

Summary of the April 2024 KY K-12 Education Technology Leaders' Virtual Meeting

In case you missed it or want a refresher, the following is what we talked about during the April 16, 2024, EdTech leaders' virtual meeting. A copy of the video and audio can be found at: <https://mediaportal.education.ky.gov/technology/2024/04/edtech-april-2024/>.

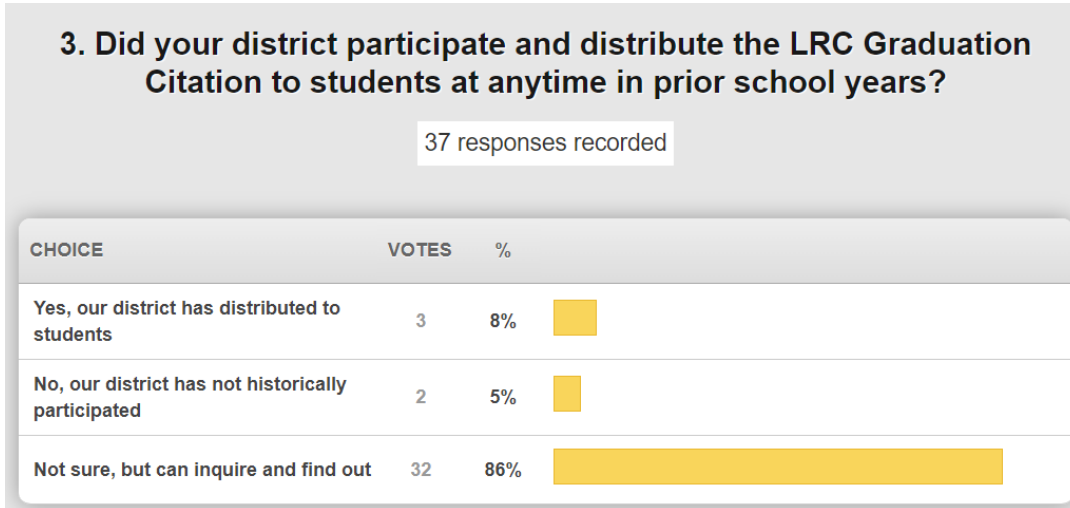
Public viewing of the archived webcasts and written summaries are also available on the KDE Media Portal at: <http://mediaportal.education.ky.gov/>. Numbers in **RED** indicate the timestamp for that portion of the discussion so it can be easily located on the full digital recording.

This was a virtual meeting with our OET staff and all the districts joining via Microsoft Teams and/or YouTube. We will continue to make these available from our KDE media portal so that you can watch the archived discussion and share with the appropriate people in your district. Several GoSoapBox poll questions were posed throughout the meeting and district EdTech leaders were asked to respond to all the questions as it assists us in planning and getting a feel for how to best move forward. Your voice and your feedback are important and extremely helpful to us. Please remember that in addition to these webcasts being available on the KDE Media Portal, each month's webcast is accompanied by these written summaries. We encourage you to share the link and all or any portion of these summary notes with staff throughout your district who may find the information beneficial to them in their position.

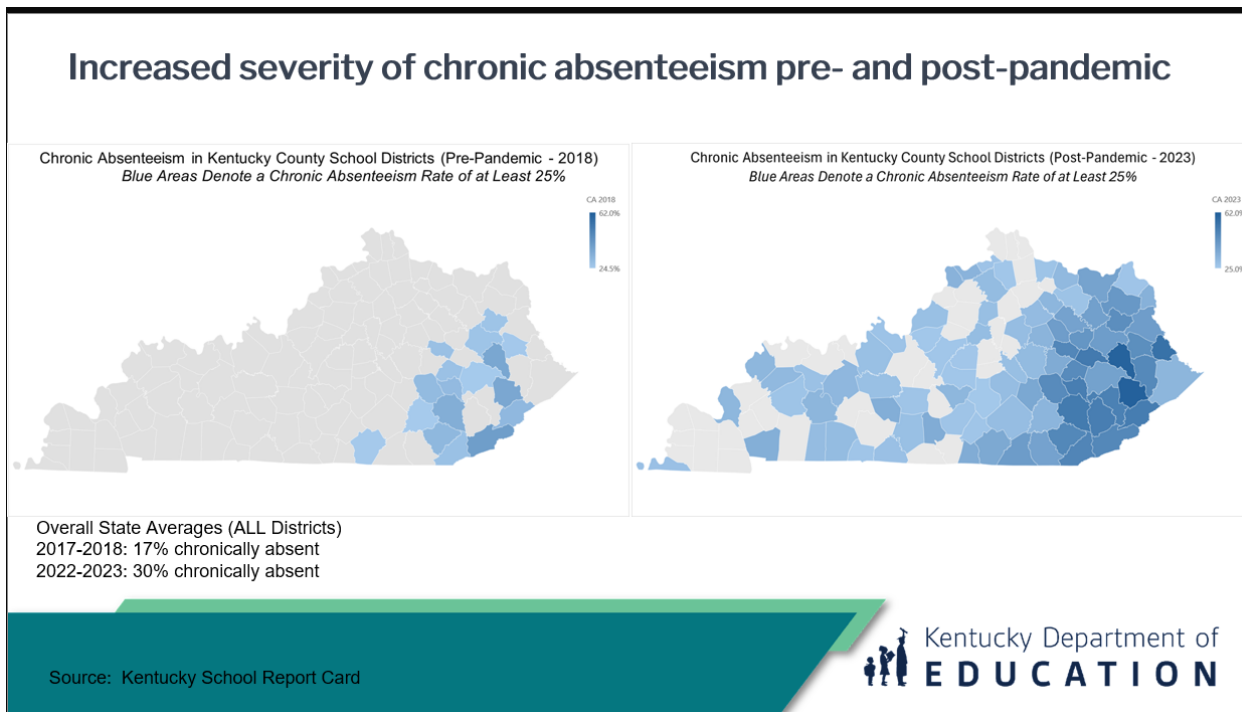
(3:19) Quick Update On Variety of EdTech Topics –

- KySTE Conference was outstanding!!! We were back at the Kentucky International Convention Center (KICC) and it was great to see our districts, staff and vendor partners all coming together. We appreciate everyone who had a role in making that such a great success.
- STLP State Championship – Another record-breaking year and also a record for the number in attendance and amount of space used at the new Central Bank Center at Rupp Arena. This is such a great event for our current students and very gratifying to talk with STLP alumni who were part of this in previous years. STLP State Champions and STLP Ambassadors will be attending the upcoming ISTE conference representing Kentucky.
- Next Generation Ky Internet – We are over the 100-district mark for implementation and we are working through some delays/hurdles. We have our eyes on the finish line but there is still a lot of work to be done. Please be patient and responsive as we work to navigate the schedule.
- RFPs/Contracts:
 - Switching to Insight contract for Microsoft licensing and will provide more guidance and information to districts on this soon.
 - Connected User Experience System (CUES), Internet Content Management., SEEK, Professional Learning Management System (PLMS) - All of these are at a step in the procurement process and all are moving forward.
- E-Rate Update – Validation of discount data issue where some of these have been rejected and we are working to revise the certification letter to prevent further rejections. If you receive a rejection, please file for an extension to help avoid further issues.
- District Technology Plans – The due date was 4/15 and 139 district plans have been submitted. We do have several outstanding plans, so expect to hear from your KE about completion and submission of those plans.
- 2024-2030 KETS Master Plan crossed the finish line and became official on March 5, 2024. The amended regulation for leases over \$100K is also official now with the lease form being incorporated into that updated regulation.
- Connectivity Update – The Affordable Connectivity Plan (ACP) program funding ends in April 2024 and they had already stopped accepting applications. This program assisted families with internet access beyond the classroom.
- Full-time Virtual Program Update - We have some momentum in the full-time enrollment for virtual. There are some upcoming revisions to our regulation specifically for accountability purposes along with some revisions to the accountability regulation. The online, virtual regulation will include some minor modifications that will continue to improve our programs.

- Dr. Robbie Fletcher has been named as our new Commissioner of Education. He went before the Senate Education Committee and then was confirmed by the Senate on April 15th. He will officially begin his duties on July 1.
- Legislative Research Committee (LRC) Graduation Citation for 8th and 12 grade students – Shortly after the 15 March deadline for the Infinite Campus ad hoc report to be submitted by districts that contained information of their 8th and 12th grade students to LRC for this citation, KDE was informed by LRC that the LRC graduation program was being discontinued by LRC. LRC also informed KDE that the 8th grade and 12th grade student data that LRC received from approximately 120 districts had intentionally been deleted by the LRC staff. We do not know why LRC decided to discontinue so soon after the 15 March deadline.



(18:04) Chronic Absenteeism/Post Pandemic – This topic was covered in a recent KDE Leadership meeting and we wanted to share this since it was one of the topics of our 2024 CIO Summit. Attendance is very important to funding for our schools and we look at it from a perspective of how can technology help facilitate improvements in absenteeism. We’ll spend some additional time on this topic in a future meeting, but David shared the following charts:

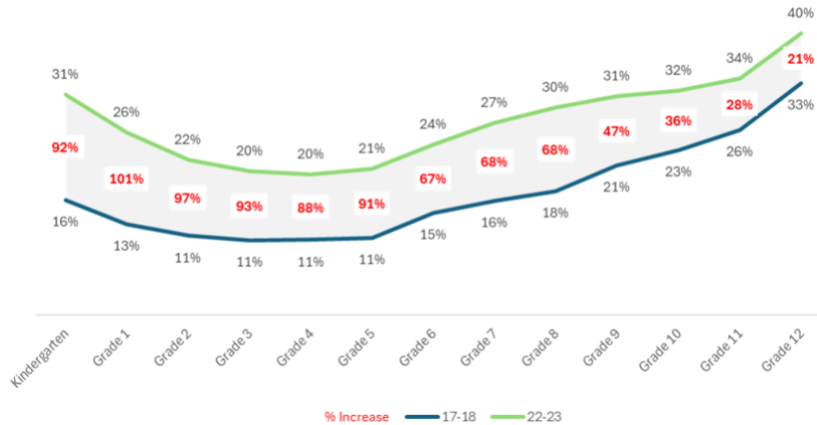


% of Chronic Absenteeism by Grade Level

Rates remain highest among HS students

K-1 students have significantly higher rates than other primary/elementary grades.

Elementary students had the highest percent increase since SY 2017-18.



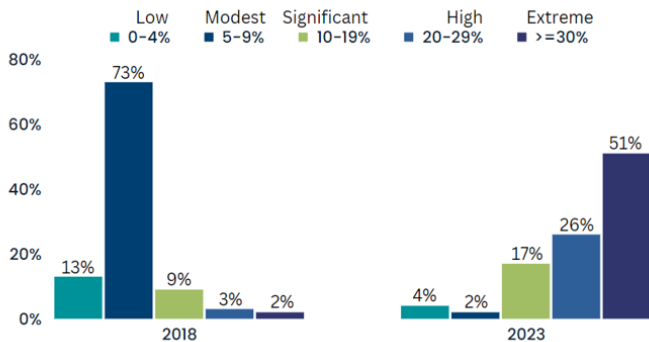
Sources: KY SRC Data Set



This is a crisis across all grade levels but especially in the primary grades. Of course, extracurricular activities do often require a specific attendance and this is one of the positive outcomes of e-games that keeps some students attending that may not otherwise. These student absenteeism percentages are consistent with what is being seen across the country.

There's a significant shift in the collective impact of chronic absenteeism on schools.

CHRONIC ABSENTEE AT THE SCHOOL LEVEL



Post-pandemic, **75%** of Kentucky students now attend schools with high or extremely high chronic absenteeism. That's students, which is a significant increase from the 5%, or observed before the pandemic.



One of the primary reasons discussed is the human element and that someone needs to ask students about their day and show them their attendance is valued. There is a small percentage that thrive in a virtual only environment, but they are not showing up here -- attendance is tracked and measured. Some of the conversation centered around the parental side of this issue, the type of transportation utilized, etc. The overall educational experience is greatly impacted by this shift in absenteeism.

For reference, here is a link to a recent New York Times publication regarding absenteeism: <https://www.nytimes.com/interactive/2024/03/29/us/chronic-absences.html>

In a future webcast, we will spend more time addressing what role education technology can play in getting students to attend school in higher percentages again by making attendance a more attractive and engaging experience for students at all levels.

(33:09) 2024 Legislative Session Update – The regular session ended on April 15, 2024, and we wanted to share the major results as it relates to KY K-12 EdTech. There were several laws introduced early in the session, but few of those made it across the finish line. We saw and reviewed legislation on AI, cybersecurity, etc. We do expect to continue to see bills on these topics in future sessions. There were several bills passed that impact KDE as a whole and guidance will be sent out and available to districts soon. Unless there was a specified effective date, bills are scheduled to go into effect on July 15, 2024.

(35:22) CIO Summit Follow-up/KY K-12 Funding - Each month, we will follow up on one of the topics from the recent KY K-12 CIO Summit. This month we will focus on KY K-12 funding as relates to KETS, EdTech funding in districts going forward, and the legislative session that just ended.

The past few years in education technology funding, we have totaled over \$500M dollars from all funding sources that are eligible to be used toward education technology. The various ESSER funding sources and federal discretionary funds have had a very positive impact on education technology. Within KDE, the Office of Education technology was very successful in obtaining and then maximizing the discretionary ESSER funds in KDE for education technology services and products for districts... and districts have benefited greatly.

One area that we have not been successful in gaining sustained funding for the KETS program is in our additional budget request (ABR) process as part of the biennial budget process. We have been able to get this sent to the legislature as a budget priority of our Kentucky Board of Education and it has been in the last two versions of the Governor's budget in 2022 and 2024, but it has not made it across the finish line in the House and Senate.

This request is to increase our base funding for the support of KETS; we have realized several cuts since 2008 (i.e., for a \$10M per year impact) and we have not seen any inflationary adjustments over this same period of time. We use a large percentage of these funds to support state shared EdTech services to all 171 districts. By OET paying for these on behalf of all school districts, this allows OET to leverage a higher discount and cover the cost of the services for all school districts rather than districts purchasing on their own. Buying edtech services at the OET level has resulted in a 40-60% savings to districts. If OET doesn't buy services like IC's registration at the KDE level for all districts, then districts will not only have to purchase that product with district funds, but the district will also see a significant increase in the price per district in comparison to what OET was once paying. Our most recent ABR consisted of restoring the previous \$10M cuts made to the baseline KETS appropriation, an increase to set up KY K-12 EdTech well for the future, and included funds to increase the KETS Offers of Assistance program. With the funding cliff we will realize very soon, the increase in the KETS offers would go a long way in assisting districts with education technology personnel needs and the massive expense of replacing end devices since we currently have over 1 million devices in KY K-12.

We did see a \$9M increase in the Governor's budget proposal, but it was not in the House or Senate version of the biennial budget proposal. As a state agency we do not employ a true lobbyist, but we have done our best to meet with and educate our legislators on the need for this increased appropriation. Robin Kinney was a HUGE champion for us during this last legislative session. It will be beneficial moving forward having a former Superintendent in our Commissioner position. Superintendents usually lobby for additional SEEK funds, but we also need Superintendents to help us lobby for KETS funds to the legislators. Since KETS did not receive any additional funds in the ABRs that were submitted in the 2020, 2022, and 2024 legislative session, it means district CIOs and EdTech leaders need to try to get a piece of the increases to SEEK funds by approaching, asking, and convincing their Superintendent and CFO.

Without additional funding for KETS, shifting some of these costs or cutting services will have to be a consideration. If this has to be done, it will most likely increase the cost of current state EdTech shared services substantially to each district since OET has been very successful in obtaining larger discounts by purchasing on behalf of all school districts. As we go forward, we will need to review things we pay for annually

that are/are not funded or have an inflationary increase included. For things not funded at all, we'll have to evaluate whether that EdTech service or program continues.

At the state level we pay \$1.5M annually for Infinite Campus and we pay for this through E-rate rebates. In 2006, the legislature funded a student information system but they did not fund the annual sustainment costs. Because there is not a dedicated funding source for that, we have taken this from E-rate rebates and this is a really bad practice. It's like counting on your tax refund each year to pay to your house payment.

For anything such as this that has an annual sustainment cost or a service with an annual cost of living increase, we will be looking for alternate budget sources. There are also services we were able to purchase and provide on behalf of school districts with the federal funding; these were seen as valuable services that school districts would like to see continue but they are not funded. We will be going through the same process in these cases since we weren't able to receive the increased funding to continue and sustain those services.

When we talk about shifting costs or a reduction in the offers of assistance, these decisions will impact districts and require discussions and budgetary decisions at the district level. KDE is submitting a request for an extension of the year 3 ESSER funding that may allow us to keep several things going for an additional year. Examples of these types of services include:

- School Report Card Suite – Previously, this was paid for primarily by the Office of Education and the Office of Assessment and Accountability budgets. When a new service is bid, it normally increases costs along with the associated cost of living adjustments.
- MUNIS Costs – There is an average cost of living increase annually of \$41,000.
- eTranscripts – This service covers the cost of sending student transcripts electronically to a set number of colleges. Doing this electronically expedites the process and reduces time while increasing efficiency.
- Online Registration & Campus Learning – We receive a steep discount by paying for all school districts. These were not budgeted at all but we were able to obtain them using ESSER funding on behalf of school districts.
- Digital Learning Coach Stipend Program
- Virus Protection – Our percentage of Windows devices continues to be a smaller percentage of the overall number of devices.
- Internet Content Management – We are currently rebidding this service and the costs could be significantly higher.

We are faced with this difficult scenario and will continue to try to gain additional funding. The end of the federal Covid funding may allow for more conversation in future budget sessions. We are happy for the funding and additional funds that other KDE programs received in their ABRs. In education technology, our needs are not as visible and this makes our requests more difficult even though they are just as needed to help support KY K-12 education.

During the discussion several of our district edtech leaders provided support in continuing the funding conversations with legislators and local district leaders. We talked about the one-pager that was prepared in support of this past ABR and discussions will continue on how we can increase our voice and how to better educate all parties for additional KETS funding in future biennial budgets.

Discussion then shifted to the CIO Summit Topic #2 at the **1:03:54** mark. We shared each question that was presented at the CIO Summit and associated table responses. Any additional comments will be below each question/table. We had close to 80% of our districts represented at the summit and greatly appreciate that you continue to see value, as we do, in having this dedicated CIO discussion and feedback on issues that are impacting education technology in KY K-12.



Q1 - On a scale of 1 to 10, how comfortable, empowered, and prepared are you to represent and overcome these challenges for your district's EdTech Program?

Table #	The ONE Big Idea
Table 1	Varied between 1-10 so an average of a 5 or 6 for us
Table 2	8 all
Table 3	8, with the exception of 1 with a new supt who doesn't yet understand the importance of technology programming.
Table 4	6, concern is how do we sustain the devices and tech needs
Table 5	1 to 3
Table 6	Numbers range from 6 to 10, average about 7
Table 7	Empowered and prepared = 10 Enabled to overcome the challenges = 1 ESSR funds really bolstered technology spending and we're pulling way way back on those initiatives. Put it in the technology plan... then it's a priority.
Table 8	7! Great amount of support from leadership
Table 9	6 (range 2-8)
Table 10	5 (range is 2-8)
Table 11	Numbers ranged from 4.5 to 7, we are about a 5 average
Table 12	High confidence in representing the message (8+), lower numbers perhaps on empowering and overcoming.
Table 13	6.9825 - We have to be as a 1:1 and infrastructure since the pandemic
Table 14	7
Table 15	9
Table 16	4 on power to control but a 7 on how they are reaching out to leverage other funds.
Table 17	Ed tech leaders are going have to lobby upper level admin for the overall dollars coming to the district. (7 out 10)
Table 18	7 - (range from 2-9) - strategy for communicating with CFO, Super, & Leadership to have tech as instructional need
Table 19	6
Table 20	6.438
Table 21	7.5

We did not know in early March before the summit how our ABR would be accepted in the legislature. This discussion shows that these numbers will need to continue to increase for us to be successful in future biennial budgets.

Q2 - Along with you, who else in your district is concerned and focused on this with you?

Table #	The ONE Big Idea
Table 1	Most superintendents, the tech staff and finance officers.
Table 2	Tech staff, principals, superintendents and budget people. With the new tech standards they want to make sure. Be prepared to support your needs and advocate.
Table 3	It's a mixed bag; depends on the topic (i.e. replacing hardware, new assessment tool, new user devices); anytime we tie it back to instruction to get support.
Table 4	Superintendents, Board members are aware but focused on other areas more than tech
Table 5	DLCs, Finance Director
Table 6	Finance, tech team, instructional leadership, one district specifically mentioned Superintendent
Table 7	Stakeholder support varies. Technology should be driven by curriculum not driven by tech. Our job is to support curriculum decisions. We want everybody to be concerned about it, but everyone is trying to find ways to do more with less.
Table 8	CFO, Superintendent, teachers are all aware of the value of device sustainability
Table 9	Superintendent and Finance Officer looking at sustainability.
Table 10	Principals and teachers are concerned with how students' devices will be replaced when \$ is gone; but other areas are concerned with who gets left out if we provide funding to the technology.
Table 11	Director of Finance, principals
Table 12	COVID helped admins in sharing the concern in some districts, at least two feel like they as the CIO are "relied on" to bear all of the concern.
Table 13	Instructional Chiefs, CFO - Technology Planning Committee members (various stakeholders)
Table 14	Become best friends with the Finance person. Invite yourself to meetings you are usually invited to. Plan out with the IT team and district leadership for long-term projects.
Table 15	Superintendent provided with budget project needs
Table 16	District (Superintendent) as well as Building (Principal) leadership.
Table 17	CFO, IT department solely and upper level admin. Some are on an island alone.
Table 18	Everyone - CFO, Super, Instructional Leads, down to the teachers (they have the passion to ask for what they need)
Table 19	CFO, Superintendent, Instruction directors
Table 20	CFO, Chief Academic Officer, Network Admins,
Table 21	Superintendent, CFO, Board - those that are at the table having the conversations repeatedly.

It is our hope that today's discussion and heads up on possible future actions that may be necessary has been helpful in preparing you to have these discussions.

Q3 - What things do you do to ensure you, your position, is part of the solution and not a victim of the circumstances?

Table #	The ONE Big Idea
Table 1	Get a seat at the big table, get your voice heard. Be kind and humble, but be there. Make sure when you're at the table that you have the hard facts and the data to present. Being a team player when possible.
Table 2	Superintendent has technology written into the guiding plan. Ensure awareness of needs. Educate at district and board level about all that has to be done and the investment needed in infrastructure and devices. Educate teachers on need to protect devices, i.e. send home written notices about the equipment - pass on responsibility to teachers/students/parents.
Table 3	Develop relationship with the person making financial allocation decisions; be seen, be heard; "Teams" channel stay opens for tech people to ask/answer questions.
Table 4	Do our best to make resources last and have a plan that is coordinated with district/building input. All are involved in the larger district conversations.
Table 5	Record activity and communication on status of financial impact for accountability. PR during Principal meetings to stress the criticalness of edtech funding situation. Communication is a key element for advocating and making stakeholders aware for necessary actions.
Table 6	Collaboration, tracking and approval of expenditures via MUNIS, keeping up with relationships and proactive, directly engaged in almost everything
Table 7	You have a seat at the table...but you have to stay to go and stay in the meetings. Stay in the flow of the decision making. Ensuring effective communication across all levels is so very important. Recognize what are the negotiables and the non-negotiables? That drives a lot of decision making. Priority is where the money is. Always base decisions on what is best for kids. Being solution oriented when issues do arise.
Table 8	Become best friends with CFO and communication, review/analyze monthly MUNIS reports, strategic planning
Table 9	More visibility to administrators through face-to-face meetings and collaboration as well as routine updates related to edtech tools/initiatives
Table 10	Control over POs for technology purchases. Awareness on upcoming 'big purchases' that will impact available funds.
Table 11	Make sure everyone is aware of the issues, and offer solutions-don't just name the problem
Table 12	Make yourself seem valuable. How? "Don't say no." Be open to talking to your BOE about this in an open forum so it's on the record. Create your own infographic for them. May sound bad but, when applicable, remind leaders that some scenarios may have ended differently if technology staff had been more involved.
Table 13	Constant proactive convos, invite yourself to meetings and don't miss school/district leadership meetings in order to always be "aware" of what others are planning or doing that is technology related (i.e. CSIP, CDIP).
Table 14	Be able to prioritize and appropriately vocal when needed. Long range planning - including budgets and planning lists. Use their tech plans - include all areas to build a consensus on plans.
Table 15	Meet with superintendent and CFO about budget needs based on data

Table 16	Engaging across areas (different leadership positions) to leverage other funding sources to support technology. Making sure that you also have a plan/strategy for refresh cycles.
Table 17	Have a seat at the table and inform admin on needs of the district. Being informed about your budget and informing others about your budget. Banking KETS funding for the future after esser. Push other departments to pay for programs that they are implementing.
Table 18	Communicating and building relationships with ALL stakeholders. Be at the table - be on all committees (Budget, Instructional, New Construction, attendance at BOE meetings to answer questions). Use of analytics to show the usage and the need (instructional programs, hardware, etc.) Do not set your department as a “separate” department, but as part of all of the other departments (especially instruction).
Table 19	Having a seat at the table. Bring examples of how they have reduced costs in areas to use to get funds or other initiatives.
Table 20	Presenting facts, Data Driven, acting as the voice for technology, board presentations, technology roadmapping and SMART goal setting.
Table 21	Communicating and being data driven (intentional planning) is the recipe. Student success is the outcome and motivator. Remember your why!

The responses to this were golden! We appreciate your responses and hope you always “remember your WHY”.

Q4 - How do you, or someone else in your district, influence external channels and stakeholders that can impact your district’s ability to address these challenges, including ensuring the EdTech Program is a priority for the district? (work with Board Members, Community Leaders, Local Legislators, etc.)

Table #	The ONE Big Idea
Table 1	Being present and available at other events not necessarily involved with edtech, making a presence. Making your first interaction with these other folks a pleasant one, and not you coming to them for funding. Making sure to build up your relationships with the Board as well as the other folks with the keys to the kingdom.
Table 2	Supporting the board’s technology needs during covid helped build relationships. District ambassador program where once each month they bring them into a school to learn about topics such as finance, technology. Strategic about who they put on the committee to put the loudest critics on the committee to show them what really goes on. Graduate profile program - used to incorporate business and local elected leaders into the program.
Table 3	Work on building and solidifying relationships with supt, financial officer, board member; share the vision (i.e. 1:1 financial decision) to enable them to make decisions to move us forward. Showing up and asking for above what has been budgeted. Don’t blindsides the Supt.
Table 4	Building relationships, explaining how the technology actually works, attending board meetings and using our metrics and showing how the data outcomes positively impact students
Table 5	Educate state reps and legislative members on technology being the future and students must be provided with lifelong technology skills. Participate in LBE meetings monthly.
Table 6	Superintendent and other leadership talks with Local Legislators and Board members, some districts are told not to talk with Board, others have an open and good relationship with Board

Table 7	Charisma. If you are dynamic, they listen. Be a good storyteller or someone else will tell it for you. Actually, not having a big pot of money just for tech means we have to focus on priorities and fight for our piece of the pie. Highlight your successes and get out into the local govt. leadership meeting (Councils, Planning Committees, Chambers, Rotary Club, etc.). Be the voice of technology for the district.
Table 8	District level grant-writer always looking for EdTech support, District board member communications to voice needs.
Table 9	Definitely a struggle advocating outside the district. Has become more difficult locally though because replacing ChromeBooks seems very secondary when schools are reducing staff and other services.
Table 10	Board members and parents are big drivers for this. Consistently highlight for those members the things students are able to do because of technology access and funding.
Table 11	Take the chance to talk to those stakeholders whenever presented with the opportunity-have a seat at the table
Table 12	GOT to be your own hype person! If you have a “techie” board member, get them on a tech committee and involve them. A local STLP showcase with community stakeholders invited can help them see the value. Board member work will be what impacts you the most financially.
Table 13	The Superintendent is the greatest source of outside partnerships and the Public Relations Officer does a great job of championing Public events to showcase. Board Members play a role as well.
Table 14	Work with Supers, district leadership, principals. Also, close communication with regional Co-ops.
Table 15	Talk with Board members concerning budget needs, Use budgets over multiple years to show increased costs to continue doing the same things as well as new projects
Table 16	Community partnerships with local businesses to pay for and support technology needs as part of an “advertisement” approach – much like what athletic departments do. And if end users see the value of our tech department, then we are more likely to have financial support.
Table 17	Get in front of the board when possible. Building relationships and building support with the board. Get on social boards and committees to build relationships in the community. Developing that relationship with the superintendent. Make yourself available at board meetings and district events to talk to the board, superintendent etc.
Table 18	Providing district infographic to show stats and offer Q&A based on what district technology maintains (ex: 800 APs....” what is an AP?”” how much do they cost”) Tell your story to BOE, community members, etc.
Table 19	Large community groups with stakeholders, newsletters, and board member meeting which are streamed
Table 20	Partnering with the community, educational foundation participation, board meeting quarterly presentations, business commerce meetings.
Table 21	Partnership with chamber of commerce, serving on a regional tech council, partnership with local industry and university. Including board members in technology conversations. Inviting local legislators into the district to meet with leadership. Internal and external roles. Communicating with others who are meeting with those legislators. Being proactive instead of reactive.

This was a very good question and directly impacts how we will continue to move forward in lobbying for additional funding for education technology. While we don't have numerous opportunities to speak one on one with legislators, this is definitely a next step at both the state and local district levels. When we do have the opportunity to speak and educate, it is always very well received.

Q5 - What additional external funding sources does your district utilize and how are those advocated for, secured, and managed? (local business, corporations, grants, other)

Table #	The ONE Big Idea
Table 1	Utilized someone in the district to write and get grants for devices. Also grants for social/emotional to go toward staffing a counselor. Also COPS grant used for door access.
Table 2	Have a grant write searching for and applying for training, etc. Advocate for a bigger percentage of the SEEK money. Not a lot of external funding - one oil company donated a percentage that came to 20K
Table 3	KETS, local money are a given; Ask grant resources for assistance
Table 4	Title I funds, relationship with CFO on unused funds; grants; GEAR UP
Table 5	Grants, however, these many times have restrictive edtech requirements, grants for cameras that scan license plates. Find the district staff writing grants and engage with them.
Table 6	Local Ed Foundation, some are mostly focused on Instructional Tech, Grant writers, local media company grants
Table 7	Challenge in areas where we don't have a lot of industry. Post pandemic, a lot of the companies who used to give sponsorships because they knew there were funding sources available to the district...so companies knew investing in our programs would be worth it and grow. With ESSR funds disappearing, we worry these support structures from outside of the district will dry up.
Table 8	Grants, Education foundation non-profit, local STEM donor which also funds teacher trainings, State representatives
Table 9	Grants are mostly focused on other districts' needs right now. Local businesses report being tapped out from supporting athletic teams and other district initiatives
Table 10	State and national grants.
Table 11	Grants (partner with Co-ops); construction funds.
Table 12	External beyond the board is a challenge for this table. Grants get written but technology staff aren't often involved in that application process.
Table 13	Limited feedback on this topic but sometimes a Grant writer can be successful.
Table 14	Grant coordinator who works with local foundations, Higher Ed even national grant agencies
Table 15	Grant, PTO fund raisers, CTE doing more
Table 16	See our answer to #4. Also suggest have other areas of learning in the district leverage community financial support that can free up their funds to be used to support technology.
Table 17	Local education foundations, KYSTE outreach, Work with partners to find grants available.
Table 18	Grants, being involved with the grant writing and working with the grant writer. Partnerships with corporations to assist with programs.

Table 19	Grants (one had dedicated grant writer - uses ChatGPT :) , some community funding if focused on a specific need
Table 20	Instructional coaches perform grant writing which benefits.
Table 21	Grant writers for some districts. Alumni partners and foundations to put towards mini grants for teachers. More than money, collaboration also.

Q6 - Your district creates allies and a support structure for other district programs (e.g., athletics, local industry connections, FFA, other) How can these be replicated for your EdTech Program?




Table #	The ONE Big Idea
Table 1	You need to have a champion of EdTech. Empowering staff to reach out to their local legislators.
Table 2	Companies won't donate to technology programs like they do for athletics. Not as visible. For sports, it's usually the parents seeking the contributions. Go to tech companies for internships and mentoring.
Table 3	Monthly CIO meetings in the Region; celebrate world class learning in the classroom, eSports, STLP - Robotics Create a "Technician of the Year".
Table 4	Coordinate with some of these other programs in the utilization of those funds;
Table 5	Find businesses that use technology to invest in future generation skill set. Create internships within community for students using technology skills to cultivate the future local employment pool.
Table 6	Leverage former students who are in Tech now to help fund raise
Table 7	Finding ways to develop communications outside of the district. Take advantage of the relationships around state and support (DLC meetings, KySTE, Region CIO meetings, CIO webcast). Utilizing these resources keeps us as edtech leaders focused on the same things in a general way, while also supporting each other on the individual issues.
Table 8	Use potential needs of athletic areas to fund and secure support to get technology to different areas of the district.
Table 9	Utilize CTE-like program advisory groups made up of community members interested in EdTech. Enable more school specific fundraising toward edtech tools/devices
Table 10	Show all the things technology enables students to do. eSports, Computer Science, STLP, CTE programs
Table 11	Use the kids that are involved in whatever the "big thing" is in your area (baseball, academic team, etc.) and have them talk about tech-keep the community informed and they will be more involved
Table 12	Industry connections are tough for small counties with limited industry. For areas where industry DOES exist, it would be rare for any partnership to be technology-specific.
Table 13	Champion student tech events and activities and get parents involved. Parent involvement is the success factor for athletics or other successful school activities.
Table 14	Some are a good fit - some are not. Being able to know hidden costs/benefits from such relationships. Money is sometimes not the deciding factor - being able to build the relationship with other organizations is just as important.

Table 15	Grants, ask other activities to pay for technology needs like eSports, coaches' equipment, CTE, vocational, etc.
Table 16	See answer to #4
Table 17	Partner with colleges/universities. Develop Parent/Community advisory councils. Student apprentice programs.
Table 18	eSports bring in additional community members, create
Table 19	IF you have a specific topic (ex. Need xxx for kindergarteners) you will usually get assistance.
Table 20	Internship programs, Esport partnerships,
Table 21	Limited with local community partners. Some districts cannot partner with local bourbon industries. In small districts, everyone is pulling from the same basket. Local community partners can

Other Poll Questions Shared Today:





1. Does your district maintain an inventory of data collections, forms, and systems that request Social Security Numbers?

38 responses recorded

CHOICE	VOTES	%	
Yes	9	24%	
No	7	18%	
I do not know but understand the additional responsibilities and risks involved in collecting this piece of data and will take steps to encourage awareness among the appropriate leadership roles	22	58%	

2. Are your schools still requesting SSNs as part of registration?

35 responses recorded

CHOICE	VOTES	%	
Yes	18	51%	
Yes, but only high school students	3	9%	
Yes, but currently revisiting	3	9%	
No	11	31%	

At the conclusion of today's webcast, there was an offline, bonus session on the topic of social security numbers (SSNs) and cybersecurity associated around SSNs.