

MINUTES
TECHNOLOGY TASK FORCE

DATE: October 10, 2011
TIME: 8:30 am
PLACE: Senate Auditorium, WW02

MEMBERS: Spencer Barzee, George Boland, Mike Caldwell, Christopher Campbell, Linda Clark, Stefani Cook, Marne Curtis, Penni Cyr, Reed DeMordaunt, Keven Denton, Christine Donnell, Cliff Green, Andy Grover, Colby Gull, Wendy Jaquet, Jennifer Johnson, Brent Lloyd, Salvatore Lorenzen, Tom Luna, Aaron McKinnon, Alan Millar, Maria Nate, Brad Patzer, Heidi Rogers, Jayson Ronk, Gary Smith, Melinda Smyser, and Bicker Therien

General Task Force Business Superintendent Luna called the group to order at 8:35 am and gave the group a few examples of progress being made to incorporate technology in some districts across the state. State Department of Education staff then gave updates on each of the subcommittee's work.

Staff Progress Reports Matt McCarter, staff for the One-to-One Governance Subcommittee, reported that the subcommittee has identified general policy guidance for the implementation of Idaho's one-to-one initiative. This month the subcommittee will do an initial review of detailed policy handbook for one-to-one implementation, discuss site visit participants and expectations, and review the results of the student survey. In November and December, the subcommittee will debrief site visit findings, discuss the incorporation of findings into the policy handbook, and finalize the one-to-one policy handbook.

Rob Sauer, staff for the Classroom Technology Integration Subcommittee, reported that the subcommittee has adopted the ISTE definition for technology integration, created a fiscal distribution timeline of classroom technology money, created the district technology plan located in the WISE Tool, and started work on an RFI for professional development. This month the subcommittee will finalize and release the RFI for classroom technology professional development, receive clarification on the Schoolnet Professional Development Suite, and continue work on the district technology plan. In November and December, the subcommittee will review and answer RFI questions and review information gathered from district technology plans.

Louie Konkol, staff for the Platform, Specifications, and Procurement Subcommittee, reported that the subcommittee has recommended teachers and students utilize the same device, released an RFI prior to an RFP for information gathering, used the Maine RFP as the foundation for Idaho's RFP, decided on an RFP for a managed service (not just a device), incorporated feedback from the mobile computing device survey into the RFP, and established timelines for the RFI and RFP. This month the subcommittee will review questions from the vendor community prompted by the release of the RFI and prepare written responses. In November and December, the subcommittee will review and aggregate responses from RFI and integrate lesson learned from RFI into the RFP. The group then discussed district tech staff capacity and their ability to update software,

image devices, etc.

Jason Hancock, staff for the Online Learning Implementation Subcommittee, reported that the subcommittee has recommended that fractional ADA calculations to be based on credits. This month the subcommittee will explore developing a statewide web-based clearinghouse of online courses, development of an RFI for statewide contracts for online courses, discuss basing a portion of fractional ADA & statewide contract payments to online course providers on successful student completion of course, and determine when the state will pay for online summer courses. In November and December, the subcommittee will finalize the issues addressed in October.

**Understanding
Universal Design for
Learning (UDL),
James Basham**

James Basham, from the University of Kansas, presented on Universal Design for Learning (UDL). UDL is a model for addressing the needs of all learners, whether they have learning disabilities, are English language learners, etc. UDL is a design system meant to be the most usable for all learners and to help overcome barriers to learning process for all students. People learn differently, and we have to determine how to keep all learners engaged. The Higher Education Opportunity Act of 2008 defines UDL as “provid(ing) flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills.”

UDL is being discussed in the ESEA reauthorization as a way to help transform teaching, particularly when it comes to the assessment systems.

Current research and development shows that students envision learning apps as games, so game based learning environments are being aligned to standards to help access all students.

For information on UDL is available at www.udlcenter.org or <http://community.udlcenter.org>.

At 10:50 am, the group took a brief break and reconvened at 11:00 am.

**Technology and
Idaho Educational
Services for the Deaf
and the Blind, Brian
Darcy**

Brian Darcy, Director of the Idaho Educational Services for the Deaf and the Blind (IESDB), presented on technology being used to serve the students at IESDB. IESDB not only serves deaf and blind students at their campus in Gooding, but they also provide consultation services to school districts statewide. The technology ranges from Braille reader and zoom viewers to iPads, Smartboards, video conferencing phones, etc. A lot of assistive technology is large, clunky, and expensive, but technology like the iPad has many of the same capabilities already built in, which saves the school money.

There are a multitude of apps available to help special needs students, many of which can be found at:

<http://appadvice.com/applists/show/apps-for-the-visually-impaired>

<http://www.apple.com/education/apps/>

**Fractional ADA, Andy
Grover and Jason**

Andy Grover, Chair of the Online Learning Subcommittee, and Jason Hancock,

Hancock

State Department of Education Deputy Chief of Staff, presented on fractional ADA. Idaho Code requires the task force to determine what unit of time would be used to measure fractional ADA. The group explored using periods, credits, and minutes. After weighing the pros and cons of each measurement, they decided to recommend fractional ADA be based on credits, because they are uniform, accommodate different schedules, and are easy to understand, communicate, track, and report.

Fractional ADA depends on the maximum number of credits that can be earned in that district in that semester. The calculation is unique to each school district. You take the funding the district receives per student divided by the number of credits the student can earn, which gives you the value of each credit for fractional ADA. This will be a different calculation in every district, because how much an ADA is worth is different in each district.

The current funding formula is based on economies of scale, and an ADA is worth less in a larger school district than in a smaller district with fewer students. The point of statewide online course contract is so districts can take advantage of lower state rates for online courses. One-third of the credit funding will remain with the home district, and two-thirds of the credit funding will go to the online course provider.

Superintendent Luna encouraged the group to refer to online course providers as providers, not vendors, since the term vendors may imply that IDLA, colleges or universities, or school districts can't provide online courses, and that's not true.

There being no further business to come before the full task force, the task force took a break at noon for lunch before moving on to subcommittee work in the afternoon.