

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Discussion Item:

Kentucky Education Technology System (KETS) FY 2016 Unmet Need for LEAs

Applicable Statute or Regulation:

KRS 156.670
KRS 156.690
KRS 157.655
KRS 157.660
701 KAR 5:110

Action Question:

Should the Kentucky Board of Education (KBE) approve the FY 2016 unmet education technology need of \$156M for school districts?

History/Background:

Existing Policy. According to KRS 157.655, the School Facilities Construction Commission (SFCC) can provide a Kentucky Education Technology System (KETS) Offer of Assistance to a school district only after the state board approves the district's unmet need. Therefore, each fiscal year the KBE approves each district's technology unmet need.

The Master Plan for Education Technology, which was originally approved in 1992, describes in detail the process for determining KETS Offers of Assistance, the school planning process, the state review and assistance calculation methods, and examples of how data extracted from the plans relates to funds allocated to schools. The annual FY 2016 unmet need for each district is the amount needed to minimally operate, maintain, and incrementally upgrade existing investments while also acquiring new and emerging technology. The FY 2016 unmet need is \$156M (i.e., approximately \$261 per student). This \$156M figure is derived from the 2013-2018 KETS Master Plan Budget that contains the initial acquisition cost, ongoing operational cost and average lifespan of each line item.

The KBE approved the six-year KETS Master Plan in October 2012. The Master Plan design and its corresponding budget involved extensive stakeholder input. Focus groups included students, university admissions staff, district teachers, technology resource teachers, district technology leadership, state agency leadership and members of the business community. Because of the process used, more people provided direct input for the Master Plan than has ever occurred before. The process also included identifying line items that are essential to meet the most basic needs (i.e., \$156M) along with those line items that are discretionary, which districts may

optionally pursue to go above that basic unmet need (e.g., a 1-to-1 workstation ratio for secondary students). Historically, the annual KETS unmet need for school districts has been underfunded by approximately \$30-50M per year. Therefore, it is essential to preserve the existing funding sources that are currently in place for the education technology products and services that are used by all 173 school districts while at the same time identifying other funding to make up that difference.

In addition, districts may pursue education initiatives that foster better levels of education technology service delivery than the minimum goals described in the Master Plan (e.g., lower workstation ratios to improve ease of access to electronic instructional content for all students, electronic projectors and interactive student devices in all classrooms for formative testing). These are considered optional versus required approaches in the KETS Master Plan that districts have the choice to implement. Optional items are not included in the \$156M annual unmet need calculation; however, we do track how much money is spent on these discretionary line items each year through the MUNIS technology spending reports and the technology readiness survey.

KETS Offers of Assistance only represent part of the funding strategy needed to support each district's technology services. In the 2013-18 KETS Master Plan and the FY 2016 KETS expenditure plan, we identify a variety of federal, state, local and private funds that can be used to pay for a district's unmet need.

Staff requests that the KBE approve the unmet need. In the FY 2016 KETS Expenditure Plan, the board will be made aware of a variety of FY 2016 funds that are available to go toward that FY 2016 unmet need. Districts will need to continue to secure alternative funding sources beyond the KETS funds (e.g., federal funds, local grants, corporate donations, etc.) to fully fund the unmet need.

The four basic categories of unmet need are operations, maintenance, incremental replacement and new technologies. Of the four categories, expenditures in operations and maintenance are necessary to sustain current levels of service. That is, if unmet need within the operations and maintenance categories is not addressed in accordance with program guidelines, the integrity, sufficiency, and capacity of the district technology infrastructure will degrade until services are seriously curtailed or eliminated. These include items like student and teacher workstation repair, instructional software/services improvements, classroom printer repair, instructional file server repair, school and district management software improvements, initial/ongoing technology integration professional development, student technology leadership services, Internet instructional content/access, telephone communications to parents, distance learning service, help desk services, e-mail services, and enterprise data system access.

The unmet need for incremental replacement constitutes a framework for replacement of various technology components on a scheduled basis over time, in accordance with the life cycle of each item or service. These include items like student workstations, teacher workstations, instructional file servers, assistive and adaptive technology, school laser printers, classroom color printers, wired and wireless networks within the school buildings, student hand-held devices, high-speed Internet connections between school buildings, and digital projection devices.

The following must occur before a district receives its funding: (1) State board approves unmet need for each district, (2) School Facilities Construction Commission (SFCC) approves unmet need, (3) The district successfully meets all of the statutory requirements of KRS 157.655 and KRS 157.660, (4) the district verifies its final ADA count to KDE, and (5) KDE calculates KETS Offers of Assistance based on these variables. The districts must follow requirements of the SFCC by receiving approved board action and proof of deposit of funds into a local interest bearing technology account. The SFCC will then wire funds to the district's technology account.

Staff Recommendation and Rationale:

Staff recommends approval of the FY 2016 KETS essential unmet need of \$156M. Staff certifies that the districts recommended by the Commissioner have met all of the statutory requirements of KRS 157.655 and KRS 157.660 and will be required to adequately describe their unmet need and current KETS inventory before FY 2016 KETS Offers of Assistance are distributed.

Groups Consulted and Brief Summary of Responses:

- Kentucky Society of Technology in Education
- Student Technology Leadership Program including teachers, parents, and students
- District education technology leadership (e.g., Chief Information Officers, District Technology Coordinators, Chief Education Technology Officer) staff
- Assessment Interest Group
- Administration and Finance Interest Group
- Communications Interest Group
- Teaching and Learning Interest Group
- Education Technology Vendors/Partners

These groups/persons are in support of the approval of the KETS Master Plan Unmet Need.

Impact on Getting to Proficiency:

Approval of the unmet need amounts for local school districts is the first step required to allow local school districts to receive state funding to assist them in purchasing hardware, software, personnel, professional development and other technology items that will support administrators, teachers, and students in achieving proficiency, closing gaps, and increasing college/career readiness and graduation rates.

Contact Person:

David Couch, Associate Commissioner
Office of Knowledge, Information and Data Services (KIDS)
(502) 564-2020, ext. 2229
David.Couch@education.ky.gov

A handwritten signature in black ink, appearing to read "Roy Holliday". The signature is written in a cursive style with a large, sweeping initial "R".

Commissioner of Education

Date:

June 2015



Kentucky's digital and future ready students and teachers

We are headed towards greater and more meaningful digital interactions between family, school, and community. We believe digital and future ready foundations can: help empower student personalized learning experiences and preparedness for college and workforce | increase teacher productivity and digital workflows | enhance communications and invaluable collaboration models | expand data enhanced decision making | and, provide a robust infrastructure for endless possibilities.

624,854

Avg Daily Attendance



328,803

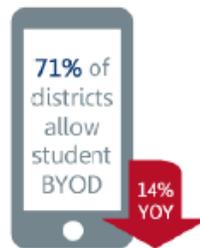
Student Instructional Devices

Access

Student access at school and at home helps us understand how "plugged in" learners are during the school day. Students without access to technology in school are less likely to engage in 21st century learning. Ease of access is a precursor to shifts in student outcomes.



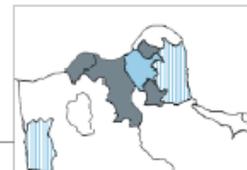
9 out of 10 students have Internet access at home. Of whom, 94% have wireless Internet access.



100kbps

Bandwidth per student available statewide

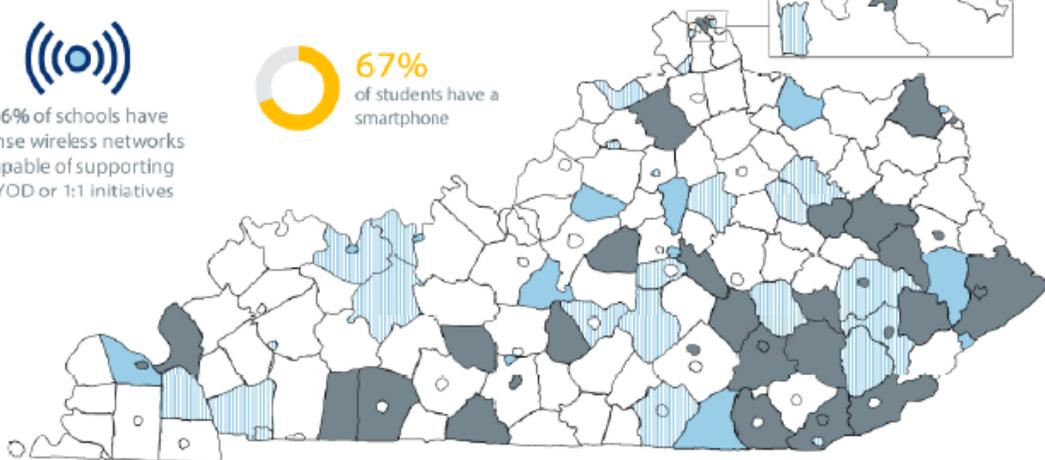
- Districts with BYOD only - 56% (71% total)
- Districts with 1:1 only - 10% (25% total)
- Districts with both BYOD and 1:1 - 15%
- Districts without BYOD or 1:1 - 19%



66% of schools have dense wireless networks capable of supporting BYOD or 1:1 initiatives



67% of students have a smartphone



Anytime, Anywhere, Always On, Differentiated Teaching and Learning

Future Ready Student

Strong online skills, such as confidence using shared digital workspaces, have been correlated with increased collaboration in the classroom.

Students can think about concepts and interactions in more varied ways with the affordances of multimedia and multimodal representations.

MULTIMEDIA SKILLS

Student reported frequency of viewing friends' photos or video online



12% reported never doing so

Student reported frequency of uploading photos from a camera or phone



23% reported never doing so

Student reported ease of recording and editing video



12% said the task was impossible

Student reported frequency of playing a game on a computer or phone



5% reported never doing so

FOUNDATIONAL SKILLS

Student reported ease of sending an email



5% said the task was impossible



of KY parents believe their child's school encourages technology use for teaching and learning



of KY parents believe technology use in class can enhance student learning



Student social network use by network



Student reported research methods



Students who have access to computers and the Internet are more likely to use technology more frequently and have better technology skills. These skills are a precursor to the use of digital creativity, digital collaboration, digital communication, and critical thinking in the classroom and while learning.

Students can also personalize the use of their technology and leverage great access to engage in anytime, anywhere learning on topics of their choice.



student responses: > 33,000 | teacher responses: > 4,200

21st Century Teacher



32% of KY teachers believe they are highly knowledgeable regarding Digital Citizenship skills

Teachers with strong foundational skills are able to handle administrative classroom tasks easily, including attendance and grading. Further, teachers who are confident about their ability to use foundational skills are often able to use these skills when learning new online and multimedia skills.

MULTIMEDIA SKILLS

Ability to manipulate photos and record and edit audio or video



37% find these tasks easy to perform

62% expressed interest in PD in this area



89% of KY teachers believe technology enhances learning and their daily lives

4 of 5 teachers report having sufficient access to instructional technology...



yet less than 2 in 5 have access to a Technology Integration Specialist (TIS)

ONLINE SKILLS

Essential skills for contributing to and collaborating on the Internet



49% ready to utilize these skills

17% expressed interest in PD in this area

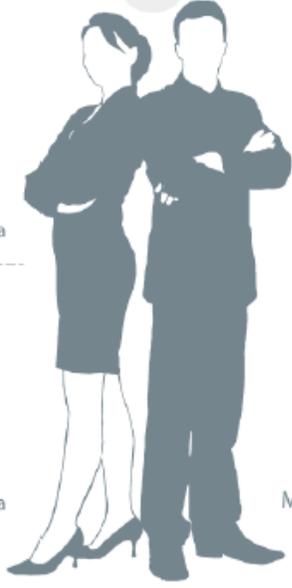
FOUNDATIONAL SKILLS

Basic computing skills - sending email and creating spreadsheets

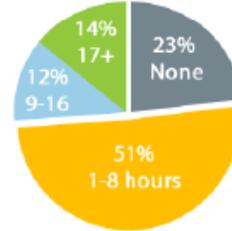


69% find these tasks easy to perform

19% expressed interest in PD in this area



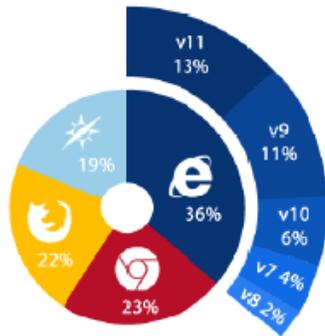
Teacher-reported hours spent per year participating in school-sponsored technology related PD



Most requested education technology PD topics



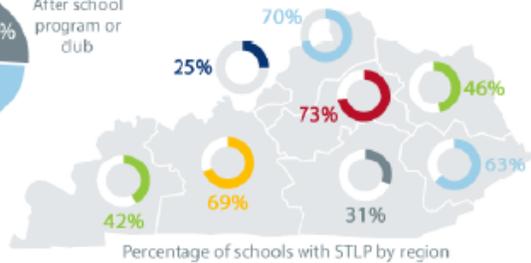
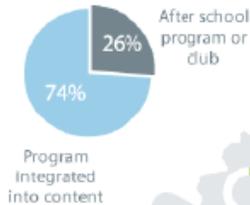
Device Trends



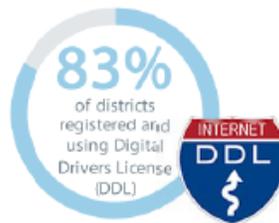
- 67% WINDOWS
- 11% MACINTOSH
- 18% IOS
- 2% ANDROID
- 2% CHROME

STLP

Student Technology Leadership Program



622,334
avg. number of spam emails filtered per day



1,100,000
Malware, or malicious software removed per month



Sources

Kentucky Technology Readiness Report: https://applications.education.ky.gov/trs_reports/
 TELL Kentucky: <http://www.tellkentucky.org/results/25>
 BrightBytes: <http://brightbytes.net>
 Digital Driver's License (DDL): <http://IDriveDigital.com>
 Google Analytics
 Open House: <http://openhouse.education.ky.gov>

2015

