



Union County Vocational-Technical Schools **2013-2016 Technology Plan**

Version 1.2

4/1/2013

Submitted by:

John Downey

Director of Technology

Mission Statement

Union County Vocational-Technical Schools mission is to address the needs of the residents of our county by providing technological opportunities to acquire the marketable skills necessary to enter into and compete in our challenging labor market. This mission is committed to ensuring high standards and challenging opportunities through the integration of academic and technical training and by:

- providing access to technology for all learners
- providing a strong emphasis on teacher professional development and pre-service education.
- creating an integration of technology into systematic school reforms

Our mission statement stresses the implementation of technology as a tool for learning; technology is an instrument to be used to expedite and enhance the learning process. We have designed our plan to break down the barriers of time, distance and form.

Technology Inventory

TECHNOLOGY EQUIPMENT

Our technology inventory can be broken down into three primary groups, end-user devices, infrastructure and software. End-user devices include, but are not limited to, Dell PC computers, Apple iMac computers, Dell laptops, Apple iPads, printers, copiers and starboards. As a PC house for over 15 years the district has begun to move beyond PC and introduced the Apple iMac computers into our Graphic Design program and started an iPad initiative in our Information Technology Academy.

The district has welcomed new technologies into our buildings in an ongoing effort to offer the best instructional instruments available to both staff and students. Our investment into Starboards several years ago, chosen to simplify the sharing of information between teacher and student, are being replaced by iPad's and tablet PC's.

We have also begun a one-to-one initiative with our School of Design program. Each student is provided a Dell Inspiron laptop installed with AutoCAD and Adobe CS6 software. Our iPad initiative provides an iPad to each student in our Math Analysis class, to be used in class. These programs are the first of many that are expanding the use of end-user devices.

NETWORKING CAPACITY

The district utilizes a gigabit network with a 10GB backbone and 1GB runs to all closets within our buildings. This network currently supports approximately 1300 networked devices. Our infrastructure utilizes Extreme Network switches.

We have recently upgraded our wireless network which utilizes Extreme Network switches as well and added CloudPath XpressConnect for wireless on-boarding. Our wireless network has several SSID's including a guest wireless network which is accessible to anyone while on campus. This guest wireless network is Internet only and is limited to 10% of the districts bandwidth.

We have moved from Verizon to Comcast for our Internet access. We currently have a 100 MG pipe to the district, shared by all five schools. Based on the current PARCC recommendations our existing pipe should be sufficient for the next-generation K-12 assessments in English and math that are being developed.

FILTERING METHOD

The first line of defense to the outside world is our SonicWALL NSA 4500 Appliance. The SonicWALL appliance provides:

- next generation security
- Scalable multi-core hardware and reassembly free deep packet inspection
- high availability and load balancing features
- Advanced state-of-the-art performance and lowered TCO
- Advanced routing services and networking features
- Standards-based Voice over IP (VoIP)
- Secure distributed wireless LAN services
- Onboard Quality of Service (QoS)

The next line of defense is our Cymphonix Network Composer DC40XS. With Network Composer, we can see exactly how our students or employees are using the Internet. Additionally, we can see the performance of critical Internet applications, set smart, policy-based limits and priorities and run detailed reports to identify and resolve problems quickly. Together these capabilities give us the power to reveal exactly how everyone in our organization is using the Internet, while providing complete control over the online content and applications.

Network Composer also gives us the ability to precisely define and control how much bandwidth is available for different types of content and applications. Even better, it allows us to carefully prioritize and dynamically scale bandwidth, recreational content is still available when Internet traffic is light. This intelligent, fine-grained control translates directly into better performance—without imposing crude or heavy-handed “allow or deny” restrictions.

Network Composer provides us with content filtering automatically detects and protects our network from dangerous information and ensures users can access the content they need through multi-layer filtering. This includes real-time dynamic URL categorization, URL database matching, URL keyword search and SafeSearch search engine enforcement.

Secure traffic filtering which monitors, analyzes and filters HTTPS traffic to eliminate threats hidden inside encrypted content. Anonymous proxy protection which protects against today's most sophisticated threats with daily filter avoidance updates and dynamic content analysis that identifies and blocks dangerous anonymous proxies. Internet threat control which blocks web-based malware and viruses with advanced database matching and client spyware removal capabilities.

For more granular protection we utilize the Barracuda Spam Firewall. The Barracuda Spam Firewall is an integrated hardware and software solution designed to protect your email server from spam, virus, spoofing, phishing and spyware attacks. The Barracuda Spam Firewall provides comprehensive protection against the most current email-borne threats that can cripple your network if left unprotected. With our proprietary twelve-layer defense system, the Barracuda Spam Firewall optimizes performance of your email server while utilizing the following protections:

- Anti-spam. The algorithms and methods used by the Barracuda Spam Firewall are the most comprehensive and most advanced in the industry at detecting and filtering spam resulting in the lowest rate of false positives.
- Anti-virus. By utilizing dual layer virus blocking, decompression of archives and file type blocking, the anti-virus engine in the Barracuda Spam Firewall provides complete virus protection.
- Anti-spoofing. This technology prevents the use of forged or "spoofed" sender addresses on unsolicited email. The anti-spoofing feature also allows larger organizations to specify a list of IP addresses that are allowed to have a "From" address that appears from inside the organization to support multiple sites and multiple email servers.
- Anti-phishing. The Barracuda Spam Firewall provides robust protection against phishing schemes which are often used to gather confidential information about an organization or its individual users.
- Anti-spyware. (Attachments) - All attachments are scanned and any spyware executables are detected and eliminated immediately.
- Denial of Service Protection. Rate controls are utilized to stop denial of service attacks as well as dictionary based spam attacks. These rate control systems are integrated and automatic in the Barracuda Spam Firewall.

In addition to physical hardware and software protection, all district employees and students are required to fill out an Acceptable Use Policy Release sign off sheet after reading and accepting the Acceptable Use Policy. The Acceptable Use sign off sheet also includes a sign off for posting the students information on our web site and permission to use student information for public relations. All data is entered into a Microsoft Office InfoPath file, viewable by all district employees. Our Acceptable Use Policy is reviewed annually and re-approved at February's Public Board meeting.

Each of our districts academies and UC Tech, utilize the first year technology classes to educate students on the districts Acceptable Use Policy and online safety. The technology teachers instruct students on the proper usage of the Internet as well as educating the students on the monitoring hardware and software in use by the district. The Acceptable

Use Policy Release form has to be signed by the parent as well as the child. Every February our AUP is on the board agenda with any updates for re-approval.

SOFTWARE USED FOR CURRICULAR SUPPORT AND FILTERING

All district employees are provided with a Dell laptop upon hire. The laptops are configured with MS Office, Adobe Suite, Symantec Endpoint and any additional software pertinent to their program of instruction.

The district utilizes PowerSchool for student recordkeeping. The Parent/Student portal within PowerSchool enables parents and students to access an up to date listing of their attendance and grade records. This portal has taken some of the work load off teachers by cutting down the number of phone calls and e-mails to parents in regards to student progress. One future goal is to go paperless, by not sending progress reports and report cards home, solely utilizing the portal.

To increase administrative access to our network, we utilize a VPN into our network, via our Sonic Firewall, for administrators that need to access the network from off campus. The VPN has provided a fast and convenient way for administrators to access the network from off campus.

We have also moved to electronic transfer of Board agendas. All board members now have electronic access to the board agenda and attachments through a secure section of our web site. We are also posting the minutes from our Board meetings on the website.

We have also signed up with Strauss Esmay which hosts our board policies online. This provides administrator's access to update polices online. The public can request to see the policies through building administrators.

We have moved our district website to Schoolwires. This move has provided faculty and students with a tool that enables Web-based solutions which are designed to connect K-12 communities with the information, services and people they need to achieve their district goals.

We have taken advantage of two of Schoolwires supplemental offerings, Synergy and Nimbus. With Synergy all users can create, edit, organize, store and share all your digital files and presentations. Synergy provides 24/7 access to digital files, making it easy for teachers, staff and students to:

- Collaborate on papers and group projects
- Manage homework drop boxes
- Organize files with consistent folder hierarchies
- Retrieve documents in a snap with power search option
- Zip and store file and folders to any offline device

Nimbus offers social, community and instructional capabilities for students, teachers and parents, so you can provide a safe online experience for everyone who participates using Web 2.0 tools like blogs, podcasts and RSS feeds. Electronic forms created using the tools included with our software generate text-based forms that can be easily navigated and completed using accessibility tools.

TECHNOLOGY MAINTENANCE AND SUPPORT

The Union County Vocational-Technical technology department doubled in size this winter from one to two full-time employees. The department is comprised of a Director of Technology and Network Administrator.

The department also utilizes the services of six interns each year. Those selected to be Student Technology Assistants are required to work (for pay) over the summer before their senior year. It is during this time that interns are instructed on how the Technology Department operates and how to appropriately handle technology work orders for the upcoming year.

During the school year students will spend a portion of their day working as interns for the technology department. The amount of time for the internship varies depending which school the student is attending. Technology Assistants will also have the opportunity to work (again for pay) after school hours during the school year.

The technology department covers a majority of the support requests for the district with the assistance of service and maintenance agreements on key hardware and software products. For issues that go above and beyond the knowledge base of the department, we have a working relationship with Link High Technologies for advanced support.

As with all technology there comes a time when its usefulness becomes limited. As has been our practice since 1997, new equipment for several computer labs is ordered each year through capital funds, grants and/or Perkins funding. We purchase high end machines for our primary labs, i.e. CADD, School of Design and the IT senior labs. The older machines are then redistributed to other district labs, i.e. sciences and humanities.

The order they are redistributed is based on use of the lab. For example the Humanities lab, for which the primary use is Word, will have the oldest computers. The sciences and math labs usually receive the second generation computers. UCVTS has been able to purchase new computers, recycling the old computers throughout the campus. These computers have been averaging a life of four to five years.

Once the life of a computer has come to an end, (usually at the time it can no longer handle the latest OS or the parts physically give out), we remove the computers from our inventory and recycle them. We currently utilize Sycamore International Inc. which is a global technology asset purchasing and sales firm. They pay for recycled items that have value and send a check back to the district.

TELECOMMUNICATIONS EQUIPMENT AND SERVICES

The internal telecommunications system we utilize is the Toshiba CIX1200 system for classroom and office phones. The system service and maintenance is through Extel Communications. Our pots lines and long distance services are through MetTel Communications.

Administrative telecommunications is provided by Verizon. All Principals are provided with an iPhone and Teaching Supervisors are provided with a cell phone for communication purposes. The district also utilizes Motorola radios which all administrators and office staff utilize for communication.

Three-Year Educational Technology Plan Inventory Table			
Area of Need	Describe for erate funded year 1 2013-2014	Describe for erate funded year 2 2014-2015	Describe for erate funded year 3 2015-2016
Technology Equipment including assistive technologies	N/A	N/A	N/A
Networking Capacity	Comcast	Comcast	Comcast
Filtering Method	N/A	N/A	N/A
Software used for curricular support and filtering	Schoolwires	Schoolwires	Schoolwires
Technical Support and maintenance	N/A	N/A	N/A
Telecommunications equipment and services	Toshiba CIX1200	Toshiba CIX1200	Toshiba CIX1200
Other Services:	N/A	N/A	N/A

Needs Assessment

This past year we redesigned our district technology assessment to provide a more detailed barometer of our faculty technology skills. This assessment concentrated on measuring what our faculty felt their strengths and weaknesses were in the areas of technology application.

This survey moved beyond basic technology applications, such as word processing, databases and spreadsheets and concentrated more on applications of technology into the curriculum, i.e. web design and usage, Internet safety, identifying and applying technology into the curriculum.

The results of the survey helped guide mini-PD workshops run within each of our academies. The results were used to provide appropriate training pertinent to what was being taught. Faculty support is also provided through student interns who assist faculty on adapting to new technologies.

Faculty is signed up with My Learning Plan. My Learning Plan offers fast and easy planning, tracking, and evaluation of all forms of professional learning in one comprehensive online system. This system allows faculty to request professional development opportunities and provides an evaluation system and tracking mechanism for administrators.

Faculty and student participation was necessary in addressing the needs of students. Through surveys and meetings, needs not already being addressed for students were covered. This included time outside the school day to access the network. Several curriculum revisions were addressed providing appropriate technology to accommodate this curriculum.

Three Year Goals

2013-2016

Based on our Needs Assessment, State and Federal requirements and feedback from faculty, students and the public, Union County Vocational-Technical Schools has created the following goals for the next three years.

1. Continue to evaluate current one-to-one initiative in School of Design to determine if program is worthy of continuing and whether or not it is conducive to other programs.
2. Continue to evaluate iPad initiative in the Academy of Information. Determine usefulness of iPads in the classroom and relevance to curriculum. Determine if implementation of multiple iPad cards into existing network is possible and what the service and maintenance strain it will be for technology department.
3. Continue upgrading computer labs to exceed PARCC requirements. Currently 90% of the districts equipment meets PARCC minimum standards.
4. Continue evaluating districts bandwidth, currently 100 MB, to determine if it will suit the needs of all district computers, currently at 1300 and meet requirements established by PARCC.
5. Continue providing the latest software programs through agreements such as Microsoft's Volume Licensing Program and Autodesk Comprehensive Education Solution and Adobe's Volume Licensing programs.
6. Continue requiring teachers, through their Professional Improvement Plans (PIP's), to develop lessons utilizing new instructional and/or assessment technologies, making sure they meet annual requirements for PD via My Learning Plan.
7. Develop Google Docs training program for teachers to incorporate into curriculum.
8. Expand the existing wireless network to all district buildings.
9. Complete initial Disaster/Recovery plan including hardware and software.

Three Year Implementation and Strategies Table

IMPLEMENTATION ACTIVITY TABLE

Three-Year Technology Implementation Activity Table				
District Goal and Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
1	Survey faculty and students regarding use of laptops and relevance to curriculum.	Spring 2013	Faculty/Students	Survey results
2	Survey faculty and students regarding use of iPad's and relevance to curriculum.	Spring 2013	Faculty/Students	Survey results
3	Compare computer specs to PARCC specs.	2013-2015	Technology Dept.	Altiris inventory reports
4	Utilize PARCC Readiness Tools to determine computer to bandwidth ratio.	2013-2015	Technology Dept.	Cymphonix bandwidth reports
5	Provide updated software to fulfill curriculum requirements of technology programs.	2013-2016	Technology Dept.	License agreements/Curr.
6	Provide technology PD opportunities for staff	2013-2016	Technology Dept.	My Learning Plan reports
7	Provide Google Docs training to faculty	Fall 2013	Technology Dept.	My Learning Plan reports
8	Expand wireless network to all buildings.	2013-2016	Technology Dept.	Wireless coverage report
9	Verify all network resources have viable alternative resource in case of disaster	2013-2016	Technology Dept.	Summary document

TELECOMMUNICATIONS

The district will continue to provide all administrative staff with cell phones (data phones or standard phones), radios and office/classroom phones for communication for both within and outside the district. The district provides multiple means of telecommunication enabling administrative staff to communicate freely and easily with each other and the community.

All principals and district employees are provided with data phones (iPhones) to assist them in staying on top of all communication necessary to do their jobs appropriately.

INFORMATION TECHNOLOGY

In preparation for online testing, the district will be using the PARCC Readiness Tool to help determine the appropriate network capacity and computer ratio for online testing. Currently the district meets all current requirements and we will continue to be sure our infrastructure exceeds the requirements determined by PARCC.

The districts internal infrastructure was recently upgraded to a 10GB backbone, with gigabyte connections to all hardwired devices. The districts wireless network is currently

being expanded to include all buildings. Currently three of the districts five buildings are wireless with the additional buildings being completed over the next several years.

EDUCATIONAL TECHNOLOGY

The district will be providing staff development opportunities to all faculty on Schoolwires Nimbus and Synergy. These programs will enable faculty and students to communicate and collaborate more easily. The district will also be implementing Google Docs for faculty and students to share information. All these tools are available 24/7/365 from any internet connection. This will expand the learning process beyond the school day.

STUDENT TECHNOLOGY READINESS

In addition to preparing for online testing with PARCC, UCVTS has been utilizing online testing for several years to determine student technology readiness. Students taking A+ certification courses, MS Office courses, Adobe CS courses, Oracle and Flash courses have all taken online exams to determine their knowledge of these programs.

Having been participating in online exams for several years now, we are confident we are ready for the upcoming online exams for academics.

Professional Development Strategies

PROFESSIONAL DEVELOPMENT ACTIVITY TABLE

Educators' Proficiency/ Identified Need	Ongoing, sustained, high- quality professional development planned	Support
Document sharing and group project collaboration	Online training course on Synergy is available via Schoolwires website and mini PD workshops will be run.	Technology resource team will be available for individual assistance. Synergy will be incorporated into lesson plans to reflect usage in class.
Social community creation and implementation	Online training course on Synergy is available via Schoolwires website and mini PD workshops will be run.	Technology resource team will be available for individual assistance. Synergy will be incorporated into lesson plans to reflect usage in class.
Online exit exam proctoring	Training will be provided to faculty as proctors for the upcoming online training.	Technology team allowed release time to develop training to be run through mini-pd workshops in academies.
iPad/Tablet PC usage	Training to be provided via mini-pd	Technology team and trained faculty will turnkey use of tablets and infusing into curriculum.
Web based document sharing	Training to be provided via mini-pd	Technology team allowed release time to develop training to be run through mini-pd workshops in

SUSTAINED PROFESSIONAL DEVELOPMENT

Staff access professional development programs in technology training during non-contract time and at a negotiated contract rate for professional development of \$20/hour. Secretarial personnel access professional development programs in technology during the regular day.

To assist teachers in integrating technology into their curricula, the district has emphasized the importance for monitoring teacher's correlation of the NJCCCS to their curricula. This monitoring and training is recorded in the teachers PIP's as well as their evaluations.

Assistance with this integration is provided through multiple avenues. The summer orientation program, staff development days, etc. are all mechanisms to provide our teachers with the skills to improve their lesson plans, thus improving their student's achievement.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

We have also developed mini-professional development workshops that are held on a monthly basis for staff on the application of assistive technologies. These workshops cover topics from Integrating Technology into your curriculum, to Creating individually paced lesson plans.

In addition to our monthly mini-professional development workshops each academy has monthly interdisciplinary meetings. These meetings provide faculty with an opportunity to discuss their upcoming lesson plans and share ideas on creating cross curriculum models.

We also provide one-on-one mentoring in teacher classrooms on an as needed basis. This is done through faculty turnkeys and/or technology interns. Various training opportunities are offered throughout the year and focus on technology and curriculum integration.

The district provides release time and pays fees for outside workshops, including undergraduate and graduate classes. In addition, the district offered free technology and curriculum workshops after school and provides training during in-service days.

To track their professional development all faculty are signed up with My Learning Plan. My Learning Plan offers fast and easy planning, tracking, and evaluation of all forms of professional learning in one comprehensive online system. This system allows faculty to request professional development opportunities and provides an evaluation system and tracking mechanism for administrators.

PROFESSIONAL DEVELOPMENT PROVIDED

In addition to desktops in their offices, all district administrative staff members are supplied with a district issued laptop. All principals are supplied with iPhones phones and all other administrators are supplied with cell phones. One of our districts goals is to provide our administrative staff with the appropriate technology to administer the needs of all the district's schools.

District administrators are trained on all new technology programs as they are implemented. Training includes; Strauss Esmay for online board policies, incident command training, and Schoolwires web design training. Principal meetings are held on a monthly basis and leadership meetings every three months. During these meetings new programs and technologies are introduced to the administrators.

Likewise all district professional staff members are given their own laptop from the date they are hired. These computers are used both on and off campus for preparing lesson plans, taking attendance, and reporting grades. There is a mandatory training session that is included in our summer orientation program that is attended by all new employees. This training must be attended before the laptops are issued.

During this summer training all professional staff members are also trained in writing curricula. This training is designed to help new faculty members identify and implement technology and other core content area curricula into their own curricula.

Technical staff who utilized the districts computer labs receive training for all technologies in place. These technologies include starboards and projectors which are used to enhance the presentation of lessons. Faculty members have access to digital cameras and non-linear video editing equipment for student portfolios and specific projects. Teachers are also provided with over 10,000 other videos and video clips via United Streaming, an online video streaming service.

Part of the responsibility of UCVTS's academy's administration is to continue to research new and innovative ways to incorporate technology into the curricula. Results of this research are shared annually during the summer training program and during the first staff development day in September.

Evaluation Plan

EVALUATION PROCESS

The Union County Vocational-Technical School District's technology committee, under the direction and leadership of the Director of Technology is responsible for input and development of the technology plan. The committee is made up of support staff, teaching, administration, students and industry representatives.

The plan provides a vision statement for the implementation of technology throughout the school district. It succinctly defines the District's goals and objectives through the year 2016. It describes what currently exists, what the immediate future plans are and what the District sees as its long-range technology goals; the description takes into account both hardware and software needs.

A critical element of the technology plan is its focus on staff development. A multi-year plan is in place for the training of all District employees – both professional and non-certificated staff. Another key focus is enabling students to meet the challenging state and federal standards. Our focus on staff development will help empower our instructors to provide the best for our students.

The professional development opportunities presently available in the district include: discipline and grade level meetings; summer articulation meetings; new teacher training held over the summer; Middle States teams; the Industry Advisory Board; teacher-taught, "mini" professional development classes held after school; Project Adventure activities; and distributive leadership series.

The district also provides two, full-day, professional development days. Faculty and interdisciplinary meetings are each held on a monthly basis, and have developed into working meetings where teachers have the opportunity to work on school and district

initiatives that directly affect the students, such as developing a school growth plan, fulfilling Middle States requirements, and other needs as they arise.

The Director of Technology in concert with the district technology committee and the Superintendent of Schools will be responsible for monitoring the progress of the technology plan. The committee will continue to meet on a regular basis and assess the successful implementation of the plan in the following ways:

- interviews with district personnel on the staff development plan;
- feedback of students participating in district technology internships;
- observable inclusion of technology into curriculum and instruction by staff (PIP's);
- continual evidence of technology related efficiency throughout all office areas;
- a demand for new technology for classroom use;
- the inclusion of internet enhanced instruction;
- yearly analysis of whether all implementation goals (hardware, software, wiring, etc.) have been met.

The Union County Vocational-Technical School district has made a commitment to provide its students with up-to-date technology as well as engaging and demanding curriculum. To assist us in keeping this promise we will routinely update the status of our curriculum and technology and report these findings in our technology plan records.

The district's definition of student achievement is an adaptable, confident, well-rounded student who can apply learned material to real-life situations, and who are active participants in the learning process. The commonalities in the definition include student engagement and student responsibility and ability to apply their skills within the classroom and in the community. The student learning priorities encompass the district's definition of student achievement by preparing the students to be life-long, self-directed learners, communicators with interpersonal and academic skills, goal-oriented individuals, responsible and ethical leaders in the community, and socially-aware students who respect others.

The technology committee will be responsible for checking and updating the status of our ongoing technological needs. The goals and objectives stated in our plan will be reviewed at least twice a year. Our district committees will provide ongoing statistical data collection to evaluate items such as: types of technology needed, types of technology offered, usage by staff, evaluation of courses, etc.

Our district is dedicated to adding resources needed to implement the plan, such as: current technology hardware and software; release time for professional development opportunities; and in-service professional development opportunities. For the past several years we have also provided additional half day, in-service days to extend our professional development opportunities

Our commitment to constantly evaluating our technology resources in the classroom and curriculum is key to helping our students achieve academic success. By following the goals and objectives set forth in this document, we can achieve our ultimate goal of helping students develop life-long learning skills. This is reinforced by the success rate of our student's post-secondary acceptance.

This document represents a guideline for our District’s technology vision. As deadlines may be met earlier or later than expected, the overall outcome of this plan may be modified. It is the goal of the Union County Vocational-Technical School District to provide all faculty and students with the best possible technology and training materials.

EVALUATION TABLE

Describe the process to regularly evaluate how...	
<i>a. Telecommunication services, hardware, software and other services are improving education.</i>	<p>Through maintenance updates and service agreements with our telecommunications companies, Verizon, MeTel, Extel, and Comcast. We verify, at least annually, that we are utilizing these services with the most recent improvements. We also work with administration and staff to verify these technologies are still viable.</p> <p>A past example was our move from standard cell phones to Blackberry cell phones and then to the current iPhones. Through technology changes and user input we made the appropriate changes to provide our staff with the best option.</p>
<i>b. Effective integration of technology is enabling students to meet challenging state academic standards.</i>	<p>Annually students are tested on their abilities and annually our students prove the technology we have in place is making an impact. The results of these exams are proof that students are learning to the best of their abilities.</p>
<i>c. The LEA is meeting the identified goals in the educational technology plan.</i>	<p>The technology committee will be responsible for checking and updating the status of our ongoing technological needs. The goals and objectives stated in our plan will be reviewed at least twice a year. Our district committees will provide ongoing statistical data collection to evaluate items such as: types of technology needed, types of technology offered, usage by staff, evaluation of courses, etc.</p>

Funding Plan

FUNDING PLAN

The Union County Vocational-Technical School District receives revenue from four primary sources: state aid, county tax levy, tuition, and grant funding i.e. Perkins, E-rate, etc.

Capital equipment and facility dollars are provided through two primary sources: grant programs and capital ordinances through the county. The majority of our capital expenditures are financed through a county bond ordinance. Approximately 40% to 50% of our annual technology expenses come from accounts in Fund 30, Capital Ordinance.

Fund 20, Special Revenues, pays for approximately 20% to 30% of our annual technology expenses. This includes money from grants and Perkins funding. Much of our district software licensing, computer labs and staff development is paid from accounts in this fund. Our campus software licensing through Microsoft and Autodesk is a major portion of these funds.

The remainder of our technology budget is paid through Fund 11 or Fund 12. These expenditures account for 15% to 20% of our technology budget. These items include computer supplies and non-licensed software. Some smaller licensed software, like our Adobe and Macromedia licensing are paid for through these funds.

NIMAS compliant resources (the National Instructional Materials Accessibility Standard which guides the production and electronic distribution of digital versions of textbooks and other instructional materials so they can be more easily converted to accessible formats, including Braille and text-to-speech) and other digital resources can be funded in several ways. District wide databases such as EBSCO and Discovery Education's United Streaming are purchased through the media software line item of the budget by the technology department.

We are currently outsourcing our e-rate applications to On-Tech. They are responsible for applying and monitoring all e-rate procedures for the district.

Further use of NIMAS-compliant curricula and use of NIMAC (the National Instructional Materials Access Center) is being explored by the Director of Special Education.