



# **School2Home Strategic Business Plan**

**Prepared by  
The Children's Partnership and the  
California Emerging Technology Fund**

**In Consultation with the  
School2Home Leadership Group  
and Design Teams**

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## EXECUTIVE SUMMARY

The School2Home Strategic Business Plan presents a model statewide program designed to address the persistent educational Achievement Gap and the Digital Divide disproportionately impacting students of color and students from low socioeconomic backgrounds in California. This Strategic Business Plan is based on a year of planning and analysis guided by the 28 corporate, education and non-profit leaders who comprise the School2Home Leadership Group, along with dozens of experts and community leaders who comprise the School2Home Design Teams. This Strategic Business Plan provides the blueprint for launching, implementing and financing a multi-year initiative that is designed to ultimately reach all students attending the more than 500 low-performing middle schools in California. School2Home is a joint project of the California Emerging Technology Fund (CETF) and The Children's Partnership.

### School2Home in Brief

Endorsed by Governor Arnold Schwarzenegger and California Superintendent of Instruction Jack O'Connell, School2Home is a comprehensive program to assist low-performing California middle schools in implementing cost-effective, technology-based strategies to improve student educational outcomes and digital literacy. These strategies center on providing each student with a computing device to use in the classroom and at home with his or her family, and to leverage the power of broadband to deliver educational resources and strengthen school-to-home connections.

The goals of School2Home are to:

- Increase digital literacy and educational performance among targeted middle school students.
- Improve the 21st Century skills of students so they can contribute to a more competitive workforce upon graduation.
- Strengthen the involvement of parents in the education of their child through the use of home-based digital technologies and, in turn, expand the adoption of broadband technology.

To accomplish these goals, School2Home enables schools to equip each student with a computing device for school and home and works with teachers and parents to ensure these devices are used to transform the classroom and reinforce learning at home. The program therefore includes professional development for teachers to help them maximize their use of digital tools for teaching and learning, and digital literacy training for parents so they can safely guide the online activities of their child and access valuable online resources. School2Home also ensures all families have Internet access at home by offering affordable broadband to underserved families. School2Home also encourages strong educational relationships by enabling online learning communities, offering teacher and principal learning academies and providing web-based collaboration tools for students, parents and teachers.

The approach of School2Home is distinct from other school technology programs. School2Home places equal importance on the home and school environments as places for learning and works to enrich student opportunity by making stronger connections between them. The program builds on evidence and lessons learned from 1-to-1 laptop initiatives across California and the country and also advances the growing body of research underscoring the educational significance of a home computer and Internet access. While technology-rich classrooms connect students to updated information, engaging multimedia and distance learning, home computers lengthen the school day, facilitate individualized homework assignments and provide opportunities to engage parents as learning partners.

School2Home aims to support both the school and home learning environments in a way never undertaken by a school technology program and on a scale never achieved in California. By capitalizing on economies of scale and model program components, School2Home can be easily replicated and evaluated to provide the kind of evidence-based education California needs to close the Achievement Gap and the Digital Divide.

## Vision and Approach

School2Home envisions a future where all middle school students in California use technology effectively to advance their own education, seek knowledge and learn valuable skills to compete in the global economy. Schools are equipped with a robust technology infrastructure that includes ubiquitous broadband, a 1-to-1-computing device ratio, educational web-based tools and 24/7 technical assistance. Teachers use technology to engage students and help improve their academic performance. Parents use home computing devices and the Internet to monitor student school performance, engage with teachers, learn with their child and access online resources. Technology facilitates multiple benefits whereby students, their parents and their communities learn together and support one another.

## The Targeted Schools, Students and Parents

School2Home will target low-performing schools and families and students who lack digital technology at home.

The School2Home program will target low-performing public (including charter) schools throughout California. For the purposes of School2Home, a low-performing school is one that has not met Adequate Yearly Progress as outlined in the Elementary and Secondary Education Act and is receiving Title I funding. By focusing on low-performing schools, School2Home helps California close the academic Achievement Gap and the Digital Divide, as these schools serve higher percentages of at-risk students than high-performing schools. The number of low-performing middle schools in California number roughly 500 and span the state, including urban and rural communities.

More than 60 percent of students attending School2Home-eligible schools are from low-income households. Moreover, approximately 31 percent of students in low-performing schools in California are English-language learners, approximately 5 percent are in migrant education programs and about 10 percent are students with disabilities. In School2Home-eligible schools, about 63 percent of students are Latino, 12 percent are Caucasian, 8 percent are African-American, 4 percent are Asian and the remainder are Filipino, American Indian and Pacific Islander. Latinos are over-represented in low-performing schools compared to the proportion of Latinos in the statewide population.

Parents of students in low-performing schools often work multiple jobs and have limited access to computers and the Internet at home. They want their children to be successful in school and be proficient with technology, despite their concerns about online safety. Many have limited English language skills and infrequent interactions in a school environment.

## The School2Home Program Components

The comprehensive School2Home program will meet the needs of participating schools and families at every step of the technology immersion and adoption process. The School2Home program offers both school and home components.

**Planning, Assessment and School Engagement.** School2Home works with a school to engage stakeholders in assessing technology needs and developing an implementation plan. This phase of the program also ensures all school leaders are engaged and willing to integrate technology into the teaching and learning process. It also equips schools with a roadmap for implementing School2Home and integrating technology into their School Improvement Plans.

**Technology Bundles.** Equipping all students and teachers with computing devices is key to School2Home. All 6th grade students will be provided with a computing device to use both in the classroom and at home with their families during their middle school years. All teachers at a participant school will receive vendor-provided professional development on the device and ways to use it in the classroom. The School2Home organization will aggregate demand to achieve better per-unit pricing, and each school will choose the bundle that best meets its needs.

**Classroom Technology.** Classroom technology, including SMART Boards, digital projectors, printers/scanners and document cameras, will enhance the functionality of the computing devices used by teachers and students.

**Professional Development for Teachers.** All teachers at a participating school will receive a computing device and vendor-provided training regarding its use. In addition, one grade level of teachers as well as teaching specialists and staff will be provided with 24 hours of professional development each year. This professional development will help teachers incorporate technology into their classroom instruction and their communication with parents.

**Technology Coaches.** Technology coaches will be available to provide teachers with on-site additional professional development and support. Technology coaches will work with teachers both in teams and individually to refine technology knowledge and skills.

**Student Technology Training.** A student digital literacy and technical assistance training program will allow students to earn certificates in digital literacy and technical support and provide basic school site technical support to their families, teachers and fellow students.

**School2Home Learning Academies.** School2Home principals and teachers will participate in statewide and regional learning academies where they will share their School2Home vision and strategies with their peers. The Academies also provide a forum where School2Home participants can share best practices and key insights.

**Training for Parents.** Parents of participating students will be provided with 6 hours of training offered in three 2-hour training sessions. These training sessions will cover basic digital literacy skills, including Internet and productivity software use, online safety, digital citizenship and home-to-school online communications. Parents will also learn how to engage their child in home-based, educational online activities.

**Internet Access at Home.** In collaboration with participating broadband and Internet service providers, families without broadband access at home will be offered specially priced rates so students and other family members can use the School2Home computing device at home.

**Technical Assistance.** Participating School2Home families will have 24/7 access to technical assistance online and via telephone. Vendor-provided technical assistance will cover both hardware and software issues. Additionally, broadband Internet service providers will offer connectivity troubleshooting via telephone.

**School2Home Web Portal.** The School2Home web portal will link schools and families to educational resources, collaboration and communications tools.

## The School2Home Organization

The School2Home implementing organization will develop relationships with a variety of stakeholders, including students, parents, teachers, administrators, technology vendors, and trainers to help schools implement the School2Home program. The California Emerging Technology Fund (CETF) will serve as the fiscal and administrative agent for School2Home in the short term until the School2Home organization establishes its own 501(c)(3) status. The services the School2Home organization will provide to participating schools are:

**Technology Assessment and Planning.** School2Home will help schools assess their position on a continuum of technology integration and design and implement a customized School2Home program plan.

**Volume Pricing for Technology.** School2Home will work with vendors to help secure volume discounts for technology bundles (computing devices, applications, vendor training and technical assistance).

**School2Home Financing.** As well, School2Home will help participating schools identify and apply to use various technology-focused funding sources.

**Internet Access at Home.** School2Home will aggregate demand for broadband access and negotiate specially priced rates for families who lack home connections.

**Professional Development for Teachers.** School2Home will contract with professional development training organizations to help schools schedule and conduct teacher professional development. School2Home will also leverage its web presence to offer educators refresher courses and additional technology training.

**Technology Coaches.** In addition to formal professional development training, School2Home will help support technology coaches to provide on-site training to teachers.

**Training for Parents.** School2Home will help schools implement a parent engagement program and will contract with training partners to offer parent training. School2Home will also leverage its web presence to offer parents short refresher courses and additional resources.

**Universal Design and Accessibility.** School2Home will ensure every component of the School2Home program follows the principles of Universal Design and is accessible for the widest range of students and parents possible. School2Home will also work with schools to obtain needed assistive technology tools and training.

## Financing School2Home

As shown in Table 1, the projected start-up and operational cost of School2Home for the first three years is approximately \$44 million. This does not include a large-scale evaluation program that may be required for large-scale federal grants. It also does not include subsidies for the home broadband connection, a feature that may be required in some areas.

**TABLE 1  
THREE-YEAR BUDGET SUMMARY BY MAJOR PROGRAM COMPONENT**

COST COMPONENTS	25 SCHOOLS	50 SCHOOLS (25 New)	100 SCHOOLS (50 New)	TOTAL
<b>Administration and Operations</b>	<b>\$1,030,000</b>	<b>\$1,343,000</b>	<b>\$1,501,000</b>	<b>\$3,874,000</b>
<b>Program</b>	<b>\$8,367,000</b>	<b>\$10,641,000</b>	<b>\$20,974,000</b>	<b>\$39,932,000</b>
Program Managers	\$420,000	\$662,000	\$1,323,000	\$2,405,000
Technology Coaches	\$420,000	\$882,000	\$1,764,000	\$3,066,000
Technology Bundles	\$6,000,000	\$6,000,000	\$12,000,000	\$24,000,000
Classroom Technology	\$600,000	\$1,200,000	\$2,400,000	\$4,200,000
Teacher Training	\$117,000	\$351,000	\$819,000	\$1,287,000
Parent Training	\$259,000	\$518,000	\$1,035,000	\$1,812,000
School2Home Principal Academy	\$72,000	\$125,000	\$231,000	\$428,000
School2Home Teacher Academy	\$139,000	\$407,000	\$623,000	\$1,169,000
Student Technology and Digital Literacy Program	\$63,000	\$125,000	\$250,000	\$438,000
Family Technical Assistance	\$152,000	\$246,000	\$354,000	\$752,000
Evaluation	\$125,000	\$125,000	\$125,000	\$375,000
<b>Total School2Home Cost</b>	<b>\$9,397,000</b>	<b>\$11,984,000</b>	<b>\$22,425,000</b>	<b>\$43,806,000</b>

*Major Budget Assumptions: One Program Manager for every eight schools in six regions and one Technology Coach for every five schools. Average middle school size of 900 with 300 students in each grade. For three consecutive years, 6th grade students (or the lowest grade at the school) receive a technology bundle costing \$400. One class of teachers, specialists and others professional development is 24 hours each year. Parent to student ratio of 1.5 (450 parents for every 300 students). Parent training consists of 6 hours. \$4,000 for classroom technology for half of the school's classrooms each year. No costs for home broadband. Detailed budgets and budget assumptions are contained in Appendix C.*

The specific cost of School2Home will vary in each school depending on its size, the technology bundle selected and other variables. Cost estimates indicate per-student costs will range between \$700 and \$800. These costs are projected to decline as the program increases in size and greater discounts on the technology bundles and other economies of scale are possible.

Over time, it is expected that schools will cover a large proportion of the total cost of implementing the School2Home program. However, in the initial years of implementation, School2Home will offer strong incentives for schools to participate and help refine the program so it can be taken to scale. School2Home will match funding commitments of partner schools by a ratio of 2-to-1 in the prototyping year, with School2Home support decreasing to a ratio of 1-to-1 in

the second year. This cost-sharing arrangement results in the distribution of funding requirements shown in the table below.

**TABLE 2  
PROPOSED SCHOOL2HOME COST-SHARING ARRANGEMENT: FIRST THREE YEARS OF OPERATION**

	<b>PROTOTYPING YEAR 25 Schools</b>	<b>SECOND YEAR 50 Schools (25 New)</b>	<b>THIRD YEAR 100 Schools (50 New)</b>	<b>TOTAL</b>	<b>Percent Share After the Third Year of Operation</b>
School Investments	\$3,132,000	\$4,993,000	\$12,147,000	<b>\$20,272,000</b>	46%
School2Home Incentive	\$6,265,000	\$6,991,000	\$10,278,000	<b>\$23,534,000</b>	54%
<b>Total</b>	<b>\$9,397,000</b>	<b>\$11,984,000</b>	<b>\$22,425,000</b>	<b>\$43,806,000</b>	<b>100%</b>

To fund the initial three years of the program, School2Home will seek financial support from participating schools, federal and state government, foundations and the private sector. The total fundraising budget is \$50 million to provide sufficient contingency funding and support for costs that are not yet known at this time. Under this scenario, illustrated in the table below, the program will impact a significant number of participants throughout every California region.

**TABLE 3  
NUMBER OF PARTICIPANTS SERVED DURING THE THREE-YEAR ROLLOUT OF SCHOOL2HOME**

	<b>PROTOTYPING YEAR 25 Schools</b>	<b>SECOND YEAR 50 Schools (25 New)</b>	<b>THIRD YEAR 100 Schools (50 New)</b>	<b>TOTAL</b>
<b>Students</b>	7,500	15,000 (7,500 new)	30,000 (15,000 new)	<b>52,500</b>
<b>Parents</b>	11,250	22,500	45,000	<b>78,750</b>
<b>Teachers and Staff</b>	450	900	1,800	<b>3,150</b>
<b>Principals and Other School Leaders</b>	79	137	254	<b>254*</b>

\* Because the number of principals and other school leaders---excluding teachers--- served by School2Home increases only when new schools are added, the total number served is not the sum of participants served in each of the three years. Rather, the total is the number served in year 3.

### **School2Home Implementation Schedule**

Beginning in August 2009, the School2Home Management Team will continue to work with Design Team leaders, subject matter experts, consultants and school personnel to develop the tools, training curricula and relationships necessary to launch the School2Home program. Prior to the end of 2009 key operational staff will be hired, fundraising will be undertaken and potential partner schools will be identified and interviewed.

- Initial Prototyping Year: Develop the School2Home resources, tools and toolkits and establish the School2Home operating entity and training partnerships. Refine the program by implementing it with 25 schools.
- Second Year: Test the scalability of the program by adding 25 additional schools while helping original schools with their second year of implementation.



- Third Year: Add an additional 50 schools to serve a total of 100 schools.

### Alternate Scenario Should Stimulus Funding Not Be Secured

If School2Home is not able to obtain a large federal stimulus grant, it will be implemented at a much slower pace serving 5, 10 and 20 schools in the first three years. The initial launch will be in the Los Angeles area. As well, program modifications, including a reduction in professional development, classroom technology and the learning academies, will be required to reduce costs. The total three-year budget for this scenario is \$8,693,000, as shown in Table 4.

**TABLE 4  
ALTERNATE ROLLOUT AND FUNDING SCENARIO**

COST COMPONENT	5 SCHOOLS	10 SCHOOLS (5 New)	20 SCHOOLS (10 New)	TOTAL
<b>Administration and Operations</b>	<b>\$826,000</b>	<b>\$814,000</b>	<b>\$951,000</b>	<b>\$2,591,000</b>
<b>Program</b>	<b>\$939,000</b>	<b>\$1,739,000</b>	<b>\$3,424,000</b>	<b>\$6,102,000</b>
Program Managers	\$70,000	\$74,000	\$147,000	\$291,000
Technology Coaches	\$70,000	\$147,000	\$294,000	\$511,000
Technology Bundles	\$600,000	\$1,200,000	\$2,400,000	\$4,200,000
Teacher Professional Development (12 hours)	\$13,000	\$38,000	\$89,000	\$140,000
Parent Training	\$52,000	\$104,000	\$207,000	\$363,000
School2Home Principal Academy	\$4,000	\$11,000	\$24,000	\$39,000
School2Home Teacher Academy	\$10,000	\$28,000	\$64,000	\$102,000
Student Technology and Digital Literacy Program	\$3,000	\$5,000	\$10,000	\$18,000
Family Technical Assistance	\$42,000	\$57,000	\$114,000	\$213,000
Evaluation	\$75,000	\$75,000	\$75,000	\$225,000
<b>Total School2Home Cost</b>	<b>\$1,765,000</b>	<b>\$2,553,000</b>	<b>\$4,375,000</b>	<b>\$8,693,000</b>

*Major Budget Assumptions: One Program Manager for every eight schools in six regions and one Technology Coach for every five schools. Average middle school size of 900 with 300 students in each grade. For three consecutive years, 6th grade students (or the lowest grade at the school) receive a technology bundle costing \$400. One class of teachers, specialists and others professional development is 12 hours each year. Parent to student ratio of 1.5 (450 parents for every 300 students). Parent training consists of 6 hours. There is no classroom technology in this budget. Leadership Academies are scaled back and classroom technology has been eliminated from the program. No costs for home broadband are included. Detailed budgets and budget assumptions are contained in Appendix C.*

Of the total \$8.7 million, schools would be asked to cover approximately \$3.9 million and approximately \$4.8 million would be raised from other sources, including foundations and the private sector. Far fewer schools, students and parents would be served under this scenario. However, this approach allows the School2Home model program to be

developed, evaluated and refined so that it's ready to scale in subsequent years. It also allows School2Home to seek the policy reforms needed for longer-term sustainability.

Under the alternate funding scenario, School2Home will serve a total of 35 schools over a three-year period and therefore impact a reduced number of participants. This is shown in Table 5.

**TABLE 5  
NUMBER OF PARTICIPANTS SERVED DURING THE ALTERNATE THREE-YEAR ROLLOUT  
OF SCHOOL2HOME**

	<b>Prototyping Year 5 Schools</b>	<b>Second Year 10 Schools (5 New)</b>	<b>Third Year 20 Schools (10 New)</b>	<b>Total</b>
<b>Students</b>	1,500	3,000	6,000	<b>10,500</b>
<b>Parents</b>	2,250	4,500	9,000	<b>15,750</b>
<b>Teachers and Staff</b>	90	180	360	<b>630</b>
<b>Principals and Other School Leaders</b>	10	20	40	<b>40*</b>

\* Because the number of principals and other school leaders---excluding teachers--- served by School2Home increases only when new schools are added, the total number served is not the sum of participants served in each of the three years. Rather, the total is the number served in year 3.

### Summary

Schools in California are currently facing daunting and unprecedented financial challenges; however, these facts do not diminish the need for School2Home. Rather, they underscore the importance of helping schools reinvent themselves around the possibilities technology offers. School2Home presents middle schools with a scalable, cost-effective program that enables them to work with parents and the larger community to provide students with the 21st Century skills they need to be successful in high school and beyond.

School2Home was designed first and foremost to benefit the lives of thousands of underserved middle school students and their parents whose life chances are limited by the education Achievement Gap and related inequities. However, all Californians will benefit from a program that provides underserved students and their parents with the skills required to be valued members of a technology-based society.

The School2Home project has brought together an extraordinary array of organizations and individuals with diverse expertise and approaches. Now is the time to build on these partnerships and collaborations to ensure a successful and sustainable program implementation.

## I. INTRODUCTION

This School2Home Strategic Business Plan presents the result of a year-long planning effort to develop a model statewide program to address the persistent educational Achievement Gap and the Digital Divide in California. The educational Achievement Gap describes the troubling fact that students of color and students from low socioeconomic backgrounds on average do not perform as well as their higher-income and Caucasian peers on California standardized tests.<sup>1</sup> The Digital Divide describes related inequalities in access and adoption of broadband and information technologies.<sup>2</sup> These interrelated disparities continue to disproportionately impact students of color and students from low socioeconomic backgrounds and are significant hurdles to improving the overall academic performance and economic competitiveness of California.

The heart of the School2Home program lies in helping low-performing schools provide each student with a computing device to use at school and at home with his or her family, and to use that computing device to deliver educational opportunities. The program likewise involves building 21st Century classrooms with wireless broadband connectivity and providing technology-rich professional development for teachers. School2Home also strengthens the connections between the home and school learning environments by instructing parents in the use of home digital technology to connect with schools and share learning opportunities with their child. Comprehensive, educational web-based resources, learning communities and collaboration tools for students, parents and teachers complete the School2Home program.

The three main goals of School2Home are to:

- Increase digital literacy and educational performance among targeted middle school students.
- Improve the 21st Century skills of students so they can contribute to a more competitive workforce upon graduation.
- Strengthen the involvement of parents in the education of their child through the use of home-based digital technologies and, in turn, expand the adoption of broadband technology.

The School2Home program model builds on the successes of hundreds of 1-to-1 technology immersion programs that have been deployed throughout California and the nation.<sup>3</sup> These programs have demonstrated the power of technology to engage students and transform teaching and learning. School2Home builds on the 1-to-1 model and likewise incorporates lessons learned from home-based technology programs.<sup>4</sup> Home tools lengthen the school day and facilitate individualized homework assignments. They also serve as powerful tools for engaging parents as learning partners. Decades of research demonstrate that when parents and teachers work together, children of all socioeconomic backgrounds do better both socially and academically. Increased family and parental involvement in student academic life has significant positive impacts on student academic performance.<sup>5,6,7</sup> As its name implies, School2Home recognizes the equal importance of the school and home environments as places for learning. School2Home will work to enrich student opportunity by encouraging stronger connections between them.

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<sup>1</sup> "NAEP 2007 Mathematics Report for California," "NAEP 2007 Reading Report for California," "NAEP 2007 Science Report for California," and "NAEP 2007 Grade 8 Writing Report," California National Assessment of Educational Progress, 2007, available at <<http://www.cde.ca.gov/ta/tg/nri/caresults.asp>>.

<sup>2</sup> Mark Baldassare, et al., "Californians and Information Technology," Public Policy Institute of California, June 2008, available at <<http://www.ppic.org/main/publication.asp?i=831>>.

<sup>3</sup> Of particular interest for School2Home are the findings from 1-to-1 laptop programs in Maine, Texas and Lemon Grove, California. Pertinent outcomes and lessons from these programs are further detailed in the School2Home Program Brief, available at <<http://www.childrenspartnership.org>>.

<sup>4</sup> For instructive findings regarding home computer outcomes, see:

Daniel O. Beltran, Kuntal K. Das and Robert W Fairlie, "Do Home Computers Improve Educational Outcomes: Evidence from Matched Current Population Surveys and the National Longitudinal Survey of Youth 1997," University of California, Santa Cruz, 5 April 2005, available at <[http://cjt.ucsc.edu/PowerPoints/Offline\\_01\\_unlinked\\_brownbag\\_mp.pdf](http://cjt.ucsc.edu/PowerPoints/Offline_01_unlinked_brownbag_mp.pdf)>, p. 25.

<sup>5</sup> William H. Jeynes, "A Meta-Analysis: The Effects of Parental Involvement on Minority Children's Academic Achievement," *Education and Urban Society*, 2003; 35; 202.

<sup>6</sup> Maria M. Wong, "Perceptions of Parental Involvement and Autonomy Support: Their Relations with Self-Regulation, Academic Performance, Substance Use and Resilience Among Adolescents," *North American Journal of Psychology*, 2008, Vol. 10, No. 3, 497- 518.

<sup>7</sup> Anne Henderson and Karen Mapp, "A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement," National Center for Family & Community Connections with Schools, 2002.

## The School2Home Design Process

A Leadership Group comprised of distinguished leaders from the public, private and philanthropic sectors in California, with support from Governor Arnold Schwarzenegger and Superintendent of Public Instruction Jack O'Connell, provided strategic guidance throughout the planning process. Six Design Teams comprised of experts in the fields of educational technology, youth and families worked together to craft the components of the School2Home program. These leaders are listed in Appendix A. The School2Home planning effort was grounded in an analysis of best practices of both school and home education technology programs and also included more than 60 in-depth interviews with thought leaders across California. The process also included regional focus groups with students, parents and teachers.

### The School2Home Vision

School2Home envisions a future where all middle school students in California use technology effectively to advance their own education, seek knowledge and learn valuable skills to compete in the global economy. Schools are equipped with a robust technology infrastructure that includes ubiquitous broadband, a 1-to-1 student-to-computing device ratio, educational web-based tools and 24/7 technical assistance. Teachers use technology to engage students and help improve their academic performance. Parents use home computing devices and the Internet to monitor student school performance, engage with teachers, learn with their child and access online resources. Technology facilitates multiple benefits whereby students, their parents and their communities learn together and support one another.

## Organization of this Plan

This Strategic Business Plan is presented in five sections. Section II provides a brief overview of the schools and students the School2Home program targets. Section III contains a description of the School2Home model program, including the school application process. Section IV presents an overview of the School2Home organization, the capacity-building enterprise that will provide technical and operational support to guide School2Home schools from program planning to evaluation. Section V focuses on School2Home financing, including an analysis of costs and both short- and long-term funding models. Lastly, Section VI presents a timeline for implementing the project, with particular emphasis on the prototyping year, during which School2Home will refine its program model with a small number of partner schools.

This Strategic Business Plan builds on previously published research and planning documents, including:

- A Program Brief,\* which presents a vision for School2Home.
- Case Studies and Interview Summaries, which detail best practices and summarize recommendations from experts in the field.
- An Overview of the School2Home Program and Preliminary Recommendations of the School2Home Design Teams.\*

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\* This document is available at <<http://www.childrenspartnership.org>>.

## II. THE TARGETED SCHOOLS, STUDENTS AND PARENTS

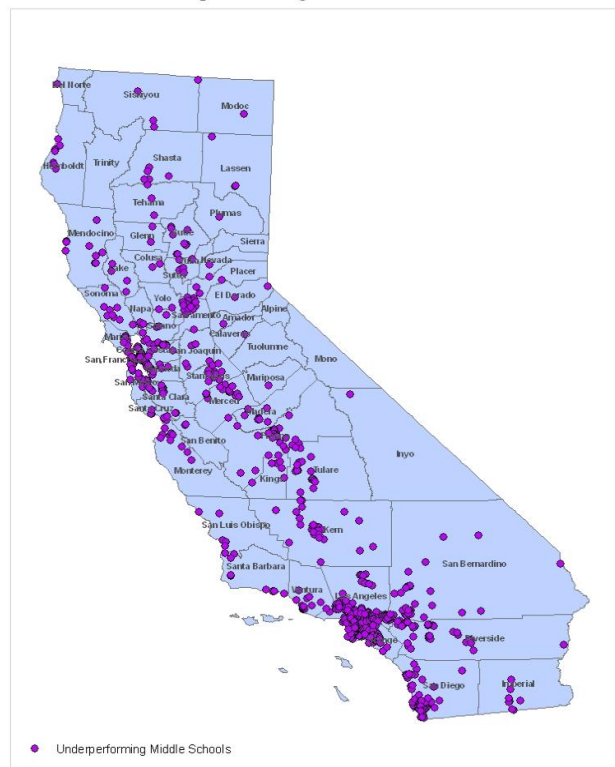
The School2Home program will target low-performing public (including charter) schools throughout California. For the purposes of School2Home, a low-performing school is one that is in Program Improvement. A school in Program Improvement is receiving Title I funds and has failed to make Adequate Yearly Progress (AYP)<sup>8</sup> for at least two consecutive years. By focusing on low-performing schools, School2Home helps California overcome the academic Achievement Gap and the Digital Divide, as these schools serve higher percentages of at-risk students than high-performing schools. The number of low-performing middle schools in California number roughly 500 and span the state, including urban and rural communities.

More than 60 percent of students attending targeted middle schools are from low socioeconomic backgrounds, compared to a state average of 50 percent. Approximately 31 percent of students in low-performing schools in California are English-language learners, approximately 5 percent are in migrant education programs and about 10 percent are students with disabilities.

The students attending low-performing schools in California are racially and ethnically diverse. Latinos are over-represented in low-performing schools as compared to the proportion of Latinos in the statewide population. In School2Home-targeted schools, about 63 percent of students are Latino, 12 percent are Caucasian, 8 percent are African-American, 4 percent are Asian, and the remainders are Filipino, American Indian and Pacific Islander.

School2Home is aware that parents of students attending low-performing schools may face barriers to fully participating in the education of their child, including working multiple jobs with long and erratic hours, having fixed family incomes and possessing limited English language proficiency. School2Home will work to be flexible in meeting the needs of families.

### GEOGRAPHIC DISTRIBUTION OF LOW-PERFORMING MIDDLE SCHOOLS IN CALIFORNIA, 2007



Source: California Department of Education;  
Map Created by The Children's Partnership

<sup>8</sup> As defined by the Elementary and Secondary Education Act.

### III. THE SCHOOL2HOME MODEL PROGRAM

School2Home is a comprehensive program designed to transform low-performing schools and improve student performance. The School2Home program equips students in participating schools with a computing device to use in the classroom and at home with their families. School2Home then helps schools maximize the use of these devices by equipping classrooms with supporting technical infrastructure, providing professional development and “technology coaching” to teachers, and offering learning academies where school principals, teachers and other leaders can come together to share best practices and lessons learned.

To ensure students receive educational support at home and benefit from an extended learning day, School2Home also has a strong “home” component that includes parent training and specially priced broadband access, as well as 24/7 technical support. This component of the program not only benefits students. Parents too will learn to use the computer and Internet to access relevant online resources. A School2Home website featuring web-based communications, educational resources and collaboration tools will help foster digital learning communities among students, families and teachers.

The School2Home program is anchored in the middle school setting. Participating schools receive financial and technical support from the School2Home organization to implement the program, as described in Sections IV and V. School2Home works closely with participating schools during a three-year time frame to ensure both school and home components are firmly in place.

#### Key Program Components

The key components of the ***school-based*** part of School2Home include the following:

***Planning, Assessment and School Engagement.*** Schools launch the School2Home program by engaging in an intensive assessment and planning process to establish a unified vision and build support from key stakeholders, including principals, teachers and school staff, as well as parent and community organizations. This phase of the program is designed to ensure that all school personnel, especially principals, are highly engaged and that teachers are willing to integrate technology into the teaching and learning process. It also equips schools with a roadmap for implementing the School2Home program and for integrating it into their School Improvement Plan.

***Technology Bundles.*** Achieving a 1-to-1 ratio of computing devices to students and teachers is a central part of the School2Home program. All 6th grade students will be provided with a computing device to use both in the classroom and at home with their families. While the School2Home organization will aggregate demand to achieve better per-unit pricing, each school will choose the bundle that best meets its needs and existing technology infrastructure. After three years, all students in the participating middle school will have a computing device and related software. The technology bundles will include vendor-provided technical support and training for teachers to help them learn how to use the devices. School2Home will also work with vendors to help families purchase the device their child has used when the student graduates from middle school. As well, School2Home will work with schools and vendors to make affordable computers available to families who wish to have their own home computer.

***Classroom Technology.*** Classroom technology, including SMART Boards, digital projectors, printers/scanners and document cameras, will further augment the computing devices used by teachers and students. School2Home will help schools target these investments to support their School Improvement Plan, e.g., science, math, English language arts, etc.

**Professional Development for Teachers.** All teachers at a participating school will receive a computing device and vendor-provided training regarding its use. In addition, one grade level of teachers each year will be provided with 24 hours of professional development designed to help them learn how to incorporate technology into the way they teach and how they communicate with parents. Generally, professional development will be offered to 6th grade teachers in the prototyping year of the program, 7th grade teachers in the second and 8th grade teachers in the third. A key goal of the teacher professional development is to help teachers integrate technology into their classrooms to establish more engaging, meaningful and personalized student learning environments that result in improved educational outcomes. Another key aspect of School2Home professional development is to help teachers use technology to engage parents and enhance home-to-school communications. School2Home will also help schools build upon the core teacher professional development program to achieve higher levels of technology integration and to develop a culture of mentoring and support among the entire school community.

**Technology Coaches.** In addition to professional development, technology coaches will be available to provide teachers with additional professional development and support at the school site. The primary responsibility of School2Home technology coaches is to assist classroom teachers in using classroom and home technology to enhance student learning. They will work with teachers both in teams and individually to refine technology knowledge and skills. School2Home coaches will be selected for their technological and teaching proficiency, as well as their ability to mentor.

**Student Technology Training.** A student digital literacy and technical assistance training program will allow students to earn certificates in digital literacy and technical support. This program feature, an existing national model program, helps schools build a culture of shared collaboration, support and responsibility by enabling students to provide basic school site technical support.

**School2Home Learning Academies.** School2Home principals and teachers will participate in state and regional learning academies where they will share their School2Home vision and strategies with their peers. School2Home learning academies will also allow school leaders and teachers to network, share best practices, collaborate and ensure accountability.

The key components of the **home-based** part of School2Home include the following:

**Training for Parents.** Parents of participating students will be provided with 6 hours of training to help them acquire the skills they need to access online resources and guide their child in using the Internet. These training sessions will cover basic digital literacy skills, including Internet and productivity software use; online safety and digital citizenship; and home-to-school online communications. Parents will also learn how to engage their child in home-based, educational online activities that make learning fun for the whole family. Parent training sessions, held at the school site, will seek to help parents feel comfortable interacting with the school their child attends and developing ongoing relationships with teachers, administrators and fellow parents.

**Internet Access at Home.** In collaboration with participating broadband and Internet service providers, underserved families (those without broadband at home) will be offered specially priced broadband access so students and other family members can use the School2Home computing device at home. School2Home will also inform families of public Internet access points, such as libraries and community centers, where additional educational resources are also available.

**Technical Assistance.** Participating School2Home families will have 24/7 access to technical assistance online and via telephone. A non-profit with experience providing technical assistance will help resolve both hardware and software issues. Additionally, broadband Internet service providers will offer connectivity troubleshooting via telephone.

**School2Home Web Portal.** Students, administrators, teachers and parents will have access to the School2Home web portal, which links schools and families to educational resources and collaboration and communications tools. The website builds on existing web-based educational content and is specifically designed to meet the needs of School2Home participants.

### **School Application, Eligibility and Selection Process**

The School2Home organization (described in the following section) will invite all eligible schools to apply to participate in the School2Home program. As part of the application process, School2Home will ask schools to articulate a clear vision of how they intend to use technology to reach educational goals and engage parents as partners. Schools will also complete a self-assessment in order to determine current technology integration levels and capacity for technology immersion. During the prototyping year of the program, schools will be selected by more rigorous standards to serve as learning partners and collaborators to help prototype and refine the program model.

#### **School Eligibility**

In order to be eligible to participate in School2Home, schools must be:

- Public schools, including charter schools.
- Academically low-performing (in Program Improvement).
- Eligible for Title I funds.

#### **Selection Process for the Initial Year of School2Home**

The schools selected for the initial prototyping year will be held to additional eligibility standards, because they will help refine the program model and thus will need to have achieved a higher level of readiness than will be expected of schools in subsequent years. Further, schools chosen for the prototyping year will be expected to serve as models for schools in later years. Therefore, schools selected in the prototyping year also must have demonstrated that they are:

- Engaging in additional school improvement efforts.
- Making significant gains in using technology to improve academic outcomes.
- Engaging community-based organizations and community leaders in educational improvement efforts or developing a plan to engage these stakeholders.
- Assembling a critical mass of civic leadership and organizations working on neighborhood transformation.

### **Program Assurances**

As part of the grant application process, applicants will be asked to provide assurances covering the following areas:

**Leadership.** Leaders at the school, district and county levels will be asked to commit to systemic, sustainable change involving technology.

**Instruction.** Teachers at each school will be asked to commit to integrating available technology into their daily instructional activities and parent involvement efforts.

**Evaluation.** Schools will be asked to collect and maintain data as required for the program evaluation. School2Home will establish an evaluation framework and metrics. School2Home also will facilitate data collection and analysis and will seek to minimize efforts required of school staff.



**Eligibility.** Schools will be asked to certify they are eligible for Title I funding and that student achievement results have not met state or federal standards (schools must be in Program Improvement). Schools will also be asked to articulate how participating in School2Home will support their efforts to meet or surpass federal and state accountability standards.

**Sustainability.** Schools will be asked to build financial and technical sustainability into their program plan.

**Special Needs.** Schools will be required to detail the ways in which technology will be used to ensure students with special needs are able to realize the full benefits of the School2Home program.

**Programmatic Features.** School2Home schools must agree to the terms of the program including the provision of broadband-enabled computing devices for use at school and at home, support for teacher professional development and space and support for the parent engagement and training program.

### **Parent and Student Assurances**

Participating parents will also be required to support School2Home program assurances that include attending the required parent training sessions, guiding the Internet use of their child, implementing online safety tools at home and contributing toward, or covering, the cost of home broadband service. Students and parents will also be required to sign a “social contract” regarding proper care and use of their computing device.

When a school has been selected and the required assurances have been provided, a school will begin working with the School2Home organization to identify a group of school leaders to guide the development and implementation of a school technology integration plan.

## IV. THE SCHOOL2HOME ORGANIZATION

Implementing the School2Home program requires a number of transactions and relationships with a variety of stakeholders, including students, parents, teachers, administrators, technology vendors and trainers. The School2Home capacity-building organization works with schools to minimize complications and maximize opportunities. With committed professional staff and partner entities, the School2Home organization is a vital component of the School2Home program strategy.

As envisioned, the School2Home organization will establish partnerships and operating agreements with service organizations and technology vendors to deliver branded School2Home services and technical support to participating schools. It will provide services and program features that can be easily individualized for each school, ensuring schools can quickly move forward in the implementation process without the need to “reinvent” program components. The organizational staffing will be lean and consist of an Executive Director and an Operations Director who work directly with School2Home Program Managers and schools on their implementations. Other administrative support staff will round out the School2Home organization, and School2Home will reimburse districts for the cost of locally based Technology Coaches.

In addition to providing direct services to participating schools, School2Home will build a broad base of public and community support for the program and its goals, and help secure public policy changes that enable the long-term sustainability of the program. The partner organization(s) will work to sew School2Home into the fabric of schools and family life in California.

### Purpose

The purpose of the School2Home operating organization is to help middle schools implement the School2Home program and to simplify the relationships among participating school districts, technology vendors and non-profit organizations. The School2Home organization will help districts more easily acquire needed technology tools and the knowledge to use them to improve student outcomes and engage parents as learning partners. School2Home will also assist schools identify other neighborhood and community improvement programs that could be leveraged to enhance the transformation process.

### Organizational Structure

The School2Home organization is proposed to be a 501(c)(3) non-profit organization with a dedicated core staff of professionals and project managers who facilitate the services School2Home offers. The organization will use both new and existing resources and contract with partner organizations to deliver on-site training and support services for parents and teachers.

### Organizational Home

To minimize overhead costs and get a swift start, the California Emerging Technology Fund will serve as the fiscal and administrative agent for School2Home in the short-term. CETF will provide centralized support functions, including administration, human resources, compliance, finance, legal services and payroll assistance. This organizational structure will provide a fiscal “home” for School2Home so the project can begin receiving financial support immediately and allows core staff to focus on programmatic work and project management. School2Home will quickly transition from this temporary home to its own 501(c)(3) status.

## Governance

A School2Home Board of Directors will govern the School2Home organization when it incorporates as a freestanding 501(c)(3) organization. This School2Home governing body will include representatives from each major investor as well as key educational and community stakeholders. CETF and The Children's Partnership will continue their leadership roles.

## School2Home Services

Some of the services School2Home will provide to participating schools are:

**Technology Assessment and Planning.** School2Home will help schools assess their position on a continuum of technology integration and design and implement a customized School2Home program plan that supports their School Improvement Plan. School2Home Program Managers will help schools develop thoughtful implementation plans. (See Appendix B, the School2Home Draft Assessment Tool.)

**Volume Pricing.** School2Home will work with vendors to help secure volume discounts for technology bundles (computing devices, applications, vendor training and technical assistance). However, schools will be able to purchase the bundle that best meets their needs and works with their existing infrastructure.

**School2Home Financing.** School2Home will help participating schools identify and apply to use various technology-focused funding sources.

**Internet Access at Home.** School2Home will aggregate demand for broadband access and negotiate special rates for families who lack home connections.

**Classroom Technology.** Classroom technology, including SMART Boards, digital projectors, printers/scanners and document cameras, will enhance the functionality of the computing devices used by teachers and students.

**Professional Development for Teachers.** School2Home will contract with professional development organizations to help schools schedule and conduct this training. School2Home will also leverage its web presence to offer educators refresher courses and additional technology training. School2Home staff will work with higher education institutions to certify its professional development curriculum, thereby allowing teachers to receive credit for their participation.

**Technology Coaches.** In addition to formal professional development, School2Home will help support technology coaches to provide on-site training to teachers.

**Training for Parents.** School2Home will help schools implement a parent training program and will contract with training partners to offer parent training programs to parents. Online training modules will also be developed to enable parents to easily review training modules.

**Universal Design and Accessibility.** School2Home will ensure every component of the School2Home program follows the principles of Universal Design and is accessible for the widest range of students and parents possible. School2Home will also work with schools to obtain needed assistive technology tools and training.

## Policy Promotion and Long-Term Sustainability

In addition to providing the direct services described in the previous section, School2Home Board Members, leaders and staff will be strong voices for the broader goals and values embodied in the program, especially the goals of equitable access to technology and educational opportunity, and strengthening links between school and home. School2Home will promote state and national policies aligned with these goals and will work to build broad-based support for needed policy changes. School2Home also will seek specific policies to support its program over the long term.

## V. FINANCING SCHOOL2HOME

School2Home has been designed to make it easier for schools to implement a comprehensive technology program to improve student outcomes and engage parents as learning partners. Its financial strategies reflect this goal by offering schools “one-stop shopping” for a complete program implementation package that includes the tools, resources, partnerships and technical assistance needed to implement the School2Home program. School2Home staff will help schools navigate and focus a variety of different funding sources to support their participation in the School2Home program.

### Sources of Funding for School2Home

There are a variety of funding resources available to help pay for School2Home. One significant set of resources is federal and state grant programs.

Federal funding from the Enhancing Education Through Technology (EETT) formula and competitive grants is specifically targeted to improve educational outcomes through technology such as that used in the School2Home program. Similarly, the federal Title I, Part A program targets additional resources to schools with high numbers of students from low socioeconomic backgrounds. Schools can also use Quality Education Investment Act (QEIA) funding for teacher professional development, Individuals with Disabilities Education Act (IDEA) funding to support the accessibility component of School2Home, and 21st Century Community Learning Centers Program to begin technology-enabled after-school programs for inner-city youth.

The American Recovery and Reinvestment Act (ARRA) of 2009 also provides schools with supplementary EETT, Title I resources, and funds several additional programs schools can draw on to cover costs. The U.S. Secretary of Education has started a new grant program with discretionary fund called “Investing in Innovation.” This could provide valuable funding to launch the School2Home initiative. Other possible ARRA funding programs include the Broadband Technology Opportunities Program of the National Telecommunications and Information Administration (NTIA), which funds broadband adoption in rural and unserved/underserved areas.

A variety of state programs can also be leveraged to support School2Home. For example, the California Teleconnect Fund can be used to defray up to 50 percent of monthly service costs to schools. The Microsoft Settlement Funds schools have received can be used for computer and software purchases as well as professional development. California lawmakers also recently provided flexibility to local school districts to use textbook and educational materials funding for other purposes, a potentially long-term source of funding support. Lastly, local school bonds, foundation support and parent participation can be leveraged to help cover the costs of School2Home.

## School2Home Operating Budget

Table 6 below presents a three-year budget summary of the School2Home program by major component. Additional budget detail and more explanation of the budget assumptions are included in Appendix C. As shown, approximately \$44 million is required. It should also be noted that this total does not include a large-scale evaluation program that may be required with a federal grant. It also does not include any subsidy for families to obtain broadband, a feature that may be needed in some areas and with some families.

**TABLE 6**  
**THREE-YEAR BUDGET SUMMARY BY MAJOR PROGRAM COMPONENT**

COST COMPONENT	25 SCHOOLS	50 SCHOOLS (25 New)	100 SCHOOLS (50 New)	TOTAL
<b>Administration and Operations</b>	<b>\$1,030,000</b>	<b>\$1,343,000</b>	<b>\$1,501,000</b>	<b>\$3,874,000</b>
<b>Program</b>	<b>\$8,367,000</b>	<b>\$10,641,000</b>	<b>\$20,924,000</b>	<b>\$39,932,000</b>
Program Managers	\$420,000	\$662,000	\$1,323,000	\$2,405,000
Technology Coaches	\$420,000	\$882,000	\$1,764,000	\$3,066,000
Technology Bundles	\$6,000,000	\$6,000,000	\$12,000,000	\$24,000,000
Classroom Technology	\$600,000	\$1,200,000	\$2,400,000	\$4,200,000
Parent Training	\$259,000	\$518,000	\$1,035,000	\$1,812,000
Teacher Training	\$117,000	\$351,000	\$819,000	\$1,287,000
School2Home Principal Academy	\$72,000	\$125,000	\$231,000	\$428,000
School2Home Teacher Academy	\$139,000	\$407,000	\$623,000	\$1,169,000
Student Technology and Digital Literacy Program	\$63,000	\$125,000	\$250,000	\$438,000
Family Technical Assistance	\$152,000	\$246,000	\$354,000	\$752,000
Evaluation	\$125,000	\$125,000	\$125,000	\$375,000
<b>Total School2Home Cost</b>	<b>\$9,397,000</b>	<b>\$11,984,000</b>	<b>\$22,425,000</b>	<b>\$43,806,000</b>

*Major Budget Assumptions: One Program Manager for every eight schools in six regions and one Technology Coach for every five schools. Average middle school size of 900 with 300 students in each grade. For three consecutive years, 6th grade students (or the lowest grade at the school) receive a technology bundle costing \$400. One class of teachers, specialists and others professional development is 24 hours each year. Parent to student ratio of 1.5 (450 parents for every 300 students). Parent training consists of 6 hours. \$4,000 for classroom technology for half of the school's classrooms each year. No costs are included for home broadband. Detailed budgets and budget assumptions are contained in Appendix C.*

The number of students, parents, teachers and principals served by the program grows quickly. Not only is the program serving new schools each year, it continues to serve a new group of students, parents and teachers at schools from the prior years. Table 7 shows the number of participants the program would reach each year.

**TABLE 7  
NUMBER OF PARTICIPANTS SERVED DURING THE THREE-YEAR ROLLOUT OF SCHOOL2HOME**

	<b>PROTOTYPING YEAR 25 Schools</b>	<b>SECOND YEAR 50 Schools (25 New)</b>	<b>THIRD YEAR 100 Schools (50 New)</b>	<b>TOTAL</b>
<b>Students</b>	7,500	15,000 (7,500 new)	30,000 (15,000 new)	<b>52,500</b>
<b>Parents</b>	11,250	22,500	45,000	<b>78,750</b>
<b>Teachers and Staff</b>	450	900	1,800	<b>3,150</b>
<b>Principals and Other School Leaders</b>	79	137	254	<b>254*</b>

\* Because the number of principals and other school leaders---excluding teachers--- served by School2Home increases only when new schools are added, the total number served is not the sum of participants served in each of the three years. Rather, the total is the number served in year 3.

Over time, it is anticipated that participating middle schools will invest in the School2Home program through their annual operating budgets. As noted earlier, there are a number of different funding sources schools can use to pay for the School2Home program, and additional funds are likely to be available as more districts redirect textbook funding to digital devices. As well, School2Home envisions helping schools establish family participation programs in which families help cover a portion of the cost of the device or the computing device repair and replacement costs. Finally, School2Home will seek policy changes to ensure long-term sustainability.

However, it is not realistic to expect schools to cover the full cost of School2Home today. Most schools are struggling with severe budget shortfalls. Moreover, School2Home must secure strong school partners with which to refine its program model, establish program processes and procedures, develop the evaluation program and ensure evidence is gathered. Thus, School2Home must initially offer strong incentives for participating schools to become partners as described below.

## School2Home Incentive for Participating Schools

To help schools undertake the School2Home program, it is proposed that School2Home match the financial commitment of participating schools by a 2-to-1 ratio in the prototyping year and by a 1-to-1 ratio in the second year. Schools will be expected to cover the full cost of participation by the third year. This allows schools to target their existing educational technology dollars while helping School2Home achieve the scale it needs to continue to lower costs as the program progresses. Table 8 illustrates this proposed incentive plan and shows an estimated “per student” investment for schools and the financial assistance they would receive for the first two years.

**TABLE 8  
SCHOOL2HOME INCENTIVE FOR FIRST AND SECOND YEARS**

		FIRST YEAR OF PARTICIPATION		SECOND YEAR OF PARTICIPATION	
		School Investment	School2Home Incentive	School Investment	School2Home Incentive
Per Student	\$750	\$250	\$500	\$375	\$375
Per School*	\$225,000	\$75,000	\$150,000	\$112,500	\$112,500

Note: Assumes 300 students in 6th grade.

Table 9 shows the distribution of total program costs using the proposed cost-sharing formula. The table is based on the rollout of 25 to 50 to 100 total schools as depicted in the three-year budget. Under the proposed cost-sharing model, schools will cover approximately 46 percent of the total program cost over the three years.

**TABLE 9  
PROPOSED SCHOOL2HOME COST-SHARING ARRANGEMENT:  
FIRST THREE YEARS OF OPERATION**

	PROTOTYPING YEAR 25 Schools	SECOND YEAR 50 Schools (25 New)	THIRD YEAR 100 Schools (50 New)	TOTAL	Percent Share After the Third Year of Operation
School Investments	\$3,132,000	\$4,993,000	\$12,147,000	<b>\$20,272,000</b>	46%
School2Home Incentive	\$6,265,000	\$6,991,000	\$10,278,000	<b>\$23,534,000</b>	54%
<b>Total</b>	<b>\$9,397,000</b>	<b>\$11,984,000</b>	<b>\$22,425,000</b>	<b>\$43,806,000</b>	<b>100%</b>

Note: In the second year, the program is serving 25 new schools, as well as the original 25 schools, for a total of 50 schools. In the third year, the program is serving 50 new schools, 25 schools in their second year and 25 schools in their third year.

## **Funding the School2Home Program**

A public-private partnership will be required to cover the costs of providing the School2Home incentive as well as to help schools meet their commitment. A \$50 million fundraising target has been established. Sources of funding are briefly described below.

### ***Federal and State Funding***

In developing the federal American Recovery and Reinvestment Act, the Obama Administration and Congress focused significant attention on the need to reform schools, extend the school day, build 21st Century classrooms, foster innovation and generate high-quality jobs in the private sector. These goals are at the core of School2Home. The Administration has called for significant investments in proven school improvement models that will provide students with the 21st Century skills they need to be competitive.

School2Home will seek funding from the U.S. Secretary of Education to launch the School2Home program and operations. Specifically, School2Home will seek funding from the Investing in Innovation Fund, a program to help proven programs go to scale. School2Home will identify partner schools and community-based organizations with proven track records of success to work with, in the prototyping year, so the application to this fund will be very strong.

### ***Foundations and Private Sector Funding***

School2Home will seek funding from California-based and national foundations focused on closing the Achievement Gap and Digital Divide. It is hoped these foundations will find the expected outcomes, comprehensive approach, evaluation and scale of the School2Home to be worthy of investment.

In addition, School2Home will seek seed funding from information technology and broadband companies in California. The program has also been designed to help innovative technology and Internet companies more easily interface with and serve public schools in California by aggregating demand. It is anticipated that by introducing underserved families to technology, School2Home will help increase broadband adoption; therefore it will stimulate the demand for computing devices and Internet services. With its focus on 21st Century skills and parent engagement via digital tools in the home, School2Home will contribute to an improvement in the overall digital literacy of the workforce in California—an important outcome for all companies.

## **Long-Term Funding Strategy to Achieve Program Sustainability**

When School2Home is fully operational, it is expected that schools will largely cover program costs with their education budgets, supplemented by federal and state programs. Incentives to participate will still be required, but at a lower matching rate. Thus, philanthropic and private-sector support will be phased down considerably.

Over the longer term and beginning now, School2Home will work to secure policy changes that consolidate educational technology funding and support investment in programs such as School2Home. Further, School2Home will continue to help find ways for families to acquire home-based tools. Achieving this kind of financial stability for the program will require a concerted effort to sew School2Home into the fabric of education and family programs throughout California. School2Home will help promote this education reform and awareness agenda.



## Alternate Scenario Should Stimulus Funding Not Be Secured

If School2Home is not able to obtain a large federal stimulus grant, it will be implemented at a much slower pace, serving 5, 10 and 20 schools in the first three years. As well, program modifications, including a reduction in professional development, classroom technology and the learning academies, will be required to reduce costs. The total three-year budget for this scenario is \$8,693,000 as shown in Table 10.

**TABLE 10  
ALTERNATE ROLLOUT AND FUNDING SCENARIO**

COST COMPONENT	5 SCHOOLS	10 SCHOOLS (5 New)	20 SCHOOLS (10 New)	TOTAL
<b>Administration and Operations</b>	<b>\$826,000</b>	<b>\$814,000</b>	<b>\$951,000</b>	<b>\$2,591,000</b>
<b>Program</b>	<b>\$939,000</b>	<b>\$1,739,000</b>	<b>\$3,424,000</b>	<b>\$6,102,000</b>
Program Managers	\$70,000	\$74,000	\$147,000	\$291,000
Technology Coaches	\$70,000	\$147,000	\$294,000	\$511,000
Technology Bundles	\$600,000	\$1,200,000	\$2,400,000	\$4,200,000
Teacher Professional Development (12 hours)	\$13,000	\$38,000	\$89,000	\$140,000
Parent Training	\$52,000	\$104,000	\$207,000	\$363,000
School2Home Principal Academy	\$4,000	\$11,000	\$24,000	\$39,000
School2Home Teacher Academy	\$10,000	\$28,000	\$64,000	\$102,000
Student Technology and Digital Literacy Program	\$3,000	\$5,000	\$10,000	\$18,000
Family Technical Assistance	\$42,000	\$57,000	\$114,000	\$213,000
Evaluation	\$75,000	\$75,000	\$75,000	\$225,000
<b>Total School2Home Cost</b>	<b>\$1,765,000</b>	<b>\$2,553,000</b>	<b>\$4,375,000</b>	<b>\$8,693,000</b>

*Major Budget Assumptions: One Program Manager for every eight schools in six regions and one Technology Coach for every five schools. Average middle school size of 900 with 300 students in each grade. For three consecutive years, 6th grade students (or the lowest grade at the school) receive a technology bundle costing \$400. One class of teachers, specialists and others professional development is 12 hours each year. Parent to student ratio of 1.5 (450 parents for every 300 students). Parent training consists of 6 hours. Leadership Academies are scaled back and classroom technology has been eliminated from the program. No costs are included for home broadband. Detailed budgets and budget assumptions are contained in Appendix C.*

Of the total \$8.7 million, schools would be asked to cover approximately \$3.9 million and approximately \$4.8 million would be raised from other sources, including foundations and the private sector. Far fewer schools, students and parents would be served under this scenario. However, this approach allows the School2Home model program to be developed, evaluated and readied to take to a larger scale in subsequent years. It also allows School2Home to seek the policy reforms needed for longer-term sustainability.

## VI. SCHOOL2HOME IMPLEMENTATION SCHEDULE

A thoughtful and phased implementation schedule will ensure School2Home moves seamlessly from its planning and development phase to its prototyping phase and on to a full-scale, statewide model program implementation. A proven track record and a broad base of support, particularly from middle school leaders and community-based organizations, is the most effective way to achieve the kind of scale envisioned for School2Home.

Beginning in August 2009, the School2Home Management Team will continue to work with Design Team Leaders, subject matter experts, consultants and school personnel to develop the specific tools, toolkits, assessments, curricula and training programs needed to implement School2Home. As well, key School2Home operational staff will be hired, and a fundraising and development effort will be launched. School2Home will also identify and interview potential schools to be part of the prototyping effort and will line up training partners to deliver the teacher professional development and parent training component. This groundwork will ensure both schools and School2Home staff are ready to launch the program.

The start-up of School2Home is expected to occur over the course of three years. This start-up period coincides with the financial information presented in this plan and consists of the following:

**The Initial Prototyping Year:** The School2Home organization will implement the program in 25 schools concentrated in six different regions in California (Los Angeles, San Diego, San Joaquin Valley, Bay Area and Inland Empire, Sacramento). These schools must meet the eligibility requirements of School2Home and have demonstrated their commitment to school and neighborhood transformation. As previously noted, selected schools sites for this initial year will be held to more stringent readiness standards and will be expected to help refine the School2Home program model and serve as model sites in subsequent years.

**Second Year:** During the second year, School2Home will accept an additional 25 schools into the program while continuing to serve the original 25 schools. Serving 50 schools will enable School2Home staff to determine which aspects of the program can scale easily and which need to be re-engineered in order to reach schools statewide. It will also enable the program to refine its delivery procedures for providing professional development, parent training, specially priced broadband and the School2Home Academies. This year is also important to validate the demand aggregation model for technology bundles.

**Third Year:** During the third year of operation, School2Home will serve a total of 100 schools, 50 of which are new to the program. At this point, School2Home will be operating at the level it intends to sustain going forward to ensure every student in California, regardless of his or her race/ethnic background, socioeconomic background and geographic location, has access to the technology he or she needs to enrich learning and increase life opportunities.

## VII. CONCLUSION

Despite the fact California has earned a reputation for technology innovation, it has not distinguished itself in bringing the benefits of technology to its low-performing schools and families of color or from low socioeconomic backgrounds. As leaders across the state look for ways to improve student academic performance while reducing costs, California can no longer afford to ignore the growing body of evidence that demonstrates the power of technology to engage students and parents in the learning process and positively impact student performance. It is time for the public, philanthropic and private sectors to join together to support School2Home and the goals it seeks to accomplish.

School2Home has brought together an extraordinary array of organizations and individuals with diverse expertise and approaches in order to assemble the evidence needed to design its program. Now is the time to forge partnerships and collaborations to ensure its successful implementation.

## APPENDIX A: LEADERSHIP GROUP MEMBERS

### **Jackie Brand**

Founder  
Alliance for Technology Access

### **Jeff Campbell**

Board Member, California Emerging Technology Fund  
Director for Technology and Trade Policy  
Cisco Systems, Inc.

### **Milton Chen**

Executive Director  
George Lucas Educational Foundation

### **Rachelle Chong**

Chair, California Emerging Technology Fund  
Board of Expert Advisors  
Commissioner, California Public Utilities Commission

### **Steve Clemons**

Chief Technology Officer  
San Diego County Board of Education

### **John Davies**

Vice President, Intel World Ahead Program  
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### **The Honorable Martha M. Escutia**

Former State Senator  
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Partner, Manatt | Phelps | Phillips

### **Michael Funk**

California Advisory Committee on  
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### **Kenneth McNeely**

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### **Theodore Mitchell**

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Chief Information Officer State of California

### **Glen Thomas**

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## APPENDIX B: SCHOOL2HOME DRAFT ASSESSMENT TOOL

### School2Home Assessment Tool for Potential School Partners

This assessment tool is intended to help middle schools in California evaluate whether they are ready to begin the signature technology program offered by School2Home. By answering a series of questions, schools are placed in 1 of the following 5 categories:

- Category 1:** School is not ready to participate in the School2Home program.
- Category 2:** School needs additional support in order to participate in School2Home.
- Category 3:** School is ready to participate in School2Home with a one-year capacity-building phase.
- Category 4:** School is ready to participate in School2Home and move directly to immersion.
- Category 5:** School is progressing toward technology immersion and could participate in School2Home prototyping phase.

Questions are broken up into three main sections, and each section is scored individually. These 3 sections are:

- Section I:** Assessing Current Level of Immersion
- Section II:** Assessing Capacity and Preparedness for Program Participation
- Section III:** Assessing Stakeholder Support

A combined score is then used to place the school in 1 of the following 5 categories, based on a 50-point scale:

- 0 to 10 points:** Category 1
- 11 to 20 points:** Category 2
- 21 to 30 points:** Category 3
- 31 to 40 points:** Category 4
- 41 to 50 points:** Category 5

## Assessment Questions and Scoring Chart

QUESTION	A	B	C	D
<b>Prescreening Questions</b>				
1. Does your school serve at least one of the following grades: 6th, 7th and/or 8th?	Yes (must answer yes)	No		
2. Does your district have a state-approved technology plan?  An eligible technology plan: <ul style="list-style-type: none"> <li>• Is a 3- to 5-year plan describing the use of Education Technology in the district and meeting the criteria required by the EETT program;</li> <li>• Has been approved by the California Department of Education; and</li> <li>• Has been reviewed and uploaded by the local California Technology Assistance Project (CTAP) technology plan coordinator.</li> </ul>	Yes (must answer yes)	No		
3. Is your school in a high-need district?  A high-need district is one which: <ul style="list-style-type: none"> <li>• Serves the highest numbers or percentages of children from families with incomes below the poverty line; and</li> <li>• Serves one or more schools identified as Program Improvement (PI) schools; or</li> <li>• Has a substantial need for assistance in acquiring and using technology, defined as having an average of 10:1 student-to-multimedia computer ratio or greater or an average of less than 50 percent of classrooms connected to the Internet.</li> </ul>	Yes (must answer yes)	No		
4. Does your school currently have a 1-to-1 computing device program?	Yes	No		
5. How prepared do you think your school is to participate in School2Home?	Not at all prepared	Somewhat prepared	Completely prepared	Unsure/would not benefit from School2Home



**Assessment Questions and Scoring Chart (Continued)**

QUESTION	A	B	C	D
<b>Section I. Assessing Current Level of Immersion (out of 17 points)</b>				
1. What is the ratio of computers to students at your school?	1 computer for every 1 to 3 students (3 points)	1 computer for every 4 to 6 students (2 points)	1 computer for every 7 to 9 students (1 point)	1 computer for every 10 or more students (0 points)
2. Which choice best describes the existing Internet infrastructure of your school?	School uses dial-up or DSL Internet service. (0 points)	School uses cable/T1/T3/DS1 Internet service. Access is not available in most classrooms. (1 point)	School uses cable/T1/T3/DS1 Internet service. Access is available in most classrooms. (2 points)	School uses cable/T1/T3/DS1 Internet service. Access is ubiquitous and available via a wireless network. (3 points)
3. How do teachers regularly (weekly or more often) use technology at your school? Please check all that apply.	Teachers use technology to enhance their classroom instruction. (1 point; this question is cumulative)	Teachers incorporate student technology use into classroom activities. (1 point; this question is cumulative)	Teachers provide students with on-demand classroom technology access to enable self-directed learning. (1 point; this question is cumulative)	Teachers use the Internet to post the assignments of students and communicate with parents. (1 point; this question is cumulative)
4. How do students regularly (weekly or more often) use technology at your school? Please check all that apply.	Students use computer software to reinforce math, English and science skills. (1 point; this question is cumulative)	Students use technology to present their work. (1 point; this question is cumulative)	Students analyze data to solve problems. (1 point; this question is cumulative)	Students post and share their work online. (1 point; this question is cumulative)
5. Does your school provide students with any of the following? Please check all that apply.	Students have a personal e-mail address. (1 point; this question is cumulative)	Students have a user name and password to access online reference tools, such as encyclopedias and e-journals. (1 point; this question is cumulative)	Students have a user name and password to access the web-based learning environment of the school. (1 point; this question is cumulative)	

### Assessment Questions and Scoring Chart (Continued)

QUESTION	A	B	C	D
<b>Section II. Assessing Capacity and Preparedness for Program Participation (out of 17 points)</b>				
1. Does your school have the capacity to collect student data for evaluation?	Yes (1 point)	No (0 points)		
2. By the end of 6th grade, have students in your school received in-classroom training in the following skills? Please check all that apply.	Basic keyboarding skills (1 point; this question is cumulative)	Word-processing skills (1 point; this question is cumulative)	Website searching and navigation skills (1 point; this question is cumulative)	Presentation software and database skills (1 point; this question is cumulative)
3. Does teacher professional development include the following? Please check all that apply.	Professional development includes instruction in basic digital literacy. (1 point; this question is cumulative)	Professional development includes instruction in content-area technology use. (1 point; this question is cumulative)	Professional development includes training in the use of technology for student collaboration and to encourage higher order thinking. (1 point; this question is cumulative)	Professional development includes training in the use of computer and Internet technology to engage parents. (1 point; this question is cumulative)
4. Do teachers at your school currently use a computer-based information management system to record student grades, test scores, behavior, etc.?	No (0 points)	Yes, some teachers use a system like this. (1 point)	Yes, most teachers use a system like this. (2 points)	Yes, our school requires all teachers to use a system like this. (3 points)
5. Does your school provide teachers with instructional support for the integration and use of technology in the classroom?	No (0 points)	Yes, teachers receive instructional support of this kind once or twice per year. (1 point)	Yes, teacher "cadres" are available to help teachers develop learning communities to maximize teaching and learning. (2 points)	Yes, teachers have ongoing access to technology "coaches" who provide this type of support. (3 points)
6. Does your school provide on-site technical support for teachers, including replacement equipment?	No (0 points)	Yes, technical support is available on site at regularly scheduled times each week. (1 point)	Yes, on-site technical support is available during school hours. (2 points)	

**Assessment Questions and Scoring Chart (Continued)**

QUESTION	A	B	C	D
<b>Section III. Assessing Stakeholder Support (out of 16 points)</b>				
1. On a scale of 1 to 4, how strong is the support of your principal for the School2Home Program? Support includes agreeing to champion the School2Home Program and meet its leadership conditions, including attending all School2Home seminars and meeting professional development requirements.	1 Minimal Support (1 point)	2 Growing Support (2 points)	3 Firm Support (3 points)	4 Strong Support (4 points)
2. On a scale of 1 to 4, how strong is the support of your district and county central offices for the goals of the School2Home Program? Support includes agreeing to the required professional development, data collection and parent engagement components.	1 Minimal Support (1 point)	2 Growing Support (2 points)	3 Firm Support (3 points)	4 Strong Support (4 points)
3. On a scale of 1 to 4, how strong is teacher and staff support at your school for the goals of School2Home? Support includes express agreement to participate.	1 Minimal Support (1 point)	2 Growing Support (2 points)	3 Firm Support (3 points)	4 Strong Support (4 points)
4. On a scale of 1 to 4, how strong is the support in your community for the School2Home Program? This includes support from community organizations such as PTAs and community technology programs.	1 Minimal Support (1 point)	2 Growing Support (2 points)	3 Firm Support (3 points)	4 Strong Support (4 points)

## APPENDIX C: DETAILED OPERATING BUDGET AND BUDGET ASSUMPTIONS

### Operating Budget

<b>TOTAL SCHOOL2HOME BUDGET FY JULY 2009 TO JUNE 2012:</b>		<b>\$43,805,468</b>			
<b>Total School2Home Administration and Operations:</b>		<b>\$3,873,841</b>			
<b>BUDGET ITEM</b>	<b>DESCRIPTION</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>TOTAL</b>
<b>Administration</b>	<b>Subtotal</b>	<b>\$827,000</b>	<b>\$1,059,750</b>	<b>\$1,168,535</b>	<b>\$3,055,285</b>
	<i>5% COLA in Yrs 2 and 3</i>				
Staff - S2H	Executive Director @ 1 FTE	\$150,000	\$157,500	\$165,375	<b>\$472,875</b>
	Operations Director @ 1 FTE	\$95,000	\$99,750	\$104,738	<b>\$299,488</b>
	Director of Development @ 1 FTE	\$75,000	\$78,750	\$82,688	<b>\$236,438</b>
	Director of Finance @ 1 FTE (Yr 1 mid-year start)	\$45,000	\$90,000	\$94,500	<b>\$229,500</b>
	Operations Manager	-	\$60,000	\$63,000	<b>\$123,000</b>
	Logistics Associate @ 1 FTE (add 1 each year 1/2/3)	\$45,000	\$94,500	\$141,750	<b>\$281,250</b>
	Communications Associate/ Webmaster @ 1 FTE	\$50,000	\$52,500	\$55,125	<b>\$157,625</b>
	<i>Subtotal</i>	<i>\$460,000</i>	<i>\$633,000</i>	<i>\$707,176</i>	<i><b>\$1,800,176</b></i>
Employer Taxes	10% of Salaries	\$46,000	\$63,300	\$70,718	<b>\$180,018</b>
Benefits	Health, Dental, Vision, Disability, Life - 15% of Salaries	\$69,000	\$94,950	\$106,076	<b>\$270,026</b>
Staff Expenses	\$400 per month per person (7/8/9)	\$33,600	\$38,400	\$43,200	<b>\$115,200</b>
Consultants	Professional Development (School Assessment, Teacher Curriculum)	\$45,000	-	-	<b>\$45,000</b>
	Parent Training and School Engagement Program	\$25,000	-	-	<b>\$25,000</b>
	Communications/Branding	\$40,000	\$20,000	\$20,000	<b>\$80,000</b>
	The Children's Partnership (Leadership, Advocacy, Transitional Support) - This is a six-month figure. Annualized, this figure is \$200,000.	\$100,000	\$200,500	\$210,565	<b>\$511,065</b>
	IT Support - \$100 per month per S2H staff person (7/8/9)	\$8,400	\$9,600	\$10,800	<b>\$28,800</b>

## Operating Budget (Continued)

BUDGET ITEM	DESCRIPTION	YEAR 1	YEAR 2	YEAR 3	TOTAL
<b>Operations</b>	<b>Subtotal</b>	<b>\$203,265</b>	<b>\$282,935</b>	<b>\$332,358</b>	<b>\$818,558</b>
Office Supplies	Printing Supplies, Postage/Delivery, Paper, Pens, Etc.	\$2,500	\$2,500	\$2,500	\$7,500
Communications	Copying/Printing	\$1,000	\$1,050	\$1,103	\$3,153
Equipment	Computers, Software and Printers (\$2,000 per S2H staff); Cell phones, Desk Phones (\$275 per S2H staff)	\$15,925	\$2,275	\$4,550	\$22,750
Web	Web Portal	\$10,000	\$10,500	\$11,025	\$31,525
Services Tech	Telecommunications - Monthly charges for Phone, Cell and Internet Service; Copier (\$425/450/475 per S2H staff person)	\$35,700	\$43,200	\$51,300	\$130,200
Travel	Staff Travel - 3 people travel statewide each quarter; 2 face-to-face staff meetings; Day Trips at \$350/trip; Overnight Trips at \$500/trip; and Local Travel for 12/19/38.	\$35,400	\$43,850	\$50,500	\$129,750
Legal	Legal, Filing and other fees associated with becoming 501(c)(3) entity	\$5,000			\$5,000
Other	Office Space/Furniture (220 square ft. per person) - Annual square ft. costs \$31/32/33	\$47,740	\$54,560	\$61,380	\$163,680
Professional Services	Insurance, Audit, Bookkeeping, Accounting, Retirement Administration, Payroll, Tax Preparation, and HR support	\$50,000	\$125,000	\$150,000	\$325,000
	<b>ADMINISTRATION AND OPERATIONS TOTAL</b>	<b>\$1,030,265</b>	<b>\$1,342,685</b>	<b>\$1,500,893</b>	<b>\$3,873,843</b>

**Operating Budget (Continued)**

BUDGET ITEM	DESCRIPTION	YEAR 1	YEAR 2	YEAR 3	TOTAL
<b>Program</b>	<b>Program Costs Subtotal</b>	<b>\$8,366,864</b>	<b>\$10,640,283</b>	<b>\$20,924,479</b>	<b>\$39,931,626</b>
School Site Support	School Program Managers (1 per 8 schools) - \$70,000 each (6/9/18)	\$420,000	\$661,500	\$1,323,000	<b>\$2,404,500</b>
	Technology Coach (1 per 5 schools) - \$70,000 each (6/12/24)	\$420,000	\$882,000	\$1,764,000	<b>\$3,066,000</b>
Technology Bundles	25/50/100 schools - 7500/15000/30000 in 6th grade/\$400 per bundle-computer; vendor TA for school; vendor PD for teachers; printers	\$6,000,000	\$6,000,000	\$12,000,000	<b>\$24,000,000</b>
Classroom Technology	SMART Board/scanner/projector/web camera for half the classrooms - \$4,000 per classroom at 50% of the 2,100 classrooms.	\$600,000	\$1,200,000	\$2,400,000	<b>\$4,200,000</b>
Training	25/50/100 schools - 300 students per school/three 2-hour sessions; 25 teachers per school for 24 hours of professional development				
	Parents - 78,700 (11,250/22,500/45,000). (1.5 parents per child, \$23 per person)	\$258,750	\$517,500	\$1,035,000	<b>\$1,811,250</b>
	Teachers 6 - 8 grades – 3,300 (300/900/2,100), plus 50% for additional staff, school, district and S2H staff (\$250 per person)	\$112,500	\$337,500	\$787,500	<b>\$1,237,500</b>
	Materials binder/CD per teacher (\$15 per binder production costs)	\$4,500	\$13,500	\$31,500	<b>\$49,500</b>
S2H Academy Principals	2 day events - food costs; regional event except year 1 statewide event; principals, school coordinator, S2H and district staff; principals (79/137/254)	\$72,001	\$124,862	\$231,496	<b>\$428,359</b>
S2H Academy Teachers	2 day events; regional event, no travel costs - teachers participate for 2 years (Teachers 300/900/1,800, plus District staff and S2H staff)	\$139,287	\$407,146	\$622,920	<b>\$1,169,353</b>
Student Academy	Tech training and school site assistance - \$2,500 per school site (TechYES). Entire student body can be trained/certified.	\$62,500	\$125,000	\$250,000	<b>\$437,500</b>
Technical Assistance	Tech Assistance for 2 years for parents and students (home)	\$152,327	\$246,275	\$354,063	<b>\$752,665</b>
Evaluation	Issue a RFP to companies or universities (may need to change to meet Federal standards)	\$125,000	\$125,000	\$125,000	<b>\$375,000</b>
	<b>TOTAL SCHOOL2HOME COST</b>	<b>\$9,397,130</b>	<b>\$11,982,968</b>	<b>\$22,425,372</b>	<b>\$43,805,470</b>

## Budget Assumptions

### Key Budget Assumptions: Rollout for 25, 50 and 100 Schools

#### Program Participation Rates

1. **School and Teacher Participation and Implementation.** This model assumes the program will roll out in 25 schools in six regions (Los Angeles, San Diego, Inland Empire, Central Valley, Sacramento and the Bay Area) during the prototyping phase. The model further assumes each school has 900 students total, with 300 in each of the 6th, 7th and 8th grades. It assumes an average class size of 25, resulting in approximately 12 teachers per grade. The model assumes the school participates for three years and implements teacher training as follows: all teachers receive a computing device and vendor-provided technology training during the prototyping year; all 6th grade students receive a computing device in the prototyping year and are able to use it through 7th and 8th grade; all 6th grade teachers (12) receive 24 hours of additional intensive training in the prototyping year; and an additional six teacher specialists and/or staff participate in this training. During the second year, the new 6th grade students receive a computing device, and the 7th grade teachers and additional specialists/staff receive intensive professional development and support. During the third year, another new 6th grade class receives computing devices, and the 8th grade teachers and specialists/support staff receive intensive professional development training.
2. **Parent Participation.** The budget assumes 1.5 parents will participate in the parent training program for each student participant. Thus, for every 300 students, the program will train 450 parents. The training is intended to be 6 hours.
3. **Principal and Teacher Learning Academies.** The Principal Learning Academy involves the principal and two other leaders from each school site, as well as School2Home administrative staff, in an annual peer discussion about School2Home. One must be the school site coordinator. There are also two regional meetings scheduled for the principal and site leaders throughout the year. The value of peer check-in and competition will serve to move the program forward. The Teacher Learning Academy schedules teachers to attend one regional meeting each year for two years.

The assumptions above result in the following participation rates:

	PROTOTYPING YEAR 25 Schools	SECOND YEAR 50 Schools (25 New)	THIRD YEAR 100 Schools (50 New)	TOTAL
<b>Students in Program</b>	7,500	15,000 (7,500 new)	30,000 (15,000 new)	<b>52,500</b>
<b>Parents Trained</b>	11,250	22,500	45,000	<b>78,750</b>
<b>Teachers and Staff Trained</b>	450	900	1,800	<b>3,150</b>
<b>Principals and Other School Leaders</b>	79	137	254	<b>254*</b>

\* Because the number of principals and other school leaders---excluding teachers--- served by School2Home increases only when new schools are added, the total number served is not the sum of participants served in each of the three years. Rather, the total is the number served in year 3.

#### Other School2Home Program Assumptions

1. **School2Home Administrative Staff.** The budget assumes a School2Home operating organization will consist of the following positions in the prototyping year: an Executive Director; an Operations Director; a Director of Development; a Director of Finance; a Logistics Associate; and a Communications Associate and Webmaster. It assumes adding an Operations Manager in the second year.

2. **Program Managers.** The budget assumes program managers—individuals who work directly with schools to help with assessments, planning, financing, communications and program implementation— are added as schools join the program. It assumes one manager per eight schools.
3. **Technology Coaches.** The budget assumes School2Home will fund one technology coach for every five schools. Schools will be encouraged to add their own technology coaches to strengthen this part of the program.
4. **Technology Bundles.** The budget assumes a \$400 cost per technology bundle to include: a computing device; vendor-provided training to all teachers in a participating school; and school-site technical support.
5. **Classroom Technology.** Assumes a \$4,000 cost to upgrade the classroom technology in half the participating classrooms in each grade level at a rate of one grade level per year. For example, half the 6th grade classrooms in the prototyping year, half the 7th grade classrooms in the second year and half the 8th grade classrooms in the third year.
6. **School2Home Academies.** Assumes Principal Academy is an annual statewide meeting for two days, (with an overnight stay) and two regional one-day meetings. Hotel stay and food are included; transportation is not. The Teacher Academy is a regional two-day event (with no overnight stays) held annually. Food is included; transportation is not.
7. **Student Technology Academy.** The School2Home student technology program provides \$2,500 per school site to cover the costs of a license to participate in an existing student digital literacy and technical assistance program. In the development of School2Home, the GenYES program is the model selected.
8. **Parent Training and Teacher Professional Development.** Teachers will be provided with 24 hours of professional development each year, and the district will be expected to compensate each teacher for his or her time. Parents will be provided with 6 hours of training. Labor costs were set at \$30 per hour for parent training and \$75 per hour for teacher training. These costs were translated into a model to identify efficiencies and determine a per-parent (\$23) and per-teacher (\$250) training cost. The number of parents and teachers being trained each year was then multiplied by these figures.
9. **Technical Support for Families.** The estimated costs for family technical support were provided by a technical support non-profit specializing in providing this service to underserved families.
10. **Evaluation.** This budget assumes a modest evaluation program. This will increase substantially if large federal grants are involved, as national benchmarking will be needed.

NOTE: This budget does not assume any cost for home broadband connections, which may be required in some schools in some areas.

#### Cost-Sharing Model

The cost-sharing model assumes School2Home will match schools by a 2-to-1 ratio in the prototyping year and by a 1-to-1 ratio in the second year, with schools covering the full costs in the third year. Over the course of three years, schools will pay approximately 46 percent of total costs, and School2Home will cover the remaining 54 percent. Over the course of the first three years, the average per-student cost of the program is approximately \$800. The amount to be raised by School2Home per student is \$432, with schools covering the balance for three years. This model further assumes School2Home receives a large federal grant to help offset costs.



**Basic Assumptions for the Alternate Scenario: Rollout for 5, 10 and 20 Schools**

- These assumptions from the model program change: (1) Professional development teachers is 12 hours instead of 24; (2) Classroom technology investments have been eliminated; (3) School2Home Learning Academies have been scaled back; and the (4) School2Home staff is reduced by a third.

**ALTERNATE ROLLOUT AND FUNDING SCENARIO**

<b>COST COMPONENT</b>	<b>5 SCHOOLS</b>	<b>10 SCHOOLS (5 New)</b>	<b>20 SCHOOLS (10 New)</b>	<b>TOTAL</b>
<b>Administration and Operations</b>	<b>\$826,000</b>	<b>\$814,000</b>	<b>\$951,000</b>	<b>\$2,591,000</b>
<b>Program</b>	<b>\$939,000</b>	<b>\$1,739,000</b>	<b>\$3,424,000</b>	<b>\$6,102,000</b>
Project Managers	\$70,000	\$74,000	\$147,000	\$291,000
Technology Coaches	\$70,000	\$147,000	\$294,000	\$511,000
Technology Bundles	\$600,000	\$1,200,000	\$2,400,000	\$4,200,000
Teacher Professional Development (12 hours)	\$13,000	\$38,000	\$89,000	\$140,000
Parent Training	\$52,000	\$104,000	\$207,000	\$363,000
School2Home Principal Academy	\$4,000	\$11,000	\$24,000	\$39,000
School2Home Teacher Academy	\$10,000	\$28,000	\$64,000	\$102,000
Student Technology and Digital Literacy Program	\$3,000	\$5,000	\$10,000	\$18,000
Family Technical Assistance	\$42,000	\$57,000	\$114,000	\$213,000
Evaluation	\$75,000	\$75,000	\$75,000	\$225,000
<b>Total School2Home Cost</b>	<b>\$1,765,000</b>	<b>\$2,553,000</b>	<b>\$4,375,000</b>	<b>\$8,693,000</b>

*Major Budget Assumptions: One Program Manager for every eight schools in six regions and one Technology Coach for every five schools. Average middle school size of 900 with 300 students in each grade. For three consecutive years, 6th grade students (or the lowest grade at the school) receive a technology bundle costing \$400. One class of teachers, specialists and others professional development is 12 hours each year. Parent to student ratio of 1.5 (450 parents for every 300 students). Parent training consists of 6 hours. There is no classroom technology in this budget Leadership Academies are scaled back and classroom technology has been eliminated from the program. There are no costs included for home broadband connections. Detailed budgets and budget assumptions are contained in Appendix C.*

**NUMBER OF PARTICIPANTS SERVED IN THE ALTERNATE THREE-YEAR ROLLOUT**

	<b>Prototyping Year 5 Schools</b>	<b>Second Year 10 Schools (5 New)</b>	<b>Third Year 20 Schools (10 New)</b>	<b>Total</b>
<b>Students</b>	1,500	3,000	6,000	<b>10,500</b>
<b>Parents</b>	2,250	4,500	9,000	<b>15,750</b>
<b>Teachers and Staff</b>	90	180	360	<b>630</b>
<b>Principals and Other School Leaders</b>	10	20	40	<b>40*</b>

\* Because the number of principals and other school leaders---excluding teachers--- served by School2Home increases only when new schools are added, the total number served is not the sum of participants served in each of the three years. Rather, the total is the number served in year 3.