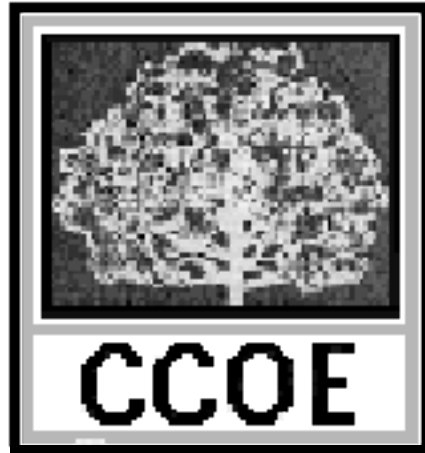


The Colusa County Office of Education



Education Technology Plan July 1, 2008 – June 30, 2011

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Description of County:

Colusa County is a small rural county whose economic structure is built on farming, including rice, row crops, and orchards. Colusa County is located 50 miles north of Sacramento in the middle of the Sacramento Valley. Many families live on farms and there is a population that resides in camp housing provided by the landowners. The western areas are part of the Coast Range, which tends to isolate the families living in these remote locations.

The communities in the county are very small. According to the 2000 Census, Colusa County's population was 18,804 people. Two incorporated cities and eight towns are the population centers. The population of the largest city, Colusa, is 5825. The other city, Williams, has a population of 2932. Williams is the growth center of the county, due to its location at the crossroads of Interstate 5 and Highway 20.

The total K-12 student population for the county is 4356 in four school districts. The largest district, Colusa Unified has 1548 students, and the smallest, Maxwell Unified has 464. The most recent report on the ethnic breakdown of school age population is White 35.8%, Hispanic 59.8%, Asian .4%, Pacific Islander .9%, American Indian 1.3%, and African American 1.8% (California Basic Educational Data System (CBEDS) 2001). One district, Williams Unified shows that the Hispanic population accounts for 83.3% of its students.

The Colusa County Office of Education (CCOE) serves the students and families in all four school districts. As the intermediate agency between the California Department of Education and the school districts, CCOE has oversight responsibility for the fiscal viability of the districts, including budget approval, certification of required reports and documentation, data processing, auditing, and credentialing monitoring. CCOE has been the lead agency in establishing, operating and maintaining the Colusa Educational Wide Area Network (CEWAN) for the districts and CCOE. CEWAN provides the capabilities for all of the business functions as well as instructional technology. In addition, because of the size of the districts the CCOE has operated many collaborative grants for the countywide education community, maximizing the economies of scale concept.

CCOE operates the Special Education, ROP, and Court and Community programs countywide. Special Education provides class instruction and specialized services, transportation, Workability and transition programs. The Special Education Local Plan Area (SELPA) is supported by all four districts, which pay the cost overrun between income from state and federal funding and the actual costs of operation. Computers and access to the Internet offer expansion of the opportunities for these special children to learn.

Nielson High School is for court-adjudicated youth ages 14-18. The program is located in a mountainous area in western Colusa County, and provides a comprehensive high school program for students from 18 counties in California. At this remote site, technology for instruction becomes an even greater asset for student learning.

CCOE also operates a Community School, Regional Opportunity Programs and Opportunity Classes which support students from the districts. CCOE has formed a consortium for Adult Education, at the request of the districts, to provide a more stable base for class offerings and operations. Computer use and Internet access provide individualized opportunities for school-to-career preparation and for increasing the job preparation options.

CCOE operates Child Development and Head Start programs in all communities in the county. The record-keeping responsibility for these programs is enormous, and is greatly simplified by the use of computer programs for student tracking and services. In addition, learning programs for the preschool population offer individualized progress in the school readiness skills that transition to kindergarten success.

Student assessment scores identify a significant number of students who are scoring below the 50th percentile. The schools have been steadily increasing their scores on the Academic Performance Index, but are still a significant distance from the target goal of 800.

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The number of limited English speaking students has an impact on the scores, since many students who have moved from Mexico have not had the benefit of attending school there. The high poverty level also plays a role in these scores, since many students have little or no printed materials or resources in their homes with which to improve their learning experiences. Their only opportunity for access to technology is through the schools.

Schools receive monies from the State level based on a revenue limit assigned for Average Daily Attendance (ADA). With each district qualifying as a small school district, the funds that come in are for most basic core services, with little left for special projects. Categorical programs from the state and federal governments supplement the basic revenue for the districts, but those categorical funds have specific requirements for the way that money is spent. As a result, little money is available for technology and many staff members have multiple responsibilities.

The Colusa County Office of Education works hand in hand with the districts when it comes to Technology. Since there is little money, all sites are involved in a consortium with CCOE called CEWAN (Colusa Educator's Wide Area Network).

Anticipated Outcomes of the CCOE Technology Plan Include:

County-wide outcomes: District Learning

CCOE is taking action to provide distance learning curriculum to the vast reaches of the county. An instructional Domain Controller has been setup and will expand the network into an area where students as well as staff will have the ability to share and access remote file storage via the internet.

CCOE has the ability to make use of Internet 2 at various sites, which is a high speed network connection to California State Universities Research facilities. It is anticipated that these resources will be brought into the curriculum within the next three years for all districts and CCOE programs.

CCOE Student Program Outcomes:

Nielson High School and Community School students will gain computer knowledge and skills that will enable them to succeed when they return to their home school, in post-high school education, and enhance their employability

ROP students will gain knowledge and attitudes that is needed to perform successfully in the rapidly expanding global "world of work" by being trained in a classroom with modern and updated office equipment that equates with Internet software and hardware technology. Through this gained knowledge and attitudes they will also be prepared to enter comprehensive job training programs and/or enter post-secondary education.

Special Education expects students to gain computer knowledge and skills that will enable them to participate in post-secondary education and enhance their supported or independent employability.

County-wide outcomes: Technology Support / Infrastructure

CEWAN as a consortium will maintain two staff positions to assist with the various needs of all the technology. Each district has at least one staff person on hand to locally assist with technology, either as a full time position or a teacher with a stipend.

CCOE will replace 20 percent of the computers each year at all CCOE student program sites, phasing out older systems first.

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CCOE Student Programs: Technology Support / Infrastructure

Nielson High School expects to maintain the administrative and instructional servers to support the great length of distance between its site and CCOE, upgrade and replace computers in the classrooms, and provide in-service training in technology for all staff.

Community School expects to upgrade the DSL connection and become a part of the CCOE network. We also plan to purchase additional software to support math and reading instruction.

ROP expects to add additional computers pending additional classroom space and will focus on replacing the computers that are in place, as they are fairly dated already.

Special Education will focus on replacing the computers that are in place, as they are fairly dated already. Any special needs software (based on IEP's) will be put into place.

District Outcomes: Infrastructure

Colusa Unified School District expects to increase bandwidth between sites.

Maxwell Unified School District will setup an instructional domain for its network, so that students will have onsite storage for data.

Pierce Joint Unified School District expects to implement desktop software to focus student access on curriculum related software giving the teacher more control over computer programs and providing a more productive computerized environment.

Williams Unified School District will strive to find a way to increase bandwidth to the outside world making use of its 100 Mbps LAN.

1.a. The Plan should guide the County's use of Education Technology for the next 3-5 years.

The Colusa County Office of Education is using its Technology Plan to serve a current state approved E-rate Technology plan. Upon review of current data, CCOE has initiated new benchmarks and budgets for 2009, 2010, and 2011 as contained within this new document that build upon the E-rate plan.

This Technology Plan is intended to guide the County Office of Education as it provides technology services to the student programs it provides, and the school districts of Colusa, Pierce, Williams and Maxwell. It is intended to serve as a 3-year guide and vehicle from July 1, 2008 – June 30, 2011 in the following areas:

Technology planning for the Colusa County Office of Education is quite different from technology planning for our four school districts. Unlike school districts who serve the general population of students in a relatively small geographical region, Colusa County Office of Education serves students in specialized areas, throughout the county. The distinctive nature of Colusa County Office of Education has made technology planning unique.

This technology plan establishes several broad goals to meet the needs of our students, programs and districts.

- In an effort to achieve the educational goals of all our programs, Colusa County Office of
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Education will integrate technology into all instruction and services provided by CCOE

- The Colusa County Office of Education will provide staff development in technology for teachers, instructional aides, specialists and other staff according to the identified needs and interests of each group, site, or department to improve their services to youth and adult populations.
 - Colusa County Office of Education will provide technical assistance to technologically enhance facilities, provide connectivity, and resources to improve classroom instruction.
 - Colusa County Office of Education will commit to continued funding of technology as permitted by the availability of federal, state and local financial resources.
 - Colusa County Office of Education will continue to monitor the effectiveness of its services that it is providing in the way of technology.
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Colusa County Office of Education Technology Plan

2.a. Describe how a variety of stakeholders from within the county and the community-at-large participated in the planning process:

As a small community, people have numerous roles in seeing a student successfully through our programs. The Colusa County Office of Education has worked with other Colusa County entities, the Colusa County Office of Education Board of Education, Parents, and the four School Districts of Williams, Colusa, Maxwell and Pierce in the planning process.

Community and Business input has been received through the advisory boards of the Tri County ROP, comprised of local business and community members.

CEWAN (the Consortium of the Colusa County Office of Education, along with Colusa, Maxwell, Pierce, and Williams School Districts) contributed to the development of this plan through its regular monthly meetings, small group and one-to-one conversations with CCOE staff. Representatives from each of CCOE's program specialists provided input through staff meetings and surveys. Additional public notice and input were provided through publicized meetings of the boards and community meetings.

Table of technology planning team.

Name	Position	Organization
Alex Evans	Technology Coordinator	CCOE
Kay Spurgeon	Superintendent	CCOE
Bonjie Immoos	Business Assistant Superintendent	CCOE
Dave Wright	Special Education Technology Support	CCOE
Russell Hogue	Technology Technician	CCOE
Eric Ring	Community School Teacher	CCOE
Leigh Andreatta	Nielson High School Vice Principal	CCOE
Virginia Frias	ROP Coordinator / Adult Education	CCOE
Raeanna Correa	Special Education Teacher	CCOE
Jerry Early	Special Education Coordinator	CCOE
Ronnie Ray	District Technician	COLUSA USD
Zach Thurman	Elementary School Principal	MAXWELL USD
Jill Wright	Teacher / Technology Coordinator	MAXWELL USD
Jeff Stuienberg	Technology Director	PIERCE JUSD
Troy Thompson	Technology Coordinator	WILLIAMS USD
Tri County ROP	Advisory Boards	Tri County ROP
Adult Education Consortium	Adult Education Coordinator	CCOE Adult Ed Consortium
Parent Involvement	Parent Involvement from Board Input	Various Boards

Colusa County Office of Education Technology Plan

Expected funding/budget outcomes in 3 years:

County-wide outcomes

Most of the computer resources and network infrastructure that is in place at present was made possible by a one time grant opportunity. Our focus will be on maintaining the same level of service on a limited budget.

CEWAN the consortium of all school district and CCOE will continue to provide a pool of resources to CCOE services and the four school districts of Colusa, Maxwell, Pierce and Williams.

CCOE Student Programs:

Nielson High School, Community School, ROP, and Special Education will attempt to replace 20 % of their outdated computers each year with newer models.

Expected monitoring and assessment outcomes in 3 years:

CEWAN will monitor the needs of network infrastructure and computer resources for CCOE and the four school districts monthly. As specific needs arise they will be addressed.

Student data regarding academic, career preparation and life skills for special education will be examined and software, hardware and staff development will be provided as indicated, where possible.

CCOE staff will be assessed and provided staff development based on the needs identified. The CCOE Technology Coordinator will report directly to the CCOE and District Superintendents the status of the needs and comparable solutions.

Public software is currently in place to verify network status of available bandwidth and current network status will be monitored for efficiency. Recommendations for upgrades will be made to the Superintendent and Board as needed.

An annual inventory is taken to compare a computer count to previous years. This inventory is then used for other research such as grants and monitor the computer replacement plan.

Site administrators for CCOE programs will also monitor annually the changing needs of their programs and report their findings to the CCOE Technology Coordinator.

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3. CURRICULUM COMPONENT

3.a. Description of teachers' current access to technology tools both during the school day and outside of school hours.

In all CCOE programs, all instructional staff has access to technology tools during the day, during, before and after instructions hours. This includes a phone, computer, network storage, inside/outside email, and software required to support their curriculum and office productivity. Each teacher has unfiltered internet access and network storage.

The chart below show the access for CCOE Programs

CCOE Program	Classroom	Library or Media Center	Labs	ELL	Before and After School
Nielson High School	Access to Admin and Instructional computers (20)	Not Available	10 Computers	Same as General Population	NO
Community School	Access to Admin and Instructional computers (6)	Not Available	Available Computers are in same classroom	Per above	NO
ROP	1 Admin Computer	Not Available	20 Computers in Lab	Per above	NO
Special Education	Access to Admin and Instructional computers (67)	Not Available	Located at School Sites	Per above	NO
Opportunity	Access to Admin and Instructional computers (21)	Not Available	Located at School Sites	Per above	NO
Adult Education	Access to Admin and Instructional computers (28)	Not Available	Wireless Cart of Laptops	Per above	NO

Students access to technology tools for all during and outside the school day:

All students have access to technology tools during the school day including: a 4.75 to 1 student computer ratio in our 9-12 student programs (as a result of the Digital High School program). This means that the vast majority of our computers are extremely aged. All students in all programs have access to a lab setting, an instructional Server that provides network storage and a central point to administer network programs, software such as Microsoft Office Suite for word processing and Norton Antivirus Software to provide security.

To ensure safe and secure access for all CCOE programs and Colusa County Schools, an Acceptable Computer Use Policy has been adopted. As a result, all student computers have filtered internet access. Additional network configurations are in place to keep students in appropriate areas of the network and focused on curriculum. Due to the nature of our programs and their "high risk" populations, students do not have access to technology outside of school hours.

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CCOE Student Programs

Nielson High School has an Apple iBook lab with wireless airports to allow for educational and career research. All academic classrooms are equipped with computers for student use for word processing and course specific software. At least one of these computers in each classroom is connected to the internet. There is a lab of Alpha Smarts word processors which are used to complete writing assignments in the English classes as well as in other academic classes (i.e. Science).. In addition, students may take vocational classes in computer repair. Students are expected to utilize the equipment under the direction and supervision of classroom staff. Students also use Cyber High through the Internet.

Community School makes use of an online Math program and makes use of the internet for research. A one-room school, students have immediate access to computers for instructional needs. All computers are equipped with Windows XP and a variety of software that includes math, reading, and keyboarding software. They usually have at least four computers on-line and in working condition which is a 2:1 student to computer ratio. Community School uses Accelerated Math locally and Renaissance Place through the Internet.

ROP focuses on state standards, quality career technical preparation that reinforces and enriches core academic curricula through a practical hands-on approach to instruction, which prepares students for work, college, and life in the community. The practical hands-on approach to instruction includes; providing an emphasis on keyboarding, resume building, and money management skills with spreadsheets. Job placement referrals and placements are an added bonus to those students that satisfy course performance objectives. ROP also uses the Microsoft Office suite as well as programs like Keyboarding Pro to work with students on raising their typing skills and hand eye coordinator. Each district has 2 classrooms available during teachers working hours for ROP.

Special Education As a result of DHS students have access to technology in all classrooms. DHS has created a 9 to 1 computer ratio for Special Education in the classroom. All secondary students have access to computers, the internet, and Microsoft Word in their special education classrooms as a result of the DHS grants. However, these computers are significantly outdated.

Students also have access to computers after school through the county library system. Some sites have Alpha Smarts available for check out and some students have computers at home. Special Education students have various hardware and software programs that are specific to their Individual Education Plan (IEP) including assistive technology such as a communication board, interactive switches, and a FM system.

3.b. Description of the county's current use of hardware and software to support teaching and learning.

Teachers are doing much to integrate technology into their curriculum. The computers are used for a variety of different school related tasks, they include: Keyboarding classes, Word Processing, Renaissance Learning Programs such as Accelerated Reader and Math, and an Internet Connection for online research. The frequency of use varies from daily to weekly depending upon the program, assignment and level of staff technology integration skills.

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Nielson High School currently uses their computers to prepare students for successful roles either in continuing education or in the workforce. EduSoft is used to monitor student progress and reading grade level content standards. The computers are used for technology skill building and are integrated into the curriculum through remediation and enrichment software, word processing, internet research, career exploration, etc. Nielson High School takes advantage of CCOE servers in the main office to promote file sharing. All records are kept on the server making use of the Microsoft Office Suite and in the school information system called AERIES. Teachers utilize websites for lesson plans and to support classroom instruction. Students practice information literacy skill as they access information for project and career research via websites.

Community School is currently focusing on curriculum geared to reading and math. We are currently purchasing new student data software (EduSoft) that will allow us monitor academic progress. In reading we use the Scholastic programs that test students' reading levels and suggest appropriate reading materials. Tests are provided for evaluation. As our program services students in grades 7-12, our students work at individual pace for remediation and enrichment. There are two administrative computers that are networked for file sharing. They make use of the Microsoft Office Suite for grades and record keeping. Students make use of twelve computers (at present) to access the internet for research and make use of Microsoft Office for word processing. Students use an online math curriculum.

ROP focuses on state standards and job placement providing an emphasis on keyboarding, resume building, and money management skills with spreadsheets. The program uses the Microsoft Office suite as well as programs like Keyboarding Pro to work with students on raising their typing skills and hand eye coordinator. ROP also uses a set of Job Ready CD's which is designed to assess and prepare students into the labor market via employment skills training concept. Mavis-Beacon is also used for independent computer learning by the student, searching the Internet for current activities and trends as it applies to the ROP instruction.

Special Education services are provided at various sites within the four school districts. Special Education uses software to develop academic and life skills and speech development. They take advantage of the infrastructure and academic programs available at each specific site. These programs include BigChalk, World Book Online, Accelerated Reader, Accelerated Math, and Scholastic Scope. It uses a variety of software programs that are specific to work with students on their Individual Educational Program or IEP. This includes special speech software, hand eye coordinator software, and Accelerated Math and Reading. The software is different at each site depending on the grade level and student need. The types of software includes Board Maker, Pix Writer, Picture It, CAST eReader, Mavis Beacon Typing, HEC Phonics, Accelerated Math, Accelerated Reading, hand eye coordinator software, and special speech software. Special Education utilizes a software grade book program to keeping grades and administrative records. A webpage has also been setup as a central location for Special Education forms. All Special Education staff has access to a web page for their specialized forms, email, the internet, and network connection. Some sites have access to Alpha Smarts. The secondary staff utilizes a software grade book program.

3.c. Summary of county's curricular goals as spelled out in various county and site comprehensive planning documents:

The areas of emphasis noted for each program described below reflect the County Office of Education's Board Approved goals for the academic programs offered by the CCOE. They are found in planning documents including the Strategic Plan, DHS grants, individual

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program plans, student IEP's and WASC documents that are particular to each individual program.

The CCOE Strategic Plan has a number of goals pertaining to technology.

- CCOE will enhance classroom activities by continuing to update curriculum for computers in the classroom.
- CCOE will improve program management utilization of technology by: assessing and upgrading computer systems, continuing to access internet and email, maximizing computerized database management.
- CCOE will provide staff development and training to maximize technology benefits.
- CCOE will improve student learning as measured by growth in assessment outcomes.
- CCOE will provide training in strategies and curricula that is research based to help students with vocational disabilities and learn appropriate tasks.
- CCOE will develop staff skills in the use of technology for student learning, data management and assessment.

Nielson High School's curricular goals for students are to improve academic skills in the areas of math and reading, achieving at least one year's growth for each 6 months in the program. Achievement is measured using the WRAT and STAR scores, curriculum based measurement, and teacher evaluation.

Community School's curricular goals for students are to improve academic skills in the areas of reading and math. Success is measured on WRAT and Star scores. Teacher evaluation and curriculum-based measurement are also means of evaluation. We anticipate significant gains in knowledge for students who remain in our program for more than one semester.

ROP's curricular goals are to provide high quality career training programs and services to its customers: students and employers, and remains committed to continuous improvement. Students earn credits towards graduation upon completion of required class attendance hours. They must also complete course performance objectives. The goals for the ROP student are to obtain either/or both, Certificate, high school diploma, occupational training, advanced training, employment attainment.

Special Education's curricular goals are based on California State Standards, IEP goals, and the individual student's performance. The individual student's STAR results are blended within the individual district's API.

3.c.1 Summary of county's curricular goals as supported in research.

The educational technology, curriculum and staff development departments in the county have an ongoing process of grounding practices in research proved methodologies. Currently, the county is implementing reading and math programs chosen for their evidence based results on student achievement with regard to their applicability for "at risk" students, career preparation through ROP, special education, and adult literacy populations. Each program reviews the research supporting the adoption of curriculum materials that will best address the needs of its particular students. Adoptions are reviewed by a teacher/administration

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team prior to purchase for suitability regarding their ability to address student needs as indicated by student academic achievement data, and alignment to California State Standards.

Goals by Program	Research
<p><u>Nielson High School</u> will use technology to support and enhance the curriculum. Research has shown that at-risk students respond to a variety of learning modalities. The interactive nature of computer instruction addresses different learning styles.</p>	<p>Teachers with computers report significant changes: increases in the amount of inquiry-oriented instruction and project-based activities, increased collaboration with teachers, and more communication with students. (McMillan, K. and Honey, M.)</p>
<p><u>Community School</u> will use technology as a tool to support our curriculum. Students are classified as "at risk", are on some level of probation and twenty-five percent are in Special Education. The interactive nature of computer instruction works well with this clientele.</p>	<p>A meta-analyses of 500 computer-based instruction studies concluded that computer-assisted instruction and drill and practice software can significantly improve students' scores on standardized achievement tests" Kulik, J.A. & Kulik C.-L. C. (1987a) Computer-based instruction: What 200 evaluations say. Paper presented at the Annual Convention of the Association for Educational Communications and Technology, Atlanta, GA. (ERIC Document Reproduction ServiceNo. ED 285 521)</p>
<p><u>ROP</u> researches for the most updated available instructional materials through networking methods. The instructional materials are selected to enable the course to be designed to train students for entry-level jobs skills, retraining or upgrading, or placement in advanced career technical education course and have a subject area advisory committee.</p>	<p>Moreover, using technology within the curriculum framework can enhance important skills that will be valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments." Critical issue: Using technology to improve student achievement. (1999). Retrieved March 12, 2001, from North Central Regional Educational Laboratory Web site: http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te800.htm</p>
<p><u>Special Education</u> staff selects curriculum based on individualized needs of the student by modifying the district's curricular materials and supplementing with specific remediation. In addition to the regular curriculum students participate in functional communication such as reading, problem solving, vocational, and independent living skills based on their needs.</p>	<p>"Technology can provide the means for students with special needs to communicate via email and use the Internet for research, and can also help teachers accommodate students' varying learning styles." Silverstein, G., Frechtling, J., & Miyoaka, A. (2000). Evaluation of the use of technology in Illinois public schools: Final report (prepared for Research Division, Illinois State Board of Education). Rockville, MD: Westat</p>

For further information refer to section 9a

3.d. Goal statement(s) for curriculum integration to improve teaching and learning, by supporting the county curricular goals and academic content standards

Goal: Technology will be integrated into the classroom to support standards based instruction with an emphasis in Language Arts and Mathematics.

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Objective: By June 2011, all students in CCOE academic classrooms will utilize productivity software and course-specific software for remediation and enrichment with an emphasis on English Language Arts and Mathematics..

Benchmarks:

By June 2009.

Nielson High School

- 75% of students will use technology to prepare written reports and projects including using word processing skills and information literacy skills per grade level requirements.
- 50% of students will demonstrate academic growth in Reading and Mathematics as indicated by pre/post assessments from Accelerated Reader and Math.

Community School

- 75% of students will use computers to enhance their Word processing skills and internet research skills in support of language arts
- 50% of students will use computers to enhance their Word processing skills and internet research skills in support of language arts

Special Education

- 75% of students will use productivity software and course-specific software for enriching communication and independent living skills per IEP goals.

ROP

- 75% of students will leave the program with career appropriate reading skills as measured by final examination.

Opportunity

- 50% of students will use computers to enhance their writing and research skills in support of language arts as measured by formative assessments and ASAM.

By June 2010

Nielson High School

- 85% of students will use technology to prepare written reports and projects including using word processing skills and information literacy skills per grade level requirements.
- 75% of students will demonstrate academic growth in Reading and Mathematics as indicated by pre/post assessments from Accelerated Reader and Math.

Community School

- 85% of students will use computers to enhance their Word processing skills and internet research skills in support of language arts
- 75% of students will use computers to enhance their Word processing skills and internet research skills in support of language arts

Special Education

- 85% of students will use productivity software and course-specific software for enriching communication and independent living skills per IEP goals.

ROP

- 85% of students will leave the program with career appropriate reading skills as measured by final examination.

Opportunity

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- 75% of students will use computers to enhance their writing and research skills in support of language arts as measured by formative assessments and ASAM.

By June of 2011

Nielson High School

- 100% of students will use technology to prepare written reports and projects including using word processing skills and information literacy skills per grade level requirements.
- 100% of students will demonstrate academic growth in Reading and Mathematics as indicated by pre/post assessments from Accelerated Reader and Math.

Community School

- 100% of students will use computers to enhance their Word processing skills and internet research skills in support of language arts
- 100% of students will use computers to enhance their Word processing skills and internet research skills in support of language arts

Special Education

- 100% of students will use productivity software and course-specific software for enriching communication and independent living skills per IEP goals.

ROP

- 100% of students will leave the program with career appropriate reading skills as measured by final examination.

Opportunity

- 100% of students will use computers to enhance their writing and research skills in support of language arts as measured by formative assessments and ASAM.

3.e. Goal statement for student acquisition of technology and information literacy skills.

CCOE programs currently integrate information literacy and technology proficiency skills into student learning activities as appropriate to each program. CCOE will continue to integrate the development of technology and information literacy skills into the curriculum of each CCOE program.

In reviewing our student data it became evident that there is a need to focus on the development of these skills in our Special Education programs. Our current plan will emphasize the need for development of these skills for our K-12 students in our Special Education Programs.

Goal: Technology will continue to be integrated into the classroom to improve technology and information literacy skills for all CCOE students, with an emphasis on K-12 Special Education Students.

Objective: By June 2011, all special education students K-12 will have basic technology and information literacy skills as appropriate to their IEP's.

Benchmarks:

By June 2009, 25% of Special Education students in grades K-6 will have basic technology and information literacy skills as appropriate to their IEP's.

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By June 2010, 50% of Special Education students in grades K-8 will have basic technology and information literacy skills as appropriate to their IEP's.

By June 2011, 75% of Special Education students in grades K-12 will have basic technology and information literacy skills as appropriate to their IEP's.

Implementation Plan/Activities	Responsible Dept. or Position	Timeline	Monitoring and Evaluation activities
Staff will receive training on teaching technology skills	Site Administrator	August 2008 Annually thereafter	Assistant Superintendent of Special Education will evaluate data from site administrator: sign in sheets, certificates of completion
K-6 will begin focusing on technology integration into curriculum as appropriate to their IEP's.	Site Administrator	Sept. 2009 Annually thereafter	Assistant Superintendent of Special Education will evaluate data from site administrator
Staff will receive training on teaching technology skills. All CCOE student program staff.	Site Administrator	August 2009 Annually thereafter	Assistant Superintendent of Special Education will evaluate data from site administrator: sign in sheets, certificates of completion
K-8 will begin focusing on technology integration into curriculum as appropriate to their IEP's.	Site Administrator	Sept. 2010 Annually thereafter	Assistant Superintendent of Special Education will evaluate data from site administrator
Staff will receive training on teaching technology skills	Site Administrator	August 2011 Annually thereafter	
All students focus on technology integration into curriculum as appropriate to their IEP's.	Site Administrator	June 2011 Annually thereafter	Assistant Superintendent of Special Education will evaluate data from site administrator

3.f Appropriate and Ethical use of Information Technology Resources.

Appropriate and Ethical use of Information Technology Resources is a critical factor in navigating the CEWAN network. CCOE has adopted the CEWAN acceptable use policy as the CCOE Acceptable Use Policy in dealing with these factors. These policies deal with copyright laws.

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Goal: Maintain and Enforce an Annually Updated Acceptable Use Policy to meet current and emerging technologies.

Objective: Update the CCOE Acceptable Use Policy by June 1, 2011 and annually thereafter to provide a clear and concise policy that defines to the staff and students the appropriate and ethical use of Information Technology when on the CEWAN network.

Benchmark 1: Update the CCOE Acceptable Use Policy by June 1st, 2009 and annually evaluate and update the CCOE Acceptable Use Policy and have each student and staff member sign the new policy by June 1st of each year.

Benchmark 2: Annually have all staff from various CCOE student programs in-serviced and/or updated on the adopted CCOE appropriate and ethical use curriculum.

Benchmark 3: Annually all staff will provide all students with the changing dynamics in dealing with the appropriate and ethical use of Information Technology.

3.g Internet Safety.

CCOE is dedicated to providing a safe environment to both learn and work. Due to the endless resources that our network plugs into, CCOE must make every effort to keep our students and staff safe from inappropriate content, online predators and themselves.

Goal: CCOE will have an instructional program and grade level appropriate internet safety curriculum for all CCOE student programs.

Objective: To develop and delivery annually to all students grade level appropriate instruction for internet safety.

Benchmark: By June 1st 2009 CCOE will research and access a curriculum to be adopted and practiced by the staff and student. Annually thereafter the curriculum will be evaluated and adjusted to keep our staff and students safe.

3.h. Goal statement for utilization of technology to ensure appropriate access for students.

CCOE has made attempts to create a larger demand for the use of technology within the schools and curriculum. Three school sites have joined the Cisco Academy and began to focus on Networking. Dealing with this issue will be a large area of our focus. Strategies to ensure appropriate access for all CCOE programs include;

- CEWAN provides each program including Nielson High School, ROP, Special Education and each school district with an instructional VLAN to keep students securely away from Administrative information. All students on the instructional VLAN have filtered internet access with the exception of community school which has a software solution to meet these needs.
 - All student access to the internet is filtered for content. Computer desktops are also locked down so that students are unable to perform malicious actions to any computer
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system. Students are required to have parents sign a consent form in order to use our internet access.

- Nielson High School, ROP, and Special Education would like software to lock down each computer so that students only have access to appropriate software and browser functions.
- The Community Schools goal is to be connected to CCOE via T1 to make use of the CEWAN instructional VLAN and content filter.

Goal: Appropriate software and connections will provide all CCOE students with safe, high speed access to the internet and appropriate hardware to accomplish their learning objectives in all CCOE student programs.

Objective: By June 2011, software solutions will be in place for CCOE programs.

Benchmarks:

By June of 2009, current software for student and computer systems protection will be evaluated for effectiveness and upgrades or replacements recommended for purchase.

By June of 2010, software upgrades or replacements will be installed at Nielson H.S. and ROP classrooms.

By June of 2011, Community schools will be connected CCOE via T1 and protective software will be installed on all Special Education computers.

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Implementation Plan/Activities	Responsible Dept. or Position	Timeline	Monitoring and Evaluation activities
Evaluate current security software	Technology Coordinator	June 30, 2009	Technology Coordinator will report to Superintendents Council on findings and recommendations
Research Security Software	Technology Coordinator	June 30, 2009	
Locate Funding for Community School T1	Superintendent	June 30, 2009	Superintendent will inform Technology Coordinator when funding is available
Purchase Security Software	Technology Coordinator	June 30, 2010	Technology Coordinator will report to Superintendents Council on progress
Implement Security Software on Network	Technology Coordinator	June 30, 2010	Technology Coordinator will report to Superintendents Council on progress
Attach Community School to CEWAN	Technology Coordinator	June 30, 2010	Technology Coordinator will report to Superintendents Council on progress
Continuously maintain and monitor software and infrastructure	Technology Coordinator	2010 - 2011	Technology Coordinator meets w/ site and district reps. To monitor, evaluate and upgrade per recommendations

3.i. Goal statement for utilization of technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet each student's academic needs.

Most school districts have a school information system that has additional features allowing for record keeping of students.

Currently each of the CCOE student programs uses its own methods for student record keeping and assessment. CCOE will research the availability and appropriateness of utilizing standardized software for student record keeping and assessment.

Currently:

- Nielson High School currently uses Aeries as a student information system for storing student information such as transcripts, attendance, grades, etc.
- Community School uses Microsoft Work and Excel for a variety of program needs. Our attendance, transcript, office forms, parent communication, and disciplinary records are all self-generated using word processing and data-base software.
- Special Education utilizes a software solution for grade book keeping. Confidential information of the students is stored on network servers to insure proper access levels.

Goal: Technology will be utilized to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.

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Objective: By June 2011, a uniform student assessment system (currently evaluating EduSoft) which will be later be installed and staff will be trained to implement it for student assessment.

Benchmarks

By June 2009, investigate various software and systems to manage data.

By June 2010, install, configure and train staff in use of selected system.

By June 2011, implement data management system across CCOE student programs and maintain thereafter.

Implementation Plan/Activities	Responsible Dept. or Position	Timeline	Monitoring and Evaluation Activities
Identify data sources	Technology Coordinator	July 1, 2008 to March 31, 2009	Quarterly Reports to Technology Committee
Research appropriate software	Technology Coordinator	June 30, 2009	Meetings with site principals, notes of software review and data base design submitted to Supt.
Purchase software	Technology Coordinator	January 30, 2010	P.O from business office
Install and configure system	Technology Coordinator	April 30, 2010	Online access at pilot site.
Train staff	Technology Coordinator	August 30, 2010	Review of sign in sheet, lesson plans and student logs.
ilot the implementation	Technology Coordinator	Sept. 1, 2010 through January 31, 2011	Review of sign-in sheets, access logs and trouble shooting mtgs. W/site staff and administration.
Train additional staff at another site	Technology Coordinator	August 31, 2010	Attendance logs
Implement database and train staff	Technology Committee	January 31, 2011	Attendance logs; data records

3.j. Goal statement for utilization of technology to make teachers and administrators more accessible to parents.

- CCOE values communication with the parents and community. In order to increase this communication several items are in place;
 - All CCOE and school district instructors have an email account and access to a network storage location to communicate with staff and parents and share information. This is provided by CEWAN.
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- CCOE and all school districts have Webpage that is online at all times. This is provided by CEWAN. All CCOE administrative and district support staff members also have an email address available both inside and outside of our network.
- CCOE has a PBX (comprehensive phone system) that extends into all CCOE programs and two school districts at present to provide a uniform phone system and voicemail.
- CCOE's goal is to connect all CCOE program sites and districts to the PBX.
- CCOE is beginning to focus more on the use of its webpage in coordinating activities with the community.

Goal: Technology will continue to be utilized to make teachers and administrators more accessible to parents.

Objective: By June 2011, all CCOE sites and districts will be connected to the PBX and the CCOE webpage is continuously updated for use in coordinating activities within the community.

Benchmarks:

By June of 2009, connect all CCOE sites and districts to the PBX.

By June of 2010, CCOE uses its webpage in coordinating activities with the community.

By June of 2011, evaluate website and upgrade per data indications.

3.k. & l. timeline for implementing strategies and activities, responsible position and monitoring and evaluation activities

Implementation Plan/Activities	Responsible Dept. or Position	Timeline	Monitoring and Evaluation activities
Research cost of connecting remaining sites to PBX is completed	Technology Coordinator and Superintendents	July 30, 2008	CCOE will verify vendor costs at Superintendents Council
Purchase PBX equipment	Technology Coordinator	June 30, 2009	Technology Coordinator will report to Superintendents Council on progress
Connect Colusa Unified School District to PBX	Technology Coordinator	June 30, 2009	Technology Coordinator will report to Superintendents Council on progress
Connect Pierce Joint Unified School District to PBX	Technology Coordinator	June 30, 2009	Technology Coordinator will report to Superintendents Council on progress
Website designed per input from CEWAN	Technology Coordinator	August 31, 2009	Draft designs presented to Supt. Council and stakeholders for comment
Website posted for trial use	Technology Coordinator	January 31, 2010	Number of hits to site; comments from community, districts and CCOE sites
Website evaluated	Technology	June 30,	Number of hits to site;

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annually and upgraded per data and comments	Coordinator	2011	comments from community, districts and CCOE sites
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3.k. Process for monitoring

Semi-annually the Technology Coordinator will meet with administrators and the CEWAN committee to review the data collected (per the Monitoring and Evaluation activities that are contained in the charts above). Recommendations for changes to the implementation strategies/steps will be based upon data findings and implemented under the direction of the appropriate CCOE program administrator and Technology Coordinator. The CCOE Technology Coordinator will provide the Superintendent with an annual update on the progress of the curriculum component of the plan.

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4. PROFESSIONAL DEVELOPMENT COMPONENT

4.a. Summary of teachers' and administrators' current technology skills and needs for professional development. Data from the County Technology Survey includes:

Colusa County Office of Education employs 82 teachers and 5 administrators. These staff members support students in 4 districts.

Teachers and administrators both participated in the i-Assessment survey. With approximately 20% of teachers having completed the EDTECH PROFILE survey, there is a strong need for training in database, spreadsheets, presentation software and the integration of technology into the curriculum. Staff is currently proficient in the use of Internet, email and word processing skills. There is moderate use of desktop publishing. Data from this representative sample indicates that there is a need to continue to provide professional development for staff and administration with respect to the use of technology to manage student data and integration strategies supporting the use of technology for teaching and learning.

Staff has access to CTAP Region 3 training, offering both face-to-face and online facilitated training. This training is designed to help teachers better integrate technology into the curriculum. Needs have been identified for specific training in presentation software and the integration of technology into the curriculum.

A technology team comprised of site representatives will advise the Technology Coordinator regarding the professional development and assist with the review of the County's progress on meeting the benchmarks, reviewing staff and student data and recommending changes based on that data and emerging opportunities and issues.

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4.b. Goals and specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Components goals, benchmarks found in section 3.

Objective: By June 2011, 80% of site-based staff within CCOE student programs, will have completed or challenged CTAP 100 or equivalent course that covers e-mail, word processing, electronic publishing, spreadsheet, databases, Internet use, and presentation applications.

Benchmarks:

By June 30, 2009, 50% of site-based staff within the district will have completed or challenged CTAP 100 or equivalent course that covers e-mail, word processing, electronic publishing, spreadsheet, databases, Internet use, and presentation applications.

By June 30, 2010, 65% of site-based staff within the district will have completed or challenged CTAP 100 or equivalent course that covers e-mail, word processing, electronic publishing, spreadsheet, databases, Internet use, and presentation applications.

By June 30, 2011, 80% of site-based staff within the district will have completed or challenged CTAP 100 or equivalent course that covers e-mail, word processing, electronic publishing, spreadsheet, databases, Internet use, and presentation applications.

Goal 2: County office staff (82 teachers and 5 administrators) will participate in professional proficiency technology coursework focused on the integration of educational technology strategies into classroom instruction and student management software.

Objective 2: 70% of site-based instructional staff within the district will have completed or challenged CTAP 210 or equivalent course that covers methods and strategies in which educators design standards-based instructional components that integrate various educational technologies, including data management software.

Benchmarks:

By June 30, 2009, 40% of site-based instructional staff within the district will have completed or challenged CTAP 210 or equivalent course that covers methods and strategies in which educators design standards-based instructional components that integrate various educational technologies, including data management software

By June 30, 2010, 55% of site-based instructional staff within the district will have completed or challenged CTAP 210 or equivalent course that covers methods and strategies in which educators design standards-based instructional components that integrate various educational technologies, including data management software

By June 30, 2011, 70% of site-based instructional staff within the district will have completed or challenged CTAP 210 or equivalent course that covers methods and strategies in which educators design standards-based instructional components that integrate various educational technologies, including data management software

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A CTAP Online Administrator will be trained for each site and serve as a mentor for the staff.

Goal 3:

All staff will receive training in the CCOE Acceptable Use Policy and curriculum for providing instruction to students regarding goals 3.f and g. noted in the Curriculum component and required in the Bergh Bill (AB 307).

Objective:

All staff will annually be updated on the CCOE Acceptable Use Policy and provide appropriate instruction to all students with regard to lawful/unlawful use of internet resources, including peer-to-peer file sharing, copy right, fair use and internet safety.

Benchmarks:

By June 30, 2009 and annually thereafter, all staff and will sign the CCOE AUP and provide instruction to students regarding lawful/unlawful use of internet resources, including peer-to-peer file sharing, copy right, fair use and internet safety.

By June 30, 2009 and annually thereafter, all students in CCOE programs will receive training in lawful/unlawful use of internet resources, including peer-to-peer file sharing, copy right, fair use and internet safety.

4. c. List of benchmarks and a timeline for implementing planned strategies and activities. Description of the process that will be used to monitor whether the professional development goals

Year 1

Implementation Plan/Activities	Responsible Dept. Or position	Timeline	Monitoring and Evaluation activities
Teacher complete EDTECH PROFILE assessment	Site & CTAP on-line administrator	August 31, 2008	CTAP on-line administrator will monitor the assessment level of the staff to provide staff development options
Teachers develop Individual Learning Plans	Site Administrators	Sept. 30, 2008	Education Technology Team Reviews identified training needs
Completion of Staff Development needs assessment	Site Administrators	Sept. 30, 2008	Education Technology Team reviews needs and makes recommendations
Prioritization of staff needs for training/in-service	Education Technology Team	Sept. 30, 2008	Education Technology Team reviews needs and makes recommendations
Identification of staff qualified to provide staff mentoring	Education Technology Team	Sept. 30, 2008	Education Technology Team reviews needs and makes recommendations
Scheduling of staff training/workshop	Education Technology Team	Sept. 30, 2008	Education Technology Team & CTAP on-line Administrator will monitor to ensure that assessment level from CTAP is improving
Register interested	CTAP on-line	Sept. 30,	CTAP on-line administrator evaluate and

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staff in the CTAP on-line technology courses	administrator	2008	record successful completion of CTAP 100 & 210 portfolio and report percentages of staff meeting this requirement Administration
Initiate training for management software	Technology Coordinator	Dec. 31, 2008	Review or sign in sheets and use in programs by site administrators, ed. Technology Team and Technology Coordinator
Assess progress of staff and implementation of CTAP online	Site Administrators	Mar. 1 2009	Review progress and monitor evaluation
Annual Review of Teacher's individual Learning Plan	Education Technology Team	June 30, 2009	Education Technology Team will formulate any necessary program modifications and make recommendations to Superintendent
Revise and adopt CCOE AUP	Administration	June 30, 2009	CCOE adopts and board approves new AUP that is inclusive of Bergh Bill requirements
Identify and adopt curriculum to support Bergh Bill requirements	Administration	June 30, 2009	Curriculum is adopted and preparations for inservice prior to start of 2009 academic year are made.

Year 2

Implementation Plan/Activities	Responsible Dept. Or position	Timeline	Monitoring and Evaluation activities
Completion of Staff Development needs assessment	Education Technology Team	Aug. 31, 2009	Education Technology Team
Inservice staff with regard to AUP and new Bergh Bill curriculum			
Prioritization of staff needs for training/in-service	Education Technology Team	Sept. 30, 2009	Education Technology Team
Identification of Special Education staff qualified to provide staff training	Education Technology Team	Oct. 31, 2009	Education Technology Team
Scheduling of staff training/workshop	Education Technology Team	Nov. 30, 2009	Education Technology Team & CTAP on-line Administrator
Register interested staff in the CTAP on-line technology courses	CTAP on-line administrator	Nov. 30, 2009	CTAP on-line administrator
Assess progress of staff and implementation of CTAP online	Site Administrators	Mar. 1 2009	Review progress and monitor evaluation
Annual Review of	Education Technology	June 30,	Education Technology

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Teacher's Individual Learning Plan	Team	2010 and annually thereafter	Team
Review curriculum to support Bergh Bill requirements for appropriate additions per staff noted needs	Administration	June 30, 2010	Curriculum is revised and preparations for inservice prior to start of 2010 academic year are made.

Year 3

Implementation Plan/Activities	Responsible Dept. Or position	Timeline	Monitoring and Evaluation activities
Completion of Staff Development needs assessment	Education Technology Team	Aug 2010	Education Technology Team
Prioritization of staff needs for training/in-service	Education Technology Team	Sep 2010	Education Technology Team
Identification of Special Education staff qualified to provide staff training	Education Technology Team	Oct 2010	Education Technology Team
Scheduling of staff training/workshop	Education Technology Team	Nov 2010	Education Technology Team & CTAP on-line Administrator
Register interested staff in the CTAP on-line technology courses	CTAP on-line administrator	Nov 2010	CTAP on-line administrator
Assess progress of staff and implementation of CTAP online	Site Administrators	Mar. 1 2009	Review progress and monitor evaluation
Annual Review of Teachers' Individual Learning Plan	Education Technology Team	June 2011	Education Technology Team
Review curriculum to support Bergh Bill requirements for appropriate additions per staff noted needs	Administration	June 30, 2011	Curriculum is revised and preparations for inservice prior to start of 2011 academic year are made.

Process for Monitoring:

The Education Technology Team, Administration and technology mentors will meet quarterly to review the progress of the Professional Development plan. Semi-annually (more frequently if needed) the progress will be reported to the Superintendent, who will update the board regarding progress and needed adjustments per data and staff input. As part of the budget development process, data from the professional development plan will be reviewed for inclusion of fiscal resources and available and appropriate.

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5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT

5.a. Current: List and summary of each site's existing hardware, Internet access, electronic learning resources, and technical support already in the county that could be used to support the Curriculum and Professional Development Components of the plan.

The Colusa County Office of Education works hand in hand with the districts when it comes to Technology. Since there is little money, all sites are involved in a consortium with CCOE called CEWAN (Colusa Educator's Wide Area Network). This is a pooling of resources to make sure that all sites have access to the internet. All school sites have 10/100 Mbps Local Area Networks made up by a series of hubs, switches and routers, with a Point to Point T1 connection to the Colusa County Office of Education. The Colusa County Office of Education serves as the Internet Service Provider for all schools and districts. The Colusa County Office of Education has a DS3 connection to the Yolo County Office of Education and a redundant DS3 to the CALIFORNIA K12 HIGH SPEED NETWORK (K12HSN) Sacramento Hub for Northern California to reach the internet. This is only possible due to the generosity of CALIFORNIA K12 HIGH SPEED NETWORK (K12HSN) provided by the state of California; otherwise bandwidth would be a costly issue.

Sites	Infrastructure	Hardware	Software	Tech Support
CCOE	2 DS3 Connections to Internet, 4 Multilinked sets of 2 T1's to each district, a T1 to CCOE Fouts Springs Nielson High School and a T1 to CCOE Children's Services, all 100 Mbps on LAN	Cisco 7206VXR Router, HP 4148 Switch, Cisco ASA 5510 Firewall, 7 Network Servers and 39 computers*	Windows 2003 Domain Controller both Administrative and Instructional, Microsoft Exchange Server for Email	Responsibilities of Technology Coordinator and Technology Technician are to partially support this site
CCOE Children's Services & ROP	A T1 to CCOE, 10/100 Mbps on LAN	Cisco 2621 Router, HP 4000 Switch, 1 Compaq Server and 63 computers*	Windows 2003 Server Software for Administrator (instructional uses CCOE Instructional Server) for storage and network programs	Responsibilities of Technology Coordinator and Technology Technician are to partially support this site
CCOE Fouts Springs Nielson High School	A T1 to CCOE, 10/100 Mbps on LAN	Cisco 2621 Router, Cisco 1924 Switch HP 2524 Switch, 25 computers*	Windows 2003 Server Software for Administrator (instructional uses CCOE Instructional Server) for storage and network programs	Responsibilities of Technology Coordinator and Technology Technician are to partially support this site
CCOE	DSL services from	HP Hub and	Renaissance	Responsibilities of

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Community School	Local ISP	7 computers*	Learning web products	Technology Coordinator and Technology Technician are to partially support this site
Colusa Unified School District	2 T1's to District Office, 1 T1 to each school, and 10/100 Mbps LAN	2 Cisco 2611 and a 1605 Routers, 391 Computers	Multiple Servers and District Run Software From instructional server.	One full time technician, support from Technology Coordinator and Technology Technician as well
Maxwell Unified School District	2 T1's to District Office, 1 T1 to Elementary school, and 10/100 Mbps LAN	Cisco 2524 and 2611 Routers. 164 Computers	Multiple Servers and District Run Software From instructional server.	Responsibilities of Technology Coordinator and Technology Technician are to partially support this site
Pierce Joint Unified School District	2 T1's to District Office, 1 T1 to each school, and 10/100 Mbps LAN	Cisco 3660, 2821, and 2621 Routers. 288 Computers	Multiple Servers and District Run Software From instructional server.	One full time technician, support from Technology Coordinator and Technology Technician as well
Williams Unified School District	2 T1's to District Office and 100 Mbps LAN	Cisco 2921 Router, 348 Computers	Multiple Servers and District Run Software From instructional server.	One full time technician, support from Technology Coordinator and Technology Technician as well

* 3 years old or newer

- The current level of technical support.

CCOE is the Internet Service Provider (ISP) for all of the School Districts and CCOE programs. This is all provided by CEWAN and CALIFORNIA K12 HIGH SPEED NETWORK (K12HSN). CALIFORNIA K12 HIGH SPEED NETWORK (K12HSN) is providing CCOE with 2 DS3 circuits. Each district has two T1's connecting to CCOE. Each district and CCOE programs has a T1 connection. The districts connect to each school via T1 or have LAN fiber fed by a T1. The CCOE Community School at present has DSL to a local ISP

CCOE provides two point to point T1 circuits to each school district. Each school district then has T1 access to the schools in their district. CCOE provides T1 access to Fouts Springs Nielson High School, T1 access to ROP, and T1 access to Special Education programs. Community School has DSL access because of its location. This network facilitates access to the internet for research and communication for sharing information.

Electrical wiring is adequate at all locations to support any additional computers into our network. We are setting a goal to replace 20 percent of the computers each year at all of the sites, phasing out older systems first. If funds allow we will purchase more. Unfortunately, most sites will have difficulty reaching our goal without support.

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CEWAN as a consortium was able to create two staff positions to assist with the various needs of all the technology. The Technology Coordinator is responsible for maintaining all local area networks and the Colusa Educators Wide Area Network. The Technology Coordinator supervises a Computer Technician whom is shared by a number of school districts as well as the County Office of Education.

5.b. Needed: List and summary of each site’s technology hardware, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support needed by teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.

Sites	Infrastructure	Hardware	Software	Tech Support
CCOE	Gigabit LAN to all workstations	5 New Servers, 20 Laptop computer for Training Lab,	Policy Software to lock down Instructional Computers Microsoft Windows XP	Additional Computer Technician, Phone Specialist, Staff Development Coordinator and Webmaster
CCOE Children's Services & ROP	Gigabit LAN to all workstations and additional T1 for bandwidth	HP 4108 Procurve Switch, New Instructional Server 32 Replacement Computers	Policy Software to lock down Instructional Computers Microsoft Windows XP	Additional time for sites by Technology Technician
CCOE Fouts Springs Nielson High School	Gigabit LAN to all workstations and additional T1 for bandwidth	HP 4104 Procurve Switch, Instructional server 4.75 to 1 ratio for DHS 5 Replacement Computers	Policy Software to lock down Instructional Computers Microsoft Windows XP	Additional time for sites by Technology Technician
CCOE Community School	Gigabit LAN to all workstations and T1 for bandwidth and county connectivity	Cisco 2821 Router, HP 4104 Switch, Administrative and Instructional Servers 3 Replacement Computers	Policy Software to lock down Instructional Computers	Additional time for sites by Technology Technician
CCOE Special Education	Gigabit LAN to all workstations	22 Replacement Computers, 4.75 to 1 ratio for 9-12 and 9 to 1 Ratio K-8	Policy Software to lock down Instructional Computers	Additional time for sites by Technology Technician
Colusa Unified School District	Fiber Optic connection from CCOE to District Office	3 Cisco 2821 Routers, 3 Administrative and 3	Accelerated Math and Reader, Follett Online Catalog	Technology Coordinator, Technology Technician, and

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	and 100 Mbps to all computers on LAN an Gigabit access to servers	Instructional Servers, 78 Replacement Computers		District Technician
Maxwell Unified School District	Fiber Optic connection from CCOE to District Office and 100 Mbps to all computers on LAN an Gigabit access to servers	2 Administrative and 2 Instructional Servers and 33 Replacement Computers	Accelerated Math and Reader, Follett Online Catalog Policy Software to lock down Instructional Computers	Technology Coordinator, Technology Technician, and District Technology Coordinator
Pierce Joint Unified School District	Fiber Optic connection from CCOE to District Office and 100 Mbps to all computers on LAN an Gigabit access to servers	1 Cisco 2821 Router and 3 Administrative Servers and 3 Instructional Servers and 58 Replacement Computers	Accelerated Math and Reader, Follett Online Catalog Policy Software to lock down Instructional Computers	Technology Coordinator, Technology Technician, and District Technology Director
Williams Unified School District	Fiber Optic connection from CCOE to District	1 new Administrative Server 1 new instructional servers and 70 Replacement Computers	Accelerated Math and Reader, Follett Online Catalog Policy Software to lock down Instructional Computers	Technology Coordinator, Technology Technician, and District Technology Coordinator

All school districts and CCOE programs need to be connected via a PBX phone system. Williams and Maxwell school districts, as well as the CCOE programs are connected by an existing PBX that will need to be upgraded with current equipment. Pierce and Colusa school districts will need to be attached to the PBX.

Additional Technology positions need to be created to sustain and facilitate CEWAN needs. Two CCOE Technology Technician, Full time WebMaster, Full Time Staff Development Coordinator and Full Time person to install Phone/Network/Electrical cabling and manage the PBX, Videoconferencing, Satellite Teleconferences and Cell Phones. Maxwell Unified School District needs a full time Technology Technician to support their computers.

5.c.1 Goal statements for Infrastructure:

Our greatest immediate need is to upgrade to the CCOE network,

Goal: All sites will have the infrastructure and electrical capability to support the curriculum and staff development components of the plan.

Objective: By June 30, 2011 all sites will be Gigabit switched LAN's capable of utilizing Internet 2

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Benchmarks:

By June 30, 2009, Nielson High School will have internet cabling to two classrooms which were added after the initial internet cabling was installed. A new server on site to replace the existing server which will reduce the number of interruptions in network service which are currently being experienced.

By June 30, 2010, Community School will be upgraded to our DSL connection and become part of the CCOE network. This upgrade would put the Community School in closer contact to the CCOE and enable it to participate in CCOE programs and have access to a higher level of technology.

By June 30, 2011, all sites will be 100Mbps switched LAN's capable of utilizing Larger Bandwidth for ISP services from the Colusa County Office of Education

Implementation Plan/Activities	Responsible Dept. or Position	Timeline	Monitoring and Evaluation activities
E-rate process will be filed for Nielson High School and Community School	Assistant Superintendent of Business	July 1, 2008	If E-Rate process is approved the company that bid on the project will schedule the work
Classroom at Nielson High School will be wired for 100 Mbps LAN connection	Technology Coordinator	June 30, 2009	Technology Coordinator will evaluate wiring to specifications.
Community School will secure funding to swap DSL line for T1 line	Site Administrator	June 30, 2010	Superintendents will inform Technology Coordinator when to swap DSL line to T1
All sites will be surveyed to insure 100 Mbps LAN	Technology Coordinator	June 30, 2011	After all sites are on 100 Mbps better use of Internet 2 will be evaluated

5.c.2 Goal statements for Hardware:

Due to the Limited Funding available to us, meeting the yearly 20% phase out will be difficult on our budget. Grants will be applied for to compensate for this.

Goal: All sites will have the hardware to support the curriculum and staff development components of the plan.

Objective: By June 2011, we will be replacing computers 5 years and older on a yearly basis

Benchmarks:

By June 30, 2009 replace 20% of existing administrative and instructional computers.

By June 30, 2010 replace 20% of existing administrative and instructional computers.

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By June 30, 2011 replace 20% of existing administrative and instructional computers.

Implementation Plan/Activities	Responsible Dept. or Position	Timeline	Monitoring and Evaluation activities
Replace the oldest 20% of the computer population at all CCOE Sites	Technology Coordinator	June 30, 2009	Technology Coordinator will adjust inventory and computer count for the computer rotation
Replace the oldest 20% of the computer population at all CCOE Sites	Technology Coordinator	June 30, 2010	Technology Coordinator will adjust inventory and computer count for the computer rotation
Replace the oldest 20% of the computer population at all CCOE Sites	Technology Coordinator	June 30, 2011	Technology Coordinator will adjust inventory and computer count for the computer rotation

5.c.3 Goal statements for Technical Support:

CEWAN as a consortium was able to create two staff positions to assist with the various needs of all the technology. The Technology Coordinator is responsible for maintaining all local area networks and the Colusa Educators Wide Area Network. The Technology Coordinator supervises a Computer Technician who is shared by a number of school districts as well as the County Office of Education. Each district has at least one staff person on hand to locally assist with technology, either as a full time position or a teacher with a stipend

CEWAN will work to meet the needs of infrastructure, hardware, technical support, and software so that the staff will have all resources functioning properly and feel comfortable getting the most out of their equipment.

Goal: All sites will have technical support to achieve the curriculum and staff development components of the plan.

Objective: By June 30, 2011, all CCOE and Colusa County Districts will receive technical support and/or response within a 24 hr. period.

Benchmarks:

By June 30, 2009, Nielson High School will have technical support from CCOE on an “as needed” basis, but not less than one day a month. The tech support would provide service and training to staff.

By June 30, 2010, Community School, ROP and Special Education will receive technical support from the CCOE staff on as “as needed” basis, within a 24 hr. period or sooner as needed.

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By June 30, 2011, Districts will receive a response from tech support regarding WAN issues within a 24 hour period or sooner as needed.

Implementation Plan/Activities	Responsible Dept. or Position	Timeline	Monitoring and Evaluation activities
Schedule of Technology Technician will be adjusted to work at Nielson High School at least once a month	Technology Department	June 30, 2009	Technology Coordinator will meet with Nielson Site Administrator to Coordinator times and projects
Electronic Help Desk Software will be put into place to better prioritize and organize work load for the Technology Technician	Technology Department	June 30, 2010	Technology Coordinator will meet with site administrators to ensure that software is assisting in the scheduling process
A policy will be established by the Superintendents Council to ensure that a response from tech support for WAN issues will be made within 24 hours	Technology Coordinator Superintendents	June 30, 2011	Superintendents will review policy after one year to ensure that needs are being met within timeline.

5.c.4 Goal statements for Software:

All sites currently have funds and a process to purchase content specific software.

Goal: All staff and instructional computers will have and use software such as Microsoft Office 2007 installed to achieve the curriculum and staff development components of the plan.

Objective: By June 30, 2011, all sites will have upgraded or new remediation and enrichment software to compliment program curriculum, including student data management and Microsoft Office 2007.

Benchmarks:

By June 30, 2009, Nielson High School will upgrade currently used software and purchase additional software programs which will compliment the classroom curriculum.

By June 30, 2010, Community School and Special Education will purchase software upgrades and additional software programs which will compliment the classroom curriculum.

By June 30, 2011, all instructional and administrative computers will have Microsoft Office 2007.

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Implementation Plan/Activities	Responsible Dept. or Position	Timeline	Monitoring and Evaluation activities
Nielson High School, Special Education and Community School will research classroom software to be purchased	Site Administrator	June 30, 2009	Software will be priced and evaluated through a demo process
Nielson High School, Special Education and Community School will purchase the software	Site Administrator and Technology Coordinator	June 30, 2010	Site administrator will meet with Technology Coordinator to make sure software is appropriate for the computers and server
Microsoft Office 2007 will be purchased for every computer both administrative and instructional	Technology Coordinator	June 30, 2011	Technology Coordinator will match licensing with inventory to ensure that all computers have a copy of Microsoft Office 2007

5.d. Monitoring Process

Technology Coordinator meets monthly with Superintendents Assistants Liaison (SALT) comprised of the CCOE Assistant Superintendents who are responsible for CCOE student programs to insure that progress in acquiring and maintaining infrastructure, hardware, software and tech support is happening in accordance with the plan. The Technology Coordinator reports progress to Assistant Supt. Business Services to insure that the resources are available to implement the plan or to adjust accordingly. A semi-annual report is provided to District Superintendents and the CCOE Superintendent.

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6. FUNDING/BUDGET COMPONENT

6.a. List of established and potential funding sources and cost savings, present and future.

Established Source
General Fund
Average Daily Attendance
California Teleconnect Fund
E Rate
District Consortium Funds (CEWAN)
K12 Voucher Monies
Government Entities Settlement Moniew

6.b. Estimated implementation costs for the term of the plan (3-5 years).

	Description	Funding Source	2008-2009	2009-2010	2010-2011	Totals
1000 Certificated	1 FTE Staff Development Coordinator	CCOE salaries and benefits	\$45,000	\$45,000	\$45,000	\$135,000
2000 Classified	2 current FTE and 1 additional FTE Technician, 1 additional FTE Webmaster, 1 additional FTE Phone Specialist	CCOE salaries and benefits	\$160,000	\$160,000	\$160,000	\$480,000
3000 Benefits	Benefits for Certified and Classified Staff	CCOE salaries and benefits	\$130,000	\$130,000	\$130,000	\$390,000
4000 Supplies	Hardware	Site Funds and grants, K12 Voucher	\$93,000	\$93,000	\$93,000	\$279,000
	Software	Site Funds and District adoption funds, K12 Voucher	\$24,000	\$24,000	\$24,000	\$72,000
5000 Contracts Travel etc.	Wiring and network connections infrastructure, Maintenance Contracts	ERATE 80% General Funds 20%	Total: \$36,000	\$36,000	\$36,000	\$108,000
6000 Costs over \$5,000	5 New Servers	Erate 80? General Funds 20%	\$20,000	\$20,000	\$10,000	\$50,000

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Totals			Year 1 Total	Year 2 Total	Year 3 Total	Grand Total
			\$508,000	\$508,000	\$498,000	\$1,514,000

6.c. Description of the county’s replacement policy for obsolete equipment.

After CCOE equipment has been declared obsolete or broken it is sold at auction. This is currently at the discretion of the Site Administration in collaboration with the CCOE Technology Coordinator. At present a 20% computer phase out of the oldest computers is becoming implemented. However, at present the funds to fully implement this policy are not available. Presently we are looking into grants and accepting donations to make up for this lack of funding.

6.d. Description of the feedback loop used to monitor progress and update funding and budget decisions.

For CCOE programs, all needs are reported to the site administrator. The site Administrator researches the needs of the staff. The site administrator then informs the CCOE Technology Coordinator of software or infrastructure that needs to be purchased to ensure compatibility with the present equipment. The Technology Coordinator informs the Superintendents Council of any major purchases relevant to district needs. Otherwise, all budget requests are reviewed by the Technology Coordinator with the Budget Administrator. The recommended expenditures are submitted to the Superintendent to either directly approves the requests or submits them to the board as appropriate. Public input is available at that point through the established board approval process.

CEWAN and the CCOE Technology Coordinator report directly to the Superintendents Council and the Assistant Superintendent of Business. All budget decisions are made on a priority basis.

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7. MONITORING AND EVALUATION COMPONENT

7.a. Description of how technology's impact on student learning and attainment of the county's curricular goals, as well as classroom and school management, will be evaluated.

Evaluation and a schedule for monitoring and of each component are embedded in the text of the relevant sections.

The Colusa County Office of Education technology plan will be reviewed annually by representatives from each program through CEWAN. The plan will be reviewed for modifications measuring progress and success.

As part of the review process, several assessment systems will be used to measure the success of the technology plan:

1. Feedback will be gathered from various technology users including teachers, administrators, students, parents, and other interested groups (Colusa County school districts, business partners, etc.)
2. Program reviews and student success indicators such as, but not limiting to, grades, teacher assessments, standardized tests (STAR 9), graduation rates, job placements
3. Surveys determining goals and objectives are being met.
4. Program reviews to determine if existing technologies are being used effectively.
5. Program reviews to determine emerging technologies and practices, which need to be implemented.
6. Student academic achievement data from CST and program.

CCOE Technology Coordinator will meet monthly with site principals and teacher leaders on technology plan progress. Technology plan budget will be reviewed monthly by technology coordinator. The technology plan coordinator will prepare an annual report in conjunction with budget development in May. This report will be presented to the site principals, site staff and the board.

Program reviews to determine the success of curricular and staff development will be conducted by individual programs and reported to the CCOE Technology Coordinator and CEWAN:

Nielson High School will evaluate the impact of technology on student learning through student projects, samples of student work, teachers' observation, WRAT scores, and case conference papers.

Community School will evaluate the impact of technology through student achievement, teacher/staff observation, and standardized test scores.

Special Education staff will annually review student success by evaluating student performance on STAR test, CAHSEE, and IEP goals.

Pierce, Colusa, Williams and Maxwell School districts will report to CEWAN regarding district technology infrastructure and technology support.

7.b. Schedule for evaluating the effect of plan implementation

Implementation Activity	Timeline	Responsible person(s)
Review the data provided	Fall of 2009, 2010, 2011	Technology Coordinator and CEWAN
By each program, make	Spring of 2009, 2010,	Site Administrator

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recommendations to change as to the progress of the benchmarks	2011	
Review plan progress in relationship to budget development	April/May of 2009, 2010, 2011	Technology Coordinator, Business Manager, Superintendent
Report to County Board and Superintendents Council on Tech Plan progress	August 2009, 2010, 2011	Technology Coordinator, Business Manager, Superintendent

7.c. Description of how the information obtained through the monitoring and evaluation will be used.

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.

After annual IEP's are completed, Special Education staff will forward the information to Special Education Director.

All sites will collect aggregate and present data to site administrators. Site administrators will report to the Assistant Superintend of Student Services. The Technology Coordinator and the Assistant Superintend of Student Services will review the findings. Recommended changes will be presented to the Superintendents Council. Superintendent will report to the CCOE Board of Education. Board will report to the stakeholders through the normal procedures established for community information and receive public input. Once published the annual report will in included on the CCOE website. CCOE Board will then approve recommended changes.

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8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY COMPONENT

8.a. Explain how the program will be developed on collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology.

Needs: According to U.S. Bureau of the Census, 2000 Census, Colusa County has a population 18,800. Under the Profile of Selected Social Characteristics: 2000, Educational Attainment-Population 25 years and over-10,912, the percent of less than 9th grade is 23.1%, 9th to 12th grade, no diploma is 12.9%.

A Colusa County Adult Education Consortium was recently established with all the school districts in the County to provide a comprehensive and diversified adult education program that would be responsive to civic, vocational, literacy, health, technical and general educational needs of the community. The Colusa County Adult Education Consortium also formed a council whose membership is comprised of County superintendent, district superintendents, community college, Health and Human Services, Children and Families Commission (Prop.10), Special Education and Head Start.

Currently some adult literacy needs are being met through this consortium. ESL and technology literacy classes are being taught at the high school sites and one (1) elementary school in all four (4) school districts.

A partnership was formed with the Career Resource Center which provides job counseling, access to retraining, assistance in developing job search skills, and job placement services. One of the adult education consortium classes is offered out of the Career Resource Center site. CCOE Regional Occupational Program (ROP) is another program that provides technology literacy which includes; components of a computer including hardware, system software, application software, basic word processing, excel spreadsheet and home budgeting. Another component of the course for students is preparation of job interviews, job referrals, and work experience and job placements.

Additional literacy programs are provided by the county library through the family Literacy program, and Yuba College offers vocational, enrichment courses and career and program counseling. Basic reading instruction and GED preparation are generally provided.

Funds and Resources:

All of the adult education literacy classes are conducted after K-12 traditional school day. CCOE will pursue funding opportunities such as 21st Century Community Learning Center Grant and Community Technology Centers Grant that will enable us to leverage resources and expand our ability to serve adults in our community. Adult Education classes are funded by the State (ADA) and ROP is funded through a contract.

As a component of our ongoing evaluation and modification procedures, adult literacy providers will be consulted and involved.

Goal: Community members will be provided with access to instructional networks available in the county and instruction in appropriate technology applications as they apply to adult literacy.

Activities/Benchmarks:

June 30, 2009

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- Colusa County Adult Education Consortium will conduct surveys to determine skills levels and needs within the county.
- Pilot technology classes, aligned to the high school technology expectations, will be developed and implemented by Colusa County Adult Education Consortium.
- The Adult Education County Consortium program will evaluate their course offerings to articulate how they match with the high school technology expectations, whenever possible, courses will be aligned county technology standards.

June 30, 2010

- Colusa County Adult Education Consortium Council will facilitate meetings between public and private adult literacy providers in the County.
- Colusa County Adult Education Consortium Council will implement technology courses through the County.
- In conjunction with public and private adult literacy providers, Colusa County Adult Consortium will apply for funding for technology that will meet the needs of both K-12 students and the community.
- The Colusa County Adult Consortium Council will conduct formal and informal surveys to gather data about the needs of the community.

June 30, 2011

- The Colusa County Adult Consortium Council will continue to maintain its membership which includes community colleges and expand to include universities that serve Colusa County.
 - In conjunction with public and private adult literacy providers, Colusa County Adult Education Consortium will apply for funding for technology that will meet the needs of both K-12 students and the community.
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9. EFFECTIVE RESEARCH BASED METHODS AND STRATEGIES COMPONENT

9.a. Describe how the education technology strategies and proven methods for student learning, teaching and technology management are based on relevant research and effective practices. Provide a description and reference the research literature that supports why or how the model improves student achievement.

Members of the Colusa Educators Wide Area Network meet monthly to discuss strategies to curriculum, staff development, infrastructure, budgeting issues, and evaluation of the process. CEWAN represents CCOE and the four school districts with appropriate representation of all programs. The CCOE Technology Coordinator reports directly to the Superintendents of the County and Districts representing CEWAN. The CCOE Superintendent reports to the CCOE Board of Education, which represents the will of the public. This structure insures that the community and all department heads are constantly informed of changes and policies evolving technology.

The Colusa County Office of Education currently carefully analyzes requests from each of its student programs for learning resources and lessons both for alignment with California content standards and for the ability to measure growth/achievement on those standards in a variety of ways. CCOE program staff regularly meets to define and evaluate software and instructional strategies prior to requests for purchase of materials and staff development. Through ongoing data collection and analysis, the Colusa County Office of Education will continue to continuously monitor its attainment of the goals by the school board, and the public. Throughout the plan, attention is paid to providing equitable access to all students in our community, including students in special populations.

Component Strategies	Relevant Research Citation	Description of Research (annotation)
Student Learning Special Education	Silverstein, G., Frechtling, J., & Miyoaka, A. (2000). Evaluation of the use of technology in Illinois public schools: Final report (prepared for Research Division, Illinois State Board of Education). Rockville, MD: Westat	"Technology can provide the means for students with special needs to communicate via email and use the Internet for research, and can also help teachers accommodate students' varying learning styles."
Student Learning Reading	Sandholtz, J. H., Ringstaff, C., & Dwyer, D. C. (1997). Teaching with technology: Creating student-centered classrooms. New York: Teachers College Press.	"And in the ACOT study, student engagement remained highest when technology use was integrated into the larger curricular framework, rather than being an "add-on" to an already full curriculum."
Student Reading Math	(Coley, 1997).Sivin-Kachala, J., & Bialo, E. (2000). 2000 research report on the effectiveness of technology in schools (7th ed.). Washington, DC: Software and Information Industry Association	As a result of these meta-analyses, many conclude that computer-assisted instruction and drill-and-practice software can significantly improve students' scores on standardized achievement tests
Teaching	Sivin-Kachala, J., & Bialo, E. (2000). 2000 research report on the	Helping teachers to learn to integrate technology into curriculum is a critical

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	effectiveness of technology in schools (7th ed.). Washington, DC: Software and Information Industry Association.	factor in the successful implementation of technology in schools
Teaching	Cradler, J., & Cradler, R. (1995). Prior studies for technology insertion. San Francisco, CA: Far West Laboratory.	“Staff development must be individualized to the needs of the teacher. Teachers must decide on what the topic should be and when the staff development or training should occur. Time for teachers to plan, learn about, and implement technology applications is essential. Educators need an understanding of ways to integrate technology into education reform initiatives. Involvement of teachers in planning statewide, school, and classroom uses of technology is critical.”
Technology Mentors	Zhao, Y., Pugh, K., Sheldon, S., & Byers, J. L. (2002). Conditions for classroom technology innovations. Teachers College Record, 104(3), 482–515.	Mentors who can help teachers adapt technology applications to their classroom needs are important to the success of innovative uses of technology

9.b Provide a description of the process for development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses through the use of technology, including distance learning technologies.

In the future we would like to provide more in the way of distance education so that we can reach out to the vast areas of our county. We would also like our students to have the ability to make use of Internet 2. At present we are working with the CALIFORNIA K12 HIGH SPEED NETWORK (K12HSN) to make this goal possible.

Objective: By June 30, 2011, CCOE will increase its ability to offer specialized or rigorous academic courses through the use of technology, including distance learning.

Benchmarks:

By June of 2009, CCOE will investigate the feasibility of implementing distance learning into the appropriate student program curriculum.

By June of 2010, Software may be purchased to assist in specialized or rigorous academic courses.

By June of 2011, specialized or rigorous academic courses through the use of technology, including distance learning will be piloted in at least one CCOE program.

Implementation Plan/Activities	Responsible Dept. or Position	Timeline	Monitoring and Evaluation activities
Purchase software upgrades	Site Administrator	Sep 2008	Technology Coordinator will

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for Accelerated Reader and Math		Annually thereafter	met with the site administrator to check the current version of software
Train new staff and refresh existing staff on software	Site Administrator	Dec 2008 Annually thereafter	Technology Coordinator will make sure that Staff Development has been scheduled and presented
CCOE will research other county office distance learning programs	Assistant Superintendent of Student Services	June 2009	Best suggestions will be presented to the Superintendents Council
Technology Coordinator will make sure that the Software solutions will work with the network and computers available	Technology Coordinator	June 2010	If specifications are met software will be purchased and installed
Staff will be trained to incorporate distance learning software into their present curriculum	Site administrator	June 2011	Site administrator will survey the results of the new system for effectiveness and report to the Assistant Superintendent of Student Services

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Appendix C – Criteria for EETT Funded Technology Plans

In order to be approved, a technology plan needs to have “Adequately Addressed” each of the following criteria:

For corresponding EETT Requirements, see the EETT Technology Plan Requirement (Appendix D).

If the technology plan is revised, insert the Education Technology Plan Benchmark Review Form (Appendix I) in the technology plan.

Include this form (Appendix C) with “Page in District Plan” completed at the end of your technology plan.

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
The plan should guide the district’s use of education technology for the next three to five years. (For new plan, can include technology plan development in the first year).	4-7	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2008-11.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	8-9	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

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3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	10-11	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, 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.	11-12	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals that are supported by this tech plan.	12-14	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s)..	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.	14-16	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	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.
e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.	16-17	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.

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<p>f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307, optional in 2007-08 tech plan, required in all tech plans 2008-09 and after)</p>	<p>17-18</p>	<p>The plan describes or delineates clear goals outlining how students will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading (as stated in AB 307).</p>	<p>The plan suggests that students will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p>g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307, optional in 2007-08 tech plan, required in all tech plans 2008-09 and after)</p>	<p>18</p>	<p>The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307).</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</p>	<p>18-20</p>	<p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.</p>	<p>The plan does not describe policies or goals that result in equitable technology access for all students. suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts</p>	<p>20-21</p>	<p>The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment</p>	<p>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>

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to meet individual student academic needs.		efforts.	
j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.	21-22	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	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.
k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks and planned implementation activities including roles and responsibilities.	22-23	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.

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4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	24	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies.	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 four to eight are the focus grade levels.
b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (sections 3d through 3j) of the plan.	25-26	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.	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. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks and planned implementation activities including roles and responsibilities.	26-28	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

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5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (sections 3 & 4) of the plan.	29-31	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 inventory of equipment 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.
b. Describe the technology hardware, electronic learning resources, networking and telecommunications 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.	31-32	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development Components.	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.
c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in section 5b.	32-36	The annual 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 annual 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.

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d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.	36	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
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6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List established and potential funding sources.	37	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified. or are so general as to be useless.
b. Estimate annual implementation costs for the term of the plan.	37-38	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.	38	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.
d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.	38	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

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7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	39	The plan describes the process for evaluation using 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.
b. Schedule for evaluating the effect of plan implementation.	39-40	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	40	The plan describes the process and frequency of communicating evaluation results to tech 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.

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8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)	41-42	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. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	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.

9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	43-44	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 or missing.
b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-	44-45	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning	There is no plan to use technology to extend or supplement the district's curriculum offerings.

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learning technologies.		opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	
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Appendix J – Technology Plan Contact Information

Education Technology Plan Review System (ETPRS) Contact Information

County & District Code: __ - _____

School Code (Direct funded charters only): _____

LEA Name: Colusa County Office of Education _____

*Salutation: Mr.

*First Name: Alex _____

*Last Name: Evans _____

*Job Title: Technology Coordinator _____

*Address: 146 7th Street _____

*City: Colusa _____

*Zip Code: 95932 _____

*Telephone: (530) 458-0350 Ext: 10355 _____

Fax: (530)-458-8054 _____

*E-Mail: aevans@ccoe.net _____

Please provide backup contact information.

1st Backup Name: Bonjie Immoos _____

1st Backup E-Mail: bimmoos@ccoe.net _____

2nd Backup Name: Kay Spurgeon _____

2nd Backup E-Mail: kspurgeon _____

*Required information in the ETPRS
