



TITLE IV, PART A – EFFECTIVE USE OF TECHNOLOGY: FUNDABLE PROGRAMS

PURPOSE AND INTENT OF THE EFFECTIVE USE OF TECHNOLOGY CATEGORY

What is EUT?

EUT focuses on utilizing technology as a tool to transform teaching and learning, not just on device acquisition.

Professional Development Focus

Most funds support educator training, coaching, and ongoing support to effectively integrate technology.

Equity and Access

EUT ensures LEAs provide access to quality learning, especially for rural and underserved students.

Sustainable and Innovative Programs

Programs align with priorities, focus on student outcomes, and support blended learning and AI integration.





WHY DOES IT MATTER?

Trends in the workforce:

- Most jobs in the U.S. require digital skills
- Over 500,000 open computing jobs in the U.S.
- Persistent shortage of STEM graduates
- AI-related roles (like machine learning specialists and AI engineers) are expected to grow by 40% over the next five years
- AI literacy is becoming a core skill across many non-tech roles

TRENDS: ONLINE ALL THE TIME

Children on average,
receive their first
smartphone at **age 11**
(5th Grade)

By Age 15, nearly all teens have a phone (97% of girls, 94% of boys)

95% of teens with smartphones (ages 13-17) use their devices in bed. Often, it's the first thing they look at upon waking and the last thing they look at before bed.



97% of teens report using their phones during the school day

49% of students say they are distracted by their phones in class

Average screen time for teens is estimated at **7-8 hours per day**. 41% of teens report using screens for **more than 8 hours per day**.

46% of teens report being online **“almost constantly”**, nearly double the rate from 2014–15 (24%)

20% admit to using phones for non-academic activities during lessons

45% of students say they are online “all the time”, even during class



WHAT DOES EUT IN SCHOOLS LOOK LIKE?

- Interactive Learning Resources
- Access to Online Databases and Curriculum
- Personalized Learning
- Hybrid or Blended Learning
- Online Courses for students
- Professional Development for Staff
- Assisted Learning Devices (SNS with IDEA requirements)
- Support for Students and Parents (Technology Family Nights)
- HTML, Google, and other online program staff certification
- ISTE (and other professional organizations) registrations, travel, and memberships



FUNDABLE PROFESSIONAL DEVELOPMENT AND COACHING PROGRAMS

Sustained Professional Development

Job-embedded professional learning supports educators in integrating technology to improve student outcomes.

EdTech Coaching and Support

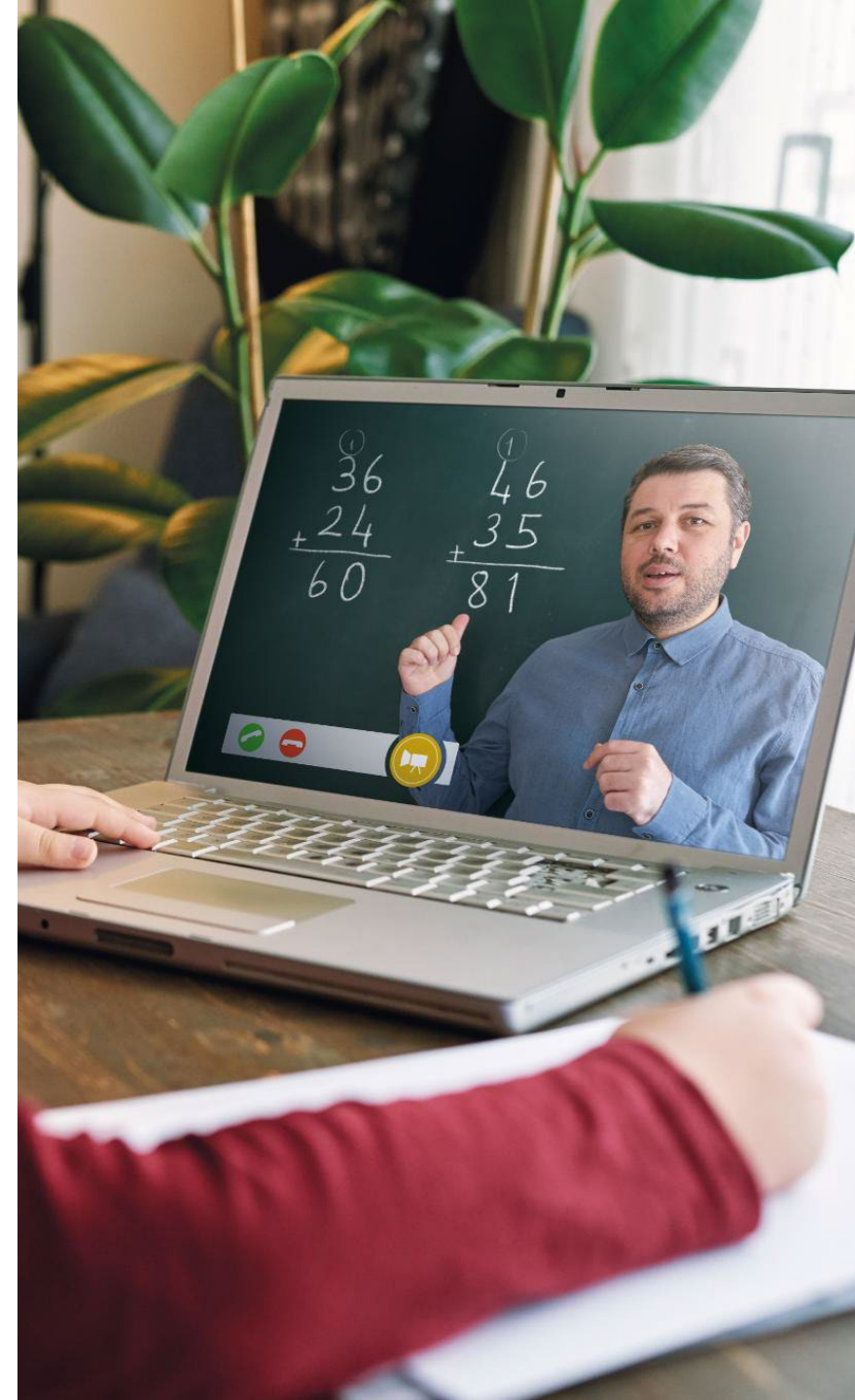
Coaching roles provide ongoing support through modeling, co-planning, and feedback in classrooms.

Emerging Technology Training

Funds support learning in AI, digital accessibility, cybersecurity, and digital citizenship.

STEM and Computer Science Focus

Professional development strengthens STEM instruction using coding platforms, simulations, and virtual labs.



BLENDED LEARNING

Blended Learning Overview

Blended learning combines face-to-face and digital instruction, giving students greater control over learning pace and path.

Planning and Initial Implementation

Planning includes curriculum alignment, new instructional models, resource selection, and initial professional learning for educators.

Ongoing Support and Professional Development

Continued coaching, collaboration, and professional development ensure successful blended learning implementation and student success.

Sustainability and Evaluation

Blended learning projects should be sustainable, integrated into district strategies, with clear goals and effectiveness evaluation.



PERSONALIZED, VIRTUAL, AND ASSISTIVE LEARNING INITIATIVES

Personalized Learning Programs

Programs tailor instruction to individual student needs with adaptive feedback and paced progress for engagement.

Virtual and Online Learning

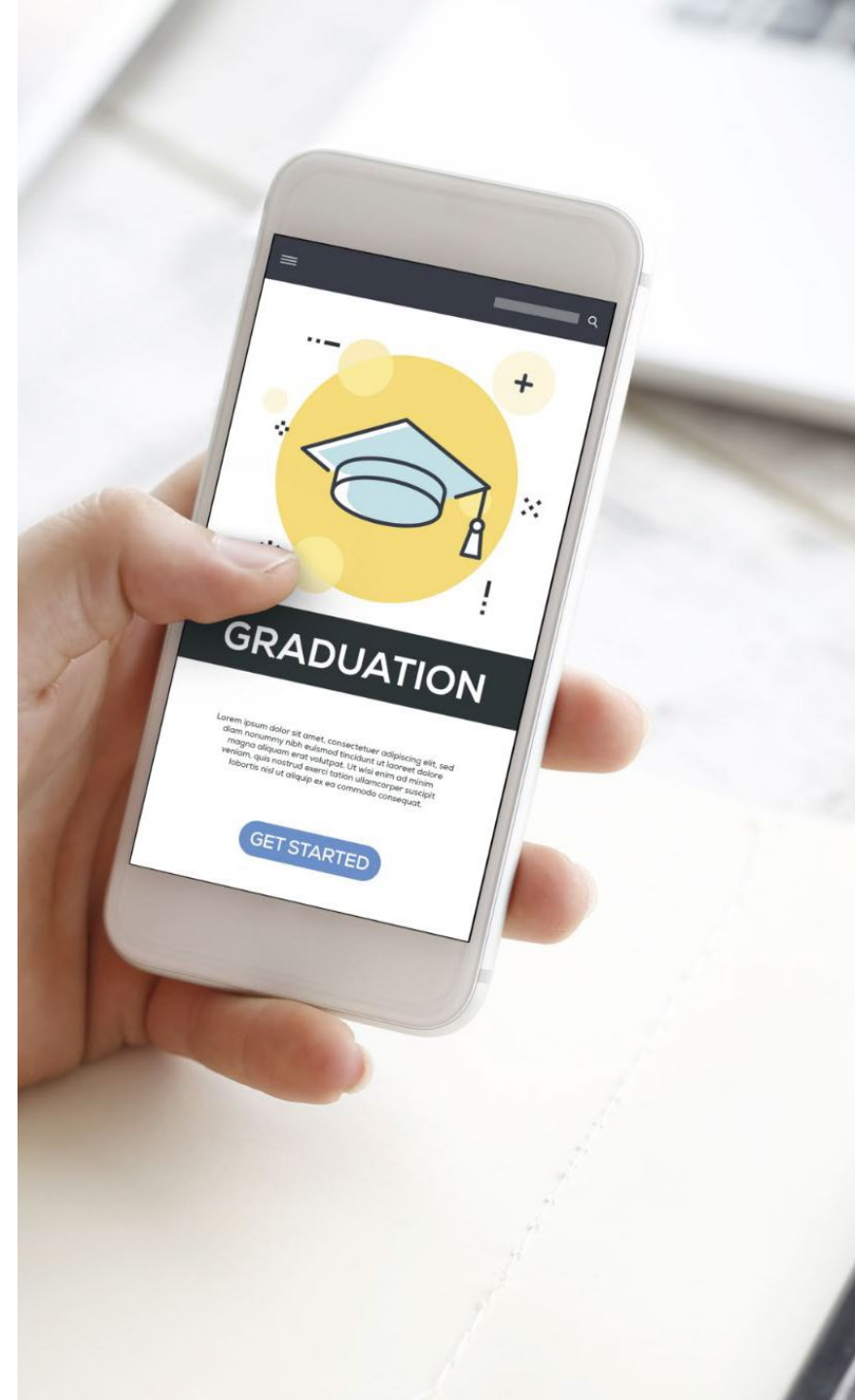
Virtual learning expands access to specialized courses, supporting equity for rural and underserved students.

Assistive Technology Support

Assistive tools like text-to-speech software empower students with disabilities to access curriculum effectively.

Implementation and Training

Effective use requires planning, professional learning, and alignment with instructional goals and outcomes.



CYBERBULLYING- TRAINING FOR STAFF AND STUDENTS

Takes place over digital devices:

- Cell phones
- Computers
- Tablets

The most common places where cyberbullying occurs are:

- Social Media, such as Facebook, Instagram, Snapchat, and Tik Tok
- Text messaging and messaging apps on mobile or tablet devices
- Instant messaging, direct messaging, and online chatting over the internet
- Online forums, chat rooms, and message boards, such as Reddit
- Email
- Online gaming communities





DIGITAL CITIZENSHIP

Teaching students how to use technology responsibly, ethically, and effectively. It encompasses online safety, digital literacy, and responsible online behavior, including understanding the impact of their actions on themselves and others.

FUNDING RULES

Comprehensive Needs Assessment

LEAs with \$30,000+ allocations must assess instructional gaps and digital literacy to guide funding decisions.

15% Infrastructure Cap

Only 15% of EUT funds can be spent on technology infrastructure like devices and software, ensuring balanced use.

Focus on Sustainability

Funds should prioritize professional learning and program implementation to sustain effective technology use.

Compliance and Documentation

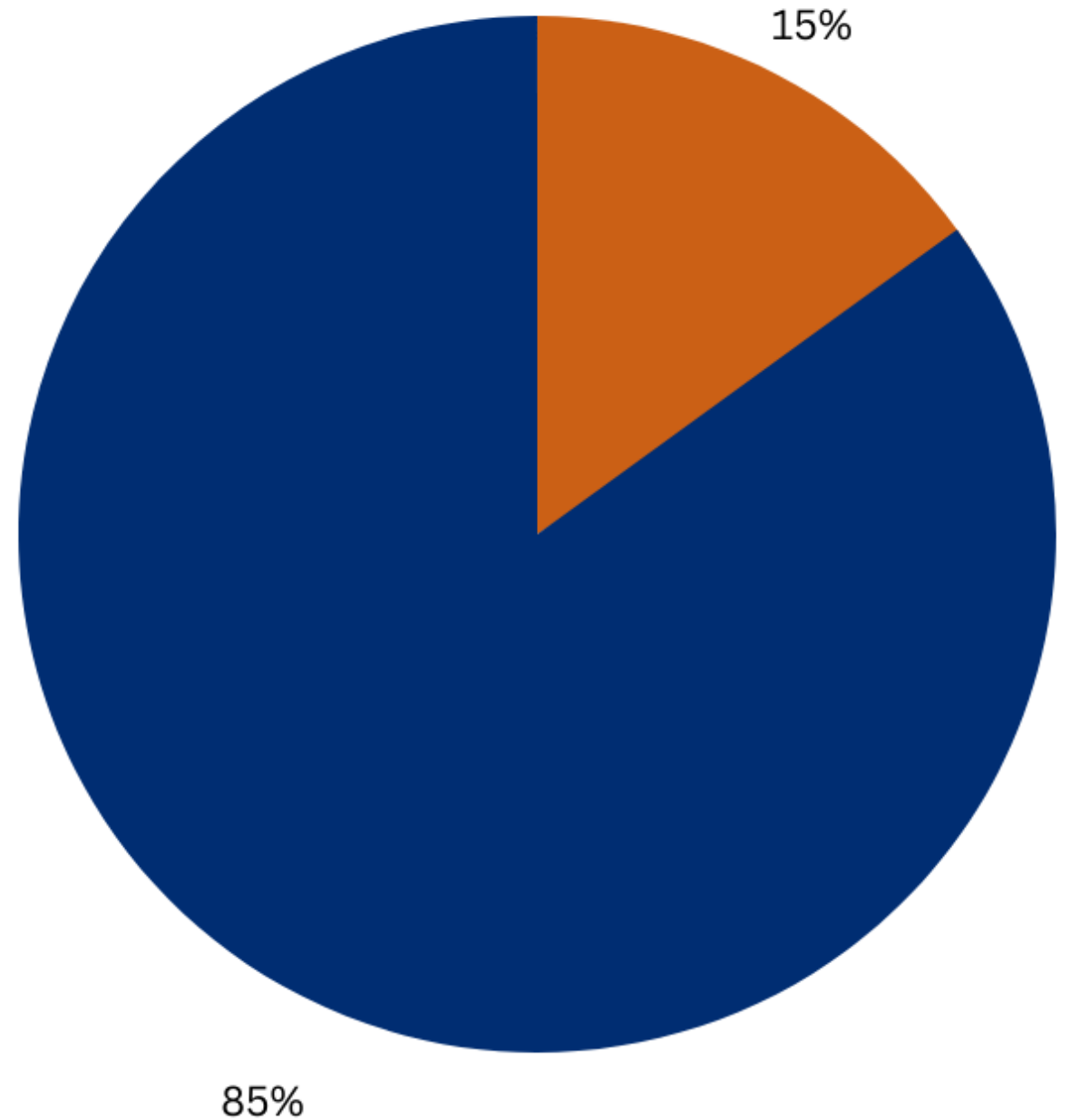
LEAs must document infrastructure costs and track expenditures to meet funding compliance requirements.



EFFECTIVE USE OF TECHNOLOGY 15% CAP

Infrastructure:

- ❖ Hardware
- ❖ Software
- ❖ Devices



ALLOWABLE INFRASTRUCTURE PURCHASES UNDER THE 15 % CAP



15% Infrastructure Cap

Up to 15% of EUT funds can be used to purchase infrastructure supporting instructional programs and professional learning.

Examples of Allowable Purchases

Allowable infrastructure includes devices for blended learning, software licenses, and assistive technologies enhancing accessibility.

Integration with Broader Strategies

Purchases must be part of comprehensive strategies including training, support, and evaluation for effective use.

Compliance and Documentation

LEAs should document all infrastructure spending carefully to stay within the cap and align with instructional goals.

STATE, LOCAL AND GRANT FUNDS

- [Disney's Digital Citizenship & Online Safety Grant Portfolio](#)
- [Digital Citizenship Grants for Schools](#)
- [SchoolSafety.gov](#)



■ QUESTIONS





KERI SCHOEFF

TITLE IV-A DIRECTOR, STUDENT
HEALTH AND WELLNESS

KERI.SCHOEFF@AZED.GOV
