



 DigitalBridgeK-12

Digital Equity Outreach Month Kickoff

Wisconsin Department of Public Instruction
EducationSuperHighway

Today's Presenters



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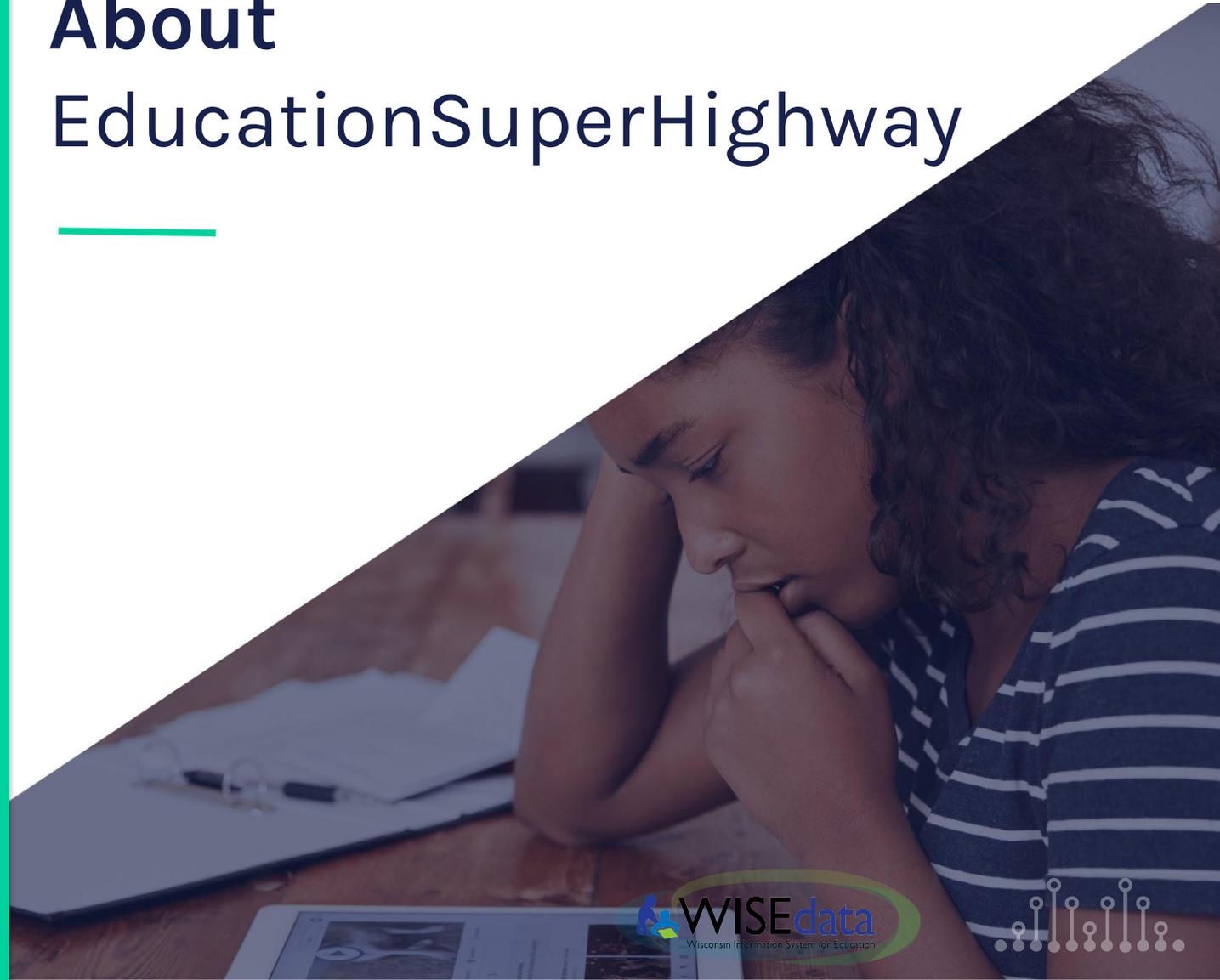
Senior District Consultant
EducationSuperHighway



EducationSuperHighway is a national non-profit with a mission to increase K-12 internet access.

When COVID-19 hit, we took urgent action to support states and districts with addressing the home access challenge by creating tools, resources, and guidance available at digitalbridgek12.org

About EducationSuperHighway



Agenda

01 DIGITAL EQUITY DATA COLLECTION

02 DISTRICT PILOT PROJECTS

03 HOME ACCESS NEEDS ASSESSMENT PLAYBOOK & ACTION PLAN

04 NEXT STEPS

05 QUESTIONS

01

DIGITAL EQUITY DATA COLLECTION



We are moving from understanding the estimated percentage of students who do not have home access to understanding *specifically which students* do not have access, in order to be able to connect those students.

This information will enable education leaders to:

- Understand the impact that home digital access has on **learning outcomes**
- Target **resources** to students in need
- Determine the most effective **connectivity solutions**
- Advocate for **state and federal funding** to close the digital access gap

Why this Data Collection is Critical



The Challenge

Inaccurate responses



Inefficient collection processes



Incomplete data sets



Digital Equity Gap Efforts

1.

Publicizing
common data
points

--
Six Common
Questions

2.

Implementing Six
Common
Questions

--
Skyward
Infinite Campus
Power School

3.

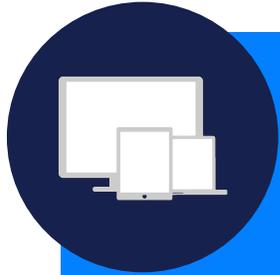
Providing Free
Qualtrics Survey
for Districts

--
Six Common
Questions

<https://dpi.wi.gov/broadband>



Six Common Questions & Student Address



DEDICATED LEARNING DEVICE

What device does the student most often use to complete schoolwork at home?

Is the primary learning device a personal device or school-provided?

Is the primary learning device shared with anyone else in the household?



SUFFICIENT INTERNET ACCESS

Can the student access the internet on the primary learning device?

What is the primary type of internet service at home?

Can the student stream a video on the learning device with no interruption?

STUDENT ADDRESS

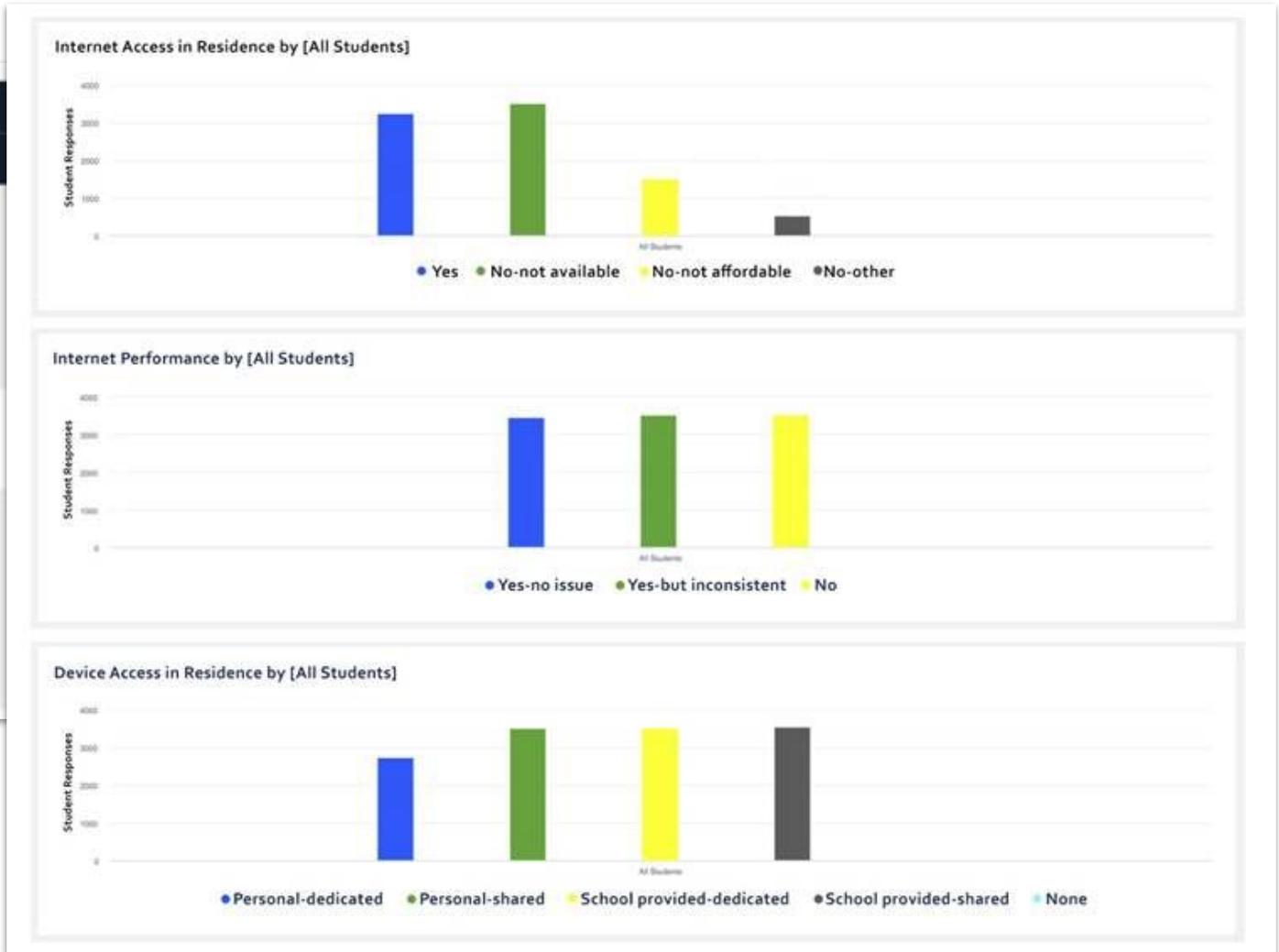
Passing student address to WISEdata, coupled with the six common questions, is a critical pairing to allow mapping of digital equity gaps in Wisconsin



Digital Equity Dashboard Coming Soon

The screenshot shows the WISEdash interface with the following elements:

- Navigation bar: Student Search, Schools, Digital Equity (selected), Presentation Mode
- Dashboard Title: Digital Equity
- Filter Data button
- Location and Date: Monroe Grove, 2020-21
- Help link: Digital Equity Dashboard Help
- Summary Card: 2020-2021 Student Responses Informational, 707



Connecting Students: New!



CESA purchasing



Digital Learning Bridge

<https://cesapurchasing.org/digital>



The Wisconsin Department of Public Instruction (DPI) and CESA Purchasing have partnered in an effort to bridge the current digital learning gap. Find best pricing on internet, devices, and learning management systems here!

Internet Service Providers - [click here to participate](#)

HOW TO BRIDGE THE GAP

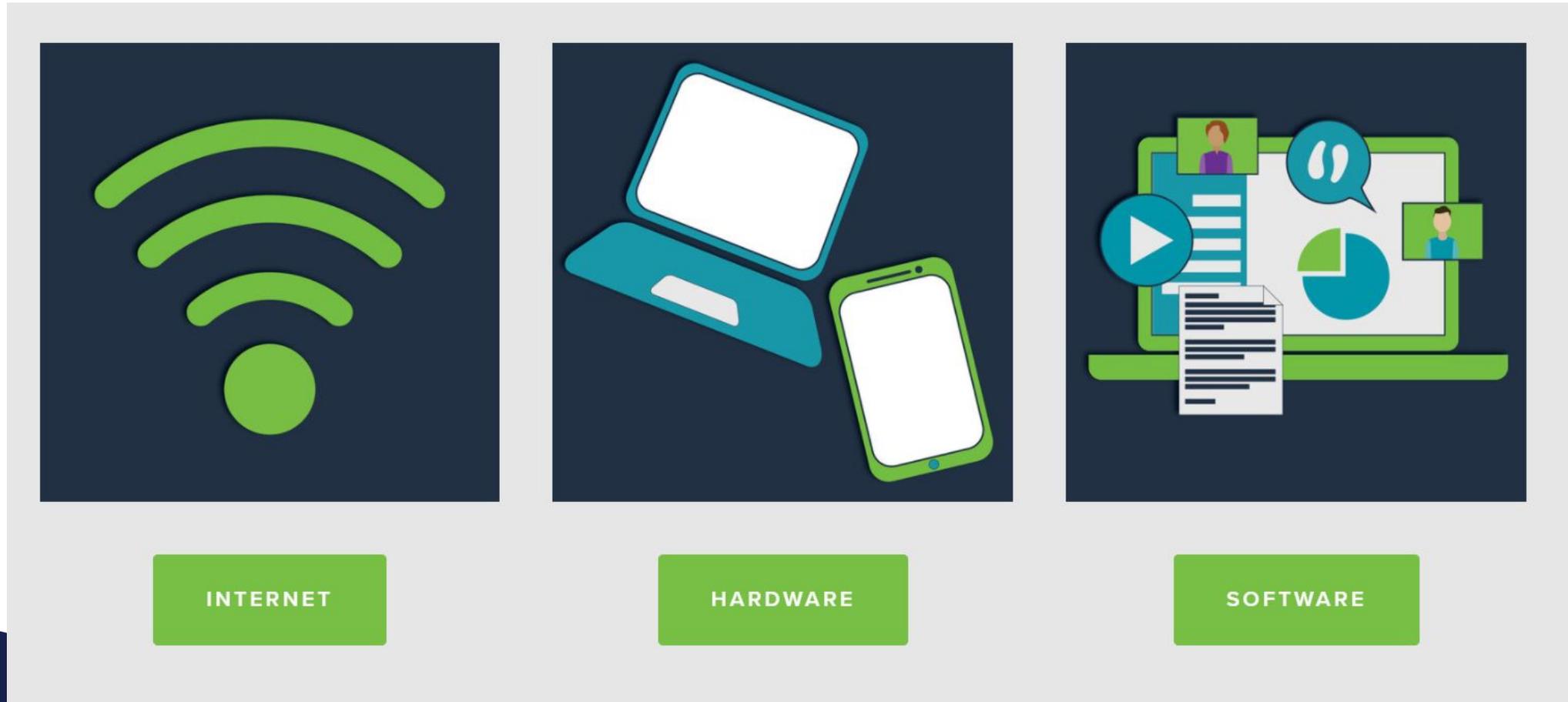
1. Click [Get Started](#) below
2. Complete a secure data-sharing agreement
3. Compare vendors on the [Digital Learning Bridge Matrix](#)
4. Contact the listed representative
5. Mention CESA Purchasing

[Click here to view the list of providers that offer coverage near your district](#)

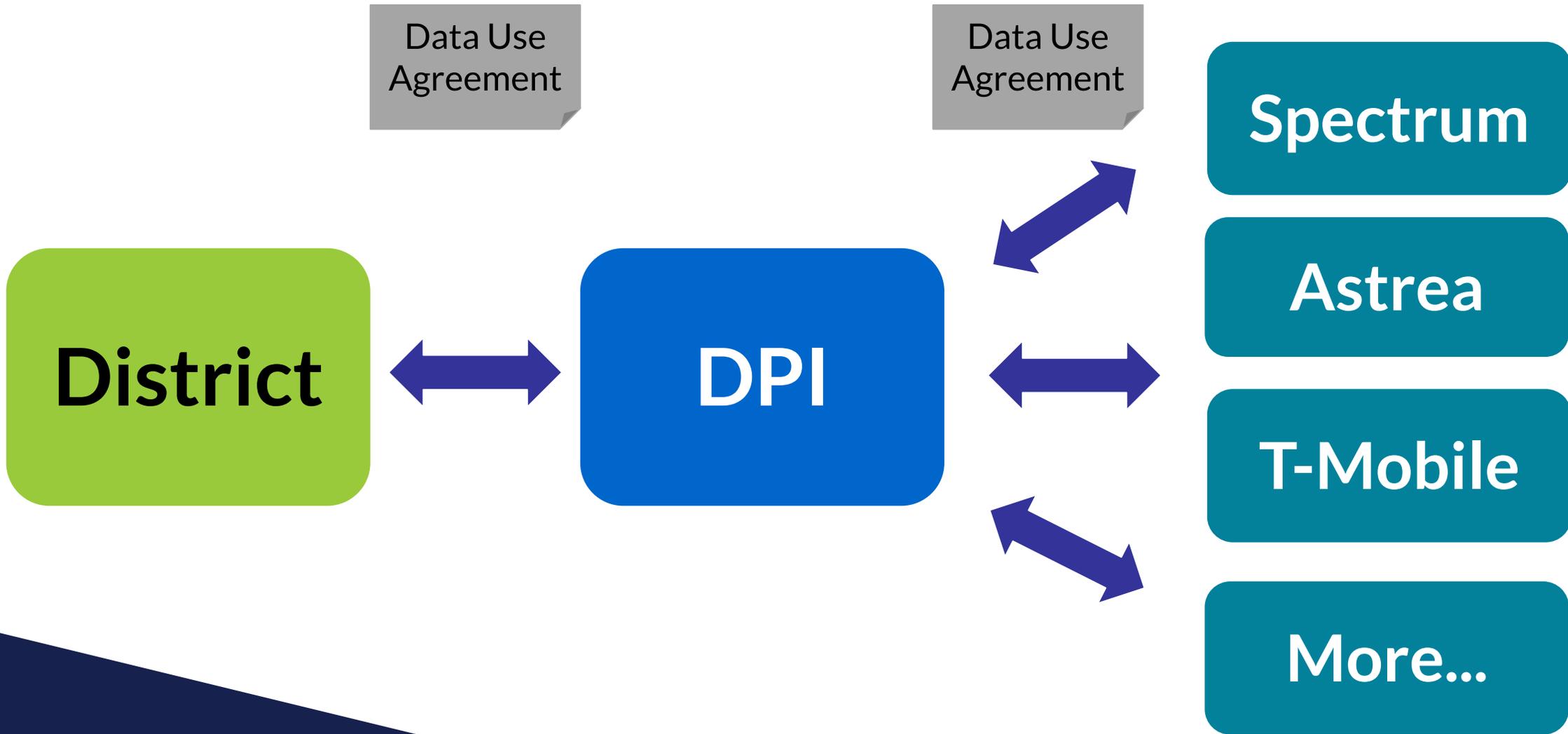
If you need further assistance placing an order or cannot find what you are looking for below, please contact Jane Wray at jane.wray@cesapurchasing.org.

Digital Learning Bridge

<https://cesapurchasing.org/digital>



Process Overview



A month of action

K-12 DIGITAL EQUITY outreach month SEPTEMBER 2020

This September is **K-12 Digital Equity Outreach Month** – a nationwide effort by school districts in every state to connect with families, understand their home digital access needs and gather the data they need to close the digital divide.

[#connecteverystudent](#)



PREPARE

Assemble a team and create your outreach plan



OUTREACH

Reach out to families to understand their home digital access situation



SHARE DATA WITH DPI

Upload data into your SIS and share with DPI via WISEdata

02

PILOT PROJECTS



The importance of direct outreach



Equity



Participation



Accuracy



Connection



“No matter the size of the school, or their funding, **we can start with the understanding that we all just want to be heard.** From there, consider what **channels** are available to you to connect with parents. In the end, we want to create **strong connections** between the community and our schools because when schools do better, communities do better!”

-Stand for Children Regional Organizer

Stevens Point Area School District Pilot



- **Goal**
 - Understand home connectivity needs for 6,827 students to inform which students to distribute hotspots to
- **Approach**
 - Used texting software to send out the six common questions to families
- **Learnings:**
 - Ground softening communication needed to prep parents ahead of time to prepare for receiving direct outreach
 - Personal outreach element resulted in much higher response rate (55%) than the broad survey they sent out in March



Racine Unified District Pilot



- **Goal**
 - Understand home connectivity needs for 2,195 students at Mitchell + Jerstad K-8 Schools.
- **Approach**
 - 35 teachers called student families during 2 week period
- **Learnings:**
 - Direct outreach provided a valuable opportunity to build connections with families
 - There is a high value in an "project manager" on the ground to organize, train, and support callers

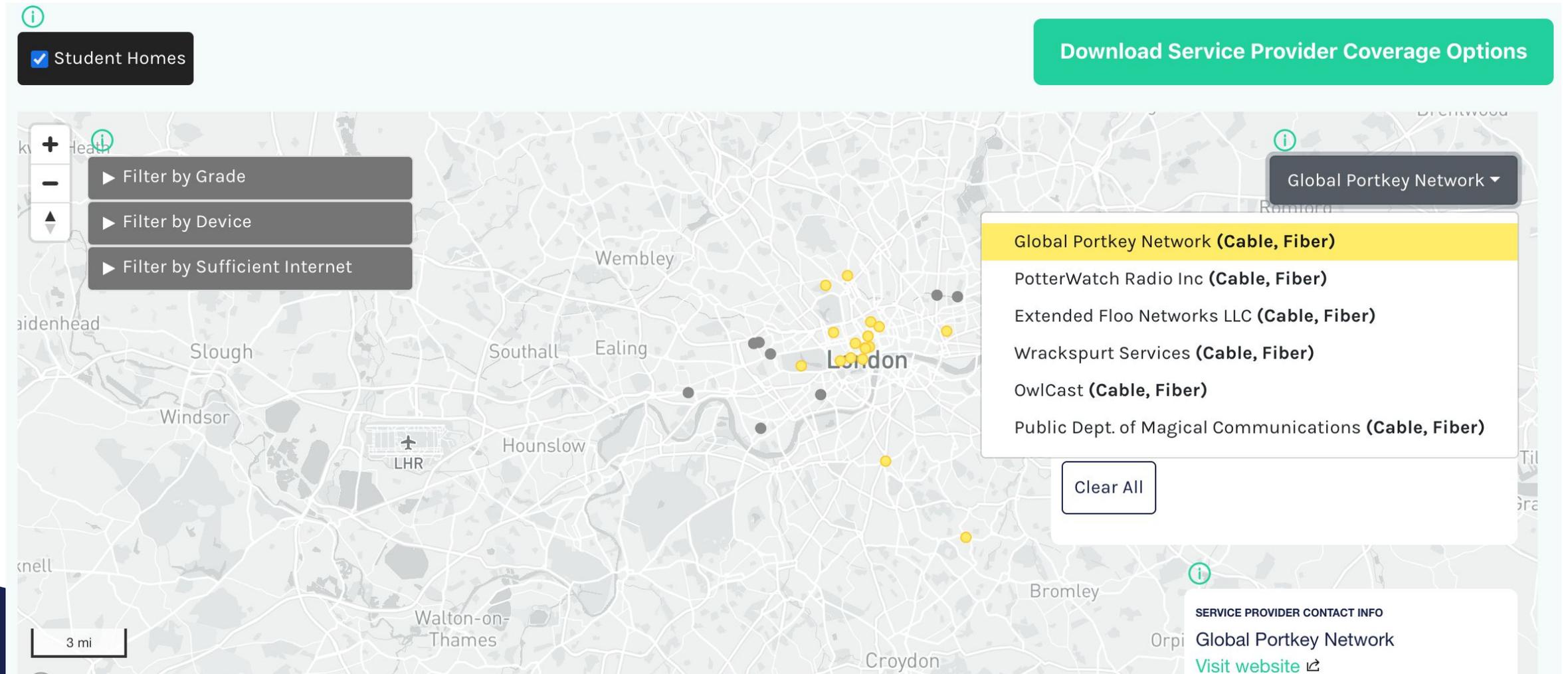
Next step: Mapping the Data

Digital Bridge K-12 is developing a mapping tool to visualize where unconnected students are and see which providers can serve them

The screenshot displays a web-based mapping application. At the top left, there is a toggle for "Student Homes" which is checked. A green button at the top right reads "Download Service Provider Coverage Options". The main map area shows a city grid with several black dots representing student homes. On the left side, there are three filter panels: "Filter by Grade", "Filter by Device", and "Filter by Sufficient Internet". The "Filter by Device" panel shows "Has Device (21)", "No Device (9)", and "Unknown (0)". The "Filter by Sufficient Internet" panel shows "Has Sufficient Internet at Home (0)", "Insufficient Internet at Home (30)", and "Unknown (0)". A pop-up window on the right side of the map displays the following information: "30 Student Homes Displayed", "30 with insufficient internet", "9 with no device", and "Select a provider to see how many students can be served." At the bottom left, there is a "3 mi" scale bar and the Mapbox logo. At the bottom right, there is a copyright notice: "© Mapbox © OpenStreetMap Improve this map".



Data allows schools to visualize where the need is and identify solutions



03

HOME ACCESS NEEDS ASSESSMENT PLAYBOOK & ACTION PLAN



We developed a playbook and action plan to support districts in their data collection efforts

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NEEDS ASSESSMENT PLAYBOOK: 10-DAY ACTION PLAN

9.7 million students don't have reliable Internet connectivity outside of the classroom. During COVID-19, these students are at risk of falling significantly behind as schools move their curriculums online. The result is exacerbated achievement disparities – with students of color and the economically disadvantaged hardest hit.

Identifying unconnected students is the first step in delivering remote learning to all students this fall. But, inaccurate responses, inefficient collection processes, and incomplete datasets are common pitfalls for school districts when surveying families about home technology access.

Our 10-Day Action Plan outlines the steps your school district can take to efficiently and accurately collect home digital access data. We've included the templates, tools, and resources to help you complete the first step in ensuring your school district is ready to deliver remote learning this school year.

TAKE ACTION

Before You Get Started

Before you kick-off your 10-day action plan, you should ensure the following elements are in place to best support the campaign.

ACTION	OWNER	RESOURCES
Identify school district team lead and members for managing collection effort		
Get program buy-in from Superintendent and stakeholders as needed		
Establish the value proposition for why data needs to be collected (e.g., how will this inform and direct support for families?)		
Align on data fields that will capture status of Internet and device access for each student		Question bank
Create plan for storing data fields in SIS		State blueprint
Collect data via registration / survey, or through another touch-point, such as a device agreement or hand-off		

Identify owners at each stage of your plan.

CROSS FUNCTIONAL TEAM **PROGRAM MANAGER** **TECHNOLOGY** **DATA/SYSTEMS** **COMMUNICATIONS** **CALLERS**

WEEK 1 Prepare for Outreach

DAY	ACTION	OWNER	RESOURCES
DAY 1	Identify students for data collection (this may be all students in the district or those unresponsive to previous collection effort)		
	Determine resourcing need for outreach based on number of students that will be called <ul style="list-style-type: none"> Number of callers for calling campaign Profile of caller (e.g. teachers, administrative staff, parent volunteer group) 		Shift calculator Outreach tips (Families)
DAY 2	Customize 1:1 communications resources that will support direct outreach to families <ul style="list-style-type: none"> Calling script aligned with home access data needs Voicemail script when leaving a message Email language as follow-up to call 		Calling script Voicemail script Email template
	Customize one-to-many communications that will notify families of the upcoming outreach effort <ul style="list-style-type: none"> Social media Website/newsletter copy School messaging/LMS notification 		Social media toolkit Website/newsletter template
DAY 3	Recruit callers <ul style="list-style-type: none"> Set expectations with callers that they will attend a one-hour training and five two-hour shifts Consider the home languages of families and select callers who can communicate in those languages 		
	Schedule caller training and set outreach schedule		
DAY 4	Export student contact data to populate outreach tracker <ul style="list-style-type: none"> Fields needed: Student Name, Primary Parent Name, Phone Number, Email Address, School, Grade level, Home Language 		
	Set up tracking tool and caller assignments <ul style="list-style-type: none"> Group students by household so that callers can collect data about all students per family per call Align students' home language with appropriate caller 		Outreach/data entry tool
DAY 5	Send broadcast communications to notify families of the data collection effort <ul style="list-style-type: none"> Post to social media account(s) Send message through district-messaging platform (e.g. SchoolMessenger, BlackBoard) 		Calling shift scheduler
	Finalize shifts for calling (best times for calling are weekday evenings or weekend afternoons) <ul style="list-style-type: none"> Hold 1-hour training session for callers Provide context for data collection effort and convey urgency Set expectations and goals for callers e.g. 3 rounds of calling, 20 dials per day, 5 minutes per completed call Review script and outreach tracking and data entry tool Reiterate calling schedule and confirm that callers are aware of shift times 		
	Send training presentation, script, and tracker to callers		ISANAP training materials Outreach/1:1 script Outreach/1:1 tracker

WEEK 2 Conduct Outreach

DAY	ACTION	OWNER	RESOURCES
DAYS 6-10	Call student households <ul style="list-style-type: none"> Call primary parent/guardian using script and record their answers to the survey questions Document contact attempts and call outcomes in tracker Conduct 2-3 rounds of calls to get through to all families 		
	MID-WEEK <ul style="list-style-type: none"> Post reminder broadcast about data collection on social media and other channels 		Social media toolkit
	Review progress, successes, and challenges <ul style="list-style-type: none"> Hold 15 minute debrief at the end of each shift with callers to note successes and challenges Review progress against goals (number of calls made and completed) Adjust assignments and/or recruit additional callers based on progress against goals Celebrate wins! 		

ABOUT THIS PLAN

This guide was created by the non-profit EducationSuperHighway. Our mission is to upgrade the Internet access in every public school classroom in America, with a focus on getting Wi-Fi in every classroom, ensuring scalable infrastructure, and making broadband more affordable.

In the summer of 2020, we conducted pilot programs with school districts to develop best practices, resources and technical support for the fast, efficient, and accurate collection of data necessary to obtain grants and negotiate vendor contracts. Working together, we can help all students get the Internet and device access they need to participate in remote learning during COVID-19.



For more information, visit | digitalbridgek12.org

Before you get started

1

Build a working group and
get program sign-off

2

Assess previous data
collection efforts



STEP 1: Resource your direct outreach with callers

- Determine resourcing needs based on number of students and time frame
- Recruit staff and/or volunteers to conduct outreach

RESOURCES

[How to Staff Family Outreach](#)

[Resource calculator](#)

[Shift scheduler](#)

TIPS FOR STAFFING VOLUNTEER OUTREACH

1. Find staff or volunteers who know families and understand local context (teachers, parent volunteer group, front desk staff, community-based organization partners)
2. Align on home languages of families

STEP 2: Customize communications materials

- **Customize communications resources for direct outreach to families**

RESOURCES

[Calling script](#)

[Voicemail script](#)

[Email language as follow-up to call](#)

- **Customize one-to-many communications that will notify families of the upcoming outreach effort**

RESOURCES

[Social media toolkit](#)

[Website / newsletter copy](#)

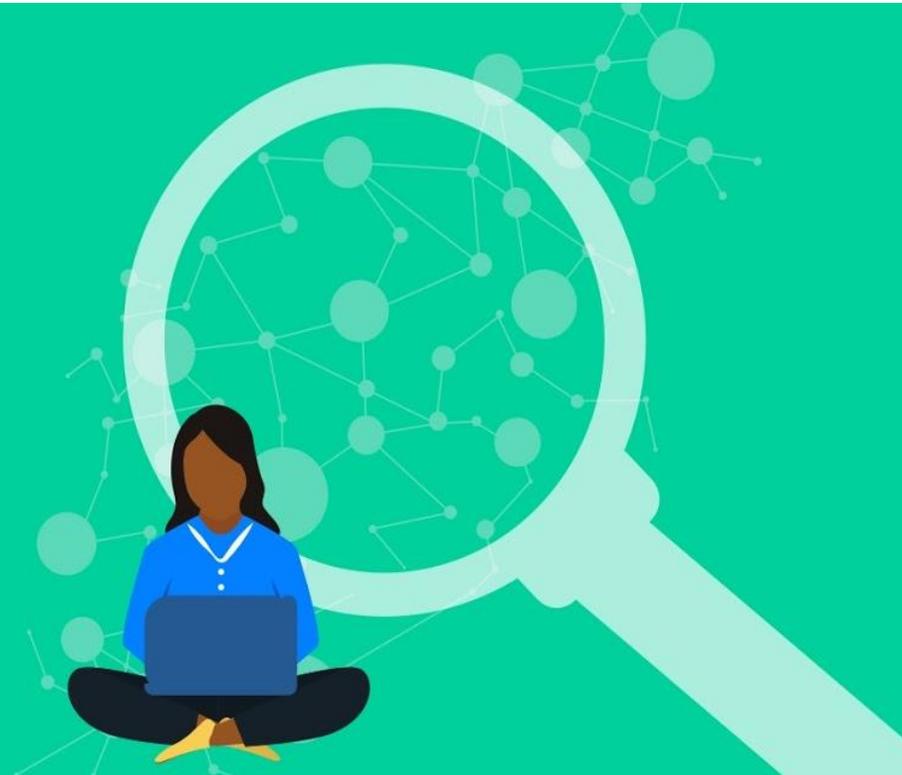


STEP 3: Set up outreach tracking and data collection tool

- **Export family contact data from Student Information System**
 - Fields: **Student Name, Primary Parent Name, Phone Number, Email Address, School, Grade Level, Home Language**
- **Load data into tracking and data entry tool**
 - Import contact data into tracking tool
 - Divide across staff conducting outreach

RESOURCE

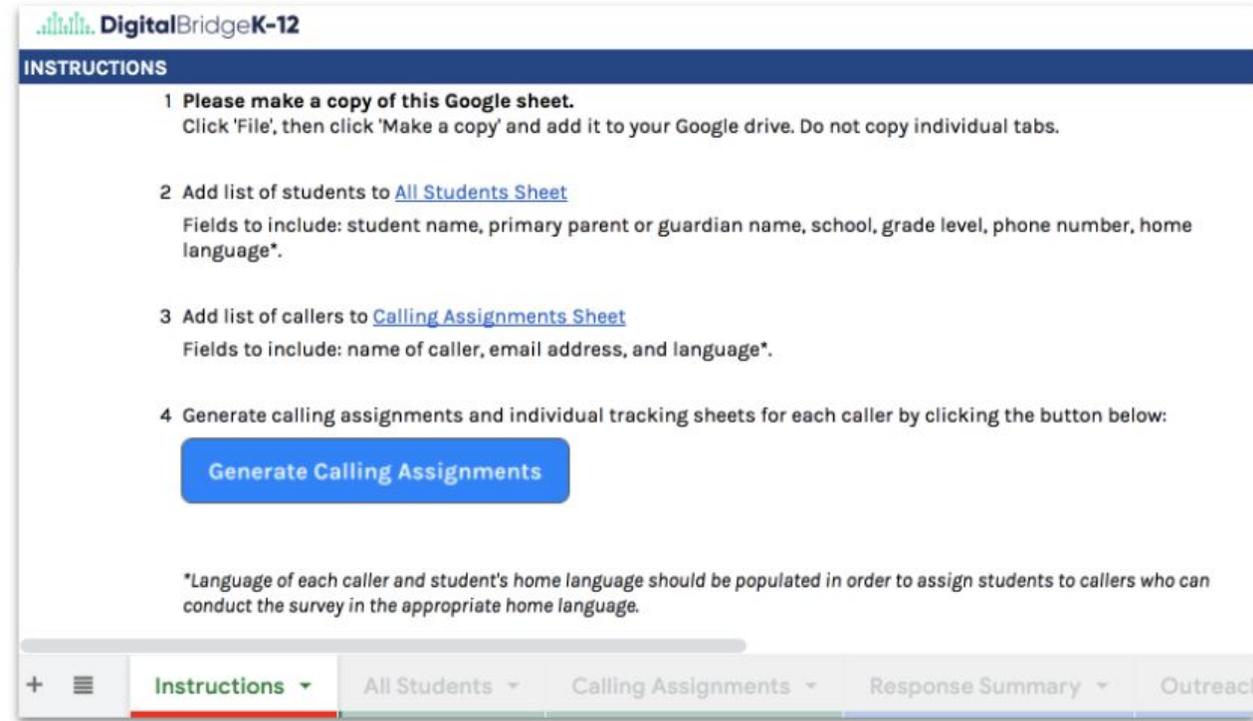
[Outreach tracking & data entry tool](#)



Automate and centralize your data management

Use our outreach tracking and data entry tool to:

- Assign households to each caller so that there is even distribution and language alignment
- Generate a separate sheet for each caller that is pre-populated with contact information and structured to capture survey question responses
- Track progress of the outreach campaign
- Aggregate all home access question responses in a dashboard format as well as a master list that can be imported into your SIS



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INSTRUCTIONS

- 1 Please make a copy of this Google sheet.
Click 'File', then click 'Make a copy' and add it to your Google drive. Do not copy individual tabs.
- 2 Add list of students to [All Students Sheet](#)
Fields to include: student name, primary parent or guardian name, school, grade level, phone number, home language*.
- 3 Add list of callers to [Calling Assignments Sheet](#)
Fields to include: name of caller, email address, and language*.
- 4 Generate calling assignments and individual tracking sheets for each caller by clicking the button below:

[Generate Calling Assignments](#)

**Language of each caller and student's home language should be populated in order to assign students to callers who can conduct the survey in the appropriate home language.*

+ Instructions ▾ All Students ▾ Calling Assignments ▾ Response Summary ▾ Outreach

STEP 4: Schedule and train staff for outreach

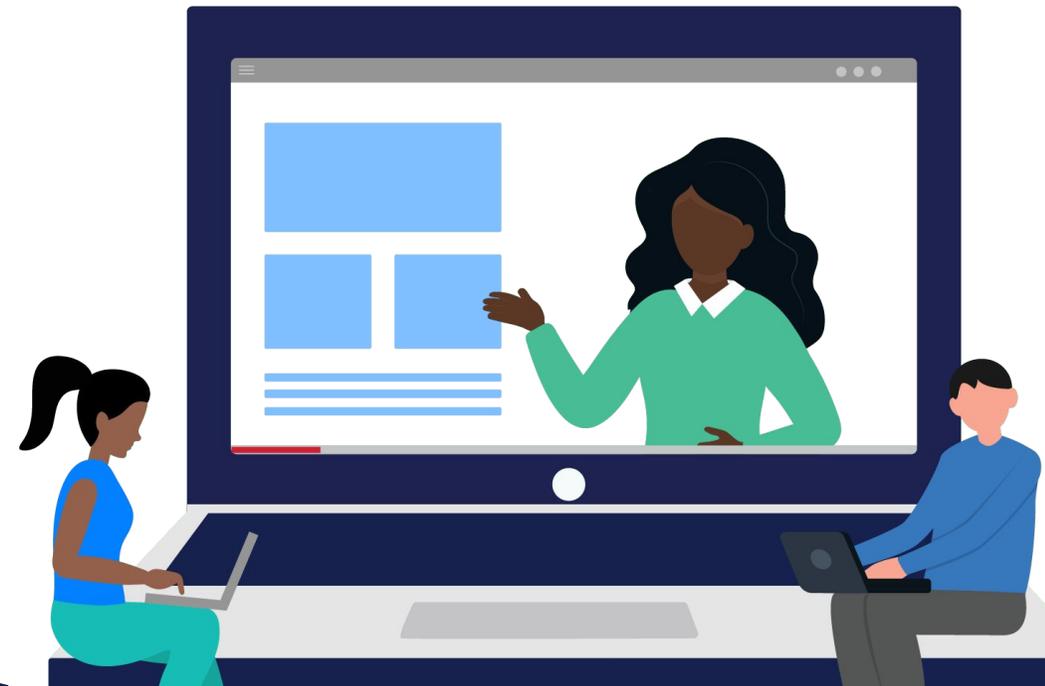
- **Finalize shifts for outreach**
 - 2-hour blocks are best practice
 - Best times for calling are weekday evenings or weekend afternoons
- **Hold a 1-hour mandatory training session for staff**
 - Provide context for data collection and convey urgency
 - Set expectations for staff (e.g., 3 rounds of calling, 20 dials per day, 5 minutes per completed call)
 - Review script and outreach tracking and data entry tool
 - Reiterate and confirm schedule

RESOURCES

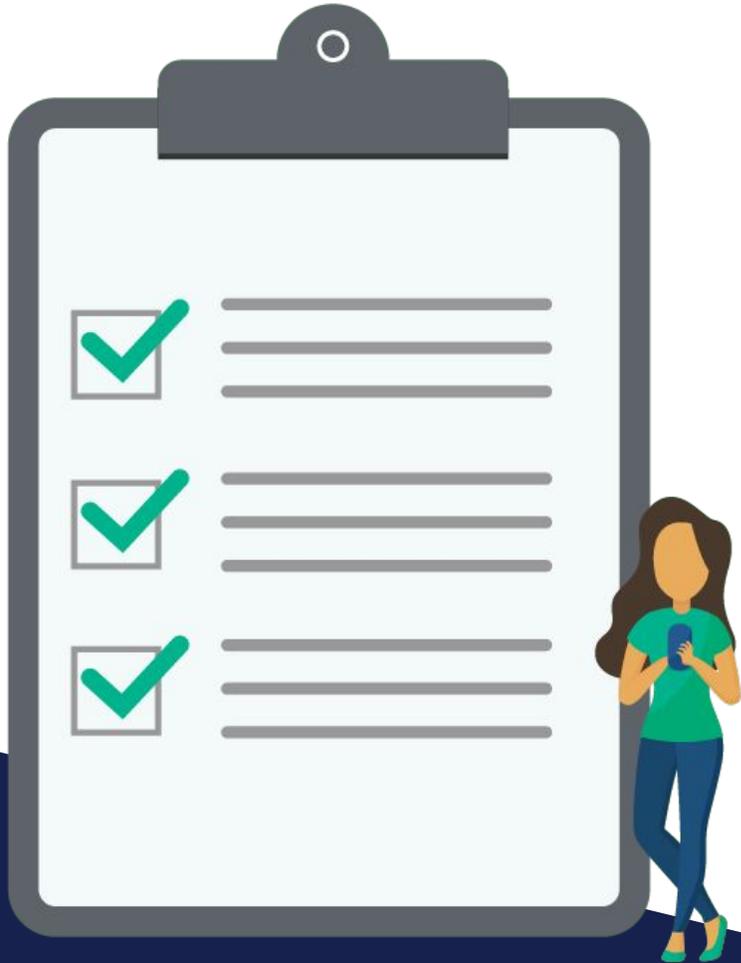
[Training presentation](#)

[Training script](#)

[Caller instructions](#)



STEP 5: Conduct outreach to families and collect data



- **Send broadcast communication to notify families of the data collection effort**
- **Begin reaching out to student households**
- **Review progress, successes, and challenges**
 - Hold debriefs to note successes and challenges
 - Review progress against goals
 - Adjust assignments and/or recruit additional staff based on progress against goals
 - Celebrate wins!

Ready to begin but have questions about the resources?

[Download Playbook Action Plan Here](#)

Eliza will be holding time on her calendar for 30 minute consultation calls the first week of September for your questions about the playbook and action plan!

You can sign up via www.calendly.com/elizastraim



Eliza Straim

04

NEXT STEPS



Timeline

- **START OF SCHOOL**
Create a plan and assemble a team to conduct an outreach campaign to families
- **SEPTEMBER: DIGITAL EQUITY OUTREACH MONTH**
Train your team and reach out to families to collect home connectivity data
- **AUGUST - OCTOBER (ONGOING)**
Share collected data with DPI by uploading to your SIS or sending file via secure FTP
- **NEXT STEPS**
DPI to feed data into mapping tool and provide districts with access to their map

05

QUESTIONS?

