**Advisory Council Formation and Initial Recommendations**

*Wednesday, June 8, 2016*

## Background

During its March 2016 meeting, the Commission members agreed to move forward with convening Advisory Councils to help define priorities and initiatives that will guide the Commission's strategic planning process. As discussed during that meeting, the Advisory Councils each address a specific area of opportunity and practice:

- Data & Privacy — Jeff Kitching, Chair
- Digital Learning — Scott Zak, Chair
- Infrastructure — Tom Dillon, Chair
- Practices — Nick Caruso, Chair

## Membership

The Executive Director, Council chairs, and members of the Commission recruited educational technology leaders from across the state to participate on these Advisory Councils. We appreciate some of the Commission members volunteering to participate as well. The resulting Advisory Council membership represents an outstanding depth and variety of leadership from K – 12, adult, and higher education; libraries; and the private sector. The Advisory Councils include the following members:

### Data & Privacy
- Brian Czapla — Director of Educational Technology, Glastonbury Public Schools
- Robert Jasek — Chief Information Security Officer, Trinity College
- Brian Kelly — Chief Information Security Officer, Quinnipiac University
- Scott Matchett — Director of Technical Operations & Services, South Windsor Public Schools
- Stephen Nelson — Interim Chief Information Officer, Eastern Connecticut State University
- Jason Pufahl — Chief Information Security Officer, University of Connecticut
- Bethany Silver — Director of Assessment, Evaluation, and Research, Bloomfield Public Schools
- Michael Swaine — Northeast Regional Manager, Gaggle

### Digital Learning
- Katie Bauer — Director of Library Research Services and Collections, Trinity College
- Kevin Corcoran — Executive Director, Connecticut Distance Learning Consortium
- Larry Covino — Director, Bristol Adult Education
- Sarah Edson — Director of Technology, Ethel Walker School
- John Elsesser — Town Manager, Town of Coventry
- Barbara Johnson — Library Media Specialist, Colchester Public Schools
- Karen Kaplan — Director of Technology and Communications, Hamden Public Schools
- Clint Kennedy — Supervisor of Innovation, Personalized Learning, and Magnet Program, New London Public Schools
- Dawn Lavalle — Director of the Division of Library Development, Connecticut State Library
- Laura McCaffrey — School Support and Academic Services, Archdiocese of Hartford

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- Jim Spafford — Coordinator of Business Services and Partnerships, Manchester Adult Education
- Karen Skudlarek — Educational Technologist, University of Connecticut
- Jennifer Widness — President, Connecticut Conference of Independent Colleges

### Infrastructure
- Colleen Bailie — Library Director, West Haven Public Library
- Joe Campbell — Educational Technology Consultant, CT Technical High School System
- George Claffey — Chief Information Officer, Western Connecticut State University
- Robert DeVito — Technology Director, University of Hartford
- Aaron Herold — Director of Technology, New Fairfield Public Schools
- Fred Kass — Director of Networking & Infrastructure Services, Trinity College
- Kerri Kearney — Supervisor of Instructional Technology, Manchester Public Schools
- Michael Mundrane — Chief Information Officer, University of Connecticut
- Sabina Sitaru — Chief Innovation Officer, Metro Hartford Information Systems
- Scott Taylor — Director, Connecticut Education Network
- Rick Widlansky — System Manager, Libraries Online (LION)
- Rob Wilson — Director of Technology and Information Services, Somers Public Schools

### Practices
- Jonathan Costa — Director, School and Program Services, Education Connection
- Andy DePalma — Director of Technology, EASTCONN
- Bill Glass — Deputy Superintendent, Danbury Public Schools
- Jason Jones — Director of Educational Technology, Trinity College
- Jae-Eun Joo — Director of Neag Online Programs, University of Connecticut
- Marijke Kehrhahn — Associate Professor, Neag School of Education, University of Connecticut
- Shannon Marimón — Division Director - Educator Effectiveness and Professional Learning, CT State Department of Education
- Greg Mcverry — Professor, Southern Connecticut State University
- Josh Smith — Superintendent, New Milford Public Schools
- Shelly Stedman — President, Connecticut Association of School Librarians
- Chinma Uche — Computer Science Teacher, CREC Aerospace and Engineering Academy

### Proposed Initiatives
During the month of May, all four Advisory Councils convened for "kick-off" meetings to meet one another and discuss likely areas of need and opportunity in their respective focus areas. The following list of initiatives reflects those areas that Council members saw as high priorities, with the corresponding Council(s) referenced in parentheses):

- Data and Privacy Training (Data & Privacy Advisory Council)
- Library of Software TOS - Data Terms (Data & Privacy Advisory Council)
- Software Management Solution (Data & Privacy Advisory Council)
- Funding (PEGPETIA) (Digital Learning Advisory Council)
- Open Education Resources (Digital Learning Advisory Council)
- Teacher Certification and Credentialing (Digital Learning Advisory Council)
- Software Cooperative Purchasing (Digital Learning, Data & Privacy Advisory Councils)
- Connectivity Standards (Infrastructure Advisory Council)
- Eduroam (Infrastructure Advisory Council)

- School IT Support (Infrastructure Advisory Council)
- Digital Equity (Infrastructure, Digital Learning Advisory Councils)
- Administrator Technology Competencies (Practices Advisory Council)
- Assess Standards in K - 12 Schools (Practices Advisory Council)
- Computer Science Curriculum (Practices Advisory Council)
- Digital Literacy for Parents (Data & Privacy, Practices Advisory Councils)
- Computer Science Certification (Digital Learning, Practices Advisory Councils)
- District Maturity Model (Digital Learning, Practices Advisory Councils)
- Student Technology Competencies (Digital Learning, Practices Advisory Councils)
- Teacher Professional Development (Digital Learning, Practices Advisory Councils)
- Teacher Technology Competencies (Digital Learning, Practices Advisory Councils)

## Meeting Summaries

The chair of each Advisory Council has provided the following summaries of each meeting. Commission members and any interested party may read the full minutes posted to the Commission's Web site, www.ct.gov/CTEdTech.

### Data & Privacy Advisory Council (May 19, 2016)
*Jeff Kitching, Chair*

Discussion during the meeting focused around two broad topics: (1) policy and practice for the security of cloud data and (2) training.

With regard to cloud data security, the committee discussed the development of a list or library of educational technology providers ("operators," or vendors) that meet specific privacy standards of legislation and policy across the state. We discussed having standardized "terms of service" (TOS) and data agreements with dates as well as versions on file, similar to the list of approved vendors on the DAS purchasing portal. The group also articulated a need to develop a universal (or at least statewide) terms of service and data (privacy) agreement template, tying to the language in the recently passed House Bill 5469 (An Act Concerning Student Data Privacy). To move this initiative forward, a strong resource exists in the tools of Education Framework, a private firm offering consent services streamlined for parental approval as well as adherence to data privacy policy that includes vetting and tracking of agreements (MSRP pricing of $4.75 per student per year). Members of the Advisory Council also discussed the need to address privacy considerations around other types of data, such as employee (HR) and teacher evaluation history and data. We reviewed a number of different existing frameworks, professional organizations, policies, and tools to consider as resources in this area.

The Council's discussion around training needs focused on developing guiding principles and not just another mandate (e.g., already have 60+ mandated annual trainings in K – 12). There is a need to make training personal so it resonates with employees and they act upon it. The need to clarify terminology and the real risks to schools (FERPA, HIPAA, CIPA, COPPA, etc.) were highlighted, as was the possibility of tailoring messages and content to audiences (students, staff, parents). The possibility of utilizing existing or outsourced training (e.g., SANS Institute, Aspen Institute, etc.) was discussed. There was also a strong feeling that this initiative would benefit from partnering with other organizations such as CABE, CASBO, CAPSS, the RESCs, SDE, and the HB 5469 Task Force.

Digital Learning (May 16, 2016)

*Scott Zak, Chair*

The group discussed the need to show tangible outcomes reflecting movement toward the Commission's goals. The outcomes could potentially take the form of:

- Data collection, analysis, and reporting regarding Digital Learning
- Publication of relevant information, promotion of services and resources supporting the Commission's goals
- Description of viable programs with specific targets and activities
- Recommended actions to be included in legislation

The group also brainstormed and identified some aspects of digital learning that might help to advance the work of the Commission. The following areas of interest were discussed.

- Use of Existing Resources: The State already provides some resources in this area that should receive additional attention and promotion, including researchIT, Open Books programs, and the Universal Classroom program. There are also existing and potential public-private partnerships that could be exploited to the benefit of all learners.
- Identifying Funding: Particularly, the need to reclaim the use of PEGPETIA funding for its original purpose of developing pilots and helping to advance digital equity, and in support of educational technology and services.
- Open Educational Resources: It was identified that the use of OER could have a positive impact on the cost and availability of educational materials throughout all levels of education. Though there is some awareness of OER in the field, it is not clear how frequently open practices are used. The widespread use of OER is impeded by several sticky problems:

  - There is a wide variety of materials available, but instructors have a difficult time finding OER materials that closely match their curriculum goals. Curation and certified curriculum alignment might help to alleviate these challenges.
  - Educational materials are not limited to books and lesson plans. Instructors gravitate toward materials that provide additional benefits, such as question sets, supporting media, software, etc., without additional time outlay. These types of materials are not as widely available as OER packages.
  - Use of OER provides the opportunity to customize, re-mix, improve, and redistribute the materials, but instructors typically do not approach course materials from a contributory standpoint. This leads to impoverishment of the OER environment. Incentives and a culture shift would be necessary to overcome this quality issue.

1. Teacher Certification and Credentialing: The integration of technology with teaching should be easy and fast. Credentialing to teach technology does not necessarily require stringent standards and laborious compliance. Student technology competencies, which should be defined and be in agreement with international standards, can be supported

with online resources and by teaching professionals with a strong layman's understanding of modern technology practices.

2. Cooperative Purchasing: As always, if goals are shared across a larger community, then economies of scale can come into play. Structures should be identified to allow for the cooperative purchasing of technology hardware, software, and services to support any widely-supported initiatives.

## Infrastructure (May 20, 2016)
*Tom Dillon, Chair*

Our first discussion as an Advisory Council opened up a host of difficult and long-standing issues related to two main areas of importance.

The first is to make sure that we ensure the value in being a member of the CEN network, given the likely reductions in state funding, so that the Network will not be judged solely on the State's financial subsidy. One example of the CEN's value comes in its recent rollout of Distributed Denial of Service (DDoS) mitigation. This initiative is in place and successful, offering DDOS protection at a fraction of the cost of each CEN member implementing and managing their own. It prevents organizations without a DDoS capability from rushing into ill-prepared and expensive solutions in moments of crisis.

The Infrastructure Advisory Council supports pursuing more initiatives demonstrating the same statewide cost savings and value-added components for CEN members. A new one being considered is the central purchase of a wireless authentication system known as Eduroam that would let all our educators and students to log onto different wireless networks throughout the state and country seamlessly. This again looks to be an extraordinary value that can be achieved inexpensively by CEN.

The second is pushing CEN's mission for educational access to the home. Students cannot be equal without access to the Internet at home. This is a difficult and thorny issue with no easy or inexpensive answers. However, the fact remains that education in Connecticut cannot be equal for students if they do not have access to the Internet after schools and libraries close. Homework is more digital than ever, and homework needs to be able to be completed at home. Web filtering configuration, costs to obtain broadband outside of school, and a host of other issues make this a very tall order to "solve." However, the Advisory Council believes that we should at least be a loud voice for pushing for practical solutions from wherever we can find precedent.

## Practices (May 27, 2016)
*Nick Caruso, Chair*
The Advisory Council started our first session with introductions. The group is well represented by higher education and the regional education service centers (RESCs). The Council makeup will serve the topic of student and teacher practices well, given the importance of higher education and the state's RESCs in teaching professionals new skills and standards.

In general, the focus of the discussion was on students. We talked about how, while critical, technology was second to our expectations of learning. Our conversation really focused on establishing student outcomes and then modifying practice to best achieve those goals.

We talked about the need to establish a vision for the use of technology in education (via the strategic plan) and how that plan must drive the work assigned to the Advisory Councils.
We also recognized that we do not need to reinvent the wheel for either teaching standards or instructional guidance. There are numerous exemplars across the country, and we should conduct an inventory of what others are doing and replicate those that make the most sense for Connecticut.

Finally, we recognized that no matter how well crafted a plan is, without advocacy groups supporting it and pushing it forward, it will not happen.