



MEMORANDUM

TO: District Superintendents
Curriculum Directors
District Technology Coordinators
FROM: Denise DiSabatino Allen,
Education Associate – Library/Media/Technology
DATE: December 2, 2008
SUBJECT: E-Rate – 2009–2012 Updated Technology Plan

The expiration date of your current District Technology Plan is June 30, 2009. This means that the plan must be updated and approved by June 30, 2009, in order to make E-Rate monies available to your district in accordance with the FCC regulations, July 1, 2009.

The Delaware Department of Education (DDOE) is requiring that all districts submit up-to-date technology plans according to the district's technology needs. This plan will be in effect for the next three years, 2009–2012. The technology plan controls how your E-Rate monies may be spent, so carefully consider making any future expenditures of E-Rate funds as part of your plan. All public schools receive phone and internet services so they must participate in E-rate. All districts must have an approved updated technology plan on file to continue participating in the E-Rate discount program after June 30, 2009.

The DDOE is an “approving entity” for these technology plans. Once a plan is submitted and approved, the district will receive a certificate that will be valid for three years, until June 30, 2012. See Appendix I for more information concerning the criteria and evaluation steps followed for approval of the plan.

The specifications of the E-Rate plan and No Child Left Behind (NCLB) requirements can be found in Appendix II. The template for the Technology Plan is located at Appendix III.

Applications must be submitted **in print form only** as approved plans are required to be on file at the DDOE. Plans are housed at the Delaware Center for Educational Technology (DCET) so they can be accessible for Consolidated Application needs. Submit your district technology plan to the Department of Education **after** March 1, 2009, and **no later** than May 1, 2009, to ensure adequate time for review, possible modifications, and approval by June 30, 2009. Plans must be submitted to:

**Department of Education
401 Federal Street, Suite 2
Dover, DE 19901
302.735.4180/302.739.3744 (F)**

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Denise DiSabatino Allen
Delaware Department of Education
401 Federal Street, Suite 2
Dover, DE 19901

You can log on to <http://www.sl.universalservice.org> for more information concerning E-Rate services.

Questions or assistance on District Technology plans can be directed to me at 302-735-4180.

PLEASE NOTE: All E-Rate questions must be directed to Dr. Wayne Hartschuh, 302-857-3305, whartschuh@doe.k12.de.us, who is in charge of E-Rate services for the state of Delaware.

DDA/dlr

Attachments

APPENDIX I

Evaluation and Approval of the Technology Plans:

The onus of approving the Technology Plans has been delegated to the Department of Education (DOE). This plan document is a result of the DOE's review and understanding of its responsibilities and regulatory role.

Sequence of Evaluation and Approval Activities

1. Review the plans to see that each plan appears to contain all required parts;
2. For plans that appear to be complete, independent reader(s) will review and rate each core element (criteria) and NCLB requirements of each plan as "acceptable" or "not acceptable";
3. Plans that are not deemed "acceptable" will be returned to the applicant for revisions with detailed comments about the plan's shortcomings;*
4. Approved plans will be issued an approval document for use in the E-Rate discount application process.

*Plans that were not approved will be reconsidered after the shortcomings have been rectified.

Plan Evaluation

Evaluation, generally, is concerned with answering three basic questions. The basic interrogatives related to Technology Plan approval include:

1. Is the plan complete?
2. Is what is being proposed understandable?
3. Does the proposal appear to have potential to attain the goals?

Plans will be evaluated by reviewing the five Core Elements of the plan, Part III of the plan. Each of the five Core Elements contains italicized information which was added by DOE to highlight what is important and to suggest what would be expected in an approvable response. The 12 criteria NCLB has identified must be addressed as well. Please note that some responses may overlap between the core components of E-Rate and the NCLB criteria.

The basis for determining "acceptability" for any Core Element and NCLB criteria of the Technology Plan will be how well the plan explains what is being proposed. Further, depending on the Core Element, qualitative issues such as how realistic something is, how thorough something is, how sufficient something is judge to be, or the quality of a process will be considered as acceptability is evaluated.

APPENDIX II E-Rate Requirements

Schools and districts are required to have an approved technology plan to participate in the federal Schools and Libraries Universal Service Support Program, better known as E-Rate. Plans submitted for E-Rate approval must meet the following criteria:

1. The technology plan must **establish clear goals and a realistic strategy** for using telecommunications and information technology to improve education.
2. It must include **professional development strategies** to ensure that the staff knows how to use these new technologies to improve education.
3. The plan must include **an assessment of the telecommunications services, hardware, software, and other services** that will be needed to improve education. The plan must cover all services being requested, including such non-basic telecommunication services as Centrex.
4. The plan must **provide for a sufficient budget to acquire and maintain the hardware, software, and other services** needed to implement the strategies, goals, and objectives. Budgets incorporated in the plan must show revenue sources sufficient to cover both the E-rate services requested and other resources needed to support these services.
5. Finally, the plan must include an evaluation process that enables the school to **monitor progress toward the specified goals and to make midcourse corrections** in response to new developments and opportunities as they arise. The plan must clearly define how the district will monitor and document progress in meeting the plan's objectives.

NCLB Requirements

The No Child Left Behind Act of 2001 (NCLB) requires districts and charter schools to address a broader range of requirements than the minimum requirements for E-Rate. NCLB identifies 12 criteria that must be addressed while E-Rate has 5 criteria. There is overlap as well as differences in the degree of specificity needed. NCLB also holds districts and charter schools accountable for evaluating the success or failure of all elements of the technology plan.

For additional assistance with each of the NCLB requirements for technology, review the Technology Briefs for No Child Left Behind Planners available online at the Northeast and Islands Regional Technology Consortium (NEIRTEC) website at <http://www.neirtec.org/products/techbriefs/default.asp>.

NCLB Title II, Part D

Transforming Education Through Technology (Ed Tech) Program Local Education Agency Requirements

In order to be eligible to receive a subgrant from a state educational agency, an eligible local entity or agency shall submit to the state educational agency an application containing a new or updated local long-range strategic educational technology plan that is consistent with the

objectives of the statewide educational technology plan and any other information as the state educational agency may reasonably require, at such time and in such manner as the state educational agency may require.

The application shall include each of the following:

1. A description of how the applicant will use federal funds to improve the student academic achievement, including technology literacy, of all students attending schools served by the local educational agency and to improve the capacity of all teachers teaching in schools served by the local educational agency to integrate technology effectively into curricula and instruction.
2. A description of the applicant's specific goals for using advanced technology to improve student academic achievement aligned with challenging state academic content and student academic achievement standards.
3. A description of the steps the applicant will take to ensure that all students and teachers in schools served by the local educational agency involved have increased access to educational technology, including how the agency would use funds under this subpart (such as combining the funds with funds from other sources), to help ensure that students in high-poverty and high-needs schools, or schools identified for improvement or corrective action, have access to technology; and teachers are prepared to integrate technology effectively into curricula and instruction.
4. A description of how the applicant will:
 - a. Identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research, leading to improvements in student academic achievement, as measured by challenging state academic content and student academic achievement standards; and
 - b. Provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the local educational agency, to further the effective use of technology in the classroom or library media center, including, if applicable, a list of the entities that will be partners with the local educational agency involved in providing the ongoing, sustained professional development.
5. A description of the type and costs of technologies to be acquired under this subpart, including services, software, and digital curricula, and including specific provisions for interoperability among components of such technologies.
6. A description of how the applicant will coordinate activities, carried out with funds provided under this subpart with technology-related activities, carried out with funds available from other federal, state, and local sources.
7. A description of how the applicant will integrate technology (including software and other electronically delivered learning materials) into curricula and instruction, and a timeline for such integration.
8. A description of how the applicant will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and

curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources.

9. A description of how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school.
10. A description of how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology.
11. A description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging state academic content and student academic achievement standards.
12. A description of the supporting resources (such as services, software, other electronically delivered learning materials, and print resources) that will be acquired to ensure successful and effective uses of technology.

Appendix III Technology Plan Template

Please be sure to address and label each section accordingly.

Part I – Applicant Cover Sheet

The cover sheet for the technology plan is provided below. Complete all information on this sheet. The individual identified as the primary contact for the Technology Plan should be someone who is knowledgeable about the plan and capable of discussing issues that may need clarification.

Part II – Overview of the Plan

This part of the plan provides an opportunity to introduce the plan, to explain the district/school vision for technology use, and to describe the technology planning process to those who must evaluate the plan. The narrative, not to exceed **one page** in length, should provide general information about the technologies and staff development strategies to be used and how these are expected to be integrated into the district/school education process. Providing connections between previous plans (and plan achievements) and this plan would be expected.

Part III – Core Elements of the Plan

A. Goals and Strategies for Using Technology to Improve Education

“The plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services.”

The keywords within this core element are “clear goals” and “realistic strategy.” Having clear goals implies specificity and measurability. Having a realistic strategy implies a strategy that can be judged to have the probability of succeeding and thereby supporting goal attainment. Realistic strategies include having a realistic budget to support the work. The technology goals may be associated with and support other school/district strategic plans; noting these connections would be logical.

Goals should be numbered so that the project activities, expenditures, and evaluation may be linked directly to the goals and thus enhance understanding.

B. Professional Development Strategy for School Staff

“The plan must have a professional development strategy to ensure that staff knows how to use these new technologies to improve education or library services.”

Linking technology with strong professional development strategies is believed to be critical for educational improvement and successful goal attainment. The professional development timing and approach should be based on actual staff needs and the technologies to

be implemented. The critical question is: how will the strategy “ensure” that the staff will know how to use the new technologies?

C. Assessment of Services, Hardware, and Software Needed

“The plan must include an assessment of the telecommunications services, hardware, software, and other services that will be needed to improve education or library services.”

Evidence of the technology assessment process, the information considered, and conclusions drawn are expected. The explanation of the assessment process should include: who was involved and what telecommunications services, hardware, and software were reviewed. Also, what testimony and/or data were considered for the three-year plan would be relevant to understanding the assessment process. If this assessment was related to or was drawn from other district/school technology planning processes, please explain these relationships.

D. Budget to Support the Technology Plan

“The plan must provide for 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.”

The budget should include both revenues and expenditures related to attaining the goals of the technology plan. Revenue sources should be identified with detailed itemizations for the 2009–2010 school year and estimated for the following two years. Expenditures should be detailed for the 2009–2010 school year and estimated for the remaining two years. Expenditures, as a minimum, should be itemized under the major headings: hardware purchase, equipment maintenance, software purchase, professional development costs, telecommunications service contracts, other contracts/leases, and staff. Linking the expenditures to the goals is suggested and will assist in evaluating the project impact.

E. Evaluation Plan to Monitor Progress and Goal Attainment

“The plan must include an evaluation process that enables the school or library to monitor progress toward the specified goals and make midcourse corrections in response to new developments and opportunities as they arise.”

Both formative and summative evaluation of the goals is implied. Emphasis should be placed on the formative evaluation. A basic aspect of formative evaluation is to determine how well the project activities and improvement strategies were implemented; was implementation as planned? Monitoring the plan’s implementation so that midcourse changes can be made is clearly expected. Just as the budget in the second and third years is to be estimated, the evaluation activities in these years may also be less defined. However, the results of each year’s evaluation should guide the subsequent year’s expenditures and implementation activities.

Part IV – NCLB Requirements

The following elements must also be addressed in the technology plan—please number accordingly:

1. A description of how the applicant will use federal funds to improve the student academic achievement, including technology literacy, of all students attending schools served by the local educational agency and to improve the capacity of all teachers teaching in schools served by the local educational agency to integrate technology effectively into curricula and instruction.
2. A description of the applicant’s specific goals for using advanced technology to improve student academic achievement aligned with challenging state academic content and student academic achievement standards.
3. A description of the steps the applicant will take to ensure that all students and teachers in schools served by the local educational agency involved have increased access to educational technology, including how the agency would use funds under this subpart (such as combining the funds with funds from other sources), to help ensure that students in high-poverty and high-needs schools, or schools identified for improvement or corrective action, have access to technology; and teachers are prepared to integrate technology effectively into curricula and instruction.
4. A description of how the applicant will:
 - a. Identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research, leading to improvements in student academic achievement, as measured by challenging state academic content and student academic achievement standards; and
 - b. Provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the local educational agency, to further the effective use of technology in the classroom or library media center, including, if applicable, a list of the entities that will be partners with the local educational agency involved in providing the ongoing, sustained professional development.
5. A description of the type and costs of technologies to be acquired under this subpart, including services, software, and digital curricula, and including specific provisions for interoperability among components of such technologies.
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12. A description of the supporting resources (such as services, software, other electronically delivered learning materials, and print resources) that will be acquired to ensure successful and effective uses of technology.

Applicant Cover Sheet

Applicant Cover Sheet - Complete all information on this sheet.

District or School Name:	
Mailing Address:	
Primary Contact:	
Phone Number:	
E-Mail:	
Date Submitted:	
District Superintendent or Head of School:	
Signature:	

For DOE use only:

Date received: _____

Date Evaluated: _____

Approved: _____ Needs Revisions: _____

Date of Final Approval: _____