

Florida Department of Education

DISTRICT TECHNOLOGY PLANS: ESSENTIAL COMPONENTS AND E-RATE PLAN CRITERIA

Essential Components Summary

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4. Funding Plan
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6. Access
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10. E-rate Program Planning Criteria (E-rate Plan Addendum)
11. NCLB:Enhancing Education Through Technology Part I Application (EETT Plan Addendum)

Component Descriptions

1. MISSION AND VISION

The **mission and vision** component of the plan should document the district's overall focus and direction with respect to the incorporation and integration of technology into the educational program. The intent of this component is to provide a perspective on what the district considers to be vital and critically important in relation to technology use and improving student performance. This section of the plan documents important ideas or values associated with:

- 1.1 Promoting the effective use of telecommunications and information technology to implement the Sunshine State Standards and improve the performance of all students.

2. GENERAL INTRODUCTION/BACKGROUND

The **general introduction/background** component of the plan should include, but not be limited to:

- 2.1 District Profile- Provide relevant social, economic, geographic and demographic factors influencing the district's implementation of technology.
- 2.2 Planning Process- Provide a description of the technology plan development process to include but not be limited to:
 - development of partnerships with community, business and industry; and
 - integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

- 2.3 Collaboration with existing adult literacy service providers to maximize the use of available technologies, training facilities, and project related resources.

3. NEEDS ASSESSMENT/GOALS

The **needs assessment/goals** component of the plan should include, but not be limited to:

- 3.1 A description of the information-based processes (STaR Survey participation, etc.) used for determining district instructional and administrative telecommunications and technology needs.
- 3.2 Identification of key telecommunications services, technology infrastructure, equipment (hardware), assistive technology, programming, software, technical support, and training needs.
- 3.3 District Technology Goals:
 - short-term goals listed in priority order; and
 - long-term goals listed in priority order.

4. FUNDING PLAN

The **funding plan** component should include, but not be limited to:

- 4.1 Identification of major sources of funding for district-wide technology needs. To the extent possible, funding sources should be categorized as recurring or nonrecurring and include real and projected dollar amounts for the technology plan period.
- 4.2 Documenting (to the extent practical) a sufficient budget to acquire, support, and maintain essential hardware, software, professional development opportunities, and other services needed to implement strategies identified for improving educational services.
- 4.3 Specifically identify the district's allocation and/or utilization of Public School Technology Funding (PSTF). The information provided under this plan component should:
 - describe specific district initiatives, projects, or programs currently (or recently) supported with these funds; and
 - project how PSTF funding will be targeted over the plan period to help meet critical technology support needs of the district.

5. TECHNOLOGY ACQUISITION PLAN

The **technology acquisition plan** should include, but not be limited to:

- 5.1 Identification of appropriate technologies to meet the goals of the district instructional program as identified by the needs assessment procedures.
- 5.2 District plans to acquire software and technology-based educational materials which are usable by students with the widest range of abilities to deliver technology-based instructional programs in support of the Sunshine State Standards.

- 5.3 Timetable for acquisition of grade-appropriate, up-to-date technologies in sufficient quantities to accommodate student and staff needs for instruction and assessment.
- 5.4 Appropriate technology acquisition policies or procedures that address the following areas:
- consistency and interoperability with existing and planned technology delivery systems;
 - upward migration to emerging technology standards; and
 - support and maintenance requirements.
- 5.5 Provision for technical guidance to school and district personnel responsible for making strategic technology related purchasing decisions.

6. ACCESS

The **access** component of the plan should include, but not be limited to, district policies or procedures to address:

- 6.1 Equitable and effective access to telecommunications and other technologies to support teaching and learning by:
- providing for the equitable distribution of resources to support achievement of the Sunshine State Standards;
 - providing access for teachers, parents and students to the best teaching practices and curriculum resources through technology;
 - providing access for students with special needs including those students with disabilities;
 - providing appropriate access to external instructional service and programming providers, such as public libraries, charter schools, remote teaching sites, home school connections, online products and other services; and
 - providing access to information for decision-making by teachers and administrators.
- 6.2 District acceptable use policy for access to all systems including Internet/World Wide Web that:
- protects the confidentiality of students;
 - protects intellectual property rights, licensing agreements and legal/ethical standards for sharing of resources with other educational entities; and
 - maintains the integrity of systems, programs and information resources.

The policy must address the following issues:

- access by minors to inappropriate matter on the Internet and World Wide Web;
- the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
- unauthorized access, including so-called “hacking,” and other unlawful activities by minors online;
- unauthorized disclosure, use, and dissemination of personal information regarding minors; and
- measures designed to restrict minors’ access to materials harmful to minors.

- 6.3 A Technology Protection Measure is a specific technology that blocks or filters Internet access. It must protect against access by adults and minors to visual depictions that are obscene, child pornography, or --with respect to use of computers with Internet access by minors-- harmful to minors. It may be disabled for adults engaged in bona fide research or other lawful purposes.

7. USER SUPPORT PLAN

The **user support plan** component should include, but not be limited to:

- 7.1 Network management and improved support for end-users in classrooms.
7.2 Development of district technical support options for equipment maintenance and replacement.

8. PROFESSIONAL DEVELOPMENT PLAN

A **professional development plan** should include, but not be limited to:

- 8.1 Provisions for increasing the use of technology in the classroom and media center by:
- development and acquisition of new programs and software that promote the integration of technology into everyday curricular needs;
 - the integration of technology as a meaningful component within all curriculum training;
 - district-level coordination of training and support;
 - ensuring adequate facilities, instructors, materials, equipment and funding for staff development; and
 - identification and acquisition of technology-based professional development delivery systems that minimize teacher time away from the classroom and delivery of training in the most cost-effective manner.
- 8.2 A list of sources of ongoing training and technical assistance available to teachers and administrators served by the district, such as State technology offices, intermediate educational support units, regional education training facilities or institutions of higher learning.

9. PROGRAM EVALUATION

The **program evaluation** component of the plan should include, but not be limited to:

- 9.1 A description of the process for the ongoing evaluation of how technologies acquired are:
- being integrated into the school curriculum; and
 - are affecting student achievement and progress toward meeting the educational goals of the Sunshine State Standards.
- 9.2 A description of the process used to facilitate mid-course corrections in response to new developments and opportunities as they arise.

Plan components #10 and #11 are considered “essential” to participation in the federal **E-Rate** and **NCLB:Enhancing Education Through Technology** programs respectively. Planning information associated with these two components will be referenced as formal plan addenda and will be considered as integral to the district’s basic technology plan. These two essential planning components have been designed to address “program-specific” information requirements. Certain planning elements covered under these components may have been addressed to one degree or another within Essential Components 1-9. However, information documented under these two components require clear alignment to service requests (E-rate Form 470’s), or must be directly associated with the expenditure of grant funds to effectively address program planning expectations.

10. E-RATE PLANNING CRITERIA

The following five planning criteria are associated with participation in the federal **E-Rate Program** and concern telecommunications related resources and services provided through the program:

- 10.1 **Clear goals and a realistic strategy** for using the telecommunications and information technology to improve education or library services;
- 10.2 **A professional development strategy** to ensure that staff know how to use these new technologies to improve education or library services;
- 10.3 **An assessment of the telecommunications services, hardware, software, and other services** that will be needed to improve education or library services;
- 10.4 **A sufficient budget** to acquire and support the non-discounted elements of the plan: the hardware, software, professional development, and other services that will be needed to implement the strategy; and
- 10.5 **An evaluation process** that enables the school or library to monitor progress toward the specific goals (of the eligible entity) and make mid-course (i.e. mid-year) corrections in response to new developments and opportunities as they arise.

Entities participating in the E-Rate program are encouraged to complete a formal **E-Rate Technology Plan Addendum**. A recommended plan addendum template, certification guidelines, and other pertinent program guidance will be maintained on the following [Office of Educational Technology Website](#).

11. NCLB:EHANCING EDUCATION THROUGH TECHNOLOGY (EETT)

School districts participating in NCLB:EETT Grant Program are required to submit detailed project application material which includes program-specific planning information. Submission and approval of the **EETT Part I Entitlement Application** is sufficient to address this particular essential plan component. For reference purposes, a copy of the most current EETT Part I Entitlement Application may be obtained from the following Office of Educational Technology Website location: <http://www.doe.firn.edu/edtech/it/eett/eettpart1.html>