2006 EETT Program Overview

Since the enactment of No Child Left Behind in 2001, the Pennsylvania Department of Education has awarded 50% of the federal Title II Part D fiscal allocation through annual formula grants and 50% through 2-year grants competitively awarded to eligible local education agencies. Recent reductions in EETT funding availability and an increased federal expectation for demonstrable progress towards 21st Century skilled students has prompted states, including Pennsylvania, to eliminate formula allocations.

Pennsylvania will award all 2006-2007 Title II Part D grants through a competitive application process. Each grant award amount will meet or exceed an established minimum to ensure that it is of "sufficient size to be effective" in keeping with the purposes set forth in the NCLB legislation. To further maximize this allocation, the 2006-2007 EETT grant program will focus solely on assisting students "in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade" as required under No Child Left Behind.

The program design for the 2006-2007 EETT grants is designed to leverage its efforts in support of other state-wide initiatives such as Classrooms for the Future, Projects 540 and 720, and Job Ready PA by equipping middle/junior high school students with the information, communication, and technology skills necessary to thrive in a technology-enriched high school or career and technical center. In order to ensure that this transition is seamless, prospective recipients of this year's EETT funding will be required to demonstrate alignment with statewide programs focused on 21st Century school reform.

Additionally, applicants will be required to:

- Allocate a minimum of 25% of their funding to relevant professional development to support effective and appropriate technology integration into instructional practices,
- Provide standards-based, technology-enhanced curriculum,
- Participate in a minimum of three years of student 21st century literacy baseline and end-of-year assessments (the assessment instrument will be selected and purchased at the local level; however, the assessment must meet state prescribed methodologies and align to ISTE standards and performance indicators),
- Provide remedial activities and follow-up assessments for students failing to meet proficiency, and
- Demonstrate a sustainability and growth model beyond the project implementation.

Projects should also reflect strong supports and partnerships, and should incorporate supplemental resources to maximize the efficacy of the project. Monitoring and evaluation activities should include qualitative data as well as the quantitative (assessment) data reported. Additional prioritization may be given to projects that include elements recognized as integral to systemic success, such as teacher mentor or student tech programs, or that demonstrate the utilization of services or products that have been approved by the state for these purposes.