The following list of technology plan components is provided as a resource to use while developing a district technology plan within the Texas ePlan system. The system, which is provided at no cost to school districts and open-enrollment charter schools, uses templates and requires specific data in order to complete each step of the planning process.

Technology Plan Components

Introduction

The following descriptions, tips, and instructions are helpful when completing this component:

District and Contact Information

Update contact information as needed. (It is helpful to periodically check and update contact information in the centralized AskTED database.) Note that the Campus ID and Region number are not editable.

Demographics of the District

Use the data submitted in the E-Rate application for the current year.

Connectivity and Computer Access Information

Include connectivity information and student/teacher ratios.

Technology Expenditures

This field populates automatically using calculations performed on data entered in the ePlan system.

Texas STaR Chart Completion

If districts opt to use the Texas STaR Chart, Campus STaR Chart completion data is prepopulated into the ePlan system. This data is not editable.

Number of Years Covered by the Plan

Enter the number of years covered by the plan (1, 2, or 3) before entering budget information. The number of years can be changed later.

Technology Planning Committee Description

Ensure that the committee includes representatives from all stakeholders, including administrators, teachers, librarians, students, parents, community leaders, business representatives, and other educational partners.

Executive Summary

Include a short overview of the plan, how and why the plan came to be, and what the district hopes to accomplish (two page maximum). Ensure that the information focuses on how the technology benefits teaching and learning.

Needs Assessment

The needs assessment guides districts in decision making. A district should consider current conditions and specific needs in this section. Information gathered through the Texas STaR Charts (campus and teacher) or other technology implementation measurement tools can be used to identify needs of educators and campuses.

The following descriptions, tips, and instructions are helpful when completing the Needs Assessment:

Assessment Process

Describe the process used to determine the district's technology needs addressed in the plan. Identify the data collection tools or evidence used to assess technology needs.

Current Conditions

Describe the current conditions for the district and campuses targeted in the plan, including telecommunications services, hardware, software, instructional, and other services. Describe the current state of technology as determined by analyzing the evidence collected when evaluating district and campus technology use.

Identified Needs

Summarize the technology needs and issues identified by the assessment. The needs identified will be the basis for determining goals, objectives, and strategies. Be sure to include large-scale needs such as telecommunications, Internet access, and infrastructure.

Goals, Objectives, and Strategies

The following descriptions, tips, and instructions are helpful when completing this component:

Goals

Goals are large-scope results that include increasing student achievement through the use of technology. Districts might include expectations for student and teacher use of technologies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and that address the four areas of the *Long-Range Plan for Technology, 2006-2020*. The four areas are as follows:

- Teaching and Learning
- Educator Preparation and Development
- Leadership, Administration, and Instructional Support
- Infrastructure for Technology

Objectives

Objectives are specific statements of what should be accomplished in order to meet the goals by the end of the plan. When developing objectives, districts might consider requirements and criteria provided through NCLB, Title II, Part D and the E-Rate program. Users of the ePlan system must allocate a budget amount for each objective and correlate to one of the following four *Long-Range Plan* areas:

- Teaching and Learning
- Educator Preparation and Development
- Leadership, Administration, and Instructional Support
- Infrastructure for Technology

The budget for each objective in the plan should include the combined costs for all years of the plan. These costs must be broken out into separate amounts by year in the Budget Detail section.

Strategies

Strategies are the specific activities that will be conducted to achieve the objectives. All strategies include a strategy statement, a person responsible, a timeline for completion, and evidence that will be used to measure success. Strategies can be correlated to the *Long-Range Plan* recommendations.

Other Information Regarding Goals, Objectives, and Strategies

The following provides additional information regarding the Goals, Objectives, and Strategies component of the district's technology plan as developed within the ePlan system.

Alignments and Correlations

Districts may address NCLB, Title II, Part D, requirements and E-Rate criteria in the plan. If needed, users may refer to the E-Rate Alignment and the NCLB Alignment reports on the Report Options screen of the ePlan system to double-check correlations.

Staff Development

Professional development is an important component of a technology plan. The technology plan should have enough detail to clearly demonstrate that the district's professional development is ongoing, high-quality, and sustained and prepares teachers to integrate technology into instruction.

Well-planned staff development programs address the following:

- What will be taught (content)
- How it will be taught (methodology)
- Who will be taught (number of participants impacted)
- How the classes will be structured (length of classes and how often)
- Who will teach the sessions (provider)
- How the impact of the training will be measured

Budget

A carefully developed budget helps ensure that districts and charter schools secure the resources needed to make effective use of technology for teaching and learning. The budget should include estimated costs with available and potential funding sources for all areas addressed in the plan.

When preparing a budget, districts should ensure that the costs are appropriate and reasonable and that the budget provides for maintenance of the plan. Districts should provide the costs and funding sources for the following budget categories for each year of the plan:

- Staff and professional development
- Telecommunications and Internet access
- Materials and supplies
- Equipment
- Maintenance
- Miscellaneous expenses

The following descriptions, tips, and instructions are helpful when completing the Budget component:

Budget Crosscheck

The total amount of money allocated in the objectives for each *Long-Range Plan* category is listed in a table at the bottom of the budget detail section and broken out by category. Directly above this table is the total amount of money included in the budget detail section. Those totals must match. A sample of the budget crosscheck follows.

Total Technology Expenditures: **$90,000.00**

The sum of the total amounts currently allocated in the objectives for this plan (shown below) must match the total technology expenditures included in the budget above.

Total Amounts Currently Allocated in the Objectives		Percent of Total Budget
Teaching and Learning	$15,000.00	17%
Educator Preparation and Development	$22,500.00	25%
Leadership, Administration, and Instructional Support	$22,300.00	25%
Infrastructure for Technology	$30,200.00	34%
Total	**$90,000.00**	100%

Personnel Costs in the Technology Budget

Personnel costs create a true picture of what it costs to implement a technology plan, so it is important to consider and clearly define which personnel will be included. Districts should include only personnel (and the percentage of their time) dedicated to implementing the technology plan.

While the classroom teacher and campus administrator play an integral role in implementing the technology plan, the technology budget is for personnel above the regularly budgeted staff—those with the specific job of implementing the technology plan. For example, a district may determine that a campus or district technology specialist spends 100% of her time (or a percentage of her time) dedicated to the implementation of the plan. The same rule applies for other positions such as professional development staff or a technology coordinator.

Funding Sources in the Technology Budget

Funding sources that might be incorporated in the technology budget include federal funds (if available), E-Rate, state funds, local funds, and other funding sources.

Recommended Budget Amount for Staff Development

Educator Preparation and Development Recommendation 01 of the *Long-Range Plan* states the following: "Allocate at least 30 percent of the technology budget for staff development." While "at least 30 percent" is the ideal, it is a recommendation, not a requirement.

Evaluation

Districts should monitor the implementation of the technology plan to determine if the steps taken will result in the intended effect. Monitoring and evaluating allow the district to manage, update, and continually improve the plan. Monitoring and evaluating also allow for mid-course corrections as needed.

The following descriptions, tips, and instructions are helpful when completing the Evaluation component:

Evaluation Process

Describe the process that will be used to monitor and document progress made in the implementation of the plan, including how frequently the plan will be evaluated and updated, who is responsible for evaluating and updating the plan, and how the findings of the evaluation will be communicated and distributed.

Generally, the Technology Plan Committee is responsible for the ongoing evaluation of the plan. The intention of the evaluation is to determine the impact technology has on the learning and achievement of all students. A report can be given to the superintendent and the Board of Trustees after each formal evaluation occurs.

Evaluation Methods

Describe the methods and measures that will be used to evaluate the extent to which activities are effective in the following:

- Integrating technology into curriculum and instruction
- Increasing the ability of teachers to teach
- Enabling students to reach challenging state academic standards
- Acquiring and deploying technologies and telecommunication services
- Meeting timelines for implementation

Possible evaluation instruments include surveys, interviews, monitoring, reports, and logs.

Appendix

The Appendix is an optional component of the ePlan system. The appendix provides a place to link up to ten appendix items (files labeled A through J) hosted on a district's web server. Appendix items will appear at the end of the composite report and can be referenced in the body of the ePlan.

The following information should be entered for each appendix item:

1. URL (web address) for the file
2. Description

The files must be .pdf, .htm, .html, .gif, or .jpg. Please note that .doc and .xls files must be converted to .pdf format.