Effective Use of Technology
Resource Guide for Local Education Agencies

The purpose of the Effective Use of Technology (EUT) Resource Guide is to assist local education agencies (LEAs) in thinking through how to best use Title IV, Part A (Title IV-A) technology funds.[1] This guide builds on the Title IV-A LEA Needs Assessment process and prompts LEAs to consider their technology infrastructure, identify areas of need, and think through strategies for addressing those needs. This guide also includes options and recommendations for LEAs with varying levels of technology infrastructure.

Assess Technology Infrastructure

To use technology effectively, LEAs should first assess their technology infrastructure, including identifying technology gaps, identifying technology priorities, and developing a strategy. LEAs can assess these areas across three key components, as defined further in the box: **access**, **use**, and **support**. The **Title IV-A LEA Needs Assessment Tool** provides a step-by-step process to help an LEA determine its level for each of these components. LEAs should then use the results of their needs assessment as a road map to identify gaps, determine what areas to address, and decide how to address them.

As you begin this process, consider the relationships between coordination of access, use, and support across your LEA, at different levels of infrastructure, and across different settings. In addition, consider how your LEA can use technology to reinforce the other goals within Title IV-A work, including the Well-Rounded Education (WRE) and Safe and Healthy Students (SHS) priority areas.

Access refers to the technological resources and materials that schools in the LEA currently have, including bandwidth, Internet speed, the number and type of devices available for staff, and the number and type of devices available for students.

Use refers to the ways in which technology is integrated into schools' activities, including courses that use computers for assessments, use of blended learning, offer of credit recovery, in addition to online college readiness courses (see section below on Explore Technology Options for more examples).

Support refers to staff capacity to improve integration and use of technology, including the availability of information for technology staff and training for technology tools and integration.

[1] State coordinators can disseminate this guide directly to LEAs as they consider effective uses of technology at the district or school level or explore cross-cutting applications for technology that span multiple Title IV-A priority content areas.

IDENTIFY TECHNOLOGY GAPS

Using a tool like the Title IV-A LEA Needs Assessment Tool can help to determine your LEA's current level of support for each of the key components (access, use, and support). This determination helps to identify areas your LEA can build upon and to identify available resources that support more effective use for technology across your LEA. The needs assessment process also identifies areas that have low or moderate levels of implementation. The text box explains how to use the LEA Needs Assessment tool to identify gaps.

Using the U.S. Department of Education (ED)-developed **Title IV-A LEA Needs Assessment Tool**, refer to the section "EUT 2. Gap Identification" in Step 4c. "Analyze Effective Use of Technology (EUT) Needs" to identify technology gaps.

Using the U.S. Department of Education (ED)-developed **Title IV-A LEA Needs Assessment Tool**, refer to "EUT 4. Priorities" in Step 4c. "Analyze Effective Use of Technology (EUT) Needs" to think through priorities and areas of need.

IDENTIFY TECHNOLOGY PRIORITIES

Think through how your LEAs may intervene to improve technology in the district. LEAs will vary in their implementation of **access**, **use**, and **support**. Your LEA should consider prioritizing areas that have low to moderate implementation. In addition, gap identification can help identify areas that are most pressing for stakeholders. The text box explains how to use the LEA Needs Assessment Tool to identify priorities.

By identifying priorities, your LEAs can focus resources and determine a strategy.

DEVELOP STRATEGY

Finally, develop a strategy to address the identified gaps in technology infrastructure. Consider the following:

- Does the strategy address the root cause of the issue?
- Does the action plan have concrete steps and goals?
- How do you tailor your plan for different schools or populations?
- Does the plan address stakeholder needs?

The text box explains how to use the LEA Needs Assessment Tool to develop a strategy.

While determining the strategy, consider needs as well as limitations and constraints that might hinder the plan's implementation. Ensure that the strategy has concrete next steps and a plan to review progress and needs over time. Below, we provide options and recommendations for schools and LEAs with varying levels of technology infrastructure.

Using the U.S. Department of Education (ED)-developed **Title IV-A LEA Needs Assessment Tool**, rrefer to "EUT 5. Next Steps" in Step 4c. "Analyze Effective Use of Technology (EUT) Needs" to think through how to develop a strategy that meets the needs and priorities for stakeholders.

EXPLORE TECHNOLOGY OPTIONS

Technology can be implemented in a variety of ways:

- in the classroom setting for student instruction;
- in the school setting for teacher and other student-serving personnel use;
- in the school or district setting for administrative use; and/or
- in the community setting for school, parent, teacher, and student use.

The table below provides a non-exhaustive collection of technology options for different users. LEAs should explore options that relate to the gaps and goals identified in the technology needs assessment process discussed in the previous section.

TECHNOLOGY USERS				
	STUDENTS	SCHOOL STAFF	ADMINISTRATORS	PARENTS
CLASSROOM	• Testing • Digital learning and engagement • Blended learning • Differential learning	• Digital engagement • Student engagement	• Attendance • Trauma-informed care	• Parent-teacher connectedness • Student tracking
SCHOOL	• Remote learning	• Professional development	• Student tracking systems • Early warning systems • Discipline tracking • Student safety • Family engagement • Digital bandwidth	• Parent-administrator connectedness
DISTRICT	• Remote learning	• District communications	• Family engagement	• Parent-district engagement

(Left vertical label: **SETTING OF USE**)

FREE TECHNOLOGY RESOURCES

The table on the next page provides a list of free and low-cost technology options across a range of possible uses that align with Title IV-A priority content areas. A required or recommended level of technology infrastructure is indicated for each resource, allowing LEAs to identify options that align with their current technology capacity. Low tech access means that there are few requirements for implementing the technology, and it can be done with few devices, limited bandwidth, or even slow Internet speed. Moderate tech access means there are some requirements to implement the technology, which could include having devices for every student, ample bandwidth, or high Internet speed.

NAME	TYPE	DESCRIPTION	REQUIREMENTS & SUPPORTS	ASSESSMENT	STUDENT ENGAGEMENT	DIGITAL LEARNING	RURAL/REMOTE LEARNING	CLASSROOM MANAGEMENT/ DISCIPLINE	DIFFERENTIAL & BLENDED LEARNING	FAMILY ENGAGEMENT	PROFESSIONAL DEVELOPMENT	TRACKING STUDENTS' PROGRESS	ADVANCED LEARNING
BetterLesson	Website	BetterLesson provides personalized, job-embedded, and continuous support for educators so that they can create classrooms where students drive their own learning, exercise choice and ownership, and develop the personal agency they need to succeed in the future that awaits them.	Low tech access required								✓		
ClassDojo	Website/ App	ClassDojo is a school communication platform that teachers, students, and families can use every day to build close-knit communities by sharing what's being learned in the classroom at home through photos, videos, and messages.	Low tech access required; offers training on how to use		✓			✓		✓		✓	
Classtree	Website/ App	Classtree is a communication platform that lets teachers attach a consent form for parents to e-sign to go along with the announcement. The app lets teachers add optional questions, facilitates urgent queries, and manages comments from parents.	Low tech access required					✓		✓			

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Coursera	Website/App	Coursera provides universal access, partnering with top universities and organizations to offer courses online.	Low tech access required			✓	✓		✓				✓
Duolingo	Website/App	Duolingo is a language-learning platform that offers 11 completed language courses for English speakers.	Low tech access required	✓		✓	✓		✓			✓	✓
Edmodo	Website/App	Edmodo allows teachers and students to share content and use the app as a conduit for new information or notifications, submitting assignments and receiving grades in the process.	Moderate tech access required; offers training on how to use	✓	✓	✓				✓			
EdX	Website/App	EdX offers online courses from institutions with a commitment to excellence in teaching and learning.	Low tech access required			✓	✓		✓				✓
Flipgrid	Website/App	Flipgrid is a social learning platform that allows educators to ask a question and the students to respond in a video. Students are then able to respond to one another, creating a "web" of discussion.	Low tech access required	✓	✓	✓	✓		✓	✓			
GoNoodle	Website/App	GoNoodle offers movement and mindfulness videos created by child development experts.	Low tech access required		✓				✓				

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Google Classroom	Website/App	Google Classroom allows teachers to distribute and grade assignments, organize all class materials on Google Drive, and reach students more easily — either to make announcements or to engage them in discussions.	Moderate tech access required; offers training on how to use; integrated with G Suite for Education	✔	✔							✔	
KQED Teach	Website	KQED Teach offers a collection of learning opportunities so teachers can build skills in digital storytelling, data visualization, and critical media use to support all curriculum areas. These skills allow educators to facilitate learning environments where their students can create digital content and develop their communications and technology skills.	Low tech access required			✔			✔		✔		
OpenSciEd	Website	OpenSciEd gives educators access to a free, coherent, rigorous, research-based set of instructional materials that will support all students in meeting the vision for science literacy described in the Next Generation Science Standards.	Low tech access required			✔			✔		✔		

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Piazza	Website/App	Piazza is an online communication platform that facilitates interaction among students and instructors in an efficient and intuitive manner.	Moderate tech access required; offers training on how to use		✓		✓		✓				
Prodigy	Website/App	Prodigy is a game-based learning platform for first to eighth grade that allows students to voluntarily learn and practice curriculum-aligned math at home or school while getting adaptive feedback.	Moderate tech access required; offers training on how to use	✓	✓	✓	✓		✓				✓
Quizizz	Website/App	Quizizz offers self-paced quizzes to review, assess, and engage — in class and at home.	Moderate tech access required	✓	✓	✓	✓		✓			✓	
ReadWorks	Website	ReadWorks is a reading comprehension Website that gives students a leveled passage to read and answer questions about. Teachers can access progress reports and automatic grading.	Low tech access required	✓		✓	✓		✓			✓	✓

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StudyBlue	Website/ App	StudyBlue allows teachers to create digital sets of flashcards, study guides, and quizzes, each complete with optional audio and video. Moreover, students can create and share their own sets of flashcards and study tools, giving them a convenient place to study outside of lectures and textbooks.	Moderate tech access required	✓	✓		✓		✓				✓
TED-ED	Website/ App	TED-ED is a collection of quality videos that can be used for instructional purposes. The app lets teachers search for and embed TED Ed videos in their course material.	Low tech access required	✓	✓	✓	✓		✓			✓	✓

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