

California K-12 Education Technology Plan Template, Criteria, and Guiding Questions

Version 1.10
11/3/2015
Final

Educational Data Management Division
California Department of Education

California Education Technology Plan Criteria & Guiding Questions

Introduction

In the 2014-15 fiscal year the CDE collaborated with California LEA education technologists to develop a single education technology plan template. In 2014–15, only Education Technology K-12 Voucher Program education technology plans require state approval. If LEAs are not applying for Education Technology K–12 Voucher Program funds, the CDE strongly encourages LEAs to develop and have a comprehensive technology plan locally approved by the administration or governing board.

In the fall of 2014, the CDE, in collaboration with the Los Angeles County Office of Education (LACOE), will release a new Web based education technology plan builder (TPB), which will allow LEAs to develop education technology plans online, and submit Education Technology K–12 Voucher Program technology plans for state approval. The Web based TPB will use the template and criteria listed in this document. Until the TPB is available, LEA staff will be able to use the template, criteria, and guiding questions in this document to start writing their education technology plans in a local document, and copy/paste the narrative into new TPB technology plans.

For More Information

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California Education Technology Plan
Criteria & Guiding Questions

1. PLAN BACKGROUND CRITERIA: The plan should guide the LEA's use of education technology for the next three years.

Ed Tech Plan Criterion	Example of Adequately Addressed	Example of Not Adequately Addressed
1a. List specific start and end dates (7/1/xx to 6/30/xx). Provide a brief overview of the LEA, its location and demographics and/or share a link to the LEA's website.	Specific start and end dates, covering three years, are recorded. The plan describes the LEA's location and demographics, and includes a list of school sites plus a description of its significant student populations.	The plan is less or more than three years in length. The plan does not include a description of the LEA, its location, schools or demographics or provide a link to the LEA website.
1b. Describe how a variety of stakeholders from within the LEA and the community-at-large participated in the planning process.	The planning team consisted of representatives who will implement the plan, and their role in the plan development is discussed. If a variety of stakeholders did not assist with plan development, a description of why they were not involved is included.	Little evidence is included that shows that the LEA actively sought participation from a variety of stakeholders. There is no mention of the role the stakeholders in the plan development process.
1c. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	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; or contains only a bibliography without annotation.

2. CURRICULUM COMPONENT CRITERIA: The Plan must establish clear goals and realistic strategy for using telecommunications and information technology to improve education services.

Ed Tech Plan Criterion	Example of Adequately Addressed	Example of Not Adequately Addressed
2a. Describe teachers' current access to instructional technology and current use of digital tools.	The plan describes the technology access available for teachers. The plan describes the typical frequency and type of use	The plan cites LEA policy regarding use of technology to support instruction, but provides no information about its actual

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Ed Tech Plan Criterion	Example of Adequately Addressed	Example of Not Adequately Addressed
	(technology skills, information and literacy integrated into the curriculum) to support teaching and learning.	use.
2b. Describe students' current access to instructional technology and current use of digital tools. Include a description about the LEA policy, practices, and/or replacement policy that ensures equitable technology access for all students.	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students during the school day and outside of school. The plan describes the typical frequency and type of use (technology skills/information and literacy integrated into the curriculum).	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 how and when various students can use the technology. The plan does not describe the policy or practices that ensures equitable technology access for all students. The plan does not recognize that equipment will need to be replaced and does not outline a realistic replacement plan that will support the Curriculum and Professional Development Components.
2c. Describe goals and an implementation plan, with annual activities, for using technology to improve teaching and learning. Describe how these goals align to the LEA's curricular goals that are supported by other plans. Describe how the LEA's budget/Local Control and Accountability Plan (LCAP) supports these goals, and whether future funding proposals or partnerships may be needed for successful implementation.	The plan delineates clear goals and an implementation plan, with annual activities, for using technology to support the LEA's curricular goals and academic content standards to improve learning. The plan summarizes the LEA's curricular goals that are supported by the plan and referenced in LEA document(s). The plan clearly describes resources that are available or could be obtained to implement the plan.	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. The plan does not summarize LEA curricular goals or reference the plans in which these goals are found. Resources to implement the plan are not clearly identified or are so general as to be useless.

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Ed Tech Plan Criterion	Example of Adequately Addressed	Example of Not Adequately Addressed
2d. Describe goals and an implementation plan, with annual activities, for how and when students will acquire the technology skills and information literacy skills needed for college and career readiness.	The plan delineates clear goals and an implementation plan, with annual activities, detailing how and when students will acquire both technology skills and information literacy skills.	The plan suggests how students will acquire technology and information literacy skills, but is not specific enough to determine what action needs to be taken to accomplish the goals; or the plan only addresses either technology literacy or information literacy skills.
2e. Describe goals and an implementation plan, with annual activities, to address Internet safety and the appropriate and ethical use of technology, including AB 307 and Children’s Internet Protection Act (CIPA) compliance, in the classroom.	The plan describes or delineates clear goals and an implementation plan, with annual activities, outlining how students and teachers will be educated about Internet safety; and 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.	The plan suggests that students and teachers will be educated in the ethical use of the Internet, but does not include annual training for all teachers and annual instruction for all students; and/or is not specific enough to determine what actions will be taken to accomplish the goals. The plan does not address AB307 and/or CIPA compliance.

3. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA: The Plan must have a professional development strategy to ensure that staff understands how to use these new technologies to improve education services.

Ed Tech Plan Criterion	Example of Adequately Addressed	Example of Not Adequately Addressed
3a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	The plan only addresses teachers' or administrators' skills and needs, but does not address both. Description of current level of staff expertise is too general or relates only to a limited segment of the

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Ed Tech Plan Criterion	Example of Adequately Addressed	Example of Not Adequately Addressed
		LEA's teachers and administrators.
3b. Goals and an implementation plan, with annual activities, for providing professional development opportunities based on a LEA needs assessment.	The plan delineates clear goals and an implementation plan, with annual activities, for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component goals.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component goals.

4. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, SOFTWARE, AND ASSET MANAGEMENT COMPONENT CRITERIA: The Plan must include an assessment of the telecommunication services, hardware, software, asset management, and other services that will be needed to improve education services.

Ed Tech Plan Criterion	Example of Adequately Addressed	Example of Not Adequately Addressed
4a. Describe the existing hardware, Internet access, electronic learning resources, technical support, and asset management already in the LEA that will be used to support the Curriculum and Professional Development Components of the plan.	The plan clearly summarizes the existing technology hardware, Internet access, electronic learning resources, and technical support to support the implementation of the Curriculum and Professional Development Components.	The summary of hardware, electronic learning resources, Internet access, and technical support is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components.
4b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, technical support, and asset management needed by the LEA's teachers,	The plan provides a clear summary of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the LEA will need to support the	The plan includes a summary of hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support necessary to implement the plan, but there doesn't

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students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.	implementation of the LEA's Curriculum and Professional Development components. The plan includes a description of how device inventory is documented, including any tracking software installed to monitor location, where the inventory is maintained, how mobile devices are physically secured when not in use, and the person(s) responsible.	seem to be any real relationship between the activities in the Curriculum and Professional Development Components and these components. The plan lacks information about how devices are inventoried and tracked through their lifecycle. The plan does not address how mobile devices are secured, or who is responsible for ensuring daily device security.

5. MONITORING AND EVALUATION COMPONENT CRITERIA: The plan must include an evaluation process that enables the school to monitor progress toward the specific goals and make mid-course corrections in response to new developments and opportunities as they arise.

Ed Tech Plan Criterion	Example of Adequately Addressed	Example of Not Adequately Addressed
5a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	The plan describes the process for evaluation using the goals and implementation plan 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.
5b. Describe the schedule for evaluating the effect of plan implementation, including a description of the process and frequency of communicating evaluation results to tech plan stakeholders.	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. The plan does not provide information on how and/or when the plan's progress will be shared with all stakeholders.

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These questions are intended to provide local educational agencies (LEAs) with greater understanding as to what each criterion means, and to guide stakeholders in the development of an in-depth, relevant educational technology plan. LEAs do not have to answer each question in order to have an acceptable plan – only address questions relevant to the LEA.

1. PLAN BACKGROUND CRITERIA: The plan should guide the LEA's use of education technology for the next three years.

1a. List specific start and end dates (7/1/xx to 6/30/xx). Provide a brief overview of the LEA, its location and demographics and/or share a link to the LEA's website.

1b. Describe how a variety of stakeholders from within the LEA and the community-at-large participated in the planning process.

1c. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.

- Summarize the plan's major curricular and professional development outcomes that are supported by research.
- Describe and cite the relevant research that supports the plan's outcomes.
- Describe the connection between the research and the plan's goals.
- Describe information gathered from site visits, including best practices.

2. CURRICULUM COMPONENT CRITERIA: The Plan must establish clear goals and realistic strategy for using telecommunications and information technology to improve education services.

2a. Describe teachers' current access to instructional technology and current use of digital tools.

- What technology is currently available to all teachers?
- How are hardware and software currently being used in classrooms at each grade level and in each content area?
- How is technology currently being used by teachers and administrators to promote effective classroom instruction and school management?
- How is technology being used to provide powerful learning opportunities, especially for special-needs students and students who required additional resources to improve academic performance?
- How does technology assist teachers and principals with their administrative tasks, attendance and grading?
- How is data made more easily available to teachers and principals so that they can make informed decisions to meet individual student academic needs?
- How does technology assist with student assessment?

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- How is technology used to track a student's progress toward meeting all content standards, improving **California Assessment of Student Performance and Progress** (CAASPP) scores, and demonstrating college and career readiness?

2b. Describe students' current access to instructional technology and current use of digital tools. Include a description about the LEA policy, practices, and/or replacement policy that ensures equitable technology access for all students.

- Is technology currently available to all students?
- Do all student groups have equal and appropriate access to the available technology?
- How is technology being used by students in the library media center and labs?
- Is technology currently available to students during after-school hours? Given that many school assignments require students to access technology after hours, where will students access technology to complete their work? Do they have access in their homes, in community libraries, and/or at community centers?
- How is technology used to extend the school day for students and to make learning resources available during after-school hours?
- Does access differ for different subpopulations of students?
- How is technology integrated into the curriculum being used to provide powerful learning opportunities for all students?
- How is technology integrated into the curriculum being used to provide powerful learning opportunities for special-needs students and students who require additional resources to improve academic performance?
- What steps is the LEA taking to ensure equity of access for all students regardless of their academic standing, socioeconomic level, proficiency in English, or disabilities?
- What replacement cycle has been built into the plan; and what funding is needed to support the replacement policy?

2c. Describe goals and an implementation plan, with annual activities, for using technology to improve teaching and learning. Describe how these goals align to the LEA's curricular goals that are supported by other plans. Describe how the LEA's budget (LCAP) supports these goals, and whether future funding proposals or partnerships may be needed for successful implementation.

- What are the LEA's curriculum goals and plans for assisting students to meet content standards and demonstrate college and career readiness?
- Are targets for improvement in student achievement being met?
- How do local improvement plans, immediate intervention plans, site plans, self-studies, accreditations suggest the curricular focus for the LEA technology use to school improvement efforts?
- How will your curricular goals and needs influence your technology goals?
- How will technology be used to create more powerful learning experiences to improve student academic achievement?
- How are you redesigning learning spaces to support the LEA curricular goals?

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- How are/will Professional Learning Communities (PLCs) being used to ensure the quality and implementation of the plan?
- As you analyze data and develop technology goals, how will technology support the academic needs of your significant subgroups?
- How will technology be used to help students demonstrate college and career readiness, improve CAASPP scores, and meet achievement targets?
- If an identified need, how will distance learning, including online Advanced Placement courses, expand content offerings and/or access to K–12 classes?
- How do your curriculum and technology goals align with LCAP?
- Does the LEA budget include allocations to acquire the hardware, electronic learning resources, infrastructure, professional development, and technical support necessary to implement the plan?
- What options exist to fund technology over time?
- Have one-time costs been identified as well as ongoing costs?
- What funding sources, including federal, state, or local programs are available to support the plan?
- What alternative sources of funding, such as those available through partnerships, have been identified?
- What grant writing opportunities are available? Would allocating resources for grant writing proposals be a viable option?

2d. Describe goals and an implementation plan, with annual activities, for how and when students will acquire the technology skills and information literacy skills needed for college and career readiness.

- What are the LEA's curriculum goals and plans for assisting students to meet technology literacy and information literacy skills?
- What LEA adopted curriculum (matrix, and/or scope and sequence, i.e. International Society for Technology in Education [ISTE] Standards for Students) supports the acquisition of technology and information literacy skills?
- How are technology and information literacy skills embedded in content area lessons? Are specific courses offered that address these skills?

2e. Describe goals and an implementation plan, with annual activities, to address Internet Safety and the appropriate and ethical use of technology in the classroom.

- What LEA board policies will be or have been developed to implement Internet safety instruction?
- How are students using online communication technologies, including but not limited to social networking and instant messaging?
- What materials will be used to instruct students about Internet safety, including how to use technologies to protect themselves and their privacy online?
- What materials/resources will be used to explain and illustrate examples of the concept and purpose of copyright, the fair use doctrine and other rights to use copyrighted works appropriately, potential penalties for use of copyrighted works

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without permission, distinguishing lawful from unlawful downloading, and how to avoid plagiarism (to meet AB307)?

- How will the library/media center staff assist in ensuring students become effective users of information technology?
- How and when will teachers and/or librarians help students acquire Internet safety skills?
- What efforts (including technology-based solutions) will the library/media center undertake to prevent or deter unlawful downloading or unlawful uses of copyrighted works?
- How and when will teachers and students learn about the implications of legal/illegal file sharing?
- How are teachers using online communication technologies, including but not limited to social networking and instant messaging?
- How will teachers be trained to deliver Internet safety and ethical use content?
- How will annual training for staff and annual instruction for all students be tracked, and who will retain proof required under CIPA compliance?
- Is the LEA's acceptable-use policy for access to the Internet up-to-date?
- How is access to only appropriate educational online resources accomplished?

3. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA: The Plan must have a professional development strategy to ensure that staff understands how to use these new technologies to improve education services:

3a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.

- How does your LEA regularly assess teachers' and administrators' personal technology proficiency skills?
- How does your LEA regularly assess teachers' ability to utilize technology in a standards-based curriculum?
- Do teachers have the classroom management strategies to work with the amount of technology actually available in the classrooms?
- Are administrators able to support teachers with the integration of technology into daily curriculum?
- What do teachers and administrators consider as their needs for professional development?
- After collecting and analyzing professional development needs, what are the local, regional, and online professional development opportunities to meet identified needs?

3b. Describe goals and an implementation plan, with annual activities, for providing professional development opportunities based on your LEA needs assessment data and the Curriculum Component of the plan.

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- What professional development will be provided to ensure teachers and administrators will be able to effectively accomplish the curricular goals for students described in section 2?
- How will teachers and administrators be trained and provided on-going support in the effective integration of technology into the curriculum? (4C's, Substitution Augmentation Modification Redefinition [SAMR])
- What professional learning will be available so teachers and administrators can make informed decisions using data to meet individual student academic needs?
- What professional learning will be available so teachers and administrators can effectively use technology to assist with student assessment?

4. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, SOFTWARE, AND ASSET MANAGEMENT COMPONENT CRITERIA: The Plan must include an assessment of the telecommunication services, hardware, software, asset management, and other services that will be needed to improve education services.

4a. Describe the existing hardware, Internet access, electronic learning resources, technical support, and asset management already in the LEA that will be used to support the Curriculum and Professional Development Components of the plan.

- What technologies are available to facilitate home/school communication such as email, web pages, and voice mail?
- What technology access do parents have at home? What technologies do parents prefer for home/school communication?
- What hardware/infrastructure currently exists at each school site?
- Does the LEA have an inventory system or does one need to be developed to track the type and age of hardware?
- What are the main electronic learning resources (software, online resources, courseware, or productivity software) currently being used for instruction and/or student assessment? What grade spans or subjects encompass each of the resources?
- Which of these resources will be used to implement the curricular goals and activities?
- Where are electronic resources located: classrooms, library/media centers, or computer labs?
- What is the process to identify, assess, and implement electronic learning resources?
- Do you have sufficient licenses and permissions to implement your plan?
- What is the capacity and configuration of networks in the LEA? Are any areas not connected to the network?
- Is the current Internet service provider /Wide Area Network Connection speeds able to meet the LEA's needs?
- How many telecommunication lines are there to the site and what is the capability of the telephone system (e.g., voice mail, Voice over Internet Protocol [VOIP])

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- What E-rate services or discounts are available to your LEA?
- Do all staff members have e-mail accounts? Do students have access to e-mail?
- Who provides technical support and what is the response?
- What is the current level of technical support? Consider factors such as technical support personnel to computers, support response time, or formal and informal technical support.
- Describe the professional development plan for your technical support staff.
- Describe how device inventory is documented, including, but not limited to, tracking device make, model, serial number, and location of use.
- What is the process for tracking technology device inventory tracking throughout component lifecycles (from procurement to disposal)?
- How are mobile devices secured when not in use, to prevent theft or damage (including protection from natural or human caused fire/water/physical damage)?
- How is device inventory documented, including, but not limited to, tracking device make, model, serial number, and location of use?
- Is any tracking software installed to monitor location in the case of theft?
- Where is the inventory maintained and made available for insurance and potential law enforcement purposes in the instance of theft?
- How are mobile devices physically secured when not in use, and the persons responsible for ensuring devices are secured?
- Note: consider redacting from public versions of the plan specific information about security measures, but leave in information about tracking devices to deter theft.

4b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, technical support, and asset management needed by the LEA's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.

- What technology is needed to implement the Curriculum and Professional Development components for students and staff?
- What technologies will teachers and administrators need to successfully implement the plan's goals and benchmarks?
- What emerging technologies could be used to implement the plan's goals?
- Where will the technology be placed (WIFI System) to effectively support the Curriculum and Professional Development components (mobile labs, classrooms, handheld technologies, etc)?
- What additional technologies need to be acquired for underserved populations?
- Can existing equipment be modified to meet certain needs identified in the plan?
- Is the total cost of ownership of the technology being considered? If so, how is this addressed?
- What electronic learning resources are needed to implement the Curriculum and Professional Development components for students and staff?

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- What licensing opportunities (group buys, site licenses, open source, or discounts) are available?
- Describe the process the LEA will use to select electronic learning resources that support the academic content standards.
- How will resources be distributed (individual license, server license, or online applications)?
- What resources are needed for data analysis, management, student recordkeeping, and home school communication?
- Will the management and student recordkeeping software be compatible with other local and state data collection systems?
- What infrastructure improvements are needed to implement the Curriculum and Professional Development components?
- How will E-rate discounts support the infrastructure, hardware, and electronic learning resource components (if applicable)?
- What network improvements (bandwidth, reliability, and hardware) are needed to support the plan?
- Are the bandwidth and infrastructure sufficient to support the plan or to make use of emerging technologies?
- What security is necessary to protect confidential data and maintain the integrity of the system?
- What firewalls and encryption need to be implemented?
- What filtering software will be used to prevent staff or student access to inappropriate Internet sites (AB 307 and CIPA)?
- Will students and teachers be able to access their work from any location in the school or from home?
- How will parents and community members be able to access school information from home computers?
- Is there sufficient electrical capacity and outlets to support the hardware and infrastructure planned for each site? Has the electrical and HVAC system been evaluated and any necessary upgrades planned?
- Are the storage rooms and classrooms in which infrastructure, hardware, and electronic resources reside secure or do they require modification to become secure?
- Is the planned layout of hardware and ancillary wiring configured in a way that is safe for students to move about without creating a fire hazard?
- Is there safe and secure access to labs that will be used during non-school hours by students and/or the community? Are school buildings, property, and users safe and protected based on LEA policies?
- How will technical support needs be addressed to ensure that the hardware, local area networks (LANs), wide area networks (WANs), and peripherals such as printers function adequately and that problems are addressed within an acceptable response time?
- What is the target ratio of hardware to technical support personnel?
- How will questions regarding software be handled to provide support to teachers within an acceptable response time?

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- If the plan includes involving students in technical support, how will the plan be implemented to encourage all students to participate and be trained?
- Indicate which of these components are eligible for E-rate discounts, and how the LEA will fund the non-discounted services, if applicable.
- If no process is in place, describe how device inventory will be documented, including, but not limited to, tracking device make, model, serial number, and location of use.
- If no process is in place, what will be the process for tracking technology device inventory tracking throughout component lifecycles (from procurement to disposal)?
- How will mobile devices be secured when not in use, to prevent theft or damage (including protection from natural or human caused fire/water/physical damage)?
- How will device inventory documented, including, but not limited to, tracking device make, model, serial number, and location of use?
- If none is in place, will any tracking software be installed to monitor location in the case of theft?
- Where will the inventory be maintained and made available for insurance and potential law enforcement purposes in the instance of theft?
- How will mobile devices be physically secured when not in use, and who will be the person(s) responsible for ensuring devices are secured?

5. MONITORING AND EVALUATION COMPONENT CRITERIA: The plan must include an evaluation process that enables the school to monitor progress toward the specific goals and make mid-course corrections in response to new developments and opportunities as they arise.

5a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.

- What indicators of success will be used to evaluate whether implementation of the plan has made a positive impact on student achievement?
- How will the LEA know whether implementation of this plan has made a positive impact on teaching and learning?
- How will the LEA know whether implementation of this plan has made a positive impact on classroom, library, and school and LEA management?
- What indicators of success will be used (e.g., number of students successfully meeting grade-level standards and advancing to the next grade, reduced dropout rate, increased attendance)?
- Describe the process to coordinate the individual evaluation components.
- What additional data might be collected and how often would it be collected?
- Describe the process for collecting and analyzing data.
- Who will oversee the data collection, analysis, and program modification process?
- Who will participate in the monitoring and evaluation process?

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- What criteria will be used to measure success (e.g., test scores, student portfolios, percentage of students attaining grade-level content standards, attendance, dropout rate, matriculation to college, or full-time employment)?
- Does the plan use the same criteria established for measuring success in the LEA's comprehensive local improvement plan?
- Describe how stakeholders participated in determining the criteria used to measure success.

5b. Describe the schedule for evaluating the effect of plan implementation, including a description of the process and frequency of communicating evaluation results to tech plan stakeholders.

- How often will data be collected and summarized? Who is responsible?
- What is the schedule for collecting and aggregating data and analyzing results?
- How often will the status of plan implementation be reported to the LEA superintendent? To the local governing board? To other stakeholders?
- How will teachers, parents, and other stakeholders provide suggestions and opinions in the evaluation process?
- What process will be used to make mid-course corrections as a result of the monitoring effort or the evaluation?
- How will strategies that have had a positive effect on teaching and learning be communicated to others so that they can be replicated?
- How will technology success stories be documented and publicized?