FRAMEWORK FOR TECHNOLOGY
2008 THROUGH 2011

ANOKA-HENNEPIN

SCHOOLS

A future without limit

EXECUTIVE SUMMARY

Anoka-Hennepin is a school district poised for phenomenal success in public education.
Dr. Roger Giroux, Anoka-Hennepin ISD #11 Superintendent

Student success is our school district mission and our focus. Technology-fluent students are one measure of our educational success. Students must have access to technology tools in order to develop the skills necessary to use them effectively, efficiently, and appropriately in an increasingly complex, information rich society. They use technology to gather information, write, demonstrate, and effectively communicate their learning. From computer labs to classroom clusters of computers where children build their reading skills, to banks of computers in secondary media centers where students scour eResources, technology facilitates the types of learning, thinking, and creativity the 21st century world demands.

Technology has transformed the core systems that allow our school district to function. Technology is an essential element to all administrative functions, providing productivity and cost savings. Human resource management, transportation, business services, child nutrition, and communications all depend on reliable and robust technology.

In many respects, the changes driven by educational policy, taxing policy, and accountability legislation, as well as efforts to expand educational choices by creating alternatives within both public and private education, is greatly enhanced by the emergence of information-empowered parents, teachers, and public. It is our task to seek out additional avenues to keep our entire district community informed and involved in our schools. Anoka-Hennepin is providing information through technology to parents, teachers, and interested public. We believe that by merging our school district data systems with portal technology it will encourage parents to closely monitor the progress of their children, participate in the design of their children's educational experiences, and analyze information pertinent to their children, their children's school, and our school district.

By accessing multiple assessment resources, teachers can answer questions about their students' school progress and daily assignments. Principals can answer questions (real time without dependence on other staff) on the cost of programs; effectiveness of instruction; satisfaction of parents, students, and teachers; transportation; child nutrition; community; and governmental agencies. The average citizen can ask "what if" questions about their schools without depending on district staff being available. Online access leads to efficiencies of time and money for students, parents, and staff.

Teachers can use technology tools to enhance teaching and learning. By bringing digital tools into the classroom, student engagement and motivation increases. Learning becomes real, rich, and relevant. Students' visual and information literacy is enhanced. Survey results indicate that teachers are interested in integrating computer technology into their classes and daily work more often. They support an integrated pre-K-12 technology curriculum using a variety of instructional applications, electronic resources, and simulation software. Technology tools can enable students to become effective information seekers, communicators, collaborators, and inventive thinkers. Digital tools advance student productivity, creativity, and self-directed learning. We need to provide a comprehensive and equitable professional development program to improve staff technology and information literacy.

The Anoka-Hennepin Framework for Technology provides a structure to examine where we are now and what we must accomplish technologically as we strive for phenomenal success in educating our students. According to a January 2004 survey of staff, students, parents, and community members, Anoka-Hennepin is a recognized leader in the area of using technology to improve administrative processes and operations. We use technology effectively to maximize administrative productivity. We are also valued for the strategic deployment of equipment and digital resources to meet the needs of our learners and educators. The telecommunications infrastructure and the ability to support robust communication from every learning setting were also cited as strengths. In addition, gender and race equity and preparing all our students to understand and use technology were recognized as strengths.

With time, our perspective changes; while we are still a recognized leader in the use of technology, we followed up our 2004 survey with an additional survey of teaching staff and students in 2006 and found that we need to continue to expand technology resources. According to the 2006 survey, we found that adopting new curriculum can be limited by the compatibility of new software with existing hardware and that some curriculum cannot even be considered because of current hardware limitations. We have recently replaced our high school classroom computers (which were more than 5 years old) by using money obtained in a Minnesota State Microsoft Settlement supplemented by District one-time capital money, but funds are currently insufficient to replace our middle and elementary school computers. We consider the high school computer replacement a short-term solution to get us through the next couple of years.

According to the 2006 survey, the person who most influences the building attitude toward using technology tools is the building technology teacher. Results indicate that Anoka-Hennepin students and staff are insufficiently served because our staffing level of technology teachers, technology paras, and media specialists is inadequate. Sufficient staff is essential to support our technology and critical in our ability to train our staff and students to use technology effectively. We need to provide real-time support to foster anytime, anywhere learning.

An examination of goals and initiatives set out in our previous plan clearly shows we have made gains and are still moving forward. Our plan provided solutions for emerging, unanticipated challenges as well as new initiatives. Expansion of our network infrastructure, implementing READ180 (an intervention program for struggling readers), increased use of the Schools Interoperability Framework (SIF) data standard, ParentLink automated calling program, and student response device systems; and continuing to enhance our A-HConnect parent portal are examples of powerful ways technology impacts parent communication, instruction for students, instructional decisions by teachers, accountability and district efficiency.

As we move forward, we understand that improving and expanding student access to computers – both through more robust machines and infrastructure – is critical to our success. Curriculum which is frequently now most effectively delivered through computers, accommodating the demands of state-mandated tests and MAP testing, accessing electronic resources (eResources), information on the holdings of our media centers, and providing technological opportunities for students to demonstrate their learning are straining our resources.

Advancing digital access as well as student readiness to use technology, networks, and information efficiently and effectively is also a priority. We need to continue to provide necessary access to <u>all</u> our

students. We need to avoid contributing to a "digital divide" among students based on their parents' ability to access technology in their home.

We must provide the human and technical support which will allow our teachers to make full use of the critical student data available immediately to them through MAP testing as well as the analytical data that can be queried from our data warehouse. We are committed to ongoing professional development in the use of technology tools to enhance teaching and learning.

Departments and administrators need support and robust technology to effectively make the best and most cost-effective uses of scarce resources. Anoka-Hennepin is a leader in using technology to create a system of efficient parent-, staff-, and student-friendly services.

At Anoka-Hennepin ISD #11, we believe technology is an integral component in the education of our students. Technologies are constantly emerging and we are poised for success. If we can deliver to our students and staff the framework for technology outlined in this document, our students will be able to use technologies proficiently as informed, responsible, and contributing citizens.

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I. PLANNING AND NEEDS ASSESSMENT

A. ORGANIZATION LEADERSHIP & TECHNOLOGY PLANNING COMMITTEES

1. Leadership. Superintendent Dr. Roger Giroux and the School Board provide overall leadership for technology in the Anoka-Hennepin School District. Patrick Plant, Director of Technology and Information Services, coordinates all activities related to planning and implementing technology use. (Refer to Figure 1 for a district technology organization chart.)

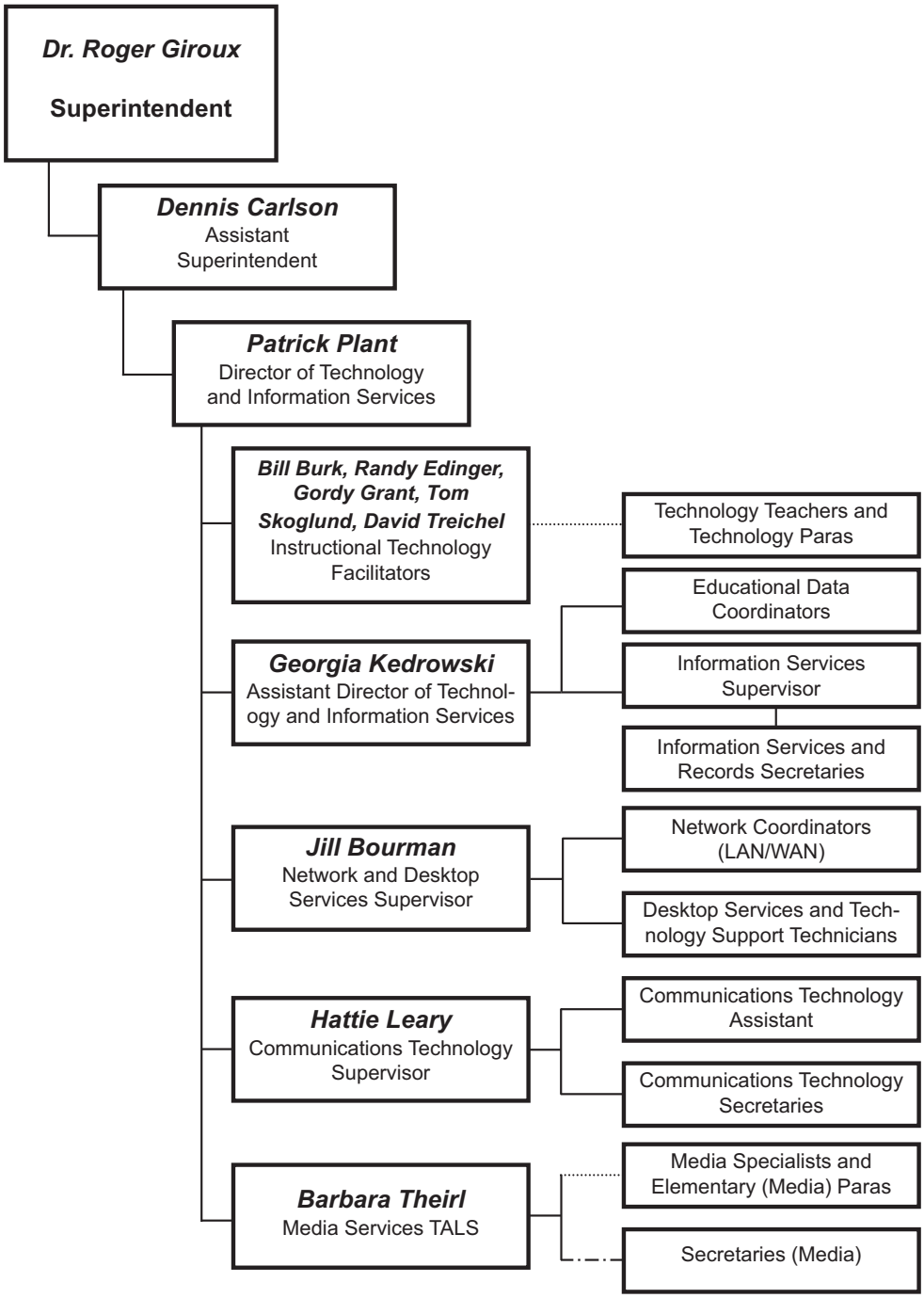

Figure 1. Technology Leadership Structure

2. Technology Steering Committee. The Anoka-Hennepin Technology Steering Committee (TSC) is charged with:

- Creating a vision for technology based on the district's overall vision
- Establishing technology goals
- Defining a strategic plan that will result in a blueprint for implementation

The TSC meets monthly and gives progress reports to the School Board and superintendent periodically throughout the year. A formal presentation of existing goals is conducted with the School Board in the spring and an updated set of objectives established for the upcoming year. The complete plan is formally evaluated every 4 years. TSC members are:

- Patrick Plant, Director of Technology and Information Services, Chairperson
- Jill Bourman, Network Services Supervisor
- David Buck, Director of Business Services
- Bill Burk, Technology Facilitator
- Dennis Carlson, Assistant Superintendent, Director of District Services
- Jeff Clusiau, Principal, Ramsey Elementary
- Randy Edinger, Technology Facilitator
- Linda Fenwick, Labor Relations and Benefits Manager
- Gordy Grant, Technology Facilitator
- Chuck Holden, Director of Administrative Services
- Denny Holt, Director of Secondary Curriculum, Instruction, and Assessment
- Joe Karulak, Assistant Principal, Coon Rapids High School
- Georgia Kedrowski, Assistant Director of Technology and Information Services
- Hattie Leary, Communications Technology Supervisor
- Mary Olson, Director of Communications and Public Relations
- Cherie Peterson, Assistant Director, Special Education
- Laurie Resch, Director of Elementary Curriculum, Instruction, and Assessment
- Tom Skoglund, Technology Facilitator
- Barbara Theirl, Media Services Teaching and Learning Specialist
- David Treichel, Technology Facilitator

A variety of committees, task forces, and focus groups, described in the following paragraphs, are involved in developing, advising, and implementing the district's Technology Plan. They have diverse representation, often including people from all areas of the school district, including parents, students, building representatives, departments, and principals. Figure 2 indicates the flow of technology decision making.

a. *Focus Groups and Task Forces.* Focus groups and task forces are created, as needed, to address new issues. These groups are temporary and provide feedback to the other committees that report to the TSC. For example, a task force was created to determine specifications and evaluate proposals for a recent large computer purchase that replaced our high school classroom computers.

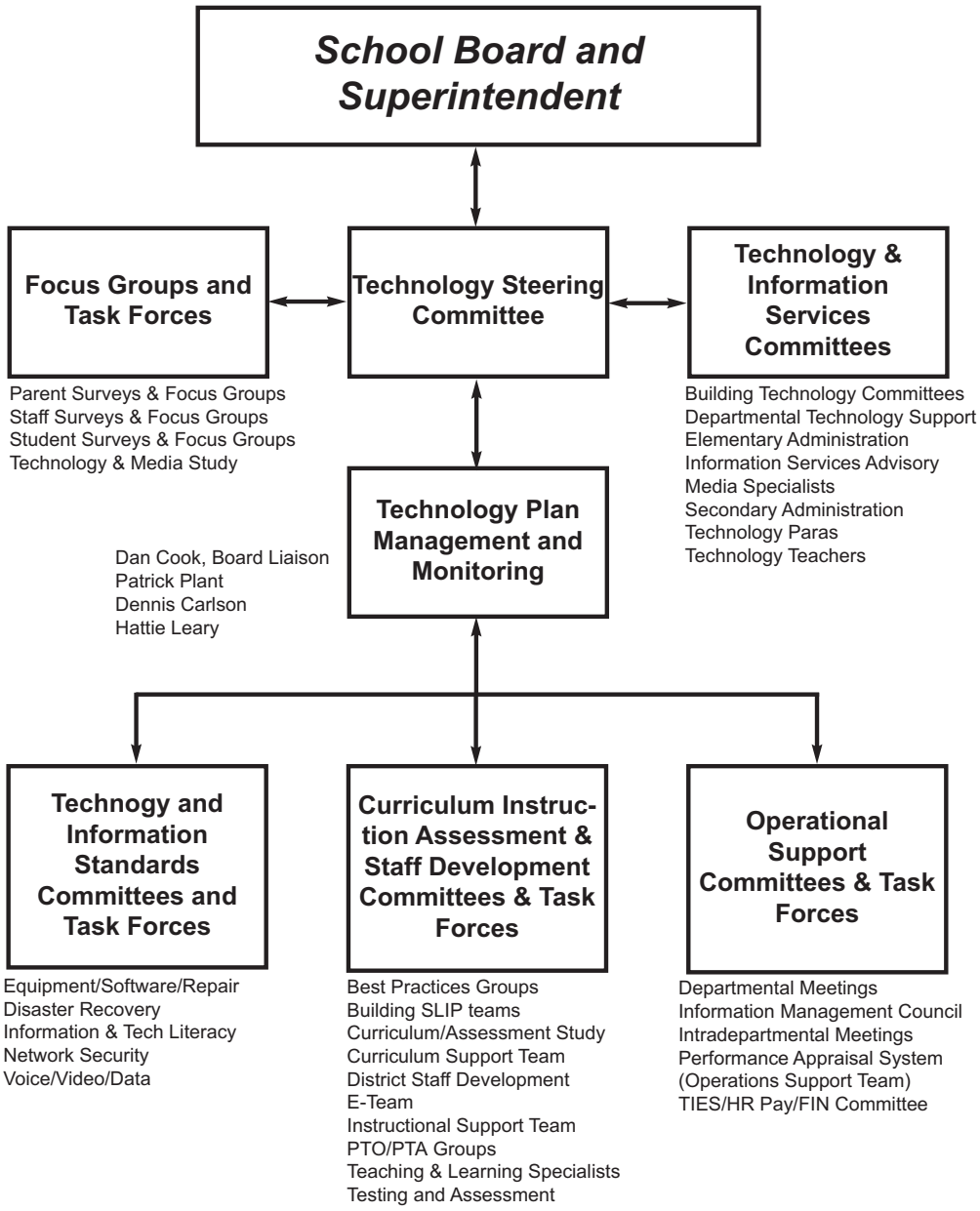

Figure 2. Technology Needs Identification & Decision-Making Process

b. *Technology and Information Services Committees*

Building Technology Committees. Each building in the district has its own technology committee that focuses directly on the individual building needs.

Departmental Technology Support Committee. Administrative staff (those departments primarily supporting the district's business and operational needs) also have their own committee. This committee meets quarterly to discuss technology needs for operational processes and how those needs affect individual department processes.

Elementary and Secondary Administrative Technology Committees. Our secondary and elementary technology committees consist of key stakeholders from building administration and technology teachers and meet monthly to collaborate on key secondary/elementary technology issues.

Information Services Advisory Council. The Information Services Advisory (ISA) council provides input and feedback to the technology and information services department regarding new project planning and evaluation/improvement of the current student-based information services projects. Work groups have included areas such as assessment, records management, web presence, secondary and elementary reporting, secondary grading, and parent communications. Membership includes representatives from all areas of the organization that are affected by or directly involved with systems managing student information. The ISA works to:

- Develop our system to gather, analyze, and report student information (pre-K through post-12)
- Identify different purposes and audiences for student information
- Develop the district's belief statements regarding the collection, reporting, access, and maintenance of student information
- Determine strategies for managing student-related data in the most efficient way possible
- Develop a district implementation plan for student information initiatives including time line and funding
- Review the structure for maintaining and transferring cumulative and permanent data

Media Specialists. District secondary media specialists meet monthly for in-service, training, and technology updates. The elementary media specialists do not meet regularly, but are represented by a core group, which meets bi-monthly for in-service, training, and technology updates.

Technology Teachers/Technology Paras. Technology Teachers and Technology Paras meet separately each month to keep up with changes in technology. These meetings focus on specific training issues, as well as to define processes and share knowledge on technology issues.

c. *Technology Plan Management and Monitoring*. This team is responsible for managing technology plan content and ensuring alignment with board goals, and writing and submitting the technology plan to the technology steering committee for final commentary before it is presented to the School Board. In addition, the team meets periodically to determine goals status and ensure needs are being met. The team has broad representation, including a school board member, assistant to the superintendent, technology director, and communications technology supervisor.

d. *Technology and Information Standards Committees and Tasks Forces***.** These standards are what we use to ensure our infrastructure is running at its best. We have equipment, software, and repair/maintenance standards that are set through collaboration of several committees and groups, such as our technology and information committees and our network services and media departments. These standards are checked every time a new application is introduced in the district. Our network

security is audited every year by an outside vendor to ensure our infrastructure is as secure as it can be. For example, our equipment and software committee:

- Coordinates the evaluation and purchase of hardware and software to best support the educational process (administrative and instructional use)
- Makes recommendations on large hardware and software acquisitions taking into account total cost of ownership and total value of ownership
- Reviews and revises District hardware and software standards; makes recommendations for purchases that meet the standards
- Establishes and revises policy on technology equipment donations
- Explores cutting edge technology (both hardware and software) and evaluates where these new technologies would be most appropriate

e. *Curriculum Instruction, Assessment, and Staff Development Committees and Tasks Forces.* The district has several committees and task forces dedicated to curriculum, assessment, and staff development. These committees collaborate to:

- Work with the Employee Services Department to incorporate technology skills into the Performance Appraisal System (PAS) for Anoka-Hennepin staff and to design an evaluation tool for technology skills included in the PAS
- Identify the technology training needs of staff
- Assist in the coordination of technology staff development resources
- Determine the most effective methods of delivery for technology staff development
- Promote curriculum integration of technology through projects such as TOOLS, CurricuLinks, grant projects, e-resources, and research

f. *Operational Support Committees and Task Forces.* Operational support committees and task forces primarily support our administrative departmental needs, such as our TIES/HR Pay/Finance committee that works with TIES. TIES is a consortium of school districts and provides the district purchasing, finance, human resources/payroll, and core student data support. Committees are in place for each of the core areas to define specifications and determine upgrade strategies. Other committees, such as our Information Management Council, focus on specifications for a digital storage system to meet federal mandates for storing student data and employee information.

B. DEMOGRAPHICS OF ANOKA-HENNEPIN

The Anoka-Hennepin School District serves a population of more than 240,000 living in all or parts of 13 municipalities in Anoka and Hennepin counties in the state of Minnesota. Our student population, which has been stable since 1999, has come into a period of slight decline.

Anoka-Hennepin is the largest school district in Minnesota in terms of student enrollment; annually, we produce the most high school graduates in the State of Minnesota. More than 30 percent of the households in the district have children, which is high compared to most other Minnesota school districts. A summary profile of district demographics (fall 2006 data) and buildings:

- Total school district population: 247,000
- Total number of households: 81,400
- Households with children: 41 percent (41 percent includes nonpublic school children); 32 percent of households that attend Anoka-Hennepin schools
- Total preK-12 enrollment: 41,250
- General fund revenue per student: $8,361 (state average $8,658)
- Students on free/reduced lunch: 21.9 percent
- Students of color: 18.2 percent
- Special education students: 10.4 percent
- Two kindergarten centers
- 28 elementary schools (grades K or 1 through 5)
- Seven middle schools (grades 6 through 8)
- Five comprehensive high schools (grades 9 through 12)
- One technical/vocational high school (grades 11 and 12)
- Three alternative high school programs
- One alternative middle school program
- Three centers for students (grades K through 12) with special needs

C. NEEDS ASSESSMENT

In January 2004, the district conducted a survey of staff, students, parents, and community members using an online assessment tool provided by the North Central Regional Educational Laboratory (NCREL), a wholly owned subsidiary of Learning Point Associates. We used the January 2004 survey results as a baseline for future surveys.

In spring 2006, the Technology and Media Curriculum Study Committee conducted a needs assessment survey of teachers and students. The committee's final report including 16 recommendations was presented to the School Board in June 2006:

In the area of Curriculum, Instruction, and Assessment

1. *Curriculum-writing teams should develop a pre-K-12 integrated technology and media curriculum scope and sequence, including assessments, by appropriately placing the ISTE National Educational Technology Standards for Students and the MEMO standards into the curriculum, as required by the Minnesota department of education.*
2. *To ensure high quality instruction, pre-K-12 teachers must use technology and media resources effectively to support their efforts throughout the instructional cycle. This includes planning, implementation, and assessment.*
3. *Pre-K-12 teachers must enhance their instruction with media-rich and meaningful technology learning opportunities for all students.*
4. *Processes must be created to monitor and assess implementation of the ISTE and MEMO standards.*
5. *Create a task force to evaluate the impact of online state testing.*

In the area of Programs and Policies/Equitable Access

6. *Establish procedures for decisions that impact technology or media, such as curriculum adoption, hardware, software, staffing, peripherals, student information system, and network operating systems.*
7. *Review and modify the technology inventory management system to improve the decision-making processes.*
8. *Develop and implement an evaluation process for purchasing technology equipment, software, and library resources.*

In the area of Resources

9. *All teachers and students should receive the services of a technology teacher, as follows:*
    - *Every traditional, pre-K-12 school should be staffed with one full-time technology teacher for up to 2,000 students (prorated for larger enrollments)*
    - *Alternative sites should share the services of a technology teacher.*
    - *Provide up to 15 additional duty days to technology teachers during the summer to ensure the school's technology is ready for students by the first day of school.*
10. *Technology para support for every school should include:*
    - *Every traditional, pre-K-12 school should be staffed at one full-time technology para for up to 800 students (prorated for larger enrollments).*
    - *Alternative sites should share at least one technology para.*
    - *Additional para positions should be staffed at schools with large amounts of mobile technology and outdated equipment and software.*
    - *Every traditional, secondary school should be staffed with a half-time technology para dedicated to support noncomputer AV equipment, with additional hours based on needs of the building.*
    - *To retain well-trained and experienced staff, evaluate the technology para pay scale and modify it to be competitive with industry pay scale.*
    - *Provide up to 15 additional duty days to technology paras during the summer to have the schools technology ready for student use by the first day of school.*
11. *Establish policies providing for technology-rich learning environments for all district students, including:*
    - *Before/after school staffing in media center and computer labs for better student access.*
    - *Replace student- and staff-access computers every 4 to 6 years.*
    - *Achieve totally wireless-capable campuses within 6 years.*
    - *Provide all teaching staff with laptop computers within 6 years (additional technology support staff needed).*
    - *Provide media center resources to best support the research process/curriculum, including hardware, software, and online resources.*
    - *Install interactive whiteboards in appropriate classrooms within 6 years.*
    - *Replace classroom TV monitors with a ceiling-mounted projector, video tuning source, and audio enhancement system within 6 years.*
    - *Achieve a 2-day turnaround for most technology repairs.*
    - *Ensure student computer access with media centers equipped for one computer for every two students based on the largest core course.*

12. *All students/teachers receive the services of a library media specialist, at these levels:*
    - *Every traditional, pre-K-12 school be staffed with one full-time media specialist for up to 600 students (prorated for larger enrollments).*
    - *Provide up to 10 additional duty days during the summer to all media specialists so they can prepare the media center for student use by the first day of school.*
13. *Staff every traditional, pre-K-12 school with one para assigned full-time to the media center for every 800 students (prorated for larger enrollments).*
14. *Update media collections to ensure students have access to current online reference databases.*

In the area of Professional Development:

15. *The district should provide a comprehensive and equitable professional development program to improve staff technology and information literacy. Training needs to focus on integrating technology and information literacy schools into the curriculum for the purpose of improving student achievement. Professional development would include training on staff productivity and data analysis tools to improve job efficiency and facilitate differentiated instruction.*
16. *Establish a position to manage professional development. This position would organize Summer Institute, district staff development days, new teacher training, the mentor program, online training, and other professional development activities. The range of training opportunities throughout the district, including those for technology and media, require improved management using an electronic tool.*

Plans are underway for the next phase of the Technology and Media Study Committee report. Grades K through 5 processes are in place to integrate Technology Open Opportunities for Life-Long Skills(TOOLS) into the content area instruction, embed the research process across the curriculum, and define a model for keyboarding.

Based on the needs assessment recommendations, an evaluation of the impact of online testing is well underway as we prepare for the TEALS and science MCA later this spring. This technology plan will inform direction for the recommendations within the category of program and equitable access policies. The staffing component within the category of resources is being examined, while this plan will provide further direction for technology replacement cycles and media resources and access to those resources. Plans are being discussed to respond to the recommendation within the professional development category that focuses on preparing staff to develop and maintain a media- and technology-rich learning environment that meets the needs of all students.

The study committee will be presenting a formal second-year followup report to the School Board in the summer of 2007.

II. VISION, GOALS, OBJECTIVES, AND STRATEGIES FOR TECHNOLOGY

A. DISTRICT VISION AND MISSION STATEMENTS

1. District Vision Statement. It is the vision of the Anoka-Hennepin School District to be a public school system of excellence, with successful graduates, and high quality staff and programs.

2. District Mission Statement. Anoka-Hennepin's mission is to effectively educate each of our students for success. To fulfill this mission, the school district is accountable for:

a. Providing a caring, highly trained, and effective staff who use research-based best practices.
b. Providing learning opportunities that meet the individual learning needs of each student.
c. Monitoring student achievement to maximize each student's learning.
d. Promoting high achievement for all students.
e. Acknowledging parents' roles as their children's primary educators and partnering with them to increase student success.
f. Improving connections with the community to foster public involvement with, and understanding of, our educational programs.
g. Providing a safe and respectful learning environment.
h. Using all resources efficiently and effectively.

Table 1 cross-references currently identified goals to our standards listed above.

B. TECHNOLOGY VISION STATEMENT

It is the vision of the Technology Steering Committee to provide equitable and effective use of existing and emerging technology to engage and challenge diverse learners in preparation for global citizenship in an increasingly complex information society. Technology supports effective communication and an efficient use of resources as well as providing a conduit for data-driven decision making.

TABLE 1. HOW NEEDS ADDRESS DISTRICT MISSION STATEMENT STANDARDS

Needs	Specific Mission Statement							
	a	b	c	d	e	f	g	h
TECHNOLOGY INTEGRATION								
Curriculum: *UnitedStreaming & NetTrekker d.i*		X		X				X
Media: portable labs		X		X				X
STEP: maintain technology		X		X				
INCREASING OR IMPROVING TECHNOLOGY ACCESS								
Curriculum: audio-enhanced classrooms		X	X	X				X
Curriculum: building-wide wireless access		X	X	X				X
Curriculum: establish consistent classroom computer replacement cycle		X	X	X				X
Curriculum: interactive whiteboards		X	X	X				X
Curriculum: LCD Projectors		X	X	X				
Curriculum: non-computer technology devices		X	X	X				
Curriculum: printers/scanners		X	X	X				X
Curriculum: replace classroom computers with laptops	X	X	X	X				X
Curriculum: streaming video	X	X	X	X				X
Curriculum: establish consistent student access computer replacement cycle		X	X	X				X
Curriculum: student response devices		X	X	X				X
Media: e-Resources access		X		X				
Media: Web-Based Circulation System	X	X		X				X
SPED: Student learning and access – assistive technology		X	X	X				X
ADMINISTRATION								
Business Services: student fee management					X	X		X
CNP: universal meal PIN and mobility	X							X
CNP: update computer hardware in school cafeterias	X				X	X		
Comm Tech: e-mail system archiving to meet Federal requirements								X
Comm Tech: improve staff identities process								
Comm Tech: upgrade district e-mail servers						X		X
Comm Ed: printshop technology replacement and enhancement								X
Comm Ed: technology solutions	X				X	X		X
Health Services: health office visits application							X	X
Info Svcs: graphical reporting (Excensus & TIES GIS)	X					X		X
Info Svcs: help desk software	X							X
Info Svcs: planning and support tools	X				X	X		X
Info Svcs: universal content management (iContent)								X
LR&B: iContent								X
LR&B: SmartBen	X							X
LR&B: TIES HR/PAY								X
LR&B: TIES myView								X
Network Svcs: file server consolidation – SAN and NOS upgrade						X		X
SPED: Technology Tools	X							X
Tech & Info Svcs: service oriented architecture	X					X		X
PROFESSIONAL DEVELOPMENT								
Curriculum: increase technology support staff	X	X	X	X		X		X
Media: staff development opportunities	X	X	X	X				X
SPED: staff development enhancements	X	X	X	X				X
ASSESSMENT								
Curriculum: common assessment tools		X	X	X				X
Info Svcs: data warehouse & analytics (*ViewPoint)*	X		X	X	X			X
Info Svcs: elementary electronic grade reporting system			X	X	X	X		X
Info Svcs: elementary electronic progress reporting			X	X	X	X		X
Info Svcs: explore options for student information system	X		X	X	X	X		X
Info Svcs: student plans/continuous learning plans	X		X	X	X	X		X
SPED: student plans enhancements	X		X	X	X	X		X

TABLE 1. HOW NEEDS ADDRESS DISTRICT MISSION STATEMENT STANDARDS

Needs	Specific Mission Statement							
	a	b	c	d	e	f	g	h
ONLINE/DISTANCE LEARNING								
Curriculum: Interactive TV distance learning	X	X		X				X
Curriculum: Podcasting	X	X		X				X
PARENTAL INVOLVEMENT								
CNP: automated calling system	X					X	X	X
CNP: web-based parent/guardian access	X				X	X		X
Communications: Anoka-Hennepin blogs					X	X		X
Communications: *Schools in Focus* online streaming video					X	X		X
Comm Tech: enhance ParentLink system by adding language capabilities					X	X	X	X
Comm Ed: volunteer management software for parent involvement program	X				X	X		X
Info Svcs: A-HConnect parent portal	X		X	X	X	X		X
Info Svcs: online course requests	X	X		X	X	X		X
Student Services: community and academic technology centers	X	X	X	X	X	X	X	

C. GOALS, OBJECTIVES, AND STRATEGIES FOR TECHNOLOGY

To reach the district's technology goals, we tied them directly into the eight accountability standards identified in our district mission statement. Our specific goals are provided in the following paragraphs:

1. Technology Integration with Curriculum and Instruction

a. *Curriculum: Provide UnitedStreaming and NetTrekker d.i for All Schools. United-Streaming* is a digital, video-based learning resource from Discovery Education. With Discovery Education *UnitedStreaming*, educators gain on-demand access to 50,000 content-specific segments from 5,000 full-length educational videos. To ensure we minimize internet bandwidth, we will explore the possibility of hosting the *UnitedStreaming* content on in-district central servers.

NetTrekker d.i. is a search engine that provides features to assist teachers and media specialists as they differentiate their instruction to help every child achieve. It provides access to more than 180,000 educator-selected online resources organized by readability level and aligned with Minnesota state standards. Students and teachers can quickly and easily find resources for general-education students, ELL/ESL students, those working below or above grade level, those with reading challenges or special needs, and more.

b. *Media: Portable Labs*. Media specialists are mandated to teach researching techniques to students in collaborating with classroom teachers. By adding two mobile carts of 30 laptop (15 per cart) computers, equipped with wireless internet access, students will be guaranteed access to e-Resources, word processing, and graphic organizers to facilitate the research process. With the real possibility that we will be implementing a district-wide (pilot beginning in Spring 2007) web-based information and library management system, all students in a class of 30 could access all district print and nonprint resources. These computers, like all other media center resources, would be shared throughout the building when not needed for information and technology literacy instruction.

c. *STEP: Maintain Technology*. STEP's enrollment has more than doubled since it opened in 2002. Student interest in high tech programs such as engineering, music/media technology,

and computer networking continues to grow at a high rate. Industry certification standards require up-to-date technology; these standards drive our need for current technology, in both software and hardware specifications. Maintaining and upgrading our technology equipment is key to providing rigorous, relevant instruction for the applied learners. By establishing a committed, continuous budget source to keep our technology current, we will ensure that student needs are met.

2. Increasing or Improving Technology Access

a. *Curriculum: Audio-Enhanced Classrooms*. Very high quality auditory experiences are now available for students. We need to investigate the feasibility of installing, in every classroom, an audio system capable of providing students with quality audio available commercially. The limited number of projectors available to teachers allows them, on occasion, to provide students with enhanced learning opportunities by showing simulations, virtual demonstrations, video clips, etc. There is a high quality sound accompaniment to these products, but not currently experienced by the students because of the low quality sound capabilities available currently in the classrooms.

b. *Curriculum: Building-Wide Wireless Access*. Most of our buildings have some wireless access points incorporated; however, all of our buildings should have wireless access in all parts of their campuses. Mobile computer labs are often the only option for teachers if they have not been able to reserve a fixed lab in advance, or if the fixed labs are booked for other needs such as online testing. By providing wireless access everywhere in all of our buildings, we can more effectively use mobile labs.

c. *Curriculum: Establish Consistent Classroom Computer Replacement Cycles.* It is difficult, if not impossible, for schools to provide the same equipment used in technology applications in the local, state, national, or global marketplace. Our current classroom computer replacement practice is not feasible for the effective and efficient implementation of curriculum. We are at a point where digital content is an integral part of the curriculum, not simply the optional extension it was a few years ago. Computers allow access to simulations, modeling, databases, and essential application software giving our students content and experiences necessary for them to be competitive when they leave school. We need to determine a consistent funding source and establish a schedule that would replace our classroom and student access (lab) computers every 4 years. The schedule should include the needs of CAD, photo, graphics, and modular labs.

d. *Curriculum: Interactive Whiteboards.* An interactive whiteboard is a touch-sensitive projection screen that allows teachers to control a program on their computer directly by touching the board rather than staying at their desk and using a keyboard or mouse. Some teachers in some schools have been very effective integrating the whiteboards into their curriculum delivery. A phased approach to providing a whiteboard in all classrooms is to start with 20 percent of elementary classrooms and 25 percent of secondary classrooms in the first year, with the ultimate goal of all classrooms equipped with whiteboards by the end of FY 2011.

e. *Curriculum: LCD Projectors*. LCD projectors allow quality images to be shown to our students. The TV monitors used in many of our classrooms do not deliver the quality picture now available in digital content. Virtually every content area delivers visual images on a regular, if not daily, basis as part of the instructional process. An LCD projector in every room is necessary to provide the imagery, maps, video clips, modeling, simulations, and other resources available to the content areas.

f. *Curriculum: Non-Computer Technology Devices*. Sensors and probes for science courses, calculators for mathematics courses, and digital cameras and video recorders for arts courses are examples of some of the smaller equipment technology needs of curriculum. These devices are

essential in some courses in providing quality curriculum delivery, and exemplary in other courses to enhance the learning experience of our students.

g. *Curriculum: Printers/Scanners*. Our expectations of what we can and should provide to students regarding print material and our expectations of what students can accomplish in completing assignments requires printers and scanners for both staff and students. Our goal is to provide one printer/scanner combination unit for every four classrooms at the elementary level and a 1:10 ratio of printers/scanners to staff at the secondary level.

h. *Curriculum: Replace Classroom Computers with Laptops*. Our current classroom/teacher computers range in age from 4 years in the elementary and middle schools to less than 1 year in the high schools. By replacing these computers (according to a consistent classroom computer replacement cycle of every 4 years) with laptop computers, we gain computing mobility and can provide teachers with a computer they can easily use somewhere besides the classroom. The objective is to have one laptop computer for every teacher.

i. *Curriculum: Streaming Video*. Streaming video provides instructors and students access to the thousands of video clips, animations, and documents available to enhance instruction. Companies providing streaming video align the clips to the state and national standards in the curriculum areas, allowing instructors access, without long hours searching and aligning on their own, to concepts directly aligned with what we want our students to understand. By providing streaming video capabilities, we will be able to deliver our curriculum more efficiently and effectively.

j. *Curriculum: Establish Consistent Student Access Computer Replacement Cycle*. Mobile computer labs, allowing students access to the seemingly unlimited resources available on the web, or the multitude of computer-based resources available through textbook companies and other vendors, greatly enhances learning opportunities for our students. It is difficult for teachers to use these opportunities when it is necessary to reserve computer lab time a month or more in advance. It is nearly impossible for a teacher to access a lab if a computer-based resource is identified only a few days before it is used as part of instruction delivery. Our goal is to minimize use of fixed-lab computers. Providing clusters of laptops in each classroom with a 2:1 ratio of students to computers at the elementary level and providing mobile labs by department or teams at a 4:1 ratio of students to computers at the secondary level will give students effective tools for learning in this digital age.

k. *Curriculum: Student Response Devices*. One of the largest factors impacting student achievement is frequent formative assessment and the ability to provide immediate feedback to all students. Student response systems ("clickers") are a very effective tool for meeting this need. Clickers provide students opportunities to make predictions, draw conclusions, and answer questions. Clickers increase participation and motivate students to want to learn the content. They provide instructors with clear and immediate information about student performance and help instructors determine the need and extent of differentiation in the classroom. Our goal is to provide one set of clickers for every four classrooms initially and to eventually have one additional set for every grade level within 2 years.

l. *Media: Enhance Access for Students to e-Resources and the Internet*. As research becomes a formal and important part of the Minnesota language arts standards, access to current, objective, high quality information provided by subscriptions databases (e-Resources) will become more and more critical. Currently, only a very few schools (the very newest and those who have forged ahead with parent support) can provide online access to 50 percent of the students in a single class, which is the minimum standard for a quality media center. The district needs to move ahead to meet this standard

by upgrading or replacing search stations at the secondary level and continuint to replace eResource software at all levels.

m. *Media: Web-Based Circulation System*. Currently, we depend on the labor-intensive and unreliable system of asking teachers to install software on their desktop that would launch the current catalog system. This system requires extra workstation support time to install and maintain the software. Providing a browser-based system will allow full, convenient access to all media centers' collections and district resources. This will allow students and staff to browse, reserve, and renew online. Also needed is the ability to track textbooks in many buildings. The easier we create access to district resources, the more we can differentiate our curriculum to meet all students' needs.

n. *Special Education: Student Learning and Access*. Because of varied student needs, assistive technology or other technology applications are often required to enhance student learning. As an ongoing effort to enhance student opportunities to learning, the special education department continues to explore best-practice technology applications in the area of assistive technology and student learning. Both the elementary and secondary special education teaching and learning specialists are involved in curriculum discussions and best practice applications.

3. Administration

a. *Business Services: Student Fee Management*. As parents are becoming used to paying bills on line, requests are arriving at the district to provide the same service. We will evaluate site-based fee management software options and design integration of online fee payment through A-HConnect and site production system recording.

b. *Child Nutrition: Universal Meal PIN and Mobility*. Currently, a student meal system PIN (personal identification number) is assigned at the site level and communicated to the district office. The number changes every time the student changes schools. This means students need to relearn their PIN every time they change schools. By assigning a universal meal PIN to each student, students would receive only one number to memorize for their entire learning experience with the district. As students move from school to school, e.g., a student based at a particular high school who also attends school at our STEP building or a student moving from elementary to middle school, they would continue to use the same PIN.

c. *Child Nutrition: Update Computer Hardware in School Cafeterias*. The child nutrition program is a self-supporting program, which benefits the district's general education fund by not becoming a financial burden to that fund. To remain self-supporting, the program needs to continue to update Point-of-Sale (POS) stations and computer equipment at all the buildings. To maintain a consistent software image, CNP will continue to upgrade computers according to district guidelines and schedule. Upgrading equipment will reduce repair and support costs, speed processing, and reduce down time.

d. *Communications Technology: E-Mail System Archiving to meet Federal Requirements*. Several federal guidelines, such as Sarbanes-Oxley, have emerged as one of the most important and challenging issues facing businesses in North America; these guidelines are dramatically expanding recordkeeping requirements for electronic documents, including e-mail. We currently keep backup tapes of our Exchange server information, but the tapes are only a snapshot of a given period of time, not a true archival system. As a District, we aren't completely sure at this time which federal mandates apply to us and how much archiving we actually need to do to meet the requirements. This project is set up to explore what the requirements are from a legal standpoint and ensure the district is complying with the requirements. This may include investing in hardware and software that will meet the archiving needs.

e. *Communications Technology: Improve Staff Identities Process*. The Communications Technology department maintains all staff identities, such as e-mail, voice mail, phones, and network operating system user accounts. We receive adds/moves/changes through employee data sheets that are managed by the Employee Services Department. This is not a paperless process and we feel we can improve the process by accessing data electronically. It's vital that employees have identity information the day they start work with the district. By changing this process, we can improve efficiencies and accuracy of our data. If we can incorporate needed information into our current MIIS system or possibly use the Schools Interoperability Framework (SIF) interface, we can automate identity creation as well.

f. *Communications Technology: Upgrade District Exchange Servers*. The current e-mail servers were purchased in FY03 and are more than 4 years old. These servers started with Exchange 2000 software and have since been upgraded to Exchange 2003. Exchange 2007 is now available and the hardware we are currently using is past its maintenance cycle. Because e-mail is such a critical communication tool used by more than 5,000 district employees, the servers should be replaced on at least a 4-year cycle.

g. *Community Education: Print Shop Technology Replacement and Enhancement*. Current technology limits the ability of print shop customers to communicate their requests, impact production timelines, and track the status of their request. We need to determine what equipment needs replacing, what equipment can be enhanced, and what software will help us gain efficiencies.

h. *Community Education: Upgrade Technology Solutions*. Limited integration currently exists between Community Education and K-12 within both the operating and student impact and tracking arenas. Integrating functions like fee collection would present our customers with a single point of contact and make doing business with the district easier. Integrating student data would enable the district to determine program impact and track student progress as they graduate through the system.

In addition, investing in community flyer distribution monitoring software can save the district money spent on flyers, providing online registration and payment solutions will help our customers, and providing a web-based payroll reporting application will create efficiencies.

i. *Health Services: Health Office Visits Application*. Information Services will work the Health Services to implement increased levels of health office contact tracking. This will improve health data compliance.

j. *Information Services: Graphical Reporting (Excensus & TIES GIS)*. A partnership between cities, counties, and school districts was formed for the purpose of contributing and sharing data. A system was developed to create detailed demographic maps and profiles, trend reports, and other management tools. The toolset includes locally available database tables, ArcServ (GIS), and an online reporting system to graphically report from the data structures. We need to continue to evolve the online graphical reporting capability of the system.

k. *Information Services: Help Desk Software*. Information Services staff is the main point of contact for any problems with our student information system. We currently do not have a repository of help desk solutions to scan when we troubleshoot problems. Implementation of help desk software will improve the efficiency and effectiveness of the Information Services staff. Initially, we will test help desk software from School Center, our web site hosting provider.

l. *Information Services: Planning and Support Tools.* In an effort to improve communications with the school board, a more efficient and effective technology-based solution is being developed. This solution will help meet a board goal of creating a paperless system. As part of this

system, our goals are to develop clear and concise processes for planning and implementing district initiatives. These processes will help us improve integration of new services and projects and prioritize ongoing services and programs so that the impact of these initiatives on other areas of the organization can be considered and accurately costed.

m. *Information Services: Universal Content Management (iContent)*. Imaging (iContent) is the transformation of paper or electronic documents into electronic image files. We will implement an image management system for use by a variety of Anoka-Hennepin departments in workflow process improvement and records management.

n. *Labor Relations and Benefits: iContent.* The labor relations and benefits department is implementing a document imaging system for document/file retrieval and document/file storage/record retention for employee records, negotiations, and benefit records.

o. *Labor Relations and Benefits: SmartBen*. The labor relations and benefits department is developing a web-based employee insurance enrollment system, SmartBen. Employees and retirees will be able to access information and change their current insurance enrollment from any computer. The new system will process the enrollment, beneficiary, or change information electronically to the carriers and Anoka-Hennepin.

p. *Labor Relations and Benefits: TIES HR/PAY*. The labor relations and benefits department is working with TIES to upgrade the HR/PAY systems structures for staff planning and management, along with the budgeting component. This upgrade will alleviate the need for duplicate data entry and will result in more accurate projections of staffing costs.

q. *Labor Relations and Benefits: TIES myView*. The labor relations and benefits department continues to plan and develop web-based internet access for all employees to view and download their employee information including contracts, sick leave and vacation balance, insurance, and benefits.

r. *Network Services: File Server Consolidation*. The district's current file server configuration includes at least one Novell 5.1 server at each site for file and print services. All building file servers have reached their "end of life" for hardware and network software (NOS) support. The data storage and medium at each location will be consolidated to one storage area network (SAN) housed centrally at our main network hub site (Learning Center/Distribution Center) in Anoka. Each site will use our recently completed fiber network to access its central storage. We are discontinuing our Novell NOS and will be replacing it with Active Directory and Microsoft Windows servers.

s. *Special Education: Technology Tools.* Special education staff are required to manage a number of activities in addition to due process paperwork. We are developing technology tools to enhance these tasks to gain efficiencies and to allow staff more time to support instructions.

t. *Technology & Information Services: Service Oriented Architecture*. The development of an enterprise-level information management system has progressed on multiple levels. The SIF data sharing standards have been implemented between our student information system and library, parent voice communications, and child nutrition applications. Data integration for our district A-HConnect parent portal and an Active Directory store has been developed to create a single source for application identity authentication.

We need to continue to evolve the service oriented architecture (SOA) using industry standard tools automating and streamlining integration between our best-of-breed production applications and service applications such as the A-HConnect parent portal and the Viewpoint data warehouse.

4. Professional Development

a. *Curriculum: Increase Technology Support Staff*. We will not be able to stop the increased use of technology in delivering our curriculum or even as part of the curriculum we need to deliver – nor should we. Most of our licensed teaching staff are from an era when technology had a minimal role in curriculum delivery. Although some of these teachers have "kept up with the times" and have learned the importance of technology and how to use it, and although many younger staff have grown up with technology and how to adapt to changes in technology, there is still a large portion of our staff in need of training. To this end, we need to provide additional staff development opportunities to help technology become a part of the instructional strategies these teachers can offer. For this to be accomplished, we need to increase the technology support staff available to teachers. One technology teacher and one or two technology paras is not sufficient to meet the growing needs in the schools.

b. *Media: Staff Development Opportunities*. As the district invests in research in various curricular areas, the need to develop and use best practices for collaboration and integration as classroom teachers and media specialists partner is critical for student learning. A fully developed media curriculum scope and sequence with classroom and technology teacher involvement in the research process is an important goal for our district. This will require professional staff development for media, classroom, and technology teachers at both elementary and secondary levels.

c. *Special Education: Staff Development Enhancements*. Special education staff development needs are numerous and diverse. The special education department is continuing to seek ways to provide staff development that will better meet the needs of instructional staff. Technology will be used to train staff in more efficient and flexible ways. Applications will include podcasting and creating a staff development library of video tapes, audio tapes, and CDs. Other web-based training products will be reviewed for district application.

5. Assessment

a. *Curriculum: Common Assessment Tools*. Formative and summative common assessments at the secondary level have become important tools in using data to inform instruction and ensure a guaranteed and viable curriculum. As the number of common assessments grows, the complexity of creating the assessment items, field testing, managing results, and informing the teachers of the results through useful reports has exceeded our capabilities to perform these tasks manually or even through Excel spreadsheets. There are software/hardware products available which can handle these tasks in a district our size. We must move forward to purchase and maintain one of the common assessment management tools within the next year to manage our expanding program of common assessments.

b. *Information Services: Data Warehouse Analytics (ViewPoint)*. ViewPoint is a data warehouse and analysis application used to provide access to student data for a wide range of educational stakeholders. A next generation of the product is available, requiring conversion and implementation to take advantage of improvements in performance and features. Through this process, we will create a data model positioning the district for inter-district data sharing. We will also create an online cumulative student profile, replacing the need for manually processing paper permanent records.

c. *Information Services: Elementary Electronic Grade Reporting System*. Our EEGR system has been integrated with the progress reporting application (EEPR) and is currently being pilot tested at one elementary site. Based on teacher interest and funding for improving the building technology support structure, we would implement this system at all elementary sites.

d. *Information Services: Elementary Electronic Progress Reporting*. The EEPR system has been used in the district since 2001. A newly designed version of EEPR is fully web based and includes the capacity to respond to changing classroom designs. We will first test the new version before rolling it out to all district elementary schools.

e. *Information Services: Student Information System, Master Scheduling Software, Secondary Grade Book*. The current student information system (SASI) was implemented in 1999 and has served the district well. In anticipation of the next evolution of this core system's need for replacement, the lengthy process of evaluation of options will be completed.

f. *Information Services: Student Plans/Continuous Learning Plans*. Student Plans is an application that was originally designed to manage special education due process reporting. Additional plans have been designed and implemented for health, transportation, and 504 plans. Continuous Learning Plans, mandated for students participating in alternative learning programs, will be designed and implemented where appropriate. The Student Plans application may also be modified to provide electronic access to appropriate pages of student plans for teachers and parents.

g. *Special Education: Student Plans Enhancements*. Special education staff currently use the Student Plan system for all due process paperwork, as well as several other systems. Planned enhancements include expanding to complete 504 evaluations, add special transportation requirements through early childhood programs, add student emergency evacuation plans, enhance the reporting options, and collect data from staff on interventions and curriculum being used with students.

6. Online/Distance Learning

a. *Curriculum: Interactive TV Distance Learning.* We need the capability to provide interactive TV distance learning experiences for specific groups of students. Some courses, such as AP Music Theory and AP World Language, do not generally draw enough students at each school to justify providing these learning experiences for students. Interactive TV capabilities will allow us to provide these courses without requiring enough students to register to justify an instructor at each school.

b. *Curriculum: Podcasting.* We are beginning to implement podcasting as an effective and efficient way to deliver curriculum in specific circumstances. The capabilities of podcasting will allow us to better serve our special education and ESL learners by allowing them access to additional video and audio learning possibilities. Once established, podcasting can be used to provide a quality learning experience for students missing regular classroom instruction for whatever reason.

7. Parental Involvement

a. *Child Nutrition: Automated Calling System*. Child Nutrition staff at the schools currently spend time and effort in a "collections" capacity by calling many parents about their child's account balance. By implementing an automated calling system that interfaces with the CNP database, parents will be reminded with a phone call when their student's lunch account balance reaches a certain threshold. CNP staff would be able to spend their time focusing on problematic accounts; most parents will respond quickly to a friendly reminder of a low balance and more lunch accounts will remain current. The system can also be used to remind parents of general information, such as when to complete educational benefits applications.

b. *Child Nutrition: Web-Based Parent/Guardian Access to CNP Information*. Nutritional information for lunch menu items is currently available through A-HConnect, the district parent portal. By expanding the web-based solution to include online payment capabilities and meal purchase history, we will provide better service to our parents.

c. *Communications and Public Relations: Anoka-Hennepin Blogs*. Many people, including news reporters, are turning to blogs as a way to keep in touch with what is happening in organizations and what people are thinking about them. We believe blogs are becoming an increasingly important part of the "media mix" and should be used appropriately.

A general district blog can serve as an important vehicle for information about key district issues and concerns (assessment, funding, legislation, levy). Blogs can be less formal than other district publications and may appeal to a segment of the public we are not reaching with our current communication vehicles.

Currently, we are gathering information about use of blogs in other districts to serve as a basis for developing guidelines. We are currently piloting a general blog with members of our administration, as well as members of our Communications Strategy Team.

d. *Communications and Public Relations: Online Streaming Video*. The district invests considerable staff time and money to create our *Schools in Focus* cable television program. The public's access to this programming is depending solely on subscriptions to cable TV, and these programs compete with a wide array of programming on cable TV. As the number of families with local cable access drops, the reach of *Schools in Focus* and School Board meetings drops. New methods are needed to provide this programming to the public. Online streaming video is a way to accomplish this in a format that is convenient for viewers and provides the content on demand. In addition, we plan to research podcasting as an additional on-demand solution to making audio content available to the public. Podcasting would require little, if any, new equipment or software, would not be labor or time intensive, and should work with the current infrastructure.

e. *Communications Technology: Enhance ParentLink System by Adding Language Capability*. The ParentLink system was introduced to the district in 2005 as a way to automate absence calling at the secondary level, as well as to send general messages to all district parents. This system has received very positive response from our parents and our principals who use the system. ParentLink can send messages in various languages, but needs some upgrading to actually send the automated prompts in languages other than English and Spanish. Our district has a large population of ESL families who can be served better if we could send messages in the home language of choice. This will involve changing the district process and training staff on its use, as well as working with the manufacturer to incorporate prompts recorded in different languages.

f. *Community Education: Volunteer Management Software*. One supervisor and 43 part-time staff manage the work of more than 9,000 volunteers in 43 schools, contributing about $3M in labor hours annually. Since the inception of the volunteer services program, we have sought a robust, responsive management tool that can maximize the part-time coordinators' effectiveness. We've identified a good product and are currently investigating a funding source. By providing this software, we can improve community satisfaction with school district performance, and improve and increase rigorous program offerings for students and choice for parents.

g. *Information Services: A-HConnect Parent Portal*. Our A-HConnect parent portal was implemented in the Fall of 2004. We currently have nearly 16,000 families (66% of the school families) with a secure account for accessing the portal. We need to continue to collaborate in redesigning the portal and district web presence through School Center, our vendor who provides our district web site.

h. *Information Services: Online Course Requests*. Course requests are currently being entered into the student information system through a classroom-based application or by temporary clerical staff at the schools. To facilitate more parent involvement and access outside the school day, a

web-based application is being evaluated. In addition a long-term goal of creating career planning information as part of the registration process is desirable. We will evaluate and test options for providing access to a web-based application for online registration.

i. *Student Services: Community and Academic Technology Centers*. Eight schools in the district have been identified as most "at need," based on a combination of criteria including home access to computers. Without computer access, our parents cannot connect to our parent portal and receive timely information about their children. Establishing community and academic technology centers will provide a bridge to families that, for a variety of reasons, have not made a connection to our school setting. The centers will also provide resources for families in need by giving them access to technology, academic materials, and academic and social programming.

D. MINNESOTA ACADEMIC STANDARDS

Most of our curriculum areas use technology to deliver curriculum within which we have embedded the Minnesota Academic Standards. Our basic strategy includes determining what technology is most appropriate for our students in a particular curriculum area, and then embedding it into the curriculum as the curriculum documents are written or revised. Some of the delivery methods involving technology include LCD projectors, computers, calculators, and student response systems. Technology applications are used extensively in mathematics, language arts, social studies, science, physical education, and arts courses.

E. DISTRICT TECHNOLOGY LITERACY STANDARDS

We have adopted the ISTE technology literacy standards and are currently embedding them into our existing curriculum. Also reflected in the district's planning and curriculum writing process, is the current Minnesota law that requires technology and information literacy be embedded in each and every education content standard area as it comes around for review.

F. DISTANCE AND ONLINE LEARNING

We currently do not provide distance learning opportunities. We have an online program at one of our alternative sites. We have aligned the courses provided through the online learning vendor with the courses that currently exist in the district. We are providing the online learning program for a variety of reasons. One reason is to provide an alternative method for students having difficulty managing a regular classroom setting. Another reason is to provide students with a high-quality education program without requiring highly qualified staff in each curriculum area being consistently in attendance.

G. DIGITAL CURRICULAR MATERIALS

Curricular materials are provided in many curriculum areas for both teachers and students. Our current curriculum documents are provided to our staff through a district server or online access, accessible anywhere the internet is available.

Many curriculum materials are now offered by vendors in a digital format or on line. For example, most of the textbooks we now purchase also provide, as part of the ancillary materials, electronic versions of the textbook and extensions of concepts and/or online services containing the textbook and multiple extensions of concepts. The online extensions often include links to appropriate sites and multiple applications illustrating the concept in context. In addition, we are considering podcasting and distance learning as another delivery format.

H. STUDENT LAPTOPS

Limited computer availability, specifically mobile laptop computers, continues to be a problem in our district. An increase in the number of portable labs with flexible scheduling will allow more teachers access to the appropriate technology applications when they actually need it. Although teachers can often plan ahead to use a computer lab to deliver curriculum, an interruption in daily routine, such as mandated testing, snow day, fire drill, assembly, etc., will interrupt the lab schedule and cause the use of that lab on that particular day to deliver the specific curriculum no longer appropriate or best for the students.

Related to mobility, we are implementing a physical fitness program in our secondary physical education classes that will use hand-held computers to record the results of fitness tests for students.

I. DATA-DRIVEN DECISION MAKING

Our district is moving into an era where data-driven decision making is the norm, rather than the exception. Most secondary schools have implemented professional learning communities (PLCs) to study data, make hypotheses, develop a plan to increase student learning, implement the plan, and evaluate the results. Several schools are involved in the Enhanced Education through Technology (E2T2) grant supporting the PLCs and about 30 district personnel, including achievement analysts and teaching and learning specialists, have been trained through this grant in data-driven decision making. All staff have access to the district data warehouse and are being trained to use the data warehouse capabilities to access data and help make decisions. Our achievement analysts are used extensively to analyze data.

J. COMPUTERIZED OR ONLINE ASSESSMENTS

We currently use NWEA's Measures of Academic Progress (MAP) and we are conducting the state-mandated MTEL test this spring, as well as the state science field test. Some of our curriculum areas have online quizzes, tests, or modules containing quizzes or tests purchased with materials to support the curriculum.

There is a two-fold impact state testing plans will have on our technology plan. First, it will drive a need for a large expansion of computers available to students to comply with the logistics of the testing protocols. Currently, as we look at the science field test this spring, we are far from having the technological capability of having every student (within the same building or district) complete the same section of the test by the end of each day. We don't have the computer lab space or portable lab capability to do this. Second, to even approach the capability of completing the science test this spring allowing for the requirements of the testing protocol, we would need to dedicate virtually every computer we have to the effort. This would eliminate any planned delivery of curriculum through computer usage. Some business, science, math, arts, industrial technology, and other courses require computers to deliver curriculum on a daily or every-other-day basis. This kind of disruption would be detrimental to the best curriculum delivery method for our students.

K. COMMUNICATING WITH PARENTS

As we move our curriculum documents from a district-based server to a web-based online application**,** parents will have access to appropriate parts of the curriculum documents, allowing them to better view and understand the over-arching understandings of the curriculum program, as well as course-level understandings students are expected to capture. They will be able to see and understand more information about the course than they have in the past.

All of our secondary teachers are now posting their course gradebook on line. The extent and frequency of posting depends on the course and is specified in information provided to students and parents at the beginning of the course.

We currently use our ParentLink automated calling system to provide information via telephone to all parents within a school. This system can deliver a message to all parents in a high school (our largest has more than 3200 students) within a day. In an emergency situation, we have access to a larger system that can deliver messages to all district families within an hour.

L. STAFF DEVELOPMENT

Staff development on the effective and efficient use of technology is delivered in a variety of ways in our district. Our largest staff development venue is our Summer Institute, an 8-day staff development opportunity providing a wide variety of sessions for our teachers. Included are multiple sessions providing staff development in the use of technology. Some examples are using LCD projectors, calculators, or computers to deliver course-specific software; techniques in using our e-mail system; and techniques in using general application software.

We train new teachers to use communication hardware and software, navigate around our data warehouse, use grade reporting software, post student grades to our parent portal, and browse internet resources.

When new technology (software or hardware) is rolled out, a training program is rolled out along with it to ensure all potential users have the necessary training. This training is conducted by teaching and learning specialists, information services staff, achievement analysts, and/or by the technology teachers, media specialists, and paras in each building. Continued support is provided by the district-level technology teaching and learning specialists, media specialists, building technology teachers, and paras. The ultimate goal of staff development is that it focuses on integrating technology and information literacy into the curriculum to improve student achievement.

Other district staff development methods are described in Section VI.

III. POLICIES AND PROCEDURES

The district maintains many policies regarding student equitable access, network security, and internet filtering. All policies are available on our district web site at www.anoka.k12.mn.us, where parents and community members have easy access. Network security audits are completed regularly and we pride ourselves on maintaining a secure network.

A. POLICIES

1. Equitable Access for Students. Access to technology is granted to all students equally, regardless of ability, race or economic status. The district technology vision, goals, and objectives support equal access. However, funding and equipment limitations mean that all schools are not always equipped equally; in addition, all students do not have equal access to technology at home or in the community to support their out-of-school learning. The district strives to offer as much access to technology during school as possible, and to provide extended day learning opportunities, especially for those students who might not otherwise have technology access. The equitable access policy is available on our district web site.

2. Data and Network Security. Data and network security procedures are maintained by the Network Services Department and are updated continually. In addition, the district maintains policies explained in the following paragraphs.

a. *Acceptable Use Policy*. The *Acceptable Use Policy and Guidelines* were adopted by the school board on September 11, 1995 and revised on December 15, 1997. We are currently updating this policy. It can be found on our district web site and outlines acceptable use of all technology resources, including:

- Voice, including telephones and voice mail
- Video, including television monitors
- Data, including computers, servers, and stored data
- Network, both wide area and local area, including connections to other networks via TIES and interdistrict e-mail
- Internet use, including out-district e-mail and Internet browsing, and student e-mail accounts

b. *Software Standards*. Hardware and software standards are reviewed and updated annually. The latest hardware standards can be found on the district web site at www.anoka.k12.mn.us. Our criteria for determining these standards are:

- Cross-platform versions of the product must be available.
- Aggressive educational pricing must make the product cost effective.
- Features must meet needs and be rated well, compared to competition in the same software class.
- Product support must be available.
- Time must be given for a smooth transition from current to new software standards.

c. *Guidelines on the Use of Personal Computer Equipment on the District Network*. We recognize that many employees own personal computer hardware that exceeds the specifications of the

hardware that they may be using in their duties as district employees. These differences can lead an individual to use his/her personal computer for work-related matters rather than use the hardware that has been assigned by the district for such purposes. To manage the challenges this can place on technology support, data integrity, and information security, guidelines have been established to regulate personal computer use. This policy is posted on our district web site.

B. SECURITY AUDIT

Our network security audit was performed by an outside security company and has taken the last 3 years to fully implement. The network hardware and configurations at the perimeter of the network have been completely updated. We have taken measures to implement security policies that have been reviewed and revised with our acceptable use policy and guidelines that support them.

A firewall and redundant firewall have been implemented at the core of the network. Policies and rules are consistently being reviewed and revised to make the network as secure as possible. The firewall also consists of a DMZ area for public access and public secure access to data and resources. All web traffic leaving the district is encrypted and is using SSL and Verisign certificates. Strict authentication requirements have also been set up at the core of the network to access any internal data from the outside.

Student data privacy is paramount. We currently have processes in place that help us protect this data from unauthorized access and exposure to malicious viruses, Trojans, and hackers. These processes alone are not enough. We need to be continually vigilant against attacks, ensure users are properly authenticated, and that users access only the data they need. This is accomplished by constantly evaluating data security products, periodically testing penetration, and employing an outside vendor to audit the system.

The district is formally audited annually (last year's audit was performed by Deloitte & Touche, LLP) with regards to our identity management and other data management and software development practices.

C. DISASTER RECOVERY PLANNING

1. Phone System Emergency Plan. The *Phone System Emergency Plan* details system design parameters that preclude a phone system disaster. The plan outlines several scenarios in which the phone system could be inoperable and how to take care of these problems. The plan is reviewed and updated annually by the Communications Technology Department.

2. Network Disaster Recovery. The *Data Disaster Recovery Plan* outlines plans regarding virus prevention, storage of critical data, district-wide backup procedures and recovery for servers and individual workstations. The plan is maintained by the network services department and is reviewed and updated annually.

D. ASSISTIVE TECHNOLOGY

The Individuals with Disabilities Education Act 97 (IDEA) requires that teams consider a student's need for assistive technology during evaluation and education planning. Assistive technology is the use of any item or piece of equipment used to increase, maintain, or improve the functional capabilities of individuals with disabilities.

To determine students' needs, we use a systematic three-step approach. During evaluation, we gather information to provide a functional evaluation of the student's need for assistive technology in their customary environment. After the student needs are identified, the IEP team develops the goals for the student. The annual goals the student is expected to accomplish will be the focus of the discussion about what assistive technology devices and/or services, if any, might assist or allow the student to accomplish them. The IEP team may determine the current interventions are working and nothing new is needed; may conclude that new assistive technology should be tried, determine features, and develop a trial plan; or need to gather more information to consider what assistive technology may be useful. This could be a simple process of using AT Consideration resources or district special education resources.

E. ADA COMPLIANCE

Our district web site has been checked for compliance with ADA and found to meet ADA standards.

F. INTERNET SAFETY AND CHILDREN'S INTERNET PROTECTION ACT (CIPA) COMPLIANCE

The district is in full compliance with CIPA regulations. After a careful review of available filtering systems, the 8e6 Technologies solution was selected to provide our filtering software. 8e6 Technologies content classification techniques, teams of human reviewers, including internet analysts, content verifiers, and content controllers together with our teachers, administrators, media specialists, and parents are thoughtfully selecting and updating the filtering categories we use.

This ongoing procedure for blocking or unblocking sites was developed by media services in FY2007 and has been explained to most staff this year. The media specialist in each school is responsible for submitting requests for all building-level filtering changes. Media specialists are also responsible for filtering questions and submitting change requests through a link on the Media Services web page. Teachers, students, parents, and administrators now have a simple way to ask questions or resolve problems. Media Services manages the filter and retains records of requests and directs technology services personnel to make recommended changes as required.

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IV. TECHNOLOGY INFRASTRUCTURE, MANAGEMENT, AND SUPPORT

Telecommunications Capacity	
Capacity for internet access, telecommunications, and video connectivity?	1-Gigabyte backbone – fiber between all buildings and the internet – 100 M to the desktop
What are plans to expand capacity within the next 3 to 4 years?	Upgrade LAN (desktop) to 1 Gig; back-bone to 100 Gig
Anticipated capacity by 7/1/2011?	100 Gig backbone; 1 Gig desktop
Equipment Access	
Student-to-Internet-connected computer ratio?	NOW: 1 computer per 5 students 7/1/2011: minimum 1:5 K-12; optimal 1:2 elementary level and 1:4 secondary level
Teacher-to-Internet-connected computer ratio?	NOW: 1 computer per classroom 7/1/2011: 1 per teacher
Are the majority of the computers accessible for students located within labs or classrooms?	Labs
Equipment Age	
Age of computer equipment used for instruction?	4 years to 15 years
Replacement Schedule	
What is the computer equipment replacement cycle?	Our goal is for 4 years, but much of our equipment is used much longer than that. We do not have a committed funding source to accommodate replacing our equipment every 4 years.
Platform	
What is the computer platform? PC-based, Macintosh-based, or both?	Both platforms are used in the district
Support	
How many technology support staff manage the technol-ogy infrastructure and network?	87 full time staff plus 25 staff on a 2-hour-per-week stipend

Is the number of technology support staff sufficient to effectively manage the technology infrastructure and network? If not, what staff capacity do you think you need?	No. As stated elsewhere in this plan, we do not have adequate technology staff at the buildings (technology teachers) to meet our technology integration needs. Refer to the 16 recommendations in Section I for recommended staff capacity at the buildings. Central technology and information services personnel are also generally staffed at a ratio significantly lower than industry recommended standards and those maintained by similar size school districts.
Is assistive technology for students with special needs provided and supported in your district?	Yes
Are technology support staff provided with the necessary training they need, including training associated with assistive technology?	Yes, in a number of cases but more is needed.
How and when are technology support staff provided with training?	Staff Development days; various conferences
What particular challenges do you face in providing sufficient access and technology resources to your staff and students?	Consistent funding for equipment replacement, support, and staff development.

A. EQUIPMENT SUPPORT MODEL

Our current equipment model does not meet the needs we have to deliver curriculum effectively. There are not enough fixed computer labs to be able deliver state-mandated testing and we do not have enough mobile technology to be able to meet the needs. To meet our computer replacement and enhancement goals, we devised two models for enhancing classroom and student access computers, which are described in the following paragraphs.

1. Minimum Functionality Model. The minimum functionality model includes a mid-level desktop computer to replace our classroom computers and a combination of entry- and mid-level computers for student access. The mid-level is a more robust computer that will better serve our students and teachers. To bring our instructional computer access to an effective level, each elementary school will gain 32 mobile computers, four additional media center computers, and all grades 3 through 5 classrooms will have five computers that will be clustered in the classroom. Middle school students will have additional access via two mobile labs per grade level. Student access in our five traditional high schools will improve with the addition of seven mobile labs. One mobile lab will be added to our alternative high school. Computers in existing fixed computer labs at each school will be replaced.

Video projection systems will be installed in all classrooms that allow projection from computer, VHS player, DVD player, and in-house video system video sources. These video projection systems will provide an instructional tool that will augment the current 27-inch television that has limited use as an instructional tool. Cost-efficient printers will be added at a ratio of one printer for every

four classrooms. Wireless network access will be installed or updated at each school to provide current and consistent technology that will enable more cost-effective management and robust network access.

This level of technology access cannot fit into our current capital budget and we will need more funds to support this model. This model will supply additional technology resources for students and teachers, raising our instructional technology capacity to a minimum functionality level.

2. Optimum Functionality Model. The optimum functionality model of computer access includes the technology described in the minimum functionality model with the addition of 15 laptops for every classroom at the elementary level and 1 laptop for every 4 students at secondary schools. Distance learning technologies will be installed in each secondary school to help deliver low-incident courses. Teacher laptops will be provided to allow teachers to communicate and prepare instructional materials when not in their classrooms. Every classroom in Anoka-Hennepin will have an audio system installed that will amplify signals from multiple sources: wireless microphones, computer, VHS player, DVD player, and in-house video system. Interactive student response systems will be purchased to promote student enthusiasm for learning while focusing more teacher time on student learning. One response system for every four classrooms with minimum of one per grade level will be provided in elementary schools. At the secondary level, two sets of student response systems will be provided for every department. Lastly, one interactive whiteboard and tablet will be installed in each classroom. This optimum functionality model, as defined by our district, will maximize the access to technology in our schools. Again, this model does not fit into our current budget and will require more funds to make a reality.

B. TECHNOLOGY SUPPORT STAFF

Reaching goals successfully depends on technology support, both support of the hardware and software and support for the users. Support is critical for ensuring that technology is used efficiently and effectively. At the district level, we support our schools with:

- The *District Support Team* consists of centrally based departments/staff including the communications technology, information services, and media services departments who primarily support district administrative staff and functions.
  - The Communications Technology Department manages staff identity requirements for the entire district, such as Active Directory and Exchange e-mail accounts, and phone and voice mail accounts. In addition, Communications Technology staff provides first-tier support for questions related to our parent portal, A-HConnect.
  - The Information Services Department provides first-tier support for our student information system and manages that system for the entire district.
  - Media Services staff provides leadership in the use of the eResources, rebuilding of print collections and developing a K-12 research process, and the maintaining the video collection as an instructional resource. Materials that serve Title, ESL, and Special Education are housed and managed in Media Services. In addition, the Media Services Department manages the repair services for video networks and AV equipment.
- Five *Instructional Technology Facilitators* are primarily responsible for developing instructional technology integration. The facilitators support technology teachers in the buildings, coordinate technology integration into the curriculum across the district, and directly support central curriculum departments and oversee numerous district-wide technology and information initiatives.

- Five *Network Services Specialists* are primarily responsible for supporting the WAN and LAN network hardware and software technology for the entire district.
- Six *Technology Support Technicians* are primarily responsible for supporting hardware and software technology at the district level and team with the technology facilitators to configure and set up individual building's instructional technology to ease its use in integration. They also support the child nutrition, transportation, and media services departments district wide.

Supporting technology in each building consists of a technology teacher, a media specialist, and a technology para. This support model maintains the school technology and strives to expand the use of technology in classrooms, multimedia labs, media centers, resource areas, and offices.

- The *Technology Teacher* is primarily responsible for assisting the teaching staff with integrating technology in the curriculum, supporting classroom applications, and helping increase achievement in all curricular areas and levels. Technology teachers perform minimal hardware or software installation and configuration.
- The *Technology Para* maintains hardware and supports software, and works under the direction of the technology teacher.
- The *Media Specialist* is responsible for supporting research and responsible use of technology in each school and collaborating with other technology support staff in recommending, supporting, maintaining and integrating technology resources.

With the staff support available at our minimum functionality model, some powerful teaching and learning experiences are possible. Technology support can be timely and collaboration should be a priority. Time to extend learning and teaching to mastery becomes more available. Currently, this model is in place in just a few schools. In addition to the technology teacher and technology para positions mentioned previously, this model adds a full-time media specialist in every school.

At the ***minimum functionality*** level, the technology teacher can be working with grade-level teachers in the elementary schools, with teams of teachers at the middle school level, and with the departments at the high school level helping all groups with integrating technology into their curricula. By facilitating discussions at each and every level, the technology teacher, together with teachers and an instructional technology facilitator, can identify instructional strategies that best fit each educational environment.

We believe teachers learning how to integrate technology into their teaching by working with their onsite technology teacher is an effective way for our students to become technologically literate by the end of 8th grade as required by the NCLB law.

The media specialist can play a critical building-level role integrating technology into curriculum. They should be teaching students to access, manage, integrate, and evaluate information; construct new knowledge; and communicate with others to improve learning. Together these lifelong skills, along with web site evaluation, personal internet safety, Boolean searching, and using the district eResources, are vital parts of media curriculum for constructing knowledge and acquiring workforce readiness.

The Minnesota Academic Standards mandate teaching a research process in grades 2 through 12. If adequate staffing is available, media specialists will be taking the lead in supporting students and

teachers in meeting this requirement. In addition, when both print resources and electronic resources are provided, they form the necessary basis for solid analytic and reflective research by our students.

Full time media specialists use the Follett circulation software to manage balanced literacy materials in their buildings. They are able to provide bibliographies, sort by DRA level, track location of materials, and provide an inventory of learning resources. When the services are available, teachers are locating, using, and sharing materials efficiently.

There are four criteria for media programs that impact student achievement: a quality resource collection, high numbers of students using books and technology, availability of professional staff, and collaboration among media specialists and teachers. In the few schools where students can spend more than ½ hour per week learning the research process, students are developing research plans, distinguishing between important and interesting information, taking efficient notes, and creating quality curriculum-based products.

Media specialists function as reading advocates and guides for students. With adequate or above minimal staffing, students can be guaranteed greater access to all resources. When students are learning and using all resources they become confident, savvy users of information. In some situations, the media specialists are also the technology teachers. In other schools, they are close partners, sharing their expertise with students for 21st Century authentic learning experiences.

If additional integration (flexibly scheduled) and collaboration time were to become available at all elementary schools, extended instruction in the research process would become available while maximizing support for teachers and offering special reading opportunities for every student. Additionally, collaboration and curriculum-based research would become the rule. With more than a minimum functionality model, media specialists could more effectively connect with, and support, classroom learning and instruction.

In most situations, middle schools and high schools at the minimum functionality level will be supporting students and teachers in timely ways. Here, media specialists and technology teachers are supporting students individually, as well as offering expertise to classroom groups. Technology integration and collaboration are common. Students are familiar with most applications and use the eResources heavily for integrating information literacy with curriculum content. Middle school media specialists currently are developing a middle school research handbook and, in most locations, are taking a leadership role in managing the book room resources.

At the ***optimum functionality*** level, all the minimum functionality level gains can be consolidated and operate almost seamlessly district wide. Technology support for facilitating expertise and exceptional teaching practice would be expected from and for every teacher. Just-in-time support for students and teachers would be dependable and readily available. Technology supporting differentiated instruction is an expectation at the optimum level. Teachers would understand and use all available analytical tools. Leveled testing (MAP) would be providing diagnostic and online information across the learning continuum, allowing all teachers to tailor instruction carefully for each and every student. Parents could expect to receive rapid, accurate information about their students as well as being able to communicate easily with teachers. Together, media specialists and technology teachers would be serving as curricular integration experts.

Anytime, any place, technology access is the key in this model. Both staff and students need to have the equipment and the training to use technology "at teachable moments" and must have the benefit of current and accurate information at their fingertips. Collaboration, communication, research, and authentic projects will be a real part of every student's learning experience with the optimum functionality model. With this model, the technology teacher and media specialist will be able to work with teachers in the elementary schools at grade level, with teams of teachers at the middle school level, and with departments at the senior high level, helping them to integrate technology into their curricula.

Together the teacher, media specialist, technology teacher, and technology facilitator would optimally facilitate implementation of technology and information literacy at each level to best fit instructional and staff development needs. This would become possible because the technology teacher and media specialist would be available to continually work closely with their instructional technology facilitator and media services on emerging instructional strategies while teaming and integrating best practices with every teacher for each and every grade level.

Table 2 summarizes the staffing requirements to accommodate our technology support structure for each model discussed in the previous paragraphs.

TABLE 2. TECHNOLOGY AND INFORMATION SERVICES SCHOOL BUILDING SUPPORT MODELS

School Type	Technology Teacher	Technology Para	Media Specialist
Minimum Functionality will allow us to help teachers integrate technology into their teaching and assist all teachers move forward with differentiated instruction by analyzing data from online tests through web applications like *ViewPoint*. Progress can be made with teacher web pages for better communication with parents and would include student progress by online grade postings. Additional Technology Paras in the high schools will allow the Technology Teachers more time to focus on technology integration.			
Elementary	0.5	1	1
Large Elementary	1	1	1
Middle School	1	1	1
High School	1	2	1
Alternative Sites/Special Programs	0.5	1	*
Optimum Functionality includes all of the above and us to support additional laptops and technology use by students. Elementary teachers will have direct assistance for integrating technology standards into their curriculum. Additional Technology Paras in the middle schools will allow the Technology Teachers more time to focus on technology integration.			
Elementary	1	1	1
Large Elementary	1	1	1
Middle School	1	2	1
High School	1	2	1
Alternative Sites/ Special Programs	0.5	1	1

*Training on eResources provided by Media Services

NOTE: Funding for the technology staffing model is provided in Table 4

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V. ROLE OF SCHOOL MEDIA CENTER

A. MEDIA CENTERS

All K-12 schools in the district have media centers. Alternative schools have designated areas for program and district resources.

B. TECHNOLOGY PLAN DEVELOPMENT

All building-level media staff report to their building principal. This relationship results in technology development that is responsive to the needs of each individual building, curriculum specialization, and educational differentiation. Many media center teachers are actively involved in the technology planning process in their buildings.

In June 2006, the Technology and Media Curriculum Study Committee, consisting of 35 members (eight of the members were school media specialists representing elementary, middle school, and high schools) of the Anoka-Hennepin educational community agreed on a district-level initiative consisting of 16 recommendations for technology and media curriculum improvement. These recommendations are listed in Section I.

It is the desire and belief of all members of the Anoka-Hennepin district-wide Media Department that the 16 recommendations and key findings should be implemented wherever possible to move our district forward in its technology use and development. All are in agreement that, by implementing the study findings in a clear, concise, and methodical way, Anoka-Hennepin will be preparing teachers and students for a lifetime of learning and achieving.

C. HOW MEDIA CENTERS SUPPORT INSTRUCTION

Currently, all media centers are supporting instruction at various levels. Pre-K-12, they are supporting language arts, social studies, and science, and are currently involved in planning for their role in primary and intermediate writing. The state of Minnesota is recommending that media specialists support technology and information literacy in all content standards as they are revised. Currently, math is being reviewed and information literacy and technology instruction will be integrated into this standard.

Research supports that integrated and authentic instruction between classroom and media teachers results in higher achievement, as well as supporting the research process, technology integration, and reading instruction.

District wide, media specialists are seeking support from principals and district administration to work more closely with classroom teachers to support instruction that is media rich and will enhance instruction for all students. This could include, but is not limited to, participating in assessing and grading student projects with all staff. The media specialist is viewed then as a partner in resource-based teaching and differentiated instruction while being directly involved in authentic assessment and project-based learning.

In the majority of Anoka-Hennepin schools, this would mean implementing technology and information services at the optimum functionality instructional support level (refer to Table 2), thus giving all media specialists flexible schedules. With flexible schedules, media teachers would be collaborating, facilitating technology, and integrating with instructional content areas at the highest levels.

D. ASSISTING TEACHERS IN USING TECHNOLOGY APPLICATIONS

Both integrating and assisting teachers with technology is taking place in Anoka-Hennepin schools. The degree at which this is happening is directly tied to the availability of the media specialists and technology staff at each school and the technology resources and equipment available.

In secondary schools, technology staff, classroom teachers and media specialists are working together to create learning experiences that include research, resources, and responsible use. Teaching with our e-Resources and their media area licensing knowledge, media specialists are creating rich learning experiences supporting and assisting teachers with many forms of technology. However, the goal to have 50 percent of a class be able to access online resources at one time has not yet been realized.

In elementary schools, media teachers are seeking both time and resources to work with classroom teachers using technology. In some schools, with adequate technology resources and equipment, this collaboration is taking place within several curricular areas and using on-demand technology staff development. Unfortunately, this is not the rule, but the exception. However, principals are beginning to see the value of an on-site full-time curriculum integration specialist and are considering the merits of a flexibly scheduled media specialist to fill that role. Currently, according to the rubric used in the Minnesota Standards of Effective School Library Media Programs, elementary would be considered at a minimum level and secondary at the standard level regarding assistance of teachers in the area of both print and nonprint levels and assistance.

Although Anoka-Hennepin has some great resources in place, the level of technology access, use, and integration leaves much room for improvement in the next few years. Media teachers and their classroom partners are looking for more time together and greater technology access to partner for improved technology integration for both their own teaching and educating students.

E. INFORMATION LITERACY OR TECHNOLOGY STANDARDS

The media department supports both the International Society for Technology in Education (ISTE) and the Minnesota Educational Media Organization (MEMO) standards as the instruments for technology standards and measurement in our district.

In a recent survey to media specialists, only one mentioned using ISTE standards and two mentioned using MEMO standards. The first recommendation of the 2006 Technology and Media Study Committee calls for creating curriculum-writing teams to develop a pre-K-12 integrated technology and media curriculum scope and sequence and assessments. These teams would also need to place these standards as required into various curriculum standards areas. ISTE standards for students and teachers should be part of our overall district plan. This was deemed a very high priority for our students and staff by the Technology and Media Study Committee.

With regard to information literacy, the media department and district media teachers support and teach students to formulate questions, gather information from a variety of sources, evaluate information, and to organize ideas and make conclusions as they read, view, or listen to media. It is through the research process that students integrate literacy into their curriculum studies and later into their daily lives.

F. BUDGET

This year, district media centers experienced the first year of a multiyear plan to provide consistent, predictable funding for building curriculum-based library collections. These funds came after much planning and committee involvement. The funding formula appears to satisfy some of the unique and highly divergent needs of specialization schools, diverse populations, and schools with very low financial support from outside organizations like their PTOs or from grants.

However, building-level support for comprehensive library collection development still appears inconsistent and sporadic at best. Media specialists' reports indicate budgets between zero and "I can order whatever the students and staff need." Needless to say, this creates a huge disparity.

For those buildings that have the financial means to provide resources for curriculum, supporting reading, and purchasing recreational reading material for students, collections are growing and improving. In buildings without the funding, this is adding to the current equity problems being experienced in our district.

Staffing is also an area that is in need of improvement. As our district mandates and moves forward with research, technology, and information literacy skills for all students, as well as providing the resources required for 21st century learning, all schools need full-time media specialists.

The Technology and Media Study Committee report calls for one full-time library media specialist for up to 600 students, prorated for larger enrollments. In the same report, recommendation 13 recommends one full-time media para for up to 800 students, again prorated for larger enrollments.

Information from many media centers indicates that current staffing needs do not meet the needs of staff and students. Areas to be reviewed and improved include eliminating traveling media specialists and freeing paras from multiple roles in the schools, both of which are creating access problems and services lost. Media specialists responsible for more than one school are unable to partner with classroom teachers for research or technology and information literacy skills development.

Media specialists have indicated a need to have job descriptions that reflect the true nature of their jobs and the jobs of the media paras who work in media centers. Every school library media center needs an on-site certified library media specialist. More than 18 studies show student achievement increases an average of 10 to 20 percent when school library media centers are staffed with certified library media specialists.

G. PARTNERSHIPS

The district is in the third year of partnering with the Anoka County Public Library System and their summer reading program. This program continues to grow in visibility and regard and our involvement is very positive for our district stakeholders.

H. ONLINE INFORMATION RESOURCES

The district has one of the most comprehensive and highly developed systems of online resources available in the state. These databases, resources, and Curricu-Links are used for curricular work in most, if not all, schools and are prized by teachers, media specialists, and students alike. Unfortunately, in many media centers, these resources can be accessed only by a small percentage of students in each class. The need is great to increase computer access to these resources by creating the recommended ratio of two-students-to-one-computer search stations. Most of these resources are available remotely to all district families and promoted through media services and all district schools.

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VI. STAFF DEVELOPMENT AND TRAINING

A. STAFF DEVELOPMENT PLAN

Staff development for teachers and administrators in the use of technology for delivery of instruction and/or school district/school administration is ongoing. One of our major staff development opportunities is our Summer Institute, an 8-day experience in August providing a wide variety of staff development opportunities for all staff, including extensive training in the efficient and effective use of technology. Sessions specific to curriculum areas are included, as are sessions on using our communication systems, general application software, and different technology hardware such as computers, student interactive devices, interactive whiteboards, LCD projectors, and calculators.

Staff development is provided throughout the year in the use of our data warehouse. This training is provided by our Research Evaluation and Testing Department and curriculum area Teaching and Learning Specialists. New teachers are provided staff development prior to the start of the school year in the use of our district software and hardware. District instructional technology facilitators, building technology teachers, and technology paras provide ongoing training and/or support to building-based staff regarding all technology and technology application issues.

1. Atomic Learning. The district currently has a subscriber license for Atomic Learning, a web-based service that breaks down software programs and computer skills into fast-loading tutorial movies played right over the internet. It breaks learning into tiny "atom" sized pieces. The narrated tutorial movies are only 30 seconds to 3 minutes long. Each addresses a specific user question or software technique. These tutorials are used by both staff and students to expand their technology skill sets. We also produce our own series of tutorials aimed at district-specific applications and processes. Students also use the resource to support their learning. A specific example of this is student use in many of our business/computer applications courses. Our license also allows students, parents, staff, and residents of our community to access the Atomic Learning tutorials from home.

2. TIES Learning and Technology Agreement. Created in 1967 as a nonprofit consortium to provide technology and information resources to school administrators, educators, and students, TIES is owned by 37 Minnesota member school districts. These districts represent about 400 schools with a total enrollment of more than 245,000 students. As a TIES-member district, we receive full-day workshops taught at district sites; in addition, staff can attend an unlimited amount of classes offered at the TIES training center at no additional cost.

3. Staff Development. The district has a staff development committee which funds various activities for staff to use for technology training. Staff development includes a ½-day technology workshop for all new teachers, technology sessions during regularly scheduled district staff development days. Topics have included e-mail, SASIxp student learning programs, staff productivity applications, web authoring, and video editing training for staff, 1 day per month in-service for all technology paras, and 8 days of in-service for each building technology teacher. College credit technology courses are offered evenings at the staff development center.

4. "Just in Time" Training. Each building has a technology teacher and para to assist building staff with technology needs. These staff are on site to train staff "just in time" when they need it.

5. Training for Integrating Technology into Instruction. Professional development plans for teachers and media center staff also emphasize integrating technology as a teaching tool. This level of targeted training support is provided by:

- District technology integration classes and curriculum integration writing sessions
- Curriculum-specific technology integration classes offered by facilitators and building technology teachers before and after the school day
- Exemplary grants with technology emphasis or component funded by the district staff development committee
- Teams of middle school teachers will meet and begin to explore the NCLB technology standards to place them in the curriculum where they will integrate the best.

6. eResources. Anoka-Hennepin is the highest user district of online subscription resources in Minnesota. We actively promote the use of our high-quality online resources by direct instruction for students, staff development for teachers, and demonstrations for members of our community. We issue laminated "remote access cards" listing usernames and passwords. At the district level, we have issued more than 20,000 cards to users. Several schools have personalized the cards for their own building and issued those to students and parents. We also have a link on our web page, allowing community members to request their usernames and passwords via e-mail.

B. TECHNOLOGY SKILLS STANDARDS

Technology Open Opportunities for Life-Long Skills (TOOLS) (refer to paragraph D following) are designed to delivery technology literacy standards to K-5 students based on ISTE standards as an integral part of other content instruction.

C. INFORMATION/TECHNOLOGY LITERACY REQUIREMENTS

Information and technology literacy requirements are built into our Performance Appraisal System (PAS) and administrative staff and are optional in the teacher PAS.

D. INTEGRATING TECHNOLOGY WITH INSTRUCTION

Many teachers are not sufficiently trained to integrate technology with instruction. The training we provide is limited by available training days and lack of money available for staff development. We do provide the following training to integrate technology with instruction:

1. TOOLS. TOOLS are a set of lessons developed through a collaboration of classroom teachers, curriculum specialists, and technology facilitators. The lessons (approximately 25 per grade level K through 5) are designed to use technology as the primary instructional tool in teaching some aspect of the district curriculum. Based on national technology standards and the Anoka-Hennepin Scope and Sequence for Technology Skill Acquisition, each TOOLS lesson includes the curriculum connection, student templates, step-by-step teacher directions, browser bookmarks (when appropriate), and an activity summary, making them easily taught by classroom teachers and media specialists.

2. Curricu-Links. Curricu-Links is an online project that identifies internet resources for use by classroom teachers and students in the district. The emphasis is to find resources that align with existing curriculum and display links to these sites in a clear, easy-to-use manner.

3. Reference Databases. Our databases include a wide range of reference books used to support curriculum in the areas of science and social studies, as well as reading and ILA. These resources are available to staff and students from all district computers and also remotely. In addition, we offer a collection of more than 500 professional journals on line.

4. High School Physics. Software and hardware were purchased for high school physics courses to increase student opportunities to deepen their understandings and to participate in authentic problems, and for the teachers to increase their use of constructivist pedagogy. Constructing Physics Understanding (CPU) is a software-based curriculum developed at San Diego State University and the University of Minnesota through NSF funding. This curriculum truly embraces the role of the teacher as guide and mentor with the course materials, providing support and structure for student groups. The program incorporates computer technology to provide an environment where learners can construct knowledge in physics. The curriculum units and the simulation software are guided by an inquiry-based pedagogy.

E. ADMINISTRATIVE STAFF

School administrators have access to the same training as our teachers. Using technology as an administrative tool is part of their performance assessment system.

F. CHALLENGES

We have three identifiable challenges to provide significant technology staff development in our school district. First, there are very few required days in which to provide the necessary staff development opportunities. The Summer Institute in August is voluntary for staff. Although about one-third of licensed staff attends, there are still two thirds who do not. During the school year, there are only 1 or 2 days (depending on the year) we require staff to attend a staff development activity. These are usually based in instruction strategies and not the delivery of curriculum with technology.

Second, if we had a day devoted specifically to helping teachers deliver curriculum more efficiently and effectively with the use of technology, there would not be enough equipment in the district to accomplish the staff development.

Third, we know from research that a one-time staff development event is not sufficient to produce a significant change in practice. Ongoing support and “coaching” is needed. We do not have a sufficiently large technology support team to provide the one-on-one or small group support necessary for effective change. By providing a team based on our optimum functionality model, we can begin to implement a broader support model with on-time, just-in-time technology staff development.

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VII. BUDGET FOR TECHNOLOGY

A. BUDGET DEVELOPMENT AND ADMINISTRATIVE POLICIES

The following budget policies of the Board of Education guide the preparation and administrative of this budget and help us monitor technology expenditures.

1. Budgets and Budgetary Accounting. Budgets are adopted on a basis consistent with generally accepted accounting principles. Annual appropriated budgets are adopted for the General, Special Revenue, Debt Service, and Capital Projects funds. All annual appropriations lapse at the end of the fiscal year.

The annual adopted budget may be amended in the General, Special Revenue, Debt Service and Capital Projects funds unless such funds as a group have an unreserved deficit fund balance that exceeds 2.5 percent of expenditures. This condition is referred to as "statutory operating debt" and must be retired through subsequent operating surpluses in accordance with a "special operating plan" approved by the Minnesota Department of Education. Budgeted amounts are as originally adopted or as amended by the school board.

Total fund expenditures in excess of budget require approval by the school board. Spending control is established by the amount of expenditures budgeted for the fund, but management control is exercised at line-item levels.

2. Operating Budget Policies. The district will cover current expenditures with current revenues and avoid budgetary procedures that cover current expenditures at the expense of meeting future years' expenditures, such as postponing expenditures, accruing future years' revenues, or rolling over short-term debt. The budget will provide for adequate maintenance of capital, plant, and equipment, and for orderly replacement of equipment. The district will maintain an interactive online budgetary control system to assist in following the budget plan and prepare monthly reports comparing actual revenues and expenditures to budgeted amounts. An independent public accounting firm will be selected by the School Board to perform an annual audit, and will publicly issue its opinion on the district's financial statement.

B. BUDGET

Our technology budget for fiscal years 2008 through 2011 is provided in Table 3. A costing summary of our instructional technology-based plan requirements is provided as Table 4. Costing information for other technology requirements is provided in Appendix A with the individual goal planning worksheets. Table 5 provides the District capital budget plan for FYs 2008 through 2012. Some line items in Table 5 are used directly for technology, such as MS industrial tech labs. Other line items are used in part to fund technology items, such as curriculum equipment or site-based equipment funds. Our goal is to provide consistent funding sources, an example of which is that we provide a 4-year lease payment for our office computers through several budget line items and pay our LAN capital notes from our network equipment and phone system/e-mail budgets. Figures 3 and 4 indicate funding sources for technology, both current and future solutions. Table 6 presents a matrix explaining what department/entity in the district is responsible for funding technology. Table 7 itemizes legally available funding sources for Minnesota school districts and indicates where Anoka-Hennepin could or does obtain funding.

TABLE 3. ANOKA-HENNEPIN TECHNOLOGY BUDGET ($K)						
UFARS Object Code	**Category**	**Description**	**FY2008 Budget**	**FY2009 Budget**	**FY2010 Budget**	**FY2011 Budget**
100	Salaries and Wages for Technology Staff	District-level technology staff – does not include benefits for building-level staff; 3% increase FY08-FY11	$1,685	$1,736	$1,788	$1,841
200	Fringe Benefits for Technology Staff	District-level technology staff – does not include salaries for building-level staff; 8% increase FY08-FY11	$485	$524	$566	$611
300	Purchased Technology Services	District-level miscellaneous services – 2% increase FY08-FY11	$38	$39	$40	$41
	Consultant Services	District-level consultant services – 2% increase FY08-FY11	$306	$312	$320	$327
	Communications (telephone, internet access)	Includes cost for infrastructure and support, such as phone system and router maintenance, centrex lines – district-wide	$1,330	$1,330	$1,330	$1,330
	Computer and system services	Includes TIES support contract and administrative computer support service funds; 2% increase FY08-FY11	$1,631	$1,680	$1,730	$1,782
	Technology staff development					
	Technology workshops and conferences	Includes Tech workshops and conferences for district admin technology staff; 2% increase FY08-FY11	$25	$26	$26	$27
	Technology leases and rentals		$150	$150	$150	$150
400	Supplies and materials (computer software, etc., both instructional and noninstructional)	District-level technology – assumes 2% increase FY08 through FY11	$247	$252	$257	$262
500	Capital expenditures (technology equipment)	REFER TO TABLE 5 IN THIS PLAN…				
800	Other expenditures	Fiber lease and telecommunications capacity	$2,268	$2,313	$2,360	$2,407
TOTALS			**$8,165**	**$7,185**	**$7,343**	**$7,582**

TABLE 4. INSTRUCTIONAL TECHNOLOGY REQUIREMENTSFOR CLASSROOMS AND LABS

CURRENT LEVEL			
Type	**Computer:Student Ratio**	**Cost***	**Comments**
Student Access (lab & classroom computers)	*1:9 ratio	**$9,293,900	1-12+ years old
Teacher Classroom Computers	1 per classroom	$1,840,074	1-5+ years old
Printing		$525,000	
	Total (one-time)	**$11,658,974**	
Building Technology & Media Support Staff	**Total (annual)**	**$4,534,600**	
*This ratio includes only computers that are 6 years old and newer. With all current computers included, the ratio is 1:5.			
**See Funding Student Access Chart for Current Level Funding Source			

MINIMAL FUNCTIONALITY			
Type	**Computer:Student Ratio**	**Cost**	**Comments**
Student Access (lab & classroom computers)	1:5 ratio	$8,581,333	4-6 year replacement
Teacher Classroom Computers	1 per classroom	$2,422,200	4-6 year replacement
Projection (with limited Audio Enhancement)	1 per classroom	$4,880,000	
Infrastructure/Wireless Access		$396,600	
Printing		$660,600	
	Total (one-time)	**$16,940,733**	
Building Technology & Media Support Staff	**Total (annual)**	**$6,296,500**	

OPTIMAL FUNCTIONALITY			
Type	**Computer:Student Ratio**	**Cost**	**Comments**
Student Access (lab & classroom computers)	*1:2 ratio	$17,223,679	4-6 year replacement
Teacher Access	1 laptop per teacher	$4,204,500	4-6 year replacement
Distance Learning		$1,040,000	
Audio Enhancement	100% classrooms	$2,732,800	
Interactive White Board	100% classrooms	$3,513,600	
Whiteboard Tablets	100% classrooms	$680,800	
Student Response Devices	100% classrooms	$1,621,200	
	Total (one-time)	**$31,116,579**	
Building Technology & Media Support Staff	**Total (annual)**	**$7,385,700**	
*This ratio includes classroom laptops along with fixed computer labs			
Ratios by level are: Elementary – 1:2; Middle – 1:3; High – 1:3			

TABLE 5. CAPITAL BUDGET PLAN – FY08 THROUGH FY12 ($K)

PROJECT/EXPENSE	FY08	FY09	FY10	FY11	FY12
Site-based facilities funds **(5)**	$1,450	$1,450	$1,450	$1,450	$1,450
Site-based equipment funds **(1)**	1,320	1,315	1,310	1,310	1,310
Alternative ed facilities and equipment **(7)**	138	138	138	138	138
LC/DC – ESC Facilities	100	100	100	100	100
District-wide facilities	975	975	975	975	975
Special education facilities	200	200	200	200	200
Pools/child nutrition facilities	100	90	90	90	80
Office remodel	40	40	40	45	45
Parking lot expansion	40	40			
Special assessments from cities	50	50	50	50	50
Noncluster equipment	330	330	330	330	330
Vehicle replacement	50	50	50	50	55
Noncluster technology	335	335	335	335	335
Network equipment maintenance	100	100	150	150	150
Phone/e-mail maintenance	39	39	45	90	90
LAN equipment payment **(10)**	671	671	665		
TIES payment **(6)**	890	920	940	940	950
Student data project/maintenance/5 years	45	45	45	45	45
Curriculum equipment	200	200	200	200	257
Musical instrument replacement/5 years	50	50			
Library book replacement	200	200	200	200	200
Text books **(8)**	1,390	1,389	1,388	1,386	1,384
Electronic library **(8)**	110	111	112	114	116
Replace industrial tech equipment/6 years	57	57	57	57	
MS industrial tech labs/7 years **(2)**			75	75	75
Dayton elem sewer hookup & SAC/WAC	250				
Secondary desk/chairs/4 years **(9)**	25	Second Sci labs if needed		500	500
HS band uniform replacement/5 years				100	100
Undesignated/superintendent	0	305	255	270	265
Reserve	139	200	200	200	200
Misc. annual expenses **(3)**	100	100	100	100	100
TOTAL	**$9,394**	**$9,500**	**$9,500**	**$9,500**	**$9,500**
ANTICIPATED CAPITAL FUNDS (4)	**$9,394**	**$9,500**	**$9,500**	**$9,500**	**$9,500**

NOTES:

(1) Photocopier leases are included under site and noncluster equipment totals

(2) Middle school technology lab transition will be completed with replacement equipment at OMS in 07 and start again in 10

(3) Misc. annual expenses include equipment repair/equipment loss/damage & insurance deductible

(4) Total capital funds are based on student population which is stable & capital funds are set at $202/student

(5) STEP and Bell Center are included in facilities and equipment funding formula

(6) TIES payment should stabilize as student population stabilizes, but inflation costs will cause increase

(7) Alternative education receives this portion of the capital funds & is recalculated each year based on number of students.

(8) Textbooks and E-library should add up to $1.5M. Recalculate each year when we know E-library costs.

(9) $25K/year to high schools: CRHS – FY05; AHS – FY06; BHS – FY07; CPHS – FY08

(10) This amount will be taken from capital allocation for the equipment note payments on network electronics. This will reduce the capital allocation for by that amount.

GRAY shading indicates when costs are ending

BLUE shading indicates curriculum-related expenditures

PINK shading indicates technology-related costs

GOLD shading indicates funds given directly to building for site-based decisions

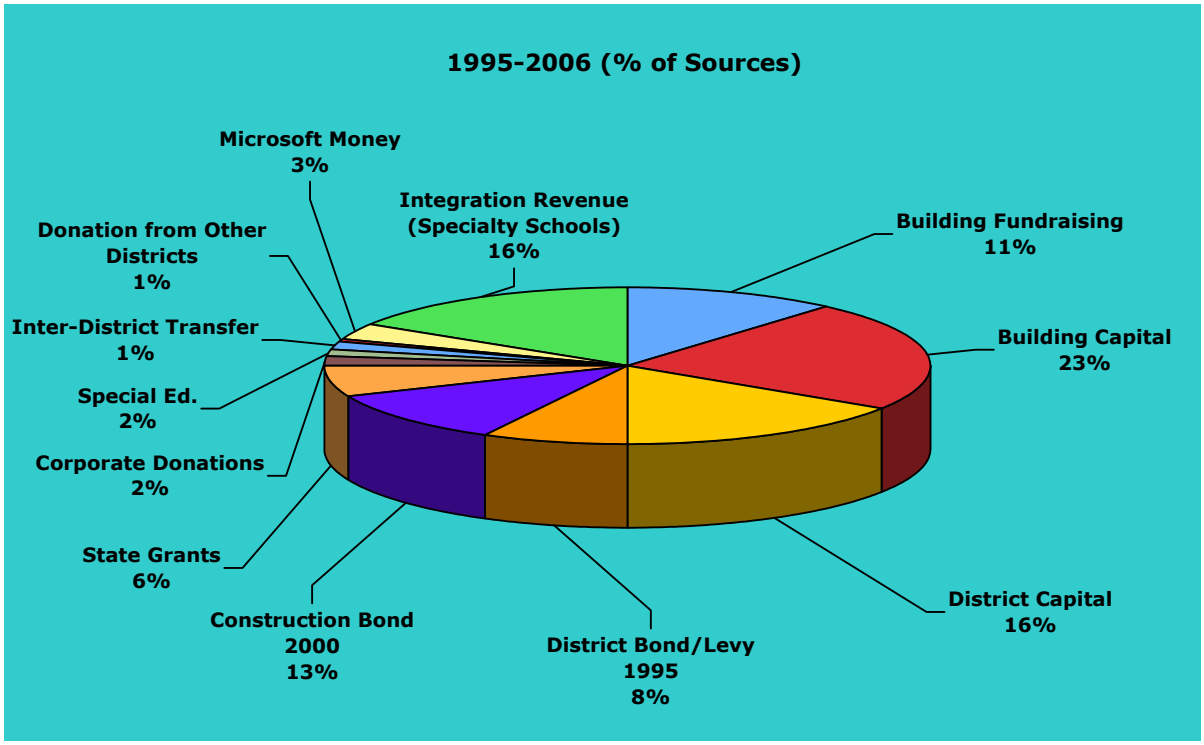

Figure 3. Funding Student Access (Current Solution)

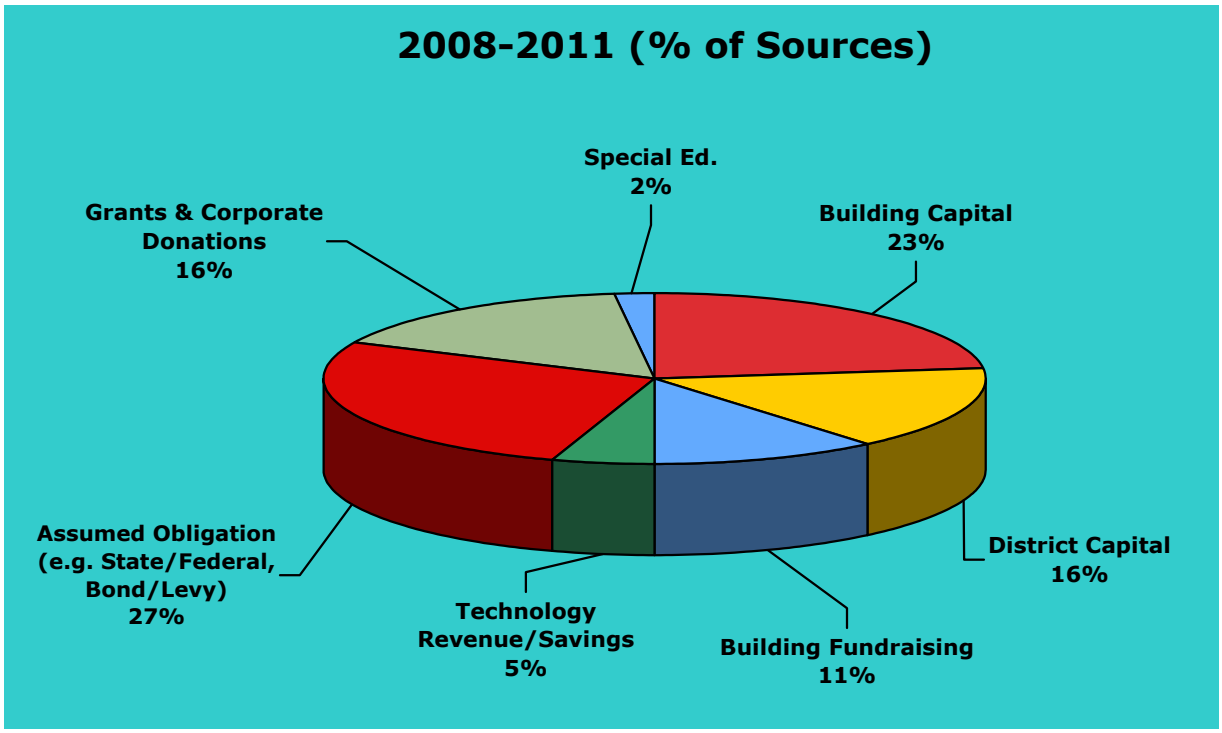

Figure 4. Funding Student Access (Future Solution)

TABLE 6. RESPONSIBILITIES MATRIX FOR END USER TECHNOLOGY PLANNING, FUNDING, AND SUPPORT				
Category	**Who Defines Need**	**How Funded**	**Support Lead**	**Encompasses**
Teachers & instructional support personnel	Patrick Plant, TSC	Patrick Plant	Technology Services	Classroom teachers, elementary specials (art, PE, music, media), technology support (tech teachers/paras), TOSA (reading recovery, etc; building based), social workers, ESL teachers, homebound, teen parent, teleteaching, treatment center, elementary and secondary paras
Building office administration	School Principal, TSC	School Principal	Technology Services	Principals, secretaries, counselors, volunteer services coordinators
Alternative programs	Lynn Salisbury, TSC	Lynn Salisbury	Technology Services	Alternative program building and district-wide staff.
Diversity and Safety	Eric Moore, TSC	Eric Moore	Technology Services	Diversity building and district-wide staff , MEAs, ESL paras, police liaison (nondistrict employee), and prevention specialists (nondistrict employee)
Special education	Sue Butler, Cherie Peterson, Lori Hommerding, TSC	Sue Butler	Bill Underwood, Lori Hommerding	Special education building and district-wide staff (psychologist, LD, EBD, speech, COTA, CHH, interpreter, OT, PT, DAPE, VI, MMI, MSMI, ARS, IS, SPED paras, homebase)
STEP	Ginny Karbowski, TSC	Ginny Karbowski	Technical College	
Title/AOM	Dale Zellmer, TSC	Dale Zellmer	Technology Services	Title/AOM building and district-wide staff
Central office administration	Patrick Plant, TSC	Patrick Plant	Technology Services	ESC & LCDC administrative and instructional staff, teaching & learning specialists, achievement analysts, instructional coaches, health paras, LPNs, RNs
Buildings & grounds	Louie Klingelhoets, Dave Piechocki, TSC	Patrick Plant	Dave Piechocki	Building supervisors, custodians, maintenance specialists, central B&G
Child Nutrition	Allison Bradford, TSC	Allison Bradford	Esther Motyka	Child nutrition site supervisors, child nutrition assistants, building and district-wide staff
Community education	Steve Kerr, Ralph Wilkes, TSC	Denny Carlson	Dan Johnson	A+, ABE, aquatics, community school, ECFE, preschool, CED district-wide staff

Table 7. Technology Funding Matrix

Funding Source	Description	State or Local Funding Split	Vote Required	Capital Expenditures	Operating Expenditures
Capital Bonding	Bonds that cover the hardware cost; cannot have duration longer than the useful life of the equipment (5 yrs)	The bonds are equalized when the district's total debt level exceeds 12 percent of the net tax capacity.	Yes	X	
Equipment Notes	Short-term equipment notes, 5 years or less, can be used to purchase technology equipment	Funds to repay the notes come from operating capital funds that are transferred to the debt service fund for the duration of the notes.	No	X	
Operating Capital	The district receives $201 per pupil unit of operating capital revenue	Part state aid, part local levy	No	X	
Lease Purchase	The district may enter into lease purchase agreement to purchase technology equipment	Part state aid, part local levy	No	X	
Operating Referendum	The district can pass operating referendum to fund tech support costs	The state will equalize referendum levies. The district currently receives $685 per pupil unit.	Yes		X
General Ed. Revenue	Currently $4601 per pupil unit	The current split is 100% state ed aid	No	X	X
Down Payment Levy	A down payment referendum which would allow the district to set up a cash flow to help pay for technology	100% local levy	Yes	X	
Technology Access Revenue	New in FY2001; covers the communication costs related to technology	100% state aid	No		X
Various State Grants	State technology access grants	Varies with the grant	No	X	X
E-rate funding	This is a federal funding system that helps cover communication operating costs associated with technology	Aid or telephone line cost credits	No		X
Participation certificates	Must be related to the district's integration plan	The capital expenditures for equipment and buildings upon approval of the commissioner of education. 100% levy	No	X	
Integration Grant	The integration revenue budget may include the purchases of technology for racially isolated school if it supports the district's integration plan.	The capital expenditures for equipment for this program will be funded with integration revenue	No	X	X
Royalties from software design and development	Partnership with private companies to develop marketable software		NA	X	X

VIII. IMPLEMENTATION PLAN

The district requires that specifically formatted planning documents be submitted for all projects requiring the collaboration of more than one department. Technology projects, in particular, benefit from these planning worksheets because almost every project we introduce involves technology, information access, and communication tools in some way.

In many cases, the implementation plan touches many departments, as shown in Figure 5. For example, our Teacher Analytics project started with teachers in the buildings needing better information to make informed decisions regarding the path a specific student would take to learn. Once the ideas were assimilated, representatives from instructional technology and information services collaborated on specifications and worked with building staff to choose the right solution. Building technology and support staff helped to test the solution and network services staff were needed during the whole process to ensure the solution was secure and that we had the correct hardware to support the solution. Similar interdependencies are prevalent in every project we work on.

Planning worksheets for goals listed in this technology plan are provided as Appendix A. These worksheets include estimated cost and timelines for each goal. Some worksheets cover only basic startup information because these planning sheets are working documents that change and evolve as the project plan solidifies. Other worksheets will seem more complete because the project is further along in the planning process.

<table>
<tr><td colspan="2">Operational Support
Employee Data Systems
TIES/HR Pay
Online Para Training
SearchSoft
Insurance & Benefits
Sub Caller System
TIES Finance
Edulog
B&G Mainsaver & CAD
PCS Revenue Control
Outlook & Entourage</td><td colspan="2">Learning & Instructional Support
Online Testing (MAP & MDE)
MyLearningPlan
MCA Scanning
READ 180
Teacher Analytics
eResources
Follett Library Text Book Management
SASIxp & CLASSxp
A-HConnect</td><td>Schools
Integration of Technology and Info. Literacy into Classroom
Media & Technology Staff Development
Activity Fees
End User Support of All Centrally Provided Applications</td></tr>
<tr><td>Media Services
Integration of Technology and Info. Literacy
Media Center Collections
Video Request, Reservation & Delivery
Reconsideration of Library Materials Requests
Video Production, Duplication & Production
Internet Filter
Copyright Compliance (research & doc.)
AV & Headend Equipment Repair and Loans
Research Standards
Specialized CIA, ESL and Targeted Services</td><td>Instructional Technology
Integration of Technology and Info. Literacy
Technology Staff Development
Curriculum Support
Departments/Leaders
Desktop/Image Design
Inst. Soft. Testing
Inst. Soft. Config.</td><td>Information Services
TSIS Census
MARSS Mandates
NCLB Report Updates
EEPR/EEGR
Elementary Scheduling
Report Cards & Custom SASI Reports</td><td>Communications Technology
Identity Management
Phones
Voice Mail
Technology Billing
506-HELP – including A-HConnect help line</td></tr>
<tr><td colspan="4">Building Technology and Media Leadership and Support Staff</td></tr>
<tr><td colspan="4">Desktop Services & Repair
• PC/Apple Software/Image testing • PC/Apple Hardware Repair • Hardware Recycling • Tech Staff Training
• Printers • Help Desk &Troubleshooting • Parts • Media Repair & Follett Software</td></tr>
<tr><td colspan="4">Network Services
WAN, LAN, Internet Access, Physical Security, Applications Servers, NOS, File & Print Services, Storage and Recovery, Virus Protection</td></tr>
<tr><td colspan="4">Outsourced Services (TIES, SchoolCenter, Excensus, etc.)</td></tr>
</table>

Figure 5. Organizational Layers and Interdependencies

IX. EVALUATION PLAN

The status report on our previous plan goals is provided as Table 8. As shown in Figure 2, the district has assigned a technology plan management and monitoring team, whose charter is to track plan progress and report that progress to the school board annually. Members of this team include a school board member, the Assistant Superintendent, the Director of Technology and Information Services, and the Communications Technology Supervisor. This team will meet periodically to discuss status of plan goals and assist departments, where possible, in meeting those goals.

TABLE 8. STATUS OF PREVIOUS TECHNOLOGY PLAN ACTIONS

Action	Scheduled Completion/ Responsible Party	Status
Add information to the B&G Database	2004/Admin Svcs Tom Durand	Currently updating the B&G Database
Department Web site	2005/Admin Svcs Tom Durand	Currently updating the B&G web pages
Utility Cost Monitoring	2006/Admin Svcs Tom Durand	Upgrades were implemented. Currently working with the utility company to monitor district usage.
PDA-initiated database for site reporting	2005/B&G Louie Klingelhoets	Pilot process is in place with the IAQ portion of H&S
Improve Macintosh video streaming for health and safety training	2005/B&G Louie Klingelhoets	Programs for Bloodborne Pathogens, Employee right-to-Know, and Logout/Tagout are in place.
Upgrade mobile communication devices	2005/B&G Louie Klingelhoets	Completed. We provided Nextel phones to key B&G personnel. This has saved time to receive messages and helped us respond to emergency calls and power outages more quickly.
Upgrade systems to web-based technology	2005/B&G Louie Klingelhoets	90% of our schools use the web for energy management and other tasks; the remaining 10% will be completed by the end of this school year.
SIF implementation	2004/CNP Esther Motyka	Child Nutrition software vendor redesigned SIF program FY06. In February 2007, implemented pilot at seven sites. Efforts are being coordinated between CNP, Technology Services, Edustructures (SIF vendor), and PCS (CNP software vendor).
Web-based parent access to CNP information	2006/CNP Esther Motyka	District departments reviewed two systems between July and November 2006. Final planning and contract preparations are in progress. Plan is to pilot the solution in Spring 2007.
Upgrade CNP equipment	2004 and 2005-2007/CNP Esther Motyka	All CNP site supervisor computers were upgraded in 2005. All low voltage wiring for CNP has been upgraded (completed in summer 2006). All point-of-sale (POS) machines have been converted to the "Alana" model. All sites received upgraded printers (summer 2006).CNP is evaluating wireless technology for the POS units. In addition, CNP implemented a scan technology application system for processing "Application for Educational Benefits forms" in fall 2005. The new system facilitates timely and efficient processing of applications.

TABLE 8. STATUS OF PREVIOUS TECHNOLOGY PLAN ACTIONS

Action	Scheduled Completion/ Responsible Party	Status
Expand Use of e-Newsletters	Ongoing/Communications Mary Olson	Approximately half of district schools now have e-newsletters. We continue to encourage schools to start e-newsletters.
Improve district web site	Ongoing/Communications Mary Olson	Launch of the new, improved district web site will occur in late February 2007.
Digital Cameras	2004/Communications Mary Olson	The switch from film to digital cameras has been completed.
Department Web Page	2005/Comm Tech Hattie Leary	This is still an ongoing process and has not been completed.
Automated absence reporting	2005-2007/Comm Tech Hattie Leary	The pilot phase at Coon Rapids High and Fred Moore Middle was completed during the 2005/2006 school year. Absence reporting at the remaining secondary schools (a total of 5 high schools and 7 middle schools) was implemented during the fall 2006. This goal has been completed.
Upgrade and maintain voice systems	2005 & ongoing/Comm Tech	All hardware and software for the system was upgraded in 2006. A schedule to keep all switches current is in effect, and is based on money available.
Web-based solutions	2005/Comm Ed Steve Kerr	We have fully implemented facility scheduling software from Distributed Web site Corporation. We have fully implemented online registration software from Affinity Solutions, Inc in all program areas except for Adventures Plus and ABE. We have partially implemented the software for our ECFE program, using it for promotion functions only. We are currently in the first phase of reviewing the functionality of MyView, a web-based payroll product being developed for ISD11 by TIES.
Enhance Printshop technology	Ongoing Steve Kerr	Two Quad 2.5-GHz Apple Power Mac G5 computers were leased for use by the Graphic Artist positions in June 2006.
Upgrade CED computers to Mac OS X	2004 Steve Kerr	With the exception of a few machines being used to run software requiring Mac OS 9, all CED computers were upgraded to the OS X operating system by year end 2004.
Staff development and training	Ongoing/ESL Eric Moore	All ESL staff have received and continue to receive district training for technology use. There is a need for additional ESL content-specific technology-related training.
Computers for all staff	2004-2007/ESL Eric Moore	80% of ESL teachers have access to current technology support and use technology regularly. It is imperative to reach 100% of staff in the next 3 years.
E-commerce	2004-2007/Finance Michelle Vargas	This has been changed to an ongoing task that will continue to grow in 2007 through 2009.

TABLE 8. STATUS OF PREVIOUS TECHNOLOGY PLAN ACTIONS

Action	Scheduled Completion/ Responsible Party	Status
Integrate Systems	2004-2006/Finance Michelle Vargas	Integration of our systems has changed to an ongoing task. We anticipate it will be completed by 2010.
Web-based systems	2004-2007/Employee Svcs DeAnn LaValle	Employee Services implemented a web-based application process, Subfinder process, harassment training, and para required training. We are still working on the staff development registration/clock hour recording/payroll for Curriculum Department-sponsored staff development for teachers.
Insurance Database Conversion to Windows	2005-2006/Labor Relations & Benefits Linda Fenwick	Labor Relations & Benefits converted the employee insurance database to a Windows based system for improved functionality, compatibility, and security. Trained all staff, converted files, and migrated data to new system.
Enterprise Information Management System	2004/Info Sys Georgia Kedrowski	Enterprise-level information management system development has progressed on multiple levels. The Schools Interoperability Framework (SIF) data sharing standards were implemented between the SASI student information system and Follett library application, the ParentLink parent voice communications application, and the PCS child nutrition application. Data integration for the A-HConnect portal, and an Active Directory store (MIIS) was developed to create a single source for application identity authentication.
Electronic permanent records system	2004-2007/Info Sys Georgia Kedrowski	We participated in a selection process with a number of TIES member districts and selected an image management system. As an active member district in an advisory committee, filing structures and associated retention schedules have been created for student and HR/Pay records. Scanning has begun with a subset of student records. Records imaging in conjunction with data from the ViewPoint data warehouse will create an electronic permanent record.
Elementary grade book module for EEPR	2005-2006/Info Sys Georgia Kedrowski	Development of an elementary grade book application (EEGR) that is integrated with the progress reporting application (EEPR) has been completed. It is currently being pilot tested at one district elementary site. It is in use in three other Minnesota school districts. Expanded implementation within Anoka-Hennepin will be dependent on the availability of additional technology support for elementary sites.
A-HConnect	2005-2006/Info Sys Georgia Kedrowski	A-HConnect was implemented in Fall 2004. In January 2007 there were nearly 16,000 families (66 percent of school families) with an account for accessing this information portal. A-HConnect has improved access to information for all parents, staff, students, and the community.
PDA access to student data and pictures	2005/Info Sys Georgia Kedrowski	Software was evaluated and selected. Principals from each site were given access to student information and, in some cases, student pictures on their PDA devices.

TABLE 8. STATUS OF PREVIOUS TECHNOLOGY PLAN ACTIONS

Action	Scheduled Completion/ Responsible Party	Status
SQL version of SASIxp for secondary schools	Based on funding/Info Sys Georgia Kedrowski	This goal was not implemented. Lack of funding as well as changes and upgrades in existing network design reprioritized this goal.
Teacher analytics tool	Oct 2004/Info Sys Georgia Kedrowski	Sagebrush Analytics was implemented district wide. Demographic, scheduling, and seven different types of assessment data are available for teachers, principals, achievement analysts, and others to facilitate data-driven decision making with this powerful analytic engine.
Excensus	Added/Technology Patrick Plant	A partnership between cities, counties, and school districts was formed for the purpose of contributing and sharing data. A system was developed to create detailed demographic maps and profiles, trend reports, and other management tools. The toolset includes locally available database tables, ArcServ (GIS), and an online reporting system to graphically report from the data structures.
Elementary Aggregator and Scheduling	Added/Info Sys Georgia Kedrowski	For the 2006 school year, elementary principals and secretaries were trained to use software to determine student/teacher class rosters using balancing criteria. Some principals also used this software to create building master schedules.
eResources	2004-2005/Media Svcs Barbara Theirl	Multiple databases, curriculum web sites, and educational resources have been assembled in a concise and easy to use format. eResources are heavily used by teachers, media specialists and students.
Rebroadcast school board meetings	2004/Media Svcs Barbara Theirl	Playback of school board meetings has been automated (along with Schools in Focus and school programs)
Video on demand	2004-2007/Media Svcs Barbara Theirl	This initiative for video streaming is being explored at this time. In 2006, a pilot project using video streaming resulted in positive responses from the school that participated. Currently, no decision has been made to move this plan forward
Web-based circulation system	2005-2006/Media Svcs Barbara Theirl	An all-district web-based information and management system pilot has now been approved. This pilot will begin with one school at an elementary, middle school, and high school in our district. A task force has been formed to get the project underway and a process will be agreed on with procedures and processes for evaluation of acquired information forth-coming.
Web-streaming capabilities	2004/Media Svcs Barbara Theirl	For a variety of reasons, this initiative was never realized. It may that podcasting is a better option than streaming.

TABLE 8. STATUS OF PREVIOUS TECHNOLOGY PLAN ACTIONS

Action	Scheduled Completion/ Responsible Party	Status
Consolidate voice/data and video/data services	2004-2009/Network Svcs Jill Bourman	Voice/data has been consolidated on the WAN link for approximately 4 locations. The first step towards the voice/data consolidation has been completed with the 2006-2007 fiber project. The new LAN project of 2006 consisted of installing new network electronics at each location. The LAN upgrade project consisted of deploying more robust network electronics that could be used for video/data services. The new network electronics will help provide reliability and availability for data services including quality of service needed for video/data services.
Enterprise security	2004-2006/Network Svcs Jill Bourman	Reviewed and updated the security policy for the network. The security policy defines who our users are (Students, Staff, Faculty, and Community) and their network privileges (what services and applications they can access). Required authentication and authorization so that a user's identity is verified and that users are granted to the requested network services as defined by our security policy. Redundant firewall was installed at the core of the network. Consolidated directory service information so that each user has a unique digital identity that gives them access to authorized resources across the entire network. Users can use their same identity from work or home to access the AHConnect web portal. Provided secure access to multiple data sources: Web based applications have been setup to use trusted SSL certificates for an outside source and high encryption levels for greater security. Adopted an Identity management system (Microsoft Identity Integration Server) and process so users can access their own unique data in a more secure and easy fashion. Consolidated/replicated authentication credentials between systems to make user access secure.
Infrastructure and core services	2004-2009/Network Svcs Jill Bourman	Provided high speed data access to each desktop by increasing the amount of bandwidth to the desktop. AHConnect – Improved access to information for parents, staff, students, community by providing core file servers for delivery and authentication: Deployed 8 new file servers consisting of 2-domain controllers, 4-web servers, 1-sql server, 1-MIIS server, 4 web content switches.
Network management capability	2004-2009/Network Svcs Jill Bourman	Adopted an Identity management system and process for so users can access their data in a secure and easy fashion.
Improve WAN performance	2004-2009/Network Svcs Jill Bourman	Installed a fiber network – completed November 2006. This included upgrading all Cisco switches in the buildings for faster connectivity.

TABLE 8. STATUS OF PREVIOUS TECHNOLOGY PLAN ACTIONS

Action	Scheduled Completion/ Responsible Party	Status
Web-based applications	2004-2007/Payroll Eva Marquis	This is still an ongoing process and has not been completed.
Identify and align technology requirements to board accountability statements	Ongoing/Project Mgt Team Patrick Plant	This is an ongoing process that remains a priority.
Web-based services	2004-2005/Purchasing Kathy Bergquist	The department web page has been enhanced to include current RFPs, bids/quotes, and distribution center online catalog.
Upgrade computers	2004-2006/Purchasing Kathy Bergquist	New computers with flat panel monitors were installed in December 2006. Two laptop computers are being used to support bid openings.
IEP tracking system	2005/SPED Cherie Peterson	The web-based due process system, now called Student Plans, has provided a tool for staff and administrators to track Due Process timelines. The system ahs also provided staff with a systematic way to report student progress. The system is currently being enhanced to ensure better data collection and reporting tools.
Web-based solutions	2005/SPED Cherie Peterson	The district now uses the Web-based system, Student Plans, for managing special education paperwork, health plans, student 504 plans, and special transportation requests and verifications. The district continues to work with cmERDC to enhance the system. At this time, all required due process forms for both special education and 504 are available on the Student Plan system. In addition, staff use Student Plans to generate functional behavior assessments, behavior plans, critical incident reports, and student self-sufficiencies.
Electronic system for tracking equipment	2005/SPED Cherie Peterson	The district is now using Alexandria System to track all equipment purchased. The system also tracks equipment that is on loan throughout the district.
Assistive technology devices	Ongoing/SPED Cherie Peterson	The district has continued to expand the availability of assistive technology to students with special needs. A library exists that allow staff to try devices or software before making recommendations.
Web-based systems	2004/Transportation Chuck Holden	Transportation staff will be trained on using new web page software modification software in February 2007. At that point, transportation staff will be able to modify and maintain their department web pages. Currently, transportation posts safety policies, fees, daycare information, route information, and current contract specifications.
Improve safety materials	2005-2007/Transportation Chuck Holden	Transportation currently posts several policies on their web page, i.e., student management and transportation policy. In addition, safety poster contest winning posters are posted.

TABLE 8. STATUS OF PREVIOUS TECHNOLOGY PLAN ACTIONS

Action	Scheduled Completion/ Responsible Party	Status
Maintain technology	2004-2007/Vocational Ed Ginny Karbowski	We were able to procure 32 computers for the engineering program at STEP.
Actions completed that were not in the previous plan		
Improved board meeting broadcast capabilities	2005/Patrick Plant	To improve school board communication with the public and respond to community requests, we upgraded our board room video and audio capabilities to ensure the board meetings were broadcast with better quality picture and sound.
Lease program for office computers	FY05/Patrick Plant	We determined standard computer models for administrative and office computers and implemented a 4-year lease program. These computers will be replaced in FY09 and continue to follow a 4-year replacement schedule.
Legislative activity	2004-2007/Patrick Plant	During 2004 through 2007, technology and information services staff worked with legislators, state associations, and other school districts to secure funding, technology standards in various areas, and to ensure equitable access to technology for MN K-12 students and staff. In the current 2007 legislative session, language supporting those goals has been included in both the House and Senate Omnibus bill. Dollar amounts are also included in the House bill at $29M and in the Governor's budget at $38M.
MDE Online Testing	2005-2007/Resource Evaluation and Testing Patrick Plant Sharon Mateer	In 2005-06, Anoka-Hennepin staff spent considerable time participating in the MDE Online '09 Advisory Committee giving feedback on benefits and liabilities associated with the state proposed plan. Also, substantial time was spent internally by building and central staff scoping and documenting the impact of the Online '09 initiative. In 2006-2007, preparation for fall field testing determined that Anoka-Hennepin did not have the necessary technology to administer these tests with the number of students identified in some buildings. Approximately $25,000 was spent to provide resources to the pilot schools to ensure that they had one lab that met the technical specifications for testing this year (ram, headphones, mice and additional staff time for set up). The TEAELS operational test was put on hold by MDE due to state-wide ability to administer. Extensive training, system testing and thorough preparation prior to testing has resulted in fall field testing and spring MTELL high-stakes test administration success with very few problems. Problems that are encountered in the lab that delay the test however, do cause problems due to additional time needed for labs to be in use and displace instructional time. The scope of the Science Operational test

TABLE 8. STATUS OF PREVIOUS TECHNOLOGY PLAN ACTIONS

Action	Scheduled Completion/ Responsible Party	Status
My Learning Plan	2005-ongoing/Laurie Resch	MyLearningPlan was first used in the 05-06 school year to streamline the planning, registration, and payroll aspects of staff development for teachers and administrative staff. The decision to purchase MyLearningPlan services was made as a result of careful consideration involving those District departments affected.
Read 180	2006/Denny Holt	READ180 is an intervention program for struggling readers that provides explicit and flexible materials for both whole- and small-group instruction with a technology component that individualizes learning for students. We piloted this program at one high school in FY2005. We are currently phasing in this program at our secondary schools.
Replace HS computers	2007/Patrick Plant	We used Microsoft money from a state of Minnesota class action suite and $250K of board-approved one-time capital dollars to replace 5-year-old high school computers with new Dell computers in January 2007.
SLIP Data Support	2004 -ongoing/ Information Services	School Learning Improvement Planning (SLIP) is a planning process used to develop learning goals. Staff development is created to support these goals. Information Services staff provide data on assessments, enrollment, attendance, discipline, courses and other areas through custom reports and Analytics to support this process, programs for closing the achievement gap and data driven decision making needs.
Student Response Devices	2007/Laurie Resch	One set of student response devices (aka "clickers") were purchased for each elementary school using curriculum money as part of the elementary social studies curriculum materials acquisition. Initial staff training was provided and is ongoing in each building. Curriculum writing teams are creating activities to be shared with teachers across the district.
Upgrade Macintosh computers	2006/Patrick Plant	We used the Microsoft settlement funds and $55K of TSC capital dollars to upgrade our Macintosh computers from OS 9 to the current operating system (OS X). We believe that the upgrade will extend the computers' useful life and help us meet the basic state online testing technology requirements.

TABLE 8. STATUS OF PREVIOUS TECHNOLOGY PLAN ACTIONS

Action	Scheduled Completion/ Responsible Party	Status
Office of Enterprise Technology (OET) Technology Standards and Volume Purchase Program	2002 – Ongoing/Patrick Plant	Anoka-Hennepin has worked with MEMO, our state library and technology organization, and the state department to create volume purchase programs that greatly benefit Minnesota school districts. The program, initially created in 2002 to serve K-12 education, saved $2M for schools in its first 18 months. In 2005, the program became the foundation for a new initiative serving the entire public sector (cities, counties, governmental agencies, and K-20) under the "Governor's Drive to Excellence" program. The OET IT Standards and Resource Management (ISRM) offers services in three areas: hardware, software, and IT commodity standards; enterprise-wide licensing; and IT professional services. Standards are developed in collaboration with a broad base of agency representatives. Enterprise software licensing works to negotiate enterprise-wide licensing for software commonly used by agencies and other governmental units. IT professional services assists agencies in compliance with state requirements for RFPs, SOWs, vendor choice, and master contracts. In the hardware area alone, in its first year of existence, the ISRM program saved $21M for public entities beyond existing state contracts.

APPENDIX A

GOAL PLANNING WORKSHEETS

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Anoka-Hennepin Project Planning Worksheet

I. Project Title: Incorporate *UnitedStreaming* and *NetTrekker d.i.* into the curriculum for all schools

II. Project Description: *UnitedStreaming* is a digital video-based learning resource from Discovery Education. With *UnitedStreaming*, we gain on-demand access to 50,000 content-specific segments from 5,000 full-length educational videos.

NetTrekker d.i. is a search engine that provides features that assist teachers and school librarians as they differentiate their instruction to help every child achieve. It provides access to more than 180,000 educator-selected online resources organized by readability level and aligned with Minnesota state standards. Students and teachers can quickly and easily find resources for general-education students, ELL/ESL students, those working below or above grade level, those with reading challenges or special needs, and more.

III. Project Initiation: 2007

VI. Current Implementation Stage: Startup Phase

V. Project Owner (Department Director): Dennis Holt, Director of Secondary Curriculum; Laurie Resch, Director of Secondary Curriculum
Sponsor (Cabinet Member): Lelia Redin, Associate Superintendent; Donna Studer, Associate Superintendent
Work Team Leader(s):

VI. Alignment to Board Goal(s):
- Providing learning opportunities that meet the individual learning needs of each student.
- Promoting high achievement for all students
- Using all resources efficiently and effectively

VII. APQC Process Classification Number:

VIII. Rationale:

IX. Departments and Impacts

Potential Impacts	Describe Impact

X. External Impacts

Potential Impacts	Describe Impact

XI Project Timeline (deliverables, milestones, stages, etc.)**:**

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level):

XV. Department Identified Priority Level (High, Medium, Low):

XVI. Target Customers (Indicate Grade Levels, Employee Category):

XVII. Current Level of Customer Participation:

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Portable Laptop Computer Lab for Media Centers

II. Project Description: Media specialists are mandated to teach researching techniques to students while integrating with classroom teachers. By adding a mobile cart of 30 laptop computers, equipped with wireless internet access, students will be guaranteed access to e-Resources, word processing, and graphic organizers to facilitate the research process. With the real possibility of a district-wide (pilot beginning Spring 2007), web-based information and library management system, all students in a class of 30 could access all district print and nonprint resources. These computers, like all other media center resources, would be shared throughout the building when not needed for information and technology literacy instruction.

III. Project Initiation: As soon as funding is available for implementation and mobile technology

IV. Current Implementation Stage: As we begin to create a district-wide research agenda, we are finding access to this technology is imperative

V. Project Owner (Department Director): Patrick Plant, Director of Technology and Information Services; Denny Holt, Director of Secondary Curriculum; Laurie Resch, Director of Elementary Curriculum

Sponsor (Cabinet Member): Dr. Lelia Redin, Associate Superintendent

Work Team Leader(s): Barbara Theirl, Teaching and Learning Specialist; all secondary and elementary TALS, all media specialists, all technology paras, and all technology teachers

VI. Alignment to Board Goal(s):

- Providing a caring, highly trained, and effective staff who use research-based best practices.
- Providing learning opportunities that meet the individual learning needs of each student.
- Monitoring student achievement to maximize each student's learning.
- Promoting high achievement for all students
- Using all resources efficiently and effectively.

VII. APQC Process Classification Number:

VIII. Rationale: Lack of access to technology and the mandated research requirements make this need critical to student learning for AH students to excel and become life-long learners.

IX. Departments and Impacts

Potential Impacts	Describe Impact

X. External Impacts

Potential Impacts	Describe Impact

XI. Project Timeline (deliverables, milestones, stages, etc.)**:** Aligned with Research Scope and Sequence initiatives

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	ongoing Costs (Include Source)

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level)**:** Technology support of laptops

XV. Department Identified Priority Level (High, Medium, Low)**:**

XVI. Target Customers (Indicate Grade Levels, Employee Category)**:**

XVII. Current Level of Customer Participation:

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Maintain technology at STEP

II. Project Description: Anoka-Hennepin Secondary Technical Education Program (STEP) offers students a specialized, technical background in 20 different career and technical education programs. The STEP site needs high-end technology that is "cutting edge" to keep up with increasing demands in today's workplace. Industry certification standards are an important component of our programs which often requires up-to-date technology.

III. Project Initiation: Ginny Karbowski, Director of Career and Technical Education

IV. Current Implementation Stage: District technology has supported STEP since its opening to provide high-end technology in our programs. Funds were expended for 32 desk-top computers during the 2006-07 school year for the STEP engineering program.

V. Project Owner (Department Director): Ginny Karbowski, Director of Career and Technical Education

Sponsor (Cabinet Member): Dr. Lelia Redin, Associate Superintendent

Work Team Leader(s):

VI. Alignment to Board Goal(s):

1. High expectations for all students
2. Closing the achievement gap
3 Preparing all students for college

VII. APQC Process Classification Number: .2.3

VIII. Rationale: STEP's enrollment has more than doubled since it opened in 2002—from 550 students to more than 1300 students per school year. Student interest is high in the high tech programs such as engineering, music/media technology, and computer networking. Technology equipment is key to providing rigorous, relevant instruction for the applied learners. Support of this plan will assure that the STEP program is "cutting edge" in all aspects of technology.

IX. Departments and Impacts

Potential Impacts	Describe Impact
School Board	Meeting and supporting established School Board goals
Cabinet	Budget
Administrative Services (Facilities, Capital)	Technology equipment
Career & Technical Education/STEP	Providing state-of-art technology equipment for STEP students
Purchasing & Warehouse	Purchasing of technology; possible storage and delivery
Technology & Information Services	Technology support during installation & implementation; Possible staff development

X. External Impacts

Potential Impacts	Describe Impact
Community	Supports goals/initiatives of tech college and local businesses—preparing our students for today's high tech/high skill workplace.

XI. Project Timeline (deliverables, milestones, stages, etc.): STEP's goal is to establish a long-range plan whereby technology is upgraded or replaced each year to maintain the level of technology required for the various programs. High tech equipment is also important in some STEP programs, which is also included in this project.

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)
Technology	New computers for STEP labs and classrooms	FY2009; FY2011; etc. (every 2 year replace-ment)	$32,000 per lab or class-room	$10,000--Memory and software upgrades per year
Technical Equipment	Technical equipment	FY2008; FY2010; etc. (opposite computer replacement year)	$5,000-$10,000 depending on program needs	

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement
Student Perform-ance	Successful student completion of STEP courses; college credits earned	STEP students	Current practice shows many STEP students are successful because of their high interest in technology, computers, and other tech-nical equipment	End of school year, 2008 and beyond

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level):

- District Level: Financial support for STEP's long-range technology plan and district level support for installation, maintenance, and repairs.
- Building Level: Building level support of maintenance and upkeep of technology by technology coordinator and technology paraeducator in cooperation with district staff.
- Classroom Level: Guaranteed staff development so teacher is trained and able to teach students how to use and maintain the equipment provided.

XV. Department Identified Priority Level (High, Medium Low): High

XVI. Target Customers (Indicate Grade Levels, Employee Category): STEP Student Enrollment for 2006-07: 851 FTEs (10/1/06 count)

XVII. Current Level of Customer Participation: High

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Audio-Enhanced Classrooms

II. Project Description: Install, in every classroom, an audio system capable of providing students with the quality audio sounds available commercially

III. Project Initiation: FY 2008

VI. Current Implementation Stage: Initial Planning Stage

V. Project Owner (Department Director): Dennis Holt, Director of Secondary Education; Laurie Resch, Director of Elementary Education
Sponsor (Cabinet Member): Lelia Redin, Associate Superintendent; Donna Studer, Associate Superintendent
Work Team Leader(s):

VI. Alignment to Board Goal(s):

- Providing learning opportunities that meet the individual learning needs of each student
- Monitoring student achievement to maximize each student's learning
- Promoting high achievement for all students

VII. APQC Process Classification Number:

VIII. Rationale: Very high quality auditory experiences are now available for students. The limited number of projectors available to teachers allows them, on occasion, to provide students with enhanced learning opportunities by showing simulations, virtual demonstrations, video clips, etc. There is a high quality sound accompaniment to these products, but not currently experienced by the students because of the low quality sound capabilities currently in the classrooms.

IX. Departments and Impacts

Potential Impacts	Describe Impact

X. External Impacts

Potential Impacts	Describe Impact

XI Project Timeline (deliverables, milestones, stages, etc.)**:**

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level):

XV. Department Identified Priority Level (High, Medium, Low):

XVI. Target Customers (Indicate Grade Levels, Employee Category):

XVII. Current Level of Customer Participation:

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Building-Wide Wireless Access

II. Project Description: Ensure all buildings in the district have wireless access capability that includes the entire building campus.

III. Project Initiation: 2005

VI. Current Implementation Stage: Ongoing

V. Project Owner (Department Director): Dennis Holt, Director of Secondary Curriculum; Laurie Resch, Director of Elementary Curriculum
Sponsor (Cabinet Member): Lelia Redin, Associate Superintendent; Donna Studer, Associate Superintendent
Work Team Leader(s): Building Technology Teachers; Dave Piechocki, Buildings and Grounds

VI. Alignment to Board Goal(s):

- Providing learning opportunities that meet the individual learning needs of each student.
- Monitoring student achievement to maximize each student's learning
- Promoting high achievement for all students
- Using all resources efficiently and effectively

VII. APQC Process Classification Number:

VIII. Rationale: Most of our buildings have some wireless access points incorporated; however, we need to have all the buildings have wireless access in all parts of the campus. Mobile computer labs are often the only option for the teacher if they have not been able to reserve the fixed lab in advance, or if the fixed labs are completely booked for other pressures such as online testing. By providing wireless access everywhere in the building, we can allow use of mobile labs more effectively.

IX. Departments and Impacts

Potential Impacts	Describe Impact
Building & Grounds	Ensure wireless access points are installed and meet specifications
School Sites	Schedule installation for access points and provide budget for the installation and material costs
Technology & Information Services	Set specifications for the access points and support the hardware and software once they are installed. Ensure access points are secure in the network infra-structure

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	None
Community	None

XI Project Timeline (deliverables, milestones, stages, etc.):

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)
Staff	Tech Teachers schedule instal-lation	2005/2008	0	0
Technology	Wireless Access Points	2005/2008		

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level):

- District Level – Support from Network Services department to maintain access points hardware and soft-ware
- Building Level – Tech para support for troubleshooting units

XV. Department Identified Priority Level (High, Medium, Low):

XVI. Target Customers (Indicate Grade Levels, Employee Category):

XVII. Current Level of Customer Participation:

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Establish Consistent Classroom Computer Replacement Cycles

II. Project Description: We need to determine a consistent funding source and establish a schedule that would replace our classroom and student access (lab) computers every 4 years. The schedule should include the needs of CAD, photo, graphics, and modular labs.

III. Project Initiation: 2008

VI. Current Implementation Stage: Startup phase

V. Project Owner (Department Director): Denny Holt, Director of Secondary Curriculum; Laurie Resch, Director of Elementary Curriculum
Sponsor (Cabinet Member): Lelia Redin, Associate Superintendent; Donna Studer, Associate Superintendent
Work Team Leader(s): Denny Holt; Laurie Resch; Patrick Plant, Director of Technology and Information Services; Dave Buck, Director of Business Services

VI. Alignment to Board Goal(s):

- Providing learning opportunities that meet the individual needs of each student
- Monitoring student achievement to maximize each student's learning
- Promoting high achievement for all students
- Using all resources efficiently and effectively

VII. APQC Process Classification Number:

VIII. Rationale: It is difficult, if not impossible, for schools to provide the same equipment used in technology applications in the local, state, national, or global marketplace. Our current classroom computer replacement cycle is not feasible for the effective and efficient implementation of curriculum. We are currently at a point where digital content is an integral part of the curriculum, not simply the optional extension it was a few years ago. Computers allow access to simulations, modeling, databases, and essential application software giving our students content and experiences necessary for them to be competitive when they leave school.

IX. Departments and Impacts

Potential Impacts	Describe Impact

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	None
Community	None

XI Project Timeline (deliverables, milestones, stages, etc.)**:**

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level):

XV. Department Identified Priority Level (High, Medium, Low):

XVI. Target Customers (Indicate Grade Levels, Employee Category):

XVII. Current Level of Customer Participation:

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Interactive Whiteboards

II. Project Description: Provide a whiteboard in all classrooms by the end of FY 2011

III. Project Initiation: 2008

VI. Current Implementation Stage: Startup Phase

V. Project Owner (Department Director): Denny Holt, Director of Secondary Curriculum; Laurie Resch, Director of Elementary Curriculum
Sponsor (Cabinet Member): Lelia Redin, Associate Superintendent; Donna Studer, Associate Superintendent
Work Team Leader(s): Denny Holt; Laurie Resch; Patrick Plant, Director of Technology and Information Services

VI. Alignment to Board Goal(s):

- Providing learning opportunities that meet the individual learning needs of each student
- Monitoring student achievement to maximize each students' learning
- Promoting high achievement for all students
- Using all resources efficiently and effectively

VII. APQC Process Classification Number:

VIII. Rationale: An interactive whiteboard is a touch-sensitive projection screen that allows teachers to control a program on their computer directly by touching the board rather than staying at their desk and using a keyboard or mouse. Some teachers in some schools have been very effective integrating the whiteboards into their curriculum delivery.

IX. Departments and Impacts

Potential Impacts	Describe Impact

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	None
Community	None

XI Project Timeline (deliverables, milestones, stages, etc.):

- 2008 – determine specifications for whiteboards
- FY2009 – order and install whiteboards in 20 percent of elementary classrooms and 25 percent of secondary classrooms
- FY2010 and FY2011 – order and install whiteboards for the remaining classrooms

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level):

XV. Department Identified Priority Level (High, Medium, Low):

XVI. Target Customers (Indicate Grade Levels, Employee Category):

XVII. Current Level of Customer Participation:

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Replace TV monitors with LCD Projectors in all classrooms

II. Project Description: All classrooms currently have TV monitors. We need to replace all monitors with LCD projectors.

III. Project Initiation: 2008

VI. Current Implementation Stage: Startup phase

V. Project Owner (Department Director): Denny Holt, Director of Secondary Curriculum; Laurie Resch, Director of Elementary Curriculum
Sponsor (Cabinet Member): Lelia Redin, Associate Superintendent; Donna Studer, Associate Superintendent
Work Team Leader(s): Denny Holt; Laurie Resch; Patrick Plant, Director of Technology and Information Services

VI. Alignment to Board Goal(s):

- Providing learning opportunities that meet the individual learning needs of each student
- Monitoring student achievement to maximize each student's learning
- Promoting high achievement for all students

VII. APQC Process Classification Number:

VIII. Rationale: The monitors in our classrooms were installed with the 1994 bond money and are more than 10 years old. We are starting to realize maintenance and replacement costs on these monitors and they simply do not delivery the quality picture not available in digital content. Virtually every content area delivers visual images on a regular, if not daily, basis as part of the instructional process. An LCD projector in every room is necessary to provide the imagery, maps, video clips, modeling, simulations, and other resources available to the content areas.

IX. Departments and Impacts

Potential Impacts	Describe Impact

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	None
Community	None

XI Project Timeline (deliverables, milestones, stages, etc.):

- 2008 – Determine projector model and costing impact
- 2008 – Determine funding source
- 2009 through 2011 – Order and install projectors in classrooms

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level):

XV. Department Identified Priority Level (High, Medium, Low):

XVI. Target Customers (Indicate Grade Levels, Employee Category):

XVII. Current Level of Customer Participation:

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Non-Computer Technology Devices

II. Project Description: Procure non-computer technology devices for specific curriculum areas.

III. Project Initiation: Ongoing

VI. Current Implementation Stage: Ongoing

V. Project Owner (Department Director): Denny Holt, Director of Secondary Curriculum; Laurie Resch, Director of Elementary Curriculum
Sponsor (Cabinet Member): Lelia Redin, Associate Superintendent; Donna Studer, Associate Superintendent
Work Team Leader(s): Teaching and Learning Specialists

VI. Alignment to Board Goal(s):
- Providing learning opportunities that meet the individual learning needs of each student
- Monitoring student achievement to maximize each student's learning
- Promoting high achievement for all students

VII. APQC Process Classification Number:

VIII. Rationale: Sensors and probes for science courses, calculators for mathematics courses, and digital cameras and video recorders for arts courses are examples of some of the smaller equipment technology needs of curriculum. These devices are essential in some courses in providing quality curriculum delivery, and exemplary in other courses to enhance the learning experience of our students.

IX. Departments and Impacts

Potential Impacts	Describe Impact

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	None
Community	None

XI Project Timeline (deliverables, milestones, stages, etc.)**:**

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level)**:**

XV. Department Identified Priority Level (High, Medium, Low)**:**

XVI. Target Customers (Indicate Grade Levels, Employee Category)**:**

XVII. Current Level of Customer Participation:

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Printers/Scanners for Staff and Students

II. Project Description: Provide one printer/scanner combination unit for every four classrooms at the elementary level and a 10:1 ratio of staff to printers/scanners at the secondary level.

III. Project Initiation: 2008

VI. Current Implementation Stage: Startup Phase

V. Project Owner (Department Director): Denny Holt, Director of Secondary Curriculum; Laurie Resch, Director of Elementary Curriculum
Sponsor (Cabinet Member): Lelia Redin, Associate Superintendent; Donna Studer, Associate Superintendent
Work Team Leader(s): Technology Facilitators and Building Technology Teachers

VI. Alignment to Board Goal(s):

- Providing learning opportunities that meet the individual learning needs of each student
- Monitoring student achievement to maximize each student's learning
- Promoting high achievement for all students
- Using all resources efficiently and effectively

VII. APQC Process Classification Number:

VIII. Rationale: Our expectations of what we can and should provide to students regarding print material, and our expectations of what students can accomplish in completing assignments requires availability of printers and scanners for both staff and students.

IX. Departments and Impacts

Potential Impacts	Describe Impact

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	None
Community	None

XI Project Timeline (deliverables, milestones, stages, etc.):

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level):

XV. Department Identified Priority Level (High, Medium, Low):

XVI. Target Customers (Indicate Grade Levels, Employee Category):

XVII. Current Level of Customer Participation:

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Replace Classroom Computers with Laptops

II. Project Description: Following a normal 4-year replacement schedule, replace the current classroom desktop computers with laptop computers. The objective is to have a laptop computer for every teacher.

III. Project Initiation: ???

VI. Current Implementation Stage: Initial Planning Stage

V. Project Owner (Department Director): Denny Holt, Director of Secondary Curriculum; Laurie Resch, Director of Elementary Curriculum
Sponsor (Cabinet Member): Lelia Redin, Associate Superintendent; Donna Studer, Associate Superintendent
Work Team Leader(s): Denny Holt, Laurie Resch; Patrick Plant, Director of Technology

VI. Alignment to Board Goal(s):

- Providing learning opportunities that meet the individual learning needs of each student
- Monitoring student achievement to maximize each student's learning
- Promoting high achievement for all students
- Using all resources efficiently and effectively

VII. APQC Process Classification Number:

VIII. Rationale: Our current classroom computers range in age from 4 years in the elementary and middle schools to less than 1 year in the high schools. By replacing these computers (according to a consistent classroom computer replacement cycle of every 4 years) with laptop computers, we gain computing mobility and can provide teachers with a computer they can easily use somewhere besides the classroom.

IX. Departments and Impacts

Potential Impacts	Describe Impact

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	None
Community	None

XI Project Timeline (deliverables, milestones, stages, etc.)**:**

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level):

XV. Department Identified Priority Level (High, Medium, Low):

XVI. Target Customers (Indicate Grade Levels, Employee Category):

XVII. Current Level of Customer Participation:

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Streaming Video

II. Project Description: Provide streaming video capabilities to the classroom

III. Project Initiation: 2008

VI. Current Implementation Stage: Startup Phase

V. Project Owner (Department Director): Denny Holt, Director of Secondary Curriculum; Laurie Resch, Director of Elementary Curriculum
Sponsor (Cabinet Member): Lelia Redin, Associate Superintendent; Donna Studer, Associate Superintendent
Work Team Leader(s): Denny Holt; Laurie Resch, Patrick Plant, Director of Technology and Information Services

VI. Alignment to Board Goal(s):

- Providing a caring, highly trained, and effective staff who use research-based best practices
- Providing learning opportunities that meet the individual learning needs of each student
- Monitoring student achievement to maximize each student's learning
- Promoting high achievement for all students
- Using all resources efficiently and effectively

VII. APQC Process Classification Number:

VIII. Rationale:

IX. Departments and Impacts

Potential Impacts	Describe Impact

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	None
Community	None

XI Project Timeline (deliverables, milestones, stages, etc.)**:**

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level):

XV. Department Identified Priority Level (High, Medium, Low):

XVI. Target Customers (Indicate Grade Levels, Employee Category):

XVII. Current Level of Customer Participation:

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Establish Consistent Student Access Computer Replacement Cycle

II. Project Description: Upgrade current fixed-lab computers and provide clusters of laptops in each classroom. The goal is a 2:1 ratio of students to computers at the elementary level and a 4:1 ratio of students to computers at the secondary level.

III. Project Initiation: ????

VI. Current Implementation Stage: Initial startup phase

V. Project Owner (Department Director): Denny Holt, Director of Secondary Curriculum; Laurie Resch, Director of Elementary Curriculum
Sponsor (Cabinet Member): Lelia Redin, Associate Superintendent; Donna Studer, Associate Superintendent
Work Team Leader(s): Technology Facilitators and Building Technology Teachers

VI. Alignment to Board Goal(s):

- Providing a caring, highly trained, and effective staff who use research-based best practices
- Providing learning opportunities that meet the individual learning needs of each student
- Monitoring student achievement to maximize each student's learning
- Promoting high achievement for all students
- Using all resources efficiently and effectively

VII. APQC Process Classification Number:

VIII. Rationale: Mobile computer labs, allowing students access to the seemingly unlimited resources available on the web, or the multitude of computer-based resources available through textbook companies and other vendors, greatly enhances learning opportunities for our students. It is difficult for teachers to use these opportunities when it is necessary to reserve computer lab time a month or more in advance. It is nearly impossible for a teacher to access a lab if they identify a new computer-based resource a few days before they might use it as part of their instruction delivery.

IX. Departments and Impacts

Potential Impacts	Describe Impact

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	None
Community	None

XI Project Timeline (deliverables, milestones, stages, etc.)**:**

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level):

XV. Department Identified Priority Level (High, Medium, Low):

XVI. Target Customers (Indicate Grade Levels, Employee Category):

XVII. Current Level of Customer Participation:

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Student Response Devices

II. Project Description: Provide one set of clickers (student response devices) for every four classrooms initially; goal is to have one additional set of clickers for every grade level within 2 years

III. Project Initiation: 2008

VI. Current Implementation Stage: Initial Planning

V. Project Owner (Department Director): Denny Holt, Director of Secondary Curriculum; Laurie Resch, Director of Elementary Curriculum
Sponsor (Cabinet Member): Lelia Redin, Associate Superintendent; Donna Studer, Associate Superintendent
Work Team Leader(s): Technology Facilitators and Building Technology Teachers

VI. Alignment to Board Goal(s):

- Providing learning opportunities that meet the individual learning needs of each student
- Monitoring student achievement to maximize each student's learning
- Promoting high achievement for all students
- Using all resources efficiently and effectively

VII. APQC Process Classification Number:

VIII. Rationale: One of the largest factors impacting student achievement is frequent formative assessment and the ability to provide immediate feedback to all students. Student response systems ("clickers") are a very effective tool for meeting this need. Clickers provide students opportunities to make predictions, draw conclusions, and answer questions. Clickers increase participation and motivate students to want to learn the content. They provide instructors with clear and immediate information about student performance and help instructors determine the need and extent of differentiation in the classroom.

IX. Departments and Impacts

Potential Impacts	Describe Impact

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	None
Community	None

XI Project Timeline (deliverables, milestones, stages, etc.)**:**

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level):

XV. Department Identified Priority Level (High, Medium, Low):

XVI. Target Customers (Indicate Grade Levels, Employee Category):

XVII. Current Level of Customer Participation:

Anoka-Hennepin Project Planning Worksheet

I. Project Title: e-Resources Access and Use

II. Project Description: Seeking continuous and full funding for updated research databases for K-12 students. This is in addition to the hardware and software that must be in place for providing quick, reliable and full access to high quality information. As research becomes a formal and important part of the Minnesota language arts standards, access to current, objective, high quality information (e-Resources) will become more and more critical. Currently, only a very few schools (the very newest and those who have forged ahead with parent support) can provide computer online access to 50 percent of the students in a single class, which is the minimum standard for a quality media center. The district needs to move ahead to meet this standard. All current e-Resources are available free-of-charge to our families and stakeholders

III. Project Initiation: Ongoing

IV. Current Implementation Stage: Good, if not excellent databases are currently in place and are made available in each and every school, training is in place—now access is imperative.

V. Project Owner (Department Director): Patrick Plant, Director of Technology and Information Services; Denny Holt, Director of Secondary Curriculum; and Laurie Resch, Director of Elementary Curriculum

Sponsor (Cabinet Member): Lelia Redin, Associate Superintendent; Donna Studer, Associate Superintendent

Work Team Leader(s): Media Specialists, Technology Teachers, TALS/Technology Facilitators, and Technology Paras

VI. Alignment to Board Goal(s):

- Providing a caring, highly trained, and effective staff who use research-based best practices with all students
- Providing learning opportunities that meet the individual learning needs of each student.
- Monitoring student achievement to maximize each student's learning.
- Promoting high achievement for all students
- Acknowledging parents' roles as their children's primary educators and partnering with them to increase student success.
- Using all resources efficiently and effectively.

VII. APQC Process Classification Number:

VIII. Rationale: All students and staff need access to safe, reliable, and accurate resources for educational purposes and constructing knowledge.

IX. Departments and Impacts

Potential Impacts	Describe Impact

X. External Impacts

Potential Impacts	Describe Impact

XI. Project Timeline (deliverables, milestones, stages, etc.)**:** Resources are in place but others do not have reliable funding—now access is needed at a level of 2 students to 1 computer

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	ongoing Costs (Include Source)
Funding	Consistent Funding Source	Ongoing		Need $170K/year; we currently have $160K
Technology	Upgrade/Replace Search Stations for secondary schools	Ongoing	TBD	TBD
Technology	Upgrade soft-ware for eResources	Ongoing	TBD	TBD

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

IX. Ongoing Support Needs (Include District Level, Building Level, Classroom Level)**:** Technology and databases support and funding

X. Department Identified Priority Level (High, Medium, Low)**:** high

XI. Target Customers (Indicate Grade Levels, Employee Category)**:** All grade levels and all teachers and students

XII. Current Level of Customer Participation:

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Web-Based Circulation System

II. Project Description: To provide ***equity of access*** and ***resource sharing*** for all students, staff, and community members across the district 24/7, we are seeking approval for a more efficient, curriculum driven, and ***cost effective*** browser-based ***centralized*** educational resource and instructional materials management system.

Currently, we are depending Follet Unison, a ***labor-intensive*** and ***unreliable*** system that:

- Requires ***extra personnel*** workstation ***support time*** for installing and maintaining the software at each location versus one location for the entire district.
- Is ***not compatible*** with Apple operating system OS X, one of the standards being used in our district.
- ***Is at maximum capability*** and is ***not expandable*** to meet the growing resource, instructional, and accountability needs of our school district.
- Would ***not integrate*** other unsupported and obsolete curriculum tracking and routing systems (e.g. File-maker Pro at the elementary level and TextbookPlus running standalone at CPHS).

However, by providing a centralized educational resource and instructional materials management system, all users and media centers can have ***anytime, anywhere, convenient, and easy access*** to all media centers' educational resources. This means that teachers can have access to and be teaching with the most ***curricular relevant*** and up-to-date resources that meet the ***individual needs*** of all their students while ***sharing resources*** district-wide.

This all-district ***integrated system*** allows students and staff to browse, reserve, track, and renew educational resources online while creating ***resource-based curricular lessons***. Most importantly, customized and ***differentiated resources*** for Anoka-Hennepin learners will be more easily located, compiled and delivered to all students thereby creating ***more time for teaching and learning***.

III. Project Initiation: December 15, 2006 through April 15, 2007

IV. Current Implementation Stage: Phase I, three-school pilot

V. Project Owner (Department Director): Patrick Plant
Sponsor (Cabinet Member): Dennis Carlson
Work Team Leader(s): Barbara Theirl, Denny Holt, Laurie Resch, Glen Marsolek

VI. Alignment to Board Goals:

- Providing a caring, highly trained, and effective staff who use research-based best practices.
- Providing learning opportunities that meet the individual learning needs of each student.
- Monitoring student achievement to maximize each student's learning.
- Promoting high achievement for all students
- Acknowledging parents' roles as their children's primary educators and partnering with them to increase student success.
- Improving connections with the community to foster public involvement with, and understanding of, our educational programs.
- Using all resources efficiently and effectively.

VII. APQC Process Classification Number:

VIII. Rationale: Teachers need high-quality, resources that ***match the curriculum*** and the ***needs of the learner***. By allowing convenience and the potential for creating cross-district access to these materials, we provide the most ***cost-effective*** use of our current resources, thereby supporting ***success*** and ***achievement*** for all students

IX. Departments and Impacts

Potential Impacts	Describe Impact
School Board	Goal #1; Our District will be providing staff with materials that are supporting their research-based and best practices teaching. Goal #2; Each student will have learning opportunities that meet their individual needs. Goals #3 & #4; Create the potential to monitor student achievement while promoting and maximizing high achievement for all students. Goals #7 & #8; Students will be using safe resources efficiently and effectively.
Cabinet	The Cabinet will be using additional strategies to meet board goals.
Administrative Services (Facilities, Capital)	This system will facilitate better use of existing space and financial resources.
Building & Grounds	NA?
Business Services	NA?
Career & Technical Education/STEP	Potential for having all district educational resources in system available for all learners.
Child Nutrition	NA?
Communications & PR	Promotion and awareness assistance through Backpack Online or other promotional communication tools.
Community Education	Potential for having all district educational resources in system available for all learners.
Curriculum & Instruction, Elementary	Will be supporting differentiated, resource-based teaching and district-wide sharing of materials. The system also makes available a graphically pleasing, easy to use screen interfaces that ELL students can use to search for materials and books. As we begin to add materials that are more costly and specific to programs we have the benefit and option of knowing about and sharing valuable resources that may be limited due to budgetary constraints. Textbook checkout inventory and tracking is available.
Curriculum & Instruction, Secondary	Will be supporting differentiated and resource-based teaching and district-wide sharing of materials. The system also makes available a graphically pleasing, easy to use screen interfaces that ELL students can use to search for materials and books. As we begin to add materials that are more costly and specific to programs like the International Baccalaureate and STEM, we have the benefit and option of knowing about and sharing valuable resources that may be limited due to budgetary constraints. Textbook checkout inventory and tracking is available.
Employee Services	NA?
Labor Relations & Benefits	NA?
Parents and/or Community	If feasible, 24/7 family and general community-wide access.
Purchasing & Warehouse	Has potential for creating greater efficiency of inventory and transferring of curriculum materials district-wide.
Research, Evaluation & Testing	This integrated system allows extensive and excellent tracking, customized reports, researching locally and globally, as well as generating and supporting our Student Information System via SIF. Research, evaluation, and testing will be assembled to support State Standards in all curriculum areas.
School Sites	All district educational resources in a centralized system provides additional staff time.
Special Education	All district educational resources in system available.
Student Services	Assist in bridging digital divide and other learner challenges.
Supplemental Programs	Potential for having all district educational resources in system available for all learners.

Potential Impacts	Describe Impact
Technology & Information Services	High impact for creating greater efficiency of support tasks. In so doing, will free technology (network and desktop) and building staff (media specialists, technology teachers, and paras) for other initiatives.

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	Currently, the MN Department of Education is compiling a state-wide survey that will be sent out to school districts asking them to report on the condition, age, and number of resources that are supporting the educational process—this survey, will be administered yearly. Our current system **will not support this type of reporting**—the requested management system would supply much of what appears to be the data the MDE would be requesting.
Community	Potential for having all district educational resources in system available for all learners. District #11 demonstrates greater efficiencies with available resources.

XI. Project Timeline (deliverables, milestones, stages, etc.): Anoka-Hennepin School District #11 will pilot one elementary, one middle school, and one High School during December 2006 through February 2007. A Request for Proposals if needed will take place between February 2007 and March 2007. If the initiative is successful and funds are available, a full implementation and conversion will take place district-wide April 2007 through May 2007.

XII. Resource Allocation

Resource	Description	Projected Timeline	Startup Costs (Include Source)	Ongoing Costs (Include Source)
Staff	Media specialists, paras, secretaries, and teachers	Refer to section XI.	(see pages 24 & 26 Solution Summary)	(see pages 25 & 27 Solution Summary)
Training	6-8 hours for media specialists/paras and/or tech teachers; instructor-led web-based training for staff. 2 days on-site fundamentals training for up to 20 staff.	Refer to section XI.		
Technology	Software and 2 central servers (one pilot, one full implementation.)		$10K	$20K (one more server) for full implementation
Data Management	Individual building responsibility or media services.		Pilot includes T&M to migrate data from current system.	
Communications	Status will be communicated through normal district channels	TBD		
Evaluation	Evaluation will be based on a list of criteria benchmarks of benefits and evaluated for the technical benefits, and instruction gains to CIA by building media instructional personnel working with central staff and department leaders. Evaluation will take place both prior to and during the installation, initial startup, as well as during everyday operation of the system.			

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement
Reduced 45 servers to 1 (	to be completed	to be completed	to be completed	to be completed
Reduced 45 Follett applications to 1	to be completed	to be completed	to be completed	to be completed
Reduced Follett databases 45 to 1	to be completed	to be completed	to be completed	to be completed
Reduced Follett SIF Agents 45 to 1	to be completed	to be completed	to be completed	to be completed

XIV. Ongoing Support Needs: Once the new system is installed, ongoing support will be minimal staff time to manage the zone integration and Faircom servers and minimal desktop support.

XV. Department Identified Priority Level (High, Medium, Low)**:**

- High, because the text-to book system is ***no longer being supported*** and existing media system is ***not adequate***.
- High, for ***differentiated curriculum, resource-based teaching*** and to be able to support and ***share educational resources*** across-the district -- the ***cost-benefits*** associated with that efficiency.
- High, for community ***accountability*** and MDE ***survey requirements***

XVI. Target Customers (indicate grade levels, employee category): ***All*** students, ***all*** staff at all grade levels and the potential to target ***all*** families with-in our community.

XVII. Current Level of Customer Participation: Currently, many resources--but not all resources are part of the A-H management and inventory system. This also includes the text-to book software that is no longer supported. However, the requested system will accommodate all current resources, text-to book circulation and inventory, and building curriculum support materials. In the future, many educational materials, instructional resources, and other web-based learning materials can be added.

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Special Education Student Learning and Access – Assistive Technology

II. Project Description: As an ongoing effort to enhance student opportunities to learning, the special education department continues to explore best-practice technology applications in the area of assistive technology and student learning.

III. Project Initiation: Ongoing

IV. Current Implementation Stage: Ongoing

V. Project Owner (Department Director): Sue Butler
Sponsor (Cabinet Member):
Work Team Leader(s): Cherie Peterson, Bill Underwood, Rachel Wick, Jacque Weidner, Vicky Wilken, Cheryl Luckow

VI. Alignment to Board Goal(s): Raise the achievement levels of Anoka-Hennepin Students

VII. APQC Process Classification Number:

VIII. Rationale: Due to the varied needs of students, assistive technology or other technology applications are often required to enhance student learning.

VIX. Departments and Impacts

Potential Impacts	Describe Impact
Curriculum & Instruction, Elementary	The elementary special education TAL is involved in curriculum discussions and best practice applications.
Curriculum & Instruction, Secondary	The secondary special education TAL is involved in curriculum discussions and best practice applications.
Special Education	Oversight of purchases, training and implementation. Some forms of assistive technology are subject to 3rd party billing. The special education department is responsible for determining the need and implementing the billing.

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	Federal and State Law require the consideration of assistive technology needs in each student's IEP.

XI. Project Timeline (deliverables, milestones, stages, etc.)**:** Ongoing

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level) Support provided through special education technology staff.

XV. Department Identified Priority Level (High, Medium Low): High

XVI. Target Customers (Indicate Grade Levels, Employee Category)**:** Special education students district wide.

XVII. Current Level of Customer Participation:

Anoka-Hennepin Project Planning Worksheet

I. `Project Title: Fee Management

II. Project Description: Parent demand for the ability to pay online for various fees has increased dramatically since they were introduction to A-HConnect. To meet the demand, steps have been taken to implement pay online functionality in stages.

III. Project Initiation: FY2007

IV. Current Implementation Stage: Planning and Design

V. Project Owner (Department Director): Michelle Vargas, Controller
Sponsor (Cabinet Member): David Buck, Director of Business Services
Work Team Leader(s): Patrick Plant, Director of Technology and Information Services; Allison Bradford, Director of Child Nutrition; Georgia Kedrowski, Assistant Director of Technology and Information Services; Esther Motyka, Assistant Director of Child Nutrition

VI. Alignment to Board Goal(s):

- Acknowledging parents' roles as their children's primary educators and partnering with them to increase student success.
- Improving connections with the community to foster public involvement with, and understanding of, our educational programs.
- Using all resources efficiently and effectively.

VII. APQC Process Classification Number:

VIII. Rationale:

IX. Departments and Impacts

Potential Impacts	Describe Impact
Business Services	Analysis of existing processes and modifications based on implementation of online pay options. School Board policy to address related issues.
Child Nutrition	Modification to existing practice for accepting fees for purchases. Staff training.
Communications & PR	Communications to parents for new delivery options
Community Education	Development of a mechanism to use the same core bank services and payment interface for child care, courses, tutoring, facilities use.
Curriculum & Instruction, Elementary	Development of site based processes to manage fee collection
Curriculum & Instruction, Secondary	Development of site based processes to manage fee collection
Labor Relations & Benefits	Development of web based collection of fees for retirees
Parents and/or Community	Ability to pay online; includes convenience fees
School Sites	System and process changes related to collecting and reporting fees.(HS activity fees, book fines, parking fines/fees, instrument rental, field trips,)
Media Services	Media and book fines
Technology & Information Services	Security assurance, web traffic capacity evaluation, design and delivery capacity issues
Transportation	Development of web based fees for transportation
AHEF	Potential for foundation activity to be moved into an online pay model
School Store	Determine feasibility to integrate school store purchases

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	Financial transaction law

XI. Project Timeline

- 2006-2007: Design and test online fee collection for Child Nutrition
- 2006-2007: Select a vendor partner
- 2006-2007: Develop active directory authentication through A-HConnect.
- 2006-2007: Identify method for updating financial system with transaction detail
- 2006-2007: Identify policy issues for school board consideration
- Fall 2007: Implement pay online for selected sites (Child Nutrition)
- 2007-2008: Implement pay online for all Child Nutrition sites
- 2007-2008: Identify priorities for adding additional areas for online payments
- 2007-2008: Analyze existing school sites processes and systems for managing the variety of fees collected. Identify needs for process and system changes to take advantage of efficiently implementing additional online pay options.

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)
Training	Yes			
Space	no			
Technology	yes			
Data Mgmt	yes			
Communications	yes			
Systems				The majority of the cost is covered by convenience fees at the point of purchase, or included in current TIES fees.

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level)**:** Program-specific support and resources to be determined as departments and site applications are phased in. Over time and based on parent usage rates, efficiencies in data management and fee management processes should create a resource improvement in staff time.

XV. Department Identified Priority Level (High, Medium, Low)**:** High

XVI. Target Customers (Indicate Grade Levels, Employee Category)**:** Parents, community

XVII. Current Level of Customer Participation:

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Universal Meal PIN and Mobility

II. Project Description: This initiative is to assign a universal meal PIN to each student or customer, with a food service account, one time. The student or customer would receive one number to memorize for their entire career with Anoka-Hennepin School District. The account could be accessed from any food service location. The project involves new software purchase and enhancements to existing food service systems software.

Currently the number is assigned at the site level and communicated to the district office. The number changes every time the student or customer changes schools. The account can only be used at one assigned location.

III. Project Initiation: Spring 2007. Completion of software development and successful impletion of SIF required.

IV. Current Implementation Stage: Planning and development.

V. Project Owner (Department Director): Allison Bradford
Sponsor (Cabinet Member): Directive given by Dr. Giroux
Work Team Leader(s): Esther Motyka

VII. Alignment to Board Goal(s):

- Providing a caring, highly trained, and effective staff who use research-based best practices.
- Using all resources efficiently and effectively.

VII. APQC Process Classification Number: 4.4.1.1

VIII. Rationale: This project is an enhancement to our customers. Students and staff would maintain the same meal account PIN number throughout their entire career in Anoka Hennepin Schools. This will eliminate the need to relearn numbers with each school transfer. In addition, students and staff will have the ability to access their meal account from any site. This will eliminate the need for duplicate accounts for students who visit more than one site each day. Parents/gaurdians will not be required to make deposits to meal accounts at several sites. Transient staff will be able to eat at all sites.

IX. Departments and Impacts

Potential Impacts	Describe Impact
Child Nutrition	Ability to better serve customers, staff training will be required.
Communications & PR	Resource for develop a communication plan
Parents and/or Community	Improved service and easier accountability of student accounts.
School Sites	Placement of newsletter articles; improved service to district staff.
Technology & Information Services	Serve as a resource for technology impacts

X. External Impacts

Potential Impacts	Describe Impact
Community	Improved service to parents.

XI. Project Timeline (deliverables, milestones, stages, etc.)**:** Implement Spring 2007 upon completion of software development and testing and successful implementation of SIF.

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)
Training	Site supervisors - incorporated into regular meetings	5/07 – 9/07		
Technology	Software	5/07 - 9/07	$16,100	No additional costs

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level)**:** No additional resources will be required.

XV. Department Identified Priority Level (High, Medium Low)**:** High

XVI. Target Customers (Indicate Grade Levels, Employee Category)**:** Students at all grade levels and potentially all staff.

XVII. Current Level of Customer Participation: N/A

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Update Computer Hardware in School Cafeterias

II. Project Description: The child nutrition program is a fundamental support service to the education of our students. Our mission is to provide nutritious, appealing food choices in a safe and inviting environment. In addition, we strive to be as convenient and efficient as possible in serving the tastes and needs of our customers. The program is self-supporting, which benefits the district's general education fund by not becoming a financial burden to that fund.

Upgrading equipment will reduce repair and support costs, speed processing, and reduce down time. To remain self-supporting, child nutrition must continue to update our Point of Sale (POS) and computer equipment at all the buildings. To maintain a consistent software image, CNP will continue to upgrade our computers in line with the district guidelines and schedule.

III. Project Initiation: 2005

IV. Current Implementation Stage: Ongoing

V. Project Owner (Department Director): Allison Bradford
Sponsor (Cabinet Member):
Work Team Leader(s): Esther Motyka

VI. Alignment to Board Goal(s):

- Providing a caring, highly trained, and effective staff who use research-based best practices.
- Using all resources efficiently and effectively.

VII. APQC Process Classification Number: 4.5.3

VIII. Rationale: By maintaining and upgrading equipment on an ongoing basis and staying aligned with district technology guidelines and schedules, equipment breakdowns are reduced. Properly functioning equipment allows for ease of operation of CNP software program, thereby serving our customers in a better way.

IX. Departments and Impacts

Potential Impacts	Describe Impact
Child Nutrition	Reduces frustration of poorly operating equipment.
Technology & Information Services	Consistent image and equipment, requires less staff to maintain.

X. External Impacts

Potential Impacts	Describe Impact

XI. Project Timeline (deliverables, milestones, stages, etc.)**:** Ongoing

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)
Technology	Computers, POS stations)	Ongoing	Ongoing	Ongoing

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level)**:** Continued coordination with the district technology department.

XV. Department Identified Priority Level (High, Medium Low)**:** High

XVI. Target Customers (Indicate Grade Levels, Employee Category)**:** CNP Site Supervisors, Child Nutrition Assistants, and ultimately students and other district staff.

XVII. Current Level of Customer Participation: N/ A

Anoka-Hennepin Project Planning Worksheet

I. Project Title: E-mail System Archiving to meet Federal Requirements

II. Project Description: Several Federal Guidelines, such as Sarbanes-Oxley (S-OX) has emerged as one of the most important and challenging issues facing businesses in North America, dramatically expanding record-keeping requirements for electronic documents, including e-mail.

Section 802 of S-OX imposes fines of up to $1,000,000 and prison terms of up to 20 years for the intentional alteration or destruction of records (including e-mail) with the intent to impede, obstruct, or influence a current or future federal investigation

Section 404 requires companies to report on the effectiveness of internal controls over financial reporting. Since internal control business decisions and data are discussed, transported and stored in corporate e-mail systems, ensuring that data cannot be accessed or tampered with is critical to the reliability of financial reporting

Under S-OX, corporate e-mail messages have achieved the same status as other commonly used business documents, and are subject to the same rules.

As a district, we need to determine what guidelines affect us and how. If we fall under the same guidelines/rules as business, then we need to provide a solution for archiving and easy retrieval of all e-mail in the district.

III. Project Initiation: Hattie Leary, Communications Technology

IV. Current Implementation Stage: Exploratory. We need to determine how we fall under the guidelines/rules and take appropriate action to archive our e-mail. Most of the guidelines are geared towards general businesses, but we need see where we fit. If we do, indeed, fall under these guidelines, we need to find a compliance solution and incorporate it with our Exchange servers.

V. Project Owner (Department Director): Patrick Plant, Director of Technology & Information Services
Sponsor (Cabinet Member): Dennis Carlson, Assistant Superintendent/Director of District Services
Work Team Leader(s): Hattie Leary, Communications Technology Supervisor; Jill Bourman, Network Services Supervisor

VI. Alignment to Board Goal(s): Using all resources efficiently and effectively.

VII. APQC Process Classification Number:

VIII. Rationale: As a district, we must ensure we are compliant with Government regulations regarding e-mail. In the last few years, the SPED department has implemented steps to ensure that student data is protected by password-protecting any documentation regarding students. In addition, many departments save e-mails via pst files, which are deleted if an employee leaves the district. We need to determine what, if any, regulations pertain to us and follow them.

Currently, we use a 19-tape rotation for e-mail servers – 12 monthly tapes, 3 weekly tapes, and 4 daily tapes. The year-end tapes are stored up to 3 years. The tape backup we use, however, is just a snapshot at any given time--not an archive system.

IX. Departments and Impacts

Potential Impacts	Describe Impact
School Board	Will be held accountable if an incident occurs in which we are non-compliant
Cabinet	Will be held accountable if an incident occurs in which we are non-compliant
Administrative Services (Facilities, Capital)	$$ will be needed if we need to provide an archive solution. – Mainly, software and server storage space.
Labor Relations & Benefits	Paul Cady: Interpret federal laws to determine how compliant the district needs to be
Technology & Information Services	Provide hardware and support for archiving solution.

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	Determine which federal law we need to be in compliance with.
Community	None

XI. Project Timeline (deliverables, milestones, stages, etc.):

- Now – summer 2007 – research compliance documents and have them reviewed by District legal council
- Fall 2007 – set up focus group to determine needs and parameters. Involve representatives from all departments. Once needs are determined, we need to cost solution (if needed).
- 2008 – implement solution

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)
Staff	Existing			
Technology	New server/software may be needed. Cost to be determined.			

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (include district level, building level, classroom level)**:** District-level staff will need to install, maintain, and support new system (if required). Departments/Schools will need to provide guidelines for archival and determine how long e-mail needs to be archived. These guidelines should be reviewed annually by the technology steering committee.

XV. Department Identified Priority Level (high, medium, low)**:** High

XVI. Target Customers (Indicate Grade Levels, Employee Category)**:** All employees who use e-mail will be affected.

XVII. Current Level of Customer Participation: More than 5,000 users have e-mail accounts. It's possible that all e-mail will need to be archived.

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Improve Staff Identity Process

II. Project Description: The Communications Technology department maintains all staff identity information, such as E-mail, Voice Mail, Phones, NOS access. We receive adds/moves/changes through Employee Services data sheets. To process accounts, we need employee number, legal name, location, and title information. Account status (i.e., rights to folders, etc.) is based on employee title.

Currently, we do not always receive data sheets with all the information available in a timely manner. This affects how quickly we can set up accounts and how accurate the information is. By changing CommTech staff access to various ES data base information, we can improve efficiencies and accuracy of data. By creating a way to receive data sheets electronically, we improve even more.

III. Project Initiation: Hattie Leary, Communications Technology

IV. Current Implementation Stage: Startup phase.

V. Project Owner (Department Director): Patrick Plant, Director of Technology & Information Services
Sponsor (Cabinet Member): Dennis Carlson, Assistant Superintendent/Director of District Services
Work Team Leader(s): Hattie Leary, Communications Technology Supervisor; Deann LaValle, Director of Employee Services

VI. Alignment to Board Goal(s): Using all resources efficiently and effectively

VII. APQC Process Classification Number:

VIII. Rationale: The CommTech department has minimum staff to manage more than 5,000 staff accounts; 42,000 student accounts; and 50,000 AHConnect accounts. We need access to data in a timely manner. We spend a lot of time verifying data via the phone, which takes time. If we had access to select fields in the ES data base, we could verify information much more quickly, and have accounts ready for staff when they start, not a few days later. This will save time for CommTech staff, as well as ES staff.

IX. Departments and Impacts

Potential Impacts	Describe Impact
Employee Services	Need to work with CommTech to determine how we can access data without compromising "confidential data", such as employee personal data.
Technology & Information Services	Need to set up process and work with ES to access pertinent data.

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	None
Community	None

XI. Project Timeline (deliverables, milestones, stages, etc.):

- **Stage 1 (Spring 2007) –** set up meeting with key personnel in Employee Services and Comm Tech to determine feasibility and process, such as designing CommTech forms in the ES data base that allow required and approved fields.
- **Stage 2 (Summer 2007)** – Load TIES software on CommTech machines and start new process
- **Stage 3 (2007-2008) –** Work with MIIS consultant to determine feasibility of automating information reaching Comm Tech staff for moves/changes; automating new accounts by possibly creating new accounts in active directory. This includes testing solution.
- **Stage 4 (Summer 2008)** – Train staff and implement new automated process.

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)
Staff	Existing Staff Consultant	2007/2008	 CommTech consulting budget - $20K	None None
Training	Set up training for CommTech staff to learn new process			
Space	No additional space needed			
Technology	No additional technology needed			
Data Mgmt	Define rights to various ES data base fields			

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement
Time to create account	Comm Tech	Goal is to have all accounts set up on employee's first day of work	Sometimes this is taking more than a week	Evaluate every November

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level)**:** CommTech and Employee Services staff working together as changes to process or problems that need troubleshooting arise.

XV. Department Identified Priority Level (high, medium, low)**:** High – as more and more employees use technology, the need to have access and communications accounts ready to go when they are is critical. By improving our process, we can accommodate staff needs much sooner.

XVI. Target Customers (Indicate Grade Levels, Employee Category)**:** All district staff will benefit from an improved process.

XVII. Current Level of Customer Participation: more than 5,000 user identities are currently in use.

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Upgrade District E-mail Servers

II. Project Description: The current e-mail servers were purchased in FY03 and are more than 4 years old. These servers started with Exchange 2000 software and have since been upgraded to Exchange 2003. Exchange 2007 is now available and the hardware we are currently using needs to be replaced with new. E-mail servers should be replaced on a 4-year cycle.

III. Project Initiation: Hattie Leary, Communications Technology

IV. Current Implementation Stage: Ongoing project – we know that there is no available funding for FY08; we hope to replace the current servers and software in FY09 and ensure that we replace all E-mail server hardware/software on a 4-year cycle thereafter

V. Project Owner (Department Director): Patrick Plant, Director of Technology & Information Services
Sponsor (Cabinet Member): Dennis Carlson, Assistant Superintendent/Director of District Services
Work Team Leader(s): Hattie Leary, Communications Technology Supervisor; Jill Bourman, Network Services Supervisor

VI. Alignment to Board Goal(s): Increased communications to district staff, parents, business partners, and community members

VII. APQC Process Classification Number: 7.7

VIII. Rationale: Our current technology plan indicates a replacement cycle of 3 to 5 years for business computers and servers. When we buy hardware, we also include a 3 year warrantee on parts and services. Our current hardware is more than 3 years old. E-mail services are critical to more than 5,000 district users who maintain an e-mail account. Our parents and community members count on e-mail as a primary communications tool. It is vital to keep current with our E-mail hardware and software.

IX. Departments and Impacts

Potential Impacts	Describe Impact
Administrative Services (Facilities, Capital)	Provide capital funding to maintain a 3- to 4-year replacement cycle for hardware
Technology & Information Services	Communications Technology: -Determine schedule for upgrade and hardware replacement -Hire contractor to install new server and determine path for migrating users to new software -Manage Exchange Server accounts Network Services: -Determine hardware requirements and price hardware -Manage Windows 2007 software area of server software -Manage backup systems

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	None
Community	None

XI. Project Timeline (deliverables, milestones, stages, etc.):

- **October 2007 –** Estimate price for new hardware and software and submit to the Technology Steering Committee (TSC) for inclusion in the Technology Capital process
- **January 2008 –** Receive commitment of funding from the TSC
- **March 2008 –** Order hardware and software for delivery in July 2008
- **May 2008 –** Set up contract with consultant to install software on new servers and determine migration process of accounts
- **July 2008 –** Install new hardware and software; test with select district accounts
- **August 2008 –** Migrate all e-mail accounts to new hardware and shut down existing e-mail servers

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)
Staff	Consultant Existing Staff	July 2008	$10K	None
Training	New software familiarization	July 2008	Included with consultant contract	None
Space	Existing server room will be used			
Technology	New servers and software licens-ing		$20K rough estimate	

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level)**:** District staff from the Communications Technology Department and Network Services will continue to manage this system. Ultimately, they will be responsible for all support of the system, including training building-level support staff (Tech Teachers and Tech Paras) on the e-mail client (Outlook and/or Entourage). The 506-HELP line will continue to be available for help-desk-level support for all district staff.

XV. Department Identified Priority Level (High, Medium, Low)**:** High priority – this is a system vital to district communication, both internal and with our parents. An unreliable e-mail system could cost the district in terms of high staffing costs and high hardware costs, as well as creating a bad impression on our parents and community when they cannot communicate with us.

XVI. Target Customers (Indicate Grade Levels, Employee Category)**:** This system is used to all level of employees throughout the district.

XVII. Current Level of Customer Participation: The current system includes more than 5,000 e-mail accounts.

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Print Shop Technology Replacement and Enhancement

II. Project Description: Replace obsolete equipment and add new equipment to increase capabilities.

III. Project Initiation: January 2008

IV. Current Implementation Stage: Needs determination and vendor selection

V. Project Owner (Department Director): Steve Kerr, Director of Community Education
Sponsor (Cabinet Member): Denny Carlson, Assistant Superintendent/Director of District Services
Work Team Leader(s): Ralph Wilkes, Business Specialist for Community Education

VI. Alignment to Board Goal(s):

- Continue to function as a financially sound school district.
- Improve the operation of Anoka-Hennepin schools.

VII. APQC Process Classification Number:

VIII. Rationale: Current technology limits the ability of Print Shop customers to communicate their requests, impact production timelines, and track the status of their requests.

IX. Departments and Impacts

Potential Impacts	Describe Impact
Administrative Services (Facilities, Capital)	Cost reduction & reduced turnaround time. Enhanced capabilities.
Building & Grounds	Cost reduction & reduced turnaround time. Enhanced capabilities.
Business Services	Cost reduction & reduced turnaround time. Enhanced capabilities.
Career & Technical Education/STEP	Cost reduction & reduced turnaround time. Enhanced capabilities.
Child Nutrition	Cost reduction & reduced turnaround time. Enhanced capabilities.
Communications & PR	Cost reduction & reduced turnaround time. Enhanced capabilities.
Community Education	Cost reduction & reduced turnaround time. Enhanced capabilities.
Curriculum & Instruction, Elementary	Cost reduction & reduced turnaround time. Enhanced capabilities.
Curriculum & Instruction, Secondary	Cost reduction & reduced turnaround time. Enhanced capabilities.
Employee Services	Cost reduction & reduced turnaround time. Enhanced capabilities.
Labor Relations & Benefits	Cost reduction & reduced turnaround time. Enhanced capabilities.
Parents and/or Community	Cost reduction & reduced turnaround time. Enhanced capabilities.
Purchasing & Warehouse	Cost reduction & reduced turnaround time. Enhanced capabilities.
Research, Evaluation & Testing	Cost reduction & reduced turnaround time. Enhanced capabilities.
School Sites	Cost reduction & reduced turnaround time. Enhanced capabilities.
Special Education	Cost reduction & reduced turnaround time. Enhanced capabilities.
Student Services	Cost reduction & reduced turnaround time. Enhanced capabilities.
Supplemental Programs	Cost reduction & reduced turnaround time. Enhanced capabilities.
Technology & Information Services	Cost reduction & reduced turnaround time. Enhanced capabilities.
Transportation	Cost reduction & reduced turnaround time. Enhanced capabilities.

X. External Impacts

Potential Impacts	Describe Impact
Community	Improved district communications

XI. Project Timeline (deliverables, milestones, stages, etc.):

- Product Research and Vendor Selection – January 2008, Budget Request – June 2008
- Product Placement and Setup – September 2008
- Training – October 2008
- Implementation – November 2008

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)
Staff	Network Support	September 2008/ January 2009	N/A	Incremental
Technology	Product install and ongoing support	September 2008 and beyond	Software and hardware costs yet to be determined.	License costs yet to be determined.
Communications	Available Bandwidth	September 2008 and beyond	Incremental	Incremental
Evaluation	Hardware and software performance	September 2008 and beyond	N/A	Ongoing

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement
Software response time.	Internal users and customers	Immediate	Satisfactory	Ongoing
Hardware downtime	Internal users	None	Minimal	Ongoing
Cost reduction	Customer	5%-10%	Less than outside vendors	Ongoing
Customer job tracking	Customer	Daily	Non-existent	Daily
Job turn around time reduction	Customer	10%	Similar to outside vendors	Ongoing
Customer production control	Customer	All copier jobs	Non-existent	Ongoing

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level): District Bandwidth and ongoing support by district technology staff.

XV. Department Identified Priority Level (High, Medium Low): Medium

XVI. Target Customers (Indicate Grade Levels, Employee Category): All district departments and a significant number of external Anoka-Hennepin organizations including booster clubs, friends of the district, and local and city government organizations.

XVII. Current Level of Customer Participation: Department currently charges back annually to internal and external customers approximately $500,000 worth of printing, copying, mailing, and related bindery work.

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Ongoing Community Education Department review, evaluation, and implementation of technology solutions necessary to satisfy customer requirements, address, support, and integrate internal and external operating functions, and integrate student information with K12 to quantify program impact and student progress.

II. Project Description:

- TIES web based payroll application(MyView)
- Community flyer distribution monitoring software
- Online registration, payment, and customer data management software
- Internal operations evaluation and reporting software – Dashboard concept

III. Project Initiation: Ongoing

IV. Current Implementation Stage:

- TIES web based payroll application(MyView)-evaluation & testing
- Community flyer distribution monitoring software-investigation
- Online registration, payment, and customer data management software-investigation
- Internal operations evaluation and reporting software – Dashboard concept-investigation

V. Project Owner (Department Director): Steve Kerr, Director of Community Education
Sponsor (Cabinet Member): Denny Carlson, Assistant Superintendent/Director of District Services
Work Team Leader(s): Various

VI. Alignment to Board Goal(s):

- Continue to function as a financially sound school district.
- Improve the operation of the Anoka-Hennepin schools.
- Improve community satisfaction with school district performance.
- Raise the achievement levels of Anoka-Hennepin students.

VII. APQC Process Classification Number:

VIII. Rationale: Limited integration currently exists between Community Education and K12 within both the operating and student impact and tracking arenas. Integrating functions such as fee collection would present our customers with a single point of contact and make doing business with A-H easier. Integrating student data would enable the district to determine program impact and track student progress from birth through their time with the district.

IX Departments and Impacts

Potential Impacts	Describe Impact
Business Services	Cost reduction by eliminating redundancies, improved data accuracy
Career & Technical Education/STEP	Access to Community Education student data
Community Education	Increased enrollment, cost reduction by eliminating redundancies, improved data accuracy, improved program management
Curriculum & Instruction, Elementary	Access to Community Education student data
Curriculum & Instruction, Secondary	Access to Community Education student data
Employee Services	Cost reduction by eliminating redundancies, improved data accuracy
Parents and/or Community	Single point of service, improved customer service.

Potential Impacts	Describe Impact
Research, Evaluation & Testing	Access to Community Education student data
Special Education	Access to Community Education student data

X. External Impacts

Potential Impacts	Describe Impact
Community	Single point of service, improved customer service.

XI. Project Timeline (deliverables, milestones, stages, etc.):

- MyView Payroll – Evaluation & Testing – June 2007, Pilot Implementation – Jan 2008, Complete Implementation – June 2008.
- Community flyer distribution monitoring software-Investigation & Evaluation – Jan 2008, Implementation – purchase software June 2008.
- Online registration, payment, and customer data management software-Investigation & Evaluation – Jan 2008 through Dec 2008; Implementation 2009-2010.
- Internal operations evaluation and reporting software – Dashboard concept-Investigation & Evaluation – Jan 2008; Implementation – Jan 2009.

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)
Staff	Network Support	Jan 2007/2010	N/A	Incremental
Communications	Available Bandwidth	Jan 2008 – Ongoing	Incremental	Incremental
CED Staff	Product setup and training	Jan 2008 - Ongoing	Software purchase – TBD	Maintenance/Upgrades and annual fees – TBD
CED Technology Staff	Software installation and ongoing support	Jan 2008 – Ongoing	N/A	Incremental

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement
Application Response Time	Internal users/customers	Immediate	Acceptable	Ongoing
Vendor response time to application changes and enhancements	Internal users/customers	Weekly	Poor	Ongoing
Product evolution	Internal users/customers	Continual	Limited	Ongoing
Hardware independence	Internal users/customers	Complete independence	Limited	Ongoing
Integration potential across CE and K12 with existing technology	Internal users/customers	High	Limited	Ongoing
Integration potential with other products available for purchase	Internal users/customers	High	N/A	Ongoing

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level): District bandwidth, CED and K12 Technology staff support

XV. Department Identified Priority Level (High, Medium Low)**:** High

XVI. Target Customers (Indicate Grade Levels, Employee Category)**:** CED staff, Anoka-Hennepin School District Community. K12 staff

XVI. Current Level of Customer Participation: Applications are used on a daily basis by internal and external customers.

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Health Office Visits Application

II. Project Description: Develop and implement an electronic system for charting and analyzing student daily visits to the Health Office based on best practice compliance with FERPA, Family Education Rights and Privacy Act.

III. Project Initiation: Georgia Kedrowski, Cynthia Hiltz

IV. Current Implementation Stage: Initial Planning July 2007

V. Project Owner (Department Director): Patrick Plant, Director of Technology and Information Services

Sponsor (Cabinet Member): Dennis Carlson, Assistant Superintendent/Director of District Services

Work Team Leader(s): Georgia Kedrowski, Assistant Director of Technology and Information Services; Cherie Bondy, Information Services Supervisor

VI. Alignment to Board Goal(s):

- Providing a safe and respectful learning environment
- Monitoring student achievement to maximize each student's learning

VII. APQC Process Classification Number:

VIII. Rationale: Student visits to the Health Office need to be documented in accordance with FERPA standards to create comprehensive student records as well as aggregate school data for analysis of health trends and medical issues. Timely and complete health related information will expand the quality of care provided to students.

IX. Departments and Impacts

Potential Impacts	Describe Impact
Curriculum & Instruction, Elementary	Increase efficiency of Health Services staff.
Curriculum & Instruction, Secondary	Increase efficiency of Health Services staff.
Parents and/or Community	Improve communication with parents on health related issues.
Special Education	Improve documentation of health services provided to students.
Technology & Information Services	Provide training and support to Health Services staff.

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	Federal regulations set standards for collection and accessibility of health related data.

XI. Project Timeline (deliverables, milestones, stages, etc.):

- 7/2007- 9/2007: Needs assessment
- 10/2007- 12/2007: Software specifications and requirements
- 1/2008-5/2008: Software development
- 6/2008- 7/2008: Software testing and documentation
- 8/2008-12/2008: Pilot test at three sites

- 1/2009- 5/2009: Phase I implementation for two Cluster groups
- 6/2009-7/2009: Project Evaluation Phase I
- 8/2009- 12/2009: Phase II implementation for two Cluster group
- 1/2010- 2/2010: Project Evaluation Phase II

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)
Staff	Info Sys	6/2008-2/2010	N/A	N/A
Training	Health Services Staff, Registered Nurses, Health Paras, School Nurses	8/2008-12/2009		
Technology	Computers received for Building Health offices Fall 2006	N/A	N/A	N/A
Data Mgmt	Software devel-opment	1/2008-5/2008	TBD	TBD
Evaluation	All Participants	6/2009-2/2010	N/A	N/A

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement
Improved efficiency in Health Office	Building Health staff	Positive feedback		Ongoing from 5/2009
Better care for students	Building Health staff	Positive feedback		Ongoing from 5/2009
Reliable and retrievable data	District Health Ser-vices staff	Accurate reporting		Ongoing from 12/2009
Compliance with FERPA	District & Building Health Services staff	Adhere to standards		Ongoing from 12/2009

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level)**:** The software application will require updates as Health Office needs and requirements change.

XV. Department Identified Priority Level (High, Medium, Low)**:** High

XVI. Target Customers (Indicate Grade Levels, Employee Category)**:** Health Services Staff, Registered Nurses, Health Paras, School Nurses

XVII. Current Level of Customer Participation: The Health Services Staff, Registered Nurses, Health Paras and School Nurses currently use a computerized Student Information System (SASI) for recording and reporting health related data including immunizations, emergency contacts and medical concerns.

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Graphical Reporting (Excensus & TIES GIS)

II. Project Description: Continue to evolve the online graphical reporting capability of the TIES GIS and Excensus graphical reporting systems.

III. Project Initiation: Roger Giroux

IV. Current Implementation Stage: Continuation

V. Project Owner (Department Director): Patrick Plant, Director of Technology and Information Services
Sponsor (Cabinet Member): Dennis Carlson, Assistant Superintendent/Director of District Services
Work Team Leader(s): David Buck, Director of Business Services; Chuck Holden, Director of Operations; Eric Moore, Director of Student Services; Steve Kerr, Director of Community Education; Georgia Kedrowski, Assistant Director of Technology and Information Services; Mary James, Educational Data Coordinator

VI. Alignment to Board Goal(s):

- Providing a caring, highly trained, and effective staff who use research-based best practices
- Improving connections with the community to foster public involvement with, and understanding of, our educational programs.
- Using all resources efficiently and effectively

VII. APQC Process Classification Number:

VIII. Rationale: A partnership between cities, counties, and school districts has been formed for the purpose of contributing and sharing data. This partnership creates a comprehensive view of school and community data never before available. A new system is being developed to take advantage of this data source to provide capacity for creating detailed demographic maps, profiles, and trend reports with other tools to assist in planning and management of the district.

IX. Departments and Impacts

Potential Impacts	Describe Impact
School Board	Improved information and reporting availability for decision making
Cabinet	Improved information and reporting availability for decision making
Administrative Services (Facilities, Capital)	Improved forecasting to inform facility planning
Business Services	Improved forecasting to inform budget planning
Community Education	Identification of trends in family demographics and housing to inform programming
Technology & Information Services	Additional data sources requiring staff support

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	None
Community	None

XI. Project Timeline

- 2007-2008: Develop an interactive graphic display and manipulation system available for central administrative planning.
- 2007-2008: Student projection reporting. Analysis of new system multi-year student enrollment projection to existing process.

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level)**:** Reprioritize job duties for Educational Data Coordinator to provide ongoing development and support. Percentage of commitment to be determined.

XV. Department Identified Priority Level (High, Medium, Low)**:** High

XVI. Target Customers: Central District Administration, City and County Planners

XVII. Current Level of Customer Participation:

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Information Services Helpdesk

II. Project Description: Implementation of helpdesk software will improve the efficiency and effectiveness of the Information Services support staff . Help desk software from School Center will be tested.

III. Project Initiation: Cheri Bondy

VI. Current Implementation Stage: Needs Assessment and Analysis

V. Project Owner (Department Director): Patrick Plant/Georgia Kedrowski
Sponsor (Cabinet Member): Dennis Carlson
Work Team Leader(s): Cheri Bondy, Information Services Supervisor; Information Services staff

VI. Alignment to Board Goal(s): Customer Service

VII. APQC Process Classification Number:

VIII. Rationale:

IX. Departments and Impacts

Potential Impacts	Describe Impact
School Board	All departments served by information Services will see improved problem resolution and response time through the use of a system that will keep track of issues and requests. Departments should be able to submit requests and issues through an on-line application and have the ability to search for help related to an issue prior to making voice or e-mail contact with the support staff.
Cabinet	
Administrative Services (Facilities, Capital)	
Building & Grounds	
Business Services	
Career & Technical Education/STEP	
Child Nutrition	
Communications & PR	
Community Education	
Curriculum & Instruction, Elementary	
Curriculum & Instruction, Secondary	
Employee Services	
Labor Relations & Benefits	
Parents and/or Community	
Purchasing & Warehouse	
Research, Evaluation & Testing	
School Sites	
Special Education	
Student Services	
Supplemental Programs	
Technology & Information Services	
Transportation	

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	None
Community	None

XI Project Timeline (deliverables, milestones, stages, etc.):

- Spring and Summer, 2007. Evaluation of options through School Center existing tools in conjunction with the development and evaluation of the Planning Tool
- Fall, 2007. Pilot test portions and make necessary application modifications
- Winter, 2007-2008. Implement use of the tool with Information Services support staff.
- Spring, 2008. Evaluate effectiveness and determine feasibility of expanding access to the knowledge base to sites and other department customers.

XII. Resource Allocation

Resource	Description	Startup Costs (Include Source)	Ongoing Costs (Include Source)
Staff	Modification of existing process	No additional costs anticipated	
Training	As needed to implement the system		
Technology	Use existing functionality and resources through School Center		

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level)**:** The number of users of this system (Information Services support staff) will be low and the impact on start up is expected to be low. What support is needed is expected to come from the vendor, School Center.

XV. Department Identified Priority Level (High, Medium, Low)**:** Medium We are currently using a variety of methods for tracking issues and their resolution as well as data requests and the results of the requests. Use of a help desk application would make those processes more efficient.

XVI. Target Customers (Indicate Grade Levels, Employee Category)**:** Site data management secretaries, internal accountability for Information Services, Departments requesting student information.

Anoka-Hennepin Project Planning Worksheet

I. Project Title: A-H Project Planning Group and Support System

II. Project Description: : Develop a web-based tool for planning and support for district goals, projects, initiatives and ongoing activities. Goals for this project include:

- To have high quality teaching and learning in Anoka-Hennepin Schools we need efficient and effective instruction, support services, and management. We need to develop clear and concise processes for planning and implementing district initiatives (ongoing and new). This system will provide for the information control of the school district.
- To improve the integration of new services and projects and to prioritize ongoing services and programs so that the impact of these initiatives on other areas of the organization can be considered and accurately costed.
- To develop a technology-based communication and management tool that provides essential information for sound school board and administrative decision-making and monitoring.

III. Project Initiation: 2005-2006 Board Objective, Improve the School Board administrative support process; establish paperless process for inter-board communication.

VI. Current Implementation Stage: Beginning Stage

V. Project Owner (Department Director): Patrick Plant, Director of Technology and Information Services
Sponsor (Cabinet Member): Dennis Carlson, Assistant Superintendent/Director of District Services
Work Team Leader(s): Tom Skoglund, Technology Facilitator

VI. Alignment to Board Goal(s):

- Providing a caring, highly trained, and effective staff who use research-based best practices
- Using all resources efficiently and effectively

VII. APQC Process Classification Number:

VIII. Rationale: In an effort to improve communications with the school board, a request for a more efficient and effective technology-based solution was requested.

IX. Departments and Impacts

Potential Impacts	Describe Impact
School Board	For all departments: Improved access to information Improved communication Improved data management capability
Cabinet	
Administrative Services (Facilities, Capital)	
Building & Grounds	
Business Services	
Career & Technical Education/STEP	
Child Nutrition	
Communications & PR	
Community Education	
Curriculum & Instruction, Elementary	
Curriculum & Instruction, Secondary	
Employee Services	

Potential Impacts	Describe Impact
Labor Relations & Benefits	
Parents and/or Community	
Purchasing & Warehouse	
Research, Evaluation & Testing	
School Sites	
Special Education	
Student Services	
Supplemental Programs	
Technology & Information Services	
Transportation	

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	None
Community	None

XI Project Timeline (deliverables, milestones, stages, etc.):

- Beginning Stage (2005-2006): Initial district-wide planning:
  - Identify and communicate new initiatives
  - Determine impact on other departments
  - Communicate and coordinate calendars
  - Identify and communicate budget needs to school board
- Development stage (2006-2007)
  - Conduct interviews (independent consultant) to evaluate planning needs; determine leadership needs and adopt process improvement model
  - Define and communicate all initiatives
  - Improve administration efficiency, effectiveness, and production
  - Analyze and benchmark data
  - Develop ongoing technology communication vehicle for planning
- Functioning Stage (2007 and beyond)
  - Do a cost benefit analysis on initiatives
  - Data drives district decisions
    - Prioritize initiatives
    - Determine organizational capacity for initiatives
    - Publicize organizational benchmark success (internal and external)

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level):

XV. Department Identified Priority Level (High, Medium, Low): High

XVI. Target Customers (Indicate Grade Levels, Employee Category): School board and planning administration

XVII. Current Level of Customer Participation:

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Universal Content Management Project Review (*iContent)*

II. Project Description: This project proposal requests funding to implement an image/content management system to improve records retention/retrieval, image storage and sharing, content workflow and e-mail management.

Imaging refers to the transformation of paper or electronic documents into electronic image files. Input sources for these images might include scanning, fax, e-mail, or applications such as word, excel or e-mail. Image management systems are used to organize, control creation, classification, retention and destruction of school records. It can also be valuable in managing documents, digital assets, e-mail and web content.

In an effort to better manage the risk and cost associated with retention compliance (records management) and improved access to on-line images. Benefits include:

- Improve public service through time saving in retrieving documents, and searching for lost or misplaced files
- Eliminate the need for school sites to copy and file individual student reports
- Improve access to HR supplemental materials (resume, letter of reference, etc) associated with applicant processing.
- Reduce storage space needed for paper files
- Improve access to documents and images for a variety of stakeholders including the School Board, staff, parents and community members.

Proposed solutions are to implement a proof of concept demonstration in cooperation with other TIES districts. Anoka-Hennepin target records for this demo would include student permanent records and Assessment Individual Student Reports for MCA and MBST assessments

Specific project goals are to:

- Update and receive approval for the District Records Retention Policy
- Implement a Proof of Concept image/content management solution with most current permanent records (transcripts, health and perm card) and MCA Individual Student Reports.
- Develop implementation timeline for other departments as benefits dictate.

III. Project Initiation: Georgia Kedrowski, Assistant Director of Technology & Information Services

IV. Current Implementation Stage:

V. Project Owner (Department Director): Patrick Plant, Director of Technology & Information Services

Sponsor (Cabinet Member): Dennis Carlson, Assistant Superintendent/Director of District Services

Work Team Leader(s): Georgia Kedrowski, Assistant Director of Technology & Information Services; To Be Assigned, Director of Research, Evaluation, & Testing; Tudy Felix, Student Records Secretary

VI. Alignment to Board Goal(s):

- Improve access to information for parents and the community
- Improve the operation of the District.

VII. APQC Process Classification Number:

VIII. Rationale:

IX. Departments and Impacts

Potential Impacts	Describe Impact

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	None
Community	None

XI. Project Timeline (deliverables, milestones, stages, etc.)**:** Several systems were evaluated over the course of a year. The evaluation committee included several school districts and was facilitated through TIES. Evaluation materials are available. Proof of concept testing will begin at TIES. The test will include three additional school districts and focus on Accounts Payable documentation. An implementation schedule will be developed based on the proof-of-concept demonstration.

XII. Resource Allocation:

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)
Staff	Part-time Sub Secretary	Needed for 6 months		
Space	Additional space	TBD	TBD	None
Technology	Hardware/Software		$65K	Annual support $16K
Evaluation	Hardware and software performance	September 2008 and beyond	N/A	Ongoing

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level)**:**

XV. Department Identified Priority Level (High, Medium, Low)**:** High

XVI. Target Customers (indicate grade levels, employee category)**:**

XVII. Current Level of Customer Participation:

Anoka-Hennepin Project Planning Worksheet

I. Project Title: iContent – Document Imaging

II. Project Description: Work with TIES and their vendor in developing and implementing a document imaging system for document/file retrieval and document/file storage/record retention for employee records, negotiations, and benefits records

III. Project Initiation: 2006

VI. Current Implementation Stage: Working with TIES committee that includes multiple school districts' staff for input into designing the system to meet the requirements of record storage and of the Minnesota government data practices regarding document retention.

V. Project Owner (Department Director): Linda Fenwick, Manager Labor Relations and Benefits
Sponsor (Cabinet Member): Paul Cady, General Counsel; Dennis Carlson, Assistant Superintendent/Director of District Services
Work Team Leader(s): Linda Fenwick; Georgia Kedrowski, Assistant Director of Technology and Information Services

VI. Alignment to Board Goal(s): Using all resources efficiently and effectively

VII. APQC Process Classification Number: 6.6

VIII. Rationale: Storage and record retention compliance are increasing problems for all documents. Online retrieval of documents would be more efficient for staff.

IX. Departments and Impacts

Potential Impacts	Describe Impact

X. External Impacts

Potential Impacts	Describe Impact

XI Project Timeline (deliverables, milestones, stages, etc.)**:**

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level)**:**

XV. Department Identified Priority Level (High, Medium, Low)**:**

XVI. Target Customers (Indicate Grade Levels, Employee Category)**:**

XVII. Current Level of Customer Participation:

Anoka-Hennepin Project Planning Worksheet

I. Project Title: *SmartBen*

II. Project Description: Web-based employee insurance plan enrollment, flexible benefit plan account enrollment, tax sheltered annuity, benefits and retirement planning modeling. Data will be exported into the district insurance database, payroll processing, and submitted electronically to Insurance Vendors. Employees will view/change their benefits, submit changes electronically, and be able to do retirement planning.

III. Project Initiation: 2005

IV. Current Implementation Stage: Testing with live data imported from the district's insurance Database. Working with *SmartBen* to customize for Anoka-Hennepin's employee specifications and unique benefits.

V. Project Owner (Department Director): Linda Fenwick, Manager of Labor Relations and Benefits
Sponsor (Cabinet Member): Paul Cady, General Counsel
Work Team Leader(s):

VI. Alignment to Board Goal(s): Using all resources efficiently and effectively

VII. APQC Process Classification Number: 6.4.2.2

VIII. Rationale: Data integration and efficient use of staff time. Employees would have access to their personal benefit information at any time.

IX. Departments and Impacts

Potential Impacts	Describe Impact

X. External Impacts

Potential Impacts	Describe Impact

XI. Project Timeline (deliverables, milestones, stages, etc.)**:**

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level)**:**

XV. Department Identified Priority Level (High, Medium Low):

XVI. Target Customers (Indicate Grade Levels, Employee Category):

XVII. Current Level of Customer Participation:

Anoka-Hennepin Project Planning Worksheet

I. Project Title: TIES HR/PAY

II. Project Description: Work with TIES to further develop the current Staff Management/Staff Planning modules to enhance the accuracy and efficiency of staffing processes and budgeting preparation in the school district.

III. Project Initiation: 2005

IV. Current Implementation Stage: Working with TIES in workgroups including multiple school districts' staff for input into developing enhancements to the system that will customize and create efficient use of the Staff Management/Staff Planning modules and develop additional structures for use.

V. Project Owner (Department Director): Linda Fenwick, Manager of Labor Relations and Benefits
Sponsor (Cabinet Member): Paul Cady, General Counsel; David Buck, Director of Business Services
Work Team Leader(s):

VI. Alignment to Board Goal(s): Using all resources efficiently and effectively

VII. APQC Process Classification Number: 6.6.3

VIII. Rationale: More accurate projections of staffing costs and using one system for budgeting and staffing to replace duplicate entry of data into multiple systems.

IX. Departments and Impacts

Potential Impacts	Describe Impact

X. External Impacts

Potential Impacts	Describe Impact

XI. Project Timeline (deliverables, milestones, stages, etc.)**:**

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level)**:**

XV. Department Identified Priority Level (High, Medium Low):

XVI. Target Customers (Indicate Grade Levels, Employee Category):

XVII. Current Level of Customer Participation:

Anoka-Hennepin Project Planning Worksheet

I. Project Title: TIES *myTime* and *myView*

II. Project Description: Work with TIES to further develop and implement the Time Management and *myView* modules for employee payroll reporting and viewing, paycheck, sick leave, and vacation information.

III. Project Initiation: 2004

IV. Curent Implementation Stage: Exploring and developing the options for using the current Time Management system and *myView* module for Anoka-Hennepin employees.

V. Project Owner (Department Director): Linda Fenwick, Manager of Labor Relations and Benefits
Sponsor (Cabinet Member): Paul Cady, General Council; David Buck, Director of Business Services
Work Team Leader(s): Linda Fenwick; Eva Marquis, Payroll Supervisor

VI. Alignment to Board Goal(s): Using all resources efficiently and effectively

VII. APQC Process Classification Number: 6.6.8

VIII. Rationale: Employee self-serve information; eventually could lead to paperless payroll if staff are able to access/input the information on line.

IX Departments and Impacts

Potential Impacts	Describe Impact

X. External Impacts

Potential Impacts	Describe Impact

XI. Project Timeline (deliverables, milestones, stages, etc.)**:**

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV Ongoing Support Needs (Include District Level, Building Level, Classroom Level)**:**

XV. Department Identified Priority Level (High, Medium Low)**:**

XVI. Target Customers (Indicate Grade Levels, Employee Category):

XVII. Current Level of Customer Participation:

Anoka-Hennepin Project Planning Worksheet

I. Project Title: File Server Consolidation –Storage Area Network and network operating system upgrade

II. Project Description: Each building file server will be consolidated into a Storage Area Network (SAN) located inside the LC/DC data center. All data files and folders hosted on local (i.e., building-based) Novell file servers will be moved and realigned with new storage servers. The data file structure will be redesigned for easier access district-wide and more reliability. The network operating system will be from Novell NetWare 5.1 to Microsoft Windows 2003 and Active Directory.

III. Project Initiation: Summer 2006

IV. Current Implementation Stage: Active Directory and Windows 2003 server was implemented at the pilot site (Champlin Elementary) on February 20, 2007. A second pilot site (Sandburg Middle) is scheduled later in the Spring, 2007. Final Migration for all sites: will begin in Fall 2007 and be completed by the end of FY2008.

V. Project Owner (Department Director): Patrick Plant, Director of Technology & Information Services
Sponsor (Cabinet Member): Dennis Carlson, Assistant Superintendent/Dirctor of District Services
Work Team Leader(s): Jill Bourman, Network Services Supervisor; Hattie Leary, Communications Technology Supervisor

VI. Alignment to Board Goal(s):

- Providing Learning opportunities that meet the individual learning needs of each student.
- Monitoring student achievement to maximize each student's learning
- Promoting high achievement for all students.
- Using all resources efficiently and effectively.

VII. APQC Process Classification Number:

VIII. Rationale: All building file servers are reaching their "end of life" for hardware and network software support. The data storage and medium at each location will be consolidated to one storage area network centrally at the LC/DC. Since we have implemented a fiber backbone throughout the district wide area network, staff will have no problem using the building fiber connection to access their central storage. The new SAN and network operating system would achieve:

- Easy: Access to information needed without being burdened with having to understand the underlying technology/infrastructure
- Open: Able to support a wide range of computing devices and network services
- Personal: All AH students, teachers and staff have a unique digital identity which assures secure access to appropriate information and services
- Versatile: Able to support a broad range of network services (e.g. – information sharing, messaging, group collaboration, knowledge management, internet/intranet, transactional business systems, etc.)
- Cost Effective: Reasonably priced to implement with strong tools/services that minimize ongoing operation and support costs.
- Reliable: The network should be as reliable as electricity or telephone dial tone
- Dynamic: Capable of "flexing" to meet future unpredictable demands

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IX. Departments and Impacts

Potential Impacts	Describe Impact
Administrative Services (Facilities, Capital)	Yes
Building & Grounds	Yes
Business Services	Yes
Career & Technical Education/STEP	Yes
Child Nutrition	Yes
Communications & PR	Yes
Community Education	Yes
Curriculum & Instruction, Elementary	Yes
Curriculum & Instruction, Secondary	Yes
Employee Services	Yes
Labor Relations & Benefits	Yes
Parents and/or Community	Yes
Purchasing & Warehouse	Yes
Research, Evaluation & Testing	Yes
School Sites	Yes
Special Education	Yes
Student Services	Yes
Supplemental Programs	Yes
Technology & Information Services	Yes
Transportation	Yes

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	No
Community	Yes – Community Ed data storage

XI. Project Timeline (deliverables, milestones, stages, etc.):

- Pilot Project: Spring 2007
- File server migrations district-wide: Fall 2007, Spring 2007

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level):

- District Level – Training
- Building Level – Training

XV. Department Identified Priority Level (High, Medium, Low): LOW

XVI. Target Customers (Indicate Grade Levels, Employee Category)**:** District-wide data storage for all grade levels, all staff, all students.

XVII. Current Level of Customer Participation:

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Special Education Technology Tools

II. Project Description: Special education staff are required to manage a number of activities in addition to Due Process Paperwork. Technology tools are being developed and enhanced to help staff accomplish some of these tasks including:

- special education teacher/para scheduling and staff deployment. With the complexity of staffing needs administrators and special education professionals are not always aware of where there is student need or where they may be flexibility in schedules. A system that provides them an overview of staffing/student deployment provides a tool for better management. Such a tool also allows administration to more quickly deploy substitutes to the highest needs.
- use of self-sufficiencies to determine the para staffing needs. Determining building staffing needs is a complex and time intensive task. Although we currently use self-sufficiency documents to determine individual student needs for adult support, this system needs further enhancement.
- use of student data to drive instruction: Many special education staff have difficulty determining appropriate ways to collect data on student progress and to use that data to drive student instruction and flexible student grouping to meet the needs of special education students
- use of tools to enhance data collection

III. Project Initiation: 2006

IV. Current Implementation Stage: Building staff use an Excel spreadsheet to detail special education teacher and para schedules when requesting an increase in staffing. One building has incorporated all schedules into a system that allow for deployment of substitute staff. During FY08, the special education department will begin training other buildings to use a similar system. In addition,

- Improved reporting and sorting processes are being explored with cmERDC.
- The district is currently partnering with cmERDC and Ten Sigma to enhance the Student Plan system. The enhancements will allow staff to access goals, progress tracking and graphing of student progress. The district will begin piloting this during the 07-08 school year.
- In addition, the district is partnering with cmERDC to enhance ViewPoint options in this area. Special Education will continue to work with cmERDC during the 07-08 school year to begin implementation.
- The use of various data collection devices (PDAs, Notebook Laptops, etc.) will be explored by staff on pilot study basis starting in the 07-08 school year).

V. Project Owner (Department Director): Susan Butler, Director of Special Education
Sponsor (Cabinet Member): Lelia Redin, Associate Superintendent
Work Team Leader(s): Cherie Peterson, Assistant Director of Special Education; Bill Underwood, Teacher on Special Assignment; Rachel Wick, Teaching and Learning Specialist

VI. Alignment to Board Goal(s): Raise the achievement levels of Anoka-Hennepin Students

VII. APQC Process Classification Number:

VIII. Rationale: The tools described will increase staffing deployment efficiency which will allow staff more time to support instruction. Enhancements in the use of data will provide for improved instruction for students.

IX. Departments and Impacts

Potential Impacts	Describe Impact
School Sites	Some loss of time in training on scheduling. Eventual reduction in time required to manage schedules and to provide substitute deployment.
Special Education	Oversight of process, training and implementation schedules
Technology & Information Services	Oversight of partnership with cmERDC on ViewPoint special education application

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	Federal and State law require greater accountability for databased instructional decision making. State Monitoring requires the use of student progress data when making special education decisions.

XI. Project Timeline (deliverables, milestones, stages, etc.):

- Scheduling software
  - September-October 2007: work with Rum River on their current scheduling project.
  - November-May 2008: Provide inservice opportunities for building special education staff
- Self-sufficiency enhancements
  - March 2007: Determine costs for needed improvements.
  - Summer 2007: partner with cmERDC to implement improvements.
- Partnering with cmERDC and Ten Sigma to enhance the Student Plan system.
  - 2006-2007 school year- work with the two companies to brainstorm needs.
  - 2006-2007 school year- train staff to use the current TenSigma standalone processes.
  - 2007-2008 begin implementation at secondary schools and transition programs.
  - Spring 2008: begin to expand the process to other school levels (elementary and ECSE).
- Partnering with cmERDC to enhance ViewPoint:
  - Spring 2007: identify features desired.
  - Summer and Fall 2007: test features
  - November – January 2008: staff development
- The use of various data collection devices (PDAs, Notebook Laptops, etc.) will be explored by staff on pilot study basis starting in the 07-08 school year).
- 2007-2008: invite pilot project proposals
- 2007-2008: determine costs and funding sources
- 2008-2009: implement pilot(s)

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	ongoing Costs (Include Source)

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level)**:** Ongoing support through special education technology staff.

XV. Department Identified Priority Level (High, Medium, Low)**:** High to Medium

XVI. Target Customers (Indicate Grade Levels, Employee Category)**:** Special education professional staff

XVII. Current Level of Customer Participation:

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Enterprise Information Management System (Service-Oriented Architecture)

II. Project Description: Development of an enterprise level information management system has progressed on multiple levels. The Schools Interoperability Framework (SIF) data sharing standards were implemented between the SASI student information system and Follett library application, the Parlant parent communications application and the PCS Child Nutrition application. Data integration for the A-HConnect portal, and an Active Directory store (MIIS) was developed to create a single source for application identity authentication.

We should continue to evolve the Service Oriented Architecture using industry standard tools automating and streamlining integration between the Anoka-Hennepin best of bred production application systems and service application such as the A-HConnect portal and the Viewpoint data warehouse.

III. Project Initiation: Patrick Plant, Georgia Kedrowski

IV. Current Implementation Stage: Continuation

V. Project Owner (Department Director): Patrick Plant, Director of Technology & Information Services
Sponsor (Cabinet Member): Dennis Carlson, Assistant Superintendent/Director of District Services
Work Team Leader(s): Georgia Kedrowski, Assistant Director of Technology & Information services and Cheri Bondy, Information Services Supervisor

VII. Alignment to Board Goal(s): Using all resources efficiently and effectively

VII. APQC Process Classification Number: 7.4 - Manage enterprise information

VIII. Rationale: Development of the enterprise information management system allows the organization to function in a data driven decision model. Data integration strategies improve efficiency through data synchronization and ownership models.

IX. Departments and Impacts

Potential Impacts	Describe Impact
Child Nutrition	Improve data sharing between TIES, SASI and Child Nutrition.
Curriculum & Instruction, Elementary	Improve response time from collection to information for student information
Curriculum & Instruction, Secondary	Improve response time from collection to information for student information
Parents and/or Community	Improve access to student information.
Research, Evaluation & Testing	Improve data sharing for State mandated test result tracking.
School Sites	Improve data sharing and save staff time in redundant data maintenance.
Special Education	Improve data sharing between TIES, SASI and DPRS.
Technology & Information Services	Improve data sharing between TIES and other student information sources.
Transportation	Improve data sharing between TIES, SASI and Transportation.

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	None
Community	None

XI. Project Timeline (deliverables, milestones, stages, etc.): Improve data sharing using the schools interoperability framework agents or customized integration tools (All In One/ spider, DTS, etc) data models. Timeline as follows:

- 2007 – Create a graphical view of the existing data model and the 'owner' source for data elements that are shared.
- 2007 – Develop the capacity for nightly updates to *ViewPoint*
- 2007 – Redesign the data source structure to accommodate the A-HConnect parent portal upgrade
- 2007-2008 – Implement SIF agent processing from SASI to PCS Child Nutrition (CNP) application.
- 2007-2008 – Create a strategy for automatic identity account creation from HR to active directory and other systems as needed (*My Learning Plan*, etc.)
- 2008-2009 – Develop a test repository system to collect and store all standardized test data in one location. Allow for updates for mandated MCA II and GRAD test results for current and transfer students. Eliminate the TIES, RET, and SASI repositories.
- 2008-2009 – Create a connector to synchronize data from SASI to TIES reporting and census system and back to decentralized sites.
- 2008-2009 – Participate in development of an interdistrict data sharing model. Develop proof of concept models for standardized test, student, and course history data sharing.
- 2009-2010 – Create custom connectors as needed to synchronize required data elements identified by the data model between CNP, transportation, student plans, SIS, and TIES.

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)
Data Mgmt			Est $200,000 over 4 years	20% maintenance

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level):

XV. Department Identified Priority Level (High, Medium, Low): High

XVI. Target Customers:

XVII. Current Level of Customer Participation:

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Increase Technology Support Staff

II. Project Description: We need to increase FTEs for technology teachers and technology paras.

III. Project Initiation: 2008

VI. Current Implementation Stage: Initial planning stage

V. Project Owner (Department Director): Denny Holt, Director of Secondary Curriculum; Laurie Resch, Director of Elementary Curriculum
Sponsor (Cabinet Member): Lelia Redin, Associate Superintendent
Work Team Leader(s): Patrick Plant, Director of Technology and Information Services

VI. Alignment to Board Goal(s):

- Providing a caring, highly trained, and effective staff who use research-based best practices
- Providing learning opportunities that meet the individual learning needs of each student
- Monitoring student achievement to maximize each student's learning
- Promoting high achievement for all students
- Using all resources efficiently and effectively

VII. APQC Process Classification Number:

VIII. Rationale: We will not be able to stop the increased use of technology in delivering our curriculum or even as part of the curriculum we need to deliver – nor should we. Most of our licensed teaching staff are from an era when technology had a minimal role in curriculum delivery. Although some of these teachers have "kept up with the times" and have learned the importance of technology and how to use it, and although many younger staff have grown up with technology and how to adapt to changes in technology, there is still a large portion of our staff in need of staff development. To this end, we need to provide additional staff development opportunities to help technology become part of the instructional strategies these teachers can offer. For this to be accomplished, we need to increase the technology support staff available to teachers. One technology teacher and one or two technology paras is not sufficient to meet the growing needs in schools.

IX. Departments and Impacts

Potential Impacts	Describe Impact

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	None
Community	None

XI Project Timeline (deliverables, milestones, stages, etc.)**:**

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level): T

XV. Department Identified Priority Level (High, Medium, Low): High

XVI. Target Customers (Indicate Grade Levels, Employee Category): All teachers and students

XVII. Current Level of Customer Participation:

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Media, Technology, and Classroom Teacher Staff Development for Research and Technology Integration

II. Project Description: As the district invests in research in various curricular areas, the need to develop and use best practices for collaboration and integration as classroom teachers and their media specialists' partner is critical for student learning. A fully developed media curriculum scope and sequence with classroom teacher and technology teacher involvement in the research process is an important goal for our district. This will require professional staff development for media, technology, and classroom teachers at both elementary and secondary levels.

III. Project Initiation: Technology teachers are working with Tech Tools, Media Specialists/ Teachers are working with 3-5 research curricula that were written by and have only been implemented as intended by just a few media teachers. Classroom teachers still are known to opt out of the research and the tech tools if they are not supported and held accountable in their buildings by building principals

IV. Current Implementation Stage: Ongoing

V. Project Owner (Department Director): Denny Holt, Director of Secondary Curriculum; Laurie Resch, Director of Elementary Curriculum; Patrick Plant, Director of Technology and Information Services
Sponsor (Cabinet Member): Lelia Redin, Associate Superintendent; Donna Studer, Associate Superintendent
Work Team Leader(s): Teaching and Learning Specialists; Technology Facilitators; Technology Teachers; Media Specialists; Classroom Teachers; and building Principals

VI. Alignment to Board Goal(s):

- Providing a caring, highly trained, and effective staff who use research-based best practices
- Providing learning opportunities that meet the individual learning needs of each student
- Monitoring student achievement to maximize each student's learning
- Promoting high achievement for all students
- Using all resources efficiently and effectively

VII. APQC Process Classification Number:

VIII. Rationale: Research study after research study show that a strong media and technology program along with facilitating classroom integration is important for student achievement.

IX. Departments and Impacts

Potential Impacts	Describe Impact

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	None
Community	None

XI. Project Timeline (deliverables, milestones, stages, etc.)**:** Planning would begin Spring 2007

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	ongoing Costs (Include Source)

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level)**:** Regular staff development of all staff at one time.

XV. Department Identified Priority Level (High, Medium, Low)**:** High

XVI. Target Customers: this project must be started with an all-district plan, and implemented on a grade by grade process.

XVII. Current Level of Customer Participation:

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Special Education Staff Development Enhancements

II. Project Description: Technology will be used train staff in more efficient and flexible ways. Applications will include Pod casting, creating a staff development library of videotapes, audiotape, or CD copies of staff development activities. Other web-based staff development products will be reviewed for district application.

III. Project Initiation: Ongoing

VI. Current Implementation Stage: Ongoing

V. Project Owner (Department Director): Susan Butler, Director of Special Education
Sponsor (Cabinet Member): Lelia Redin, Associate Superintendent
Work Team Leader(s): Cherie Peterson, Assistant Director of Special Education; Bill Underwood, Vicky Wilken, Rachel Wick, and Jacque Weidner, Teachers

VI. Alignment to Board Goal(s): Raise the achievement levels of Anoka-Hennepin students and improve and increase rigorous program offerings for students and choice for parents

VII. APQC Process Classification Number:

VIII. Rationale: Special education staff development needs are numerous and diverse. The special education department is continuing to seek ways to provide staff development in a manner that will better meet the needs of instructional staff.

IX. Departments and Impacts

Potential Impacts	Describe Impact
Curriculum & Instruction, Elementary	Collaboration on possible technological applications to assist in staff development.
Curriculum & Instruction, Secondary	Collaboration on possible technological applications to assist in staff development.
Special Education	Collaboration with other departments on possible technological applications to assist in staff development. Determination of special education staff needs. Oversight and implementation of special ed- specific staff development activities.
Technology & Information Services	Collaboration on possible technological applications to assist in staff development.

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	None
Community	None

XI Project Timeline (deliverables, milestones, stages, etc.)**:**

- In conjunction with curriculum department.
- As the district subscribes to audio or net staff development activities, a copy of the materials, CD or audiotape will be gathered. Staff will be notified of the availability at the start of the 07-08 school year.
- Summer 2007: Special Education Administrative staff will review and determine appropriateness of web-based special education staff development components through LRP. If appropriate

- Costing will be determined
- Implementation plan will be developed.
- Evaluation plan will be developed.

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)
Staff	Sped Admin	Summer 2007		

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level)**:** Support through special education technology staff.

XV. Department Identified Priority Level (High, Medium, Low)**:** High to Medium

XVI. Target Customers (Indicate Grade Levels, Employee Category)**:** Special education staff

XVII. Current Level of Customer Participation:

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Common Assessment Tools

II. Project Description: Purchase and maintain one of the common assessment management tools within the next year to manage our expanding program of common assessments.

III. Project Initiation: 2007

VI. Current Implementation Stage: Startup phase

V. Project Owner (Department Director): Denny Holt, Director of Secondary Curriculum; Laurie Resch, Director of Elementary Curriculum
Sponsor (Cabinet Member): Lelia Redin, Associate Superintendent; Donna Studer, Associate Superintendent
Work Team Leader(s): Director of Assessment

VI. Alignment to Board Goal(s):

- Providing learning opportunities that meet the individual learning needs of each student
- Monitoring student achievement to maximize each student's learning
- Promoting high achievement for all students
- Using all resources efficiently and effectively

VII. APQC Process Classification Number:

VIII. Rationale: Formative and summative common assessments at the secondary level have become important tools in using data to inform instruction and ensure a guaranteed and viable curriculum. As the number of common assessments grows, the complexity of creating the assessment items, field testing, managing results, and informing the teachers of the results through useful reports has exceeded our capabilities to perform these tasks manually or even through Excel spreadsheets. There are software/hardware products available which can handle these tasks in a district our size. We must move forward to purchase and maintain one of the common assessment management tools within the next year to manage our expanding program of common assessments.

IX. Departments and Impacts

Potential Impacts	Describe Impact

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	None
Community	None

XI Project Timeline (deliverables, milestones, stages, etc.):

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level):

XV. Department Identified Priority Level (High, Medium, Low):

XVI. Target Customers (Indicate Grade Levels, Employee Category):

XVII. Current Level of Customer Participation:

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Data Warehouse and Analytics

II. Project Description: Convert to and implement the next generation of access to Viewpoint data warehouse and data analysis toolset.

III. Project Initiation: Research, Evaluation and Testing and Information Services

IV. Current Implementation Stage: Continuation

V. Project Owner (Department Director): Director of Research, Evaluation and Testing
Sponsor (Cabinet Member): Lelia Redin,
Work Team Leader(s): Johnna Rohmer-Hirt, RET Analyst; Georgia Kedrowski, Assistant Director of Technology and Information Services

VI. Alignment to Board Goal(s): Monitoring student achievement to maximize each student's learning

VII. APQC Process Classification Number: 2.4.8, report assessment results

VIII. Rationale: Data warehouse resources will improve access to data to inform decision making. This resource will provide an electronic source to allow us to discontinue the process of manually passing permanent records. It will also create a data model that may be used in inter-district data transfer of records.

IX. Departments and Impacts

Potential Impacts	Describe Impact
Research, Evaluation & Testing	Achievement analysts will be involved in design, implementation, use, and continuous training
School Sites	Staff will need training on the new release
Special Education	Staff will need training on the new release
Technology & Information Services	Heavy workload to prepare and load data into the initial ODS. Monitoring and loading data ongoing.

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	None
Community	None

XI. Project Timeline (deliverables, milestones, stages, etc.):

- 2007 – Develop an Operational Data Store (ODS) to improve historical warehousing of student data.
- 2007 – Move application to an in-house server.
- 2008 – Develop, test, and implement cumulative student data reporting from operational data store including complete profiles for student demographics, schedules, course history, attendance, enrollment history, and testing history.
- 2007-2008 – Test and implement data load web interface. Create automated processes to maintain between production and warehouse.
- 2008 – Collaborate with stakeholders to define and develop new analytic reports to meet identified needs.
- 2009 – Continue to identify data sources and reporting needs.

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level):

XV. Department Identified Priority Level (High, Medium, Low): High

XVI. Target Customers: All teaching and learning staff

XVII. Current Level of Customer Participation:

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Elementary Gradebook

II. Project Description: Elementary Electronic Grade Recording (EEGR) is a companion piece to the EEPR systems developed by Anoka-Hennepin and marketed through cmERDC to other school districts. EEGR is a personal grade book designed specifically for elementary classroom teachers.

III. Project Initiation: cmERDC requested assistance with development of this add-on to the progress reporting system.

IV. Current Implementation Stage: Testing stage

V. Project Owner (Department Director): Laurie Resch, Director of Elementary Curriculum
Sponsor (Cabinet Member): Donna Studer, Associate Superintendent
Work Team Leader(s): Randy Edinger, Technology Facilitator; Georgia Kedrowski, Assistant Director of Technology and Information Services; Site teachers design from Andover, Champlin, Hoover and Ramsey; Vendor – Central MN Educational Research and Development Council (cmERDC)

VI. Alignment to Board Goal(s):
- providing a caring, highly trained and effective staff who use research-based best practices
- monitoring student achievement to maximize each student's learning

VII. APQC Process Classification Number:

VIII. Rationale: EEGR is designed as a tool to assist classroom teachers in recordkeeping. It can include grading, classroom assessment tracking, task management, fieldtrip tracking, book order tracking and other classroom records.

IX. Departments and Impacts

Potential Impacts	Describe Impact
Curriculum & Instruction, Elementary	Elem classroom teachers as desired
Technology & Information Services	Technology support

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	
Community	

XI. Project Timeline (deliverables, milestones, stages, etc.)**:**
- Product Analsis/Evaluation. Anoka-Hennepin was approached to continue development of the EEPR product with the potential for additional revenue as both products were resold to other school districts.
- Design. Eight testing teachers have been involved in giving feedback into the development process.
- Pilot. Three teachers from Andover Elementary will be trained on the newest release and begin using the tool in the classroom during 2006-2007.
- Evaluation. Testing teachers will provide feedback for modification and be involved in the development of an schedule for other teachers to use the product.

- Implementation. Implementation will be determined by the feedback from the testing teachers. Staff for supporting an additional tool in the elementary classroom will be needed.

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)
Staff	Staff to support training			
Training	Before and after school training			
Data Mgmt	Additional workload for IS to support integration with EEPR			

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement
Feedback	Testing teachers			

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level)**:** Use of an electronic gradebook for elementary teachers will create a need for additional training and support. Feedback from the testing teachers will inform how much training and support will be needed for the average user. Additional workload is created for the Information Services staff to coordinate data in to EEGR and then back to EEPR at the end of each term to eliminate redundant data entry.

XV. Department Identified Priority Level (High, Medium, Low)**:** Medium

XVI. Target Customers (Indicate Grade Levels, Employee Category)**:** Elementary classroom teachers based on their desire. Not mandatory. Mandatory data collection occurs in EEPR.

XVII. Current Level of Customer Participation: 3 testing teachers currently

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Elementary Reporting

II. Project Description: The Elementary Electronic Progress Reporting (EEPR) application was designed and implemented successfully in all elementary sites. The current version has a MS Access management component and does not handle teaming/elementary schedules. A new version that is completely web based and more flexible with schedules has been developed. This version will be tested and implemented.

III. Project Initiation: Information Services Georgia Kedrowski, Cheri Bondy

IV. Current Implementation Stage: Continuation

V. Project Owner (Department Director): Georgia Kedrowski, Assistant Director of Technology and Information Services
Sponsor (Cabinet Member): Donna Studer, Associate Superintendent
Work Team Leader(s): Cheri Bondy, Information Services Supervisor

VI. Alignment to Board Goal(s): Monitoring student achievement to maximize each student's learning

VII. APQC Process Classification Number: 2.4.5 Score and compile assessment data

VIII. Rationale: Improved access to data collected and improved functionality to meet the changing needs of classroom teaching models.

IX. Departments and Impacts

Potential Impacts	Describe Impact
Curriculum & Instruction, Elementary	
School Sites	
Technology & Information Services	

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	
Community	

XI. Project Timeline (deliverables, milestones, stages, etc.)**:**

- Test new version during Spring 2007
- Implement and train secretaries Fall, 2007.

XII. Resource Allocation: Information Services existing staff will do the testing, installation and training. Cost of the new version is covered by the A-H EEPR royalty agreement.

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (include District Level, Building Level, Classroom Level)**:** Technology support staff support teachers, building secretaries set up and run report cards and other reports from the system. Central Information Services set up the standardized data collection and support building secretaries.

XV. Department Identified Priority Level (High, Medium, Low)**:** High

XVI. Target Customers (Indicate Grade Levels, Employee Category)**:** Building secretaries will have better access to the administrative tools. Rosters for data collection will be more flexible to meet the needs of teachers from different classroom designs (teaming).

XVII. Current Level of Customer Participation:

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Student Information System and Master Scheduling Software-Planning, Review, Selection and Implementation

II. Project Description: Review and possibly replace the current student information system and master scheduling software associated.

III. Project Initiation:

- Planning Stage- Begin February 2007 and Beyond to 2011
- Product Review Stage- 2007-2008
- Selection Stage and Preparation- 2008-2009
- Implementation Phase 1- 2009-2010
- Implementation Phase 2- 2010-2011

VI. Current Implementation Stage: Initial Planning February 2007

V. Project Owner (Department Director): Patrick Plant, Director of Technology and Information Services

Sponsor (Cabinet Member): Dennis Carlson, Assistant Superintendent/Director of District Services; Lelia Redin, Associate Superintendent

Work Team Leader(s): Georgia Kedrowski, Assistant Director of Technology and Information Services; Cheri Bondy, Information Services Supervisor

VI. Alignment to Board Goal(s):

- Providing learning opportunities that meet the individual learning needs of each student.
- Monitoring student achievement to maximize each student's learning
- Promoting high achievement for all students
- Using all resources efficiently and effectively.

VII. APQC Process Classification Number:

VIII. Rationale: The time is upon Anoka-Hennepin to take a look at SASI, the current student information system and the master scheduling software associated. Software changes rapidly over time and SASI has been widely implemented in the district since 1999. Pearson, the owner of SASI, has made many upgrades over the years and the product has been well received and suited district and building needs quite well, especially with the customizations that have been made. However, the long term life of the product is questionable.

If Pearson, the owner of SASI, no longer continues with development of SASI and its associated master scheduling software and, as our needs evolve, the product will become outdated. It is wise to discuss criteria and review market offerings in a systematic process. It is prudent to be prepared.

IX. Departments and Impacts

Potential Impacts	Describe Impact
School Board	Cost for software, hardware, and training
Cabinet	Politics, timing, climate, cost for software, hardware, and training
Administrative Services (Facilities, Capital)	Hardware costs?
Career & Technical Education/STEP	Participate in work groups, customizations, MS Access reports, conversion of data, train staff

Potential Impacts	Describe Impact
Child Nutrition	Train staff
Communications & PR	Sharing of process to various groups at various points
Curriculum & Instruction, Elementary	Inservice time for staff training sessions at sites
Curriculum & Instruction, Secondary	Inservice time for staff training sessions at sites
Labor Relations & Benefits	Awareness that several employee groups will be impacted, some more, some less.
Parents and/or Community	Look and feel of reports
Purchasing & Warehouse	Ordering
Research, Evaluation & Testing	Testing atom, report creation, data imports, data files, train staff
School Sites	Participate in work groups, customizations, MS Access reports, conversion of data, train staff
Special Education	Participate in work groups, customized fields, Dec 1 Child Count, auto import to Student Plans
Student Services	Participate in work groups, customizations, Access reports, train staff
Supplemental Programs	Participate in work groups, customizations, train staff
Technology & Information Services	Learn the software, specs and determine the implementation plan to include but not limited to servers, networking, installation, security, software customizations, MS Access reports, specialized staff training sessions, provide support to sites and departments, data import processes including but not limited to A-HConnect, TIES, EEPR, Student Plans, Viewpoint, Read 180, ILA software, MAP, SIF databases (Follett, CNP, EduLog, Parlant).

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	None
Community	None

XI. Project Timeline (deliverables, milestones, stages, etc.):

- Project Planning Stage- Begin February 2007 and Beyond to 2011
- Product Review Stage- 2007-2008
- Selection Stage and Preparation- 2008-2009
- Implementation Phase 1- 2009-2010
- Implementation Phase 2- 2010-2011

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)
Staff	TBD, Consulting during the project			
Training	3000+ teachers, >100 admin Site clerical, Central staff			
Space	No additional			
Technology	TBD-web based app likely			

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement
Customer satisfac-tion				
Identify improved processes and time saved				
Increased function-ality				

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level):

- District level-current structure in place through Information Services, support and training provided to sites and central departments. In some cases student data provided or reports created.
- Building level-current structure in place with Data Management Secretaries provide support to other clerical staff, admin and teachers (grading, scheduling, attendance setup)
- Technology Teachers provide training and support to classroom teachers.
- Support would need to be evaluated with the selection of a new student information system. At this time it is hoped that the current structure would meet needs, however, that is an item to be evaluated and determined in the review and selection stage.

XV. Department Identified Priority Level (High, Medium Low): High

XVI. Target Customers (Indicate Grade Levels, Employee Category):

- All grade levels and sites including ECSE and Transition Plus,
- All teachers, all principals, all support staff to include but not limited to counselors, psychologists, SSA, SLA, Indian Ed, Title and Reading/Math Recovery staff, Special Education staff, all clerical staff at sites especially Data Management Secretaries, some paras, Cook Managers and Assistants, Head Custodians,
- Information Services,
- Technology support staff at the sites and district levels,
- Research Evaluation and Testing,
- Special Education Admin,
- Child Nutrition and others as determined

XV. Current Level of Customer Participation:

If the project is approved to move forward, there needs to be initial and ongoing conversation with various stakeholders to include but not limited to Cabinet, Directors, Principals, Elementary Admin Tech, Secondary Admin Tech, Data Management Secretaries, Technology Teachers and Facilitators, Networking Services.

During the Project Review and Selection Stages, an internal committee should be formed to oversee the review and selection process. Members should be representative from the various identified stakeholder groups. The process needs to be structured and allow for input. Decisions should be based on criteria determined by the committee with input from other stakeholder groups.

Project leaders need to plan and oversee the project process with a Management team. In addition, project leaders would meet periodically with various work groups comprised of stakeholder prior to and during Implementation Stages. Work groups will guide the direction and ensure needs are articulated, developed and implemented correctly.

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Continuous Learning Plans

II. Project Description: The Due Process Reporting System (DPRS) was originally implemented to manage special education due process requirements. Since then, several additional 'forms' have been added (health, transportation and 504 forms) and the name of the system has changed to Student Plans. State law requires every student who participates in a learning year program must have a continuous learning plan (CLP) developed annual with the participation of the student, parent, teachers and other staff.

III. Project Initiation: Lynn Salisbury, Principal, Crossroads Alternative High School

IV. Current Implementation Stage: Analysis and Design

V. Project Owner (Department Director): Georgia Kedrowski, Assistant Director of Technology and Information Services
Sponsor (Cabinet Member): Lelia Redin, Associate Superintendent
Work Team Leader(s): Cheri Bondy, Information Services Supervisor; cmERDC

VI. Alignment to Board Goal(s): Monitoring Student Achievement to maximize each student's learning

VII. APQC Process Classification Number:

VIII. Rationale: Including an electronic systems for development of student plans will improve the efficiency, effectiveness and communications and stakeholder involvement over the current paper-based process.

IX. Departments and Impacts

Potential Impacts	Describe Impact
Curriculum & Instruction, Elementary	Elem learning year programs are required to develop annual CLP's for students participating in summer and after school programming
Curriculum & Instruction, Secondary	Crossroads alternative programs, Compass alternative programs, summer and after school learning year programs are required to develop annual CLP's.
School Sites	Sites that offer learning year programming are impacted by the requirement to develop CLPs.
Special Education	This form will be an addition to the Student Plans system currently managed by special education
Supplemental Programs	Many supplemental programs are impacted by CLP requirements. Analysis of current process compared to electronic needs to be evaluated.
Technology & Information Services	Analysis, design, programming coordination impact to the department

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	State law requires annual development of a CLP for students participating in learning year programs

XI. Project Timeline (deliverables, milestones, stages, etc.)**:**

- Spring 2007 – Needs analysis
- Summer 2007 – CLP Plan application development
- Fall 2007 – pilot test plan with Crossroads staff
- SY2007 – Implementation for secondary alternative programs

- Spring 2008 – Analysis of summer and learning year after school process; determine benefit of online plan; determine further implementation plan

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	ongoing Costs (Include Source)
Staff	Replaces existing process			
Training	Counseling staff will need training			
Space	No impact			
Technology	Sped implementing 'Plans' server			
Data Mgmt	Security and account management additional support			
Evaluation	Feedback from Alt program Principals			

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level)**:** Student information is already designed to transfer nightly to update the Student Plans system. Some additional set up to accommodate this new plan may be needed. Some additional management of security and new accounts may be needed annually.

XV. Department Identified Priority Level (High, Medium, Low)**:** Medium

XVI. Target Customers (Indicate Grade Levels, Employee Category)**:** All counseling staff working with students in need of learning year alternative programming. All students and parents participating in learning year alternative programming.

XVII. Current Level of Customer Participation: Currently using a paper process.

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Student Plans Enhancements

II. Project Description: Special education staff currently use the Student Plan system for all Due Process paperwork. The district continues to work with cmERDC to further enhance this system. Currently Student Plans manages all due process paperwork, student Health Plans, student 504 Plans, Special Transportation K-21, student Evaluation Plans (K-12), Functional Behavior Assessments (0-21), Student Behavior Plans (0-21), Self-Sufficiencies (0-grade 12), and Critical Incident Reporting (K-age 21). District special education staff partner with cmERDC to make improvements and to expand the applications available to district staff.

Planned enhancements include the expansion to complete special education and 504 evaluations using Student Plans, expansion of the Special transportation to Earlychildhood programs, addition of student emergency evacuation plans, enhancement of reporting options, and use of the student plan system to collect data from staff on interventions and curriculum being used with students.

III. Project Initiation: Ongoing

IV. Current Implementation Stage: Ongoing

V. Project Owner (Department Director): Susan Butler, Director of Special Education
Sponsor (Cabinet Member): Lelia Redin, Associate Superintendent
Work Team Leader(s): Cherie Peterson, Assistant Director of Special Educationl; Bill Underwood, Teacher on Special Assignment

VI. Alignment to Board Goal(s): Raise the achievement levels of Anoka-Hennepin Students and Improve and increase rigorous program offerings for students and choice for parents

VII. APQC Process Classification Number:

VIII. Rationale: The use of Student Plans has gone well. Having a common system across the special education, health services and 504 staff have enabled support within buildings as well as flexibility in the linking and movement of data. Staff appreciate being able to complete all processes within the same system. Further enhancement will provide greater efficiency for staff as well as due process monitoring.

IX. Departments and Impacts

Potential Impacts	Describe Impact
Health Services	Improved efficiency in health and evacuation plans, some impact on staff development needs
School Sites	Some impact on staff development needs
Special Education	Implementation, staff development
Transportation	Improved efficiency in special transportation process

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	None
Community	None

XI. Project Timeline (deliverables, milestones, stages, etc.):

- Ongoing meetings with cmERDC staff to determine needed enhancements
- Determination of costs
- Determination of implementation plan
- Staff development
- Implementation

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level): Special education technology staff, health services, building tech support for routine tasks.

XV. Department Identified Priority Level (High, Medium, Low): High

XVI. Target Customers (Indicate Grade Levels, Employee Category): special education staff

XVII. Current Level of Customer Participation:

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Interactive TV Distance Learning

II. Project Description: Provide capability for interactive TV distance learning experiences for specific groups of students, such as AP Music Theory and AP World Language.

III. Project Initiation: Ongoing

VI. Current Implementation Stage: Initial Planning Stage

V. Project Owner (Department Director): Dennis Holt, Director of Secondary Curriculum
Sponsor (Cabinet Member): Lelia Redin, Associate Superintendent
Work Team Leader(s): Patrick Plant, Director of Technology and Information Services

VI. Alignment to Board Goal(s):

- Providing a caring, highly trained, and effective staff who use research-based best practices
- Providing learning opportunities that meet the individual learning needs of each student
- Promoting high achievement for all students
- Using all resources efficiently and effectively

VII. APQC Process Classification Number:

VIII. Rationale: Some courses, such as AP Music Theory and AP World Language, do not generally draw enough students at each school to justify providing these learning experiences for students. Interactive TV capabilities will allow us to provide courses, without requiring enough students to register to justify an instructor at each school, and provide these experiences for students.

IX. Departments and Impacts

Potential Impacts	Describe Impact

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	None
Community	None

XI Project Timeline (deliverables, milestones, stages, etc.)**:**

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level):

XV. Department Identified Priority Level (High, Medium, Low):

XVI. Target Customers (Indicate Grade Levels, Employee Category):

XVII. Current Level of Customer Participation:

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Podcasting - Enhancing student learning & efficiently providing "just in time" staff development.

II. Project Description: To provide staff the opportunity to use podcasts as an educational tool that meets the individual learning needs of each student and provides another avenue for staff development. The initial implementation is to create podcasts for a designated department. After assessing the implementation, the goal would be to provide the resource to more departments and eventually students.

III. Project Initiation: 2008

VI. Current Implementation Stage: Initial Planning

V. Project Owner (Department Director): Denny Holt, Director of Secondary Curriculum; Laurie Resch, Director of Elementary Curriculum
Sponsor (Cabinet Member): Lelia Redin, Associate Superintendent; Donna Studer, Associate Superintendent
Work Team Leader(s): TBD

VI. Alignment to Board Goal(s):

- Providing a caring, highly trained, and effective staff who use research-based best practices
- Providing learning opportunities that meet the individual learning needs of each student
- Promoting high achievement for all students
- Improving connections with the community to foster public involvement with, and understanding of, our educational programs
- Using all resources efficiently and effectively

VII. APQC Process Classification Number:

VIII. Rationale: Podcasting is a powerful and inexpensive tool, which will enable Anoka-Hennepin staff to communicate and distribute educational content effectively and efficiently with students, teachers, parents and the community. Many school districts across the nation are successfully integrating podcasting into their curricula. Podcasting will allow Anoka-Hennepin staff to receive "just in time", 24/7 staff development from the convenience of their computers.

The beauty of podcasting is that it is scalable in terms of implementation. Podcasting enables educators to use music and recorded audio to enhance learning. The addition of photos and video to podcasting allows educators to add a wide range of visual content to their teaching and address even more learning styles.

Apples iPod is a potential solution to students and families who do not have access to technology.

IX. Departments and Impacts

Potential Impacts	Describe Impact

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	None
Community	None

XI Project Timeline (deliverables, milestones, stages, etc.): 3 to 5 years

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level): There will be a need for ongoing support. There will be a need to provide district, building and classroom staff development. As the implementation roles out and as iPods are introduced there will be a need for support costs of that hardware.

XV. Department Identified Priority Level (High, Medium, Low): Low

XVI. Target Customers (Indicate Grade Levels, Employee Category): Anoka-Hennepin staff, students, parents and community.

XVII. Current Level of Customer Participation: Staff development for Anoka-Hennepin staff.

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Automated Calling System for Child Nutrition

II. Project Description: Implement an automated calling system which interfaces with the CNP database system. System will call households based on pre-determined thresholds for low meal account balances, negative meal account balances, and reminders to complete Educational Benefits Applications.

III. Project Initiation: Planning and evaluation was initiated in October 2006.

IV. Current Implementation Stage: Comparison of two systems and evaluation of costs and features.

V. Project Owner (Department Director): Allison Bradford, Director of Child Nutrition
Sponsor (Cabinet Member): Chuck Holden, Director of Administrative Services
Work Team Leader(s): Esther Motyka, Assistant Director of CNP Technology and Support

VI. Alignment to Board Goal(s):

- Providing a caring, highly trained, and effective staff who use researched-based best practices
- Improving connections with the community to foster involvement with, and understanding of, oureducational prorams.
- Providing a safe and respectful learning environment.
- Using all resources efficiently and effectively.

VII. APQC Process Classification Number: 4.5.3.2

VIII. Rationale: System will notify households of negative and low balances. The system may also be utilized to provide households with reminders and information. Accounts with positive balances result in increased efficiency in the lunch lines. Notification of households in this manner removes the student from the money collection process in terms of delivering low and negative balance notes. This calling system will result in a reduction in paper and time spent by CNP Site Supervisors for "collection" purposes. CNP staff would focus on problematic accounts.

IX. Departments and Impacts

Potential Impacts	Describe Impact
Child Nutrition	Improved account balances (reduction of debt), reduction in paper and time spent by supervisory staff for fund collection.
Communications & PR	Assistance will be required to communicate information about the system and process to parents and district staff.
School Sites	Awareness of program
Technology & Information Services	Support required for system maintenance and setup

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	None
Community	Phone system will call parents/guardians regarding low meal balances, rather than students carrying notes home.

XI. Project Timeline (deliverables, milestones, stages, etc.)**:** Evaluation in progress; phased in implementation planned for late spring 2007.

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)
Training	Train CNP supervisory staff during regular meetings	Spring 2007		
Technology	Software and hardware costs	Spring 2007	$10,000 - $60,000	Annual support fess TBD

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level)**:** To be determined

XV. Department Identified Priority Level (High, Medium, Low)**:** Medium

XVI. Target Customers (Indicate Grade Levels, Employee Category)**:** Households of all students and CNP Site Supervisors

XVII. Current Level of Customer Participation: None

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Web-based Parent/Guardian Access to Lunch Account Information, Nutritional Analysis and Payment System

II. Project Description: Web- based access for parents to obtain meal purchase history, make student meal account payments and access nutritional information of meals served.

III. Project Initiation: 2006

IV. Current Implementation Stage: Nutritional information for lunch menu items is currently available on the Child Nutrition Programs web site. CNP is working with the technology and finance departments in evaluating and implementing an online payment system. The ability to view student meal purchases is included as part of the online payment system.

V. Project Owner (Department Director): Allison Bradford, Director of Child Nutrition
Sponsor (Cabinet Member): Chuck Holden, Director of Administrative Services
Work Team Leader(s): Esther Motyka, Assistant Director of CNP Technology and Support

VI. Alignment to Board Goal(s):

- Providing a caring, highly trained, and effective staff who use researched-based best practices.
- Acknowledging parents' roles as their children's primary educators and partnering with them to increase student access.
- Improving connections with the community to foster public involvement with, and understanding of, our educational programs.
- Using all resources effectively and effectively.

VII. APQC Process Classification Number: 4.5.3.1

VIII. Rationale: By developing a web-based account system, parents/guardians will be able to review and deposit money in their students lunch account without making a call to several schools as it's being accomplished currently. Parents/guardians, staff, and medical providers would be able to access nutritional information about food served in the district, and review upcoming menus. By providing this information through the internet, the district will reduce costs associated with providing paper copies of the information, as well as costs for mailing account information to an individual home. Parents will have the flexibility to deposit funds via the internet, rather than risk lost checks or cash when students are relied on to take the money to school with them.

IX. Departments and Impacts

Potential Impacts	Describe Impact
Business Services	Will be affected by the method money is deposited and receipted.
Child Nutrition	Major stakeholder in the project, fees associated with on-line payment will have an impact on CNP. Potential reduction in NSF checks.
Communications & PR	Assistance will be required in the development of a communication plan, writing of articles, etc.
Parents and/or Community	Enhanced service.
School Sites	Less cash and check handling by CNP Site Supervisors. Reduction in time, paper and postage for the mailing of student purchase print outs.
Technology & Information Services	Support and coordination of systems.

X. External Impacts

Potential Impacts	Describe Impact
Community	Improved service to parents.

XI. Project Timeline (deliverables, milestones, stages, etc.):

- Nutritional information availability was completed in 2006.
- Evaluation of systems was completed 11/06.
- Pilot of system is planned for late spring of 2007 with full implementation by August 2007.

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)
Training	Train CNP staff during regular meetings	Spring 2007		
Technology	No additional hardware is required in CNP			Transaction fees. Total TBD.

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

IX. Ongoing Support Needs (Include District Level, Building Level, Classroom Level): Coordination with Technology and Finance departments.

X. Department Identified Priority Level (High, Medium, Low): High

XI. Target Customers (Indicate Grade Levels, Employee Category): All parents/ guardians in the district, nursing staff (nutritional information), and potentially all staff.

XII. Current Level of Customer Participation: N/A

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Anoka-Hennepin Blogs

II. Project Description: Develop guidelines for using blogs by Anoka-Hennepin staff and begin a general district blog maintained by the Communications Department

III. Project Initiation: September 2007

IV. Current Implementation Stage: We are gathering information about use of blogs in other districts to serve as a basis for developing guidelines. Brett Johnson began a general blog on an experimental basis in fall 2007. It has been shared with Dr. Giroux, Paul Cady, and members of the Communications Strategy Team. As of now (February 2007), we are waiting for a decision from Paul Cady before proceeding to promote the blog.

V. Project Owner (Department Director): Mary Olson, Director of Communications and Public Relations
Sponsor (Cabinet Member): Mary Olson
Work Team Leader(s): Mary Olson; Brett Johnson, Communications Specialist

VI. Alignment to Board Goal(s): This is aligned to the following Leading Priorities:

- Connections among schools, city and county government, civic and business leaders, and faith communities;
- Wise use of technology
- A belief in the power of open communication

VII. APQC Process Classification Number: 5.3.1 Develop and Manage Stakeholder Relations and Services

VIII. Rationale: Many people, including news reporters, are turning to blogs as a way to keep in touch with what is happening in organizations and what people are thinking about them. The Communications Department believes blogs are becoming an increasingly important part of the "media mix" and should be used appropriately/

A general district blog can serve as an important vehicle for information about key district issues and concerns (assessment, funding, legislation, levy). Because of the nature of a blog, it can be folksier and less formal than other district publications (print and electronic) and therefore may appeal to a segment of the public we are not reaching with our current communication vehicles.

It is important to establish parameters that will guide use of blogs in the district to avoid potential problems and to encourage effective use. Already, members of other departments have come to the Communications Department asking for guidelines on blogs.

IX. Departments and Impacts

Potential Impacts	Describe Impact
Cabinet	Cabinet will need to give approval of guidelines
Communications & PR	Communications Department is responsible for drafting guidelines, communicating them to staff once they have been approved, and developing a general district blog.
Labor Relations & Benefits	Assistance from Paul Cady will be needed in finalizing guidelines.

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	None
Community	None

XI. Project Timeline (deliverables, milestones, stages, etc.):

- March 1, 2007: get opinion from Paul Cady and begin promoting general blog (because the blog can serve as an additional communication vehicle for the 2007 levy, we feel a need to begin this blog as soon as possible)
- April 1, 2007: draft blog guidelines
- May 1, 2007: share draft with cabinet
- June 1, 2007:get board approval of guidelines if needed
- Aug. 15, 2007: share guidelines with staff

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)
Staff			None	
Training			None	
Space			None	
Technology			None	
Data Mgmt			None	
Communications			None	
Evaluation			None	

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement
Basic awareness of blog	Decision Resources Survey			May 2008
Seen as source of info. by 5% of public	Decision Resources Survey			May 2009

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level): None

XV. Department Identified Priority Level (High, Medium, Low): High

XVI. Target Customers (Indicate Grade Levels, Employee Category):

- Department heads and teachers need guidelines for blogs
- Staff, parents and general public are customers of general blog

XVII. Current Level of Customer Participation: None

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Schools in Focus Online streaming video

II. Project Description: Make segments of the Schools in Focus cable television program and School Board meetings available online in streaming video.In addition, we will explore the possibility of using podcasting to broadcast school board meetings.

III. Project Initiation: May 2007

IV. Current Implementation Stage: A number of segments with a long "shelf life" have already been produced by the district.

V. Project Owner (Department Director): Mary Olson, Director of Communications and Public Relations
Sponsor (Cabinet Member): Mary Olson
Work Team Leader(s):

VI. Alignment to Board Goal(s): This is aligned to the following Leading Priorities:
- Connections among schools, city and county government, civic and business leaders, and faith communities;
- Wise use of technology
- A belief in the power of open communication

VII. APQC Process Classification Number: 5.3.1 Develop and Manage Stakeholder Relations and Services

VIII. Rationale: The district invests considerable staff time and money in the creation of Schools in Focus cable television program. As the number of families with local cable access drops, the reach of Schools in Focus and School Board meetings drops. New methods are needed to get this programming to the public. Online streaming video is a way to do this in a format that is convenient for viewers.

IX. Departments and Impacts

Potential Impacts	Describe Impact
Communications & PR	Ongoing development of programming, promotion
Technology & Information Services	Assistance will be needed in setting up procedures

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	None
Community	None

XI. Project Timeline (deliverables, milestones, stages, etc.):

- Pilot streaming video for Schools in Focus segments, April 2007 through June 2008
- If pilot is successful, begin streaming School Board meetings September 2008.
- Evaluate podcasting capability to augment streaming video

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)
Staff	Existing		Still under review	Still under review

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement
awareness	Decision Resources survey			May 2008
Important source of information by 5% of public	Decision Resources survey			May 2009

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level)**:** District level assistance will be needed from technology department; funds from communications department budget may be reprioritized to support this effort

XV. Department Identified Priority Level (High, Medium, Low)**:** High

XVI. Target Customers (Indicate Grade Levels, Employee Category)**:** All staff, parents, community

XVII. Current Level of Customer Participation: none

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Enhance ParentLink system by incorporating various languages

II. Project Description: The ParentLink system was introduced to the district in 2005 as a way to automate absence calling at the secondary level, as well as to send general messages to all district parents. This has received very positive response from our parents and our Principals who use the system. ParentLink currently can send messages in various languages; it's currently able to send prompts in Spanish and English. General messages can be recorded in any language, but prompts will remain in English.

Incorporating more languages will require working with all schools to ensure the correct language in their SASIxp data base, as well as working with Parlant Technologies (ParentLink's manufacturer) to incorporate prompts in the correct language.

III. Project Initiation: FY 2007

IV. Current Implementation Stage: Just starting the project – this will involve working with all the SASI secretaries and school administrators to ensure the correct information is entered into SASI, working with Edustructures to ensure the SIF agent is properly sending the information, and working with principals/building staff to train them on the process to send a general message in different languages.

V. Project Owner (Department Director): Patrick Plant, Director of Technology and Information Services
Sponsor (Cabinet Member): Dennis Carlson, Assistant Superintendent/Director of District Services
Work Team Leader(s): Hattie Leary, Communications Technology Supervisor; Cheri Bondy, Information Systems Supervisor;

VI. Alignment to Board Goal(s):

- Improving connections with the community to foster public involvement with, and understanding of, our educational programs
- providing a safe and respectful learning environment
- using all resources efficiently and effectively.

VII. APQC Process Classification Number:

VIII. Rationale: We currently use the system in English, only. We have a high level of non-English-speaking families who usually hang up when they receive a message from the principal of the school or an automated absence call, simply because they cannot understand the language. By incorporating more languages into the system, we can reach more parents and students. This will, in turn, meet the board goals of acknowledging parents' roles as their children's primary educators and partnering with the to increase student success, and improving connections with the community to foster public involvement with, and understanding of, our educational programs.

IX. Departments and Impacts

Potential Impacts	Describe Impact
School Board	Meets 3 key board goals
Communications & PR	Can be used for Communications and PR messages to parents and help define what languages we need to incorporate into the system
Technology & Information Services	Need to define process for updating information, as well as train staff on use of the system.

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	None
Community	Community will receive messages in their own language, when possible

XI. Project Timeline (deliverables, milestones, stages, etc.):

- **Spring 2007 –** Determine current policy on determining language of household and how well it is maintained and who is responsible for maintenance.
- **Spring 2007 –** Set up committee to determine criteria for adding specific language capabilities (We currently have 65 languages spoken in the district – which ones will we support and what is the criteria?)
- **Summer 2008 –** Work with Edustructures to determine changes (if any) needed to SIF agent to ensure language field is passed to the ParentLink System
- **Summer 2008 –** Create training documentation for principals/district staff to send messages using different languages.
- **Fall 2008** – Work with building administration to determine who will record messages in alternate languages; train staff to create wave files of the message and send them to the message originator.
- **Fall 2008** – Pilot new process in one high school (CPHS); communicate results to other schools and bring new schools on as need/desire exists.

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)
Staff	Existing Staff	Spring 2007; fall 2007	None	None
Training	New process familiarization	Fall 2007	None	None
Space	No additional space needed			
Technology	Existing servers will be used			
Data Mgmt	Determine process change (if any) to disseminate household main language to staff who will track it.			
Evaluation	Track feedback from households who will benefit from the solution.			

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement
Parent Satisfaction	Feedback from parents		N/A	3 months after each language introduced
School Satisfaction	Feedback from users		N/A	End of FY2008

XIV. Ongoing Support Needs (Include district level, building level, classroom level)**:** Communications Technology staff will continue to manage this system. Department input from Information Systems and building-level SASI support secretaries will be needed when changes arise, such as a new language, etc. Some kind of team will need to be in place to determine what languages we will focus on and the criteria for adding any new languages.

XV. Department Identified Priority Level (High, Medium, Low)**:** Medium Priority

XVI. Target Customers (Indicate Grade Levels, Employee Category): This system will be used by principals and will benefit parents of ESL students.

XVII. Current Level of Customer Participation: The system is used primarily at the secondary school level and will be introduced to the elementary schools for general messaging in the Spring of 2007.

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Volunteer Management Software for Parent Involvement Program.

II. Project Description: Identify, procure, and launch effective and relevant web-based volunteer management software for Anoka-Hennepin Volunteer Services.

III. Project Initiation: 1997

IV. Current Implementation Stage: We've identified a good product and checked references with like districts across the country. Now we're investigating funding.

V. Project Owner (Department Director): Steve Kerr, Director of Community Education
Sponsor (Cabinet Member): Dennis Carlson, Assistant Superintendent/Director of District Services
Work Team Leader(s): Linda Rodgers, Coordinator for Parent Involvement; Sue Archbold, Volunteer Service Supervisor

VI. Alignment to Board Goal(s): Use of this software will help:
- Improve community satisfaction with school district performance.
- Improve and increase rigorous program offerings for students and choice for parents.
- Continue to function as a financially sound school district,
- Improve the operation of the Anoka-Hennepin Schools.

VII. APQC Process Classification Number:

VIII. Rationale: Anoka-Hennepin works with over 9,000 volunteers in 43 schools, contributing about $3 million worth of work annually. Forty-three part time staff and one supervisor manage the work of 9,000. Since the inception of the Volunteer Services Program we have sought a robust, responsive management tool that can maximize the part-time coordinators' effectiveness. It must:
- be an effective daily management tool with potential for customization at each school.
- easily aggregate the data district wide and allow for cutting of the data in numerous ways to provide accountability and help evaluate program effectiveness.

IX. Departments and Impacts

Potential Impacts	Describe Impact
School Board	Provide accountability for funding provided by the Board.
Cabinet	Identify benefits to teaching and support staff. Identify and marshal potential human resources.
Administrative Services (Facilities, Capital)	None
Building & Grounds	None
Business Services	None
Career & Technical Education/STEP	None
Child Nutrition	Facilitate volunteerism in school lunchrooms.
Communications & PR	Effective management of volunteers is an asset to building public relations, and provides a communication network for important issues.
Community Education	Facilitate volunteerism in Community School activities.
Curriculum & Instruction, Elementary	Well managed volunteerism adds value to the classroom experience for students and provides assistance to teachers.
Curriculum & Instruction, Secondary	Well managed volunteerism adds value to the classroom experience for

Potential Impacts	Describe Impact
	students and provides assistance to teachers.
Employee Services	None
Labor Relations & Benefits	None
Parents and/or Community	Provides accountability and program information to interested citizens and volunteers. Expands opportunities to honor and promote the important work of volunteers.
Purchasing & Warehouse	None
Research, Evaluation & Testing	Creates potential for collection of relevant data relating to specific academic projects or goals.
School Sites	Customization of database to each school's unique program maximizes part-time coordinators' time.
Special Education	Time saved through efficient software may allow coordinators to focus on managing specialized kinds of volunteerism tailored to students with unique needs.
Student Services	None
Supplemental Programs	None
Technology & Information Services	May require assistance of on-site technology contact to check specs of VSC's computer with software requirements.
Transportation	None

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	Assists in producing annual Community Education State Report
Community	Provides accountability and program information to interested citizens.

XI. Project Timeline (deliverables, milestones, stages, etc.):

- Secure funding March 2007
- Negotiate cost and terms April 2007
- Finalize contract July 2007
- Conduct staff training August 2007
- Begin use Opening of school Fall 07

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)
Staff	Network Support	August 2007	NA	Incremental
Training	Need to devote existing meeting time to training	August 2007	provided by vendor	NA
Space	NA	NA	NA	NA
Technology	Possibly reallo-cate/replace existing equip-ment	April-May 2007	NA	NA
Communications	Available Band-width	August 2007	Incremental	Incremental

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement
Application response time	VSCs, VS Supervisor	no-low complaints	None	ongoing
User-friendliness	VSCs, VS Supervisor, volunteers	generally positive feedback	None	ongoing
Vendor responsive-ness	VSCs, VS Supervisor	generally positive feedback	None	ongoing

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level):

- District Level: funding, bandwidth
- Building level: continue to maintain existing hardware; provide hardware that meets software specs

XV. Department Identified Priority Level (High, Medium, Low): It's a high priority for the Volunteer Services Program and Parent Involvement.

XVI. Target Customers (Indicate Grade Levels, Employee Category):

- Volunteer Services Coordinators at all elementary and secondary schools;
- Volunteer Services Supervisor
- School Administrators
- Anoka-Hennepin Community and Volunteers

XVII. Current Level of Customer Participation: N/A

Anoka-Hennepin Project Planning Worksheet

I. Project Title: A-HConnect Redesign

II. Project Description: Redesign A-HConnect to be integrated with the redesigned district web presence. Integrate both public and private data and information sources into one web presence.

III. Project Initiation: Communications/Technology and Information Services

IV. Current Implementation Stage: Redesign

V. Project Owner (Department Director): Mary Olson, Director of Communications and Public Relations
Sponsor (Cabinet Member): Mary Olson
Work Team Leader(s): Tom Skoglund, Technology Facilitator; Georgia Kedrowski, Assistant Director of Technology and Information Services; Mary James, Educational Data Coordinator

VI. Alignment to Board Goal(s):

- Acknowledging parents' roles as their children's primary educators and partnering with them to increase student success
- Improving connections with the community to foster public involvement with and understanding of our educational programs

VII. APQC Process Classification Number:

VIII. Rationale: A-HConnect has provided a valuable link between home and school. The redesign will improve the usability of the site and create more flexibility as the control over posting content improves.

IX. Departments and Impacts

Potential Impacts	Describe Impact
School Board	
Cabinet	
Administrative Services (Facilities, Capital)	
Building & Grounds	
Business Services	
Career & Technical Education/STEP	
Child Nutrition	
Communications & PR	
Community Education	
Curriculum & Instruction, Elementary	
Curriculum & Instruction, Secondary	
Employee Services	
Labor Relations & Benefits	
Parents and/or Community	
Purchasing & Warehouse	
Research, Evaluation & Testing	
School Sites	
Special Education	
Student Services	

Potential Impacts	Describe Impact
Supplemental Programs	
Technology & Information Services	
Transportation	

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	
Community	

XI. Project Timeline (deliverables, milestones, stages, etc.):

- Complete documentation and design specifications for conversion to School Center for content management
- Implement access to grade book information for guidance counselors, principals, and other site staff.
- Add student access for students in grades 6 through 12
- Add online fee payment option for Child Nutrition. Explore feasibility for online payments for other applications.
- Add access to parents to elementary marks history.
- Add capacity for parents to supply e-mail address changes through A-HConnect.

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)
Staff				
Training				
Space				
Technology				
Data Mgmt				
Communications				
Evaluation				

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level):

XV. Department Identified Priority Level (High, Medium, Low):

XVI. Target Customers (Indicate Grade Levels, Employee Category):

XVII. Current Level of Customer Participation:

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Online Course Requests

II. Project Description: Explore options for providing a web-based online system for collecting course requests.

III. Project Initiation: Secondary Principals

VI. Current Implementation Stage: Needs Analysis and Evaluation

V. Project Owner (Department Director): Georgia Kedrowski, Assistant Director of Technology and Information Services
Sponsor (Cabinet Member): Lelia Redin, Associate Superintendent
Work Team Leader(s): Jerri McGonigal, Assistant Principal BHS; Deb Maaske, Technology Teacher, BHS; Kathy Pierce, Technology Teacher, CRHS; Jill Bourman, Network Services Supervisor; Cheri Bondy, Information Services Supervisor; Jayne Skiba, Data Management Secretary, CRHS; Tom Skoglund, Technology Facilitator

VI. Alignment to Board Goal(s): Parent involvement, improve efficiency and effectiveness

VII. APQC Process Classification Number:

VIII. Rationale: Course requests are currently being entered into the SIS through a classroom based application or by temporary clerical staff at the schools. In order to facilitate more parent involvement and access outside the school day, a web-based application is being evaluated. In addition, a long-term goal of creating career planning information as part of the registration process is desirable.

IX. Departments and Impacts

Potential Impacts	Describe Impact
Communications & PR	Longer term view of career planning
Curriculum & Instruction, Secondary	Development of career planning beyond collection of course requests and registration information
School Sites	Secondary sites during the window of registration course request collection
Technology & Information Services	Additional web application and hardware for network support. Firewall and security issues. Additional support for Information Services. Tech Communications Tech potential for need for additional calls to help desk from parents.

X. External Impacts

Potential Impacts	Describe Impact
Community	Update access for parents and students from outside the school site.

XI Project Timeline (deliverables, milestones, stages, etc.)**:**

- Fall 2005 – Information Services analysis of Pearson OLCR application
- Fall 2006 – Meet with project work group to evaluate an online course requests system from Midwest, Inc.
- Summer 2007 – Evaluate and provide feedback to Pearson on version 9.0 SASI release including new OLCR application.

- Fall 2007 – Meet with project work group to evaluate options for 2008 registration season for online course requests.
- Winter 2007 – Based on results of evaluation, test an online requests system with at least one high school.
- Winter 2007 – Begin assessment and design options for developing a web site to include Career Planning beyond course requests entry.
- Winter 2008 – Allow additional secondary sites to collect course requests via an online application.

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)
Technology				Existing hardware for a temporary period of time?
Data Mgmt	Additional set up and support for online system		If Pearson, software cost is included. If other software if needed, there will be costs. Est. $10,000	

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level)**:** Different setup for an online process versus the existing SASI process. Some sites are currently hiring part-time clerical assistance to enter the requests into SASI. Some are using Advisory time and having teachers and students do updates.

XV. Department Identified Priority Level (High, Medium, Low)**:** Medium, processes exist. If a product can easily be implemented to improve the process, we will move ahead.

XVI. Target Customers (Indicate Grade Levels, Employee Category)**:** Students and parents, teachers, advisors, and building Data Management and clerical staff.

XVII. Current Level of Customer Participation: Currently, sites are using a variety of methods for collecting and processing student registration course requests. There is no web based access for doing this work outside of the existing sites during non school hours or from outside the district. Web based applications can improve the parent involvement, accuracy of the student requests and effort by clerical staff.

Anoka-Hennepin Project Planning Worksheet

I. Project Title: Community and Academic Technology Centers

II. Project Description: The A-H Academic and Technology Centers will increase parent and student access to technology, increase parent involvement, provide a safe and convenient space for after-school programming, and build better partnerships with families currently disengaged from the Anoka-Hennepin system. The Department of Student Services strongly believes that these centers are a critical component to closing the Achievement Gap.

III. Project Initiation: Eric Moore-Director of Student Services

IV. Current Implementation Stage:

- Camelot Square and Verndale have been chosen as designated pilot sites.
- Focus groups have been completed with local residents.
- Pilot sites have been approved
- Budgets have been created and allocated.
- A two bedroom apartment has been donated by Camelot Square for the Community Academic and Technology Center.
- Apartment will be cleaned and ready for Anoka-Hennepin ISD #11 staff to enter to evaluate data drops, wiring, etc. after November 14th, 2006.
- Supervisor position has been posted through Community Education to start the process of hiring for the Camelot Community Academic and Technology Center.
- 21st Century Grant has had a letter of intent submitted to meet financial programming needs for CATCs.
- Programming history has been reviewed, and contacts have been made with the local YMCA to provide programming options at the CATCs.
- A proposal has been developed to recruit partnerships from local businesses for CATC sites.

V. Project Owner (Department Director): Eric Moore-Director of Student Services
Sponsor (Cabinet Member): Eric Moore-Director of Student Services
Work Team Leader(s): Jen Bayley, Assistant Director of Student Services; James Greer-Student Learning Advocate Supervisor

VI. Alignment to Board Goal(s):

- Providing a caring, highly trained, and effective staff who use research-based best practices
- Providing learning opportunities that meet the individual learning needs of each student
- Monitoring student achievement to maximize each student's learning
- Promoting high achievement for all students
- Acknowledging parents' roles as their children's primary educators and partnering with them to increase student success
- Improving connections with the community to foster public involvement with, and understanding of, our educational programs
- Providing a safe and respectful learning environment
- Using all resources efficiently and effectively

VII. APQC Process Classification Number:

VIII. Rationale: The objectives of the A-H Academic and Technology centers will be to increase parent and student access to technology (bridging the ever widening digital divide between those who have, and those who have not), increase parent involvement, provide a safe and convenient space for after-school programming, and help to build stronger partnerships with families currently disengaged from the Anoka-Hennepin ISD #11 system. The Department of Student Services strongly believes that these centers are a critical component in helping our district close the Achievement Gap.

The Community and Academic Technology Centers will target school communities with low identified login rates. Research states that 5 out of our 30 Elementary Schools have less than 50% of students who have access to A-H Connect. An additional 13 schools have between 51% and 59% with login potential. Eights schools have been identified as most 'at need' based on a combination of criteria. Needs assessments with residents have been conducted at select apartment sites to identify and use timely programming that meets the needs of the residents living within the selected complex. Based upon the needs assessment results, programming partners will be identified. Initial partners include Community Education, Targeted Services and Targeted School Sites. Possible program includes, but is not limited to the following:

- Family Literacy (Books available for check-out and research)
- Tutoring in all subject areas
- Computer Classes (Adults and students)
- Effective Parent Involvement Classes
- Adult Basic Education Courses
- After School Enrichment Classes
- English as a Second Language Courses
- School/Parent meetings
- Summer Programming

The Community and Academic Technology Centers will also provide a safe space for many parents that have a low comfort level in the school setting. The centers will provide a bridge to those families that, for a variety of reasons, have not made a connection to the ISD 11school setting. The centers will also provide resources for families in need, in the form of access to technology, academic materials, and academic and social programming.

Continuous evaluation of the programming at each site will be conducted to make sure the needs of the community are being met. Needs assessments with residents will be conducted again, upon opening of the pilot sites. The center will open with a survey being placed by each computer to ask for future programming requests. Requests will be evaluated on a weekly basis, and programming partners will be identified quarterly.

IX. Departments and Impacts

Potential Impacts	Describe Impact
School Board	Meeting and supporting established School Board Goals (as mentioned above).
Cabinet	Discussion of partnerships for programming.
Administrative Services (Facilities, Capital)	Data drops?
Building & Grounds	Data drops?
Business Services	None at this time.
Career & Technical Education/STEP	Careers courses offered to families depending on needs of community living at the CATC.
Child Nutrition	None at this time.
Communications & PR	Information sharing on the district web site about CATCs.
Community Education	Possibility of partnership with programming options that will be available at the CATC (ABE courses, Adult ESL courses, etc.)

Potential Impacts	Describe Impact
Curriculum & Instruction, Elementary	Recommend resources to be kept in the CATC that work in alignment with the Anoka-Hennepin ISD #11 curriculum.
Curriculum & Instruction, Secondary	Recommend resources to be kept in the CATC that work in alignment with the Anoka-Hennepin ISD #11 curriculum.
Employee Services	Paperwork filing/Payroll for PT CATC Supervisor
Labor Relations & Benefits	Possibility of need for teachers who may tutor students on site. At this time we are looking at providing this service through programming with the YMCA.
Parents and/or Community	Developing program with local YMCA, create committee and conduct focus groups with families who utilize the CATCs to insure effective programming needs are being met.
Purchasing & Warehouse	None at this time.
Research, Evaluation & Testing	None at this time.
School Sites	Data from school sites to identify areas where 40% or more of students come from low-income families.
Special Education	Recommend resources to be kept in the CATC that work in alignment with the Anoka-Hennepin ISD #11 curriculum (If SpEd students are living at site of CATC).
Student Services	Leadership, coordination and contact for this initiative. We will also provide evaluation services for this initiative to help insure effective programming is taking place that meets the needs of the residents at the location of the CATC.
Supplemental Programs	None at this time.
Technology & Information Services	Needed to help add data drops/network electronics under Anoka-Hennepin ISD #11/complete imaging on computers.
Transportation	Should not be affected

X. External Impacts

Potential Impacts	Describe Impact
Federal or State Law, Statute and Rule	We are trying to increase Anoka-Hennepin ISD #11 families' access to technology. We would like to provide the same firewalls and virus software that district staff utilizes to avoid misuse of the technology equipment.
Community	The A-H Academic and Technology Centers will increase parent and student access to technology, increase parent involvement, provide a safe and convenient space for after-school programming, and build better partnerships with families currently disengaged from the Anoka-Hennepin system.

XI. Project Timeline (deliverables, milestones, stages, etc.)**:** It is our goal to have the Camelot CATC up and running by the end of January for families to begin to utilize the computers. We would also like to have computers in place, and in use, at the Verndale sight by this time as well.

Future programming will be evaluated from resident surveys that will be placed by each computer, and to be completed at the end of computer use. We will review the surveys with our program evaluator, and meet with a committee to discuss further programming needs for the CATC.

We are also in the process of applying for the 21st Century Community Learning Centers grant. Our letter of intent has been submitted. We are looking to partner with the YMCA who has conducted programming within the Camelot and Verndale site in the past.

XII. Resource Allocation

Resource	Description	Projected Timeline (Begin/End Dates)	Startup Costs (Include Source)	Ongoing Costs (Include Source)
Staff		A. PT Support Year Round B. Dependent on needs of CATC site.	A. $7.50-$15.00 per hour depending on individual hired for this position. Funding available through Integration and Safe School Levy Budget B. Funds would be available through 21st Century Grant.	Same sources as mentioned in the previous column.
Space	Already established with Camelot and Verndale.	Year round.	No cost.	No cost.
Technology	Data Drops Network computers. Imaging computers.	January 2007	No cost other than salaries that are already being paid for by the Department of Technology.	Technology
Data Management	Our Evaluation Consultant with Student Services will keep any data received from focus groups.	Year round.	Student Services Evaluator salary already being paid for by Student Services.	Student Services
Communications	Sharing information about CATCs on district web site.	Year round.	Student Services could place information under Department web site. Kick-off event may be posted on district web page. No known cost.	No known cost.
Evaluation	Conducted by Department of Student Services Evaluator.	Year round	Cost of evaluator salary which is being paid for already through Student Services.	Student Services

XIII. Project Performance Evaluation Plan

Performance Metric	Data Source	Target	Current Performance	Date of Measurement
Focus Groups	Residents-sharing of needs	Local residents who reside within the CATC	Initial Focus Group was conducted at Camelot. Another Focus Group will be scheduled, as well as surveys placed at each computer to receive programming needs of residents.	April 6, 2006 (Information too broad due to limited resident participation of 9 individuals)
Surveys placed at com-	Residential feedback	Local residents who	Establishing short 3-4-	Not applicable at

Performance Metric	Data Source	Target	Current Performance	Date of Measurement
puter stations	for programming needs.	reside within the CATC	question survey to place within CATC once established.	this time. Survey will commence once CATC is opened.
Effective Placement of CATCs	Enrollment Report information presented to the School Board by Georgia Kedrowski	Locations where at least 40% of students reside in high poverty areas.	Initial locations have been established with Camelot Square apartments and Verndale/Youth First in Anoka, MN.	Information gathered from October 23, 2006 data.

XIV. Ongoing Support Needs (Include District Level, Building Level, Classroom Level):

- **District level:** Provide evaluation, partnerships for programming with other district departments, materials, support and programming direction. We will also provide furniture, computers, and address the financial needs of the CATC.
- **CATC Building Level:** Provide space and partnership with local YMCA. Receive data in regards to schools that have over 40% students in poverty.
- **Classroom Level:** None within school building sites. Programming for academic support through tutoring, homework assistance and remedial study, enrichment support through mentoring, extended activities, as well as family literacy and language support programs will be offered at the CATC site depending on the CATC site's needs (gathered from evaluation).

XV. Department Identified Priority Level (High, Medium, Low): High due to timeline for implementation.

XVI. Target Customers (Indicate Grade Levels, Employee Category): CATCs will be placed in our high poverty areas and support students and their families in grades K-12.

XVII. Current Level of Customer Participation: Partnerships established with local YMCA and at Camelot Square and Verndale (future CATC sites).