



A State Profile: Pennsylvania

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.

Pennsylvania At A Glance:

School District Awards

Number of School Districts: 664
Eligible for NLCB IID: 567

NCLB IID Allocations:

Fiscal Year	NCLB II D Allocation
Round 1: FY02	\$22,784,432
Round 1: FY03	\$23,425,221
Round 1: FY04	\$22,235,814

Grants Awarded in Round 3 (FY04)

Formula Grants: 587
Competitive Grants: 69

State Comments:

We provided 100 mini-grants to schools for the second year to implement strategies for technology integration at the teacher and student levels that directly impact student performance. The projects included the use of handheld technologies in order to create an easily replicable model that supports an inexpensive and versatile technology. We sponsored Keystones, a new program that celebrates classroom teachers throughout Pennsylvania. Nearly 500 teachers were identified for their ability to effectively infuse technology into their instruction. These Keystones have had opportunities to participate in ongoing professional

A Note from SETDA:

The technology funding from the No Child Left Behind, Title II D program directly supports NCLB goals in three distinct ways:

- Closing the achievement gap by providing access of software, online resources, and virtual learning aligned to academic standards for instruction and learning.
- Supporting the development of highly qualified teachers by providing online courses, communities of practice, and virtual communication that ensure flexibility and access.
- Enhancing data systems to ensure that educators can utilize real-time data to inform sound instructional decisions and ensure that schools meet AYP.

<p>development activities through which they develop a network of colleagues from across the Commonwealth. Approximately 100 Keystones participated in the Keystones Summit. The Summit brought together an inspiring group of Keystones to learn from a distinguished group of administrators, speakers and facilitators. The Keystones engaged in hands-on workshops with topics such as differentiating instruction and teaching in the 21st Century.</p>	
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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 and 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 Pennsylvania: None

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 Pennsylvania:

- 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 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 Pennsylvania

Round	Transferred IN	Transferred Out	Net Gain/Loss
Round 1 (FY02)			
Round 2 (FY03)	\$640,369	\$271,941	\$368,428
Round 3 (FY04)	\$359,450	\$167,712	\$191,738

Pennsylvania 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 Pennsylvania’s grant programs in Round 3.

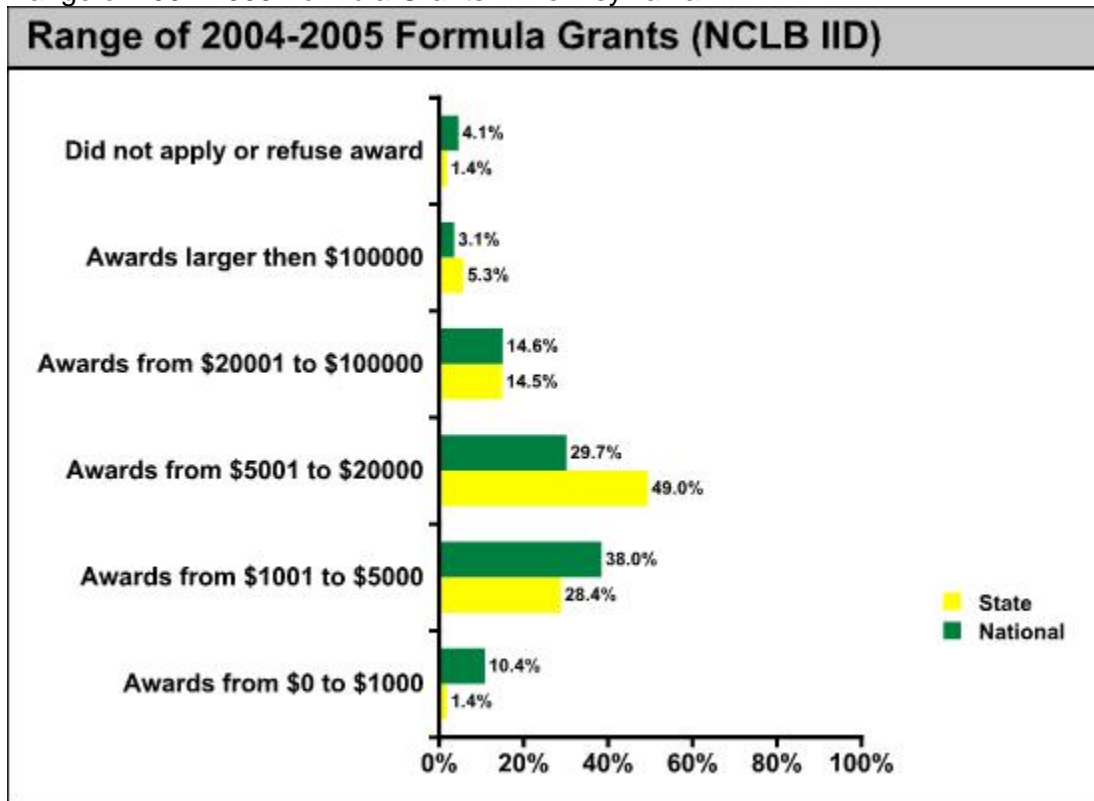
Formula Grant Priorities (FY04)	Competitive Grant Priorities (FY04)
1. Professional Development	1. Professional Development
2. Increase Achievement and Technology Literacy	2. Proven Learning and Technology Solutions
3. Technology	3. Develop experts
4. Assessment	4. Increase Achievement and Technology Literacy
5. Proven Learning and Technology Solutions	5. Data Management /Informed Decision-making

Pennsylvania Formula Grants

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

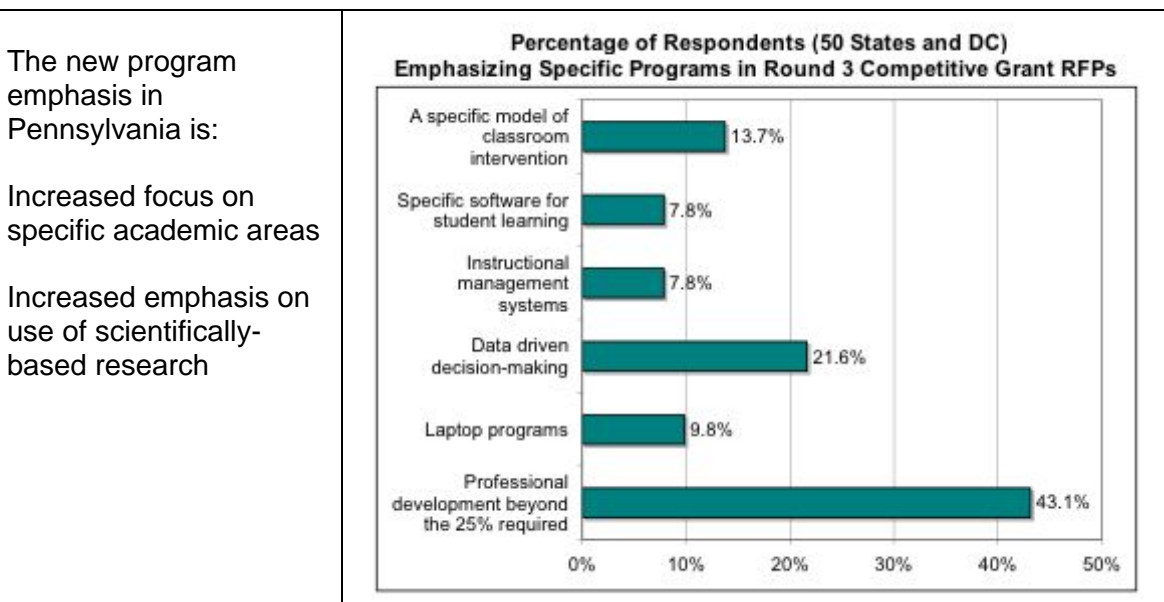
Release Date for FY04: 7/1/2004
Number of Grants Awarded: 587
Range of Award: \$342 to \$5,781,645

Range of 2004-2005 Formula Grants in Pennsylvania



Program Emphasis for Competitive Grants in Pennsylvania

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 Pennsylvania.



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.

Pennsylvania's Requirements in FY04 competitive grants:

- Applicants encouraged to conduct research studies
- Applicants required to provide a research basis for their projects
- Applicants encouraged to participate in research protocol established by the state

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?

Comparison data from EETT grant recipients to data from the nine control schools.

NCLB II D in Action

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

Wilkes-Barre School District focused EETT resources on mapping their mathematics and science curriculum to state standards. Using Microsoft Class Server, student activities and classroom resources were mapped, indexed, and applied for use in all 5 elementary buildings. For grades K-6, each subset of activities and resources (now completely electronic) is tied to state standards and anchored to district quarterly assessments, which are themselves matched to the standards assessed on the PSSA. The district's Math/Science Coordinator is able to monitor quarterly classroom assessment data to understand where students are in relationship to the content standards so that classroom educators can make informed decisions about next steps. The Coordinator regularly reviews this data with principals and classroom teachers in each building. Reports are placed in Excel spreadsheets, where pivots tables are utilized to illustrate each student's quarterly grade as well as comparisons to past grades for that individual, any subgroups to which he or she belongs, and finally school-wide and district-wide data. All reports and resources are stored in a central database where the information is collected, manipulated, reported, and evaluated.

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