



## A State Profile: Idaho

Enhancing Education through Technology, NCLB Title II, Part D: Year Three in Review

States across the nation are leveraging the federal funding for technology through the No Child Left Behind, Title II, Part D program to close the achievement gap and reduce the digital divide. Each year the State Educational Technology Directors' Association (SETDA) conducts a national survey of state technology directors that serves as a basis for their annual Trends report. This series of state profiles highlights key findings in each state and Washington DC.

<p><b>Idaho At A Glance:</b></p> <p><b>School District Awards</b> Number of School Districts: 116 Eligible for NLCB IID: 116</p> <p><b>NCLB IID Allocations:</b></p> <table border="1" data-bbox="269 1018 836 1192"><thead><tr><th>Fiscal Year</th><th>NCLB II D Allocation</th></tr></thead><tbody><tr><td>Round 1: FY02</td><td>\$3,075,155</td></tr><tr><td>Round 1: FY03</td><td>\$3,214,970</td></tr><tr><td>Round 1: FY04</td><td>\$3,304,308</td></tr></tbody></table> <p><b>Grants Awarded in Round 3 (FY04)</b> Formula Grants: 116 Competitive Grants: 24</p> <p><b>State Comments:</b> None</p>	Fiscal Year	NCLB II D Allocation	Round 1: FY02	\$3,075,155	Round 1: FY03	\$3,214,970	Round 1: FY04	\$3,304,308	<p><b><i>A Note from SETDA:</i></b></p> <p>The technology funding from the No Child Left Behind, Title II D program directly supports NCLB goals in three distinct ways:</p> <ul style="list-style-type: none"><li>• Closing the achievement gap by providing access of software, online resources, and virtual learning aligned to academic standards for instruction and learning.</li><li>• Supporting the development of highly qualified teachers by providing online courses, communities of practice, and virtual communication that ensure flexibility and access.</li><li>• Enhancing data systems to ensure that educators can utilize real-time data to inform sound instructional decisions and ensure that schools meet AYP.</li></ul>
Fiscal Year	NCLB II D Allocation								
Round 1: FY02	\$3,075,155								
Round 1: FY03	\$3,214,970								
Round 1: FY04	\$3,304,308								

The reader should note that the contents of the 2006 National Trends Report represents the Round 3 (2003-2004) allocated funds and does not represent the impact of the 2005 and 2006 federal budget cuts. To access the SETDA series of national reports visit [www.setda.org](http://www.setda.org) and [www.nctet.org](http://www.nctet.org).

**State Policies on Educational Technology:**

Each state was asked to comment on state policies in educational technology.

Survey Question: Indicate your state’s policy support for online learning by students.

The following options were checked by Idaho:

- Your state operates a program that provides virtual learning directly to secondary school students.

**State Policies to Align Technology to School Improvement:**

Survey Question: Indicate which steps your state has taken/is taking to systemically integrate technology into the school improvement processes in the state:

The following options were checked by Idaho:

- Your state encourages school districts and schools to address technology planning and school improvement planning as a single process
- Your state encourages school districts to include technology integration in school improvement processes
- Your state encourages that technology planning be based on school improvement goals.
- Your state encourages schools and districts to include technology as an instructional resource and delivery system.

**State Policy for Educational Technology that has resulted in the most effective uses of technology in the classroom:**

No data available

**National Trends: NCLB II D Transfers of Funds**

NCLB II D grant recipients can (within guidelines) transfer funds between programs. This chart represents the transfers reported by all SETDA respondents for Rounds 1-3.

Overall Transfers as Reported by State Technology Directors

Round	Transferred IN	Transferred Out	Net Gain/Loss
Round 1 (FY02)	\$4,257,733	\$1,934,431	\$2,323,303
Round 2 (FY03)	\$3,087,476	\$3,096,308	-\$8,831
Round 3 (FY04)	\$6,070,630	\$2,783,732	\$3,286,898

EETT Fund Transfers in Idaho

Round	Transferred IN	Transferred Out	Net Gain/Loss
Round 1 (FY02)			
Round 2 (FY03)			
Round 3 (FY04)			

**Idaho Program Priorities for Round 3 (FY04)**

A number of priorities were outlined in the NCLB II D policy. The chart below lists the priorities for Idaho’s grant programs in Round 3.

Formula Grant Priorities (FY04)	Competitive Grant Priorities (FY04)
1. Develop experts	1. Develop experts
2. Increase Access	2. Technology
3. Professional Development	3. Networking and Infrastructure
4. Assessment	4. Assessment
5. Technology	5. Professional Development

**Idaho Formula Grants**

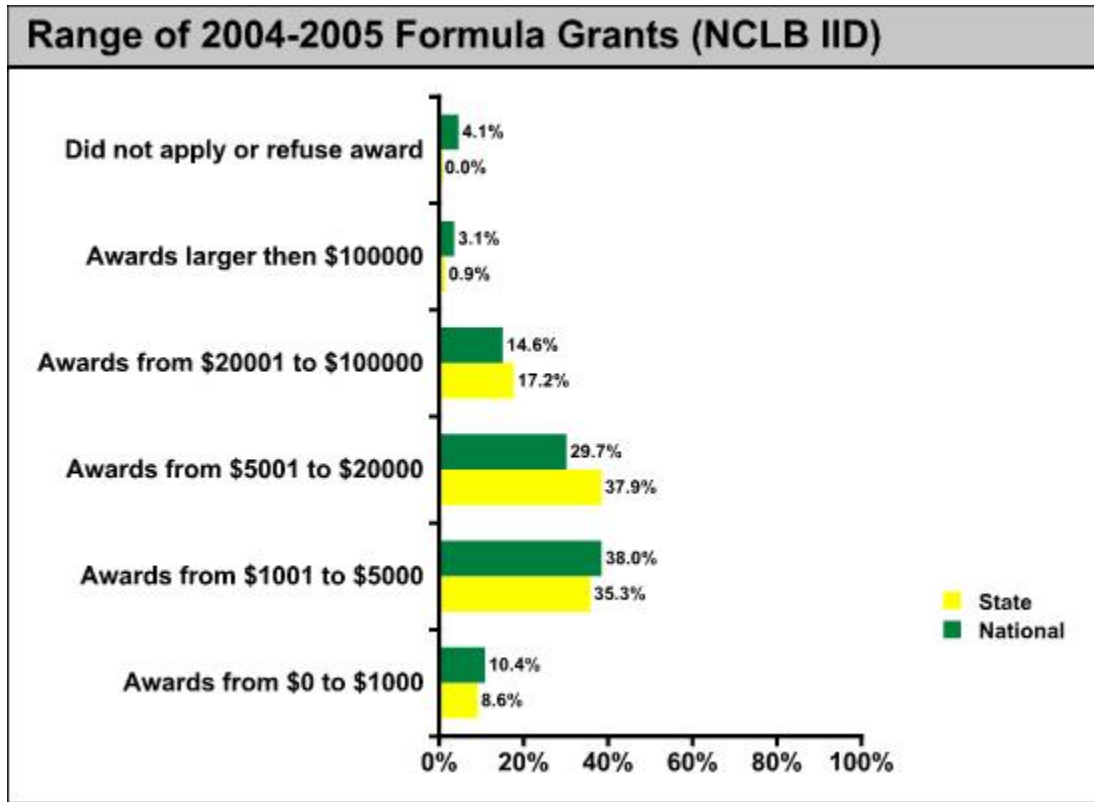
Approximately 50% of the NCLB II D funds are allocated annually to formula grants. Idaho reported the following information on their administration of this program for Round 3, FY04.

**Release Date for FY04:** 10/5/2004

**Number of Grants Awarded:** 116

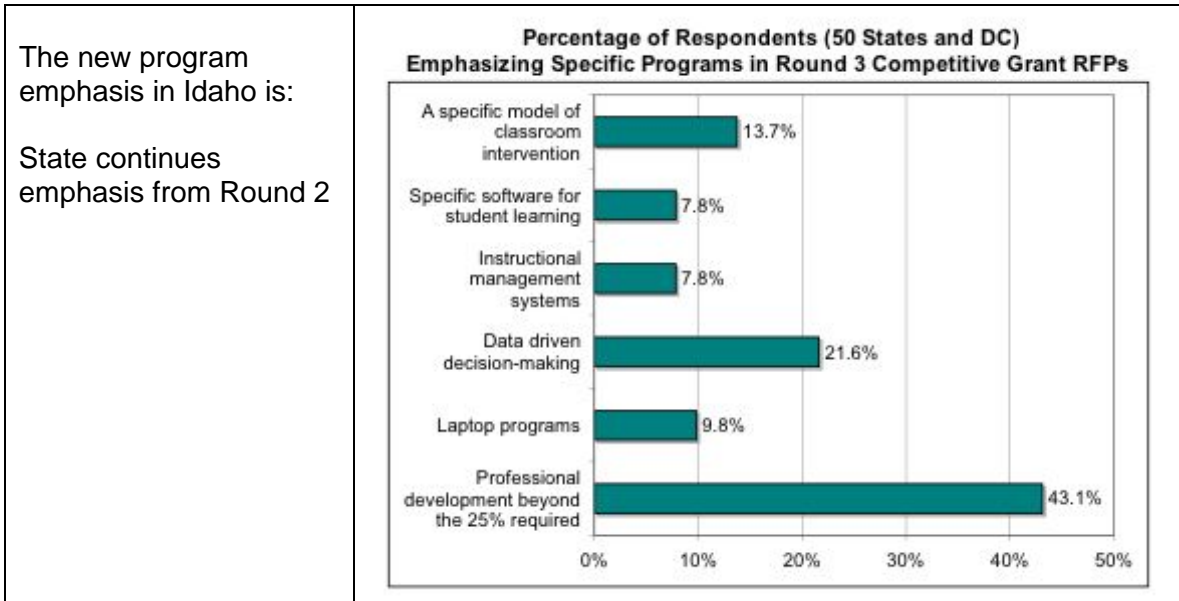
**Range of Award:** \$36 to \$139,169

Range of 2004-2005 Formula Grants in Idaho



### Program Emphasis for Competitive Grants in Idaho

Some states have identified specific program guidelines for their NCLB II D competitive grant programs. The chart on the right shows trends across the nation. The list on the left includes any new program emphases in Idaho.



### Research Emphasis

Policymakers are increasingly interested in the impact of the NCLB II D funds on student learning. States are reporting the following data related to research activity with their NCLB II D funds in Round 3.

### Idaho's Requirements in FY04 competitive grants:

No data available

### Have recipients used these funds to conduct impact studies?

No

### How will your state measure the impact of its competitive grant program on student achievement?

AYP indicators since the schools are using these funds to support getting students at a proficiency level on the Idaho Standards Achievement Test (ISAT).

### NCLB II D in Action

**This is one example in Idaho where EETT is making a difference in teaching, learning, and closing the digital divide.**

Idaho's Read Out Loud is a research-based project that improves students' reading proficiency, while providing teachers with enhanced opportunities to integrate technology into their reading and language arts curriculums. The project utilizes paired reading, echo reading, choral reading, and reading with talking books as well as interactive reading/language arts CDs and web sites as avenues to provide support for less fluent

readers, while enhancing proficient readers' skills. By increasing students' proficiency in reading, proficiency is affected in all other curricular areas.

For further information visit <http://www.setda.org> or <http://nctet.org>.  
Report produced by Metiri Group.