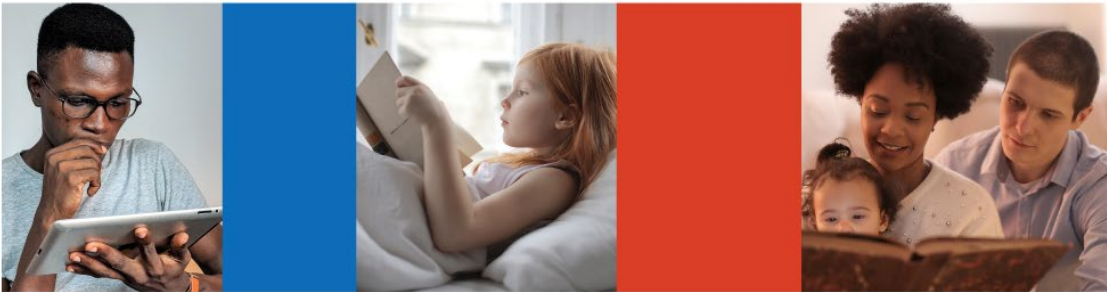


# Instructional Continuity Planning Guide

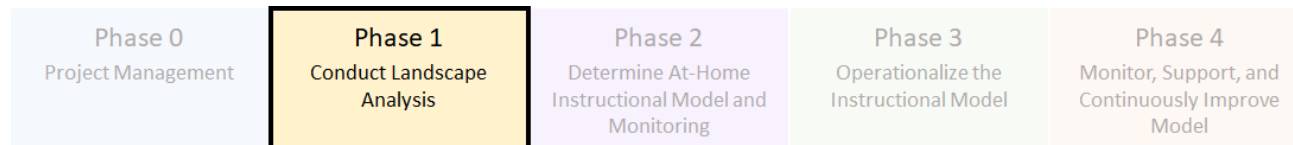
## 1.1 Assess At-Home Technology Access



The information included in this guidance is provided as a resource only.  
This information is intended to assist in the delivery of educational resources in this time of public crisis.

## Phase 1: Conduct Landscape Analysis

### Planning Category 1.1: Assess At-Home Technology Access



#### Planning Category Activities

1. **Survey students and teachers** to assess existing student access to technology, including hardware, software, and connectivity.
2. **Compile, organize, and analyze results** from the surveys to determine delivery model limitations.
3. **Identify low-lift, high-yield opportunities** to increase technology access (e.g., hotspot rental program, hardware pickup, etc.)
4. **Develop local partnerships** to increase access to technology.

#### Planning Guidance

Districts must understand teacher and student access to devices, internet, and software before making decisions on at-home curriculum and instruction. When analyzing at-home access to technology, districts should consider trends in student subgroups (e.g. economically disadvantaged, special populations, etc.) to create equitable at-home curriculum and instruction (C&I) model for all students.

1. **Survey students and teachers** to assess existing student access to technology, including hardware, software, and connectivity.
  - Do students and teachers have access to technology (e.g. computers, mobile device, tablet, gaming system, etc.)?
  - Do students and teachers have reliable access to the internet?
  - Do students and teachers have a basic level of computer proficiency?
  - Do students and teachers have access to the district resources that will be used for online learning (e.g., LMS, content resources, etc.)?
  - Are there content areas/grade levels where online learning resources are lacking?
2. **Compile, organize, and analyze results** from the surveys to determine delivery model limitations.
  - How many students and teachers have access to technology?
  - How many students and teachers have reliable access to the internet?
  - How many students and teachers have a basic level of computer proficiency?

3. **Identify low-lift, high-yield opportunities** to increase technology access (e.g., hotspot rental program, hardware pickup, etc.)
  - What technology devices are available for distribution to students and teachers?
  - What district facilities could be established as distribution centers to most efficiently cover the district geographic boundaries?
  - What internet service providers are in your immediate area and offering free or discounted data plans and hotspots to students?
  
4. **Develop local partnerships** to increase access to technology.
  - What can businesses, faith-based organizations, and nonprofits offer to support students and teachers with increased access to technology and the internet?
  - What can vendors and service providers currently working with the district offer to support students and teachers with increased access to technology and the internet?
  - What recommendations and resources are being offered by your Regional Education Service Center to support students and teachers with increased access to technology and the internet?

### Suggested Staff Support

Consider enlisting representatives from the following district-level offices:

- Research and Evaluation to support the development of the survey
- Communications to support the delivery of the survey
- Information/Instructional Technology to address technical specifications to operationalize the implementation of devices and resources
- Teaching and Learning or Curriculum and Instruction to support selection of resources and training
- School leadership or principal supervision to support campus-level planning
- Special programs, such as Bilingual Education, Dual Language, ESL, Special Education to support compliance with accessibility requirements
- Finance and Purchasing (Business Office) to support procurement processes

Consider identifying campus personnel (administrators/teachers) at each school to serve as liaisons or leads for each of the district-level instructional offices listed.

### TEA Resources

- Guidance to Districts on Providing Internet to Students: information on free broadband and internet services
- Sample Parent/Guardian Survey (available in English and Spanish): brief survey to assess student access to technology and internet in the home
- Parent/Guardian Survey Questions Bank (available in English and Spanish): collection of survey questions to customize the design of your parent/guardian survey
- Sample Teacher Survey: brief survey to assess teacher access to technology devices and internet in the home
- Teacher Survey Question Bank: collection of survey questions to customize the design of your teacher survey

### Additional Resources

- Education Elements “Four Ways to Facilitate Virtual Learning” article: provides leaders with a lens by which to consider virtual learning options
- Keep Americans Connected: a list of vendors pledging to help keep Americans connected during the COVID-19 pandemic
- Qualtrics No-Cost Solution for Schools
- The 1 Million Project Foundation: nonprofit providing mobile devices and high-speed internet access to students who do not have reliable access at home

### District-Created Examples

- Arp ISD Online Learning Survey
- Keller ISD Technology Survey
- London ISD Access to Technology Away from School Survey

Find links to all [Phase 1 resources](#) on the TEA Instructional Continuity Framework website.