

APPENDIX C:

**ENHANCING EDUCATION THROUGH TECHNOLOGY
FORMULA GRANT PROGRAM**

CRITERIA FOR EETT-FUNDED EDUCATION TECHNOLOGY PLANS

In order to be approved, an EETT-funded plan needs to have "Adequately Addressed" each of the following.

1. PLAN DURATION	Page in District Plan	Adequately Addressed	Not Adequately Addressed
<p>a. The plan should guide the district's use of education technology for the next 3-5 years.</p>	<p>Cover, 19-27; 31-33</p>	<p>The benchmarks and timelines in the plan outline activities and strategies for the next 3-5 years.</p>	<p>The benchmarks are not associated with any particular timeline or the timeline is less than 3 years or more than 5 years in length.</p>
2. STAKEHOLDERS Corresponding EETT Requirement(s): 7, 11,	Page in District Plan	Adequately Addressed	Not Adequately Addressed
<p>a. Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.</p>	<p>7-9</p>	<p>The planning team consisted of representatives who will implement the plan, including district curriculum and information technology staff, site administrators, teachers, students, parents, community non-profits and businesses. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.</p>	<p>Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.</p>

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3. CURRICULUM COMPONENT Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, & 12.	Page in District Plan	Adequately Addressed	Not Adequately Addressed
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	10-18	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students, including special education, GATE, English Language Learners, etc., both during and after school hours.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain if computers are in the classrooms, library/media centers, or labs, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	10-18	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum) generally by type of school and/or academic subject.	The plan recites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals and academic content standards in various district and site comprehensive planning documents.	17	The plan references other district documents that guide the curriculum and/or establish goals and standards.	The plan does not reference district curriculum goals.
d. List of clear goals and a specific implementation plan for using technology to improve teaching and learning by supporting the district curricular goals and academic content standards.	19-23	The plan clearly identifies grade levels, subjects, or student populations that will be the focus for the term of the plan. The plan delineates clear, specific and realistic goals for using technology to support the district's curriculum goals and academic content standards to improve learning. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

<p>e. List of clear goals and a specific implementation plan as to how and when students will acquire technology and information literacy skills needed to succeed in the classroom and the workplace.</p>	<p>20</p>	<p>For the focus areas, the plan delineates clear, specific and realistic goals for using technology to help students acquire technology and information literacy skills. The implementation plan clearly supports accomplishing the goals.</p>	<p>The plan suggests how technology will be used, but is not specific enough to determine what action needs to be taken to accomplish the goals.</p>
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3. CURRICULUM COMPONENT, Continued	Plan Page	Adequately Addressed	Not Adequately Addressed
f. List of clear goals and a specific implementation plan for programs and methods of utilizing technology that ensure appropriate access to all students.	19-22	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to support the progress of all students, including special education, GATE, English Language Learners, etc. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
g. List of clear goals and a specific implementation plan to utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.	23	The plan delineates clear, specific and realistic goals for using technology to support the district's student record-keeping and assessment efforts. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
h. List of clear goals and a specific implementation plan to utilize technology to make teachers and administrators more accessible to parents.	25-26	The plan delineates clear, specific and realistic goals for using technology to facilitate improved two-way communication between home and school. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
i. List of benchmarks and a timeline for implementing planned strategies and activities.	19-27	The benchmarks and timeline are specific and realistic. Teachers, administrators and students implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what should occur at any particular time.

<p>j. Description of the process that will be used to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline.</p>	<p>19-27</p>	<p>The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.</p>	<p>The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.</p>
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4. PROFESSIONAL DEVELOPMENT COMPONENT Corresponding EETT Requirement(s): 5 & 12.	Page in District Plan	Adequately Addressed	Not Adequately Addressed
a. Summary of the teachers' and administrators' current technology skills and needs for professional development.	29-30	The plan provides a clear summary of the teachers' and administrators' current technology skills and needs for professional development. The findings are summarized in the plan by discrete skills in order to facilitate providing professional development that meets the identified needs and plan goals.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e. only the fourth grade teachers when grades 4-8 are the focus grade levels.
b. List of clear goals and a specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks, and timeline.	31-33	The plan delineates clear, specific and realistic goals for providing teachers and administrators with sustained, ongoing professional development necessary to implement the Curriculum Component of the plan. The implementation plan will clearly supports accomplishing the goals.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. List of benchmarks and a timeline for implementing planned strategies and activities.	31-33	The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what steps will be taken, by whom, and when.
d. Description of the process that will be used to monitor whether the professional development goals are being met and whether the planned professional development activities are being implemented in accordance with the benchmarks and timeline.	31-33	The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

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5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT Corresponding EETT Requirement(s): 6, & 12.	Page in District Plan	Adequately Addressed	Not Adequately Addressed
a. Describe the technology hardware, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.	34-39	The plan clearly summarizes the technology hardware, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support proposed to support the implementation of the district's Curriculum and Professional Development Components. The plan also includes the list of items to be acquired, which may be included as an appendix.	The plan includes a description or list of hardware, infrastructure and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
b. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that could be used to support the Curriculum and Professional Development Components of the plan.	34-39	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components. The current level of technical support is clearly explained.	The inventory of equipment is not by site or is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient

			detail.
c. List of clear benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components.	22-25	The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Description of the process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame.	22-25	The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

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6. FUNDING AND BUDGET COMPONENT Corresponding EETT Requirement(s): 7, & 13.	Page in District Plan	Adequately Addressed	Not Adequately Addressed
a. List of established and potential funding sources and cost savings, present and future.	40-41	The plan clearly describes resources* that are available or could be obtained to implement the plan. The process for identifying future funding sources is described.	Resources to implement the plan are not identified or are so general as to be useless.
b. Estimate implementation costs for the term of the plan (3-5 years).	40-41	Cost estimates are reasonable and address the total cost of ownership.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Description of the level of ongoing technical support the district will provide.	42	The plan describes the level of technical support that will be provided for implementation given current resources and describes goals for additional technical support should new resources become available. The level of technical support is based on some logical unit of measure, such as number of computers.	The description of the ongoing level of technical support is either vague or not included; is so inadequate that successful implementation of the plan is unlikely, or is so unrealistic as to raise questions of the viability of sustaining that level of support.
d. Description of the district's replacement policy for obsolete equipment.	41	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
e. Description of the feedback loop used to monitor progress and update funding and budget decisions.	43	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

* In this document, the term "resources" means funding, in-kind services, donations, or other items of value.

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MONITORING AND EVALUATION COMPONENT Corresponding EETT Requirement(s): 11	Page in District Plan	Adequately Addressed	Not Adequately Addressed
Description of how technology's impact on student learning and attainment of the district's curricular goals, as well as classroom and school management, will be evaluated.	43	The plan describes the process for evaluation utilizing the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
Schedule for evaluating the effect of plan implementation.	43	Evaluation timeline is realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
Description of how the information obtained through the monitoring and evaluation will be used.	43	The plan describes a process to report the monitoring and evaluation results to persons responsible for implementing and modifying the plan, as well as the plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

7. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY Corresponding EETT Requirement(s): 11	Page in District Plan	Adequately Addressed	Not Adequately Addressed
If the district has identified adult literacy providers, there is a description of how the program will be developed in collaboration with those providers.	44	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

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8. EFFECTIVE, RESEARCHED-BASED METHODS AND STRATEGIES Corresponding EETT Requirement(s): 4 & 9	Page in District Plan	Adequately Addressed	Not Adequately Addressed
a. Description of how education technology strategies and proven methods for student learning, teaching, and technology management are based on relevant research and effective practices.	45	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear, unreliable, or missing.
b. Description of thorough and thoughtful examination of externally or locally developed education technology models and strategies.	45	The plan describes references to research literature that supports why or how the model improves student achievement.	No research is cited.
c. Description of development and utilization of innovative strategies for using technology to deliver rigorous academic courses and curricula, including distance learning technologies (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	45	The plan describes the process for development and utilization of strategies to use technology to deliver specialized or rigorous academic courses and curricula, including distance learning.	There is no plan to utilize technology to extend or supplement the district's curriculum offerings

APPENDIX I – EDUCATION TECHNOLOGY PLAN BENCHMARK REVIEW

California Department of Education
Enhancing Education Through Technology (EETT)
Education Technology Plan Benchmark Review
EETT-F02BR (rev. 09/04)

EETT-F02BR

Education Technology Plan Benchmark Review

For the grant period ending June 30, 2005

IDENTIFYING INFORMATION:
CDS # 10 62166
APPLICANT NAME: FRESNO UNIFIED SCHOOL DISTRICT
<p>The <i>No Child Left Behind Act</i> requires each Enhancing Education Through Technology (EETT) grant recipient to measure the performance of their educational technology implementation plan. To adhere to these requirements, describe the progress towards the goals and benchmarks in your education technology plan as specified below. The information provided will enable the technology plan reviewer better to evaluate the revised technology plan and will serve as a basis should the district be selected for a random EETT review. Include this signed document with your revised education technology plan submitted to your regional California Technology Assistance Project (CTAP) office.</p>
<p>1. Describe your district's progress in meeting the goals and specific implementation plan for using technology to improve teaching and learning as described in Section 3.d., Curriculum Component Criteria, of the EETT technology plan criteria described in Appendix C. (1-3 paragraphs)</p>
<p>Fresno Unified has made very little progress toward the goals outlined in the Curriculum Component Criteria of the 2001-2005 Technology Plan.</p> <ul style="list-style-type: none">◆ Numerous reasons have led to this reality, including, extreme financial hardships which began in year one of this plan and continue today. This has slowed the progress of the needed upgrades and installation of core technology and infrastructure which preclude planned classroom implementation.◆ Several changes in leadership at the district level have resulted in a slowing of progress as well.◆ Large numbers of underperforming schools has resulted in focus and priority time being consumed with various site-specific targeted assistance plans often driven by outside consultants and rarely including a significant technology implementation. <p>Although the completion of expected objectives within the planned timelines has not been a reality in most cases, there has been progress made in every area targeted. Some successes to note from this progress are as follows:</p> <ul style="list-style-type: none">◆ A district wide system for delivering state and local assessment data to schools, teachers and parents online has been fully implemented and is being used by all district sites. This system allows for disaggregated reporting and individual data analysis enabling schools and teachers the

- ability to identify and monitor target students and areas.
- ♦ All district classrooms have met the goal of at least one internet connected computer and in most cases, grant funds have allowed for a 10:1 ratio in 4-8th grade classrooms.
- ♦ Resources have been made available to users via the district web site and intranet.

2. Describe your district's progress in meeting the goals and specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks and timeline as described in Section 4.b., Professional Development Component Criteria, of the EETT technology plan criteria described in Appendix C. (1-3 paragraphs)

As with question 1, the progress made here has been partial and delayed. The following examples illustrate progress made toward these goals.

- ♦ District Content Coordinators have begun to use technology as an integrated component to their staff development, modeling the embedded use of these tools in classroom instruction.
- ♦ Schools have received specific professional development in tools which support the improvement of student literacy, the curricular focus of the last plan. This has included training and onsite coaching in the effective use of Accelerated Reader, Inspiration and Kidspiration and the use of Email for improving communication and curricular sharing.
- ♦ Alternative means of providing professional development have been implemented on a pilot basis, including the use of online help files, onsite coaching in technology and subject area targeted professional development.

The applicant certifies that the information described above is accurate as of the date of this document. Should the applicant be selected for a random EETT review, the information stated above will be supported by adequate supporting documentation.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Patricia C. Patrick
 PRINTED NAME OF AUTHORIZED REPRESENTATIVE

District Coordinator- Instructional Technology
 TITLE OF AUTHORIZED REPRESENTATIVE

 SIGNATURE

 DATE

For CDE Use Only

Date Added: _____

Selected For Random Review:

Comments: