3/13/2014

The first section is a reformatting into the template suggested by Matt.

Mission of i21NOW Finance Committee

Support vision of 21st teaching and learning as formulated by entire i21 Committee with transformative approach to sustainability. We envision sustainability as leaving no stone unturned as regards sources of funding and creatively considering replacement of existing expense budgets with support for the committees 21st century vision. Our focus will be on "Bold Policy" suggestions.

Supporting Recommendations

- Sustainability is considered for all i21 projects as part of the approval
    - Designate an independent Chief Metrics Officer:
    - Require the metrics officer to review and make recommendations on projects up for approval
    - Review approved projects metrics and report on variance
- Embrace a formal Data Driven Decision Making Process appropriate for Education
    - Create and utilize standard decision models
    - Assure Total Cost of Delivery is reflected in analysis
    - Identify KPIs which reflect progress of quantifiable and qualitative measures
    - Use examples to communicate data models
        - See IDC White Paper as example analysis
- Establish SDUSD enterprise wide Informational Analytics capacity
    - Managed by Chief Metrics Officer
    - Collects source data for all metrics from existing systems
    - Identifies and fills gaps in metrics required to measure project performance
    - Research best of class tools, examples, processes

Goal of i21 Finance Committee

Support vision of 21st teaching and learning as formulated by entire i21 Committee with transformative approach to sustainability. We envision sustainability as leaving no stone unturned as regards sources of funding and creatively considering replacement of existing expense budgets with support for the committees 21st century vision. Our focus will be on "Bold Policy" suggestions.

Policy Suggestions for Discussion

- Sustainability is considered for all i21 projects as part of the approval
    - Designate an independent Chief Metrics Officer:
    - Require the metrics officer to review and make recommendations on projects up for approval
    - Review approved projects metrics and report on variance
- Embrace a formal Data Driven Decision Making Process appropriate for Education
    - Create and utilize standard decision models
    - Assure Total Cost of Delivery is reflected in analysis
    - Identify KPIs which reflect progress of quantifiable and qualitative measures
    - Use examples to communicate data models
        - Example: cost of adding/reducing class size by one student; two students. Explore alternatives to use of funds with improved learning outcomes
- Establish SDUSD enterprise wide Informational Analytics capacity
    - Managed by Chief Metrics Officer
    - Collects source data for all metrics from existing systems
    - Identifies and fills gaps in metrics required to measure project performance
    - Research best of class tools, examples, processes

Considerations from Meetings #1, #2, & #3

Sustainability
Sustainability is defined as a range of policy options in which there is 100% funding assures 100% sustainability. Innovation that does not have any replacement funding uses 100% new funding from revenue sources that are one-time, even if they are large or available for several years.

Sustainability Lifecycle: Innovation, Effectiveness & Efficiency
Sustainability often times has a funding life cycle:

- The Innovation phase occurs with primarily onetime funding and metrics are established to determine if the innovation can produce beneficial results.
- The Effectiveness phase often follows innovation and uses the measurable benefits to attain replacement funding to some extent based on policy decisions.
- The Efficiency phase may follow the Effectiveness phase. Budget Models are built that use the effectiveness metrics to determine optimal resourcing through process improvement. Ideally innovation attains 100% sustainability through iterations of the Efficiency phase.

I21 Mid-point Considerations
There are many sources of revenues and each will have business rules that will guide the availability of use to contribute to i21 sustainability.

There are many budget categories to explore to determine their contribution as potential replacement funding sources. Each will have a set of metrics (explicit or implied) to qualify for consideration as potential replacement funding.

The second phase of the Finance Committee work will look at the i21 Committee reports at midpoint and suggest potential strategies to move the innovation to sustainable funding.

Session #3 Discussion on Cloud and BYOD

One of the key recommendations of the i21 Finance Committee is to use Data Driven Decision Models and to assure that the analysis includes a Total Cost of Delivery over the project life. One of the i21 Finance Committee members (Mark Provo), submitted the type of factors that must be considered in the decision model. These issues are listed below to flesh out the complexity of what on the surface may seem simple issues. The committee's intention is not to submit the issues as a definitive discussion, but share a representative set of factors which should be included in the decision model.

- Hardware has hidden costs. How much are software/Apps going to cost you long term?

- Need to look at Internet based software solutions that are cloud based that are offered as a district license. Individual license purchases are hard to manage and cost the district more money in per app cost/support to manage.

- Building the infrastructure based on cloud supports any device moving forward as long as it supports a browser.

- BYOD will only work if the infrastructure is built around cloud and is browser based so that any device with a browser will work…offline content still needs to be available in the event the device can't connect to the internet…etc…so local resources are still needed as a backup.

- If you do BYOD you need to make sure that if a student shows up to school without a device or the device fails….how do they participate if the curriculum is built around the device?

- Need to consider hot spares…etc…that can fill the gaps for student owned devices that fail/students who do not have devices.

- How do you provide internet to those at home who do not have…need to leverage Telco's…$10 dollar internet connection etc.

- If you make the web browser the base for technology…it doesn't matter which direction the industry moves…the district is prepared.

- Technology is always changing however I think everyone can agree that a web browser is here to stay.

- The district already owns LanSchool/Web-Networks and can use this investment to build out your private/public cloud infrastructure.

- A lot of times schools make a purchase decision based on price…which is a problem because it doesn't look at how the device is being used.

- I see this trend with Chromebooks…they take the number of student's they want to provide devices and since Chromebooks are really inexpensive they can put more devices in student's hands but is it the best decision?

- It's often times better buying a more expensive device and less of them to make sure you get the right solution for the need.

- San Diego is ahead of other districts because it is willing to take risks…and without taking risks…you fail from not trying.

- It's easy to say no…it's harder to figure out a way to make it work…which is why I'm glad this committee has been formed.

Recommended Reference for i21

The i21 Finance Committee discussions have identified the opportunity to learn from other innovative school districts. Lindsay Unified School District is California based and seeks to be a leader in education. Identifying the one or more exemplars should be given reasonable levels of review, given that there is much to be gained for the successes and failures of other educational institutions.

The artifacts inserted below are offered as points of comparisons:

Vision

The Lindsay Learning Vision Statement is helpful to assess the fit with the i21 works.

Our (Lindsay) LEARNING Vision
What learning is like for students:
• Every day, Lindsay students come to school and are <mark>met at their developmental learning level</mark>, they are challenged, they are successful, and they leave school wanting to return tomorrow.
• All Lindsay students are naturally highly motivated to learn because the learning experiences of each student is matched to their developmental learning level, their learning styles and strengths, and their interests.
• Lindsay students believe that today's world requires life-long learners, and teachers design learning activities to ensure that graduates leave the school system as self-directed, future-focused, life-long learners. As our learners advance through our program, they increasingly become accountable for their own learning.
• Our world is becoming increasingly global and diverse and Lindsay learners continuously learn to embrace diversity . . . diversity of cultures, religions, ethnicity, and ways of viewing the world.
• All Lindsay students leave our school system with the opportunity to choose the future they desire . . . graduates are ready for college, for employment, and/or for creatively designing their own future.
• Lindsay has become recognized as the place to visit to watch students and adults study, analyze, and debate cultural, religious, economic, and global issues.

How Lindsay Helps Students Learn

• <mark>Lindsay makes maximum use of technology for learning.</mark> As learners advance in our system, more and more of our learner outcomes are mastered by individual students using computers to access challenging and exciting online learning. It is expected that high school students will learn 50% to 60% of their outcomes with technology, leaving teachers time to teach those most important learning outcomes that require a master teacher working with a group of learners.
• Because all curriculum is online, anyone can learn most anything, from any place, at any time . . . access to learning is 24/7 for Lindsay learners.
• Most learning takes place in a real-life learning context where students are able to learn to deal with real life situations. Learning and demonstrating learning through student projects is the norm.
• Learning opportunities often do not follow a single traditional field of study. Most frequently, learners will be learning math, science, language arts, and social science while analyzing and solving real-life problems in today's world.
• Because Lindsay customizes learning to the individual student, grade levels have been eliminated. The question is no longer "is Betty ready for the fifth grade" but is "what learning outcome is Betty now ready for."

How Lindsay Uses Technology

Every student has access to a computer and the Internet at school and at home.

• All Lindsay curriculum can be accessed online 24/7 and students have two or three learning style choices and two or three learning interest choices for most online instruction.

• The Lindsay Information Technology systems allow for easy and effective communication between teachers and parents. Parents, at any time, can access their child's learning records, can get tips on how to help their child with their present learning challenges, and can view the entire Lindsay Unified curriculum.

• Teachers use technology as one effective accelerator of learning when possible and appropriate to inspire and challenge their students.

• All technology purchases . . . hardware and software . . . are made based upon the positive impact the technology will have on children.

Lindsay Life-long Learning Standards

As emerging adults in the 21st century, Lindsay graduates will assume responsibilities in seven significant aspects or spheres of living, as represented in the following figure. These spheres of living provide the focus for the Life-Long Learning Standards for students and have the capacity to drive all school curricula and to impact instruction.

Significant Spheres of Living

Successfully mastering and balancing these roles will be essential for today's students. Our Life-Long Learning Standards seek to meet this challenge. Developed from the future conditions and addressing all aspects of living, the Life-Long Learning Standards for students identify what students need to know, understand, and do in order to thrive.

The Life-Long Learning Standards are:
A Well-Balanced Person (The Personal Sphere)
A Self-Directed, Lifelong Learner (The Learning Sphere)
A Caring, Compassionate Person (The Relationship Sphere)
A Civic-Minded Person (The Civic Sphere)
A Responsible Global Citizen (The Global Sphere)
A Quality Producer & Resource Manager (The Economic Sphere)
A Culturally Aware Person (The Cultural Sphere)