

Education Outcome Area Working Group Meeting Transcript

May 16, 2023

May Good afternoon, everyone. My name is Ann Nguyen. I'm the engagement and operations manager here at the California Department of technology office of broadband and digital literacy. Welcome to the third education outcome area working group meeting. The meeting is being recorded, both our slides and the recording, as well as minutes, will be uploaded on our broadband portal. After the events give us a couple of days to make sure that these are remediated for accessibility, and it will be shared out to you in a Thank you email. For the agenda today, Kamaljit Kaur, who is our graduate student from the Goldman School of Public Policy will review the key takeaways from the February and the March outcome area meetings. During our opening panel discussion, our experts will talk about bringing programs and services in the educational welcome area, as well as the gaps in potential for digital equity. Then, the community discussion portion where we hope you all will engage and have a lively discussion with us, and a chance to ask our panelists questions, and then the last two parts will be how to take action and next steps for our June primary working group. With all that, I want to begin our panelists discussion next slide, please. First, we will hand it over to Kamal to do the take away from the past two meetings. Thank you, Ann. Good afternoon everybody so great to see everyone again here and welcome to everyone who's new. My name is Kamaljit Kaur. I'm a graduate student assistant who's been supporting the Statewide digital Equity Plan specifically around the Education Outcome area working group. So we've had previous meetings to this and some of that kind of main takeaways and questions we've asked were around, what is digital equity, why it's important, and we again in March went into what digital inequities kind of exist, and these are kind of the discussions from our takeaways from our February, one first being the availability of ISPs, and how that's been a barrier alongside the fact that adequate connectivity is also a barrier. So in some rural areas you only have one to two providers. Of those two providers, only maybe one qualifies for the affordable connectivity program, which is a discounted program for families to be able to get connected to broadband. So families who may live in the other side of the Internet Service provider don't, have access to that resource. Another issue we've seen, is the availability of good connectivity that's been an issue. There are constant phrases or lacks of Internet connection that's been causing issues for students and educators. This is also true not only in rural areas, but also true for urban areas as well. Affordability continues to be a big barrier, both in terms of devices and cost of connectivity specifically in rural areas where it's already hard or very expensive in the region to connect. Adoption to Internet, broadband or the lack of adopting to Internet and broadband is causing some kind of disparate outcomes for students. The learning experiences Aren't as fulfilling due to the lack of connectivity. Sometimes at home or sometimes teachers are able to give out specific assignments that may require that technology. This is true not only for K-12 students, but it's true for students who are attending colleges and universities. Lastly, around digital literacy, and how there needs to be more additional support and building of skill sets for educators, teachers to parents, so they can ensure that students are getting the necessary resources they need to succeed. So in March, we talked kind of about what are, what are the causes in this outcome in education, and what the causes are of that one was the type of technology used, varies and differs from teacher to teacher and district to district. So the type of technology that may be used in one classroom, but not in another, can cause those outcomes in education. Again, lack of technology and connectivity at home due to socioeconomic statuses, also continuous to cause barriers. Families who have the means to be able to afford

connectivity will always have it. But those who are not able to and have to decide between either they're buying groceries or they're paying for Internet, that's where we see the disparate outcomes in terms of student access to resources. During the onset of the pandemic, many families lacked access to affordable devices, connectivity, and how to support and serve their students. Lastly, around concerns around the affordable connectivity program expiring and how sustainable is it for families when it expires, and will families be left with a big or larger bill to pay that they may not be able to afford them. I would want to say that we do have slides and recordings from the past 2 meetings on our past events, tab under the broadband for all portal, so you can definitely go back and check those out as well. Thank you. I'll pass it back to Anh. Thank you so much, Kamaljit for the great work, and thank you for everyone who participated in the last 2 outcome area working group meetings as well, as you know, engaging with us in the working one-on-one working sessions and the workshops that we've been having around the states, and many of our panelists we've met through these engagements, and fortunately able to make time to join us today. So really, truly appreciate us, building our stakeholder network and bringing more people to the table to have these conversations. So we have a really good line item about folks to share what they're doing in in the communities with you from all across the state and in this order feel free to hand them back after each person. We have Gabby Guzman Burns, I'm the director of our Center for equitable digital access from CSU Fullerton. I'm Sonia Hooks, Assistant Director of IT from LA County Office of Education. So we want Chief Executive Officer and Bureau County Office of Education, renewable Director of technology at Winters Joint Unified School District, Doctor Anne Marie Richard, UC Berkeley, Associate CIO and Director, Student Affairs IT at UC Berkeley, and the last but not least Nita necessary. I hope it got your name right is our coordinator of technology services at outreach and technical assistance network and Neda Anasseri (Adult Ed. OTAN). So with that I will hand over the mic to Gabby. All right. Hello, everyone. So, as she said, my name is Gabby. I am the Director of the Center for Equitable Digital Access at Kelsey, Florence. What we are doing is we opened in January of 2022 to foster full inclusion by providing devices and comprehensive technology and digital literacy skills for all our students. We have two initiatives, one of them is see success. The other one is Titanware. So through those programs students can request devices. The difference between the two is with see success, you get to keep it until you graduate, and then with Titanware you keep the it for the semester, and then return it. And then if you still have a need, you check it out again. So the devices that we offer the students, we have Macbooks we have Dell, we have Linux, we also provide monitors, headsets, and then portable hotspots, and we've also partnered with excess to provide the affordable connectivity program here on campus. So they do come to campus about once or twice a month and they sign up the students who qualify, and then they take their tablet, which is also a hotspot. They're on the spot. If they can't confirm eligibility, then they are given a link to apply online, which they get it through the mail. Then we also offer students a digital skills training. So we've had LinkedIn come in, we've had apple do a couple of trainings because we believe that it's not just giving them the device. You also have to know how to use it. Then, as far as like, I said for the Internet portion of it, we do offer them hotspots. You don't need to prove the need. You don't need to be in a certain financial aid program. If you need it, you put in the request, and then, as long as we have enough, we do let you take it. The reason it's working here in Kelsey, Florida is because just our demographics alone we are a Hispanic serving institution where 66% of our students are on financial aid. 32% are first Gen. So the program is really working for them, because, you know, a lot of them can't afford the devices, or even if they can the technology becomes obsolete so quickly. There's no need to invest in it, because we're providing it for you, and it's

been working out. Great students are really appreciative. I would say that if I could change one thing it would probably be more Internet access. I mean, the hotspots are great, but obviously, you know they're limited because they have to return them. So if we could provide access to everyone that would be great, because that does tend to be our popular item is the hotspot. Thank you so much, Gabby. Thanks for sharing that and having a chance to talk to you and your team. Just phenomenal work in terms of essentially getting that off the ground during the pandemic and making it sustainable for the students. So next I want to invite Sonia to the camera to spotlight, and we share a little bit about your work and the type of challenges you face and see in the community, but also programs and services that you developed or are working really well to close the digital divide and for your team members. Thank you. So I have been working in in a digital equity space since 1997. So we have seen a lot here in LA county when high speed network was kicked off. And you know, all of us have always partnered together with our county offices in our school districts to provide Internet access to our students during the pandemic. What we realized being in this space for 20 years is that we did not make that connection at home. We got schools connected, we got classrooms connected, we got professional development for teachers, but we missed that part where we got the broadband access at home. So in the midst of the pandemic our county Board of Supervisors brought us together. LA county is huge. We encompass more than 10 million people, and so many programs from department of children and family services to what we do, and educating our students, and you know, like I said I've been in this space for 26 years, but for us to all come together and work collectively to make sure we close. This divide is Phenomenal is what we're doing right now. So with the programs that we initiated with our County Board of Supervisors. Our school districts were struggling during the pandemic to get their students connected. There was a loss of connection with students and their teachers because they did not have that access. So our County Board of Supervisors allotted us 17 million dollars for us to be the procurement vehicle to get hotspots to our school district, so they wouldn't be competing for those services. We were able to get all of those hotspots out to students and families as quickly as possible. So they have that homework connection and that classroom instruction and we were able to successfully pull that off. But we knew that that was just a band a. We knew that broadband access is what is needed in the home. It is a civil right. It is just as important as electricity as running water, and our County Board of Supervisors and our Superintendent are championing to continue that. So in La county we are working to stand up our own wireless networks in our own broadband, to the home, free or low cost to our communities. Those programs are being spearheaded by the Internal Services Department at the county and as a trusted partner, Lako La County Office of Education, we're helping our community members understand what's happening at the county. We're also helping in the midst of this program being lit up, which will be lit up sometime late this summer in our pilot communities we are still signing up communities and parents to the affordable connectivity program and there has been a lot of confusion because there was first. Here's the hotspots. Okay, now we have the emergency connectivity program, which is another program that was handed out by FCC where school districts can provide that Internet access to the home. Now we're moving to the Affordable Connectivity Program, the ACP program. So parents are confused, students are confused, so trying to get a unified message and get communities to understand that. Yes, we're tripping over ourselves a little bit, trying to get it right, but we want to make sure that you have that connectivity, and it's not just for the education of your student, but it's for your own education, your own livelihood, your own health and well being. Connectivity is critical to everything as we saw in our inner cities and our rural communities signing up even to get the

vaccination you needed to have Internet access so there were neighborhoods of people that were just disenfranchised and disconnected from those resources simply because they did not have Internet access and to sign up for the Affordable Connectivity Program you got to sign up online. So I mean, come on. So there's a lot of work we have to do. We're opening up phone banks, we're having digital navigators in our libraries, we're having digital navigators at our schools and our school districts and making sure that we're hitting all the wraparound services free and reduced lunch programs. You know you shouldn't have to have to go to all these different departments to sign up for all these different services. Can you go to one place and get internet access? You get your free, reduced meal program, you get your wifi. We just gotta make it more simple for our community. So I can talk about this for days and days, and how it's, you know, been affecting our communities, but we're working our hardest to get the message out and make sure people feel comfortable with having internet access and understand the benefits of it. While there are some challenges, there are the benefits of it that far outweigh the challenges. So we are championing that, and on behalf of my superintendent, who is also the Chair of our County Superintendents and the state. We are really extremely committed to deleting a divide. Thank you so much, and thank you for your service and advocacy. I hope you're coming to our workshops in LA! Because I think folks would definitely love to hear what you're working on, and be able to connect with you. We're also advocating for changes to the mapping that has come down from a CPUC and FCC which not necessarily has the funding going to where it is needed most in our communities and our inner cities. Thank you, Sonia. Next I would like to invite to the spotlight Luis Wong. Thank you and good afternoon. Thank you for having me here today. I really appreciate us having the opportunity to share your our story. So in Pearl county we serve about 36,000 students. We are in a very remote rural, remote community. A very spread out population about 180,000. We could live close to the border with Mexico and Arizona, so we're tucked in the corner the southeast corner of the State and for us to challenge that team, particularly evident during the pandemic was affordability, access and affordability. We're probably the 2 main drivers for the work that we did. We have been focused on building just like Sonia said, included to Sonia. They are doing a lot of great work in LA I. I can't even imagine the scale that they have to deal with. But you know, we've been focused a lot on connecting our schools, our school districts or government agencies or community anchor institutions, and we've excelled at that in fast forward with the pandemic. It really made us realize that a lot of our families either did not have access, or cannot afford access, mostly afford access, is what we found out. And so we have been playing in this space of building our own infrastructure. We were we? We are one of those unique counties where we didn't have a lot of options for connectivity even 20 or 30 years ago. And so we started building our own infrastructure over the years, and that position does right before the pandemic to be able to offer our own wireless system. And in fact, we're piloting a wireless system right before the pandemic came, and so that allowed us to pivot really quickly, or we had a system that was in pilot phase, and we started connecting homes connecting students to our private LTE network and we faced really quick it. It just reached a full capacity. We couldn't afford to add more users, because we ran out of capacity really quick when the pandemic came along. So again, like everybody else, we were scrambling, we eventually expanded our network, you know, fourfold to get that capacity to homes right off the bat, and we're serving 3,500 families any pro county through our boiling connect system. Then we augmented the capacity. We we worked with Verizon through the contract with La Usd to provide those hotspots that were very affordable around \$10 a month offering, and so that helped us cover some of the apps and places where our network did not reach these families, and that was really successful. Fast forward, you know, we leverage a

lot of other things the we're already providing devices, most students using chrome books so we were scrambling to try to get as many chrome books to families and to students. At the same time. Our partners USDA was really helpful in this whole process, you know, through some of their grant programs, where there was a distance learning and to like medicine program where they were able to afford us resources to buy devices for the families to connect computers and user devices that we could roll out. And so that was really helpful for us to try to help our districts, you know, and in our schools to get what they need it in this times. And then, you know, we've also, you know, through the Imperial Valley Economic Development team, they've done a great job in promoting the ACP program and some of the subsidy programs that are out there to get that that that broadband to the homes we're were needed so a few combinations and strategies very unique to us in terms of the position we had to build this infrastructure. We also solved some problems that we weren't expecting, you know, some families that had capacity already had broadband at home, didn't have enough broadband capacity. Wendy had 4 people connected at the same time trying to do zoom with distance learning, and so it was good to see that our bordering system, which is our own private wireless network, was able to fill some of those gaps, and I mean some capacity for existing people that have had existing capacity. So I I'd be happy to share a lot of what we're doing here at pretty unique but again, it was one of those situations where we could take some matters of connectivity in our own hands, and we're able to push through the pandemic fast forward to today, the system continues to evolve. We continue to add it's capacity. We're about to add 3 more antenna systems across to the increased capacity, and it continues to be used, which tells us that it continues to be a lot of need there, specifically on the portability side. So that's what I'll share today, and I'm happy to answer questions when the time comes. Thank you so much. Yes, and definitely. The Imperial Valley has been highlighted for great work and a CP enrollment so definitely. I'd love to hear more how you wanted that, but that just in terms of our next speaker. I would like to invite Raena from Winters Joint Unified School District. We have you on spotlight. Hi! Thank you for having me. I'm Reina Levelle, the Director of Technology for from Winters Joint Unified School District. We're located about 45 min west of Sacramento. We serve at about 1,600 students, so much smaller than Imperial Valley or LA. But we are a rural school district located between Sacramento and Vacaville or the Bay area. So, although we're only an hour outside of the bay area, and we do not have the same connectivity resources that Silicon Valley does. Our student population is about 70% Hispanic Latino, 65% socioeconomically disadvantaged, and we have a very high migrant population as well, as a high population of students learning English as a second language. We have two internet providers in town. It became evident that our current practices of just internet at school and then sending kids home with paper and pencil. Homework was not sufficient and so we went one to one TK through 12, and we were previously one to 1, 6 through 12. So getting devices to TK through fifth grade was like an immediate need. After providing devices we realized a device isn't good without connection so we provided hotspots. We still currently provide hotspots to any family that requests one without demonstrating a need. They do not need to demonstrate to me. They just show up to the office and check one out. Last year we provided approximately 350 Hotspots district wide, which is about 30 of our families total, and this year we have checked out about 60 devices, and we attribute the decline in the ACP program we held parent engagement sessions to help families apply for ACP. As Sonia mentioned, applying for the ACP program is difficult if you do not have internet and a lot of our families were able to go to our local library and to gain Internet. Access. But that's only open during essentially working hours or during the regular school days, because ours is a joint. Use facility with our school district, and so we find that, you know, during the

summer and during spring break or winter break those accessibility options are very limited in town. We also work with Pre-K. And I believe I saw somebody from Pre-K here and Pre-K has been a wonderful resource for parents. But what we're finding is that digital literacy for both parents and students is a struggle for us. So, although we can provide connectivity, generally speaking, we still have a lot of rural areas where no connection is available, and working with ISPs to run fiber to town has been a struggle because it's not financially profitable for them to run fiber to serve a town of 7,000. After providing connection to those we can, and providing a device, we're finding that just basic navigation skills of a device is a struggle, especially for our families that don't speak English primarily, or have never, like physically had a device. A lot of our families do say that they have Internet connection at home, and by that they mean they have a cell phone that has data, and we know that that is not equitable access, and especially when they're attempting to fill out a FAFSA application for a student which is now required for all seniors. It's just not. It's not enough the digital literacy framework that the state put out in 2021 has been helpful for us as a guide. But implementation has been a struggle we're so small, that you know, finding a place for that. Whether it's a standalone class or its skills in individual classrooms. We need more support in what that really looks like to be like rolled out effectively this coming year. We're going to be using common sense or digital literacy curriculum for our students. But we're looking for something for families that has that kind of meet to it as well. We also rolled out what we're calling the FRC. It's the family resource center and this is a place that families can go to apply for things like WIC like the ACP program, like you know, apply for jobs help. Get help with banking, and it's just at our district office, and it's open five days a week. There's always somebody there, and it's our parent engagement coordinators or our EEL specialists. So you know it has been helpful, but still it's kind of not enough. I will also say that e-rate was really helpful for us in getting those hotspots like paid for, and the first year we did it in 2020. We just paid for it out of our budget. And then this year I was able to have e-rate funding cover and all of our hotspots, I mean obviously it's 80%. But to cover the hotspots for us as well. You know we're banking on the Middle Mile Initiative to really help us with connectivity in town. I know a lot of other small towns like us are in the exact same position, and when it comes to equitable access in education, as well as just family life and functioning it. It's a struggle. So thank you. Thank you, Ray, and thank you for highlighting the needs of your community and really bringing the like. Essentially you're so close in urban area, but it is like, you know, in terms of it, is a rural community, and having the needs just supposed right to an urban needs as well. So thank you for sharing that. And then next, we have Dr. Anne Marie Richard. Wonderful! Thank you so much. I'm really delighted to be here. I'm Anne Marie Richard I'm the director of student affairs at the University of California, Berkeley. I want to share a little bit about the student technology equity program that we developed here back in 2020. I'm very inspired by the folks that went ahead of me here on this panel, because I think a lot of us have been working in issues around equity and student access and technology equity for a long time, and it's so interesting to me that it really took the pandemic and people needing to work and teach and learn from home to kind of shed a light on how much inequity to access to technology is truly an issue for students at all levels. I'm really glad we're including beyond K through 12, because at the higher education level, as got you mentioned about Cal State Fullerton, it's such a need for daily instruction for students to be able to have the technology that's required. And again, until the pandemic I don't think that even our institution realized the extent to which particularly lower income students were relying on on-campus technology, and when everything closed and people went remote suddenly, students that relied on computer labs or on the campus Wi-fi network just didn't have access, and they were really struggling to participate. So the student

technology equity program that we call STEP. As I mentioned, we spun it up really quickly in spring, 2020 and it was really framed as a COVID response effort. So it was open to students with financial need or with specific COVID need, and in particular that was meant to address graduate students who are instructors who might be trying to teach from home and just didn't have adequate technology to do so. So in those early days the first two years during the height of the pandemic we really quickly provided close to 5,000 UC Berkeley students with all kinds of technology. The two highest requests were for wi-fi hotspots, which we were able to provide with unlimited data and laptops that came with white glove support service as well as tablets, headphones, webcams, monitors, other kinds of peripherals, some specific technology for students with disabilities, anything that they needed for remote teaching and learning and so then, after the COVID money was, we foresaw, COVID money would not stick around forever. So by this past fall we were in conversations across the campus, and particularly in communication with other equity programs. So our basic needs center and our financial and scholarships office and other areas on campus that support students we were able to establish step now as an ongoing program, and it has shifted now to be entirely a program aimed at students with financial need but very much along the lines of I think a few people mentioned this Gobi, and I think Louis as well. We'd really like to get away from having complicated means testing. So we have a wonderful relationship with the financial Aid and scholarships office, where now all new students and continuing students. If they're eligible for financially, they're automatically getting told that you know they can reach out to step to obtain technology that they need and so this year alone, I think we've served an additional, approximately 1,000 people. So to date we served about 6,000, and we know that we're probably not reaching as many people as many students as we could. So that's really going to be our focus. Moving forward is expanding outreach and making sure that folks know about the existence of the program. It's a basic need at this point, and particularly in higher LED. And we know that access to technology is not something that just sprung up when there was a change in our learning context when things were more remote. As a result of the pandemic. We also really recognize that Wi-fi hotspots are an insufficient response to students needs for reliable network. And what you might be surprised that in a big urban area like San Francisco Bay area where Berkeley is that even when students now are back on campus and living in the city, that they still struggle sometimes to have reliable network at home, and there's a number of factors there that I think are really important. One is the super high cost of living in the bay area means that often you have 6 or 8 students sharing a 2 bedroom apartment. And so if they're all trying to access a single network at home all the same time, maybe using zoom for meetings or classes. It's just not sufficient for a lot of them. And the same is true. For say, parents, student parents that have kids at home that are trying to do online homework or surf the Internet or whatever they need to do. You know, these hotspots are kind of a Band-aid solution an in inadequate or expensive internet is a choice that students sometimes have to give up in order to have enough money for textbooks or clothing or food. So we're really tying in a lot with our basic needs program on campus to make sure that students that are really in financial need, have access to these different kinds of technologies without having to jump through a whole bunch of hoops to get them. And then the other piece that I think I would underscore too, is that even again, at a place like Uc. Berkeley, which is this elite research institution, it's a public institution, and the same people that are underserved in other social contexts are the same students that are often disproportionately affected by inequity and access to technology. So I mentioned student parents, low-income students, students whose home base is in rural areas., undocumented students that might have a harder time showing financial need if they didn't fill out a FAFSA that

kind of thing. So a lot of the focus of step is to try and reduce some of those barriers, so that any student who has any kind of financial need and requests participate, you know, participation in the program can have access to the technology that they need. So I don't think I'm saying anything new. I think a lot of our experience at UC Berkeley is similar to what folks in from Pre-K. Through all the way through higher LED are facing, and I really look forward to us, continuing to advocate, to kind of bring these issues to bear and make long-term solutions that aren't just Band-aids. My final slide just has some contact information which I'm also happy to put in the chat. But I really look forward to continuing to partner with other folks, and be part of this effort to really increase equity. and particularly around the digital divide. Happy to answer any questions. Thank you so much. Alright, and then I know we kind of leveling in terms of age group of our students, and I think one population that we often don't think about when it comes to education is the bill. Education had a chance to meet Neda at our Sacramento planning workshop and invited here quite last minutes to join us. I really appreciate you taking your time to be with us. So, getting the spotlight over to you to share a little bit about the population you serve, and also the programs and services that worked well, and even any gaps that we could, you know, discuss here in the planning process. Hi, everyone! Thank you so much for inviting me to be a panel member and to join this group of passionate individuals who want to address the digital inequities that we have. So I know that there's a theme, I mean, we're definitely we're all on the same wavelength. So I am amongst friends in this room again, Ned, Anna Sierra and the technology projects Coordinator for a project called the Outreach and Technical Assistance Network. And we're essentially a State leadership project. So this California Department of Education funds us to deliver a tech blended distance learning, education for teachers. So we provide the professional development for adults, educators throughout the State of California we are one of 3 State leadership projects. So the State California Department of Education definitely has multiple organizations or projects working to deliver professional development in different areas. I want to tell you a little bit about the landscape of adult education. We kind of understand who our students are. Our learners are individuals over the age of 18 that are parents, grandparents, siblings, neighbors, immigrants, us visitors, refugees, high school or equivalent diploma seekers, and either job promotion seekers, basic education learners, trade seekers, and so on. Again, I told you a little bit about the fact that you know our funding is a little different to mental education. You might see Us. House at a K12. You might see Us. House at a community college district, but the providers are K. 12 districts, local educational agencies, Les a community college non-credit sector, the the districts libraries might be funded through adult education, nonprofit agencies faith based organizations community based organizations, migrant education as well as included, and corrections so jail and prison systems as well, could be funded through a dull education. And when I say funded through a dull education. I'm talking primarily the Federal funds. We receive a certain amount of money from the Feds through the workforce Innovation Opportunity Act, title II is family literacy and then the State also has matched, and also given us some money to continue our services and reach students that are above the age of 18 to ensure that they're one, have the basic skills and math reading, etc., to get the job or finish their education, their secondary education. So if they didn't finish high school, they still have the opportunity to come back to adult at to finish their high school diploma, and if not, finish their high school diploma potentially get an equivalent. Many people know that as the Ged that's just a brand name, they're really i'm getting in high school equivalency. So in of their diploma they might be going back for work first re-entry, training and support of the child's child schooled success. So their K. 12 parents in different program areas along with programs for adults, with disabilities as well in different areas of California. They

might be pre and pre apprenticeship students and the biggest program in California is our English as a second language, and that's where the largest enrollment is for our adult education in our state. Right now, post pandemic we're about, You know, 500,000 learners in our system as far as adult education throughout the State, the California Department of LED Adult Education Office definitely monitors that, and they they manage that. But you know, prior to the pandemic, we were closer to 800,000 learners. So you can understand that the pandemic. We did lose several of our students due to the fact that they didn't have access to learning when the pandemic hit. So I wanted to kind of tell you a little bit about, because we're funded a little differently. We have to go through a different kind of variety of deliverables for the State, so to ensure that they continue to receive the funding that they need. So our agencies we call them agency so anytime because some of them are in K12 districts; others are in community college districts and nonprofits and libraries. I will always refer to them as agencies. So just so, you know, when I refer to agencies, that's what I'm speaking of. So for them to for us to ensure that they continue to get funding, there are a couple of deliverables that they have to submit, one of them being the continuous of a a continuous improvement plan, and and the idea behind the continuous improvement plan is that the agency identifies. You know, a couple of goals with technology, professional development to help ensure that their students and their teachers have access to resources, tools to be able to extend learning in the classroom and outside of the classroom. So through the continuous pro improvement process, we actually conduct a student intake survey and a teacher assessment and the student intake survey you mentioned. So we're serving all of our students, and it's now officially mandatory. Our State administrator has made the student take survey mandatory for all agencies to be able to ask for this data. Where you know, once who are you? What are you seeking at the adult school? for example. They identify that, and then they're telling us as well. If they have access to a device. What is their device? Is it a smartphone? Is it a laptop? Is it a tablet? Have they ever taken any classes online? How do they like learning online? Identifying the the device. and do they share it at home? So, For example, I think you know some of my friends on the line that have already shared their stories. They also say, you know there's a lot of traffic in the home. So for our families, for example, maybe that there there's not access to a lot of devices. So the parent or the child may have access to the laptop and the parent needs to log in and go on online as well to attend classes. Well, there's limits as far as devices are concerned along with the broadband and access to the Internet, so do they have access to the Internet is another question we ask, and do they have access to the Internet through their phone. I mean, we're very specific. Is it through your phone? Is it through Internet, at home or personal hotspot? Or are you going to a library or to a different agency, a different area to access Wi-fi? So those are some of the questions that we ask, and there's about 20 questions on the survey to help prepare the agency to be able to deliver the best resources for those students based on their needs. So they calculate the survey results, and included in their continuous improvement, plan and address the needs of those learners. Similarly we do the same thing for our teachers, but for our teachers It's really their comfort level and you know, understanding. You know what are the needs of your students, so that you can deliver the best education through a tech training and blended and distance learning. So you know, knowing that our students are not going to always be able to make it into the classroom, how do we provide those services online? So we want to assess our teachers to really understand their level of comfort and their knowledge. So we receive some data from there. The questions around that are really just kind of, you know, are you familiar with this? What do you know? How do you feel? Do you feel proficient? Do you still need training in these areas and the areas? Are, you know, teaching online access to devices,

you know, do you? How important is technology into your You know, teaching those those those kind of things. And so they kind of assess and tell us you know their comfort levels based on those questions. Do you have experience with assistive technologies? Do you want, you know? Do you want to be trained on assistive technologies? That sort of thing so that the surveys really help us kind of identify the needs of our teachers. And you know it goes into the continuous improvement plan to be able to identify the needs of those teachers, to be able to offer those resources and that training because the pandemic highlighted a bunch of different inequities for us in adult education. One thing that we, you know, that the Sacramento County Office of Education produced was a digital learning guidance document and then adult LED adapted that and partnered with the organization is the International Society of Technology Educators and so we partner to produce a digital learning guidance document that really kind of walks through framework standards, digital assessments, student engagement, using these strategies, social emotional learning, and really reaching the adult learner through our through our digital world. So there is a set of recommendations in that guidance. It's a pretty hefty document, about 100 pages or so, and so we're implementing that through a facilitators guide through training through a course using an LMS. A learning management system and so the idea behind that is to use the guidance to guide you on. You know where there are some pieces of that you can adopt and use into your classroom today, using the the guidance documents. So that's kind of what we were hoping to produce and offer. All of our educators admins, and even those that are not in the classroom. How do you reach your students in a testing situation? How do you reach your students when they walk through the door so beyond that it's certificated employees are classified employees. It's our administrators. Everybody has some guidance within the California learning guidance document. We we build digital leaders through our professional development opportunities. So we have a digital Leadership Academy, where we invite 30 participants. They come in teams, and each team is representative of an agency, where they have an opportunity to focus on a specific goal or gap at their agency, and how they can reach, or how how they can fill in that gap, using technology. And so through our leadership academy. It's a 2 year Academy where they kind of walk through the needs of their learners, take the data from the surveys and implement projects that will help address those issues. We also provide them grab and go lesson plans to our teaching with technology tool, and that's really an opportunity for our teacher to grab a lot of our teachers are not contracted or full time an adult education. They're teaching probably a part time class in some cases. And so the idea behind, you know, providing them with all the resources at any time at their fingertips, but their quality quality resources that can, you know, address their learner needs, and we follow the Tripoli framework where they're not only engaging students through technology, but they're enhancing their learning, and they're extending their learning. They're teaching them how to extend and enhance their learning in the classroom. So it's an activity using your phone. It's, how do you take that to that technology or that device, and continuously learn with it and make it a part of your daily life like I said, we follow the framework, the to the triple E framework. So if you need more information on that, I'm happy to share with you that we also offer through canvas. It's a learning management system so we have provided a California Distance Learning cooperative, which is a group where we purchase canvas on behalf of the State and all the agencies have access to canvas. They have access to 50 free licenses to start, and then, of course, a discounted, incredibly discounted rate for the for them to continue to purchase more accounts and be able to bring all of their students into this learning management system that way, if they continue their education, and, you know, continue with the community college, or they go into, you know, a university, and so on. They have already have the skills on how to be online, how to use an LMS. A learning management

system. So we provide the California distance, learning cooperative for them, and we purchase those licenses on their behalf, and then they they get the 50 licenses, and they can expand that if they if they choose to all of this that I'm telling you right now is all accessible for our education, and really for anybody on our website for free. So again, California Department of Education funds us 100, and we offer all of these services for free for all of our educators. We also offer an annual symposium which now we do it hybrid. We typically used to have yes, a technology and distance learning symposium in person. But really the idea was to get them online in labs to kind of start working and get, you know, get their hands dirty, right hands on experiences. But we understood the need is greater than that. So we want to be able to reach everybody. So we still have an in person. But we also offer an online component and one, you know, working on our skills to ensure that all of our teachers have the training to provide high flex experiences so flexible hybrid classes where your student could be at home, and you have a set of students in class. And what is that going to look like. Our teachers that way through a symposium through other professional development opportunities. Everything we do is following accessibility in Section five away, come, compliance, the law. So on our website you'll find you know strategies and resources for all educators to be able to provide accessible resources to all of their students. So that's something that we offer our teachers through our website and many other resources and tools, through a a website called the Eel Civics Exchange, where the students in our English language learner classes. They, you know we want them to be a pro acidic man, a member, right? So we want to teach them a little bit more on soft skills. Want to teach them a little bit more on. How how do you navigate the Dmb or how do you navigate an emergency situation, or you know how do you call the doctor and make an appointment, and so we want to be able to provide our teachers with resources, to be able to conduct those lessons. So we do that through our California Eel Civics exchange website. And lastly, we like to celebrate our students. Our students have done great accomplishments, and you know, with life happened to them and through, and that's why they ended up in adult education. And so we have a spotlight called the Students 16, where we celebrate our students, and they are nominated on an annual basis, and they're highlighted at the Acts of Conferences, the Administrator Conference along with our local California adult Education program conferences where we celebrate our students or some amazing stories about adult learners. I'm going to pop those links into the chat, and hopefully you can access them and see them. I think i'm all done here, and so i'm going to hand it back to you for folks on the call to ask you all questions. I know there were questions ready in the chat, and folks are answering them as we go, but want to make sure there's an opportunity for folks to go off, Mike, and you know, use your reaction, Raise hand buttons, and then we can meet you. Or if you are having our time, a meeting. Just put in the chat, and then i'll find you and i'll meet you there too. So we can do this. Yeah, both ways or if you have questions for each other. I want to make sure not to science. You as well think. I think that is for unit. Yeah, I think that's a great question. You know it is it does take a lot of work, and you know there's a lot of equipment out there that have helped us, you know. There's something called our labs.com so that's owllabs.com and you can purchase a device that is kind of rotating with you when you're teaching in the classroom. And then also the online student can log in and see the same thing that the in person student is seeing. So there's some investment to a lot of equipment that can help kind of, you know, making a conference hybrid. But even then I mean I always tell my you know our our agencies this all the time. You might not have the budget to purchase those things, so a webcam can do a lot of, you know. Our teachers taught us so much during the pandemic when they had to pack up and go and still reach their students. Even when we were closed down they said, hey, I have a web camera. I have a phone, you know I have a tripod that let's

log into zoom. Let's, you know, here's everybody you can see. You know my my board and you can kind of join us online. So there are our devices really help us kind of make a hybrid situation. And so each presentation, you know, has those tools and those devices. It takes a lot of people and tech. We want to make sure that the experience is equal for those that are in person and online. So you know, we need more people to to help us monitor each room. So investments in people, investments and devices, so that we can ensure that the experiences as equitable as possible. Thank you for answering that, and i'm not seeing more questions. So i'm just going to pose a few questions for our our bigger community. So folks beyond the panels, too, if you're able to share any digital equity programs that are helping advance educational outcomes in your communities. And then a few sub questions that you can comment on in no particular order is does your organization offer programs to address any of the following brought them affordability or adoption, digital literacy and skills, training, digital navigator program device access and then question number 2 is what digital equity programs do you think are still needed and are currently missing in our current in our State. I'll jump in here in terms of if we're in Grill County here in broadband affordability and adoption program. Currently, our board link system is offered at no cost to the families. This cost is currently born by the school districts and some other government institutions that participate in our program. We still do recognize that we need to work more on digital literacy and skills. There are some programs out there through the libraries, the local libraries. I think we could definitely synergize a little bit more through other agencies. And we're trying to get the word out as well with making sure that our families understand, as some of the subsidy programs walk them through those as some have alluded here. They are complicated, and in some cases our families just have these language barriers that Don't really help them fully utilize these programs. It will say, you know your local adults goal has many different resources also to access. I mean many of our agencies, you know, provided you know, device access. They were giving out devices depending on the funding that they received that year, and continuous funding, moving forward their local grants that the adult schools are accessing, as well to to ensure that they are providing tools and resources and devices to the community. In each community I will say, as far as digital literacy is concerned, the adult school has taken the task to really be kind of that hub of digital you know, to teach our communities how to access resources online. So through an LMS outside of an LMS. Depending on your level or your comfort level, using technology, you can, you know, depending on the adult school. You can access training and development on digital literacy throughout the State. Sorry to call on you, Jason, but what you want. Would you like to highlight on these links and just give some context to what they are. Yeah, we this past year we had 5 school districts in the Bay area mostly in Sacramento, participate in a digital literacy, a professional learning opportunity where we build capacity within teacher, administrative teams, homogeneous teams how communities of practice with them around digital literacy support what's happening, creating the exemplars in the classroom, and then building strategic plans around digital literacy and digital equity, and so I just put some examples of the work. Our county, also County office did this past year, funded by the California Department of Education foundation to support digital equity and literacy, and so just some links are in there. We built an application tool to help districts, build a strategic plan around digital literacy. We're hoping to continue to expand this work and in subsequent years. Jason. A. Follow up question. I'm. Looking at the sample plan that you posted the roadmap that you posted, and I see that Santa Cruz used it used the shifted shift. LED Self assessment. Did you guys have to pay for that, or was that around list standards and a few other ones, and it's an application. It's basically a Google form tool that will use school look or studio to push out a report to all all users as well. Now, I still have a data format.

Yeah, so it should send you an email report of your results once completely and a link to access to look our studio record. Scrolling through the chat once more, but it looks up anything to add. Please feel free to drop it in the chat just, or any questions for our panelists seeing any solid move and move forward to the next section. But if you do, please drop in the Channel. I'll try to bring us back if we can. The next part is, Map your work and map your impact, which is all your work is incredible, and what we've been having our working session, our workshop, and here, at a outcome area, working groups is a lot of planning processes, and it's all essentially coming together to to inform our digital equity plan right and just want to make sure you all know it's a 5 prompt approach where we are conducting virtual and in person offline conversations so that we can really cover as much as possible in the State of California and the Dean tool, which is our digital equity, equal system, mapping tool, as well as our public survey is another part of that plan to really survey California and get data into the plan that we're tracking. So handing the mic over to broadband equity partnership and talk to you all about what that looks like, and where we're in the status of Hi! Everyone. I'm Maile Martinez I'm With the Brooklyn Equity partnership and I'm going to be telling you about a couple of really important tools we're using to capture the amazing work that you are already doing across the state to drive digital equity as well as identify the gaps and opportunities that we can make sure to address with our digital equity plan so I'm going to be talking to you about 2 tools. The first is called the digital equity ecosystem mapping or DEEM tool and this tool is now live. It is the audience, for this tool is organizations or agencies, or representatives of organizations or agencies that are doing, or could do, digital equity and inclusion work anywhere in the State. So it's a place where you can identify the programs being offered where and to whom and then also what's missing in each region, and that's going to really help us to identify barriers to achieving digital equity and every county across the State and to get to access this tool, you can use the QR code that you see on your screen here, or you can visit the vanity link that's at the bottom of the screen, and I'm going to talk a little bit more about how you could access the tool and promote it. We're tracking responses to the DEEM tool as I mentioned, is already live. We have 163 responses to date, so, as you can see, there's a lot of opportunity to get a lot more feedback. The map that you can see on the right hand side of your screen shows responses by county. So the the darker green counties are those where we have and 11 or more response responses, and the red and orange counties are those where we have one or 0 responses so we could really use your help both in filling the tool out yourself and spreading the word. So we can get feedback from all across the State, and especially those that that are not represented yet. So really, the call to action here is to complete the DEEM tool yourself. It takes about 10 minutes. The survey is available in English and Spanish and also to share the tool with your networks. So there are links on this slide. These resources are going to be made available to you, and I'll be dropping them in the chat as well where you can access the a toolkit that we've created to help you promote the deemed tool to your networks, and that would include superintendents, principals, parents. You know any representative of any organization, nonprofits that are active in your education communities that want to be counted and represented in this work. There's also a link to the Spanish version and we also have a version for ISPs for those of you who interact with Internet service providers that want to spread the word about, captured their work as well and thanks, I can see that some of the links are already in the chat next slide, please. I'll go ahead and speak about the other survey, and then we'll do a demo of both. So the team tool was one tool that I was that I wanted to talk to you about, there is another survey that is a digital equity online survey, and this has a different audience. So the DEEM tool, as I mentioned, is the audience is really organizations and agencies and their representatives. The digital equity online survey is

public, and it's appropriate for anyone in the state of California to fill out it. The target audience are households. So folks who are heads of household, what it reflects the experience of their household and using the Internet. This tool is mobile, friendly. It's available in 14 languages with built in audio functionality. So that means that people who use screen readers or have low vision, people who have low literacy in any of those 14 languages have access to this tool and it captures information about internet access affordability and adoption for residents in in household. So we'd also appreciate your help getting the word out about this tool when it goes live, and it will be going live very soon on Thursday, May eighteenth and i'm going to give you a chance to see how they work. So this is the public survey and I knew that because you can see an upper right hand corner here, it's available in 14 languages and so the user here has just changed to and there are others to choose from as well and we're going to also demonstrate the audio files for for people who would like to use those. If you press play we'll be able to hear that named the Yodi Shahaw Shaham. So really there was a lot of effort to make this widely accessible, as I mentioned it's also mobile, friendly. and this is the tool that is available to any head of household or any individual across the State of California and it will be going live on May eighteenth, and we'll appreciate your help getting the word out about this when it does go live. This is the DEEM tool, which is the the survey that is already live, and targets, organizations and agencies. As you can see it's available in English and Spanish. It just takes about 10 minutes to fill it out and if you spend even maybe 2 minutes at the beginning, entering this crucial information, this will help your work be captured. I can see in the from watching the chat on this call there's a lot of great work already happening, and questions about where we can learn more. This is one way we can aggregate all the amazing work that's happening across the state when it comes to digital equity. So the call to action is really to in the first instance, fill out the DEEM tool, and help us spread the word about the team tool you and you can leverage our toolkit. and then also fill out and spread the word about the public survey when it goes live on May eighteenth. Thank you, Maile, and it really doesn't take all of us to to really push this to the next level and, as you remember from the first, I think the first 2 meeting we went over the timeline. We're hoping to capture all of this in the next couple of months, and have a track to you all by late summer, so I would say, like August is when public comments period is open. That's when we will launch our track, and you know, really hoping you all can say what else is missing in this drop and we are submitting the plan in November. So between August and November that's when we're finalizing the plan and so you know now, in terms of the timeline that we have, and the tools that we developed really leaning on you all to reach across the state, really and if you remember the map that she showed just now, and there are a lot of regions in California that you know we definitely need to reach out to right. And so we're in all these workshops and all over the State, but we really can't do it without you. So we're pushing for virtual in person engagements, and these schools as well, can we? We share the screen now just picking up in terms of next step. So we will have one more meeting for our primary working group on June thirteenth and same time on Tuesday, and that's you know, by then we would want to really let you know what is captured in the Jamesville so far, and any that with any data that we have council for in the public survey, as well as you know, continuing and building on this conversation as you remember, in February we talked about the challenges in the digital divide the barriers that this in March we talked about how that contribute to educational disparities and you know, building on top of it. This time we're talking about different types of programs and services that are are existing to address that right? And i'm not saying like we only focus on that. And there's a lot of overlap each time, but as we're building and expanding our table, we repeat some way we expand more ideas, and really capturing what our state is doing so that we can do

more and and leverage, you know, additional Federal dollars to increase the State of California. So with that next slide, please. Okay, so I mentioned a couple of times of our virtual engagement opportunities. So we have the statewide digital planning group meetings in addition to our working group meetings, and the dates are listed here, and so really stay. Stay engaged with us, bring more people to the table. We do have topics across the spectrum in here. We focus on education, but I know there's a lot of intersections right with the work that we do from health to deal, and I to workforce and economic development, so if you have networks in your you know, in your work, who who may be interested or may not be available at this time for education, but could join another work working group please invite them and to join those next slide, please. So I met a lot of folks at the in-person event, and so we have a lot more coming up. Here are some of our workshops through June 8, and I think we have 3 more tribal in each minute workshops later in June, July as well. So we'll announce that as soon as they are confirmed with the tribal government, but these are the confirmed events. All of the dates and registrations are available. If you use the QR code and it's it's a really fun time, I am sure like some of the folks on here can talk a little bit about it, but you know, want it to it. It's refreshing to hear and work in person, and just spend a day to share ideas and bring more folks. And to this planning process so and I think next slide could be in our last one. So just a quick summary of everything we talked about, the next step for all of us is to complete the DEEM tool, and by Thursday we will send you the digital equity public survey, so you can forward that and to your friends, family and networks, and please continue to participate in the area working for meeting the dates is is set. We're not changing it, and then 10, a planning workshop in your region. And even if you can from the entire day, I'm coming out way, you know, or like that's okay to it's actually it's a lot of fun. and I feel very biasing it's fun, but it is. I've been to 8 so far, and so i'm all across the state meeting really, great people who are so dedicated to this work and think, you know, bringing you all along as as our one team. Now really to do it to this for California, and so thing to see you there and next slide and I think that's it for us. That is our general email so if you want to share, send people our way you can use that, or my email address is listed here and please stay in touch. I'll stick around for a little bit to answer any questions, or if folks have questions for panelists, say it now, or put it in the chat so we can make sure it directed to our right panelists. So thank you so much for your time, and have a great afternoon.