Location Technology Checklist

As you consider a technology initiative at your location, use the attached Technology Use Checklist to analyze the issues, avoid problems and make the most of your investment. The Checklist applies whether the devices are owned by the location, by the user or a combination of both.

We believe you will find the decision-making process in the Checklist helpful for you to focus on the “big picture,” and is useful even if your location is not currently planning and specific technology initiatives.

When used creatively and correctly, technology can help make learning and working more successful and individually rewarding. Technological devices can be PCs, desktop/notebook/netbook computers/tablets/smartphones or other instruments that enable users to go online and perform a wide range of tasks alone or in collaboration with others at school, work, home and/or elsewhere.

One initiative, known as “1:1 Computing,” in which each user has dedicated access to a computing device, can facilitate personalized, interactive learning and working when effectively implemented, but other technology initiatives relying on shared use remain viable.
TECHNOLOGY USE CHECKLIST

This checklist is designed to help you plan in a systematic way before making important decisions to implement technology in your location. It leads you through questions about your goals and strategies. It also helps you keep over-all purposes in mind, to avoid common pitfalls, to develop a thorough grasp of the financial implications, and to help ensure the success of your project.

PLANNING

• Does your location have a current comprehensive strategic plan that maps out curricular and technology goals or objectives for the next few years?
  
  Yes [ ] No [ ]

• Are you considering a specific type of technology for use?
  
  Yes [ ] No [ ]

• Does the proposed use of technology fit into your strategic plan?
  
  Yes [ ] No [ ]
  ○ If “no”, you may need to consider a different technology initiative and/or revisit your strategic plan to align both with your goals.

• Have you identified the leadership team (paid, volunteer) with the skills and the time necessary to evaluate the needs of learners and staff before embarking on this project?
  
  Yes [ ] No [ ]

• Has the leadership team met with your school/parish staff to discuss their needs (as distinguished from their wants)?
  
  Yes [ ] No [ ]

School/Parish administrators and principals are required to contact the Archdiocese of Los Angeles first when considering and before moving to any decision regarding the lease or purchase of electronic devices – i.e. computers (including laptops), smartphones, tablets (including iPads), etc.

The Archdiocesan Contact Person is:
Reverend Monsignor Joseph V. Brennan
(213) 637-7255 or JVBrennan@la-archdiocese.org

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EDUCATIONAL AND OTHER OUTCOMES

• What are your educational goals in deciding on this acquisition? What specific educational outcomes do you expect to improve in your school and learning areas with your technology program? How will the proposed program positively impact educational outcomes in:
  - PreK-3rd grade
  - 4-6th grade
  - 7-8th grade
  - 9-12th grade
  - Religious Education
  - Adult Education

• How and when will learners use the new devices? In the classroom only, at the location or also at home or elsewhere?

• What curricular goals do you expect to achieve from your project? How will you measure achieving those goals? What evidence, including baseline measurements, will you collect to demonstrate success?

• Has the location sought input from students/parents/parishioners on anticipated outcomes expected from the technology initiative and have you discussed the implications on tuition and fees?
  - Yes ☐
  - No ☐

• Has the staff articulated a clear plan that demonstrates its ability to effectively implement the plan and use the new technology?
  - Yes ☐
  - No ☐

• Has the staff considered the your proposed initiative in light of the following questions?
  o What current parish/school activities would benefit, and how?
  o What factual information (e.g., internal surveys, longitudinal studies, tests, and reports) do you have to support a claim that these activities will benefit?
    - Does the information support the claimed need?
    - Does the information include a cost/benefit analysis comparing your proposed technology initiative to other options?

(1) Note: A matrix similar to the attached “Freedom to Learn School Readiness Rubric” may be used to evaluate the location’s 1:1 Computing readiness. You may wish to extrapolate it to help gauge readiness for other technology projects. See Appendix A.
• Has the leadership team checked with and visited other locations where initiatives similar to your plans are already in place and successful?
  
  Yes ☐  No ☐

  If “no,” the Archdiocesan Technical Evangelist can help you find such locations. Contact the Technical Evangelist at (213) 637-7271 or evangelist@la-archdiocese.org.

• Does your location have someone currently on staff who is proficient in the use of the technology you propose to acquire and use?
  
  Yes ☐  No ☐

  o If “no,” does your location plan to hire someone to manage the technology, have you identified other possible resources (e.g., vendors/service providers) and/or do you expect to rely on volunteer help? (If your answer is “volunteer help” alone, please discuss this decision with the Technical Evangelist.

  o Which specific teachers/staff will research, understand, explain and troubleshoot all aspects of technology at your location? Do they have the skills, time and support from the pastor/principal to carry out these and their other responsibilities?

FINANCIAL CONSIDERATIONS

• Do the school and parish each have a long-term financial plan to sustain the technology program and the related costs, including plans to refresh and update the technology every 3-4 years? If the parish will be assisting the school with these costs, has that been reviewed and approved by the finance council?
  
  Yes ☐  No ☐

• Have the pastor and parish finance council and/or the school governing board been involved in this decision-making process?
  
  Yes ☐  No ☐

• Have you obtained information about the following associated direct costs?

  □ startup, including necessary software, professional services and/or applications
  □ maintenance and support
  □ accidental damage/loss insurance
  □ replacement of batteries and peripherals
  □ projected life of the device and relationship to warranty
  □ necessary infrastructure upgrades (e.g., local network hardware, servers, storage, security appliances)—see “Technical Infrastructure” section
  □ upgrades to carrier services, especially internet connectivity—see “Technical Infrastructure” section
• Has your location assessed costs to retain appropriate staff to deal with the hardware and infrastructure? Is the cost included in the budget?
  Yes ☐  No ☐
  o If this is an existing staff member, will this additional responsibility require an increase in compensation and/or shift of duties to others or new staff members? If yes, has this been budgeted?

• Does the location have available knowledgeable staff or volunteers to evaluate software, applications and outside services, and to make informed recommendations? Is the cost to retain such staff in the budget?
  Yes ☐  No ☐

• Has the location analyzed the costs of curricular and other tools and resources (e.g. e-books, subscriptions to online content) that will be needed over and above what’s bundled with the device? Are the initial and annual costs to license or upgrade this software and other content in the budget?
  Yes ☐  No ☐

• Is the location able and willing to provide the time and funding to offer sufficient and quality training to teachers, staff and students in the use of technology and technology-based learning or work? Are these costs included in the budget?
  Yes ☐  No ☐

• If peripheral devices are needed, such as printers, cameras, projectors, etc., has your location included these items in its budget and has it accounted for the on-going costs of maintenance (e.g., service agreements) and consumables (toner, paper, memory, other storage, etc.)?
  Yes ☐  No ☐

• Has your location undertaken a careful cost analysis and comparison with alternative approaches?
  Yes ☐  No ☐

• Has your location sought out multiple suppliers for the equipment and additional services you need and have you received written responses or bids?
  Yes ☐  No ☐

• Has your location received copies of all applicable sales, lease, warranty and service agreements?
  Yes ☐  No ☐

• Is your location able to purchase the devices outright or is it considering entering into a lease agreement?

  Note: If your location is considering a lease agreement, before beginning any negotiations with a vendor, the school/parish must contact Reverend Monsignor Joseph V. Brennan at the Archdiocese at (213) 637-7255 or JVBrennan@la-archdiocese.org.
• Have you considered the significant additional cost of financing and the possibility that you may owe lease payments beyond the devices’ warranty and useful life?
  Yes ☐ No ☐

• If your location is a school or library, does it receive funding from the federal E-rate program and the California Teleconnect Fund and have an approved E-rate technology plan?
  Yes ☐ No ☐

  o If “yes,” please discuss the possibility of incorporating that funding into your analysis with the Technical Evangelist.

TECHNICAL INFRASTRUCTURE

• Does your location have the infrastructure in place to support the new technology? Consider the following systems:

  o Electrical power throughout the campus (think about parish and school as the “campus” for the following questions):
    (1) Are there enough outlets to allow users to plug in devices?
    (2) Is there enough power and is it adequately distributed to where it’s needed?
    (3) Are critical data network and computing devices served by protected power devices such as surge-suppressors or uninterruptable power supplies (UPS)?

  o Campus data network, both wired and wireless:
    (1) Are there enough data ports, wireless access points and network bandwidth to support the proposed devices and applications in the areas where they’ll be used
    (2) Has the data network been competently designed and documented?
    (3) Does the data network use “commercial” or “enterprise” grade components?
    (4) For wireless networks, are these networks properly secured and monitored?

  o Local servers and storage:
    (1) Do you have the right types and amounts of reliable servers and storage to support your technology project?
    (2) Have you developed a data-backup and disaster-recovery plan to protect against data loss?

  o Internet bandwidth and security:
    (1) Will your internet connection handle the new demands on it from this technology initiative?
    (2) Do you have firewalling and content filtering incorporated into your data network that will support the anticipated traffic?
    (3) Do you have procedures for monitoring network activities and a plan for handling network security breaches?
    (4) Do you have a plan for handling internet service outages?
• Will you need new and/or upgraded software and/or licenses for servers, devices connected to them, firewalls, filters and other devices? Is that factored into the financial analysis?
  Yes ☐ No ☐

• Have you discussed the implications of additional use with your internet service provider and technical support/IT resource?
  Yes ☐ No ☐

• Have the initial and long-term costs associated with this infrastructure been included in yearly budgets?
  Yes ☐ No ☐

COMPARISON SHOPPING

• If you’ve already made the case for the kind of technology initiative you propose, have you compared the alternative hardware, software, other technologies and related services to achieve your goals?
  o Have you contacted different vendors, received and evaluated proposals/bids and chosen and followed up with the vendor “finalists?”
  o Have you sought out reviews or evaluations of the devices and technologies?
  o Have you asked other locations where a program like the one you’re proposing is in place and products and services provided in different ways about their experiences with the products and services they use?
  o Are you aware of the strengths and limitations of the devices and technologies?
  o Will the proposed solution enable you to achieve the goals set at your location?
  o If the devices have limitations (e.g. don’t include the necessary capabilities to run specific software products), have you considered these and their ramifications on use?
  o What are the warranties? How long will they last? Are extended warranties available and how much do they cost? What do the original warranties and extended warranties cover, and what’s your plan for handling failures that aren’t covered?
  o What devices or services must a family have at home to support the device? Are the families aware of these requirements? How will you accommodate families whose homes don’t have the necessary devices and services?

OTHER IMPORTANT CONSIDERATIONS

• Have you reviewed the Archdiocese of Los Angeles Electronic Communications Policy and Resource Guide and the Archdiocese’s Acceptable Use Policy to make sure that your technology program will comply as soon as it is launched? (http://ecg.policy.la-archdiocese.org)
  Yes ☐ No ☐
• If you’re seriously considering a selection for devices/technologies, have you reviewed all the small print in all sales, lease, warranty, license, services and other agreements and sent them to the Archdiocese for review?
  Yes ☐  No ☐

• Have you complied with Archdiocesan policies and procedures for entering into agreements?
  Yes ☐  No ☐

• Have you prepared the documentation necessary for learners, parents and other participants?
  Yes ☐  No ☐

• Has the Legal Department been asked to review the agreements and the other documentation?
  Yes ☐  No ☐

• Have you made provisions to tag every device/asset with key identification information and to track your assets?
  Yes ☐  No ☐
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<tr>
<td>0 points Not Ready</td>
<td>Less than 10% of the teachers require student use of computer-based technology to support learning activities</td>
<td>Less than 10% of the teachers regularly use a word processor, email application, presentation software &amp; Web browser in a school setting</td>
<td>No plan is in place to align the building’s curriculum to existing state or national technology standards</td>
<td>No formal support is available to assist teachers with training &amp; mentoring activities related to technology integration</td>
<td>Less than 10% of the students regularly use a word processor, email application, presentation software &amp; Web browser in a classroom/lab setting</td>
<td>No Internet connection is available in the building or only dialup connections are available</td>
<td>A computer network does not exist in the building or the existing network is inaccessible</td>
<td>No formal support is available to maintain &amp; support the building network</td>
<td>No formal support is available for teachers &amp; students to assist with technical end user support issues</td>
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<td>1 point Partially Ready</td>
<td>Up to 50% of the teachers require student use of computer-based technology to support learning activities</td>
<td>Up to 50% of the teachers regularly use a word processor, email application, presentation software &amp; Web browser in a school setting</td>
<td>A plan is in place to align the building’s curriculum to existing state or national technology standards &amp; implementation is expected to begin in a year or more</td>
<td>Limited central office or district level support is available to assist teachers with training &amp; mentoring activities related to technology integration</td>
<td>Up to 50% of the students regularly use a word processor, email application, presentation software &amp; Web browser in a classroom/lab setting</td>
<td>The equivalent of a DSL line or functional Ethernet port exists in up to one-third of the building’s instructional rooms</td>
<td>Average response time to network problems in the building is one week or more</td>
<td>Limited central office or district level support is available for teachers &amp; students to assist with technical end user support issues</td>
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<td>2 points Moderately Ready</td>
<td>Up to 75% of the teachers require student use of computer-based technology to support learning activities</td>
<td>Up to 75% of the teachers regularly use a word processor, email application, presentation software &amp; Web browser in a school setting</td>
<td>A plan is in place to align the building’s curriculum to existing state or national technology standards &amp; implementation is expected to begin in a year or more</td>
<td>Building has at least one trained &amp; qualified person available part-time to assist teachers with training &amp; mentoring activities related to technology integration</td>
<td>Up to 75% of the students regularly use a word processor, email application, presentation software &amp; Web browser in a classroom/lab setting</td>
<td>The building has the equivalent of a dedicated T-1 connection to the Internet</td>
<td>At least one free or unused functional Ethernet port exists in up to two-thirds of the building’s instructional rooms</td>
<td>Average response time to network problems in the building is less than one week</td>
<td>Building has at least one trained &amp; qualified person available part-time to assist teachers &amp; students with technical end user support issues</td>
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<tr>
<td>3 points Ready</td>
<td>More than 75% of the teachers require student use of computer-based technology to support learning activities</td>
<td>More than 75% of the teachers regularly use a word processor, email application, presentation software &amp; Web browser in a school setting</td>
<td>A plan is in place to align the building’s curriculum to existing state or national technology standards &amp; it is currently being implemented by instructional staff</td>
<td>Building has at least one trained &amp; qualified person available whose primary responsibility is to assist teachers with training &amp; mentoring activities related to technology integration</td>
<td>Building has at least one trained &amp; qualified person available whose primary responsibility is to assist teachers with training &amp; mentoring activities related to technology integration</td>
<td>Building has the equivalent of a dedicated T-1 connection or greater to the Internet &amp; has unused bandwidth capacity sufficient to provide 100 Kbps per new wireless device</td>
<td>At least one free or unused functional Ethernet port exists in more than two-thirds of the building’s instructional rooms &amp; the network has the capacity to add additional computers</td>
<td>Average response time to network problems in the building is one day or less</td>
<td>Building has at least one trained &amp; qualified person available whose primary responsibility is to assist teachers &amp; students with technical end user support issues</td>
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2003-04 Freedom to Learn School Readiness Rubric

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