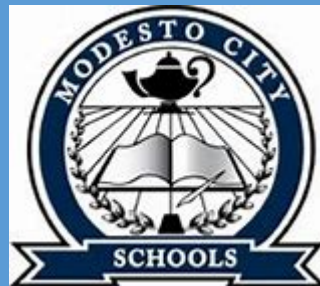
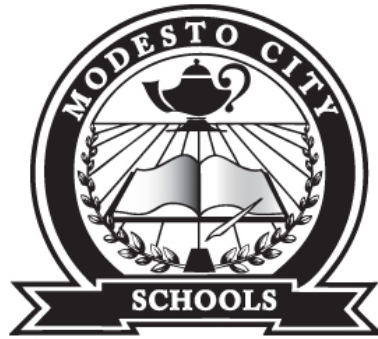


# INFORMATION & EDUCATIONAL TECHNOLOGY



Catalysts for Change in IETS structure

Executive Summary of  
Proposed  
Reorganization



### **Executive Summary:**

The following structure recommendation is based upon the current and future needs of the district, and the changes in K-12 technology tools. The items below are catalysts or driving forces behind my recommendations for change in technology, assessment, and educational technology organizational structure. We have challenges with attracting and retaining highly qualified staff given the growth in technology positions in the Modesto area by Gallo Wines, G3 Enterprises and their sub-contractors (Data Path).

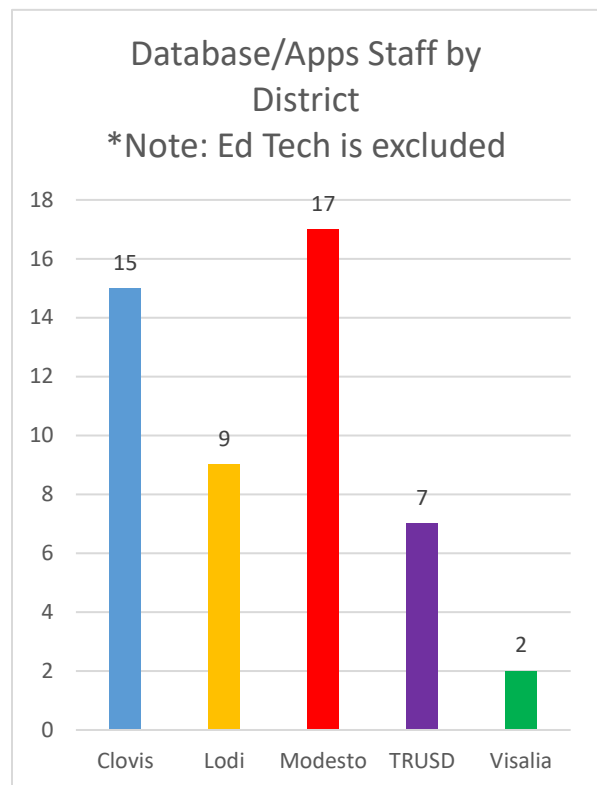
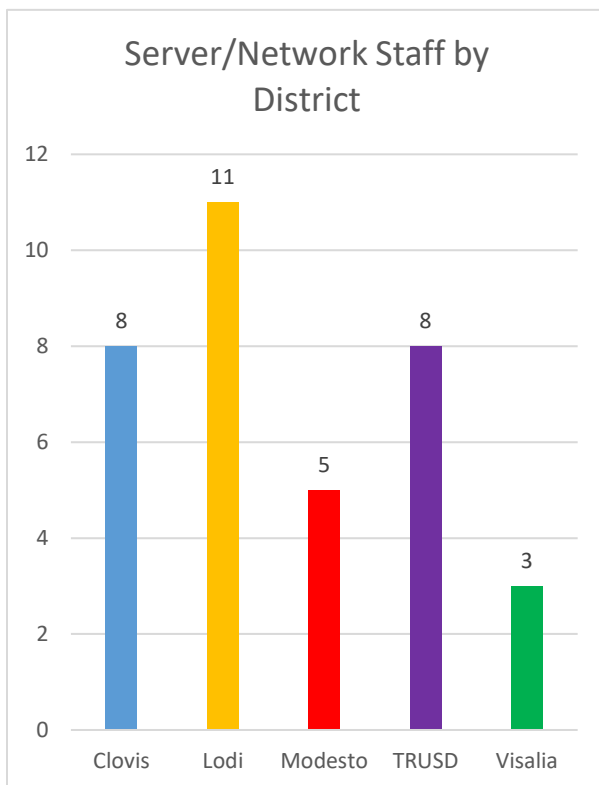
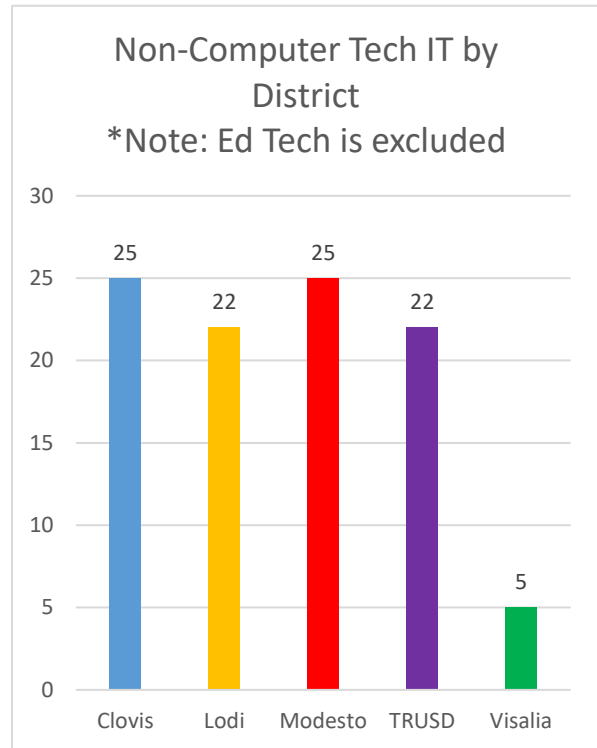
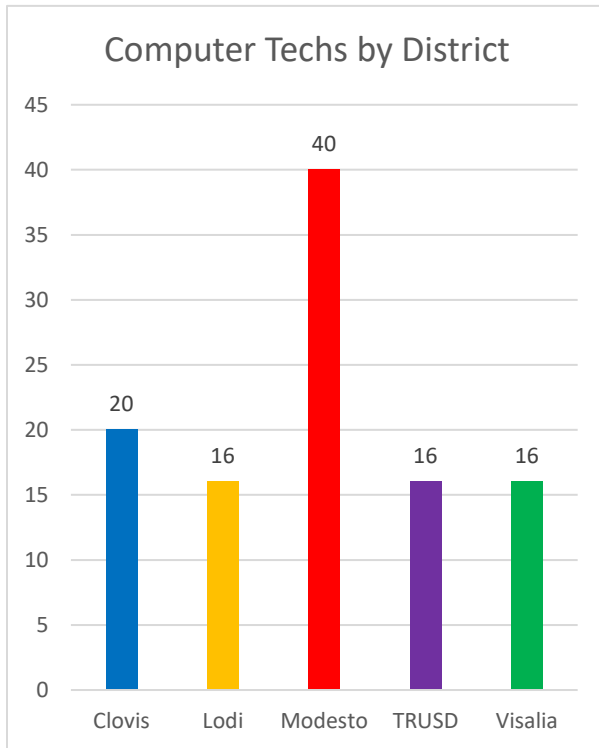
We are moving our department from a hardware/windows focus to a data, software support and in-servicing culture, we strive to empower our customers to have timely data, and tools for a 21<sup>st</sup> century integrated into our classrooms.

### **Catalysts for Change in IETS structure:**

- High need for a robust and functioning Dashboard tool that empowers administration, and teachers to have timely data at their fingertips
- Inability to attract and retain talented staff with current pay, and positions
- Due to customer needs, a move from hardware resource focus to software, data, in-servicing, and integration of technology tools into the classroom.
- A systems analysis focus to help customers (admin, teachers) in defining their needs.
- Strong resources and leadership with the integration of 21<sup>st</sup>-century classroom tools and techniques (i.e. Schoology and Google).
- Adjust staffing levels to meet industry standards
- Ensure a focus on areas in need of the highest level of attention. Specifically, PowerSchool, QCC, and network operations. These services are mission-critical and can stop entire district operations if not resourced appropriately (both the quantity of staff and level of expertise).

## Staffing Levels

- Information Technology staff counts at Modesto City Schools are relatively high when compared to similar-sized surrounding districts.



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## Summary of Position Changes:

### **Administrative**

- Transition Staff Secretary III role to Confidential Administrative Assistant:
  - Actual reduction in staffing levels with this position.

### **Instructional Technology**

- Develop certificated Director I, Educational Technology:
  - This provides leadership and hands-on work with existing Educational Technology staff on the integration of general technology tools for teaching. Develop programs for mentoring teachers on a large scale basis with such programs as “MCS Force” (teachers being paid small stipends to receive training and show their integration of tools/knowledge gained through Spring Showcases).
- Create a Digital Curriculum Coordinator:
  - This position will maintain curriculum platforms, provide professional development for staff and admin. Manage data and reports as related to the digital curriculum. This person will also maintain the PD portal, provide in-servicing and technical support for teachers on an on-going basis.

### **Computer Systems – Installation Support**

- Eliminate Installation and Support Manager position; Create Site Technician Manager to oversee Computer Technicians at school sites.
  - This is due to the need for a hands-on manager to be at sites 100% of the time, and to focus on customer service and best practices of the 35-40 technicians district-wide. The current lead position will remain in place.
- We will begin to develop higher levels of efficiency and accountability for site technicians and help desk.
- Evaluation of workload and resource levels will be done on an ongoing basis.
  - There is no specific data in terms of hours of technician time, only a total count of work orders.
  - A new work order system to better capture the data will be implemented by Summer 2020.
  - The funding for these positions is needed for the paradigm shift from a hardware-based environment to an environment of empowering users/customers with software/system-based tools and data.
  - Update of Computer Technician I and II job descriptions will begin the shift of workload from a hardware resource focus to software, data, in-servicing, and integration of technology tools into the classroom.
  - As attrition occurs, backfilling of the computer technicians will be evaluated.

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## **Information Systems**

- Create Director I, IETS:
  - This is needed to provide leadership and oversight with our core systems (i.e. Power School, QCC, Schoology, Dashboard, dozens of interfaces, Nutrition Services Center, Transportation, Business Services, HR, etc.). There will be the elimination of the current role, (Supervisor, Information Systems).
- Create Help Desk Manager to oversee Help Desk Staff/Application Support
  - As the district continues to leverage its investment in software, a better focus on first time and possible immediate resolution will be critical. A site-based manager for the help desk and applications support staff is needed.
  - Follow up on work order queue and holding staff accountable for quick resolutions is not being done currently; this position will enable this work.
- Transition Programmer Analyst to Database Administrator position:
  - This position is critical and has an extensive amount of workload. We currently have a person in this position; however, the job description or scope of work being done does not meet our current and future needs. We lack a comprehensive operational oversight of ensuring all databases are backed up and can be effectively restored. Should be able to develop a recovery plan and test restores 2-4 times annually.
  - This position is underpaid for the requirements we have in terms of role and responsibility.
  - The current position (Programmer Analyst) will not be back-filled, and the incumbent will have to apply for this position with other internal and external candidates.
- Transition one Application Specialist III and one Quality Assurance Technician to Lead Application Specialists (Power School focus):
  - Provides reliable and accurate Power School support.
  - There is a need for this role to have greater leadership, and provide a higher level of backup to the Director I, IETS role. Additional pay is needed to ensure we minimize our risk of attrition for this role.
  - The position that this comes from will not be back-filled, and the incumbent will have to apply for this position with other internal and external candidates.
- Transition current Computer Operations Specialist to Systems and Operations Specialist
  - This position will have increased responsibilities to ensure proper backup for payroll systems and business applications.
- Transition current Software Development Manager to Systems and Applications Manager:
  - The Systems and Application Analyst Positions need a hands-on manager to not only monitor and manage but to provide back up support and quality assurance of all of their work.
- Transition Web Developer to Senior Systems and Application Analyst:
  - This role focused on the critical Dashboard work and will continue to be critical to our next level of proactive data systems development.
- Transition existing Programmer Analyst roles to Systems and Application Analyst:
  - These positions are needed for the growing work and role of application support, and to help transition legacy systems (MOSIS) to a more cost-effective support system that we already invest in (PowerSchool).

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- Transition Application Specialist II to an Application Specialist III position:
    - This position will have increased responsibilities to ensure application support i.e. Schoology and Apex, etc.

## **Network**

- Transition current Network Manager position to Network and Security Manager
  - This position will have increased responsibilities to ensure the operational soundness and security of the network infrastructure and team of support staff.
- Create a new high-level networking position (Cyber Security Analyst) to bring more expertise to the team and alleviate workload from current team members to achieve a higher service level.
  - This position is critical in ensuring secure, reliable and robust network and systems. This position will provide backup to existing network managers for both networks and systems support.
  - This position is critical to the IT industry and will focus 50%+ on best practices of network systems security.

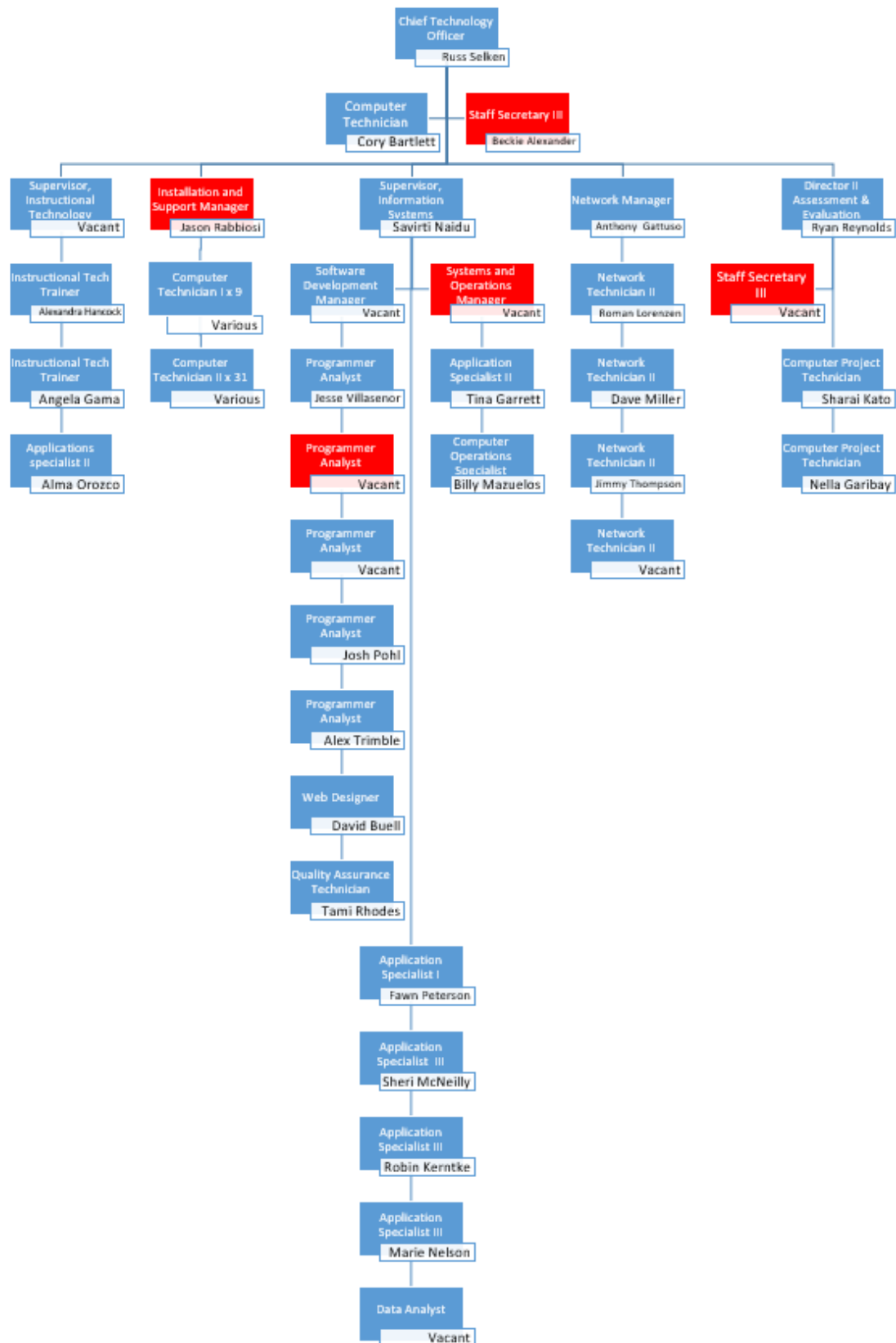
## **Assessment & Evaluation**

- Eliminate Staff secretary III (currently vacant):
  - Higher-level work is needed by the organization, and a higher-level position is needed to back up the current Director of A&E
- Create Accountability Coordinator position to help in ensuring timely and accurate data:
  - In addition to ensuring all data is accurate (a second set of eyes), this position is needed to help customers (Admin) to understand the data, and help them integrate the data into their daily activities.
- Transition Computer Project Technician to Data Analyst Technician
  - This role focused on critical data work and will continue to be critical to our next level of proactive data analysis.

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## Current Organization Structure

Eliminated Position



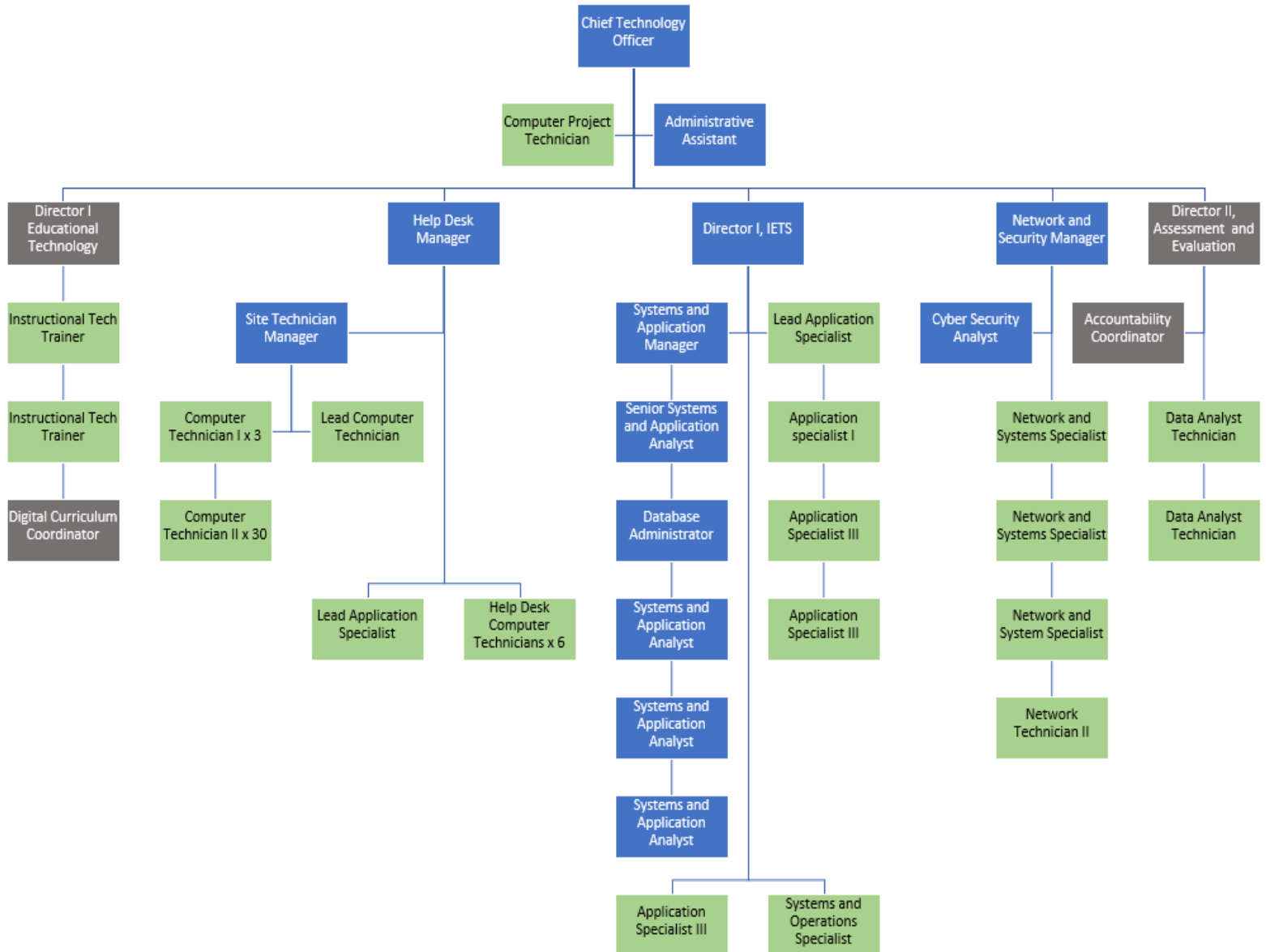


## Proposed Reorganization Structure

Non-CSEA Position

Certificated

CSEA



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## **Addendum**

### **New Job Descriptions:**

- Site Tech Manager
- Help Desk Manager
- Cyber Security Analyst
- Lead Application Specialist (CSEA)
- Digital Curriculum Coordinator
- Accountability Coordinator

### **Updated Job Descriptions:**

- Director I, Educational Technology
- Systems & Operations Specialist (CSEA)
- Systems & Application Analyst
- Senior Systems and Applications Analyst
- Network & Systems Specialist (CSEA)
- Data Analyst Technician (CSEA)
- Systems and Applications Manager
- Network and Security Manager
- Director I, IETS
- Computer Technician I (CSEA)
- Computer Technician II (CSEA)

\* The incumbent managerial positions will have to apply for open positions with other internal and external candidates.

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## **IETS & CI/PD Shared Services**

### **Support Venn Diagram**

