

INSTRUCTIONAL TECHNOLOGY

Department of Elementary and Secondary Education * Phone: (573) 751-8247 * E-mail: instrtech@dese.mo.gov

2008 Federal Programs Conference

Using ePeGS to create an Effective Ed-tech Plan
Breakout Session
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DESE Instructional Technology

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SESSION TOPICS

- ❖ Why districts / charter schools must have long-range technology plans
 - ❖ Proven benefits
 - ❖ Federal and state requirements
- ❖ Planning for effective technology implementation
 - ❖ DESE resources: planning website, templates, exemplary plans
- ❖ Creating and submitting plans for state approval
 - ❖ DESE resources: ePeGS, related guidance documents

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WHY SHOULD DISTRICTS HAVE TECH PLANS?

- ❖ What do research and experience have to say about the benefits of...
 - ❖ effective technology implementation and integration?
 - ❖ effective technology planning and evaluation?

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Research and experience indicate...

Technology, when used appropriately, can make a positive difference. A technology plan can have a lasting impact on not only what technology is to be used but, more importantly, how it is used as a tool to enhance teaching, learning, and school operations...
(NETS*A, 2002)

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WHY MUST DISTRICTS HAVE TECH PLANS?

- ❖ What mandates and requirements are there related to...
 - ❖ technology integration into curriculum, instruction, assessment, and professional development?
 - ❖ district participation in E-rate, NCLB (Title), and MOREnet programs?

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Tech planning has been implied, strongly encouraged, and/or mandated since 1990s

- ❖ 1993 Show-Me Curriculum, MSIP Standards
 - ❖ Technology embedded in curriculum, instruction, professional development, library media centers, facilities, and program evaluation
- ❖ 1994 TAG & TNP – first dedicated funding
 - ❖ New grant program encouraged tech inventory and plan development via initial technology survey and guide “Using Technology in Missouri Schools”
 - ❖ MOREnet K-12 Technology Network Program
 - ❖ Initial networking requirements
 - ❖ Program evaluation included “Computing Census”

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Tech planning implications, mandates...(cont.)

- ❖ 1997 E-rate & TLCF – first tech plan requirements
 - ❖ First state plan requirement and state approval of district plans (based on peer reviews)
 - ❖ Computer census updated to Census of Technology (aligned with QED, other national technology surveys)
- ❖ 2001 CIPA (and 2002 State) Internet safety law –
 - ❖ Mandated local Internet filtering policies and procedures
 - ❖ State law adopted federal rule
 - ❖ Additional state law (2004) requires posting of district policy and handbook on website

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Tech planning implications, mandates...(cont.)

- ❖ 2002 NCLB – new requirements for states, districts
 - ❖ Title II.D goal to integrate technology into curriculum, instruction, assessment, and professional development
 - ❖ students technology literate by end of 8th grade
 - ❖ New requirements for state and district plans
- ❖ 2002-06 Missouri Ed-Tech Strategic Plan (METSP)
 - ❖ Adopted National Educational Technology Standards
 - ❖ 5 Overarching goals/TFAs: Student Learning, Teacher Preparation, Administration/Data Management/Communication, Resources, Technical support
 - ❖ District plan approval criteria updated to address CSIP alignment, 5 TFAs, Title II.D goals, E-rate, etc.

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Tech planning implications, mandates...(cont.)

- ❖ 2007 METSP – new state plan, updated district plan requirements
 - ❖ State plan updated, addressing NETS, NETS assessment, and 21st Century Skills, and presenting eight major recommendations for DESE action to meet TFA goals
 - ❖ District approval process streamlined, while still emphasizing alignment of CSIP and TFAs and meeting NCLB and E-rate technology plan requirements

* Student and Teacher standards updated in 2007 and 2008, respectively
<http://www.iste.org/AM/Template.cfm?Section=NETS>

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Tech planning implications, mandates...(cont.)

- ❖ 2008 ePeGS – state’s new online planning and grant tool
 - ❖ Designed to help districts align and integrate all required plan and DESE grant programs
 - ❖ Will allow electronic submission of plans in 2008-09
 - ❖ Will require districts tie grant program activities and expenditures to specific plan(s) in FY10
 - ❖ Formula-driven applications will go online for FY10 and competitive grants for FY11
 - ❖ Perkins and Special Education, Part B grants are first to become available (summer 2008)

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PLANNING FOR EFFECTIVE TECHNOLOGY IMPLEMENTATION

Successful technology integration does not happen by chance; it emerges through careful planning, implementation, and adaptation.

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HOW DO DISTRICTS PLAN FOR TECHNOLOGY?

- ❖ According to research and experience, what are the essential elements of
 - ❖ effective technology plans?
 - ❖ effective technology integration?

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According to MSIP Standard 8.2, CSIP should include:

Description of the planning process

District's mission statement

Belief and vision statements

Needs assessment (analysis of student performance, other relevant data)

Goals, outcomes, or objectives that define specific, measurable expectations

Strategies to be undertaken to realize goals and objectives

Action steps/activities for implementing strategies

Timeline implementing each strategy or action step

Designation of person(s) responsible for implementing and assessing each strategy or action step

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According to research and experience, essential technology plan elements include:

Vision/mission	Technical support
Goals	Instructional technology staff/support
Needs assessment	Access, distribution of resources
Action plans, timeline	Curriculum, integration
Funding and budget	Student/staff SIS, intranet
Professional development	Student tech standards and usage
Technology acquisition	Teacher tech standards and usage
Assessment, evaluation	Leadership usage
AUP policy, security	Assistive technology
Coordination of resources	Student performance, achievement
Infrastructure	Communications, outreach

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Based on federal & state plans, effective tech implementations address:

- ❖ 21st century content (Student TFA)
 - ❖ Access to rigorous and relevant content
 - ❖ Information and communications technology literacy
 - ❖ Life skills: personal productivity, accountability, self-direction, personal/social responsibility, adaptability, leadership, people skills

- ❖ 21st century instructional tools, resources (Teacher TFA)
 - ❖ Teachers, administrators, and support staff equipped with knowledge, tools, and resources to promote effective teaching and learning through use of education technologies

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Based on national and state plans, effective tech implementations address:

- ❖ Strong governance & administration (Administration TFA)
 - ❖ Teachers, administrators, and support staff equipped with knowledge, tools, and resources to promote effective systems administration, data management, and communication
- ❖ Equitable, appropriate resources (Resource & Support TFAs)
 - ❖ Student, teachers, administrators, and support staff equipped with knowledge, tools, and resources to meet educational, personal, and career needs
 - ❖ Effective leadership and appropriate staff to provide users with technical and instructional support

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HOW DO DISTRICTS CREATE AND SUBMIT TECHNOLOGY PLANS FOR STATE APPROVAL?

- ❖ What resources are available to districts, regarding
 - ❖ effective technology planning?
 - ❖ aligning current plans to the ePeGS tool?
 - ❖ submitting new plans via ePeGS?

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Technology planning resources available:

District planning website: <http://dese.mo.gov/divimprove/instrtech/techplan/>

- State ed-tech plan recommendations and progress table
- Six-step planning process and Missouri planning guide
- Technology plan approval writing and approval checklists and FCC's Elements of a technology plan
- Exemplary local plans (as determined in peer review)
- ePeGS and related guidance documents

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Getting ready to use the ePeGS planning tool

- ❖ Request access to the new system
- ❖ Convene planning committee to review and update current approved plan
- ❖ Crosswalk tech planning with ePeGS plan elements
 - ❖ Mission statement
 - ❖ Needs assessment
 - ❖ Goals, objectives, strategies, action steps
 - ❖ “Education Technology Plan” first appears on Strategy page
 - ❖ Summary
 - ❖ Additional elements (applies to ed-tech plans)

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Six-step process in creating an effective plan



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Guiding Rule: Technology plans shouldn't be stand-alone plans; they should support districts' comprehensive school improvement plans

- ❖ Determine where and how technology can realize CSIP goals and objectives – and – determine what needs to be added to address ed-tech standards and indicators
- ❖ Specify desired outcomes, detail necessary strategies and action steps, and identify/secure funding
- ❖ Establish evaluation process and strategies
(Good resource: Capacity for Applying Project Evaluation:
<http://www.serve.org/Evaluation/Capacity/>)

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Six-step process and ePeGS alignment...

1. Getting started

- ❖ Committee development, representation
 - ❖ Effective planning is guided by a collaborative vision about desired learning outcomes
- ❖ Taking stock (SWOT or SOAR analyses)
 - ❖ Reviewing current plan goals, objectives, progress, in terms of what worked and what didn't, what needs to be added, deleted, or revised

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Six-step process and ePeGS alignment... (cont.)

2. Mission Statement <ePeGS element >

- ❖ District mission, based on vision and core beliefs and values

3. Needs Assessment <ePeGS element >

- ❖ Analysis of various, relevant data
 - ❖ Data related to CSIP goals and TFAs
 - ❖ Comparing data to district goals, state/national benchmarks, exemplars
 - ❖ Determining what worked or is working, what needs improvement, where technology can help address current and future needs

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Six-step process and ePeGS alignment... (cont.)

4. Goals and Objectives <ePeGS element >

- ❖ CSIP goals and objectives
- ❖ Technology-related objectives
 - ❖ Tied to MSIP standards [and state ed-tech goals]
 - ❖ Measurable [SMART] objectives

5. Strategies and Action Steps <ePeGS element >

- ❖ Implementation plans, steps
 - ❖ Specifying start-end dates, person(s) responsible, funding source (based on estimated cost)

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Six-step process and ePeGS alignment... (cont.)

6. Disseminate, Monitor and Evaluate <ePeGS additional element>

- ❖ Review often (at least annually)
 - ❖ Formative and summative monitoring and evaluation
- ❖ Communicate plans, progress, and achievement
 - ❖ Shared with patrons on regular, frequent basis

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Using the ePeGS planning tool

- ❖ To access the system: <http://www.dese.mo.gov/epegs/>
- ❖ Common page actions/options
 - ❖ Save – Save regularly and often!
 - ❖ Mark as Complete – Note to user that action is complete (displayed in the “status” column of the planning tool homepage)
 - ❖ Can still return later for additional data entry/edit
 - ❖ Clear screen – Clears the information. If information is saved, will pull up a new screen to enter additional objective, strategy, action step (be sure to save first)

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Using the ePeGS planning tool...(cont.)

- ❖ Have the new plan ready to copy and paste
 - ❖ Can enter information in a linear fashion (mission statement, then needs assessment, then goals, etc.) or in any order desired
- ❖ Mission statement – text box to enter district’s mission
 - ❖ This is for the district’s missions statement, which will be entered only once and will appear in the district s CSIP and all other district plans created in ePeGS
- ❖ Needs assessment – text box to enter significant findings (e.g., strengths, weaknesses)
 - ❖ Links provided to DESE-generated district data – it is important to consider all data appropriate, including local data

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Using the ePeGS planning tool...(cont.)

- ❖ Goal – where most tech planners will start
 - ❖ Click on Goals to bring up screen with the five overarching goals:
 - ❖ Student Performance (TFA 1)
 - ❖ Highly Qualified Staff (TFA 2)
 - ❖ Facilities, Support, Instructional Resources (TFAs 4 & 5)
 - ❖ Parent and Community Involvement (TFA 3)
 - ❖ Governance (TFA 3)
 - ❖ District can create two goals; however, ePeGS will only allow up to 5 goals (including district-generated)

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Using the ePeGS planning tool...(cont.)

- ❖ Objective – tied to a goal, specific, measurable
 - ❖ Can select a “sample” objective from the drop-down box and/or paste in a district-generated objective
 - ❖ See samples of tech-related objectives provided in Instructional Technology guidance document
 - ❖ An objective selected from the sample listing may be used as it is written; however, note that the sample may be edited once it appears in the text/dialog box

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Using the ePeGS planning tool...(cont.)

❖ Objective (continued)

- ❖ Select one or more appropriate MSIP standard (and special education indicators if appropriate), then scroll to bottom and click on “Apply MSIP Standards”
- ❖ Select data entry year and year type
 - ❖ Enter baseline year, progress year(s), and target year
 - ❖ Annual data targets and a long-range (3 to 5 years) target should be entered – with actual progress entered annually or semiannually to indicate annual target is met/not met

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Using the ePeGS planning tool...(cont.)

❖ Objective (continued)

- ❖ Use the comment box to describe the progress measures in sufficient detail
- ❖ "Save" the objective
- ❖ "Clear" the objective to enter another objective tied to the same [selected] goal
- ❖ Or click on "Strategies" to enter one or more strategies for this objective

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Using the ePeGS planning tool...(cont.)

- ❖ Strategy – tied to Objective (and similar in format)
 - ❖ Select or enter strategy [See sample tech-related strategies provided in Instructional Technology guidance document]
 - ❖ Select the MSIP standard(s) and enter person responsible, select/enter funding source(s), enter implementation start and completion dates, select appropriate plan (i.e., Education Technology Plan), and use comment box to provide detail
 - ❖ Note: deselect CSIP plan for strategies that are ongoing procedures (such may be needed for E-rate approval)
- ❖ Save strategy, clear strategy, and/or use menu to move on

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Using the ePeGS planning tool...(cont.)

- ❖ Funding Maintenance – can create a new funding source
- ❖ Action Step – tied to Strategy (somewhat similar format)
 - ❖ Select or enter the action step
 - ❖ Enter implementation start and completion dates
 - ❖ Save action step, clear action step, and/or use menu to move to another page
- ❖ Summary – where to view and print plans, submit plans, and see plan status
 - ❖ Can copy district plan and create a building plan if desired (same format)

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Using the ePeGS planning tool...(cont.)

- ❖ Additional elements – where plan-specific information may be required, beyond the usual CSIP plan format
- ❖ **NCLB additional element:** text box to
“Describe the process and accountability measures district will use to evaluate the extent to which activities funded by an NCLB program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging State academic standards.”

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Using the ePeGS planning tool...(cont.)

- ❖ E-rate/FCC additional element: check box to indicate
“The district provides assurances to DESE that the technology plan contains the following:”
 - clear goals and realistic strategies for using telecommunications and information technology to improve education services;
 - professional development strategies to ensure staff know how to use new technologies to improve education services;
 - assessment of the telecom services, hardware, software, and other services needed to improve education services;
 - sufficient budget to acquire and support non-discounted elements of the plan needed to implement the strategy; and,
 - evaluation process that enables school to monitor progress and make mid-course corrections in response to new developments or opportunities.

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Submitting the plan for state approval*

- ❖ Enter, save, submit, and print ePeGS plan – by April 15, 2009
- ❖ Send to DESE Instructional Technology a copy of the plan with technology plan approval request cover – mail by April 15, 2009
 - ❖ Approval request form can be downloaded from District Planning website

* Paper trail of plan and approval documents is necessary for E-rate audit purposes

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Approving district ed-tech plans*

- ❖ Plans submitted for approval by the April 15 deadline will undergo peer review in May 2009
 - ❖ Plans approved during the peer review will receive approval status notification by mail, indicating approval effective dates of July 1, 2009 through June 30, 2012
 - ❖ Plans not meeting approval during the peer review will be contacted by telephone and will need to work with Instructional Technology staff to ensure plan is approved by June 27, 2009.

* Paper trail of plan and approval documents is necessary for E-rate audit purposes

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Questions?

DESE Education Technology website:

<http://dese.mo.gov/divimprove/instrtech/>

Technology Planning website:

<http://dese.mo.gov/divimprove/instrtech/techplan/>

Plan Approval Checklist:

http://dese.mo.gov/divimprove/instrtech/techplan/tech_plan_cover_sheet.pdf

Sample ePeGS Objectives, Strategies, Action Steps

http://dese.mo.gov/divimprove/instrtech/techplan/Ed_Tech_Strategies_for_ePeGS_Goals_Nov_07.pdf