

Archdiocese of New Orleans

Technology Plan

Adopted on May 30, 2007

# Archdiocese of New Orleans Technology Plan

## *Governing Board*

<b>Name</b>	<b>Title</b>
<b>Dr. Judy Mulla</b>	<b>Deputy Superintendent</b>
<b>Dr. Lisa Taylor</b>	<b>Associate Superintendent</b>
<b>Nancy Baird</b>	<b>Associate Superintendent</b>

# Archdiocese of New Orleans Technology Plan

## *TABLE OF CONTENTS*

**OVERARCHING GOAL: ALL LOUISIANA EDUCATORS AND LEARNERS WILL BENEFIT FROM TECHNOLOGY-RICH ENVIRONMENTS THAT SUPPORT STUDENT ACHIEVEMENT AND PRODUCE LIFE LONG LEARNERS ABLE TO SUCCEED IN AN INFORMATION SOCIETY.**

Action Step 1: Strengthen Leadership

Action Step 2: Improve Teacher Training

Action Step 3: Support E-Learning and Virtual Schools

Action Step 4: Encourage Improved Access and Technology Usage

### Appendices

- Appendix A: Needs Assessment Data
- Appendix B: Governing Board Assurance (signed by Governing Board or Advisory Committee)
- Appendix C: School Review Assurance (signed by Principals)
- Appendix D: Technology Plan Development Team Members (listed by name and occupation)
- Appendix E: E-rate budget (to be completed only if applying for e-rate)
- Appendix F: E-rate critical components

## **Archdiocese of New Orleans Technology Plan**

### **INTRODUCTION/OVERVIEW**

**The Archdiocese of New Orleans is comprised of 87 schools, 60 of which are Archdiocesan owned and operated. Of these, 9 are high schools. During these two school years post-Katrina, these schools have been able to upgrade technologies on their campuses through the RESTART funds from the federal government. Each school was charged to replace and to upgrade its technologies, as well as to prepare its campuses in case of another emergency. Thus, many schools have become wireless and have implemented laptop programs.**

**Because of this integration of technology into these schools, there arose a need for teacher and administrator computer education. Hence, the Office of Catholic Schools has set up professional development opportunities, in-service workshops, and summer teacher institutes to teach the integration of technology into the curriculum. The students are being challenged to select higher levels of computer education, such as CISCO, A+ certification, web-mastering, robotics, and programming.**

**The OCS continues to write grants and to seek additional means of funding in order to implement and to update its technology plan.**

### **Action Steps 1: *Strengthen Leadership***

Leaders at all levels will support systemic change through transformational leadership while monitoring effective use of instructional technology which supports standards-based school improvement efforts.

#### **Current Status:**

1. The Archdiocese of New Orleans has in place an Archdiocesan Technology Advisory Committee comprised of school leaders who meet quarterly to discuss issues and updates in technology.
2. The Archdiocese of New Orleans hosts a yearly technology leadership conference for all principals and technology leaders.
3. The Office of Catholic Schools, along with the Archdiocesan Internet Services Department, regularly disseminates technology and grant information such as e-rate, EBSCO, and competitive grants through email and bi-monthly meetings.
4. All elementary and secondary Archdiocesan principals have been provided a Tablet PC for administrative and instructional use.
5. All elementary principals have been provided both Archdiocesan wide and on-site inservices regarding the use of financial and instructional software.
6. All Archdiocesan secondary principals participated in on-site visits and inservices regarding laptop academies throughout the United States.
7. The Archdiocese of New Orleans participates in the SEDL technology assessments and leadership surveys yearly.

#### **Benchmarks, Target year 2014:**

1. The Archdiocesan Technology Advisory Committee will guide instructional leaders to model routinely effective and appropriate administrative and instructional technology resources.
2. Through the yearly technology leadership conference, Archdiocesan principal and technology leaders will participate in state-of-the-art inservices regarding administrative, financial, and instructional resources.
3. Through regularly scheduled administrative meetings, educational leaders will be instructed on grant development and current research.
4. Administrators will be proficient in the use of the Tablet PCs for evaluation, record-keeping, communication, and emergency preparation.
5. Administrators will be proficient in the use of technology for financial planning and have, at their fingertips, all school data.
6. Administrators will lead the integration of laptops into the instructional program at each school site.
7. All administrators will lead and participate in the SEDL technology assessments and surveys.

### Evaluation Strategies and Timeline:

<b>Evaluation Strategy</b>	<b>Frequency</b>	<b>Timeline</b>
State Technology Survey	Annual	May
State Technology Proficiency Self-Assessment	Annual	May
System/School Technology Surveys(PR 1)	Annual	October
Reports to BESE/DOE finance office	On-going	July
System/School technology plan	Annual	On-going
Budge reports	Quarterly	Fall, Spring

### Strategies:

- ❖ Seek and provide funding and technical support for each benchmark.
- ❖ Continue to provide and maintain each administrator with a laptop, software, and appropriate training to ensure proficiency.
- ❖ Review proficiency data and survey information from assessments and establish plans for extension and maintenance.
- ❖ The Archdiocesan Technology Advisory Committee will plan for the updating of equipment.
- ❖ Maintain the Archdiocesan Internet Services Department and email system as the primary communications network.
- ❖ Encourage participation in technology seminars and workshops sponsored by state and national agents.

## **Action Step 2: *Improve Teacher Training***

Teachers will participate in effective professional development to ensure that technology and other educational resources available in schools are being used to enhance student learning.

### **Current Status:**

1. An Archdiocesan technology consultant is contracted for school on-site inservices as needed.
2. The Archdiocese of New Orleans dedicates a portion of EEF funds annually to technology professional development.
3. The Archdiocese of New Orleans encourages school participation in all state and national technology conferences.
4. The Archdiocese of New Orleans encourages teachers to access on-line resources from the State Department of Education website.
5. The Internet Services Department of the Archdiocese of New Orleans provides professional development/technical assistance through inservices.

### **Benchmarks, target year 2014:**

1. Teachers at Archdiocesan secondary schools shall participate in opportunities to enhance their education technology knowledge and skills through such programs as CISCO Academy and A+ Certification.
2. All teachers will participate in local professional development to enhance technology integration skills, including on-line and face to face seminars.
3. All teachers will be proficient in the use of technology, including its use for instruction, evaluation and record-keeping.
4. All teachers will be trained in resources designed to allow students to safely and effectively conduct internet research.
5. All teachers will model the effective use of technology in the classroom.

### **Evaluation Strategies and Timeline:**

<b>Evaluation Strategy</b>	<b>Frequency</b>	<b>Timeline</b>
State Technology Survey	Annual	May
State Technology Proficiency Self-Assessment	Annual	May
System/School Technology Surveys (PR1)	Annual	October
Certificates or sign in sheets showing participation of teachers in inservices	Ongoing	Fall, Spring, Summer
Teacher professional development records	Ongoing	Fall, Spring
Classroom observations	Ongoing	Fall, Spring

## **Strategies:**

- ❖ Seek and find funding for technology professional development.
- ❖ Provide opportunities for teachers to attend professional development activities.
- ❖ Provide technical troubleshooting training for teachers.
- ❖ Require technology integration in weekly lesson plans.
- ❖ Recommend participation in local, state and national technology professional organizations.
- ❖ Provide teachers with hardware and software to effectively integrate technology into the curriculum.

### **Action Step 3: Support E-Learning and Virtual Schools**

In the past five years there has been significant growth in organized online instruction (E-learning) and “virtual” schools, making it possible for students at all levels to receive high quality supplemental courses or full courses of instruction personalized to their needs. Traditional schools are turning to these services to expand opportunities and choices for students and professional development for teachers.

#### **Current Status:**

1. Several schools in the Archdiocese of New Orleans utilize the Louisiana Virtual School.
2. Each year, the Archdiocese of New Orleans distributes the information regarding the LVS, and encourages schools to utilize the services when needed.
3. The Archdiocese of New Orleans presented a workshop to all school leaders regarding on-line professional development and certification opportunities.

#### **Benchmarks, Target Year, 2014:**

1. Designated personnel at each high school campus in the Archdiocese will be trained to act as LVS coordinator.
2. Through consortiums and business partnerships, the Archdiocese of New Orleans will offer on-line/distance learning opportunities to students and teachers, as well as administrators.
3. The Archdiocese of New Orleans will continue to provide funds for on-line instructional and research databases, such as United Streaming.

#### **Evaluation Strategies and Timeline:**

<b>Evaluation Strategy</b>	<b>Frequency</b>	<b>Timeline</b>
# of schools enrolled in LVS	Annual	October
# of students enrolled in LVS	Annual	Fall, Spring
# of Carnegie units granted	Annual	Fall, Spring
# of teachers enrolled in on-line PD	Annual	May

#### **Strategies:**

- ❖ Encourage administrators of Archdiocesan schools to participate in initiatives that provide e learning experiences.
- ❖ Provide access to technology resources after hours.
- ❖ Collaborate with legislators and community members to provide funds for e-learning.

**Action Step 4: Encourage Improved Access and Technology Usage**

Most public schools, colleges and universities now have access to high-speed, high-capacity hardware, software, and broadband communications. However, improved access, usage and integrated, interoperable data systems that are current and well-maintained could empower educators to transform teaching.

**Current Status:**

1. The Archdiocese of New Orleans provided laptops for all 9<sup>th</sup> graders attending Archdiocesan High Schools for use at school and home.
2. The Archdiocese of New Orleans hosts an annual summer technology institute for teachers to foster technology integration and usage.
3. Through e-rate, all schools in the Archdiocese of New Orleans have updated networks which provide high speed internet access and wireless capacity.
4. 100% of Archdiocesan schools have internet access.

**Benchmarks, Target Year 2014:**

1. The Archdiocese of New Orleans will provide laptops to all students attending Archdiocesan High Schools for use at school and home.
2. The Archdiocese of New Orleans will continue to host summer technology institutes to foster technology integration and usage.
3. 100% of Archdiocesan schools will have wireless internet access, with the capacity for whole school usage.
4. Archdiocesan high schools will utilize a content server for instructional storage.
5. Archdiocesan high schools will participate in the CISCO Academy and A+ Certification program to expand access and technology usage.

**Evaluation Strategies and Timeline:**

<b>Evaluation Strategy</b>	<b>Frequency</b>	<b>Timeline</b>
Technology Proficiency Exam	Annual	May
Schools with wireless access (PR 1)	Annual	October
Classroom Observation of student computer use	Annual	Fall Spring
# of teachers attending summer institute	Annual	Summer
% of schools participating in summer institute	Annual	Summer
# of students and teachers in A+ and CISCO training	Annual	Fall

**Strategies:**

- ❖ Seek federal, state and grant funding for technology where available.
- ❖ Participate in e-rate to maximize the funds available for technology.
- ❖ Continue to expand both student and teacher technology courses and workshops.
- ❖ Continue to support technology line items in school budgets.
- ❖ Continue to maintain and utilize internet content filtering firewall to comply with CIPA regulations
- ❖ Continue the requirement that all staff and students sign an internet responsible use policy yearly
- ❖ Review the internet responsible use form annually

## APPENDIX A

### Archdiocese of New Orleans NEEDS ASSESSMENT DATA

Included below are some guidance questions for the school to consider in compiling its needs assessment. The questions are intended as guidance in compiling data and developing the needs assessment. Submission of responses to these questions is not required.

#### **GUIDANCE QUESTIONS FOR THE School NEEDS ASSESSMENT**

1. What do school data reveal about the following:
  - Distance learning opportunities for students and teachers
  - Student-to-computer ratio
  - Professional development opportunities in instructional technology
  - Technical support for teachers and schools
  - Number of instructional classrooms with at least one multimedia computer with internet access
  - Online database and other web resources utilized within the classroom
  - Technical skill level of teachers
  - Teacher and principal quality relative to Integrating technology into the curriculum
  - Budgetary support of technology in teaching and learning
2. What are the school's strengths and weaknesses as identified by the data?
3. What patterns and trends emerge from the data?
4. What are the areas of weakness that must be affected to help the school accomplish the technology plan goal and objectives?
5. How will the school set priorities to address the needs revealed by the weaknesses?
6. Which of the needs have the greatest potential for influencing student learning?

The Needs Assessment Summary follows. The purpose of the summary page is to provide a "snapshot" of the school's strengths and weaknesses. Strengths are on the left and weaknesses are on the right of the page. Careful consideration should be given of how the technology plan will address the weaknesses and how it will utilize the strengths to build a stronger foundation for the school.

#### **STEPS FOR COMPLETING NEEDS ASSESSMENT**

1. Identify and gather all pertinent sources of data including those indicated above.
2. Conduct systematic analysis of all data.
3. Complete Needs Assessment Summary page.

## NEEDS ASSESSMENT SUMMARY

List the District's strengths and weaknesses as identified by data collected.

District's Strengths	District's Weaknesses
<p>80% of administrators, teachers, and students use content specific tools, software, and simulations, probes, graphing calculators, exploratory environments, and web tools to support learning and research.</p> <p>92% of administrators, teachers, and students design, develop, publish, and present products (Web pages and videotapes) using technology resources.</p> <p>60% of administrators, teachers, and students select and use appropriate tools and technology resources to accomplish a variety of tasks.</p> <p>80% of administrators, teachers, and students research and evaluate data.</p> <p>75% of administrators, teachers, and students exhibit ethical and legal behaviors when using information and technology and discuss consequences of misuse.</p> <p>100% of school/offices have internet access through e-rate.</p>	<p>95% students, teachers and administrators lack strategies for identifying/solving routine hardware and software problems.</p> <p>Limited broadband width to support school site needs.</p> <p>Administrators, teachers, and students possess varying levels of technology proficiency.</p> <p>Limited funding exists to support technology.</p>

**APPENDIX B**  
**Archdiocese of New Orleans**  
**Governing Board Review Assurance**

*By signing this form, you confirm that you were issued a copy of the district technology plan.*

WE HEREBY ACKNOWLEDGE THIS 30TH DAY OF MAY, 2007, THAT WE HAVE REVIEWED AND ARE FAMILIAR WITH THE DISTRICT TECHNOLOGY PLAN FOR THE ARCHDIOCESE OF NEW ORLEANS. WE UNDERSTAND THAT OUR DISTRICT TECHNOLOGY PLAN SHOULD MIRROR THE STATE'S PLAN.

*Nancy Baird*

BOARD PRESIDENT

<b>Name</b>	<b>Signature</b>	<b>Title</b>
DR. JUDY MULLA	<i>Judy Mulla</i>	DEPUTY SUPERINTENDENT
DR. LISA TAYLOR	<i>Lisa Taylor</i>	ASSOCIATE SUPERINTENDENT
NANCY BAIRD	<i>Nancy Baird</i>	ASSOCIATE SUPERINTENDENT

*Nancy Baird*

ASSOCIATE SUPERINTENDENT

## APPENDIX C

Archdiocese of New Orleans

### Superintendent Review Assurance

*By signing this form, you confirm that you have reviewed and approved the district technology plan. This signed form is to be included with the district technology plan at the time of its submission to the State Department of Education.*

I HEREBY ACKNOWLEDGE THIS 30<sup>TH</sup> DAY OF MAY, 2007, THAT I HAVE REVIEWED AND APPROVED THE DISTRICT TECHNOLOGY PLAN FOR THE ARCHDIOCESE OF NEW ORLEANS.

*Rev. William F. Maestri*

---

SUPERINTENDENT

*Judy Mella*

---

DEPUTY SUPERINTENDENT

**APPENDIX D**  
**Archdiocese of New Orleans**  
**TECHNOLOGY PLAN DEVELOPMENT TEAM MEMBERS**

List the names and occupations of team members serving on your district's Technology Plan Development Team.

Dates of Meetings: September 19, 20, November 14, 15, January 9, March 20, May 14

NAME	OCCUPATION
Nancy Baird	Associate Superintendent
Dr. Lisa Taylor	Associate Superintendent
Dr. Judy Mulla	Deputy Superintendent
Sr. Lynne Lieux, RSCJ	Principal
Dick Berkowitz	Principal
Sr. Maria Colombo, FMA	Principal
Rev. Mike Conway, SDB	Principal
Sharon Coll	Principal
Drew Cupit	Principal
Mary Kathryn Villere	Principal
Jane Ann Frosch	President
David Eads	Technology coordinator
Melinda St. Germain	Technology coordinator
Jim Tanner	Technology coordinator

## APPENDIX E

**School Name**

**E-rate budget**

The Analysis Sheet was prepared in accordance with Section 54.508(b) of the FCC's Rules and Regulations, Chapter 1 of Title 47 of the Code of Federal Regulations.

<b>SCHOOL:</b>	<b>FUNDING YEAR:</b>
----------------	----------------------

Prepared by:

Date:

<b>Specific E-Rate Service(s) Requested:</b>
<b>Evaluation Activity for the service (either reference to a location within the plan or a brief narrative description):</b>

Current level/amount of service:	Level after E-Rate request is filled:	Budget\$ for district's share (for each charge involved in the service):	Planned budget source or line item for each amount:

### NON-ELIGIBLE REQUIREMENTS TO MEET GOALS

Hardware required:	Current level:	New required:	Budgeted \$:	Source of funds:

Software required:	Current level:	New required:	Budgeted \$:	Source of funds:

Professional development required:	Current level:	New required:	Budgeted \$:	Source of funds:

Retrofitting required	Budgeted \$:	Source of funds:

Maintenance required:	Current level:	Location of serviced items:	Budgeted \$:	Source of funds:

<b>Total amount budgeted for Non-Eligible Requirements:</b>
---

**APPENDIX F**  
**School Name**  
**Critical E-Rate Components to Technology Plan**

**Address the five critical e-rate components shown below. This should be reflective of your Form 470 and 471 and must be submitted every year as proof of having a written plan prior to submitting the Form 470 and/or 471.**

**E-RATE CRITERIA FOR THE TECHNOLOGY PLAN**

To qualify as an approved Technology Plan for a Universal Service discount, the plan must meet the following five criteria that are core elements of successful school technology initiatives:

1. The plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services;
2. The plan must have a professional development strategy to ensure that staff know how to use these new technologies to improve education or library services;
3. The plan must include an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education or library services;
4. The plan must provide for a sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development, and other services that will be needed to implement the strategy; and
5. The plan must include an evaluation process that enables the school to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

**E-Rate Technology Plan Component**

School \_\_\_\_\_

Funding Year \_\_\_\_ - \_\_\_\_

Updated: \_\_\_\_\_

Telecommunications Services and Internet Access	Goals and Strategies	Professional Development	Budget E-Rate (Our share ___%)	Assessment	Evaluation

**APPENDIX E**  
**Archdiocese of New Orleans**  
**E-rate budget**

The Analysis Sheet was prepared in accordance with Section 54.508(b) of the FCC's Rules and Regulations, Chapter 1 of Title 47 of the Code of Federal Regulations.

<b>SCHOOL: Archdiocese of New Orleans</b>	<b>FUNDING YEAR: 2007/8</b>
---	-----------------------------

Prepared by: Justin Gibson Date: May 30, 2007

<b>Specific E-Rate Service(s) Requested:</b> Telecommunications, Internet Access, and Basic Maintenance of Internal Connections
<b>Evaluation Activity for the service (either reference to a location within the plan or a brief narrative description):</b> We will utilize bandwidth utilization reports and maintenance performed logs to review proper and adequate utilization of services as allowed through E-Rate

Current level/amount of service:	Level after E-Rate request is filled:	Budget\$ for district's share (for each charge involved in the service):	Planned budget source or line item for each amount:
Telecommunications – 900+ lines	1,000+ lines	235,369.48	Operational Budget
Internet Access – 11,000 PC's	12,500 PC's	414,920.80	Operational Budget
Basic Maintenance - 0	1250 hours of service	118,187.23	Operational Budget

**NON-ELIGIBLE REQUIREMENTS TO MEET GOALS**

Hardware required:	Current level:	New required:	Budgeted \$:	Source of funds:
Computers and related peripherals	11,000	12,500	5,000,000	Restart Funding

Software required:	Current level:	New required:	Budgeted \$:	Source of funds:
Educational and Operating System software			300,000	Restart Funding and Operational Budget

Professional development required:	Current level:	New required:	Budgeted \$:	Source of funds:
Staff and IT training	25 hours	45+ hours	600,000	Operational Budget

Retrofitting required	Budgeted \$:	Source of funds:

Electrical, etc. infrastructure upgrades necessary to complete the data/voice cabling project	250,000	Restart Funding and Operational Budget
---	---------	--

<b>Maintenance required:</b>	<b>Current level:</b>	<b>Location of serviced items:</b>	<b>Budgeted \$:</b>	<b>Source of funds:</b>
Preventive maintenance		All Schools	250,000	Restart Funding and Operational Budget

<b>Total amount budgeted for Non-Eligible Requirements: 6,400,000</b>
---

**APPENDIX F**  
**Archdiocese of New Orleans**  
**Critical E-Rate Components to Technology Plan**

**Address the five critical e-rate components shown below. This should be reflective of your Form 470 and 471 and must be submitted every year as proof of having a written plan prior to submitting the Form 470 and/or 471.**

**E-RATE CRITERIA FOR THE TECHNOLOGY PLAN**

To qualify as an approved Technology Plan for a Universal Service discount, the plan must meet the following five criteria that are core elements of successful school technology initiatives:

1. The plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services;
2. The plan must have a professional development strategy to ensure that staff know how to use these new technologies to improve education or library services;
3. The plan must include an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education or library services;
4. The plan must provide for a sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development, and other services that will be needed to implement the strategy; and
5. The plan must include an evaluation process that enables the school to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

**E-Rate Technology Plan Component**  
**Archdiocese of New Orleans**  
**Funding Year 2007 - 2008**  
**Updated: May 30, 2007**

<b>Telecommunications Services and Internet Access</b>	<b>Goals and Strategies</b>	<b>Professional Development</b>	<b>Budget E-Rate (Our share 43%)</b>	<b>Assessment</b>	<b>Evaluation</b>
<b>Telecommunications</b>	Continue, maintain, and improve	Continue, and improve number and scope	<b>50,000</b>	Surveys	# of schools w/ continued and improved telecommunications
<b>Internet Access</b>	Continue, maintain and improve	Continue, and improve number and scope	<b>550,000</b>	Surveys	# of schools w/ continued and improved internet access





Electrical, etc. infrastructure upgrades necessary to complete the data/voice cabling project	250,000	Restart Funding and Operational Budget
---	---------	--

<b>Maintenance required:</b>	<b>Current level:</b>	<b>Location of serviced items:</b>	<b>Budgeted \$:</b>	<b>Source of funds:</b>
Preventive maintenance		All Schools	250,000	Restart Funding and Operational Budget

<b>Total amount budgeted for Non-Eligible Requirements:</b>
---

**APPENDIX F**  
**Archdiocese of New Orleans**  
**Critical E-Rate Components to Technology Plan**

**Address the five critical e-rate components shown below. This should be reflective of your Form 470 and 471 and must be submitted every year as proof of having a written plan prior to submitting the Form 470 and/or 471.**

**E-RATE CRITERIA FOR THE TECHNOLOGY PLAN**

To qualify as an approved Technology Plan for a Universal Service discount, the plan must meet the following five criteria that are core elements of successful school technology initiatives:

1. The plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services;
2. The plan must have a professional development strategy to ensure that staff know how to use these new technologies to improve education or library services;
3. The plan must include an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education or library services;
4. The plan must provide for a sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development, and other services that will be needed to implement the strategy; and
5. The plan must include an evaluation process that enables the school to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

**E-Rate Technology Plan Component**  
**Archdiocese of New Orleans**  
**Funding Year 2007 - 2008**  
**Updated: May 30, 2007**

<b>Telecommunications Services and Internet Access</b>	<b>Goals and Strategies</b>	<b>Professional Development</b>	<b>Budget E-Rate (Our share 43%)</b>	<b>Assessment</b>	<b>Evaluation</b>
<b>Voice Telecommunication is achieved through POTS(900 lines), VOIP(3 sites), and Cellular(100 lines)</b>	Continue, maintain, and improve telecommunications to facilitate school to school, teacher to teacher	Continue, and improve number and scope.  Professional development will show how telecommunications will be utilized to enhance the	<b>50,000</b>	Surveys	# of schools w/ continued and improved telecommunications

	and school to parent communication.	curriculum through school to school and school to home communications.			
<b>Internet Access through Wide Area Network comprised of high speed connections to a central DIA pipe. Connection methods to schools include DSL, Cable Internet, Wireless, and T-1's</b>	Use more Technology based capabilities to enhance and support the curriculum options for staff members (E-learning, Internet based video content, curriculum sharing technology)	Utilize training courses to show technology and teaching staff to utilize greater features of internet access to enhance the capacity and curriculum instruction	<b>550,000</b>	Surveys and Bandwidth utilization reports	# of schools w/ continued and improved internet access