VISION STATEMENT:

Schooling will be a process, not a place, where an expanded range of opportunities for quality learning experiences exist for all learners.

MISSION STATEMENT:

All learners will have access to the highest quality life-long learning opportunities.

STATE BOARD OF EDUCATION TECHNOLOGY GOAL:

Improve teaching and learning by promoting and supporting appropriate uses of technology.

GOVERNING BELIEFS:

1. Technology facilitates and enhances educational quality and equity for all learners.
2. Technology enhances teaching, administration, and school governance.
3. Integration of technology throughout the curriculum improves learning.
4. Technology facilitates communication across cultural, political, economic, and geographical boundaries.
5. Technology investment and implementation must be continuously assessed and evaluated for impact on student achievement.
6. Technology planning and implementation is an on-going, inclusive, and collaborative process.
7. Effective use of technology requires ongoing technical support and sound fiscal planning.
8. Effective integration of technology requires access to resources and ongoing professional development.
9. Technology proficiency is essential for citizens to be productive and effective members of society.
10. Providing appropriate technology requires new and flexible models of budgeting and staffing.
11. The educational community must remain current with technological innovations in the work place.
12. Successful statewide technology implementation requires a formal, on-going process for dissemination of information, issues and success stories.
13. Integration of technology into teaching and learning requires risk-taking and paradigm shifts.

GOAL 1:
We will provide a learning environment for all students and schools where the use of technology measurably enhances and improves learning.

Objective 1:
Redesign the required school district’s technology plan model and transition to a comprehensive school improvement/technology plan model and process and implement its electronic use, oversight and follow-up strategies.

Background: The current electronically submitted educational technology plan, required of all school districts that receive federal and state grants, is based on a traditional format and not closely aligned with student learning outcomes. The integration of school improvement/technology goals is an effort to more closely align the new provisions of federal legislation and with the Nebraska School Improvement Planning Process. The redesigned plan will be submitted electronically.

Statutory and regulatory provisions require that school districts complete and submit technology plans if they are to be eligible for certain grants and cost reductions. This requirement applies to districts applying for the Universal Services Fund, E-Rate line cost reductions and for federal technology competitive grants included in the No Child Left Behind Legislation, Part II, D.

Strategy 1.1:
Identify the essential technology related conditions that should be present in all schools to assure effective learning.
Activity 1.1.1: Conduct research and thoroughly investigate current effective practices that relate to successful use of essential technology related conditions present in schools that attribute to effective learning.

Resources for Activity 1.1.1:
- The researched documents should include: National Center for Education Statistics; Technology in Schools, Suggestions, Tools and Guidelines for Assessing Technology in Elementary and Secondary Schools; State Educational Technology Directors Assn. (SETDA) Report on Common Data Elements Project; North Central Regional Laboratory, en Gauge Model; and the CEO Forum, Star Chart.
- Several states that have done some work in this area are Wisconsin, Vermont, Virginia, Idaho, Mississippi, Oregon, California, Missouri, and Wyoming. These states would be another good resource.

Activity 1.1.2: With the research in hand, collaborate with Nebraska school and regional service agency personnel to establish an inventory of essential technology related conditions to be present in Nebraska schools to assure effective learning.

Procedures and Resources for Activity 1.1.2:
- In the identification of the essential conditions, strong consideration must be given to a school’s access to state of the art technology infrastructure, electronic access to teaching and learning resources, access to vital equipment by students and staff (quality computers, receiving and projection equipment, distance learning equipment, handheld devices, etc), available software, and infusion of staff technology competency in using technology tools effectively to enhance learning used for staff development (Nebraska Teacher and Administrator Technology Competencies and Indicators).
- In the identification of essential conditions, strong consideration needs also to be given to student, teacher, and district web page knowledge and effective use as it relates to teaching and learning and in online communications with parents and community.
- Conditions need also be developed that provide the basis for determining the technology literacy of our students. Use of and infusion in the school curriculum of the existing Essential Learnings and Indicators in Technology for Nebraska Students is a recommended source for these conditions.
- Collaborate with existing “Decision Driven by Data” team that include participants from NDE Accreditation, Technology, Curriculum and Instruction, Special Education, Vocational and Career Educations teams, educational service unit professional development staff, and higher education representatives from all eight pre-service administrator education institutions across the state.
Strategy 1.2:

Develop a Comprehensive School Improvement/Technology Plan Model (CSITP) that incorporates the identified essential technology-related conditions, provisions from the Nebraska School Improvement Model and requirements for the No Child Left Behind federal legislation.

Activity 1.2.1: Collaborate extensively with educators, NDE School Improvement: Accreditation, School Improvement: Staff Development/Instructional Issues, the Office of Children and Families, Special Populations staff and representatives of regional service agencies to secure input on the design of the Model.

Activity 1.2.2: Consider the utilization of the draft of the strategic planning school improvement/technology model developed in 1997 as a starting point.

Activity 1.2.3: Through the collaborative efforts align the newly established provisions of the Nebraska School Improvement Model, technology infusion, and the requirements of No Child Left Behind into this model.

Activity 1.2.4: Incorporate the identified essential technology related school conditions into the newly established provisions of the CSITP.

Activity 1.2.5: Provide the required human and fiscal resources to assist in completing the Model.

Strategy 1.3

Utilize an electronic format for completion and delivery to the Nebraska Department of Education the Comprehensive School Improvement/Technology Plan Model by the school districts and provide for its implementation.

Activity 1.3.1: Collaborate extensively with NDE School Improvement: Accreditation, School Improvement: Curriculum/Instruction, School Improvement: Staff Development/Instructional Issues, the Office of Children and Families, and Special Populations staff to establish provisions for a Nebraska School Improvement Model that serves Nebraska needs.

Activity 1.3.2: Provide the needed resources, human and fiscal, to design or locate and purchase, if needed, the software that will be used for building and transporting the electronic model by school districts.
**Activity 1.3.3:** Provide the needed resources, human and fiscal, to train needed school districts and regional service agency staff in the completion and electronic delivery of the CSITP to the Nebraska Department of Education.

**Activity 1.3.4:** Continue communication and collaboration with higher education institutions as they prepare administrators and teachers to be leaders in the School Improvement/Technology planning process and subsequent use of data for decision-making in the improvement of student learning.

**Activity 1.3.5:** Provide the required human and fiscal resources to investigate the most efficient use of data management within the state. Management systems should have interoperability features that effortlessly utilize existing administrative packages and data management systems.

**Strategy 1.4:**

Design a monitoring or audit process and instrument that will be used as a measure to show where school districts are in fulfilling the provisions of their Comprehensive School Improvement/Technology plan and meeting the essential technology conditions.

**Activity 1.4.1:** Conduct research on and thoroughly investigate current effective practices that will provide a base for designing the monitoring or audit process and instrument.

**Activity 1.4.2:** With the research and current effective practices in hand, collaborate with Nebraska educators, regional service agency staff and NDE staff to design a monitoring or audit process and instrument as a measure of the status in fulfilling the district Model.

**Procedures and Resources for Activity 1.4.2**

- It is necessary that the monitoring or audit process and instrument incorporate the means to reflect a local districts status in meeting their district goals in measuring their students’ technology literacy skills.
- It is also necessary that the monitoring or audit process and instrument incorporate the means to compare and relate the degree of implementation of the essential technology conditions with student learning performance (assessment).
- The process for monitoring must include a timeline that is compatible with provisions of NCLB, NDE regulations and grant timelines.

**Activity 1.4.3:** Provide the needed resources, human and fiscal, to design the monitoring or audit process and instrument and produce or purchase the needed software that will be used for building and transporting the electronic process and instrument.

**Activity 1.4.4:** Provide the needed resources, human and fiscal, to train needed school district and regional service agency staff in the completion and electronic delivery of the process and instrument.

**Objective 2:**
Provide leadership and resources to develop guidance criteria for schools to use in implementing a technology based data and information system that correlates, facilitates and contributes to the improvement of learning and comprehensive school improvement and enhances the comprehensive school improvement/Technology plan model and process.

**Background:** The effective use of data has been successfully used in the private sector for years but the K-12 education sector voluntarily excluded themselves from this concept until recently. A large number of software companies are now emerging with their electronic education data management packages. The purpose behind the software packages varies with the number of companies. Absent from most is the very basic and primary purpose we all should be striving for and that is providing data to improve learning. The guidance and leadership we will strive for in this goal is to focus on the improvement of learning at the classroom, building and district level.

**Strategy 2.1:**

Identify the essential data and information elements for school data management systems that will best contribute to enhanced learning and school improvement.

*Activity 2.1.1:* Conduct research on and thoroughly investigate current effective practices that will provide an inventory of suggested data and information elements from which to begin the task.

Procedures and Resources for Activity 2.1.1:

- Provide the fiscal and human resources to conduct the research and investigation.
- Sources to be investigated in the research include but not limited to: National Center for Educational Statistics, Technology in Schools, Suggestions, Tools and Guidelines for Assessing Technology in Elementary and Secondary Education; State Educational Directory Association, Common Data Elements Project Report.
- Provide leadership and participate in the CRESST/QSP Pilot Project to assist in this research.

*Activity 2.1.2* With the research findings in hand, collaborate with affected NDE Teams, educational service units, and school personnel with the intent of developing an inventory list of suggested data and information elements to be used as guidance criteria for schools to assist in the identification or development of data and information management systems.

Procedures and Resources for Activity 2.1.2:

1. Provide the fiscal and human resources to facilitate this collaborative initiative.
2. Provide leadership and participate in the CRESST/QSP Pilot Project. This will be valuable in the identification of the guidance criteria for schools.

Strategy 2.2:

Identify and set in place the guidance criteria for the effective aggregation/disaggregation, display, analysis and interpretation of the data and information once it is collected and posted at the local district level.

Activity 2.2.1: Conduct research on and identify effective practices related to this strategy.

Procedures and Resources for Activity 2.2.1:
- Provide the fiscal and human resources to conduct this research and identification of effective practices.
- Provide leadership and participate in the CRESST/QSP Pilot Project. This pilot will be a valuable resource for identification of these guidance criteria.

Activity 2.2.2: With the research and effective practices in hand, collaborate with NDE affected teams’ personnel, educational service unit personnel and school personnel with the intent of developing guidance criteria for the effective aggregation/disaggregation, display, analysis and interpretation of the data and information.

Procedures and Resources related to Activity 2.2.2:
- Provide the fiscal and human resources needed to facilitate the development of these guidance criteria.
- Provide leadership and participate in the CRESST/QSP Pilot Project. This pilot will be a valuable resource in developing this phase of the data management project.

Strategy 2.3

Identify and set in place the guidance criteria (recommendations) for addressing the challenges identified from the aggregation/disaggregation, display, analysis and interpretation of the data and information.

Activity 2.3.1: Conduct research on and identify effective practices for addressing the challenges identified.

Procedures and Resources for Activity 2.3.1:
- Provide the fiscal and human resources to conduct the research to identify criteria for addressing the challenges.
• Provide leadership and participate in the CRESST/QSP Pilot to glean identified proven addressed challenges.

*Activity 2.3.2:* With the research and found effective practices in hand, collaborate with affected NDE teams’ personnel, educational service unit personnel and school personnel with the intent of developing an inventory of guidance criteria (recommendations) for addressing the challenges identified.

**Procedures and Resources for Activity 2.3.2**
- Provide the fiscal and human resources to conduct the research and identification of criteria through the collaboration effort.
- Take full advantage of the products related to intervention completed by staff from the educational service units.
- Provide leadership and participate in the CRESST/QSP Pilot in order to benefit from their products related to identified challenges criteria.

**Strategy 2.4**

Provide leadership and guidance in facilitating the implementation of the information and data management system criteria.

*Activity 2.4.1:* Align the data and management system guidance criteria with the School Improvement Model, the North Central Accreditation Association Model and the Comprehensive School Improvement/Technology Plan Model.

**Procedures and Resources for Activity 2.4.1:**
- Collaborate with NDE teams, educational service unit personnel and school personnel to assure that the guidance criteria sufficiently address the School Improvement Model, the Comprehensive School Improvement/Technology Plan Model, the North Central Accreditation Association Model and local school district student achievement goals.
- Provide the fiscal and human resources to assure that this alignment takes place.

*Activity 2.4.2:* Publish and promote the use of the data and information management system guidance criteria for schools to use in selecting electronic software.

**Procedures and Resources for Activity 2.4.2**
- Provide the fiscal and human resources to publish the guidance criteria.
- Promote through distribution and workshops the use of the guidance criteria.
- Utilize the guidance criteria product for bringing about a change in mind set within NDE, higher education and schools.
Objective 3:

Assume the leadership role to find ways and means to provide access to all students for a technology-rich learning environment.

Background: Nebraska has advanced rapidly in the implementation of a technology infrastructure for PK-16 education. Even though this work is well underway and in many ways ahead of other states, a few initiatives remain to reach our goals. The final steps in the installation and connection of distance education classrooms in every high school is underway and will be achieved by the end of 2003. The establishment of a statewide technology fiber conduit or “backbone” that connects all the distance learning classrooms remains to be completed. This is one of the biggest challenges yet to be met successfully. A few isolated learning centers (Class I schools) are still without the means or capability to connect to a high speed Internet. A very few school districts have yet to complete their local area networks to connect all their classrooms. An e-learning commission is currently being formed in an effort to promote educational enhancement in teaching and learning through course management systems in higher education institutions as well as in the K-12 sector. Discussions within the commission will include the construction of guidelines for online course development; construction of a statewide training model developed collaboratively, investigation into the possibility of a distance education certification for the state and creation of a repository for instructional content review and course development.

Strategy 3.1:

Accurately identify the technology infrastructure, hardware, facilities, software and tool needs of Nebraska schools.

Activity 3.1.1: Annually identify the technology infrastructure, facilities, hardware, technology tools and software that exist in all the schools in Nebraska.

Procedures and Resources for Activity 3.1.1:

• Build into the newly created audit or monitoring process and instrument the capability to survey and identify the current inventory of infrastructure connections and their capacity, technology facilities, hardware, technology tools and software that are present in every school.

• Draw from the common technology related data elements developed by the State Technology Directors Association Common Data Elements Project and the essential technology conditions for schools that is a component of the Comprehensive School Improvement/Technology Plan Model for the inventory instrument to create the audit or monitoring instrument.

• From the electronically submitted audits from schools create an electronic technology inventory for all schools.
Activity 3.1.2: Identify the technology infrastructure, facilities, hardware, technology tools and software needs in all the Nebraska schools.

Procedures and Resources for Activity 3.1.2

- Reference the essential technology conditions audit or monitoring report from each Nebraska school district (From the Comprehensive School Improvement/Technology Plan Model) as the comparative base for determining Nebraska school technology needs.
- Conduct an electronic discrepancy or comparative analysis of each school’s technology inventory with the established essential technology related conditions. The discrepancy between each school’s technology inventory and the essential technology conditions will depict the school districts’ technology infrastructure, facilities, hardware, technology tools and software needs.
- Create an electronic status report of the technology needs of Nebraska schools.

Strategy 3.2:

Assume the leadership role to find the ways and means to provide the technology infrastructure, hardware, facilities, software and tools for all schools and the Nebraska Department of Education.

Activity 3.2.1: Based on the electronic status report on the technology infrastructure, hardware, facilities, tools, and software needs of Nebraska schools, identify strategies to provide the resources to meet the technology infrastructure, facilities, hardware, tools, and software needs.

Procedures and Resources for Activity 3.2.1:

- In collaboration with the Educational Technology Consortium, regional educational service agencies, and school representatives confirm the identified needs and identify strategies to provide the needed resources to meet the technology infrastructure, hardware, facilities, tools and software needs of Nebraska schools.
- Provide the leadership to create the awareness of the identified needs and strategies and in discovering or creating sources of funding to meet the school’s needs.
- One focus will be to provide available federal technology grant funds to those schools in greatest need.

Activity 3.2.2: In cooperation with the Nebraska Information Technology Commission (NITC) and its organizational structure and the Nebraska Department of Communications (DOC), continue providing the leadership to establish a statewide technology infrastructure (network) that effectively accommodates the needs of all students in K-12 education and the Nebraska Department of Education.
Procedures and Resources for Activity 3.2.2:

- Utilize the findings of the needs analysis that is generated from the Comprehensive School Improvement/Technology Plan Model process to identify the statewide technology infrastructure (network) needs for K-12 education and the Department of Education as a basis for designing the strategy for completing the infrastructure.
- In collaboration with NDE teams, educational service unit personnel, school personnel, the Educational Technology Consortium, and the NITC design a plan and strategy to complete the Nebraska K-12 technology infrastructure.
- In collaboration with NDE teams, educational service unit personnel, school personnel, the Educational Technology Consortium and the NITC provide the leadership to identify the resources, both fiscal and human to implement the plan and strategy to complete the Nebraska K-12 technology infrastructure.

Activity 3.2.3: Continue with the state organizations and people in the development and work on the new and existing projects that will contribute to the technology infrastructure that will provide access to all Nebraska students a rich learning environment.

Procedures and Resources for Activity 3.2.3:

- Carry out the stipulations of the School Technology Fund and it’s closure as mandated in Legislative Bill 6, 2002 Nebraska Legislation.
- Continue the development and installation of the video conferencing system (PolyCom) within NDE and the regional service agencies.
- Continue the completion of the Distance Learning Classrooms Project in the remaining high schools via the lottery resources.
- Continue participation as representatives within the NITC structure and councils and in the development of the NetCom Pilot Project.
- Provide needed services to schools and the state related to the Universal Services Fund, E-Rate program and the Nebraska Universal Services Fund program.
- Continue active participation in the regional service agencies Technology Advisory Group (TAG) and Network Operations Committee (NOC).
- Promote and assist in the development and implementation of an effective on-line learning infrastructure.

Activity 3.2.4: The process and findings (status report) of the technology infrastructure, hardware, facilities, software, and tools for needs assessment and other related activities will become an integral part of the Comprehensive School Improvement/ Technology Plan/Model for each district and as a statewide component of the State Technology status report.
**Objective 4:**

Provide the leadership and resources to provide the highest quality learning environment to all Nebraska students that contribute to learning and the means of measuring its success on the learner as it relates to technology utilization.

**Background:** This goal specifically relates to what will be needed in staff development, curriculum, instructional methods and techniques and in assessing technology literacy skills of students and in assessing the effectiveness of technology use by the learner. Regarding the staff development component, the No Child Left Behind Legislation stipulates that no less than 25% of all technology related grant fund to qualifying schools must be used for this purpose.

**Strategy 4.1:**

Leadership and resources will be provided to insure that all educators are competent and effective in the application of technology to learning and that this knowledge and skills contribute to enhanced learning.

*Activity 4.1.1:* Accurately identify the essential conditions that an educator must possess to become an effective teacher or administrator.

Procedures and Resources for Activity 4.1.1:
- As part of the Comprehensive School Improvement/Technology Plan Model (CSITPM) process (see goal 1), identify those conditions that educators and administrators must possess that contribute to enhanced learning.
- Draw from the identified guidance criteria of data elements that come from the CRESST/QSP Pilot Project as a source for the essential conditions those skills and knowledge possessed by educators that contribute to enhanced learning.
- Utilize the established Technology Competencies for Nebraska Teachers and Administrators in the identification of the essential conditions.
- Collaborate with NDE teams, educational service unit personnel and school personnel to identify what data and information is needed at the district level and in the classrooms to enhance learning and improve schools.

*Activity 4.1.2:* Accurately identify the technology related skills and knowledge that Nebraska educators now possess that contributes to enhanced learning.

Procedures and Resources for Activity 4.1.2:
- Utilize the instruments and process established in the development of the monitoring or audit associated with the CSITPM to identify the existing or current status of technology related skills and knowledge possessed by Nebraska educators that contribute to enhanced learning.
• Collect, aggregate, compile and report the data and information annually.

Activity 4.1.3: Identify the statewide staff development needs of our educators in technology related knowledge and skills that contribute to enhanced learning.

Procedures and Resources for Activity 4.1.3:
• Reference the database of current or existing status of Nebraska educators related to technology associated knowledge and skills that contribute to enhanced learning collected via the audit or monitoring process and instruments.
• Reference the database of essential conditions related to technology associated knowledge and skills of Nebraska educators that contribute to enhanced learning.
• Conduct an electronic discrepancy or comparative analysis between the essential conditions and the current or existing status of Nebraska educators related to technology associated knowledge and skills that contribute to enhanced learning.
• Identify the staff development needs of Nebraska educators in technology related knowledge and skills that relate to enhanced learning from the discrepancy analysis.

Activity 4.1.4: Assume the leadership role and develop a plan to meet the staff development needs of Nebraska educators related to acquiring the technology related knowledge and skills that enhance learning and in carrying out the plan.

Procedures and Resources for Activity 4.1.4:
• Collaborate with NDE teams, higher education institutions, educational service unit staffs, school personnel and the Educational Technology Consortium in devising the staff development plan related to enhancing learning via technology related knowledge and skills.
• Identify and note the technology related staff development titles and courses currently conducted by the Nebraska educational service units.
• Identify and note the qualifications and knowledge of the technology staff developers in the Nebraska educational service units.
• Within the state technology staff development plan, define the strategies to provide the leadership in directing the educational service unit instructional courses and titles to address the identified staff development needs revealed in the essential technology conditions of the Comprehensive School Improvement/Technology Plan Model.
• Provide the leadership, resources and training to the educational service unit technology staff developers to position them to provide the training to Nebraska educators in the courses and titles revealed in the staff development needs in the audit or monitoring process of the Comprehensive School Improvement/Technology Plan Model.
• Provide the leadership, strategies and facilitate the infusion of the Nebraska Technology Competencies for Educators and Administrators throughout the curriculum in all Nebraska teacher preparation institutions.
• Provide the leadership and facilitate the development of teacher and administrator technology competency certificates for new graduates and in-service trainees.
• Assume the leadership role in identifying the ways, means and resources to carry out staff development plan.

Strategy 4.2:

Assume the leadership role in developing a plan to provide the instructional content that will enhance student learning and school improvement.

Activity 4.2.1: Provide the leadership, serve as a central coordinating portal where needed, and identify resources for the delivery of and access to educational resources that will enhance and facilitate learning for all schools and students.

Procedures and Resources for Activity 4.2.1:
• Via the CSITPM essential conditions report compile a listing of types and titles of instructional contents that is needed by our schools and students to be delivered through electronic means.
• Identify through the audit or monitoring process of CSITPM the types and titles of instructional content and the means that it is now electronically delivered.
• Utilize the STS advisory group to assist in the identification of instructional content to be delivered electronically.
• Through a comparative analysis annually determine what course content needs to be delivered.
• Develop a plan, provide leadership in carrying out and identify resources to facilitate the plan to accommodate the electronically delivered instructional content needs of Nebraska schools and learners.

Activity 4.2.2: Provide the leadership, develop the strategy and facilitate the infusion of technology into all Nebraska school curricula.

Procedures and resources for Activity 4.2.2:
• Develop the strategies and facilitate the infusion of technology into all Nebraska curriculum standards and essential learnings.
• Provide the leadership, develop the strategies and facilitate the infusion of the Nebraska Student Essential Technology Learnings throughout the curricula in all Nebraska schools.
• Provide the leadership, develop the strategies and facilitate the infusion of the Nebraska Student Essential Technology Learnings throughout the curricula of all teacher preparation institution programs.
Strategy 4.3:

Set in place the mechanism that will provide evidence at the school district level that the use of technology in the educational environment is effective in enhancing learning and provide assurance that all students complete high school with the knowledge and skills to function effectively in society with the use of technology based on each school districts technology goals of achievement.

Activity 4.3.1: Provide the leadership to establish the plan, structure and process for school districts to measure if the use of technology in their schools has been effective in enhancing learning.

Procedures and Resources for Activity 4.3.1:

- Through a collaborative process using representatives from NDE teams, educational service units, school personnel and applicable research develop a set of essential technology conditions that should be in place in schools that are vital to enhance learning.
- Via an annual monitoring or audit process associated with the CSITPM, provide an instrument and process to determine the level of adoption or implementation of the essential technology conditions present in each school district.
- Through the utilization of each districts electronic information/data management system and or local district student assessment process annually track and record student performance.
- Those districts that have the recommended level of essential technology conditions in place will have the ability to correlate the effects of technology on improved learning.
- Incorporate the reporting of the effectiveness of technology use in each district as it relates to student achievement in the annual auditing or monitoring process that is part of CSITPM.

Activity 4.3.2: Provide the leadership to establish the plan, structure and process for school districts to measure if their students have the technology knowledge and skills to function effectively in society based on each school districts technology goals of achievement.

Procedures and Resources for Activity 4.3.2:

- Through a collaborative process using representatives from NDE teams, educational service units, and school personnel develop guidelines of achievement in technology knowledge and skills to function effectively in society.
• Utilize the Nebraska Essential Learnings in Technology as a base to develop the
guidelines for achievement. The guidelines should include the standards of
technology achievement and the performance indicators related to each standard
and the grade levels can be measured.
• Through the same collaborative process develop assessment instruments and
electronic processes that local school districts can use to measure student
performance in mastering the needed technology skills and knowledge.
• Incorporate the reporting of student technology literacy assessment results in the
annual auditing or monitoring process that is part of CSITPM.

GOAL 2:

Establish the technology infrastructure, hardware, software and staff development
that will help accommodate the Nebraska Department of Education’s directive to
significantly reduce in-state travel and use of hardcopy communications and also to
contribute to the more efficient internal operations of the agency.

Objective 1:

Establish an Internet, video conferencing, distance learning and satellite delivery
infrastructure that will accommodate electronic communications and reduce in-state
travel.

Strategy 1.1:

Assist in providing, operating, and maintaining an Internet system that has sufficient
capacity to accommodate the needs of NDE. This includes accommodating the
communicating and reporting process among NDE, schools, educational service agencies
and other customers.

Strategy 1.2:

Provide a video conferencing network that provides interactive audiovisual connections
between NDE and the educational service units.

Strategy 1.3

Provide the infrastructure to accommodate interactive audiovisual communications
among all the state’s high schools, educational service units and NDE.
Strategy 1.4

Provide for the satellite delivery of monthly State Board meetings to all customers in Nebraska.

Objective 2:

Provide the technology facilities, hardware, operation, maintenance, management and training within the Nebraska Department of Education that will contribute to the efficient operation of the agency.

Strategy 2.1

Provide the requested technology related equipment for all NDE conference rooms and for staff check out.

Strategy 2.2

Operate, schedule and manage the technology related equipment for all NDE conference rooms, State Board room, video-conferencing room and distance-learning classroom.

Strategy 2.3

Provide training to internal staff on the operation of the technology equipment used in the conference rooms, State Board room, video conferencing room and distance-learning classroom.

Strategy 2.4

Provide video production assistance and digital photo service to NDE Staff.

GOAL 3:

Provide the leadership and resources to discover the current and future technology needs of PreK-12 education in Nebraska and from the product of that discovery process provide the leadership and resources to plan for, identify and deliver resources to help schools meet the technology needs.
Background: With the down turn in the economy within the last two years and with a de-emphasis in technology related spending at the federal and state levels, all government entities including the Nebraska Department of Education, schools and regional service agencies have experienced a sever reduction in fiscal resources previously designated for educational technology. A noticeable loss in the progresses made in the infusion of technology into our PreK-12 educational institutions has already been noticed and it is anticipated it will get worse unless new resources are discovered.

Objective 1:

Provide the leadership and resources to identify the current and future technology needs of PreK-12 education in Nebraska.

Strategy 1.1:

Utilize the data collected from the Nebraska Comprehensive School Improvement/Technology Plans (NCSITP) and process submitted by schools to develop an inventory of current technology needs.

Activities for Strategy 1.1:
- Utilize the essential technology conditions guidelines that are part of the NCSITP process as the base for identifying school needs.
- Via the NCSITP audit or monitoring process identify what technology schools now have in place.
- Do a comparative analysis between the established essential technology conditions guidelines and the inventory of what exists in schools to determine current needs.

Strategy 1.2:

Via a collaborative process involving representatives from all education entities in Nebraska attempt to discover what technology in schools will look like in the next five years.

Activities for Strategy 1.2:
- Two school technology funding retreats have taken place that began the process of identifying future needs.
- Utilize the findings from the previous retreats and other research to continue the collaborative process of identifying future technology needs.
**Objective 2:**

Provide the leadership and resources to discover what current funding exists and what funding for technology has been lost in and for Nebraska schools.

**Strategy 2.1:**

Research and compile a list of the amounts and sources of all monies that have been and will be lost that were “earmarked” for technology in schools.

**Strategy 2.2:**

Research and compile a list of the amounts and sources of all monies that still exist that is “earmarked” for technology in schools.

**Objective 3:**

Provide the leadership and resources to develop and carry out a plan for providing fiscal resources to Nebraska schools for current and future technology needs.

**Strategy 3.1:**

Through a collaborative process involving representatives from all PreK-12 groups and organizations, utilize the findings and research to develop a plan to provide the fiscal resources to Nebraska schools for current and future technology needs.

**Strategy 3.2**

Through a collaborative process involving representatives from all PreK-12 groups and organizations, initiate a plan and process that will provide the needed fiscal resources to Nebraska schools for current and future technology needs.