$)	FY11 Request (\$)
Alabama	10,451,213	4,249,580	1,419,993	0
Alaska	3,209,375	1,305,843	483,875	0
Arizona	12,454,386	5,064,080	1,984,342	0
Arkansas	7,125,783	2,900,379	1,016,993	0
California	71,578,424	29,135,304	11,478,598	0
Colorado	7,032,633	2,862,397	1,010,597	0
Connecticut	4,614,065	1,876,159	742,420	0
Delaware	3,209,375	1,305,843	483,875	0
District of Columbia	3,209,375	1,305,843	483,875	0
Florida	30,195,950	12,288,102	4,800,373	0
Georgia	22,044,403	8,973,280	3,401,363	0
Hawaii	3,209,375	1,305,843	483,875	0
Idaho	3,209,375	1,305,843	483,875	0
Illinois	26,497,894	10,786,097	3,945,919	0
Indiana	10,921,523	4,445,467	1,613,635	0
Iowa	3,344,836	1,361,594	513,073	0
Kansas	4,528,493	1,841,361	674,163	0
Kentucky	9,899,923	4,029,567	1,494,296	0
Louisiana	12,145,171	4,943,664	1,953,971	0
Maine	3,209,375	1,305,843	483,875	0
Maryland	8,526,689	3,467,160	1,198,469	0
Massachusetts	10,545,670	4,283,485	1,413,323	0
Michigan	24,409,625	9,935,515	3,459,025	0
Minnesota	6,117,378	2,489,933	841,828	0
Mississippi	8,507,492	3,459,413	1,316,853	0
Missouri	9,731,919	3,961,574	1,566,717	0
Montana	3,209,375	1,305,843	483,875	0
Nebraska	3,209,375	1,305,843	483,875	0
Nevada	4,235,108	1,722,107	603,019	0
New Hampshire	3,209,375	1,305,843	483,875	0
New Jersey	11,972,572	4,867,746	1,952,311	0
New Mexico	5,138,804	2,091,675	740,572	0
New York	55,621,510	22,615,885	8,136,273	0
North Carolina	16,337,364	6,648,333	2,503,939	0

North Dakota	3,209,375	1,305,843	483,875	0
Ohio	23,863,457	9,713,176	3,473,841	0
Oklahoma	7,019,163	2,854,011	1,068,246	0
Oregon	6,004,508	2,444,356	964,088	0
Pennsylvania	25,302,703	10,296,711	3,788,089	0
Rhode Island	3,209,375	1,305,843	483,875	0
South Carolina	9,149,805	3,724,340	1,430,108	0
South Dakota	3,209,375	1,305,843	483,875	0
Tennessee	12,258,365	4,984,510	1,804,190	0
Texas	59,515,765	24,219,397	8,794,917	0
Utah	3,209,375	1,305,843	483,875	0
Vermont	3,209,375	1,305,843	483,875	0
Virginia	10,783,251	4,389,088	1,657,012	0
Washington	8,686,500	3,535,710	1,249,209	0
West Virginia	3,950,012	1,607,888	589,992	0
Wisconsin	9,146,384	3,722,810	1,200,844	0
Wyoming	3,209,375	1,305,843	483,875	0
American Samoa	824,848	335,618	126,036	0
Guam	1,017,144	413,859	148,821	0
Northern Mariana Islands	299,619	121,910	45,782	0
Puerto Rico	24,075,634	9,789,130	3,714,274	0
Virgin Islands	1,108,389	450,985	169,361	0
Indian set-aside	4,875,000	1,983,559	735,000	0
Undistributed (non-State allocations)	0	5,397,440	2,000,000	0
Total	650,000,000	269,872,000	100,000,000	0

Source: ED (2010): <http://www2.ed.gov/about/overview/budget/statetables/index.html>. Retrieved October 14, 2010.





Program Structure

EETT funds are granted to SEAs based upon their proportionate share of funding under Title I, Part A. States may retain up to 5% of their allocations for state level administrative and technical assistance activities and must distribute the balance to LEAs and other eligible local entities.

Legislation dictates state distribution of funds to eligible school districts and other entities - half by Title I formula and half by competition.⁶ While the inclusion of an EETT allocation in ARRA did not change the legislative mandate for the program, in July 2009 ED provided guidance on how it intended states to invest one-time ARRA program funds.

In most states, the competitive grant application preparation and approval process runs for a minimum of three months. Given that ED program guidance was not available until the end of July 2009, some states were already through the preparation and approval process and did not award their ARRA EETT subgrants competitively. It is important to note that these states did not ignore the guidance but were too far along in their program delivery and distribution of ARRA EETT funds to make the switch to a 100% competitive subgrant award model.

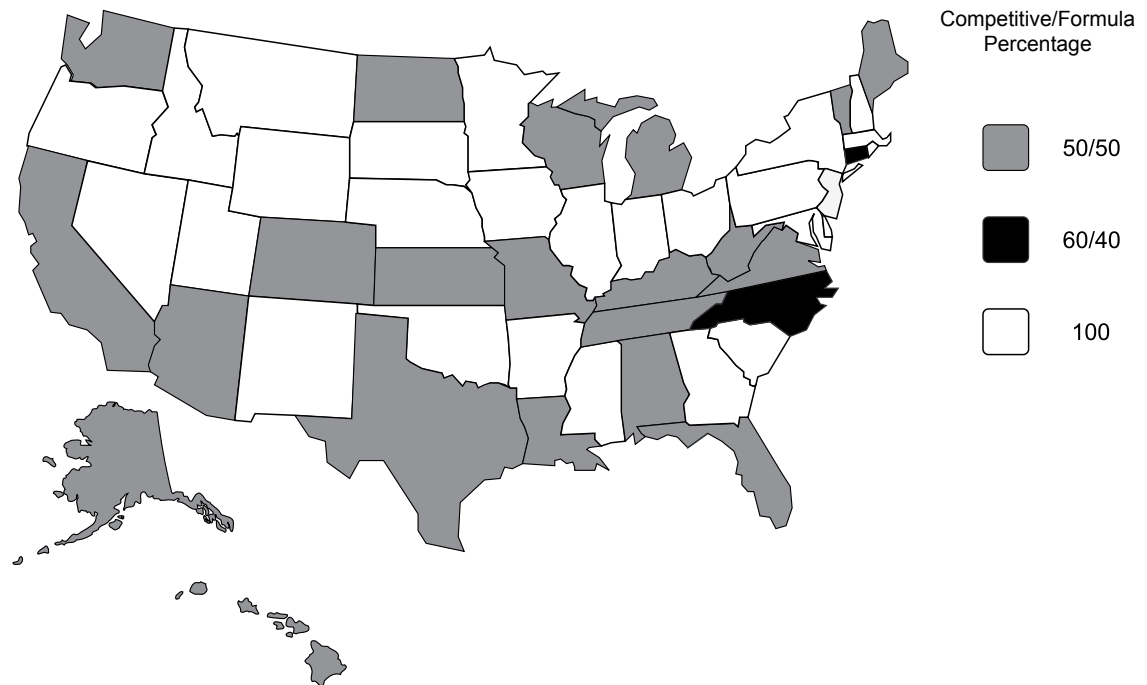
A state may award up to 100 percent of the subgrant funds on a competitive basis. ED strongly encouraged states to award all of the funds competitively, hoping that larger competitive grants would potentially have a greater impact than smaller formula grants awarded across more districts.

Similar to the federal administration of other ARRA competitive programs, like Race to the Top and Investing in Innovation (i3), states needed time to determine their competitive grant priorities and prepare request for proposals (RFPs). Thoughtful preparation lead to programming designed to meet local needs, as well as specific ARRA assurances and requirements.

⁶ Since 2006, through the appropriation process, Congress has allowed states to award all regular EETT funds on a competitive basis.

Exhibit 2 shows how states chose to distribute their ARRA EETT funds to LEAs and other eligible local entities. Twenty-five states elected to distribute all ARRA EETT funds competitively, nearly double the number of states (25 vs. 13) that distributed all EETT funds competitively for FY08.

Exhibit 2. State ARRA EETT Subgrants: Competition vs. Formula Distribution



Competitive Subgrants

A total of 62 competitions were reported across 45 states responding to SETDA information requests. Eleven states opted to hold multiple competitions.

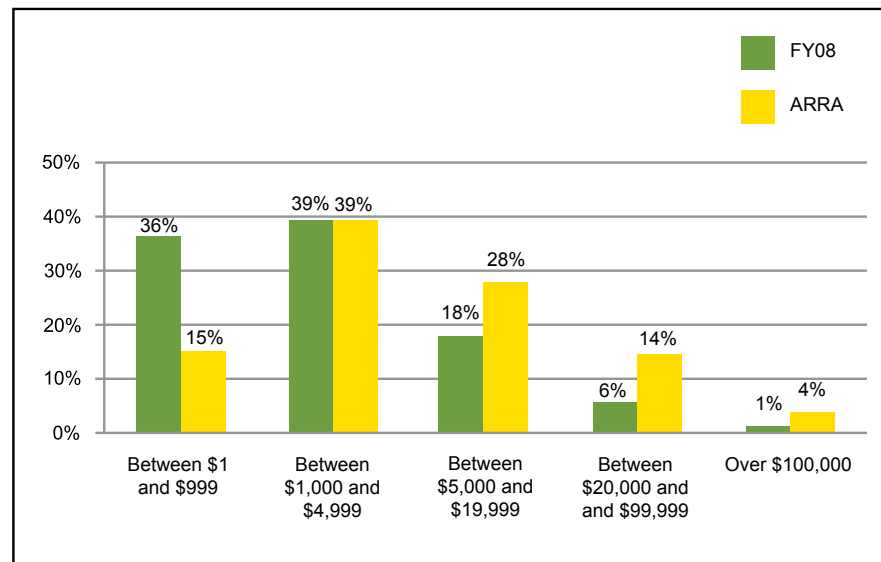


Formula Distribution

Among the 25 states that reported distributing educational technology formula funds to school districts via ARRA EETT, the increase in ARRA EETT funding over the FY08 regular year allocation – ARRA EETT funding was 160% more than the FY08 allocation – allowed states to make larger dollar awards. These larger award sizes helped to decrease the number of small formula subgrants (i.e., formula awards under \$20,000 per district).

As shown in Exhibit 3, formula awards of less than \$1,000 dropped from 36% of all formula awards in FY08 to 15% of awards for ARRA EETT, and awards over \$20,000 increased from 7% of all formula awards in FY08 to 18% for ARRA EETT funds.

Exhibit 3: Size of EETT Formula Awards: FY08 Regular Allocation vs. ARRA EETT Allocation



N=37 states for FY08 and 20 states for ARRA

Source: SETDA Survey of States, May 2010; National Educational Technology Trends 2010: Innovation through State Leadership, <http://www.setda.org/web/guest/2010NationalTrends>

Timeline of ARRA EETT Expenditures

According to ED, as of June 30, 2010 states had drawn down a total of \$147 million of the \$641 million dollars available for award under ARRA EETT or 23 percent. These expenditures represent all program funding used to provide professional development, purchase hardware, software

If ED reported ARRA EETT obligated funds – that is, the figure that local school districts have plans for and are in the process of spending – the figure would be significantly higher. This is important to note given that in many states ARRA EETT competitive awards were not made until most of the way through the 2009 – 2010 school year.

or services, and to pay for salaries and wages. It represents actual dollars spent and not dollars awarded or in the process of being spent whether distributed to eligible local entities via formula or one or more competitions.

At the same time, to compensate for the precarious future of federal support for educational technology (i.e., a 65% cut in regular EETT funding for FY10 and the proposed elimination of the program in the Administration's FY11 budget request and ESEA reauthorization blueprint), SEAs reported an intent to reserve ARRA EETT funds for the 2010-2011 school year. The SETDA survey of states collected information on the target completion dates for ARRA EETT funds. Many states anticipate that their LEAs will not completely expend ARRA EETT grants until at least April 2011 if not later.

Jobs Saved or Created

As of June 30, 2010, states reported creating or saving 2,040 jobs. Types of jobs created include teachers, instructional assistants, technology integration specialists, technology coordinators, technology coaches, general support staff, and IT support staff.

Contractual issues and grant cycles have pushed most new positions to begin after July 1, 2010 to better coincide with both school calendar years and most state fiscal years. Consequently, most states are expecting to report an increase in the number of jobs created or saved via ARRA EETT funds in the future.

Sustainability

While the ARRA EETT funds provide states and LEAs with an influx of funding for educational technology - providing an unprecedented opportunity to implement innovative strategies to improve education for all students - issues of sustainability arise due to the impending funding cliff. As of the date of this report, Congress has not yet passed an FY11 education budget; however, both the House and Senate have included \$100

million for EETT in their respective appropriations bills, \$550 million less than ARRA EETT funding. Upon review of state competitions, many states report encouraging LEAs to develop sustainability plans for program activities to ensure that the goals of the ARRA EETT funded grant programs continue beyond the grant period and into the future.

States report that LEAs are building capacity by: (1) Purchasing equipment and software that will serve students for many years, (2) Developing digital content and open educational resources that can be shared with other districts, (3) Creating ongoing professional development programs to increase the capacity of educators, and (4) Building the leadership and knowledge base for educational technology.

Appendix

ED Guidance: Examples of Uses of Ed Tech Funds⁷

Examples of potential uses of Ed Tech ARRA funds that are allowable under EETT (Title II, Part D) and consistent with ARRA principles and core reform assurances include the following:

1. Teaching Effectiveness and School Improvement Practices
2. Data and Learning Management Systems
3. 21st Century College and Career Ready Standards
4. Effective Interventions and Intensive Support

Teaching Effectiveness and School Improvement Practices:

- Implementing software, including open-source, that has been shown to be effective for interpreting formative student assessments and curriculum-based measurements, identifying individual learning needs, and changing instructional practices in order to personalize learning and increase student academic achievement;
- Using school-based technology coordinators and coaches to provide support, technical assistance, and professional development for teachers implementing and integrating technology into the classroom and instruction; and
- Measuring and tracking the impact of research-based professional development on teachers' ability to increase students' technology literacy and their reading, writing, and communication skills.

Data and Learning Management Systems:

- Acquiring systems to collect and manage data in order to inform teacher practices and personalize learning for individual student needs through effective use of interim assessments and curriculum-based measurements;
- Developing online formative assessment systems to provide teachers with data that can inform instruction on an ongoing basis as well as drive decisions related to curriculum development, instruction, and professional development; and
- Implementing a learning management system (LMS) using commercial, open-source, or free software services (e.g., social software systems) to enable teachers to better manage instructional practices, organize subject-matter content, and support classroom communication and collaboration.
- Creating or expanding components of Statewide Longitudinal Data Systems to inform areas such as curriculum development, professional development and instruction.

⁷ Excerpted from *Guidance on Enhancing Education through Technology (Ed Tech) Program Funds Made Available under the American Recovery and Reinvestment Act of 2009 (July 2009)*: <http://www2.ed.gov/programs/edtech/guidance-arra.doc>

21st Century College and Career Ready Standards:

- Using project-based learning in classroom instruction to prepare students for the increasingly complex life and work environments of the 21st century, which will require high levels of creativity and innovation, critical thinking and problem solving, and collaborative reading, writing, and communication;
- Making innovative use of computing and communication technologies, Web services, interactive whiteboards, handheld technology, simulations, online games, student response units, online learning courseware, open-source resources, digital media, and mobile computing devices that can facilitate access to rigorous interactive content and support interactive pedagogical practices, especially for students in geographically isolated areas who would not otherwise have access to such courses;
- Developing activities to promote, implement, or expand the use of emerging technologies to deliver educational content in schools, including digital media, audio and video podcasting, collaborative learning environments, online communication tools, and eLearning resources; and
- Providing new opportunities for elementary and secondary school students to use high-quality, online courseware and learning activities for meeting mathematics and science requirements.

Effective Interventions and Intensive Support:

- Developing performance measurement systems to evaluate the effectiveness of programs supported with Ed Tech funds in order to inform action to strengthen, modify, or discontinue programs based on evaluation results;
- Developing and implementing activities that are being carried out with other ARRA funds as well as other Federal, State, and local sources in order to effectively integrate the use of technology as part of an overall education reform strategy;
- Acquiring technology that is accessible to all students, including students with disabilities and English language learners.
- Acquiring and training teachers to use instructional software, technology-enabled white boards, and other interactive technologies that have been shown to be effective aids for instruction, particularly for English language learners, students with disabilities (see: <http://www.rfcnetwork.org/content/view/340/47/#technology>), and both struggling and advanced learners; and
- Providing secondary school students with access to high-quality, open/free or commercial online courseware and instructional learning activities in core subject areas and also to deliver specialized rigorous academic course curricula (including Advanced Placement courses) not otherwise available to students.

The State Educational Technology Directors Association (SETDA) is the principal association representing the technology leadership of U.S. state and territorial departments of education. The SETDA membership includes educational technology directors from the state departments of education of all fifty states, the District of Columbia, Bureau of Indian Affairs, American Samoa, and the U.S. Virgin Islands. Visit <http://www.setda.org> for more information.



This work is licensed under the Creative Commons Attribution 3.0 Unported License. To view a copy of this license, visit <http://creativecommons.org/licenses/by/3.0/> or send a letter to Creative Commons, 171 Second Street, Suite 300, San Francisco, California, 94105, USA.