Promoting Educational Continuity in the Era of Digital Acceleration

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A year into the COVID-19 pandemic, K–12 education is still facing uncertainty. Yet, a few things are clear: Schools will need to facilitate remote learning in some capacity for some time, educational technology will continue to play a significant role in instruction and learning, and the role of education IT pros is going to be more important than ever.

The classroom now extends beyond the campus, and schools must deliver the same quality of education whether students are at home, in other remote locations or in the traditional classroom. Given that digital technology is integral to the seamless delivery of instruction — wherever students are learning — IT teams will be central players in promoting educational continuity. To help IT pros in education manage their expanding responsibilities and maximize the value of technology for instruction and learning, Insight Public Sector has compiled key considerations for promoting educational continuity. Topics covered in this whitepaper include: creating an educational technology roadmap, ensuring network, device and end-user security, maximizing IT budgets, and improving and democratizing access to education.

At the onset of the COVID-10 pandemic, more than 55 million K–12 students in the U.S. left the traditional classroom.[1] In order to comply with social distancing protocols, school systems implemented remote instruction and learning, forcing districts, schools, educators and families to embrace digital acceleration — essentially overnight.

During this rapid transition, technology solutions that were once considered "nice-to-haves" in education, such as 1:1 computing, became "must-haves." As schools, educators and students found themselves in new digital territory, so did IT leaders and their teams — with increased responsibilities. Prior to the pandemic, many education IT pros had been focused on aligning and deploying technology to augment traditional modes of classroom instruction. Suddenly, they were also challenged to implement and support remote learning on a massive scale. Pre-pandemic, K–12 districts in the U.S. accessed an average of 952 educational technology tools each month. In the spring of 2020, that monthly number rose to 1,413 before dropping slightly to 1,397 per month in the fall of 2020.[2]
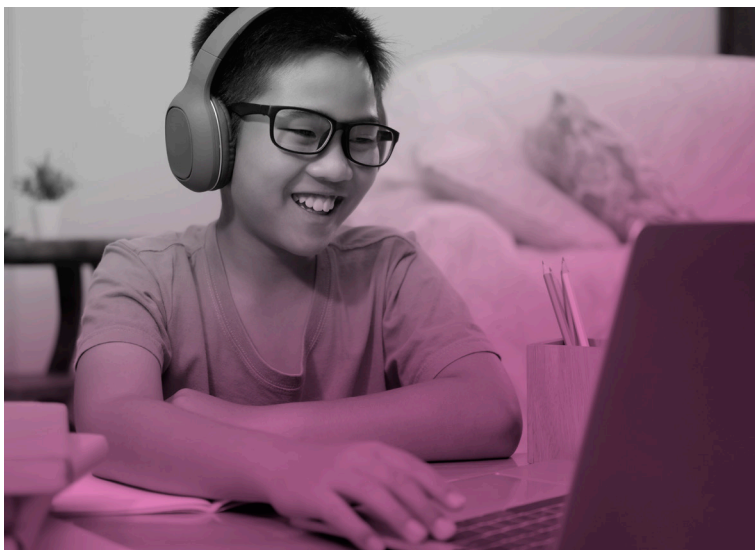
EdTech tools used per month in K–12

Pre-pandemic: 952
Spring 2020: 1,413
Fall 2020: 1,397

43% of U.S. teachers believe that teacher training needs to be prioritized in order to make remote learning successful.[3]

As districts and schools have coped with the ongoing impact of the pandemic, various types of learning environments have emerged. In some school systems, classes continue to take place remotely. Others have implemented hybrid models that facilitate a blend of on-site and remote instruction and learning. And, with new reopening guidance from the CDC, some districts are now bringing students back to campus.

K–12 education is facing a good deal of uncertainty. Yet, a few things are clear for the foreseeable future and beyond. First, schools will need to facilitate remote learning in some capacity for some time — perhaps permanently. Second, educational technology will continue to play a significant role in instruction and learning. According to educational software provider Promethean, "In a post-COVID world, the classroom is no longer contained within four walls, and edtech will be the key to expanding beyond them."[4] Finally, education IT pros are going to be more important than ever. As the Consortium for School Networking (CoSN) observes, "IT leaders are connecting administrators to operational efficiency, teachers to actionable insights and students to opportunity."[5]

In this new normal, the classroom now extends beyond the campus, and schools must deliver the same quality of education whether students are at home, in other remote locations or in the traditional classroom. Digital technology is integral to facilitating and promoting the seamless delivery of instruction, and IT teams will be central players in promoting educational continuity. To help IT pros in education manage their expanding responsibilities and maximize the value of digital technology for instruction and learning, Insight Public Sector has compiled key considerations for promoting educational continuity today and into the future.

Creating an educational technology roadmap

The pandemic forced school systems to implement and/or scale their digital technologies at a moment's notice. As it turns out, districts and schools that possessed some degree of digital readiness prior to the pandemic seemed to have fared better than their counterparts without those resources. These success stories suggest the importance of building flexibility and resilience into the learning environment through digital technology today to mitigate against uncertainty tomorrow, and promote educational continuity amid a future crisis. As Emiliana Vegas and Rebecca Winthrop of the Brookings Institution note, "After COVID-19, one thing is certain: School systems that are best prepared to use educational technology effectively will be better positioned to continue offering quality education in the face of school closures."[6]

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> — Emiliana Vegas and Rebecca Winthrop of the Brookings Institution

The first step in achieving these outcomes is developing an educational technology roadmap that outlines the strategic vision for adopting and enabling digital technology in the classroom. With this kind of guidance, districts, schools and their IT pros can make informed decisions about leveraging existing technology, acquiring and implementing new solutions, and educating end users about how to use the tools — all so learning and instruction can continue without interruption, no matter where it is taking place.

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More specifically, educational leaders and IT pros should consider the following questions when developing such a roadmap.

(1) What is our current state of digital readiness?

Before acquiring new solutions or the latest educational technology tools, it is important to take stock of existing resources. The least effective approach is to acquire new technology for its own sake without evaluating how it fits into the district's larger educational technology goals and existing technology ecosystem. School systems and IT teams may realize they have already invested in the right tools for their educators and students and simply need to find more effective ways to leverage them. If that is not the case, considering the unique needs of the school system and the end users within it is a good place to start.

(2) Who are our end users? What are their unique technology needs?

All of the stakeholders and end users within an educational ecosystem — administrators, educators, students and parents — have different skill sets and levels of comfort when it comes to technology. Some educators are early adopters while others are more resistant. Students' technology skills vary by grade level, but those skills can also vary within the same classroom. Furthermore, even though students may be digital natives or savvy social media users, schools should not assume this fluency will carry over to the digital learning environment. In order to effectively serve end users, IT teams will need to take stock of where users are and meet them accordingly, rather than apply a one-size-fits-all approach.

(3) What is our change management approach?

As one panelist in Insight Public Sector's December 2020 **Edtech Forum** put it, "50% of the job is change management." Implementing digital technology in the learning environment at scale is a fundamental shift in the way schools and classrooms operate, and it requires guidance and support from those who are shepherding it. In particular, end users need to understand what will be expected of them as well as how digital technology will benefit them. For example, educators may be reticent to adopt digital tools out of fear that these solutions will one day replace them. Clear, thoughtful and consistent communication about how the solutions enhance their teaching can help ameliorate those concerns.[7] Above all, listening to teachers, students and parents can demonstrate that their needs and input matter and will be carefully considered.

(4) How will we facilitate enablement?

Getting the right devices and tools into students' and teachers' hands is only one half of the equation. Districts need to ensure end users know how to effectively use those resources and that they have ongoing access to technical support when they need it. As many school systems have learned over the past year, implementation and support must be available in a remote capacity as well as on-site.

(5) How will we incorporate ongoing professional development for educators?

As educational technology becomes a permanent fixture in the classroom, its success will be increasingly dependent on buy-in, support and sponsorship from educators. Thus, school systems should make plans to ensure these valuable allies receive up-to-date training and ongoing professional development. Indeed, 43% of U.S. teachers believe: "Teacher training needs to be prioritized in order to make remote learning successful."[8] Additionally, school systems looking to maximize educational technology can go one step further and involve teachers in the decision-making process by soliciting their input on how technology can complement and supplement instruction. As educational scholar Anna Dabrowski notes, "For technology to be effective, teachers must first understand how to use it and then be involved in planning how it will fit with instructional needs."[9]

The pandemic forced school systems to advance their digital capabilities very quickly, but this experience has surfaced valuable insights that can be applied to the strategic implementation and management of educational technology over time. Going forward, IT pros should leverage these learnings to develop an educational technology roadmap that increases flexibility, promotes educational continuity and helps futureproof their schools.

Ensuring device, network and end-user security

Security has always been top of mind for IT pros, and it takes on even greater urgency in the K–12 educational setting. In fact, in 2019, CoSN reported that cybersecurity was the top priority for IT pros in education.[10] Nearly 1,200 K–12 cyber incidents have been reported since 2016.[11] Now, with the dramatic increase in end users and devices connecting to the network, often through unsecure or unreliable at-home internet connections, the COVID-19 pandemic has exacerbated that urgency to an unprecedented degree.[12] Furthermore, widespread remote and hybrid learning has revealed an additional imperative to security initiatives: keeping end users secure to mitigate disruptions to instruction and learning.

Prior to the pandemic, K–12 cybersecurity pros were already overburdened, leading to the observation that these departments have been "notoriously underfunded and … overwhelmed."[13]

> In particular, some of the most common cybersecurity threats facing IT teams in education included data breaches, denials of service, phishing scams, malware and ransomware, and software vulnerabilities.[14]

Today, IT pros in education must still ward off and respond to these threats, but they have also taken on additional responsibilities to support educational continuity in remote or hybrid learning environments. First, they must secure a large number of devices — some of which are district-owned, and some of which are owned by end users, potentially making the devices in the latter category harder to monitor and update. Moreover, IT pros must ensure that all of those devices can connect to the school's network without jeopardizing the school's IT infrastructure. Finally, in addition to securing the devices and network, IT pros in education must authenticate all users, including non-teaching staff and users from other business functions. And K–12 IT teams must maintain the roles for which those users have been authenticated to avoid interruptions to instruction delivery.

Of course, the security challenges do not end with protecting data, end-user privacy and the integrity of the network. IT pros must also protect end users against malicious actors and cyber predators. These bad actors are highly aware that children now spend even more time online, and they exploit the fact that parents simply cannot monitor their children's online activities 24/7. In digital learning environments, that task often falls to the school or district IT pros to accomplish through privacy settings, permissions and content filters.

Common cybersecurity concerns

- Malicious actors
- Domain spoofing
- Doxing
- End-of-life software vulnerabilities
- Phishing

Finally, although ensuring end-user security is paramount, IT leaders and their teams must strike the right balance between safety and student engagement. Content filters that restrict access to certain websites and online content can help keep students safe online (and possibly more focused), but they run the risk of blocking access to information or digital materials students need to complete their lessons and schoolwork.

While cybersecurity remains a pressing and ongoing challenge, there are several approaches K–12 IT pros can adopt to manage its demands.

Ideally, a school's or district's educational technology roadmap will incorporate a cybersecurity plan. Given the numerous moving parts and pieces that comprise K–12 cybersecurity solutions, outlining the cybersecurity strategy, along with its orchestration and management, is a necessary first step. The cybersecurity portion of the roadmap might also address the development and promotion of responsible use policies and outline how all end users will be informed of such policies.[15] Additional considerations could include protocols for securely storing and backing up data, creating firewalls and continually monitoring the network.[16]

> According to the Emsisoft Malware Lab, at least **1,681** schools, colleges and universities were impacted by cyberthreats.[17]

Likewise, establishing security guidance and standards prior to a major incident — or a large-scale, ongoing crisis like a pandemic — can help IT teams respond to threats more quickly and effectively. These standards may come directly from the school or district itself, but IT pros can also look to existing national guidance for inspiration and recommendations. Indeed, even before the COVID-19 pandemic, K–12 cloud security platform developer Managed Methods encouraged IT pros in education to "familiarize [themselves] with the National Institute of Standards and Technology (NIST) cybersecurity framework to develop, audit and strengthen [their] own cybersecurity infrastructure."[18]

Of course, as the pandemic has revealed, K–12 IT pros do not always have the luxury of imagining and planning for every possible disaster scenario in advance. In this case, the best course of action may be to draw on existing security resources and guidance from federal and state agencies, as well as insight and expertise from trusted IT partners, with the goal of revisiting those solutions after the initial crisis period has passed. This is where many educational IT teams are today. Now that emergency measures have been put in place, and IT staff and end users are more comfortable operating day to day, IT teams have the chance to reevaluate, update and redesign their short-term solutions for long-term and ongoing remote or hybrid instruction.

As remote and hybrid instructional models take root today and for the long haul, educational continuity becomes increasingly dependent on cybersecurity. In addition to historical security and privacy challenges, K–12 IT pros must now contend with proliferating devices, threats and bad actors — all while ensuring end users have appropriate access to the network, digital curriculum and realistic guidance for online safety. Incorporating learnings from the past year into a district's or school's educational technology roadmap, as well as referencing and expanding upon existing guidelines, can help IT teams deploy more effective cybersecurity measures in support of student outcomes and educational continuity.

Maximizing IT budgets

Even before the pandemic, "budget constraints and lack of resources" was the top challenge facing K–12 IT pros, consistent with six years of research from CoSN's annual K–12 IT leadership survey.[19] As the role of the IT pro expands to keep pace with the impact of the pandemic in the short term and to leverage the opportunities of digital acceleration in the long term, IT budgets will likely remain a pain point. But finding ways to address this ongoing challenge is vital to ensuring educational continuity today and in the future.

Fortunately, school districts and their IT teams can consider a range of options to maximize their existing IT budgets and available funds in service of educational continuity. Some of these options are better suited to short-term or emergency situations while others can set school systems up for success over time.

Short-term options

As many districts and schools have likely learned over the past year, reprioritizing IT funds in a crisis can free up precious financial resources to support the most pressing initiatives and needs. And reprioritization does not have to stop with IT budgets. In the past year, some schools have been able to divert facilities or operational funds to IT needs, particularly those monies that were already allocated to IT-related improvements, such as smart or Internet of Things (IoT) solutions.

School systems and their IT pros can acquire funds from outside sources as well. Understanding the different levels of funding available from local, state and federal agencies is key to optimizing IT budgets within education. For example, CARES Act funding, along with E-Rate Program subsidies, have provided additional funds to supplement the costs associated with COVID-19, remote or hybrid learning, and digital technology.

Six provisions of the American Rescue Plan[20]

- **~$110 billion**
  directly to school districts (States that serve low-income students will receive more money per student.)

- **~$22 billion**
  to address lost learning

- **$1.2 billion**
  for summer enrichment programs and after-school programs

- **~$2.6 billion**
  for programs and grants to aid students with disabilities

- **~$2.8 billion**
  for private schools that serve a significant number of low-income students

- **$800 million**
  to identify and support homeless students

Looking ahead, 2021 marks the start of the next five-year cycle within the E-Rate Program, creating opportunities for schools to plan for, and embark on, new initiatives with support from those subsidies. Finally, President Biden's American Rescue Plan has allocated **$170** billion for education, with **$30B** of these funds earmarked for K–12. This plan will provide a fresh round of funding for schools to leverage.[21]

Long-term options

IT pros in education can help maximize their budgets by reevaluating their existing IT solutions and processes. For instance:

- Updating or repurposing existing infrastructure and technologies can **extend their lifecycles** without requiring investments in entirely new solutions.

- When new solutions are needed, school systems can buy in bulk to negotiate discounts or better licensing terms with IT vendors and solutions providers.

- **Vendor consolidation** can enable districts and schools to streamline, simplify and optimize their IT contracts.

- Lastly, automating IT tasks, such as deploying and securing software or updating network connections, can free up IT teams to focus on more impactful initiatives.

When it comes to purchasing hardware and software, it can be tempting for administrators, educators and staff to acquire their own solutions. However, it may be more advantageous to standardize those purchases through the school system's IT department. Doing so can equip end users with higher quality solutions (often acquired at a discount in bulk), as well as curtail shadow IT and the spread of other non-sanctioned solutions.

Finally, shifting educational technology from capital to operating expenses is one of the most valuable ways IT teams can maximize their budgets.

Even if districts use state or federal funds for technology purchases, they will still need resources inside their IT budgets to maintain those capital outlay purchases. Finding those funds may be increasingly difficult throughout the school year or hard to plan for, especially in emergencies or crises. Moving capital IT purchases into the operating budget enables IT teams to account for spending more consistently.

School systems can facilitate this shift from CapEx to OpEx by moving to **Anything as a Service (XaaS) solutions** or subscription models, which allow pay-as-you-go pricing for districts for the technology and services that schools and distrcits consume. XaaS models also enable IT teams to quickly scale solutions and services up and down as needed (like in times of 100% remote learning). Finally, since XaaS models operate via the cloud, they are ideal for remote or hybrid learning environments.

In addition, school systems can shift IT expenses to operating expenses by investing in third-party managed services to implement and manage IT solutions and services.

This approach frees internal IT pros from tasks that "keep the lights on," allowing them to prioritize higher-level initiatives instead. Moreover, finding the right managed services provider gives school systems a strategic partner and trusted advisor when it comes to defining, acquiring, deploying and supporting IT solutions and services.

As demonstrated over the past year, any solutions that create greater flexibility — especially from a budgetary standpoint — are ideal. With this increased flexibility, districts and schools have more latitude to implement solutions to cope with uncertainty. Finding ways to build that flexibility into IT budgets will be integral to facilitating educational continuity throughout the end of the pandemic and beyond. As remote and hybrid instructional models take root today and for the long haul, educational continuity becomes increasingly dependent on cybersecurity. In addition to historical security and privacy challenges, K–12 IT pros must now contend with proliferating devices, threats and bad actors — all while ensuring end users have appropriate access to the network, digital curriculum and realistic guidance for online safety. Incorporating learnings from the past year into a district's or school's educational technology roadmap, as well as referencing and expanding upon existing guidelines, can help IT teams deploy more effective cybersecurity measures in support of student outcomes and educational continuity.

Improving and democratizing access to education

The rapid digital acceleration spurred by COVID-19 has underscored what educational technologists have known for some time: Widespread implementation of digital technology is possible, and it has the potential to dramatically enhance the educational experience. Emiliana Vegas and Rebecca Winthrop, Senior Fellows at the Brookings Institute, explain that educational technology can bolster learning by "scaling up quality instruction, facilitating differentiated instruction, expanding opportunities for student practice and increasing student engagement."[22]

Indeed, anecdotal evidence gleaned from pandemic success stories suggests that some students have benefitted from learning in a remote or hybrid classroom and may even prefer it to the traditional classroom. For instance, students who were afraid to participate or engage the teacher in front of the entire class are finding their voices in a more intimate online setting. And some students who struggled to pay attention on campus are concentrating more easily at home or in a non-traditional classroom environment.
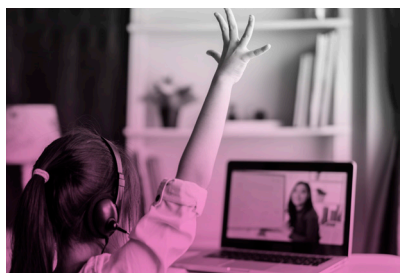
Educational technologists believe this shift toward the digital learning environment can lead to more personalized learning.

Artificial Intelligence (AI)-enabled digital technology can generate a wealth of data about how students learn and what drives engagement, enabling instructors to leverage insights and develop more individualized learning plans for their students.[23] AI also promises to improve the teaching experience for instructors, with solutions that automate processes like class preparation, administrative tasks, and evaluation and feedback.[24]

But the benefits of educational technology can only materialize if every student has the same access to digital or online instructional resources. Unfortunately, the pandemic revealed the extent of the digital divide in the U.S. — a grave threat to widespread educational continuity.

More than **25%** of U.S. homes do not have broadband internet service.[25] Before pandemic-related U.S. school closures, approximately **30%** of the U.S. public school student population (between 15–16 million students) lacked household access to the internet, a digital device or both, prompting education experts to warn about the long-term effects of the "homework gap."[26]

Once the pandemic was in full swing, the impact of unequal access to the internet and ongoing connectivity challenges became apparent. According to Promethean, 31% of U.S. teachers believe the digital divide will be the "biggest barrier to maximizing student success in the coming [2020–2021] school year."[27]

Recognizing that educational continuity should not be dependent on one's home internet access, communities, school districts, IT pros, families and IT providers have begun looking for ways to **close the digital divide**. In the short term, internet carriers have tried to address bandwidth shortages. Districts have relied on acquiring additional devices and wireless hotspots from their local communities and city governments. And schools opened up their networks and shifted outdoor access points to accessible areas on campus. But these short-term solutions are not adequate for the long haul, so some districts are trying to become their own internet service providers. Likewise, device suppliers are trying to incorporate LTE technology into mobile devices for end users in rural areas waiting for the government to lay more fiber.

Moreover, greater awareness of the problem and impact of the digital divide is raising new questions. Some experts speak of a "second digital divide," referring to gaps in enablement and digital literacy. In other words, not only do end users need access to educational technology, but it is also imperative that they know how to use, navigate and make smart decisions around technology and the internet once they do have access.

As has been the case in many areas of society, the pandemic has revealed substantial inequities in education. Given the potential of digital technology to promote and enhance educational continuity, as well as democratize access to education, this moment will hopefully serve as a wake-up call and inspiration to find long-term solutions to the problem of the digital divide.

In the last year, rapid and widespread digital acceleration in education has certainly wrought many challenges. But positive and meaningful outcomes are also emerging.

There has been ongoing collaboration — among colleagues in schools, between families and even across IT vendors — in support of student well-being and success. People now have greater appreciation for the vital role teachers play in our society, and educators have greater awareness of their students' home lives and the varying degrees of support and resources available there.

The widespread embrace of digital technologies in the classroom bodes well for the future of 21st century learning. 87% of teachers believe their ability to use educational technology has improved, at least, somewhat.[28] And IT pros and educators have been innovating and implementing new processes and pedagogies that will outlast the pandemic and advance instruction and learning.

In order to harness these new opportunities and realize the power of educational technology, school systems and their IT pros must ensure educational continuity. This means:

- Creating seamless experiences across a variety of learning environments

- Developing a strategic roadmap for educational technology and investing in digital solutions as a means to an end, rather than ends in and of themselves

- Facilitating and maintaining safe, secure access to the school network across all devices and end users

- Supporting educational technology — its adoption, enablement and maintenance — with adequate financial resources

- Ensuring all end users have equal access to digital technology, the knowledge to use these tools and the support they need, when they need it

The setbacks and challenges resulting from the unprecedented COVID-19 pandemic are daunting, but crises have a way of sharpening focus, renewing commitment and creating new opportunities. As our nation's schools recover from the past year, they are revealing new ways of thinking about educational technology. Thus, even with the uncertainty ahead, it is an exciting time to be an IT pro working in education. The role of IT pros is more important than ever, and IT teams will be at the forefront of advancements in instruction and learning. The imperative of educational continuity is a big responsibility, but as 2020 made clear, IT pros dedicated to advancing student success through technology are equal to the task.

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