

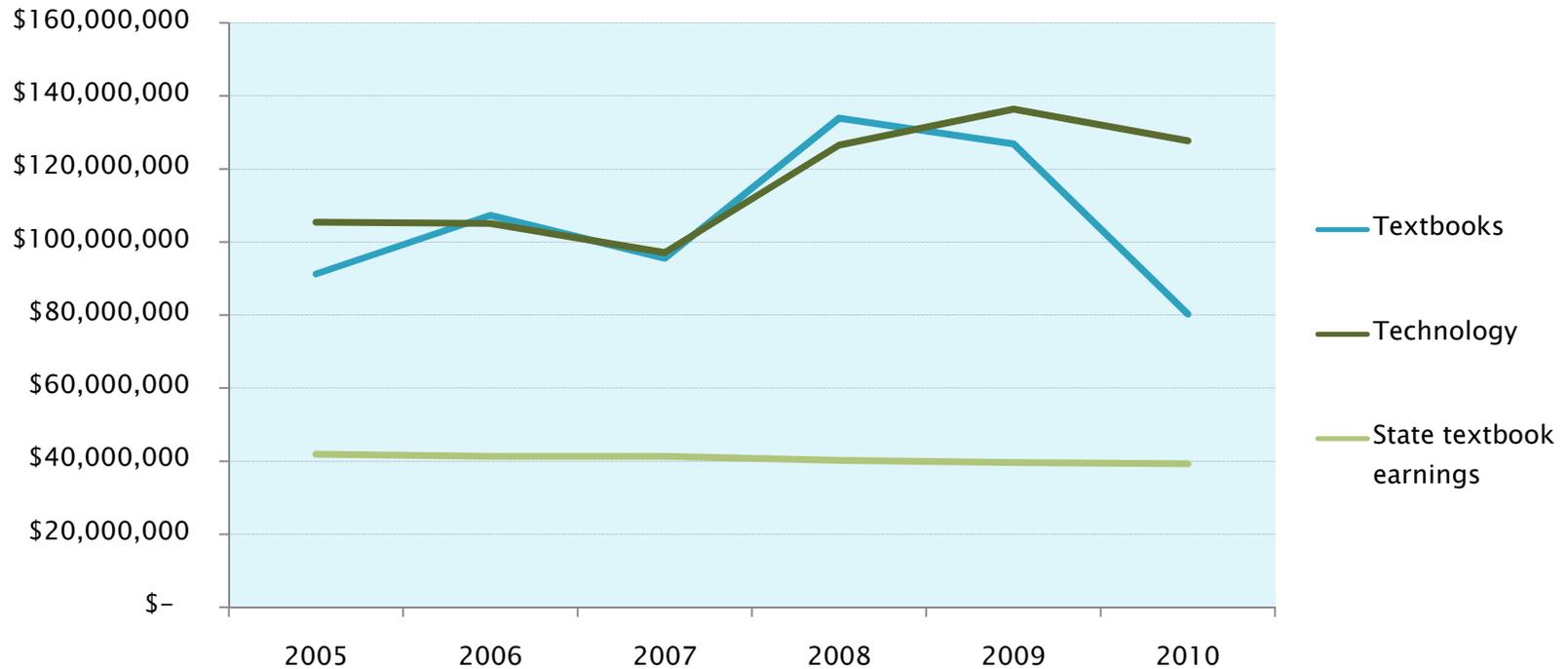
# Textbooks and Technology: Alternatives

# Recap

- ▶ QBE has generated \$42 to \$45 million for textbooks annually (2005–present)
  - Currently, this is \$27 per student
- ▶ Local systems have spent: (2005–2010 average)
  - \$114.7 million for textbooks
  - \$126.3 million for technology
  - \$241 million total on instructional materials
- ▶ The state formula covers 38% of textbook costs and 18% of total instructional materials costs (does not include austerity reductions)

# State Funding in Context

Total state and local spending on textbooks and technology, 2005 dollars



# Infrastructure

- ▶ Currently, \$12 million in state and federal money is paid to extend high-speed Internet access to local systems and schools (\$3 million state)
- ▶ Every school has 3 megabytes per second in bandwidth
- ▶ Given today's demands, this bandwidth may no longer be enough for practical use
- ▶ Districts may want to comment after the presentation on their needs

# Full Funding Scenarios

- ▶ Most classrooms currently have a basic level of technology, so scenarios are calculated as replacement phase-ins, rather than buying all new equipment at one time
- ▶ Per-student calculations are also based on current classroom sizes in the formula, so these amounts could change as we review the base weight
- ▶ Implementation would likely be longer-term

# Technology funding, minimal scenario

- ▶ Minimal classroom tech set would consist of
  - a teacher laptop or desktop (consumer model)
  - a multimedia projector
  - a projector bulb replacement
- ▶ Cost per student would be \$17.26
- ▶ Total cost would be \$28,510,350
- ▶ Consumer model may not last more than 2 or 3 years with high use

# Technology funding, basic scenario

- ▶ Basic classroom tech set would consist of
  - a teacher desktop (commercial model)
  - a multimedia projector
  - a projector bulb replacement
  - \$0.20 for contract support personnel for every \$1 spent on equipment
- ▶ Cost per student would be \$30.13
- ▶ Total cost would be \$49,763,520
- ▶ This scenario provides better long-term viability because of the built-in funding for personnel and the durability of commercial model computers

# Technology funding, expanded scenario

- ▶ Classroom tech set would consist of
  - a teacher desktop (commercial model)
  - a multimedia projector
  - a projector bulb replacement
  - a document camera
  - license for Microsoft Office
  - \$0.20 for contract support personnel for every \$1 spent on equipment
  
- ▶ Cost per student would be \$37.66
- ▶ Total cost would be \$62,204,400
  - Note: even this scenario does not capture current actual tech spending per student, which was about \$78 in 2010

# Textbook funding

- ▶ Current state earnings: \$44.7 million
- ▶ Current per-student earnings: \$27
  
- ▶ 5-year average spending, state and local: \$114.7 million
- ▶ \$69 per student
- ▶ This is in line with other states' spending.
  
- ▶ Full funding for textbooks would mean increasing per-student funding by \$42
- ▶ Total cost increase would be \$70 million

# Combined total instructional materials funding

## ▶ Low

- Combine minimal tech scenario with no new textbook funding
- \$44.32 per student, \$73.2 million total for 2012
  - Increase of \$28.5 million
- Could achieve this over ten years by adding about \$3 million/year

## ▶ High

- Combine expanded tech scenario with total textbook funding
- \$107.14 per student, \$178 million total for 2012
  - Increase of \$132.9 million
- Could achieve this over ten years by adding about \$13 million/year

# Near-term Alternatives

- ▶ ESPLOST
- ▶ 5-year bonds
- ▶ Financial incentives for technology use
- ▶ Position(s) to support districts developing tech use plans
- ▶ LDS curriculum resources

# Alternative 1: Allow districts to use ESPLOST funds for instructional materials

- ▶ Many districts already use ESPLOST funds for capital technology expenses.
  - Technology installation for new facilities
  - Server hardware
- ▶ ESPLOST should not currently be used to fund ongoing equipment replacement or software. This is a gray area, as some systems may have done this.
- ▶ Extending definitions of usage to cover all instructional materials (non-capital) would require legislation to amend the state Constitution.
- ▶ SPLOST revenues are down considerably since the recession and are an unstable revenue source for operating.

# Alternative 2: Bonds

- ▶ State could take out 5-year bonds for capital technology expenses for locals.
- ▶ This would be most useful for systems that are constructing new buildings or retrofitting older buildings to allow classroom Internet connections. Otherwise, it is difficult to count technology as capital.

# Alternative 3: Incentivize tech use through a state match

- ▶ Could fund by carving out a portion of existing dollars, adding additional funds, or both.
  - ex. could use \$5 million of existing \$44.7 million and add \$5 million to create a \$10 million program
- ▶ Local systems could be encouraged to raise matching funds themselves or find corporate partners.
- ▶ Accountability – systems would have to have a comprehensive tech plan in place. This would require a tech plan support person at state level.

# Alternative 3B: Incentivize tech use through additional premium

- ▶ Pay an additional premium to those schools moving toward digital delivery.
- ▶ Could fund by carving out a portion of existing dollars, adding additional funds, or both.
- ▶ Systems would have to have a tech plan in place. This would require a tech plan support person at the state level.

# Alternative 4: Support local systems developing tech plans

- ▶ Many systems have the technology but lack the comprehensive plans or support personnel to make best use of it.
- ▶ Fund a position to create model tech plans and support local systems in developing their own. This would also help with the E-rate contracts. Supplement with regional contractors.
- ▶ Or, fund three regional coordinators to provide similar services.

# Alternative 5: LDS curriculum resources

- ▶ Longitudinal Data System (LDS) allows access to curriculum resources
- ▶ These resources need to be culled and rated by teachers so the most useful will become more accessible
- ▶ State could add \$200,000 to compensate teachers for reviewing materials to help push this forward