

The California Department of Education (CDE), Education Technology Office administers the EETT Competitive and Formula Grant Program under Title II, Part D, of the No Child Left Behind Act of 2001.

Funds from this grant are used to assist districts to utilize technology to enhance teaching and promote learning. Funds are distributed equally to the EETT Competitive and Formula Programs. The CDE distributed \$62 million dollars in 2005-06 to local educational agencies (LEAs) and will distribute \$33 million dollars in 2006-2007.

EETT Competitive Grants (EETT-C) provide funding for grades four through eight to assist eligible local educational agencies in using technology to enhance teaching and learning. It is a competitive grant process for which LEAs must complete an application which is scored and ranked against other competitors. The top scoring applications are funded.

EETT Formula Grants (EETT-F) provide funding for grades kindergarten through twelve to assist eligible local educational agencies in using technology to enhance teaching and learning. Funding amounts are based on the LEA's proportion of their eligible Title I, Part A amount applied against the Title II, Part D total available amount of money to be distributed.

Comparison of all Data Among Target & Control Groups

Technology Skill	Control		Target		% Differential
	Pre-Test	Post-Test	Pre-Test	Post-Test	
% of students scoring Proficient or Above on English language arts CST	n/a	36.5%	n/a	46.4%	+ 9.9%
Average % of technology Skill Proficiency	19.4%	38.3%	33.1%	64.7%	+ 26.4%
Average % of Technology Integration Perceptions	15%	19.8%	15.4%	62.1%	+ 42.3%

The data represents the percentage of students that reported proficiency with the identified technology skill, without the need of assistance.

By the end of the two-year study, students in the target group scored 9.9% higher than the control group on the English language arts content proficiency standards, as documented by the 2005 California Standardized Test.

The control and target groups also completed pre and post self-assessment surveys regarding their technology skills.

In technology skill proficiencies, the target group reported a 31.6% increase in technology skills during the 8th grade year alone and a 61.3% increase in the perception of technology as a tool for learning.

The control group also seemed to benefit even from limited technology use, as they scored 4.5% more proficient than all 8th grade students in the Central Unified School District and 6.5% more proficient than all 8th grade students at El Capitan Middle School.

Additionally, the teacher reported several other related observations:

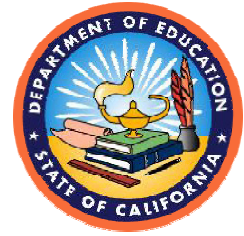
- Consistent class attendance among the target group population and low instances of students missing class time or not doing homework;
- 97% of the target group students reported being open to receiving extra help from the teacher.
- Students from the target group often worked on projects before and after school, as well as during their lunch breaks;
- Students in the target group population showed more interest (82.8%) in the schoolwork as a result of the technology access.

“It can be concluded that the target group scored 9.9% more proficient in the English language arts content area as reported on the 2005 California Standardized Test.”



FOCUS ON

Enhancing Education Through Technology (EETT)



Middle School Students in Two-Year Technology Integration Project Achieve 9.9% Higher Standardized Test Scores in Language Arts

Increases in technology proficiency skills, attendance and motivation to learn also reported

El Capitan Middle School

A two-year project conducted with middle school students at El Capitan Middle School in the Central Unified School District in Fresno concluded that technology, when properly integrated into the curriculum, has the potential to increase academic achievement in English language arts, technology proficiency skills, attendance and the motivation to learn.

The project, a comparative analysis of technology skills, perceptions of technology integration and English language arts test score proficiencies, evaluated two randomly sampled groups of 30 middle school students.

The two groups of students, representative of the majority Hispanic/Latino population of the school, were divided into a control group (non technology) and a target group (technology). Both groups were taught the same English language arts curriculum by the same teacher during the course of their 7th and 8th grade school years.

The participating teacher received 40 hours of professional development on strategies for integrating

technology into the curriculum.

During the course of the project, curriculum included:

- Mock trials which used internet-derived research to create manuscripts with various software applications;
- The writing and delivery of persuasive speeches using presentation software, and self-assessment through the use of a digital video camera;
- Documentary production requiring internet research for use in the production and editing on movie-making software; and
- A Poetry Slam event for which students wrote their own poetry and videotaped their performance, then analyzed their oral language and presentation skills.

The target group reported a 31.6% increase in technology skill proficiencies during the 8th grade year.

FAST FACTS

NAME OF DISTRICT
Central Unified School District

CURRICULAR FOCUS AREA
Language Arts

GRADE LEVEL
Middle School

PROJECT GOALS
Improve English language scores on California Standardized tests through the use of technology in English language arts classrooms. Objectives included:

- Gain in basic literacy skills
- Acquisition of content knowledge of structuring ideas
- Building the ability to communicate with others
- Utilizing language, content and reasoning in ways appropriate for particular situations and disciplines

NUMBER OF STUDENTS IN PROJECT
60

PRIMARY SOURCE OF FUNDING
EETT Competitive Grant

ADDITIONAL BENEFITS

- Consistent class attendance
- More interest in schoolwork
- Students working on projects outside of class

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