

## Client

High School District

## Problem

- > District stakeholders sought an independent assessment of the district’s readiness to move toward a 1:1 computing environment where every student and every teacher would be given a table computer, software and connection to the Internet—anytime and anywhere.

## Project Gestalt Scope

- > Evaluated the readiness of the district to implement 1:1 computing
- > Assessed people, processes and technology required for success
- > Identified gaps
- > Developed recommendations for achieving success

## Project Partners

- > Educational Collaborators, LLC
- > Technology Concepts Group International

## Solution

The district is planning to move from an environment where laptop computers are available in computer labs or delivered to selected classrooms on portable carts, to a 1:1 computing environment where all 3,000 students and every teacher will be given a tablet computer, software and connection to the Internet—anytime and anywhere. Given the critical change to teaching and learning that will result from the 1:1 initiative, the district took measures to assure that they were prepared to succeed. The district sought independent resources to help assess their 1:1 plans, evaluate the readiness of the district to implement the plans, identify gaps, and develop recommendations for achieving success. Project Gestalt assembled and led the team including Educational Collaborators, LLC and Technology Concepts Group International that delivered an assessment combining corporate rigor with the educational understanding of active educators to rapidly determine that stakeholders did not have a common understanding of the educational outcomes to be delivered by 1:1 computing, that the district was not ready to implement 1:1 computing, and that district plans did not address many factors critical for initial and on-going success.

The Project Gestalt team developed organizational recommendations for shifting 1:1 ownership toward curriculum and away from technology, identified that the unachievable goal of a budget neutral 1:1 program was undermining success, developed a roadmap to address missing factors critical to initial success, and developed high-level cost ranges to address the missing critical success factors.

Based upon our recommendations, the district has established more detailed educational goals to be achieved by 1:1 computing. They are now establishing the recommended organizational structure that better integrates computing into the curriculum.

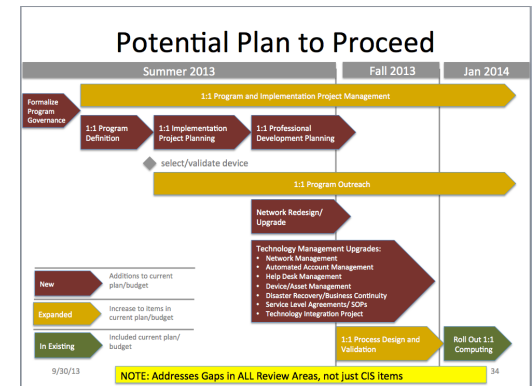


Figure 1: Roadmap for 1:1 Success