Digital Teaching and Learning Qualified Grant FY 2017

UTAH STATE BOARD OF EDUCATION
SALT LAKE CITY PUBLIC LIBRARY – CONFERENCE ROOM
LEVEL 4
Agenda

• Overview of the Implementation of Digital Teaching and Learning
• Overview of the Review Structure
• Review and Resources for Elements 1-3
• Working Lunch – Walk to USBE, Sharing of Goals and Vision
• Review of Resources for Elements 4 – 12
• Conclusion and Next Steps

• [http://www.uen.org/digital-learning/]
Advisory Board Members – Approved May 2016

Digital Teaching and Learning Advisory Committee Members:

- **Deputy Superintendent of Instructional Services or designee**: Dr. Rich Nye, Utah State Board of Education
- **Director of the Utah Education and Telehealth Network or designee**: Ray Timothy, UETN
- **Digital Teaching and Learning Coordinator**: Sarah Young, Utah State Board of Education
- **School District Representative with Expertise in Digital Teaching and Learning**: Brett Zabel, Wasatch School District
- **Charter School Representative with Expertise in Digital Teaching and Learning**: Fred Donaldson, DaVinci Academy
- **Two Members who have earned a national certification in educational technology**:
  - Jim Langston, Tooele School District
  - Charlie Roberts, Washington County School District
  - Sam Quantz, Salt Lake City School District (Alternate)
Implementation Timeline

- **June 2016**
  - Release of grant planning template with preliminary budget projections

- **July 2016**
  - Release of final application form, budget guidelines, and evaluation rubric for LEA plan development

- **September 2016**
  - Eight Bootcamps across the state with 2-Day structure

- **October 2016**
  - 1st application submission due date for LEA’s (TARGET DUE DATE for ALL LEA’s)

- **November 2016**
  - Board meeting to vote on approval for first applicant set
  - 2nd application submission due date for revised LEA plans

- **December 2016**
  - Board meeting to vote on approval for second applicant set
  - Final awards issued with all budget allocated December 15, 2016
## Draft Timeline for LEA’s

<table>
<thead>
<tr>
<th>Date:</th>
<th>Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 7, 2016</td>
<td>Review Grant Planning Template Released and LEA’s begin to Choose and start Digital Learning Readiness Assessment Tool</td>
</tr>
<tr>
<td>July 18, 2016</td>
<td>Release of final application form, budget guidelines, and evaluation rubric for LEA plan development</td>
</tr>
<tr>
<td>September 19 – 30, 2016</td>
<td>All LEA’s must attend one of the eight state 2-day Bootcamp for Digital Teaching and Learning</td>
</tr>
<tr>
<td>October 7, 2016</td>
<td>All LEA Round One applications must be RECEIVED by Friday, October 7, 2016, 5:00 p.m.</td>
</tr>
<tr>
<td>October 13 – 14, 2016</td>
<td>Grants reviewed and given preliminary recommendations by Digital Teaching and Learning Advisory Board.</td>
</tr>
<tr>
<td>November 3 – 4, 2016</td>
<td>Round One applications reviewed by the Utah State Board of Education with action outcomes for approval or declination.</td>
</tr>
<tr>
<td>November 11, 2016</td>
<td>Resubmission Round Two applications must be RECEIVED by Friday, November 11, 2016, 5:00 p.m.</td>
</tr>
<tr>
<td>November 17 – 18, 2016</td>
<td>Grants reviewed and given preliminary recommendations by Digital Teaching and Learning Advisory Board.</td>
</tr>
<tr>
<td>December 1 – 2, 2016</td>
<td>Round Two applications reviewed by the Utah State Board of Education with action outcomes for approval or declination.</td>
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<tr>
<td>December 31, 2016</td>
<td>Award letters issued for FY 2017 approved applications.</td>
</tr>
<tr>
<td>June 30, 2017</td>
<td>Conclusion of FY 2017 year one award. Year One Annual Report due to USBE for review.</td>
</tr>
</tbody>
</table>
Digital Teaching and Learning Bootcamp Locations and Dates

Logan, UT – September 26-27

Ogden, UT – September 27-28

Heber City, UT – September 22 - 23

Sandy, UT – September 28-29

Provo, UT – September 29 - 30

Price, UT – September 19 - 20

Richfield, UT – September 20 - 21

St. George, UT – September 21 - 22

**Day 1 - Morning**
- LEA teams attend with grant draft
- Leadership/Change Management Training
- Partner Rotation
- Round One – Existing State Resources
- Round Two – Opportunities for new partnerships
- Providers from devices, state agency partners, and instructional material providers

**Day 1 - Afternoon**
- Grant writing in LEA teams
- USOE and UETN support onsite

**Day 2 – Morning**
- Creation of product share (one slide) plan for each LEA with mini-presentation

**Day 2 – Afternoon**
Finance Allocations for Complete LEA Participation

Digital Teaching and Learning FY2017
Distribution of Funding Determined by Prior Year October 1 Headcounts

<table>
<thead>
<tr>
<th></th>
<th>Appropriation</th>
<th>Admin.</th>
<th>Distribution to LEAs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing</td>
<td>10,040,000</td>
<td>187,600</td>
<td>9,852,400</td>
</tr>
<tr>
<td>One-Time</td>
<td>3,580,000</td>
<td>780,000</td>
<td>2,800,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13,620,000</strong></td>
<td><strong>967,600</strong></td>
<td><strong>12,652,400</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Total PY Oct 1</th>
<th>% of Statewide</th>
<th>Ongoing</th>
<th>One-Time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charters</td>
<td>67,509</td>
<td>10.646%</td>
<td>1,048,902</td>
<td>298,092</td>
<td>1,346,995</td>
</tr>
<tr>
<td>Districts</td>
<td>566,387</td>
<td>89.319%</td>
<td>8,800,080</td>
<td>2,500,936</td>
<td>11,301,016</td>
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<tr>
<td>USDB</td>
<td>220</td>
<td>0.035%</td>
<td>3,418</td>
<td>971</td>
<td>4,390</td>
</tr>
<tr>
<td><strong>Statewide</strong></td>
<td><strong>634,116</strong></td>
<td><strong>1.000</strong></td>
<td><strong>9,852,400</strong></td>
<td><strong>2,800,000</strong></td>
<td><strong>12,652,400</strong></td>
</tr>
</tbody>
</table>
Overview of Resources for Local Education Agencies:

• A full application to develop their Digital Teaching and Learning Plan with evaluation rubric

• Funding Projections for both One-Time and On-Going to support their plan development

• Access to a free Digital Learning Readiness Assessment Tool to begin their self-assessment

• Dates and Locations for Summer Bootcamps

• A full implementation timeline to support fiscal and training plans related to HB -277

• Dates for introduction webinars the week of June 20th, 2016
Pathways for LEA’s to Consider

**Early Adopter**
- Have started down the digital teaching and learning pathway
- Aligns with school mission and vision
- Are interested in collaborating with other LEA’s to develop a plan OR have partners already in place to provide support
- Are interested in the financial upswing possible in year one
- Should complete the full Digital Teaching and Learning Plan for consideration

**Wait and See**
- Are interested in digital teaching and learning, but haven’t started the community conversation yet
- Have concerns over current funding level to justify the expedited timeline this year
- SHOULD ATTEND BOOTCAMP in SEPTEMBER 2016 to help prepare for next cycle and complete the planning grant application
- UPDATE TO POSSIBLE PLANNING GRANT ON FRIDAY***

**“Thanks, but no thanks.”**
- Do not feel that the Digital Teaching and Learning Initiative aligns with their school mission and/or vision
- Will pursue opportunities around educational technology with existing budget commitment
Additional Supports for LEA’s

Application Overview Webinar
• Monday, August 15, 2016 at 8:30 AM
• Will be recorded and available online

Future Ready Summit
• September 8, 2016 from 9:00 AM – 5:00 PM at Alpine District PD Center
• Free workshop, recommended for Ed Tech Directors

Plan Development Days
• Wednesday, September 14, 2016 in Salt Lake City, UT
• Thursday, September 15, 2016 in Spanish Fork, UT

September Bootcamps
• September 19 – 30, 2016
Digital Teaching and Learning Review Structure

APPROVED JULY 2016
Current Review Plan

• Round ONE: October 13 – 14, 2016

• Round TWO: November 17 – 18, 2016 Reviewed by Advisory Board

• Conclusion needs to yield recommendations for approval or revision to the Utah State Board of Education who will make the final vote.
First Year Review Structure

• Based on the time frame, we propose the inclusion of staff to the advisory board from UETN and USBE to support the review process.

• Each advisory board member will be paired with staff to review a specific set of elements within each plan. The group will review ALL plans for those specific elements.

• The revision feedback will be specific to the “Plan Requirements” articulated in the rubric (reviewed next in this meeting).

• The revision will use a binary system of section is approved or revision is requested.

• Review will conclude with a review of the plans based on approved sections and comments to make final recommendations.
What Does This Mean for Your Plans?

• Each Section Needs to “STAND ALONE”.
  • Needs to have all of the information required within that section.
  • Either you repeat/copy language between sections OR you specifically refer to them (please see implementation plan in section 4...)

• You are being evaluated against the rubric that is provided within the application. Use that tool to help you address the required elements.

• When in doubt, INCLUDE IT. There are no page limits, so it’s better to have elements included.
STRETCH BREAK

10 MINUTES
Section 1. LEA’s Results on the Readiness Assessment
Section 1: Readiness Assessment

• There are two options:
  • The Future Ready Assessment – Linked in the Document
  • The North Carolina Digital Readiness Assessment – Available in Resources at www.uen.org/digital-learning

• What to Include?
  • The Future Ready Assessment – Your 3 page overview, and append your full report (about 60 pages)
  • The North Carolina Readiness Assessment Tool – Your full checklist, Appendix B, and Appendix C completed
Rubric

• Plan must include a self-assessment summary report from an Advisory Board Approved Digital Teaching and Learning Readiness Assessment Tool.

• The submitted self-assessment tool needs to demonstrate that all required elements and data points requested by the tool were provided.
Section 2. Inventory of the LEA's Current Technology Resources, Including Software, and a Description of How a LEA Will Integrate Those Resources into the LEA's Implementation of the Three Year Proposed Program
Section 2: Inventory

- Visit [www.uen.org/digital-learning](http://www.uen.org/digital-learning)
- Under “Resources“ – Choose Digital Teaching and Learning Taskforce and Inventory
- Under “Inventory“ – Select Your District*
  - Charter Schools – Email [resources@uen.org](mailto:resources@uen.org) to ask for your Charter School Specific Data
- Download the PDF and Make Relevant UPDATES
- Include within your plan.
- Part B: Description of How the LEA Will Integrate Existing Resources into the Proposed Three Year Digital Teaching and Learning Program
Rubric:

• *Plan must include a school summary report from the Utah School Technology Inventory Tool.*
Section 3. Statement of Purpose that Describes the Learning Objectives, Goals, Measurable Outcomes, and Metrics of Success an LEA Will Accomplish by Implementing the Program
Section 3: Goals

Option A: SAGE Baseline
A 5% increase on each school's performance on SAGE using a baseline of the school's 2015-16 SAGE proficiency scores by the end of the third year of the LEA's implementation of the program;

Option B: Local Baseline
Selected by the LEA related to student learning outcomes;

All Plans must address:
1. Long-term Outcomes
2. Intermediate Outcomes

These may include, but are not limited to: Student achievement on statewide assessments, Cost savings and improved efficiency relating to instructional materials, facilities, and maintenance, Attendance, Discipline incidents, Parental involvement, Citizen involvement, Graduation rates, Student enrollment in higher education, Dropout rates, Student technology proficiency for college and career readiness, Teacher satisfaction and engagement, Other school level outcomes approved by the advisory committee or the Board.
Section 3: Goals

• What mission or vision documents do you already have at your school? How does the vision for digital and personalized learning support or align with those goals?

• What needs did your readiness assessment identify? How can you translate those into goals?

• What data sets do you use to make decisions? Are there existing data sets to consider when determining a goal set?

• Note: ALL Goals must be aligned to STUDENT LEARNING OUTCOMES.
Utah Master Plan – Goal Definitions

• Long-Term Outcomes: (A Road Map Element) The Vision/Goals translate into the Long-term Outcomes. The long-term outcomes for the project focus on student achievement and student workforce readiness.

• Examples Within the Master Plan (page 12)
Utah Master Plan – Goal Definitions

• Intermediate Outcomes: The intermediate outcomes are designed to serve as indicators that a school or district is making progress toward the long-term outcomes. The intermediate outcomes are similar to the long-term outcomes, but are more targeted, based on the goals that districts and schools set annually in their plans for Digital Teaching and Learning Program.

• Examples Within the Master Plan (page 13)
Utah Master Plan – Goal Definitions

• Direct Outcomes (Measured in Years 1-3) The direct outcomes serve as indicators of the progress schools and districts are making toward the intermediate and long-term outcomes.

• Stages of Implementation of digital learning As noted above, the Task Force recommends conducting assessments to determine each district and school’s level of readiness for digital learning, and levels of digital learning implementation in schools. Each district and school would be expected to set targets for increasing such readiness and implementation levels through the Program.

• Examples Within the Master Plan (page 13)
Rubric

• An LEA level outcome (long-term, intermediate, and direct outcomes) that are measurable, quantitative, and directly related to student learning outcomes.

• Plan must identify specific and actionable root causes of performance challenge(s) with clear solutions for the long term outcomes. Plan must describe the rationale (including supporting data) for identifying each root cause.

• Plan must provide evidence that the vision, goals, and strategies for digital teaching and learning are integrated as core components of the LEA’s strategic plans and other high-level guiding frameworks.
LUNCH BREAK
WALKING OVER TO USBE
Section 4. Implementation Process Structured to Yield an LEA’s School Level Outcomes
**Section 4: Implementation**

- Requires you to address 4 items:
  - Activities
  - Timeline
  - Roles/Responsibility
  - Communication

- **HIGHLY RECOMMEND A SINGLE TABLE**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timeline (Date)</th>
<th>Roles/Responsibility for this Event</th>
<th>Communication Plan</th>
</tr>
</thead>
</table>
Section 4: Implementation

• Backwards Design – Where do you want to be at the end of three years? What needs to take place to get you there?

• Include both Actionable Items (Purchases, Hosting Professional Learning, Hiring Employees, etc.) AND Process (Meetings to Review Goals relative to implementation, Review of Feedback, Etc.)

Rubric:

• Plan must clearly identify specific activities (and related deliverables) it will undertake to meet the required strategies to meet the outcome measures aligned to the SAGE and/or measure achievement of the goals.

• Plan must include the integration of effective strategies (e.g. prioritized, sequenced, evidence-based, best-practice oriented, outcome-focused, ambitious and achievable).

• Plan must include a comprehensive stakeholder engagement strategy that will ensure that all stakeholders understand the plan and their roles in ensuring its success.

• Plan must include a comprehensive communications plan for ongoing dialogue with all stakeholders at multiple points along the implementation path.
Section 5. Description of High Quality Digital Instructional Materials with a Three Year Plan for How an LEA will ensure that Schools Use Software Programs With Fidelity
Section Five: Software and Fidelity

• This section needs to specifically address those high quality digital instructional materials for which grant funds will be used. The narrative can include additional information about other existing high quality digital instructional materials already in place at the LEA that support the overall plan. Fidelity targets are set in accordance with:

• The recommended usage requirements of the software provider; and

• The best practices recommended by the software or hardware provider

• This information should come from your Software Provider.

• You want to articulate how it supports your goals.
Selecting a Software Provider

• Talk to your Curriculum Director – What is your existing curriculum? Do they offer digital content?

• Bootcamp will provide an overview of existing Utah Resources via UETN

• Do you have grants with K-3 Reading or STEM Action Center for Mathematics?

• Visit [http://digitallearning.setda.org/](http://digitallearning.setda.org/)

• Choose “Content and Software” and “Academic Content Selection”

• Also visit: “Content and Software” and “Digital Transition”
THE FUTURE READY FRAMEWORK

When high quality teaching is infused with the dynamic use of technology, personalized student learning becomes possible. According to the U.S. Department of Education, the Future Ready District Pledge is designed to set out a roadmap to achieve that success and to commit districts to move as quickly as possible towards a shared vision of preparing students for success in college, career, and citizenship. This roadmap can only be accomplished through a systemic approach to change, as outlined in the Future Ready Framework. With personalized student learning at the center, a district must align each of the seven (7) key categories, or Gears, in order to ensure a successful digital conversion.

The 7 Gears are as follows:
- Curriculum, Instruction, and Assessment
- Use of Space and Time
- Robust Infrastructure
- Data and Privacy
- Community Partnerships
- Personalized Professional Learning
- Budget and Resources

The outside rings of the framework emphasize the need for collaborative leadership and the cycle of
Rubric:

• Plan must articulate alignment of new high quality digital instructional materials to address student performance targets articulated in plan goals.

• Plan must articulate how data will be used to inform instruction.

• Plan must address LEA-procured digital content purchased by topic, enabling teachers to customize content from multiple sources and create curriculum tailored to their standards.

• Plan must identify a comprehensive set actions to meet fidelity requirements and have a clear, comprehensive and realistic plan for mitigating the challenges.
Section 6. Detailed Three Year Plan for Student Engagement in Personalized Learning Including a Three Year Plan for Digital Citizenship Curricula and Implementation
Section 6: Personalized Learning and Digital Citizenship

• This section should address how Digital Teaching and Learning at the LEA will be used to support student engagement in personalized learning. Additionally, the section should address all student grade levels that will be engaged in the digital teaching and learning program as per legislation (http://le.utah.gov/~2015/bills/static/HB0213.html). Please visit http://www.netsafeutah.org/ for existing resources to support the plan development.
Rubric:

• Plan must articulate how students will have consistent opportunities to participate in digital learning activities that integrate critical thinking, communication, collaboration, and creativity skills.

• Plan must articulate how students will have consistent opportunities to use digital tools to select personalized learning paths based on their learning needs specific to measurable student targets.

• Plan must articulate a comprehensive plan for teaching digital citizenship.
Section 7. Professional Learning
Section 7: Professional Learning

This section shall include a description of how an LEA will:

- Provide high quality professional learning over three years for educators, administrators, and support staff participating in the program, including ongoing periodic coaching;

Please visit [http://www.uen.org/development/](http://www.uen.org/development/) for existing resources and professional learning to support your plan development.
Section 7: Professional Learning – Master Plan (pg. 18)

Ongoing development of a district or school’s faculty and administrators is an important LEA responsibility. LEA’s should be adept at identifying areas of need and fostering professional learning communities and a culture of support for practicing educators. Local school board members should also be supported in their shift toward lasting organizational change outlined in this plan. Other LEA responsibilities include:

• Create technology-rich classrooms and schools where teachers will teach and students will learn.

• Assist members of the school community to understand how technology is being employed in the school; support parents with technology access, orientations, training, and involvement.

• Use the ISTE Standards, Utah Teacher Effectiveness Standards, and Professional Learning criteria to locate good professional learning opportunities for teachers.

• Host workshops, learning communities, team meetings, and other ongoing opportunities for purpose-built professional learning activities.

• Mentor new faculty in their effective use of educational technology; coordinate with local teacher education programs.
Section 7: Professional Learning

• When do you currently offer professional learning? Do you have a schedule for 2016-17? 2017-18? What opportunities are there in the schedule to leverage toward digital and personalized learning?

• Do you have Edivate? (STEM Action Center) Can you leverage that plan/grant into this professional learning vision?

• Can you connect with your regional service center and/or UETN to have them come facilitate your event?

• What providers are you working with? Software and Hardware providers have PD that is available to support implementation.

• Can you collaborate with other local LEA’s? (Tooele has Techtober Fest, Wasatch has a Digital Learning Start to School at Wback, etc.)
Section 7: Professional Learning

  • Overview: Scroll Down for Great Resources and Exemplars
  • Planning: Use this Tool for a Step-By-Step Planning Process
THE FUTURE READY FRAMEWORK

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- Budget and Resources

The outside rings of the framework emphasize the need for collaborative leadership and the cycle of
Rubric:

• **Plan must focus on curriculum planning and student-learning activities integrated with digital technology tools and resources.**

• **Plan must focus on content-specific strategies for integrating digital technology into the curriculum for all subject areas addressed in the goals and objectives.**
STRETCH BREAK

10 MINUTES
Section 8. Three Year Plan for how an LEA will Monitor Student and Teacher Usage of the Program Technology

STATE SPONSORED SOLUTION
Section 8: Monitoring and Usage

• State Sponsored Solution: Lea(R)n Platform – Will Be Presented at Bootcamp along with CANVAS as State-Sponsored Solutions

• Utah.LearnPlatform.com
Rubric:

• Plan must include a process for a team of stakeholders that includes LEA leadership and representatives of other groups such as, school administrators, teachers, parents, students, and/or community members to develop continuous improvement plans for digital learning initiatives aligned to the LEA’s improvement plan.

• Plan must address strategies for process improvement for digital learning that are continuously improved based on results of the ongoing data collection (e.g., based on findings professional development is adjusted; schedules are changed; content access protocols are improved; policies are updated; etc.).

• Plan must include multiple and varied sources of data (e.g., student performance data, classroom observation data, web analytics, participation tracking, survey data, etc.) that are being used to continuously improve the implementation and impact of digital teaching and learning.
Section 9. Three Year Plan for Infrastructure Acquisition and Process for Procurement and Distribution of the Goods and Services an LEA Intends to Use as Part of an LEA's Implementation of the Program
Section 9: Procurement

• This section should address E-Rate Eligible items and services (http://www.uen.org/e-rate/). This section should address the timeline and steps to be taken to address infrastructure acquisition. This section should also address the use of both UETN existing services (http://www.uen.org/ueninfo/) and existing state contracts to support educational technology (http://purchasing.utah.gov/statecontractdirectory.html) and existing and future UETN contracts.
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Rubric:

- Plan must address scaling current network and Internet connection bandwidth to support all LEA access needs without performance degradation even during times of maximum use.

- Plan must report site specific validate-able enrollment, both full time and part time, and NSLP income eligibility data to USBE as per E-Rate Eligible Items

- Acknowledge inventory tracking requirements for at least five years.

- Plan must address actions to scale to meet the goal to ensure wireless access is available and reliable in all instructional spaces and indoor/outdoor common areas.
Section 10. Technical Support for Implementation and Maintenance of the Program
Section 10: Technical Support

• These technical support standards should:

• Include support for hardware and Internet access; and

• Remove technical support burdens from the classroom teacher
Section 10: Technical Support

  - Check out “Key Elements”
  - Check out “Implementation Models”
Rubric:

• Plan must address scale up of technical support to be available so that business and instructional operations are minimally impacted.

• Plan must address the presence or building of a well-defined technical support procedure.

• Plan must include process to Inventory and track portable and fixed technology assets is catalogued and LEA continues to participate in statewide inventory surveys.
Section 11. Proposed Security Policies, Including Security Audits, Student Data Privacy, and Remediation of Identified Lapses
Section 11. Security Policies

• Part A. LEA Security Policies
• Part B. LEA Security Audit Plan
• Part C. LEA Student Data Privacy Policies and Procedures
• Part D. LEA Remediation Plan of Identified Lapses
Section 11: Security Policies

• **http://digitallearning.setda.org/** visit “Devices”
  
  • Check out “Policies” for Exemplars

• It is VERY important to note that your Risk Management/Legal needs to review all policies before finalizing them. Just because a policy is posted as an exemplar, it does not mean it meets all of the Utah legal requirements.

• Check with your Ed Tech Director to ask them to support you with existing policies and exemplars from other Utah LEA’s (shared at TCC in October 2016)
### The Future Ready Framework

**Description**

When high quality teaching is infused with the dynamic use of technology, personalized student learning becomes possible. According to the U.S. Department of Education, the Future Ready District Pledge is designed to set out a roadmap to achieve that success and to commit districts to move as quickly as possible towards a shared vision of preparing students for success in college, career, and citizenship. This roadmap can only be accomplished through a systemic approach to change, as outlined in the Future Ready Framework. With personalized student learning at the center, a district must align each of the seven (7) key categories, or Gears, in order to ensure a successful digital conversion.

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- Budget and Resources

The outside rings of the framework emphasize the need for **collaborative leadership** and the cycle of...
Rubric:

• Plan must include attached or linked policies in adherence with Utah code for the above required policies and have been communicated (e.g. public forums, parent information nights, media sent home with students, faculty memos, etc.) with all stakeholder groups.

• Plan must include LEA and school digital technology policies that incorporate “Responsible Use” guidelines that encourage proactive, positive behavior with digital technologies and have a systematic process for consistent or continual policy updates.

• Plan must include evidence that the LEA and school leaders and the local school board to have worked with a variety of stakeholder groups to create and adopt policy regarding the role of digital technology in a student-centered learning environment and have a systematic process in place to continuously advocate for this policy with relevant stakeholder groups.
Section 12. Budget
Section 12. Budget

- The LEA's overall three year financial plan, including use of additional LEA non-grant funds, to be utilized to adequately fund the LEA plan.

- **Part A. Disclosure of LEA's Current Technology Expenditures:** The LEA may provide their own template, or utilize Budget Form (Attachment A) to document their current expenditures.

- **Part B. Budget for Grant Funding Year 1 – 3:** In addition to completing the Budget Form (Attachment A), provide a narrative description of the budget. The narrative clearly describes the proposed expenditures for each of the three years of the proposed project.

  - Provide sufficient **details** in the budget to clarify intended expenditures associated with the project budget.

    - Provide a justification for each budget category.
    - For funding for salaries, please share the number of FTEs that are increased through this grant program.
    - Describe any other non-grant funds that will be used to help support this plan. (This is not required, but helps demonstrate commitment.)

**Note:** A participating LEA may not use grant money:

- (1) **To fund non technology programs;** (2) **To purchase mobile telephones;** or (3) **To fund voice or data plans for mobile telephones.** (4) **To supplant existing funding for educational technology**
Section 12. Budget continued..

- **Part C. Possible Increase in Funding (10% Increase Plan)**
  - Each LEA may be eligible for additional funds as they become available. This section is to provide a supplemental narrative and itemized budget that would detail how the LEA would spend funds if the budget was increased by 10%. (Note: Each LEA that has an approved plan will have the opportunity to submit a finalized budget once the final allocations are determined in December 2016. This section will be used to support your finalized budget submission.)

- **Part D. Projection for Future Support Costs**
  - Each LEA should include a projection for future support costs associated with their Digital Teaching and Learning Plan. The projection will support state level projections for future needs associated with this initiative.

- **Part E. Sustainability**
  - Explain how the LEA plans to scale and grow digital teaching and learning beyond the three-year grant period. This may include plans to shift existing funds to support digital teaching and learning, as well as the allocation of new funds, and/or outside grants.
THE FUTURE READY FRAMEWORK

When high quality teaching is infused with the dynamic use of technology, personalized student learning becomes possible. According to the U.S. Department of Education, the Future Ready District Pledge is designed to set out a roadmap to achieve that success and to commit districts to move as quickly as possible towards a shared vision of preparing students for success in college, career, and citizenship. This roadmap can only be accomplished through a systemic approach to change, as outlined in the Future Ready Framework. With personalized student learning at the center, a district must align each of the seven (7) key categories, or Gears, in order to ensure a successful digital conversion.

The 7 Gears are as follows:
- Curriculum, Instruction, and Assessment
- Use of Space and Time
- Robust Infrastructure
- Data and Privacy
- Community Partnerships
- Personalized Professional Learning
- Budget and Resources

The outside rings of the framework emphasize the need for collaborative leadership and the cycle of...
Rubric:

• *Plan includes costs identified by the LEA that are realistic.*

• *Plan includes clearly identified resources it will deploy to ensure the plan’s success.*

• *Plan must address sustainability beyond the grant period.*

• *Plan must include how the LEA will continue to use effective strategies.*
Questions about the Application?
Next Steps

• Share your draft with your leadership team
  • It is best to get input early and often
  • Ask for suggestions of existing documents and plans that may have language that aligns to the vision

• Attend Bootcamp – REQUIRED for both Planning Grant and Full Grant

• Set-up a Meeting for Post-Bootcamp with your Leadership Team to Debrief and Review Final Plan

• Prepare for First Submission by Friday, October 7, 2016 by 5:00 PM
  • Digital Submissions – Sarah.Young@schools.utah.gov
  • Receipt within 24 hours
Questions?

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