

**Emerging Technology
Guidelines and Policies
February 15, 2006
Updated February 14, 2007**

Please refer to the Core Concept document to get a better understanding of some of the terminology that may be used in these guidelines.

Guidelines for Equipment/Module Approval

State funds may only be used to purchase approved equipment/modules.

New modules will be approved by the Management Team prior to adding them to the approved list.

Requests for equipment/modules will go to the Technology Education Supervisor for approval. How module will address standards is a top priority.

All equipment requests must be on the state CTE Equipment Form (#15263)

- To be funded a school must be in the rotation at the start of the semester.
- Funding for schools starting at mid year will be prorated.

During the first two years a consortium must have a module in each category prior to using state funds for modules in another category.

During the first two years no more than three equipment/module purchases within each category will be supported with state funds.

Third year and beyond consortiums may purchase approved modules in any area.

Consortiums are allowed to spend both years allocation amount in first year of the biennium using the revised budget process.

Professional development is a priority for local funds. Up to ~~15~~ 20% of the consortiums' state funds may be used for that purpose. Any Curriculum developed with state funds becomes the property of the state and is available for all schools. A plan for use of the state funds for professional development must be submitted for approval.

All modules must follow software licensing guidelines.

All modules must be readily able to be rotated.

General Policies

A new school will be one that has never been a member of a consortium or has been out of a consortium for a minimum of five years. Consortiums will be allocated \$8,000 for the first year for each new school.

Only a consortium may make an application to the Emerging Technology Management Team for admission of a school or schools to an existing consortium.

A priority will be given to an application for new schools to join existing consortiums, to create more efficiency, such as applications that do not require the purchase of more modules to accommodate the additional school(s).

All instructors who use the emerging technology modules must be trained on each module prior to that module being used in the school. Consortiums must submit a list of every instructor who will use the modules. That list would contain the instructors name, the school, primary teaching area (i.e. Ag Ed, Tech Ed, math), module(s) that they will be using, and date of training (to verify that training has been received).

Consortiums must provide a summary of usage that identifies the number of students that participated in the activities.

Consortiums must provide an inventory list of all modules and date of purchase or last upgrade and provide updates as modules change or are acquired.

A school may use local funds to purchase modules that are not approved for state reimbursement.

The purchasing of equipment and rotation scheduling are a local management team responsibility but it is recommended that annual instructor meetings are conducted to obtain feedback on equipment, scheduling, and professional development needs.

Considerations for approving funding for new schools and/or consortiums are:

- To maintain the size of a consortium at six schools
- To start a new consortium with a minimum of six schools
- To create more efficiency, such as when a single district joins an existing consortium and not require the purchase of more modules to accommodate the additional school
- Grant amounts are set based on funds available

Applications for a new school or consortium must include a Local Consortium Agreement which:

- Identifies all member schools
- Have signatures from all member school administrators
- Designates a fiscal agent for the consortium
- A consortium budget showing:
 - Local financial obligation, such as tuition
 - Funding for professional development
 - A professional development plan
- List of instructors by name, teaching area, modules taught, when trained
- Module rotation/schedule plan
- Other consortium obligations of member schools – such as administrative and technical support