

A Report on the Findings of the Biennial State Educational Technology Needs Assessment – SETNA 2020

Prepared for the Nevada Commission on Educational Technology & the
Nevada Department of Education

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2020
State Educational Technology Needs Assessment
Ten Recommendations

1 Provide consistent and dedicated funding for educational technology.

2 Ensure sufficient Wi-Fi access in all schools and homes.

3 Support device procurement with replacement and repair processes to ensure every student has access to a current working device.

4 Provide state supported infrastructure for delivery of content and professional learning.

5 Require and support the development and implementation of long-term educational technology planning.

6 Require ongoing professional learning to support the implementation of educational technology integration in all classroom settings.

7 Repurpose the Commission on Educational Technology to an advisory council for Nevada.

8 Require access to K-12, standards-aligned, digital content for all students.

9 Review the current state technology plan annually and revise as necessary.

10 Expand and leverage partnerships as the way forward.

Executive Summary

The State Educational Technology Needs Assessment (SETNA) 2020 reports findings of survey data distributed to technology coordinators, teachers, parents, and district superintendents throughout Nevada's school districts and the State Public Charter School Authority (SPCSA). The report is divided into five sections: Overview, Needs Assessment Design and Methods, Participation, Results, and Summary of Findings and Recommendations. The results are organized by the research questions and informed by multiple sources (e.g. teacher survey, technology director survey, and superintendent interviews).

The report addresses (1) how the current capacity of schools in Nevada positively impacts the achievement of students through the use of educational technology, (2) the preparedness of Nevada teachers to integrate technology in the classroom, (3) the opinions of parents regarding the technology used by their school-aged children, (4) ways in which educational technologies can improve instructional development, delivery, and assessment in Nevada, and (5) the current status of the state educational technology plan (NR21) and what steps have taken place towards the revision of a state educational technology plan. Further, the 2020 SETNA report includes timely feedback on how the school building closures due to Covid-19 contributed to perspectives shared by technology coordinators, teachers, parents, and district superintendents.

The findings indicated that there is a major need for consistent, sustainable, and dedicated funding for educational technologies, including sufficient Wi-Fi access in all schools and homes and new devices or means for updating devices. Moreover, teachers, technology directors, parents, and district superintendents called for every student to have access to digital learning materials and a current working device. Survey results indicated that access to student content and professional development varies greatly by district. State-supported infrastructure is needed for delivery of content and professional learning. Teachers need professional learning opportunities to support integration of educational technology in all classroom settings (face-to-face, blended, and online). Additionally, the school building closures due to Covid-19 highlighted inequities in access to K-12, standards-aligned content for all students and, thus, a need exists to ensure that every student has access to high-quality content in blended and online instruction formats. Further, survey results indicated that many strengths exist in the current Nevada Ready 21 technology plan, including a strong infrastructure. However, given the shifts in funding, this plan requires revision. Lastly, partnerships are key for planning and procurement. Strong partnerships allow for vertical alignment for students across K-12 schooling, higher education and career/workforce participation.

In summary, technology coordinators, teachers, parents, and district superintendents agree that there are many strengths regarding educational technology in Nevada contributed to the Nevada Ready 21 technology plan and associated funding. In response to the results from the Technology Coordinator Survey, Teacher Survey, Parent Survey, and State Superintendent Survey, ten SETNA 2020 recommendations are provided in detail in the last section of this report. These recommendations include, but are not limited to, calls for sustainable and dedicated funding for educational technology, professional development for teachers to support their students' learning with technology, access to standards-aligned content for all K-12 students, and partnerships across K-12 schooling, higher education, and career/workforce participation.

Section 1: Overview

Purpose

The purpose of this report is to present the findings of the 2020 State Educational Technology Needs Assessment (SETNA) of Nevada's school districts. The needs assessment was guided by the requirements set forth in NRS 388.795. The first needs assessment was conducted in 2008.

Subsequent needs assessments have continued the use of the same/similar survey questions and data collection to allow for the opportunity to make longitudinal comparisons. The following research questions guided the assessments in 2008, 2010, 2012, 2014, 2016, and 2018. In addition to the continuity of questioning from prior iterations of this survey, the 2020 SETNA provided opportunities to clarify how the school building closures due to Covid-19 contributed to perspectives shared by technology coordinators, teachers, parents, and district superintendents.

Research Questions

The following research questions guide this study:

1. What is the current capacity of schools in Nevada to positively impact the achievement of students through the use of educational technologies?
2. How prepared are Nevada teachers to integrate technology into the classroom?
3. How do parents feel about the technology their children use?
4. In what ways can educational technologies improve instructional development, delivery, and assessment in Nevada?
5. What is the current status of the state educational technology plan (NR21) and what steps have taken place towards the revision of a state educational technology plan?

Organization of Report

This report presents data by research question. Many research questions are informed by multiple sources (e.g. teacher survey, technology director survey, and superintendent interviews). When possible commonalities and differences in perspectives will be highlighted across these stakeholder groups as they address that research question. Recommendations and key outcomes will then be presented in response to the data.

Introduction

As technology becomes more prevalent in day-to-day life and as educational settings focus on meaningful integration of technology, transforming instructional practice and raising student achievement is key. Successful technology integration must focus beyond device procurement. Nicholas Negroponte, creator of One Laptop per Child, regularly shares that "it's not a laptop project; it's an education project".

Successful technology integration programs require a comprehensive plan including:

- devices,
- technological support,
- pedagogical support,
- leadership support,

- student engagement,
- opportunities to engage in personalized, self-directed, project-based, and blended learning
- technologically proficient teachers whose instructional practices reflect a belief that technology can enhance student learning (McKnight et al., 2016 as cited in the NR21 Year 3 Implementation Summary).

With the increase of the technology in the hands of students comes the increase in the need for staff training and professional development for teachers (Inan & Lowther, 2010). Research, such as this needs assessment, is key given that there is limited systemic technology integration structure for proven and effective one-to-one mobile technology professional development programs for K–12 teachers (Morris, 2018).

As COVID-19 led to the closure of Nevada school buildings in the spring of 2020, educators worked to scale up remote learning to mitigate learning loss. During this transition to remote learning it became apparent how many students had device access and reliable connectivity at home. Ji Soo Song, Senior Policy and Advocacy Associate, ISTE pointed out that “COVID-19 didn’t produce any new gaps, it just showed us the true impact of existing gaps.”

The timeliness of this report and the COVID-19 closures led to a living report until the final submission date. Device procurement was happening by districts in real time during data collection. All data presented in this report includes data collection dates. The existing gaps, highlighted during this shift to remote learning, created a unique 2020 SETNA report, despite attention to longitudinal data collection practices.

Section 2: Needs Assessment Design and Methods

Survey Development

To allow for the opportunity to make longitudinal comparisons and compare data with previous iterations of the SETNA, it was determined that the 2020 SETNA survey questions would closely resemble previous versions of the survey. In 2014 and 2016 the Teacher Surveys underwent revisions based on evaluation findings and stakeholder feedback. The 2014 revision was also guided by a focus group conducted with technology leaders and coaches from Clark County School District (CCSD). The 2020 survey provided additional open response questions across all three surveys to provide clarity on how the school building closures due to Covid-19 effected survey responses.

Technology Coordinator Survey

The 2020 Technology Coordinator Survey (Appendix A) closely resembled the 2018 version. The number of questions were increased from 23 to 28 open-ended questions that focused on technology-planning, classroom capacity, school resources, teacher preparation and professional development. The prior designations of low, medium and high technology classroom were eliminated and replaced with an attempt to better investigate the status of 1:1 computing in the state. Further, the new questions specific to the 2020 version were added to better address questions from the legislative session pertaining to device repair protocols. Additionally, space was provided for respondents to provide detail regarding how the responses provided were affected by Covid-19.

Teacher Survey

The 2020 Teacher Survey (Appendix B) closely resembled the 2018 version. The demographic section considered length of teaching career, grade level, content area, district, job classification, and a self-evaluation of educational technology experience. The survey included sections titled: existing technology in the classroom, internet availability, teacher preparation and technology readiness, professional development availability, classroom technology use, and school-wide technology use. As with the technology coordinator survey, questions were added to better address questions from the prior legislative session pertaining to device repair protocols and the status of 1:1 computing in the state. Additionally, space was provided for respondents to provide detail regarding how the responses provided were affected by Covid-19.

The research team suggests a revision to this survey prior to the 2022 STENA. Though redesigned in 2016, the length of the survey (88 questions) is problematic in regards to the length of time to complete the survey.

Parent Survey

The 2020 Parent Survey (Appendix C) closely resembled the 2018 version. As with the technology coordinator and teacher surveys additional items were included to address Covid-19. At the time of survey distribution Nevada's school buildings were closed for the year. Attempts were made to clarify questions that pertained to in school buildings vs in remote learning school situations. These clarifying questions increased the total number of questions from 8 to 14. As with 2016 and 2018

SETNAs the surveys were available in both English and Spanish. The 2020 Spanish version (Appendix D) was translated, back translated and reviewed by two native Spanish speaking individuals that regularly translate documents between English to Spanish. Both translators have an extensive vocabulary in both languages and use excellent English and Spanish grammar to provide precise, sensible translations.

District Superintendent Feedback

Based on the unprecedented increase in distance and digital learning due to Covid-19, the 2020 SETNA introduced new sources of information to the assessment process. All school district and SPCSA superintendents were contacted by the research team and provided with an opportunity to provide feedback to the research team regarding any areas of concern or suggestions regarding educational technology or the SETNA surveys. District superintendents were provided the opportunity to share their thoughts via phone interview or email with Dr. Moss and through a Google form with prompts if they preferred to respond in a survey-like format.

Additional Sources of Data

The Nevada Department of Education provided the research team with additional sources of data discussed in this assessment report including eLearning needs assessment results, updates regarding Nevada Ready 21, the state digital learning plan, and the current educational technology initiatives in progress.

Survey Distribution

On May 12, 2020 all members of the Nevada Curriculum Directors committee received a memo, via email, from the Nevada Department of Education notifying them of the SETNA process, staff, information being collected, timelines, and the links to the parent and teacher surveys. A list of the Technology Coordinators of each district was provided by NDE. Technology Coordinators were provided links to all four surveys on May 12, 2020. A copy of the memo provided by Nevada Department of Education and the email to Curriculum Directors can be viewed in Appendix E. The Nevada Department of Education additionally supported the disbursement of survey links through various professional email lists.

On May 12, 2020 the Nevada PTA was provided the parent survey links. They disseminated the information through their email lists and posted links to social media outlets. The Nevada Department of Education's Office of Parental Involvement and Family Engagement additionally supported the dissemination of parent survey links sharing them with various community groups (e.g. Children's Cabinet, Urban League, and Opportunity 180).

Superintendent Survey

Based on feedback from the Nevada Department of Education and the Nevada Association of School Superintendents, the contact opportunities (phone interview or survey) for superintendents was added to the research protocol for this assessment. An email containing the survey (Appendix H) and request for phone communication was sent on May 18, 2020 to the 18 Nevada district superintendents and six responded to the survey. A reminder email was sent to the 12 remaining district superintendents on May 20th and four responded to the survey and two were contacted via

phone calls. The final reminder email was sent on May 22nd with three more district superintendents responding to the survey.

Data Analysis

Survey responses were downloaded separately from respondents' identifiable information (e.g. IP addresses). Survey information was compiled, and quantitative and qualitative data were separated for analysis. Qualitative phone interview data from school superintendents was compiled with data collected from school superintendents by Google Form. Qualitative data for both surveys and interviews were analyzed first. Line-by-line open coding was used to analyze written responses to the open-response questions and the interviews. The research team used a Constant Comparative Method (Corbin & Strauss, 2008). Qualitative data was analyzed independently by two individuals who then came to consensus to generate the themes presented in this report. Using quantitative data from the survey such as demographics and multiple select items, descriptive statistics were calculated to include frequency counts, percentages, and measures of central tendency.

Limitations and Constraints

The Nevada Department of Education finalized the contract with Dr. Moss on May 14, 2020 (retroactive to May 1, 2020) for a final report delivery date of June 1, 2020. Although, outside the control of the Nevada Department of Education, this delay in the award of contract led to the short survey window availability of seven days. The survey release on May 12, happened after school buildings were closed for the year, due to Covid-19, when parents, teachers and technology leaders were already inundated with the work of moving to distance learning instruction.

Given the short timeline, and a desire to collect data that could be analyzed longitudinally, the surveys used for this assessment were similar to those used in 2018. The research team is concerned about the length of the teacher survey. The team speculates that the length of the survey leads to respondents providing incomplete answers and/or exiting from the survey prior to completion due to survey fatigue. Additionally, some of the large Likert-type questions are not optimal for teachers completing the survey on their smartphone. It is recommended that this survey is revised with stakeholder input prior to the 2022 needs assessment.

Section 3: Participation

District Categories

Nevada presents unique challenges when assessing educational technology needs. The state is geographically diverse and there is great variation that exists within the state's schools. The unique needs of each district, school and classroom are products of these variations. Although the researchers acknowledge that there is variation even among the districts when discussed by size, as with previous SETNA reports, this report refers to large, medium and small school districts using the conditions listed in the table below.

Size	Student Enrollment	Districts
Small	< 2,000	Esmerelda, Eureka, Lander, Lincoln, Mineral, Pershing, Storey, White Pine
Medium	2,000-20,000	Carson City, Churchill, Douglas, Elko, Humboldt, Lyon, Nye
Large	> 20,000	Clark, State Public Charter School Authority, Washoe

Table 1. District Size Classifications

Teacher Survey

Links to the Teacher Surveys were sent to Curriculum Directors and Technology Coordinators in 17 districts and the State Public Charter School Authority (SPCSA). In total the survey had 6,280 submissions with teacher submissions from all 17 districts and the SPCSA. As discussed in the limitations and the 2018 SETNA report teachers answered an average of 58% of the survey questions. It was decided to use the results from any completed questions, maintaining the sample size of 6,280 for the Teacher Survey. The table below details the participation by district. Due to a Google error in 2018 it is not possible to directly compare response numbers for three Nevada districts, however, the overall response number increased by 2,708 teachers when compared to the prior needs assessment conducted in 2018.

District Size	District	Teacher Survey Submissions 2018	Teacher Survey Submissions 2020
Small	Lincoln	43	60
Small	Eureka	12	8
Small	Churchill	79	171
Small	Storey	13	4
Small	White Pine	0	79
Small	Mineral	20	1
Small	Esmerelda	5	3
Small	Lander	34	20
Small	Pershing	39	1
Medium	Elko	165	1,048
Medium	Nye	111	225

District Size	District	Teacher Survey Submissions 2018	Teacher Survey Submissions 2020
Medium	Carson City	Not Calculated	277
Medium	Douglas	Not Calculated	209
Medium	Lyon	150	137
Medium	Humboldt	92	98
Large	Clark	Not Calculated	3,433
Large	Washoe	170	344
Large	SPCSA	654	162
	Total	3,328	6,280

Table 2. Teacher Survey Respondents by District

Demographic Data

The demographic data from the Teacher Survey indicated that the majority of teacher survey respondents were certified general education classroom teachers (76.1%) or certified special education teachers (9.6%). The remainder of survey participants (14.3%) comprised a variety of roles including: long-term substitutes, teachers on special assignment, counselors, teachers seeking certification through alternative route to licensure, literacy specialists, media specialists, assistive technology instructors, early childhood, CTE teachers, and other less common teacher roles. Teachers represented the majority of respondents had been teaching more than ten years.

Q21 How long have you been teaching?

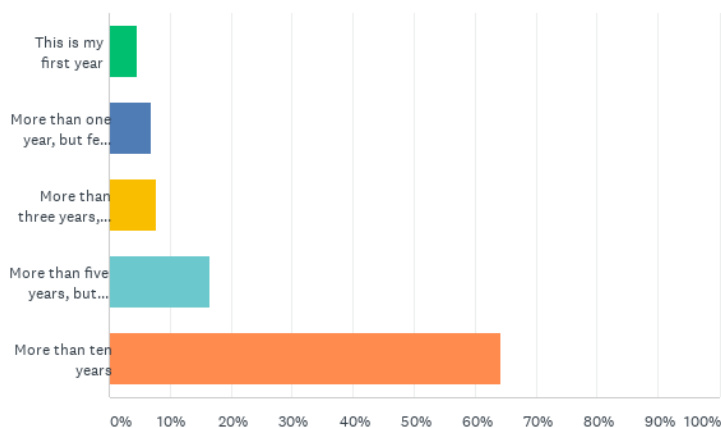


Figure 1. Number of teaching years

Teacher respondents represented all grade levels and school organizational structures. Schools in the “other” categories included responses from special education departments, correctional facilities, and other grade level combinations (5-6, 7-12, K-12, early childhood, etc.).

Q24 What type of school accurately describes your current assignment/placement?

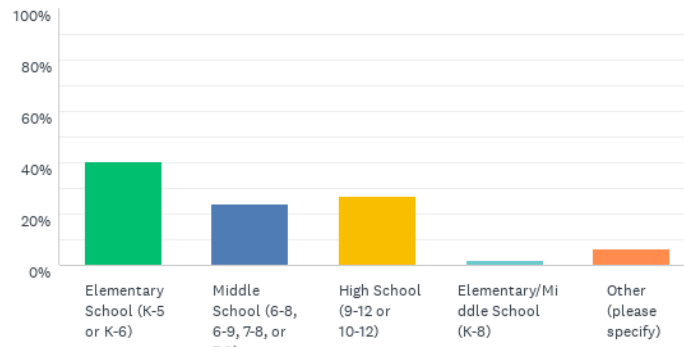


Figure 2. School level placement

Approximately 40% of Teacher Survey respondents were elementary school teachers. Of middle and high school teachers, a variety of disciplines were represented. Other categories included positions such as music, speech and debate, English language learners, robotics, DARE, and combinations of subjects (including single teachers teaching all subjects in rural schools).

Q25 If you teach at a middle school or high school level, which subject(s) do you teach?
(Select all that apply)

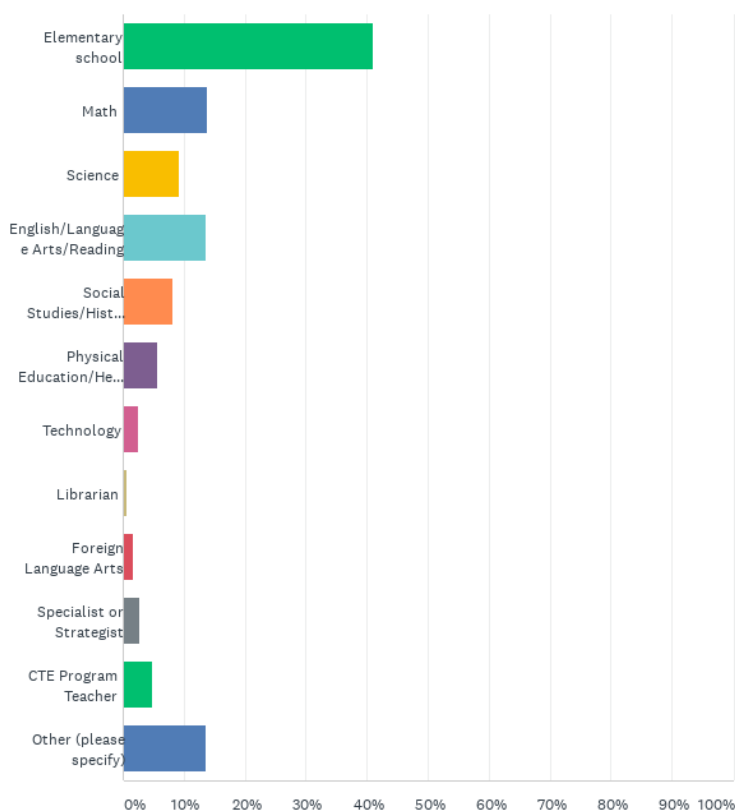


Figure 3. Middle and high school subjects taught

Technology Coordinator Survey

Links to the Technology Coordinator Survey was sent directly to the Technology Coordinator in each school district and the State Public Charter School Authority (SPCSA). These contacts were verified with the contact list maintained by the Governor's Office of Science, Innovation and Technology (OSIT). All districts without participation in this survey were sent reminder emails and had the window for completion extended if they identified a need for extra time. In total the survey had completed responses from 15 school districts. The table below represents the responses by district size.

Size	Student Enrollment	Districts	Number of Technology Coordinator Responses
Small	< 2,000	Esmerelda, Eureka, Lander, Lincoln, Mineral, Pershing, Storey, White Pine	6
Medium	2,000-20,000	Carson City, Churchill, Douglas, Elko, Humboldt, Lyon, Nye	6
Large	> 20,000	Clark, State Public Charter School Authority, Washoe	3

Table 3. Technology Coordinator Responses by District Size

Parent Survey

The 2020 Parent Survey was used to gather parents' feedback on students' technology use both in schools and out of school (after school building closures due to Covid-19). Table 4 represents the submission totals for the English and Spanish versions of the Parent Survey. The total number of responses was 9,786, representing all 17 counties and the State Public Charter School Authority. This was an increase of 1,770 parent responses compared to the 2018 needs assessment. Additionally, in 2018 four school districts had zero parent submissions. In 2020 every school district had at least one parent survey submission.

District Size	District	Parent Submissions (English)	Parent Submissions (Spanish)	Total Submissions
Small	Lincoln	97	0	97
Small	Eureka	1	0	1
Small	Churchill	78	3	81
Small	Storey	1	0	1
Small	White Pine	3	0	3
Small	Mineral	4	0	4
Small	Esmerelda	2	1	3
Small	Lander	2	0	2
Small	Pershing	14	1	15
Medium	Elko	1,280	18	1,298
Medium	Nye	228	0	228

District Size	District	Parent Submissions (English)	Parent Submissions (Spanish)	Total Submissions
Medium	Carson City	175	9	184
Medium	Douglas	751	5	756
Medium	Lyon	245	1	246
Medium	Humboldt	58	0	58
Large	Clark	5,807	434	6,241
Large	Washoe	157	2	159
Large	SPCSA	201	4	205
	Other	175	29	204
	Total	9,279	507	9,786

Table 4. Parent Survey Respondents by District

About 2% of parent respondents indicated that their child attended an “other” school district. This option was made available for parents with children attending tribal, private, or other non-public schools. The write-in responses, however, indicate that many parents are unaware of the district for which their local school is affiliated. For example, there were multiple open responses of individual school names or comments like “my child attends public school online”.

Parent responses were relatively evenly distributed across grades. The parent survey allowed for “click all that apply” selection of grades, as a single parent responding might have multiple children in various grade levels. This selection feature means that the percentages in the figure below will exceed 100%.

Q2 In which grade is your child currently enrolled? If you have multiple children in school, please select all applicable levels.

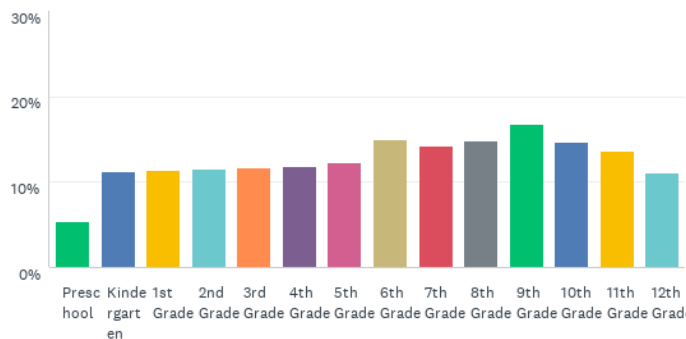


Figure 4. Student grade level(s)

Superintendent Contact

Fifteen out of 18 superintendents provided feedback regarding technology needs in their districts via survey or phone call.

Size	Student Enrollment	Districts	Number of Superintendent Responses
Small	< 2,000	Esmerelda, Eureka, Lander, Lincoln, Mineral, Pershing, Storey, White Pine	6
Medium	2,000-20,000	Carson City, Churchill, Douglas, Elko, Humboldt, Lyon, Nye	7
Large	> 20,000	Clark, State Public Charter School Authority, Washoe	2

Table 5. Superintendent Responses by District Size

Section 4: Results

Research Question 1: What is the current capacity of schools in Nevada to positively impact the achievement of students through the use of educational technologies?

District Technology Plans

Seven of technology director survey responses indicated that their district has a district-wide technology plan in place. Three of these districts had the plans publicly available via web link. Two respondents identified that the plan was in need of revision due to expiration dates (e.g. goals for 2017) or being more than five years old. Most districts report engaging in technology planning quarterly and many include school representatives on the committees. School-level planning, however, is less frequent. Some schools choose to include technology plans in their school improvement planning.

Technology Coordinator Views on Technology Planning

As with the 2016 and 2018 SETNA reports, the greatest challenge reported was lack of funding. When asked to identify major challenges, all respondents except two identified funding as the greatest challenge. In the past, respondents identified sustainability concerns with Nevada Ready 21 grant funding. In the 2020 survey, technology directors identified concerns with the lack of dedicated technology funding through the NR21 state grant.

“Funding is a major challenge. Lack of adequate funding prevents us from providing the level of support that our teachers and students deserve, being able to deploy all of the [needed] cybersecurity measures...and putting in place systems that would greatly improve the use of data to inform instruction” - Technology Director

Identified sources of funding for technology include: capital projects, general fund, Title 1, E-rate, and state grant (NR21) funding. Technology directors indicate that these funds are unpredictable, citing changes to the funding formula and the removal of dedicated state grant technology funding through NR21. All districts report using E-rate funding under categories one and two.

“Funding for technology is not consistent or predictable...This creates inequities in technology access for students and staff” - Technology Director

“The greatest need is to dedicate adequate, sustainable funding for staff to provide educational technology and professional development ongoing support” - Technology Director

Superintendents also pointed out that when funding is allocated to districts, it is “consumed and used for other purposes.” Thus, the funds need to be earmarked for specific technology-related purposes.

Technology Capacity of Schools

The eLearning Needs Assessment conducted by the Nevada Department of Education in response to Covid-19 (April 2020) asked how many additional devices are needed for all of your students to have access to school-issued devices for remote learning? And how many additional devices are needed for all of your teachers to have access to school-issued devices for remote learning?

Below are the responses received to these questions. Responses to these questions indicated some confusion about the wording “access to school-issued devices” regarding if this meant one device per student or one device per family.

District	Additional Student Devices	Additional Teacher Devices
White Pine	400	40
Storey	95	0
Lincoln	377	3
Elko	1,000	600
Clark	74,000	0
Churchill	150	100
Lyon	5,560	0
Lander	500	150
Washoe	40,000	3,500
Douglas	400	350
Carson City	1,800	0
Nye	0	400
Pershing	400	100
Esmeralda	0	0
Eureka	150	25
Humboldt	1,500	200
Mineral	150	25
SPCSA	6,098	522
Total	132,580	6,015

Table 6. District reported device needs in April 2020

Device Capacity

Technology Coordinators were asked a series of questions regarding the hardware, software and technical support within their districts. In past SETNA reports this was collected as a description of a typical low, middle and high-end technology classroom. In response to feedback during the last legislative session, this question was revised to better reflect the status of 1:1 student computing in the state. Student devices are predominately laptops/Chromebooks (about 80%), with lesser access to desktops (15%) and tablets (5%). This data was collected in May 2020, and thus appears to

reflect some device procurement since the data collection in the April 2020 survey by Nevada Department of Education.

District Size	District	% of classrooms with teacher computer only	% of classrooms with teacher computer and access to a shared lab or computer cart	% of classrooms with teacher computer + access to a computer lab and/or shared computer cart + some student devices (<1:5)	% of classrooms with teacher computer + student device 1:5	% of classrooms with teacher computer + student device 1:2	% of classrooms with teacher computer + student device 1:1
Small	Lincoln	0	0	0	0	1	99
Small	Eureka	0	0	10	30	50	10
Small	Churchill	0	0	0	0	5	95
Small	Storey	0	0	0	0	30	70
Small	White Pine	Not Specified					
Small	Mineral	Not Specified					
Small	Esmeralda	0	0	0	0	80	20
Small	Lander	0	0	0	0	40	60
Small	Pershing	Not Specified					
Medium	Elko	Not Specified					
Medium	Nye	0	0	0	10	10	80

District Size	District	% of classrooms with teacher computer only	% of classrooms with teacher computer and access to a shared lab or computer cart	% of classrooms with teacher computer + access to a computer lab and/or shared computer cart + some student devices (<1:5)	% of classrooms with teacher computer + student device 1:5	% of classrooms with teacher computer + student device 1:2	% of classrooms with teacher computer + student device 1:1
Medium	Carson City	0	0	0	0	10	90
Medium	Douglas	0	0	0	0	0	100
Medium	Lyon	0	0	40	0	60	0
Medium	Humboldt	0	0	0	0	10	90
Large	Clark	0	10	60	10	10	10
Large	Washoe	4	16	8	51	12	8
Large	SPCSA	0	0	0	0	80	20

Table 7. Device capacity in Nevada classrooms by school district in May 2020

Teacher survey responses demonstrate the variety in classroom device access. Teachers regularly expressed concern about the age of devices available and the difficulty accessing shared devices, particularly during long testing windows when all devices are in use for assessment rather than instruction.

“We need more than we currently have. I realize we might never have 1:1 on devices but having enough for a small group to work on daily would be wonderful. We often lose classroom devices for testing and that totals over two months per year where we don't have our classroom devices.”- Teacher

“The IPAD's are old...more than that they do not function well, have cracks, and often will not stay connected to the internet. The Desktop (and laptop assigned to me)

computer was more than 3 years old when I started nearly 4 years ago and it has the same issues as the students' IPAD's." - Teacher

"We do not have technology available in my classroom other than the students' personal cell phones and my teacher desktop computer. Students are permitted to use their cell phones in the classroom during certain activities but the range can be spotty. We do not have any other devices for students unless we reserve a day in the library/computer lab." - Teacher

"Our technology is limited to chromebooks which will be 2+ years old. They will not last much longer." - Teacher

"I have one computer workstation that is designated for teacher use only. I have one ipad that is designated for teacher use only for assessment purposes. I SHARE a cart of chromebooks that is not stored in my classroom and do not have regular daily access to them. Students use these devices mainly for testing. The technology they have regular daily access to is my SmartBoard that is several years old (nearly 10)." - Teacher

"We only have 30 Chromebooks to be shared by 10 teachers in our department." - Teacher

"I am working at a brand new elementary school that is a one to one school. I have a lot of technology available." - Teacher

Student device use at home and Changes due to Covid-19

Prior to Covid-19 some schools allowed for students to take their school-issued device home on evenings, weekends and/or over school breaks. These policies were predominantly applicable to older students in middle and secondary grades. The percent of students allowed previously to take school-issued devices home varied by district and ranged from 0-100%, with the majority of survey respondents indicating 20-50% of students. These policies were shifted in response to Covid-19, with districts seeking to make devices immediately available to students in need and expanding school-issued device programs to students in elementary grades. For example, Clark County reported:

"Prior to Covid19 there were only a small number of schools sending devices home with students. With the onset of Covid19, this was opened up districtwide to all students that expressed a need for a device... approximately 109,303 were deployed as of May 8, 2020."

Device Repair

District Technology Directors identify configuration, repair and replacement of devices as challenges with the expanded use of laptops.

"The major challenge is product refresh [and maintenance]. Many times the district will purchase devices without planning on sustained replacement cycles" - Technology Director

“Maintaining a low mean time to repair becomes critical to the success of the learning environment” - Technology Director

The majority of Nevada school districts report using a help desk or IT ticket system to provide technical assistance to classrooms. These systems rely on district technicians that travel to school locations in response to generated tickets. Responses indicate that this support is limited, with only 48% of teachers agreeing that “The system in place for technology support is adequate”. This variation in support is also evident in survey comments.

“I just contact site technician, he handles the rest and provides a replacement if possible.” - Teacher

“We have no in-school support for technology outside of the volunteer efforts of tech savvy teachers. The technology support team contains five of us to cover every school and every device over thousands of miles” - Technology Director

“The devices in my classroom are actually so old that district refuses to support them anymore. So, if any breakdown, I have to do the maintenance myself.” - Teacher

Only one district reported a site-based technician located in the school buildings full time and one district reported a part time technician that visits sites two days per week. In response to Covid-19 one district reported creating a hotline for students and parents to use during business hours.

Districts report similar repair processes, with warranty services being used when available and in-district repairs happening when warranty services are unavailable, based on factors such as the cost and required components of the repair. Approximately half of districts report having temporary devices (hot swaps) to allow continued access to technology for teachers and students when a device is removed for repair. This process is typically a site-based process and is handled by each school based on their technology inventory and policies. At 1:1 schools a spare pool of devices is more common. Schools without replacement devices report that students continue to participate by sharing devices, using a cell phone or completing alternative non-digital “packet” assignments.

Internet Capacity

The State of the States Education Superhighway reports a substantial closure of the connectivity gap with only eight remaining schools in Nevada still in need of scalable broadband. The median bandwidth per student is 1.06 Mbps. Additionally, since 2015 the cost of broadband in Nevada has decreased 94% (Education Superhighway, 2019).

Median bandwidth per student

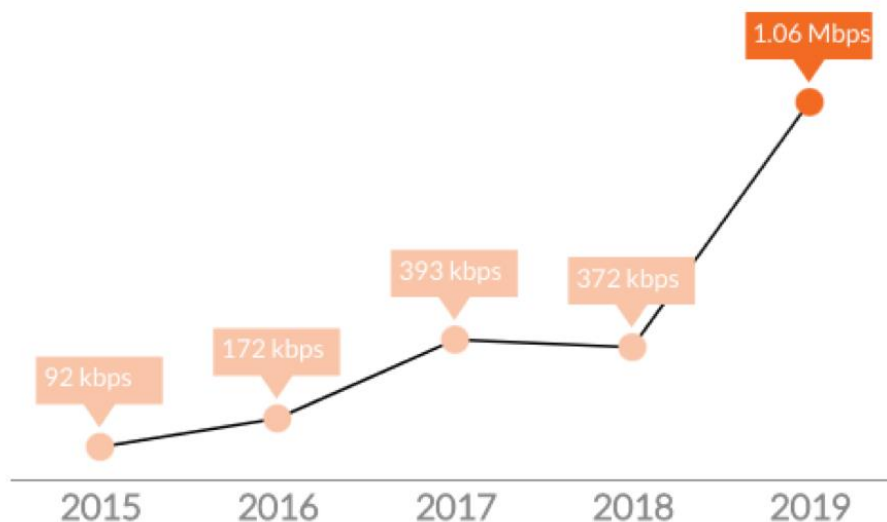


Figure 5. Median bandwidth per student

Despite these advances connectivity continues to be a concern expressed by all stakeholder groups.

All 15 superintendents that responded to the survey or phone call expressed the need for sustainable funding for devices for teachers and students, high speed internet, home Wi-Fi access, and 1-1 computing. One superintendent commented:

“As this pandemic has highlighted, I believe there needs to be a strategic emphasis in Nevada to ensure connectivity is available to all (tough to do). In addition, technology is increasingly integral to public education and districts do not have adequate resources to support 1 to 1 (in most cases). Dedicated \$ to support 1 to 1, combined with connectivity, would be essential. This can't be a "one and done" allocation, as technology will need to be rotated/updated.”

School Access Points and Internal Speed

The majority of teachers (86%) indicated that devices in their classroom had wireless internet access, however, only 60% of these teachers described the wireless internet as dependable. Additionally, in response to the survey prompt “The connection speed for classroom devices is such that typical online videos will begin playing:” 16% of teachers responded slowly or very slowly.

Comments from teachers and technology directors also highlight concerns with wireless internet access in school buildings, particularly in rural school districts.

"I am lucky to have a desktop computer with wired internet in my classroom as well as a cart full of surface pro tablets for the students to use with wireless internet. Unfortunately, the internet in our rural school is slow and unreliable." - Teacher

"We are a rural school and our internet crashes on a regular basis." - Teacher

"In Nevada there are a lot of rural communities and the challenge with a laptop is getting an internet connection." - Technology Director

Home Connectivity and Speed

The transition to remote learning due to the Covid-19 school building closures highlighted the need for increased home access to internet to allow students to participate in digital learning. The high number of comments on this topic is unique to the 2020 SETNA and some are highlighted below.

"The biggest challenge is the need for [home] connectivity, which comes at a cost, which many low-income families cannot afford" - Technology Director

"Internet resources in our smaller communities was not capable of handling the amount of people relying on the Internet for communication and other needs." -Parent

"Equity is our biggest issue. Not all students have access to similar devices or the ability to get online. Likewise, some households have one computer, tablet or smartphone for all the work needed where other households have multiple devices." - Teacher

"I would like for more of my students to have access to be able use the internet and technology in within their homes for educational purposes." - Teacher

"Only about 50% of our student population has computers at home and a dependable internet connection at home." - Teacher

"I have seen a definite disparity for access to internet and technology since we have moved to distance learning. There is a clear demarcation between the "haves" and the "have nots". This is reflected in the number and quality of assignments being completed by students at this time. This leads me to wonder how it will affect the readiness level of students when they start again in the fall." - Teacher

"I think about 70% of students have access to internet and technology from home. Many students were proficient in the technology, but there was a significant portion who had slow internet and couldn't participate in activities like live video lessons." - Teacher

"Students who did not have access to the Internet were not able to keep up with their distance learning. Also, some of the programs we use on-line during this time were slow to load or lagged. This caused some frustrating issues. Either the resources could not handle the excess amount of people using at one time, or internet company could not." - Teacher

“This was difficult to give students online learning because they either didn't have a device or they didn't have internet. Even if they did have internet, it is so poor that actually being able to watch instructional videos or log into virtual classrooms was an exercise in frustration.”- Teacher

Research Question Two: How prepared are Nevada teachers to integrate technology into the classroom?

Q27 Please rate your experience with technology:

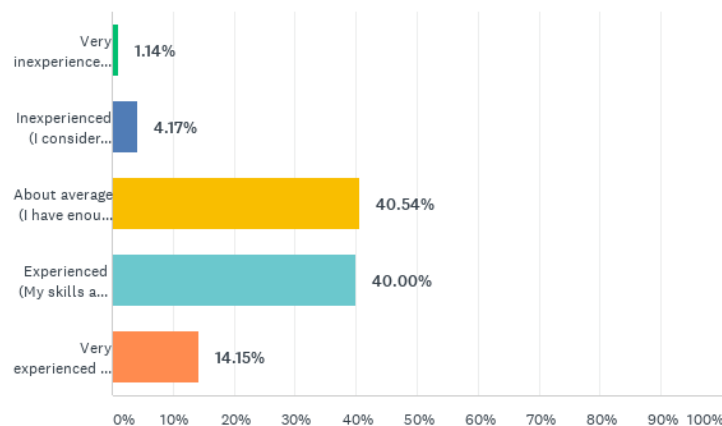


Figure 6. Teachers' experience with technology

When asked about their experience with technology, most teachers describe themselves as about average or experienced (40.54% and 40% respectively). Average teachers agreed with the statement “I have enough skills to complete the management and communication tasks expected of me and occasionally prefer to use technology to accomplish my tasks”.

When asked about preparedness to teach in various educational formats with technology, however, teachers were less confident in their technology skill set. Nearly half of teachers reported they were not prepared or not at all prepared to teach in blended learning or project-based learning formats or to incorporate library databases into student research projects. Teachers reported higher confidence in teaching in classrooms where every student has their own device, with nearly 75% of respondents saying they were well prepared, or very well prepared.

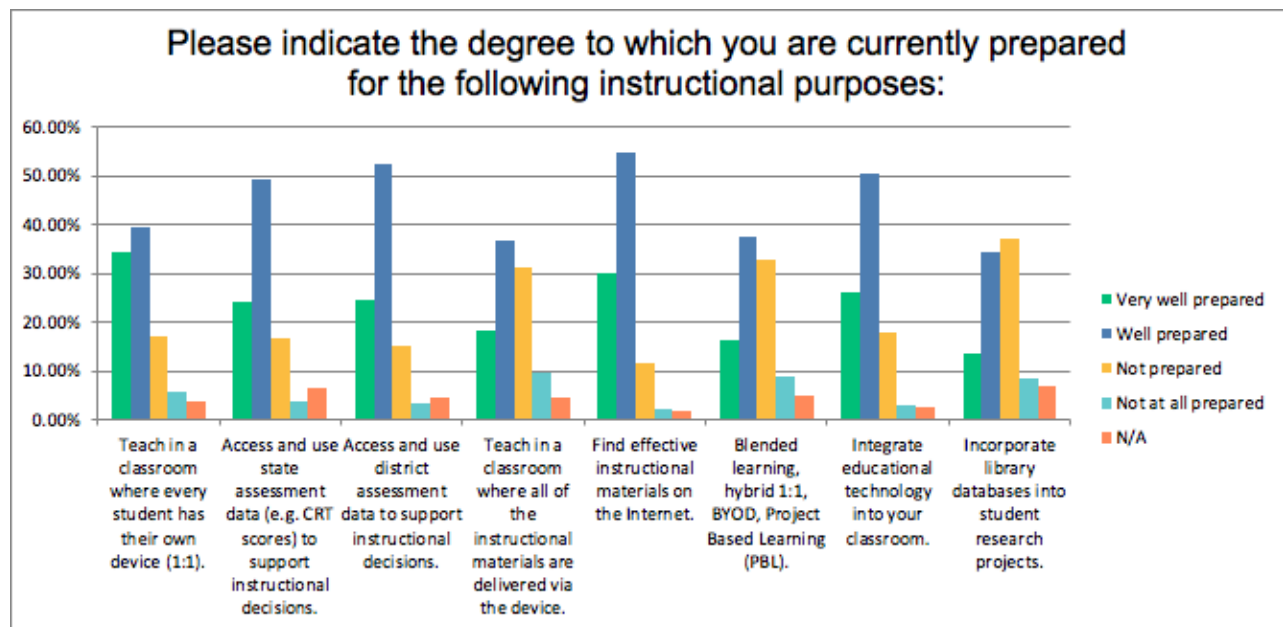


Figure 7. Teachers' preparedness for instructional purposes

The Teacher Survey asked participants to rate how prepared they felt to use certain educational tools for instructional purposes. Available responses included: N/A, not at all prepared, not prepared, well prepared and very well prepared. Teachers were asked to respond to the prompt “Please indicate the degree to which you are currently prepared to use the following tools for instructional purposes.”

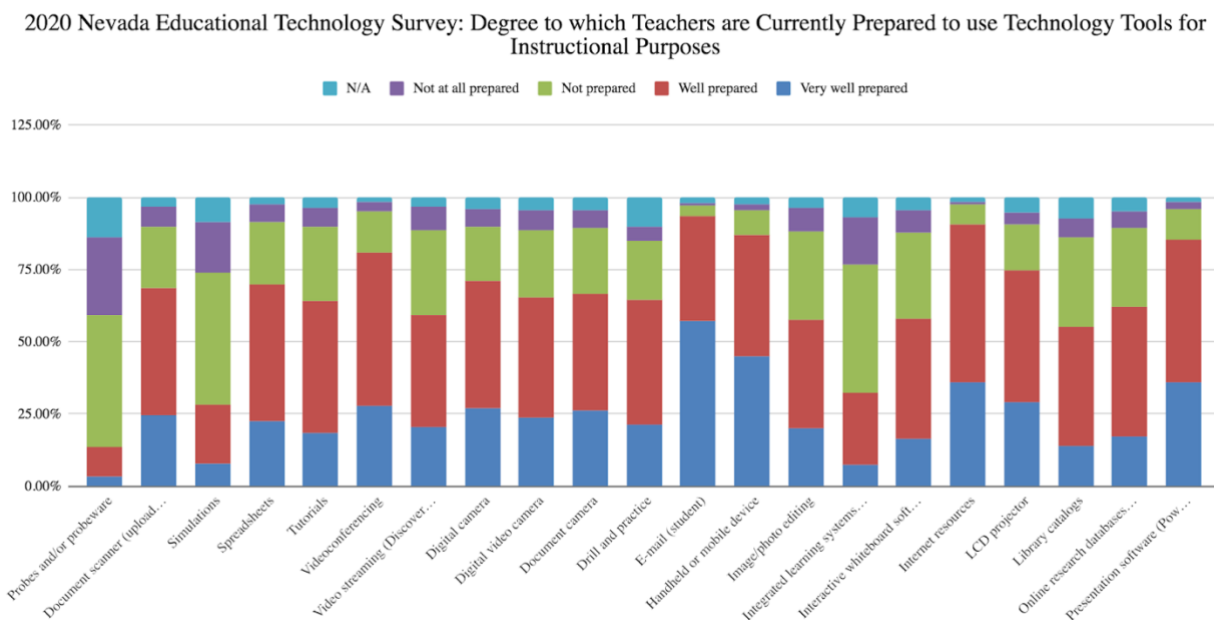


Figure 8. Degree to which teachers are prepared to use technology for instructional purposes

As with the results from 2018, overall Nevada teachers report feeling well prepared to use many of the tools for instructional purposes. The highest percentages of confidence are in the utilization of tools for displaying information (e.g. presentation software, and internet resources).

In contrast, over half of Nevada's teachers feel not prepared or not at all prepared to use learning enhancing tools such as probes, probe-ware and simulations. These findings are consistent with the 2016 and 2018 results and again confirm that teachers would benefit from increased professional development efforts to learning instruction-enhancing tools.

Another finding consistent with 2016 and 2018 is that teachers appear to feel better prepared to use tools that have been in the classroom setting for many years and generally feel less prepared to make use of newer emerging technologies, many of which are available in schools throughout the state. Although these biennial reports indicate that progress is being made, the issues with teacher preparedness continue to point to the significant need for professional development.

Professional Development

Professional learning is a critical component to the sustainability and functionality of the state-wide digital learning plan. The NDE needs assessment (April 2020) indicated that 65-70% of our educators will need professional learning in digital learning.

The need for professional learning opportunities is echoed by comments from Technology Directors.

"The technology literacy gap between teachers is becoming more obvious and closing that gap requires a lot of resources" - Technology Director

"Some of the greatest challenges are for the teachers who were not using technology and have been thrown into trying to teach online. They get frustrated and it is a big learning curve for them to try to implement curriculum and online teaching for their students" - Technology Director

One Technology Director just said in response to professional development:

"Anything helps at this point."

Identified areas of greatest need for professional development included:

- Basic technology skills
- Blended and online learning pedagogy
- Selection and implementation of core curriculum resources
- Synchronous and asynchronous online teaching practices and platforms
- Digital citizenship to support student online safety

District Technology Directors report limited required professional development in the area of educational technology, with the exception of platform onboarding offerings for new hires and optional trainings available to teachers. The available non-required professional development opportunities vary by district capacity.

“If a teacher requests optional educational technology professional development, we do our best to accommodate.” - Technology Director

“They had a technology coach (with NR21), but now are allowed to attend conferences.” - Technology Director

“The Professional Development Education (PDE) department of the Office of Blended Learning provides optional educational technology professional development. 77 educational technology courses were offered by PDE in the 2019-2020 school year”. - Technology Director

Superintendents echoed the concerns raised by technology directors. Superintendents stated that they need resources to provide professional development for teachers on teaching and learning with technology. One superintendent mentioned:

“Many teachers are not familiar or comfortable with instruction on a digital platform. PD to support this will be important.”

Another superintendent stated that the district needs professional development for teachers for “internet-based programs”.

Superintendents also pointed out that when funding is allocated to districts, it is “consumed and used for other purposes.” Thus, the funds need to be earmarked for specific technology-related purposes.

In summary, superintendents responded that the most critical areas for improvement are reliable, high speed internet access for students, devices for all students, and sustainable funding for learning management systems to centralize remote teaching.

When asked for feedback regarding teacher preparation for using technology in the classroom, many teachers responded that they need more opportunities to practice and learn new ways of using technology. Although teachers strive to use best practices with teaching with technology in their classroom, they acknowledged that technology for instructional purposes is always improving and changing and they need training in these new technologies. For example, one teacher responded, “I use technology efficiently and effectively in my class but there is always more to know.” Another common sentiment from teachers is that they enjoy teaching with technology and welcome opportunities through professional development to learn more about how technology can benefit student learning and enhance their teaching. Some additional comments from teachers regarding the need for more training with technology are below:

“Training has to be hands-on where we can practice with the actual device at the same time we are training” - Teacher

“I am not familiar enough with all of the platforms for online learning.” - Teacher

“I need to take classes on my own this summer to become more prepared.” - Teacher

“I’m being self taught at the moment. All things that I have learned since being closed for this year have been learn on the fly things. I’m a slow learner when it comes to tech. Would need more training than just a one hour video session” -Teacher

When asked which of the following professional development opportunities have been available to you during the current school year, 68% of teachers responded that they received informal training from colleagues and 58% responded that they received group training.

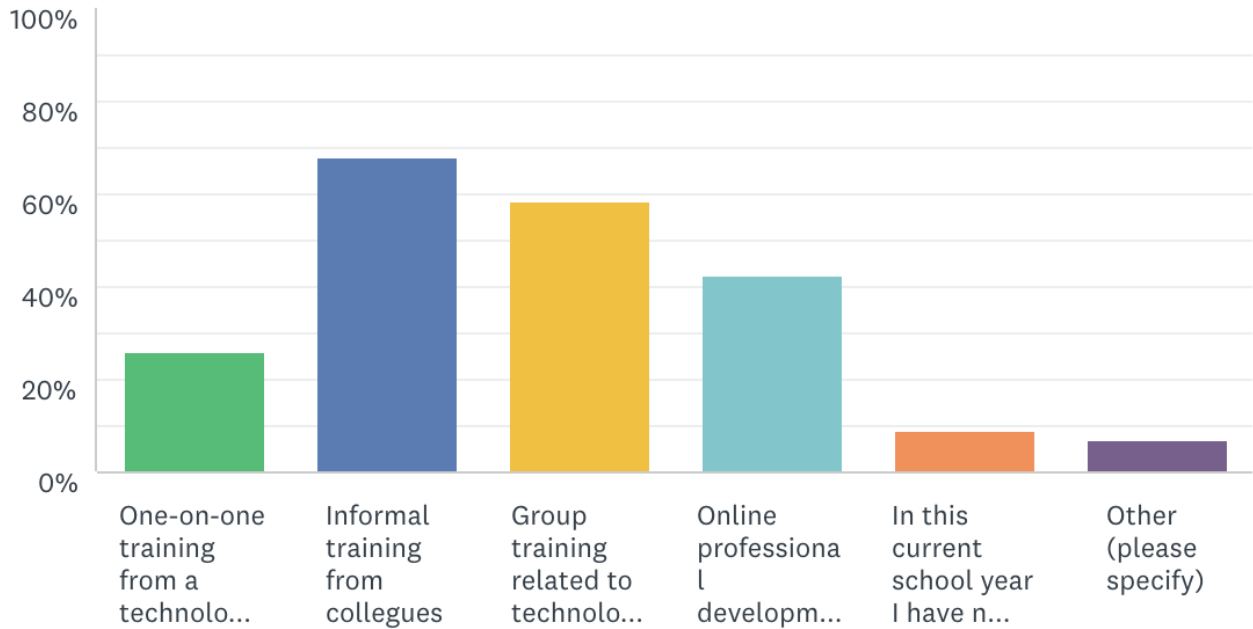


Figure 9. Professional development opportunities available to teachers

However, 26% of Nevada teachers responded that they have received no training or professional development for educational technology.

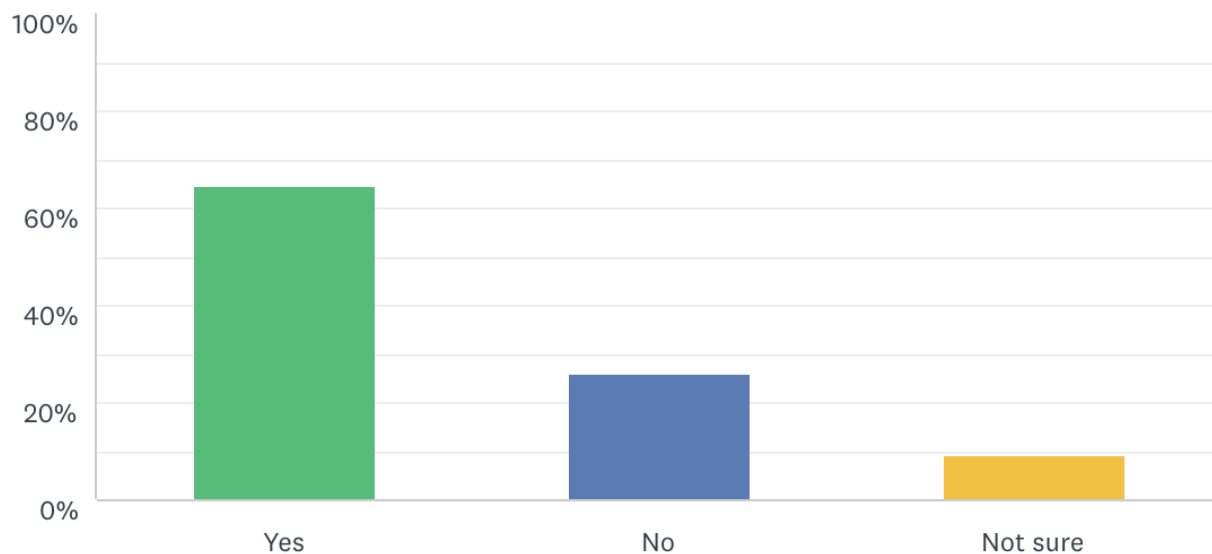


Figure 10. Status of professional development trainings for educational technology

Teachers were asked how they would rate the quality of the technology-rated professional development sponsored by varying entities. The following chart shows that most teachers felt that they were neutral to the quality in each category.

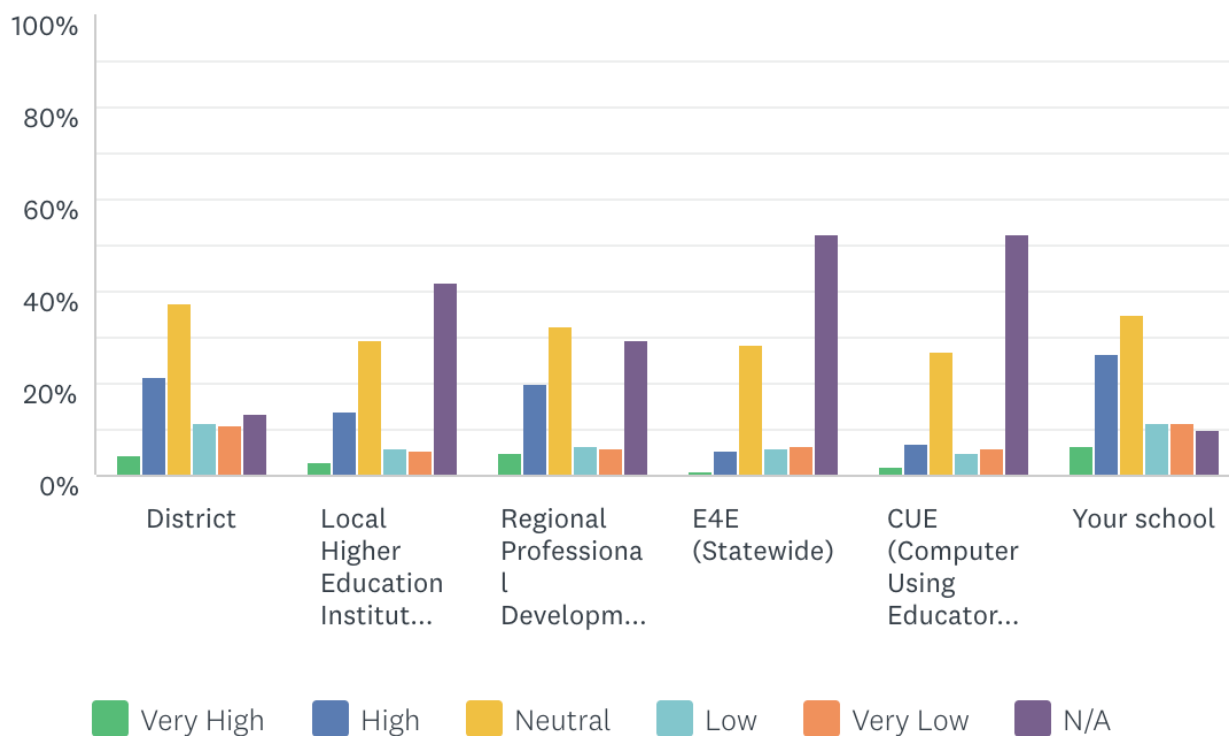


Figure 11. Ratings of quality of technology-related professional development

The overall consensus from teachers is that they need more quality training from all entities with using educational technology and they welcome opportunities for professional development.

Research Question Three: How do parents feel about the technology their children use?

The results related to this question are organized in two sections below: (1) Prior to the Covid-19 School Closures and (2) Post Covid-19 School Closures.

Prior to the Covid-19 School Closures

Parents indicated that prior to the Covid-19 school closures, their children regularly used technology to complete homework including research projects, assignments, homework submission, quizzes, and educational games. The figure below shows that about 74% of parents indicated that their student regularly uses technology to complete homework, about 23% of parents indicated that their student does not regularly use technology to complete homework, and about 2% of parents do not know if their student regularly uses technology to complete homework.

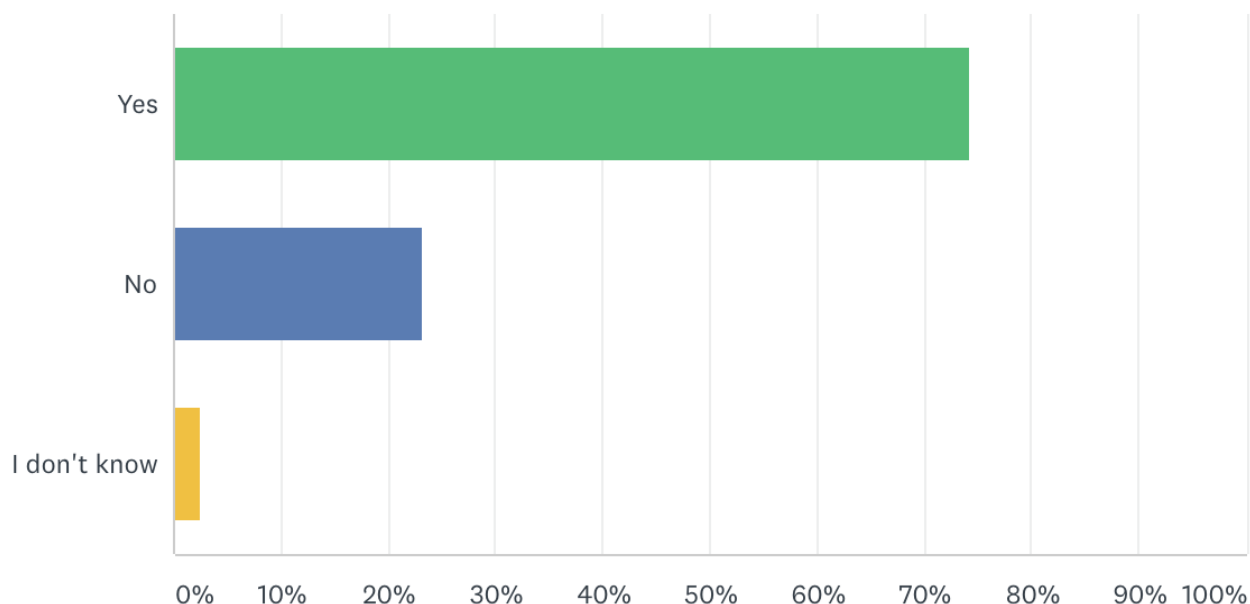


Figure 12. Regular use of technology to complete homework

Parents also indicated that they have high (about 44%) or medium (about 51%) expectations regarding educational technology use in the classroom.

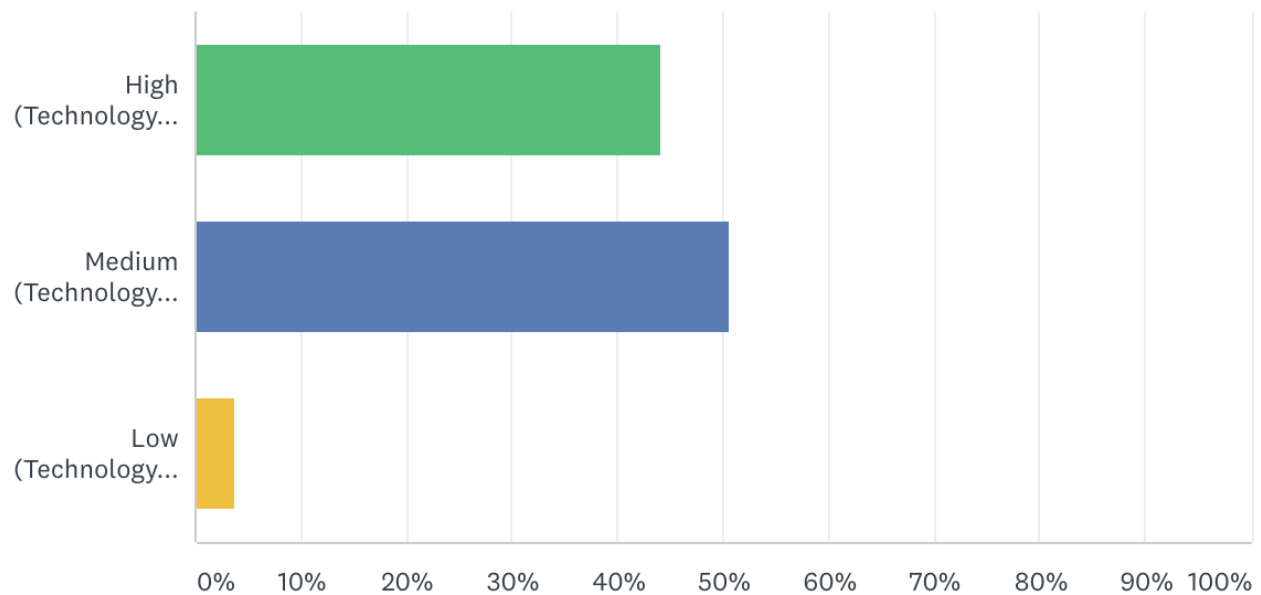


Figure 13. Expectations regarding educational technology in the classroom

Only about 17% of parents had concerns regarding the use of educational technology in the classroom. These concerns included that technology should not replace teachers, online safety and online distractions, that computer work is “busy work”, and technology is not being used to enhance learning. Some quotes from parents are below:

“No concerns... I’m thrilled you are teaching my son the way of the world today. We obviously didn’t have this when I was young so I wouldn’t know where to start and even try to help him with learning them. He is teaching me stuff because you have them using educational tech. Keep up the great work...” -Parent

“I believe there aren’t enough teachers who are able to teach all subjects so schools resort to online teaching with a “helper” teacher who is not proficient in the subjects the kids are doing online” -Parent

“Yes....the approach is completely haphazard. Some use it to assign busy work, some don't use it, some don't know how to use it....if you can't come up with a way to educate the teachers on how to use it to help a child to learn...then quit wasting my money...just giving kids chrome books and saying they are using technology as some kind of feather in the cap is just crap....technology is just a tool like white boards, textbooks, and lectures....it has to be incorporated into the plan and not just thrown at a teacher and say use it.” -Parent

Post Covid-19 School Closures

Parents indicated that post Covid-19 school closures, their children regularly used technology to complete school work including research, projects, educational games and studying. Figure 14 shows that about 47% of parents indicated that their student regularly uses technology to complete school work, about 8% of parents indicated that their student does not regularly use technology to

complete school work, and about 4% of parents do not know if their student regularly uses technology to complete school work. About 41% of parents indicated that their student uses technology to complete school work other than research, projects, educational games and studying.

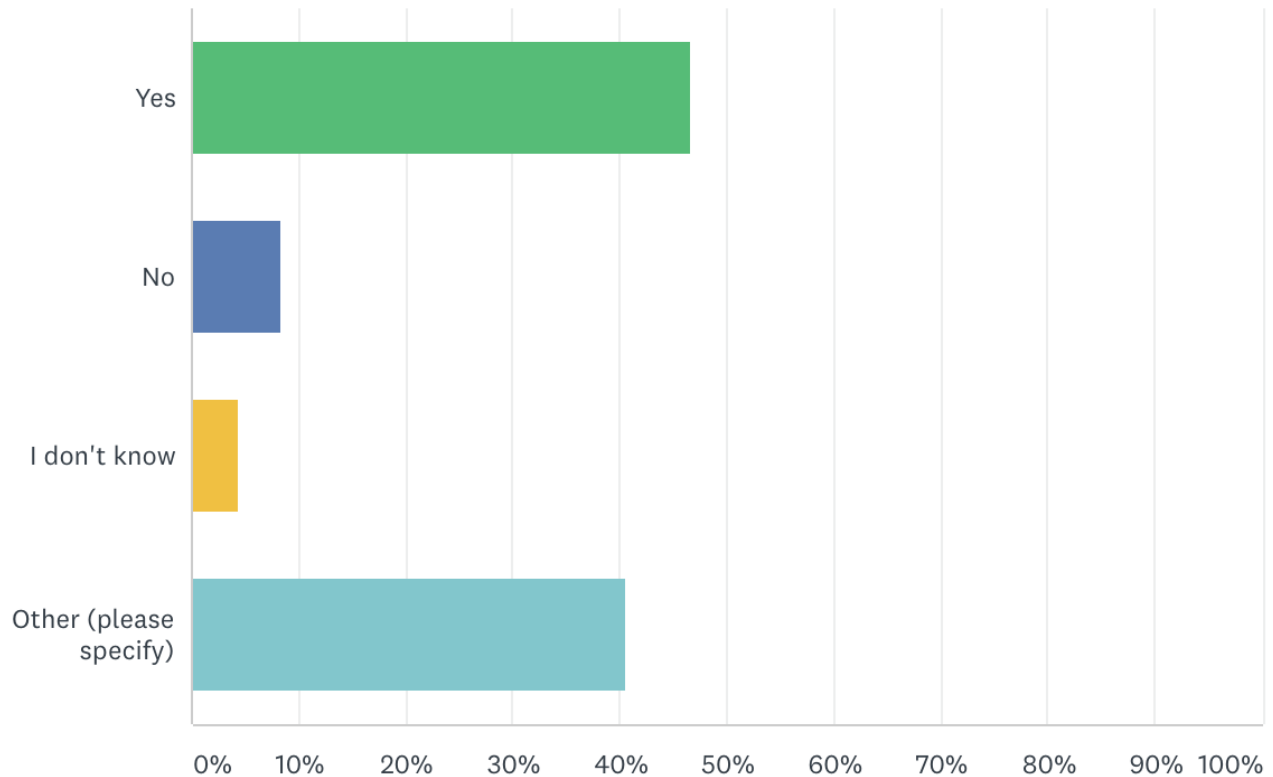


Figure 14. Regular use of technology to complete class work

Parents also indicated that, post Covid-19 closures, they have high (about 53%) or medium (about 42%) expectations regarding educational technology use in the home.

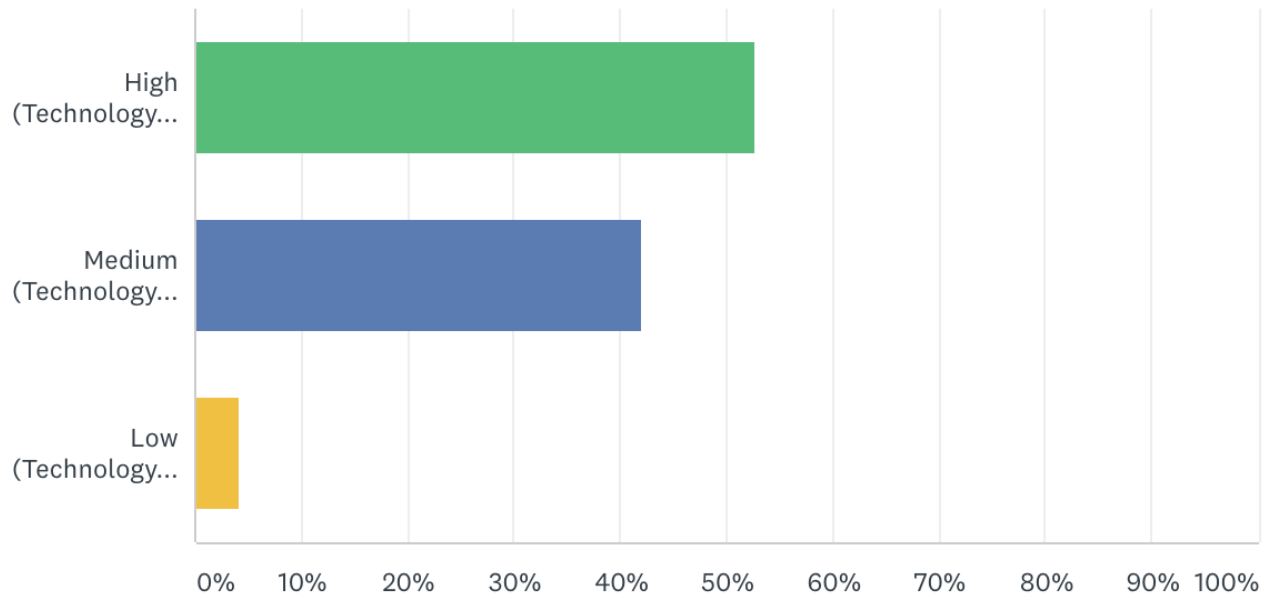


Figure 15. Expectations regarding educational technology in the home

Over 80% of parents indicated that their student was mostly prepared (a great deal, a lot, or a moderate amount) to learn remotely using educational technology for Covid-19.

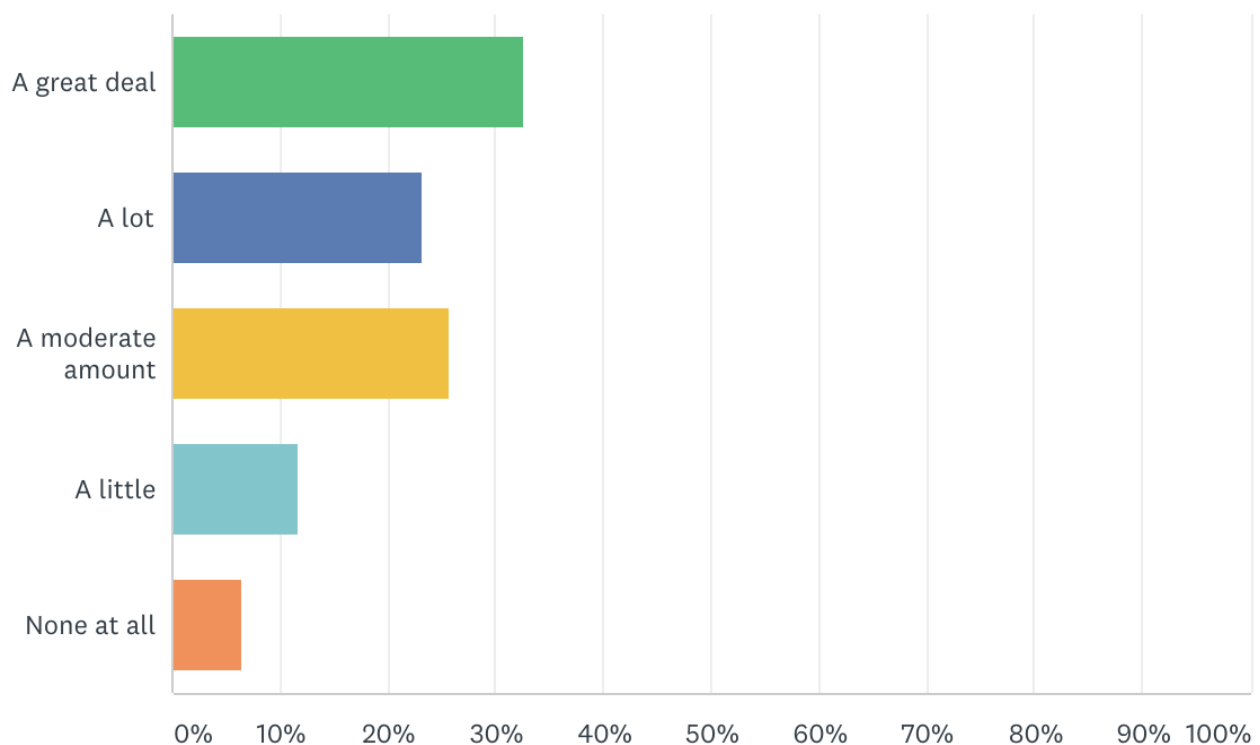


Figure 16. Student preparedness to use educational technology to learn remotely

To make their student more prepared to learn remotely using educational technology during Covid-19, parents commented that their student needs regular class meetings through an online platform such as Zoom, computers/chrome books for all students to take home, better communication with

the teacher, professional development about teaching and learning with technology for teachers, and better internet connection. Some comments from parents are below:

“More funding is needed to adequately equip teachers and students with educational technology!”-Parent

“I would suggest continuing to integrate virtual learning as part of the curriculum. This will enhance not only the students' ability to remain current with tech trends. But, also enforce the schools and the administrations to remain current as technology rapidly evolves.” -Parent

“There are some teachers who were prepared to go all digital, while there are others who are very confused and struggling. There need to be some resources and trainings available over the summer to help those teachers who are struggling with implementing technology at a distance.” -Parent

In summary, parents feel that their students are mostly prepared to use educational technology in the classroom and at home, but stated that all students need access to devices and reliable internet. They also agree that teachers need more training with how to teach using online platforms such as Google Classroom, and also feel that they could help their student with learning remotely if given an instructional packet with ideas on how to help their student learn using educational technology. Overall, parents commended teachers for the work they have been doing with teaching remotely and hope that teachers get the support that they need to improve the teaching and learning process for next year.

Research Question Four: In what ways can educational technologies improve instructional development, delivery, and assessment in Nevada?

Instructional Development and Delivery

In a review of one-to-one programs in K-12 classrooms, Harper and Milman (2016) found that studies of middle school students' 1:1 use reported increased student engagement and motivation, particularly when students observed teachers using technology during instruction as well. Similar outcomes have been reported in the external implementation reports on the NR21 program and in the SETNA surveys.

The NR21 year 3 Implementation Summary asserts:

“Nevada Ready 21 (NR21), the state’s one-to-one technology and learning initiative, is comprised of multiple inputs aligned with these success indicators, including a tiered approach to web-based, virtual, and face-to-face professional development; tools and resources for site-based capacity building; regionally-based digital learning summits;

and monthly grant management meetings. During the 2017- 18 school year, NR21 provided high-quality professional development to our schools' digital learning coaches, teachers, and administrators; supported schools with timely and tailored device support; disseminated technology and learning resources through a variety of digital platforms; assisted schools in using data for action planning; and launched Nevada's first state-wide drone-coding project."

Further this external implementation report identified the following benefits of 1:1 schools:

- Increased student engagement, as indicated by teacher reports of increased attentiveness in class and on time homework completion (90% of teachers find that students are more productive when using their Chromebook)
- Increased student opportunities and ability to apply skills (critical thinking, communication, collaboration, and creativity) needed in the 21st century job market
- Personalized and expanded learning experiences for all students
- Administrative affordances
- Increased student achievement

The findings from this report are supported by the comments the SETNA surveys.

"Our 1:1 programs have demonstrated improvements in school culture and climate, discipline and engagement" - Technology Director

"When students are allowed to create products using a variety of platforms to show their understanding, they learn the content to a much deeper level. It is allowing access to content where some students have struggled before. The engagement factor alone is motivating some students to attempt activities they would not have in the past" - Technology Director

"Opportunities [for] individualized learning anytime, anywhere...creative thinking, doing and problem solving" - Technology Director

Additionally, the NR21 Implementation Report indicated that 1:1 technology lead to the added benefit of budget reduction or cost avoidance:

"Our Program Update administered to school administrators pointed to real or projected budget savings and cost avoidance associated with traditional expenditures such as reduction in printing/copying costs, and decline in textbook purchases. Decreases in one budget area allow for investments in other areas. Many of our schools are allocating expenses for primary and supplementary digital content in mathematics, science, and English language arts that is current and aligned with Common Core standards."

Digital Learning Materials

As with the 2018 report, due to a lack of available research, the 2020 SETNA can make no concrete assertions on the topic of digital textbooks and their potential cost savings for K-12 schools. Comments from technology directors indicate concern that the annual costs of digital

textbook subscriptions might be more costly. However, the need to access to high-quality digital content was identified as one of the greatest challenges by technology coordinators.

Computer-Based Assessment

Multiple state educational assessments are delivered electronically and their corresponding technology requirements are provided. In addition to the technology specifications detailed by the testing vendors, the number and availability of these devices impacts both assessment and instruction. The NR21 Year 3 implementation report indicated that an affordance of a school having 1:1 devices, and sufficient internet capacity for all devices to access the internet concurrently can streamline the testing window for state assessments. Principals cite this benefit of the updated networking and devices provided by NR21 as a way to reduce their testing window from weeks to days. Principals report that their ability to decrease their school's testing window provides the gift of increased instructional time.

MAP Growth Reading Assessment

The MAP Growth Reading Assessment (NWEA) was selected by the Nevada State Board of Education on June 16, 2016 per NRS 388.157 Sec. 1 (b) in response to Nevada's first Read by Grade 3 Act of 2015. This assessment's test design, results-reporting capabilities and professional development components facilitate the classroom teacher's use of results data to inform his/her instructional strategies in Reading. Local educators also employ a systematic process of data-based decision-making to further inform both instruction and intervention practices. This process is regularly directed by the local Read by Grade 3 Literacy Specialist.

The current 2019-2020 academic year marks the third year of statewide administration of the MAP Growth Reading Assessment in Nevada. This assessment is a computer-adaptive test. The MAP Growth tests include multiple choice, drag-and-drop, and other types of questions.

As part of Nevada's Read by Grade 3 directives:

The MAP Growth Reading Assessment is first administered to kindergarten students at the middle of the year at a winter benchmark. It is then administered to kindergarten students at the end of the school year at a spring benchmark.

The Map Growth Reading Assessment is administered three times during the year to students in First, Second, and Third grades at the beginning, middle and end of the year (fall, winter, and spring benchmarks).

MAP Growth Reading Assessments are used to assess the reading skills of all K-3 students in Nevada. They are also used to guide the progress monitoring process for students reading below grade level, to collect data on student performance and to inform the state-level reporting requirements of the Read by Grade 3 Program per NRS 388.157 Sec.1 (b) and NAC 388.660 Sec. 2.

The MAP assessment has some minimum specifications when it comes to hardware, peripheral devices, and bandwidth requirements. NWEA recommends as a best practice to use the NWEA secure testing browsers and apps (also called "Lockdown Browser") for MAP testing. Students will

need to have access to any of the following: Laptops or Tablets; Windows PC, Macintosh, iPad, or Chromebook. See Appendix F for details about specific supported models of these devices.

Computer hardware must meet the minimum requirements specified by the manufacturers of the operating system and browser in use. Any hardware that exceeds the minimum requirements is recommended for an optimal experience for the test taker. For computer display, follow these specifications:

- Screen Resolution Minimum: 1024 X 768 for students.
- Scaling or Zoom 100%
- Color Depth: 32 bit recommended (minimum 16-bit)

The following bandwidth recommendations are based on best-estimate calculations. Test sites that do not meet these recommendations will be able to deliver assessments, but they may experience delays. Grades 3+ testing requires 2 Mbps for every 30 computers concurrently testing. Grades K-2 testing requires 3 Mbps for every 30 computers concurrently testing. More bandwidth is required because of audio and interactive features. Additional bandwidth is needed at the beginning of each MAP Growth assessment. The initial load is approximately 2.2 MB, and the load time varies based on available bandwidth.

Smarter Balanced and WIDA Assessments

To meet the requirements of the Every Student Succeeds Act (ESSA) and Nevada Revised Statutes all Nevada students in grades 3-8 participate in the Smarter Balanced state assessments. Additionally, all students (kindergarten through twelfth grade) who are learning English as a second language are required by ESSA to participate in the English language proficiency exam the WIDA until they demonstrate a prescribed level of proficiency. Both the WIDA and the Smarter Balanced assessments are computer-based assessments delivered via a proprietary software package installed on local devices and servers.

The vendors for the Smarter Balanced and WIDA assessments have published device requirements for both testing devices and server hardware (Appendix G). Testing software can be run in Windows, macOS, Linux, ChromeOS and iOS operating software. Software requirements vary across platforms, but a minimum of Intel 4th generation processor is required. To offer all available supports for students an Intel 6th generation or higher is required. Devices require a minimum of 2 GB of RAM, however, 4 GB is recommended to offer all the available student supports. Devices must have a minimum screen size of 9.5 inches and a resolution of 1024x768. Vendor recommendations state that tablets or other limited expansion devices be wiped of all other software or apps and be used only to administer the assessments as the memory on these devices is finite. Devices must be compatible with both earphone and microphone use to fully access both assessments.

Vendor requirements for servers vary dependent on number of students who will be testing on the device. Servers must meet the CPU benchmark rating of 3000 or higher, a minimum available memory of 4 GB, and available disk space of no less than 10 GB to access up to 100 students. Districts attempting to assess up to 750 students must utilize a server with a CPU benchmark rating of 12,000 or higher. Available shared network bandwidth also increases with student numbers.

Assessing 100 students requires a minimum of 100 Mbps of bandwidth and increases by 50 Mbps per each 100 additional students.

Research Question Five: What is the current status of the state educational technology plan (NR21) and what steps have taken place towards the revision of a state educational technology plan?

State and District Educational Technology Plans

State Technology Plan

The State Educational Technology Plan (2009-2014) was replaced by the Nevada Ready 21 (NR21) plan. NR21 is a six-year plan for implementing statewide 1:1 computing. The NR21 plan was the result of statewide stakeholder collaboration with experts including the One-to-One Institute, Cisco, NWN, Intel, the Nevada Department of Education and the Nevada Commission on Educational Technology. The result is a plan focusing on infrastructure, connectivity, professional development and instructional technology integration. The mission of the NR21 Plan is:

To provide all Nevada students an equitable, technology-rich education that supports high-standards, and engaging learning environment, and the development of the 21st century skills students will need to fuel the economic growth of the state. Furthermore, Nevada Ready 21 will support educators in their efforts to create a more engaging and personalized instruction by providing the essential tools and ongoing professional development to guide their transformation.

Nevada Ready 21 Update

The NR21 plan is a six-year initiative to implement one-to-one computing in Nevada's schools. NR21 aims to provide 24-hour access to a probable technology device for Nevada middle school students. In addition to device procurement, NR21 provides a comprehensive tech support and warranty program for devices for the duration of the grant, delivers professional development and supports the work to expand broadband internet access in schools throughout the state.

Funds for the NR21 program are overseen by the Nevada Commission on Educational Technology (CET). The CET was established in 1997 under NRS 388.790-805. The 13-member commission includes 2 ex officio members and 11 voting members who are appointed by the Legislature and the Governor.

On November 15, 2017, the CET awarded Cohort 2 grantees: Clark County School District (three schools), Humboldt County School District (one school), and Washoe County School District (one school). These schools received new devices at the beginning of the 2018-2019 school year. Awards were based on grant applications that included comprehensive planning through the 2020-2021 school year.

During the 2019 Legislative Session, AB 309 was signed into law. This legislation provided school districts and the State Public Charter School Authority with the option of directing NR21 funds, appropriated during FY 20 and FY 21, toward other areas as outlined in the legislation. In FY20 cohort two grantees were awarded rollover funds from FY19. As a result of this legislation, the continuation of Cohort 2 was a local decision. The statewide support of professional development specialists, regional in-person professional development events, and the in-state repair depot were suspended.

As of communication with the Nevada Department of Education in April of 2020 there were seven unfilled appointments to the Commission of Educational Technology. Given the following vacancies, the Commission has not met since July 18, 2019 due to the inability to reach quorum.

- Senate Appointee, Field of Technology Representative
- Elementary Education Representative
- Nevada State Senate Representative
- Parent Representative
- Libraries & Archives Representative
- Administrator of Nevada Enterprise IT Services

Based on the meeting schedule, the year three program evaluation report for NR21 has not been presented to the Commission, nor released to the public. The report has been prepared by the external evaluator and shared with the Nevada Department of Education.

Educational Technology Initiatives in response to Covid-19

In response to the COVID-19 crisis, the NDE created the Nevada Digital Learning Collaborative (NV-DLC). This collaborative represents NDE staff from various offices across the agency, an expert consultant in distance education, and multiple external stakeholders. The purpose of this collaborative is to build an inclusive infrastructure to support distance education across the state of Nevada, to ensure every student receives access to instruction and continued learning through digital and blended learning environments. The NV-DLC conducted a brief needs assessment, the results of which were shared earlier in this report, which focused on device and connectivity needs, professional learning needs and learning management system usage.

Based on the reported needs the NV-DLC began recruitment of Nevada Department of Education Digital Engineers cohort comprised of experts currently employed in local education agencies. With over 150 applications, the NDE Digital Learning Team narrowed the applicants to the top 100. These digital experts (digital engineers) will work collaboratively with NDE and RPDP to develop and facilitate the following topics resources for teachers, families and students such as webinars and videos clips, podcasts, monthly learning chats, and digital tool and platform support. Digital engineers will increase access to technological capacity, high-quality professional learning, and high-quality instructional materials for all students and educators in Nevada.

This partnership between NDE, RPDP, and digital engineers from LEAs will work to provide support in the following areas:

- Devices and Platforms
- Content and Curriculum

- Professional Learning
- People: Educators, Families, and Students

NDE worked to collaborate with the Governor's Office of Science and Innovation (OSIT) to share research and needs assessment data, and brainstorm solutions to known barriers. A partnership between NDE and OSIT has potential to support procurement of devices and expansion of Wi-Fi access to all students.

Section 5: Summary of Findings and Recommendations

The data gathered from the 2020 State Educational Technology Needs Assessment provided feedback from several sources including Nevada teachers, technology coordinators, parents, and state superintendents. The assessment was especially critical this year due to the Covid-19 pandemic and the school closures, which forced many to rely on educational technology and knowledge of teaching and learning with technology and using online platforms. The following is a summary of SETNA recommendations based on the data from the Technology Coordinator Survey, Teacher Survey, Parent Survey, and State Superintendent Survey in the 2020 SETNA report.

Summary of 2020 SETNA Recommendations

Top Ten Recommendations

1. Provide consistent and dedicated funding for educational technology.

Funding should be consistent and predictable to support educational technology planning and implementation. Funding should be dedicated to educational technology to ensure the availability for this purpose. Funding was the most commonly mentioned need in the survey results.

2. Ensure sufficient Wi-Fi access in all schools and homes.

Wi-Fi access is essential for digital learning, particularly in situations such as Covid-19. Consistent, high-speed, non-intermittent, Wi-Fi connectivity is necessary for most digital learning. All stakeholder groups identified Wi-Fi access in schools and homes as a primary need.

3. Support device procurement with replacement and repair processes to ensure every student has access to a current working device.

Results indicate a need to support districts with replacement and repair processes to ensure every student has access to a working device. Surveys indicated that prior NDE educational technology grant programs (Nevada Ready 21) included state-wide repair services and replacement devices to ensure that no student was without a working device and all students had access to digital learning materials.

4. Provide state supported infrastructure for delivery of content and professional learning.

A state supported infrastructure ensures access for all students and teachers throughout the state, limiting inequitable resources based on district resources. Survey results indicate that access to student content and professional development varies greatly by district.

5. Require and support the development and implementation of long-term educational technology planning.

The state of Nevada does not currently require district educational technology plans. The NDE should support both the long-term planning of districts and the implementation and evaluation of those plans.

6. Require ongoing professional learning to support the implementation of educational technology integration in all classroom settings.

Access to and requirement of professional learning in the field of educational technology varies by school and district. All educators need access to professional learning to support high-quality instruction in blended and online instructional formats. Professional learning was a need identified by all stakeholder groups.

7. Repurpose the Commission on Educational Technology to an advisory council for Nevada.

The current Nevada Commission on Educational Technology has struggled to maintain appointees or meet quorum to hold meetings. Revise this commission to support the real-time work of NDE, schools and districts.

8. Require access to K-12, standards-aligned, digital content for all students.

Covid-19 highlighted inequities in access to K-12, standards-aligned content for all students. Ensure that every student has access to high-quality content in blended and online instruction formats.

9. Review the current state technology plan annually and revise as necessary.

Survey results indicate that many strengths exist in the current Nevada Ready 21 technology plan, including a strong infrastructure. However, given the shifts in funding, this plan requires revision. Moving forward an annual review in light of state and national trends will ensure a quality state-wide plan. Nevada is a member of the State Educational Technology Director's Association (SETDA), this membership should be used to support the inclusion of national advancements in technology planning.

10. Expand and leverage partnerships as the way forward. Recognize smaller districts don't have the capacity on their own for distance learning and device support.

Partnerships are key for planning and procurement. Strong partnerships allow for vertical alignment for students across K-12 schooling, higher education and career/workforce participation. Further, alignment of procurement of items and services allows for greater purchasing power. Partnerships among the following groups might be explored: NDE, school districts, private-sector, higher education, OSIT, and professional organizations such as CUE-NV.

References

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Appendix A

Memo of Support from Nevada Department of Education

Steve Sisolak
Governor

Jhone M. Ebert
Superintendent of
Public Instruction



Southern Nevada Office
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Las Vegas, Nevada 89119-0811
(702) 486-6458
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STATE OF NEVADA
DEPARTMENT OF EDUCATION
700 E. Fifth Street | Carson City, Nevada 89701-5096
Phone: (775) 687-9200 | www.doe.nv.gov | Fax: (775) 687-9101
May 12, 2020

TO: Nevada School District Curriculum Directors

FROM: David J. Brancamp, Director of the Office of Standards and Instructional Support
Dr. Heather Crawford-Ferre, Education Program Professional – Nevada 21 and K-12
Mathematics Lead

SUBJECT: Notice of Required School District Participation in Educational Technology Needs
Assessment

This is to inform you of a statewide study that is currently underway. In accordance with NRS 388.795, an educational technology needs assessment must occur every spring of even numbered years.

Dr. Diana Moss of UNR will conduct this assessment. The results of this assessment will influence the educational technology initiatives for the next two years. The timeline to complete this study is extremely tight with the final draft due to LCB on June 1, 2020. I strongly encourage your continued cooperation from your district on this special request especially in light of the current COVID-19 crisis that has heightened our demands on technology.

Dr. Heather Crawford-Ferre of NDE is assisting Dr. Moss to contact educational technology directors in your district, and your support in this effort is greatly appreciated. Please feel free to forward this to whomever you believe should have this information. If you have any questions or concerns around this request, please contact Dr. Moss at d1m315@gmail.com or Dr. Crawford-Ferre at hcrawfordferre@doe.nv.gov.

Appendix B

Survey for Nevada School Educational Technology Directors



University of Nevada, Reno

1. Nevada Educational Technology Survey

Dear Technology Coordinator,

This is the 2020 State Education Needs Survey. This annual survey collects information required for Federal and State reporting and will inform the biennial educational technology needs assessment required by NRS. Information obtained in this survey will influence state educational technology policies and funding. The survey is intended to assess your views and perceptions of technology throughout your district. The survey covers a variety of topics, from technology planning to teachers' use of technology in teaching and administrative tasks.

We ask that you please complete the Technology Coordinator Survey which will take approximately 30 minutes. Your responses are anonymous and extremely important, as the results will provide important feedback for the Nevada State Legislature.

To begin this survey, please click on the "next" button located at the bottom of this page. Please answer the questions thoroughly.

Thank you for your support.

Respectfully,

Dr. Diana Moss (dmoss@unr.edu)



University of Nevada, Reno

2. Nevada Educational Technology Survey

School Survey

* 1. Select your district

- ☐ Carson 13
 - ☐ Churchill 01
 - ☐ Clark 02
 - ☐ Douglas 03
 - ☐ Elko 04
 - ☐ Esmeralda 05
 - ☐ Eureka 06
 - ☐ Humboldt 07
 - ☐ Lander 08
 - ☐ Lincoln 09
 - ☐ Lyon 10
 - ☐ Mineral 11
 - ☐ Nye 12
 - ☐ Pershing 14
 - ☐ Storey 15
 - ☐ Washoe 16
 - ☐ White Pine 17
 - ☐ State-Sponsored Charter 18
 - ☐ Other Non-District Affiliated Public School 18
-



University of Nevada, Reno

3.

1. Next to each of the designations below provide a number that represents the approximate percentage of classrooms that most closely fit that description.

Teacher computer
(desktop/laptop) only

Teacher computer +
access to a computer lab
and/or shared computer
cart

Teacher computer +
access to a computer lab
and/or shared computer
cart + some student
devices (<1:5)

Teacher computer +
student device 1:5

Teacher computer +
student device 1:2

Teacher computer +
student device 1:1

2. Next to each of the designations below provide a number that represents the approximate percentage of student device types that most closely fit that description.

Desktop

Laptop/Chromebook

Tablet

Other

3. What percent of students are allowed to take home a school device during evenings/school breaks?

4. Has this changed due to Covid19? If so, how?

5. What support is available to teachers when they need technical assistance in their classrooms?

6. When a teacher/student needs support, how is this communicated?

7. If a device requires repair, what is the process?

8. Is the teacher/student supplied with a temporary device until repair is completed?

9. If the teacher/student does not have a replacement device available, how do they instruct/participate?

10. Do teachers/students use devices not provided by the district?

☐ Yes

☐ No

If yes, how is PII protected with 'alternate devices' if not supplied via district?

11. Please share any other comments you have regarding the technology capacity in your district's classrooms.



University of Nevada, Reno

4. Technology Planning

This section pertains to the planning for technology use at local, district, and state levels.

1. Does your district have a technology plan that is publicly available.

☐ Yes

☐ No

If so, provide a link.

2. Do schools in your district typically engage in significant technology planning? If so, how often does this occur? Do they have school technology plans? Do they have technology committees?

3. Describe the status of planning for technology in your district. What are the major challenges?

4. Describe in general terms the funding for technology in your district. What are the major sources of funding? Is the funding consistent and predictable?

5. Has your district recently or does your district plan to use E-rate funding. If so, how? If not, why?

6. What else should we know about technology planning in your district?



University of Nevada, Reno

5. Role of Technologies

The following items refer to the role of technology throughout the district as the tools pertain to a variety of tasks.

1. What do you think are the opportunities and challenges associated with the expanded use of laptops to supplement or replace textbooks?

2. Has the expanded distribution of laptops had a positive impact on student outcomes? Why or why not?

3. What are some of the more advanced ways teachers in your district are utilizing the Internet to improve survey outcomes?

4. What are some of the greatest challenges association with the increased use of Internet for teachers in your district?

5. Are teachers in your district using the Internet to collaborate with other teachers. If yes, how?



University of Nevada, Reno

6. Professional Development

These items pertain to the professional development available to teachers throughout your district.

1. What type of educational technology professional development is required for all teachers in your district?

2. What type of optional educational technology professional development is available for teachers in your district?

3. What is the greatest need for educational technology professional development for teachers in your district?

4. Share any other comments or suggestions regarding educational technology and professional development you feel is pertinent to this survey.



University of Nevada, Reno

7.

1. We appreciate your feedback and thank you for the time and effort you put into completing this survey. If you have any suggestions on how to improve this survey please enter them below. Otherwise, click the "done" button to finish.

Appendix C

Survey for Nevada School Teachers

1. Nevada Educational Technology Survey

Thank you for participating in the Nevada Educational Technology Survey. This annual survey collects information required for Federal and State reporting and will inform the biennial educational technology needs assessment required by NRS 388.795. Information obtained in this survey will influence state educational technology policies and funding. Please answer the questions accurately.

This survey is being conducted by The University of Nevada, Reno on behalf of the Nevada Department of Education.

If you have questions, please contact Dr. Diana Moss (dmoss@unr.edu).

2. Nevada Educational Technology Survey

School Survey

* 1. In which district is your school?

- ☐ Carson 13
- ☐ Churchill 01
- ☐ Clark 02
- ☐ Douglas 03
- ☐ Elko 04
- ☐ Esmeralda 05
- ☐ Eureka 06
- ☐ Humboldt 07
- ☐ Lander 08
- ☐ Lincoln 09
- ☐ Lyon 10
- ☐ Mineral 11
- ☐ Nye 12
- ☐ Pershing 14
- ☐ Storey 15
- ☐ Washoe 16
- ☐ White Pine 17
- ☐ State-Sponsored Charter 18
- ☐ Other Non-District Affiliated Public School 18

3. Nevada Educational Technology Survey

Carson Schools

1. Select the Carson school for which you're completing the survey.

4. Nevada Educational Technology Survey

Churchill Schools

1. Select your Churchill school.

5. Nevada Educational Technology Survey

1. Select your Clark school.

6. Nevada Educational Technology Survey

Douglas Schools

1. Select your Douglas school.

7. Nevada Educational Technology Survey

Elko Schools

1. Select your Elko school.

8. Nevada Educational Technology Survey

Esmeralda Schools

1. Select your Esmeralda school.

9. Nevada Educational Technology Survey

Eureka Schools

1. Select your Eureka school.

10. Nevada Educational Technology Survey

Humboldt Schools

1. Select your Humboldt school.

11. Nevada Educational Technology Survey

Lander Schools

1. Select your Lander school.

12. Nevada Educational Technology Survey

Lincoln Schools

1. Select your Lincoln school.

13. Nevada Educational Technology Survey

Lyon Schools

1. Select your Lyon school.

14. Nevada Educational Technology Survey

Mineral Schools

1. Select your Mineral school.

15. Nevada Educational Technology Survey

Nye Schools

1. Select your Nye school.

16. Nevada Educational Technology Survey

Pershing Schools

1. Select your Pershing school.

17. Nevada Educational Technology Survey

Storey Schools

1. Select your Storey school.

18. Nevada Educational Technology Survey

Washoe Schools

1. Select your Washoe school.

19. Nevada Educational Technology Survey

White Pine Schools

1. Select your White Pine school.

20. Nevada Educational Technology Survey

Schools

1. Select your school.

21. Demographic Information

This information is for classification purposes only; we have no way of tracking this information back to the participant.

(*) Indicates a required question.

* 1. In which year did you begin teaching?

* 2. How long have you been teaching?

- ☐ This is my first year
- ☐ More than one year, but fewer than three years
- ☐ More than three years, but fewer than five years
- ☐ More than five years, but fewer than ten years
- ☐ More than ten years

* 3. How long have you been teaching at your current school?

- ☐ This is my first year
- ☐ More than one year, but fewer than three years
- ☐ More than three years, but fewer than five years
- ☐ More than five years, but fewer than ten years
- ☐ More than ten years

* 4. Which job classification most closely matches your current position?

- ☐ Certified teacher
- ☐ Media specialist
- ☐ Special education teacher
- ☐ Technology teacher/integration specialist
- ☐ Other (please specify)

* 5. What type of school accurately describes your current assignment/placement?

- ☐ Elementary School (K-5 or K-6)
- ☐ Middle School (6-8, 6-9, 7-8, or 7-9)
- ☐ High School (9-12 or 10-12)
- ☐ Elementary/Middle School (K-8)
- ☐ Other (please specify)

* 6. If you teach at a middle school or high school level, which subject(s) do you teach? (Select all that apply)

- ☐ I teach elementary school
- ☐ Math
- ☐ Science
- ☐ English/Language Arts/Reading
- ☐ Social Studies/History/Government
- ☐ Physical Education/Health
- ☐ Technology
- ☐ Librarian
- ☐ Foreign Language Arts
- ☐ Specialist or Strategist
- ☐ CTE Program Teacher
- ☐ Other (please specify)

* 7. Are you:

- ☐ Male
- ☐ Female
- ☐ Choose not to answer

* 8. Please rate your experience with technology:

- ☐ Very inexperienced (I do not consider myself a technology user. I get someone else to do technology-based tasks for me)
- ☐ Inexperienced (I consider myself a novice user. I accomplish assigned tasks, but I am more efficient when I don't use technology to do a job)
- ☐ About average (I have enough skills to complete the management and communication tasks expected of me and occasionally prefer to use technology to accomplish my tasks)
- ☐ Experienced (My skills are very good. I use a variety of technology tools and I use them efficiently for all aspects of my job)
- ☐ Very experienced (I am a technology leader. I use technology efficiently, effectively and in creative ways to accomplish my job. I often teach others to use technology resources)

22. Existing Technology in the Classroom

This section pertains to the technology to which you and your students regularly have access in the classroom. Some questions refer to the age and capabilities of these tools. Although you may not have the exact information, please respond to the best of your knowledge.

Note: Throughout this survey we use the term "device" to refer to desktop computer, laptop computer, mobile devices and tablet computer (e.g., iPads, Microsoft Surface, etc.).

(*) Indicates a required question.

* 1. In my classroom, I have a designated device that I can use for administrative tasks (e.g., grading, emails, attendance).

- ☐ Yes
- ☐ No

23. Designated Instructional Devices Teacher Use

* 1. In general, all devices for instructional and curricular tasks are easy to use.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

* 2. Approximately what is the age of the instructional and curricular device(s)?

- ☐ Less than one year
- ☐ One to five years
- ☐ Five to ten years
- ☐ More than ten years

24. Existing Instructional Device For Student Use

* 1. In my classroom, I have a designated device that students can use for instructional purposes.

- ☐ Yes
- ☐ No

25. Designated Instructional Devices for Student Use

* 1. In general, all devices that the students operate for instructional purposes are easy to use.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

* 2. Approximately what is the average age of the devices that the students use in the classroom?

- ☐ Less than one year
- ☐ One to five years
- ☐ Five to ten years
- ☐ More than ten years

26. Total Devices Available in the Classroom

* 1. What is the ratio of students to devices during a typical class?

- ☐ 1 student : 1 device
- ☐ 2 students : 1 device
- ☐ 3 students : 1 device
- ☐ 4 students : 1 device
- ☐ 5 students : 1 device
- ☐ More than 5 students : 1 device

2. In general, these devices are easy to use.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

3. Approximately what is the average age of the devices in the classroom?

- ☐ Less than one year
- ☐ One to five years
- ☐ Five to ten years
- ☐ More than ten years

4. Students in my classroom are allowed to take school devices home during evenings and school breaks.

- ☐ Yes
- ☐ No

Other (please specify)

27. Internet Availability

* 1. Do any of the devices in your classroom have an internet connection?

- ☐ Yes
- ☐ No
- ☐ I don't have any devices in my classroom

28. Internet Connection

1. The devices in my classroom have a wired connection to the internet.

- ☐ Yes
- ☐ No
- ☐ I don't have any devices in my classroom

2. In general, I find this wired connection to be dependable.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Not applicable

3. The devices in my classroom have a wireless connection the Internet.

- ☐ Yes
- ☐ No
- ☐ I don't know

4. In general, I find this wireless connection to be dependable.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Not applicable

5. The connection speed for classroom devices is such that typical online videos will begin playing:

- ☐ Very quickly
- ☐ Quickly
- ☐ Neither quickly nor slowly
- ☐ Slowly
- ☐ Very slowly

6. Next to each of the designations below provide a number that represents the approximate percentage of your students that match the description.

The student has no home access to internet

The student has limited/non-dependable home access to internet

The student has dependable home access to internet

I do not know about the student's access to home internet

29. Technology Availability Comments

1. What comments do you have regarding the technology available in your classroom?

2. What comments do you have regarding students' access to internet and technology in their home for educational purposes?

3. What comments do you have regarding changes to educational technology due to Covid-19?

30. Teacher Preparation and Technology Readiness

1. Please indicate the degree to which you are currently prepared to use the following tools for instructional purposes:

	Very well prepared	Well prepared	Not prepared	Not at all prepared	N/A
Audio or video podcasts (access or create)	☐	☐	☐	☐	☐
Audio/video production/editing (Audacity, GarageBand, iMovie, Movie maker, etc.)	☐	☐	☐	☐	☐
Classroom response systems (clickers, etc.)	☐	☐	☐	☐	☐
Classroom voice amplification systems	☐	☐	☐	☐	☐
Content management systems/websites (Moodle, Canvas, Blackboard, etc.)	☐	☐	☐	☐	☐
Content specific applications (math, science, music, etc.)	☐	☐	☐	☐	☐
Database software	☐	☐	☐	☐	☐

2. Please indicate the degree to which you are currently prepared to use the following tools for instructional purposes:

	Very well prepared	Well prepared	Not prepared	Not at all prepared	N/A
Digital camera	☐	☐	☐	☐	☐
Digital video camera	☐	☐	☐	☐	☐
Document camera	☐	☐	☐	☐	☐
Drill and practice	☐	☐	☐	☐	☐
E-mail (student)	☐	☐	☐	☐	☐
Handheld or mobile device	☐	☐	☐	☐	☐
Image/photo editing	☐	☐	☐	☐	☐

3. Please indicate the degree to which you are currently prepared to use the following tools for instructional purposes:

	Very well prepared	Well prepared	Not prepared	Not at all prepared	N/A
Integrated learning systems (CompassLearningOdyssey, Plato Learning, etc.)	☐	☐	☐	☐	☐
Interactive whiteboard software (Promethean, SMART Notebook, etc.)	☐	☐	☐	☐	☐
Internet resources	☐	☐	☐	☐	☐
LCD projector	☐	☐	☐	☐	☐
Library catalogs	☐	☐	☐	☐	☐
Online research databases available through the school media center/library	☐	☐	☐	☐	☐
Presentation software (PowerPoint, Prezi)	☐	☐	☐	☐	☐

4. Please indicate the degree to which you are currently prepared to use the following tools for instructional purposes:

	Very well prepared	Well prepared	Not prepared	Not at all prepared	N/A
Probes and/or probeware	☐	☐	☐	☐	☐
Document scanner (uploading electronic copies of paper textbook pages, etc.)	☐	☐	☐	☐	☐
Simulations	☐	☐	☐	☐	☐
Spreadsheets	☐	☐	☐	☐	☐
Tutorials	☐	☐	☐	☐	☐
Videoconferencing	☐	☐	☐	☐	☐
Video streaming (Discovery, Learn 360, TeacherTube, etc.)	☐	☐	☐	☐	☐

5. Please indicate the degree to which you are currently prepared for the following instructional purposes:

	Very well prepared	Well prepared	Not prepared	Not at all prepared	N/A
Teach in a classroom where every student has their own device (1:1).	☐	☐	☐	☐	☐
Access and use state assessment data (e.g. CRT scores) to support instructional decisions.	☐	☐	☐	☐	☐
Access and use district assessment data to support instructional decisions.	☐	☐	☐	☐	☐
Teach in a classroom where all of the instructional materials are delivered via the device.	☐	☐	☐	☐	☐
Find effective instructional materials on the Internet.	☐	☐	☐	☐	☐
Blended learning, hybrid 1:1, BYOD, Project Based Learning (PBL).	☐	☐	☐	☐	☐
Integrate educational technology into your classroom.	☐	☐	☐	☐	☐
Incorporate library databases into student research projects.	☐	☐	☐	☐	☐

6. What comments do you have regarding your preparation to use technology in your classroom?

31. Professional Development Availability

This section pertains to training and/or professional development that you may have received while you have been a teacher in Nevada.

* 1. In your current school have you received any professional development opportunities/training for educational technology?

- ☐ Yes
- ☐ No
- ☐ Not sure

32. Professional Development Information

For questions 2-6, please estimate the number of hours you have participated in available technology professional development activities during the current school year.

1. Which of the following professional development opportunities have been available to you during the current school year?

- ☐ One-on-one training from a technology specialist or coach
- ☐ Informal training from colleagues
- ☐ Group training related to technology (e.g. staff development days)
- ☐ Online professional development courses
- ☐ In this current school year I have not had any professional development opportunities
- ☐ Other (please specify)

2. One-on-one training from a technology specialist or coach:

- ☐ N/A
- ☐ 1-10 hours
- ☐ 10-20 hours
- ☐ 20-30 hours
- ☐ 30-40 hours
- ☐ 40+ hours

3. Informal training from colleagues:

- ☐ N/A
- ☐ 1-10 hours
- ☐ 10-20 hours
- ☐ 20-30 hours
- ☐ 30-40 hours
- ☐ 40+ hours

4. Group training related to technology (e.g. staff development days):

- ☐ N/A
- ☐ 1-10 hours
- ☐ 10-20 hours
- ☐ 20-30 hours
- ☐ 30-40 hours
- ☐ 40+ hours

5. Online professional development courses:

- ☐ N/A
- ☐ 1-10 hours
- ☐ 10-20 hours
- ☐ 20-30 hours
- ☐ 30-40 hours
- ☐ 40+ hours

6. Other

- ☐ N/A
- ☐ 1-10 hours
- ☐ 10-20 hours
- ☐ 20-30 hours
- ☐ 30-40 hours
- ☐ 40+ hours

7. How would you rate the quality of the technology-related professional development opportunities sponsored by the following entities?

	Very High	High	Neutral	Low	Very Low	N/A
District	☐	☐	☐	☐	☐	☐
Local Higher Education Institution (UNR, UNLV, CSN, GBC, etc.)	☐	☐	☐	☐	☐	☐
Regional Professional Development Program (RPDP)	☐	☐	☐	☐	☐	☐
E4E (Statewide)	☐	☐	☐	☐	☐	☐
CUE (Computer Using Educators northern and southern Nevada chapters)	☐	☐	☐	☐	☐	☐
Your school	☐	☐	☐	☐	☐	☐

Other (please specify name/quality rating):

8. Please rate your agreement with the following statements as they relate to your technology professional development opportunities.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
They are appropriate for content I am expected to teach.	☐	☐	☐	☐	☐
The activities focus on general integration strategies.	☐	☐	☐	☐	☐
They are appropriate for the grade level of my students.	☐	☐	☐	☐	☐
They generally provide me with opportunities to try what I have learned.	☐	☐	☐	☐	☐
The activities are ongoing.	☐	☐	☐	☐	☐
They are best described as 'one-shot' presentations.	☐	☐	☐	☐	☐
The different activities are a part of a larger related plan.	☐	☐	☐	☐	☐

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
They provide opportunities to work with other teachers in my content area.	☐	☐	☐	☐	☐
Activities are frequently targeted to a specific strategy or method.	☐	☐	☐	☐	☐
The activities are directed towards the needs of my grade level.	☐	☐	☐	☐	☐
The activities are directed towards the needs of my school.	☐	☐	☐	☐	☐
They promote collaboration among my fellow teachers.	☐	☐	☐	☐	☐
The activities address issues of motivation.	☐	☐	☐	☐	☐
Accountability: I am expected to apply what I've learned in the classroom.	☐	☐	☐	☐	☐
Educational standards are incorporated into the activities.	☐	☐	☐	☐	☐

9. Please share any additional comments you may have regarding your technology-related professional development opportunities and experiences.

33. Classroom Technology Use (TEACHER)

This section pertains to the ways that YOU generally use technology in your classroom.

This includes your use of technology for planning purposes.

Please consider technology to which you have access in your classrooms all of the time and do not include items that may be available elsewhere in the school (e.g. for checkout).

1. Do you personally use technology while in your classroom?

- ☐ Yes
- ☐ No
- ☐ Sometimes

2. What best describes your current practice of using technology in instruction?

- ☐ I seldom use technology to deliver instruction
- ☐ I almost exclusively use whole group presentation style either using an interactive whiteboard, PowerPoint or other instructional software to explain or demonstrate concepts or instructions.
- ☐ I often use whole group presentation style, but sometimes facilitate students in their use of a variety of information resources and hands-on activities.
- ☐ I almost exclusively facilitate student learning by encouraging students to use information resources and hands-on activities.

3. Do you have access to the following materials via the Internet (select all that apply)?

- ☐ District content objectives
- ☐ Lessons developed by other district teachers
- ☐ District curriculum materials
- ☐ Videos related to the curriculum
- ☐ Online reports from standardized testing done school-wide
- ☐ Do not have access to technology-based materials for planning
- ☐ Do not use technology-based materials to make instructional decisions

4. Check all of the following that you do to help plan with other teachers who teach the same grade level or content area (select all that apply).

- ☐ Use web-based tools that permit document sharing (e.g. Google Docs, Edmodo, C.E, wikis, blogs)
- ☐ Use shared space on the school network
- ☐ Email files
- ☐ Print and copy documents
- ☐ Meet face to face
- ☐ I do not regularly plan with other teachers

5. Please indicate how often YOU use the following technology in your classroom:

	Daily	Weekly	Infrequently	Never	N/A
Audio or video podcasts (access or create)	☐	☐	☐	☐	☐
Audio/Video production/editing (Audacity, GarageBand, iMovie, Movie maker, etc.)	☐	☐	☐	☐	☐
Classroom response systems (clickers, etc.)	☐	☐	☐	☐	☐
Classroom voice amplification systems	☐	☐	☐	☐	☐
Content management systems/websites (Moodle, Canvas, Blackboard, etc.)	☐	☐	☐	☐	☐
Content specific applications (math, science, music, etc.)	☐	☐	☐	☐	☐
Database software	☐	☐	☐	☐	☐

6. Your classroom use:

	Daily	Weekly	Infrequently	Never	N/A
Digital camera	☐	☐	☐	☐	☐
Digital video camera	☐	☐	☐	☐	☐
Document camera	☐	☐	☐	☐	☐
Drill and practice	☐	☐	☐	☐	☐
E-mail (student)	☐	☐	☐	☐	☐
Handheld or mobile device	☐	☐	☐	☐	☐
Image/photo editing	☐	☐	☐	☐	☐

7. Your classroom use:

	Daily	Weekly	Infrequently	Never	N/A
Integrated learning systems (CompassLearningOdyssey, Plato Learning, etc.)	☐	☐	☐	☐	☐
Interactive whiteboard software (Promethean, SMART Notebook, etc.)	☐	☐	☐	☐	☐
Internet resources	☐	☐	☐	☐	☐
LCD projector	☐	☐	☐	☐	☐
Library catalogs	☐	☐	☐	☐	☐
Online research databases available through the school media center/library	☐	☐	☐	☐	☐
Presentation software	☐	☐	☐	☐	☐

8. Your classroom use:

	Daily	Weekly	Infrequently	Never	N/A
Probes and/or probeware	☐	☐	☐	☐	☐
Document scanner (uploading electronic copies of paper textbook pages, etc.)	☐	☐	☐	☐	☐
Simulations	☐	☐	☐	☐	☐
Spreadsheets	☐	☐	☐	☐	☐
Tutorials	☐	☐	☐	☐	☐
Videoconferencing	☐	☐	☐	☐	☐
Video streaming (Discovery, Learn 360, TeacherTube, etc.)	☐	☐	☐	☐	☐

9. Please share any comments you have regarding your use of technology in your classroom.

34. Classroom Technology Use (STUDENTS)

This section pertains to the ways that the STUDENTS generally use technology in your classes.

This includes the students' use and technology available for planning purposes.

Please consider technology to which you have access in your classrooms all of the time and do not include items that may be available elsewhere in the school (e.g. for checkout).

* 1. Do you students use technology while in your classroom?

- ☐ Yes
- ☐ No
- ☐ Sometimes

2. Please indicate how often the STUDENTS use the following technology in your classroom:

	Daily	Weekly	Infrequently	Never	N/A
Audio or video podcasts (access or create)	☐	☐	☐	☐	☐
Audio/Video production/editing (Audacity, GarageBand, iMovie, Movie maker, etc.)	☐	☐	☐	☐	☐
Classroom response systems (clickers, etc.)	☐	☐	☐	☐	☐
Classroom voice amplification systems	☐	☐	☐	☐	☐
Content management systems/websites (Moodle, Canvas, Blackboard, etc.)	☐	☐	☐	☐	☐
Content specific applications (math, science, music, etc.)	☐	☐	☐	☐	☐
Database software	☐	☐	☐	☐	☐

3. Student classroom use:

	Daily	Weekly	Infrequently	Never	N/A
Digital camera	☐	☐	☐	☐	☐
Digital video camera	☐	☐	☐	☐	☐
Document camera	☐	☐	☐	☐	☐
Drill and practice	☐	☐	☐	☐	☐
E-mail (student)	☐	☐	☐	☐	☐
Handheld or mobile device	☐	☐	☐	☐	☐
Image/photo editing	☐	☐	☐	☐	☐

4. Student classroom use:

	Daily	Weekly	Infrequently	Never	N/A
Integrated learning systems (CompassLearningOdyssey, Plato Learning, etc.)	☐	☐	☐	☐	☐
Interactive whiteboard software (Promethean, SMART Notebook, etc.)	☐	☐	☐	☐	☐
Internet resources	☐	☐	☐	☐	☐
LCD projector	☐	☐	☐	☐	☐
Library catalogs	☐	☐	☐	☐	☐
Online research databases available through the school media center/library	☐	☐	☐	☐	☐
Presentation software	☐	☐	☐	☐	☐

5. Student classroom use:

	Daily	Weekly	Infrequently	Never	N/A
Probes and/or probeware	☐	☐	☐	☐	☐
Document scanner (uploading electronic copies of paper textbook pages, etc.)	☐	☐	☐	☐	☐
Simulations	☐	☐	☐	☐	☐
Spreadsheets	☐	☐	☐	☐	☐
Tutorials	☐	☐	☐	☐	☐
Videoconferencing	☐	☐	☐	☐	☐
Video streaming (Discovery, Learn 360, TeacherTube, etc.)	☐	☐	☐	☐	☐

35. School-Wide Technology Use

This section pertains to technology availability, use, and policies at a school-wide level.

1. Through a sign up or checkout procedure, I can arrange to have the following technologies available for a finite time in my classroom:

	Yes	No	N/A
Audio/Video production/editing (Audacity, GarageBand, iMovie, MovieMaker, etc.)	☐	☐	☐
Classroom response systems (clickers, etc.)	☐	☐	☐
Classroom voice amplification systems	☐	☐	☐
Content specific applications (math, science, music, etc.)	☐	☐	☐
Database software	☐	☐	☐
Digital camera	☐	☐	☐
Digital video camera	☐	☐	☐
Document camera	☐	☐	☐
Drill and practice	☐	☐	☐
Handheld or mobile device	☐	☐	☐
Image/photo editing	☐	☐	☐
Integrated learning systems (CompassLearningOdyessy, PlatoLearning, etc.)	☐	☐	☐
LCD projector	☐	☐	☐
Probes and/or probware	☐	☐	☐
Document scanner	☐	☐	☐
Simulations	☐	☐	☐
Videoconferencing	☐	☐	☐
Video streaming (Discovery, Learn 360, TeacherTube, etc.)	☐	☐	☐
Visualization/graphic organizers (Inspiration, etc.)	☐	☐	☐

2. Please rate your agreement with the following statements:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	N/A
The system in place for technology support is adequate.	☐	☐	☐	☐	☐
The devices to which I have access are in good working condition.	☐	☐	☐	☐	☐

3. When a teacher/student needs support, how is this communicated?

4. If a device requires repair, what is the process?

5. Is the teacher/student supplied with a temporary device until repair is completed?

- ☐ Yes
- ☐ No
- ☐ Other (please specify)

6. I believe the Internet filter used at my school is:

- ☐ Too restrictive
- ☐ About right
- ☐ Not restrictive enough
- ☐ Don't know
- ☐ N/A

7. I believe that the administrators responsible for the Internet filter are willing to consider a request for access:

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

8. What comments do you have regarding the technology usage in your school as a whole?

36. Nevada Educational Technology Survey

We appreciate your feedback and thank you for the time and effort that you put into completing this survey. If you have any suggestions on how we can improve this survey please enter them below, otherwise click on the "Done" button to finish.

Sincerely,

The 2020 SETNA Team

1. How can we improve this survey?

Appendix D

Survey for Nevada K-12 Parents (English)



University of Nevada, Reno

1. Nevada Educational Technology Survey

Thank you for participating in the Nevada Educational Technology Survey. This annual survey collects information required for Federal and State reporting and will inform the biennial educational technology needs assessment required by NRS 388.795. Information obtained in this survey will influence state educational technology policies and funding. Please answer the questions accurately.



University of Nevada, Reno

2. Nevada Educational Technology Survey

School Survey

* 1. In which school district is your student currently enrolled?

- ☐ Carson 13
- ☐ Churchill 01
- ☐ Clark 02
- ☐ Douglas 03
- ☐ Elko 04
- ☐ Esmeralda 05
- ☐ Eureka 06
- ☐ Humboldt 07
- ☐ Lander 08
- ☐ Lincoln 09
- ☐ Lyon 10
- ☐ Mineral 11
- ☐ Nye 12
- ☐ Pershing 14
- ☐ Storey 15
- ☐ Washoe 16
- ☐ White Pine 17
- ☐ State-Sponsored Charter 18
- ☐ Other Non-District Affiliated Public School 18
- ☐ Other (please specify)

2. In which grade is your child currently enrolled? If you have multiple children in school, please select all applicable levels.

- ☐ Preschool
- ☐ Kindergarten
- ☐ 1st Grade
- ☐ 2nd Grade
- ☐ 3rd Grade
- ☐ 4th Grade
- ☐ 5th Grade
- ☐ 6th Grade
- ☐ 7th Grade
- ☐ 8th Grade
- ☐ 9th Grade
- ☐ 10th Grade
- ☐ 11th Grade
- ☐ 12th Grade

Other (please specify)

3. Prior to Covid-19 school closures, did your student regularly use technology to complete homework? If so, what types of activities did they complete? (Research, projects, educational games, studying, etc...)

- ☐ Yes
- ☐ No
- ☐ I don't know

If "yes" please explain here:

4. Prior to Covid-19 did your student regularly use educational technology IN THE CLASSROOM? If so, what types of activities do they complete in school? (Research, projects, studying, etc...)

5. What are your expectations regarding educational technology use IN THE CLASSROOM?

- ☐ High (Technology should be used on a daily basis in the classroom)
- ☐ Medium (Technology should be used regularly but not on a daily basis in the classroom)
- ☐ Low (Technology does not need to be used in the classroom)

Other (please specify)

6. Do you have any concerns regarding your student's use of educational technology IN THE CLASSROOM?

- ☐ Yes
- ☐ No

Please explain concerns here

7. Post Covid-19 school closures, did your student regularly use technology to complete school work? If so, what types of activities did they complete? (Research, projects, educational games, studying, etc.)

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Other (please specify)

8. Post Covid-19 school closures, what are your expectations regarding educational technology IN THE HOME?

- ☐ High (Technology should be used on a daily basis)
- ☐ Medium (Technology should be used regularly but not on a daily basis)
- ☐ Low (Technology does not need to be used in the home)

Other (please specify)

9. How prepared was your student to learn remotely using educational technology for Covid-19?

- ☐ A great deal
- ☐ A lot
- ☐ A moderate amount
- ☐ A little
- ☐ None at all

Comments

10. What would make your student more prepared to learn remotely using educational technology for Covid-19?

11. What comments do you have regarding the use of educational technology in your student's school?

12. Do you have anything else you would like us to know about educational technology in Nevada? If so, please share below.



University of Nevada, Reno

3. Nevada Educational Technology Survey

You are done! Thank you for completing this survey. Your participation is very important and will help shape the future course of Educational Technology in NV schools.

Appendix E

Survey for Nevada K-12 Parents (Spanish)



University of Nevada, Reno

1. Encuesta de Tecnología Educativa de Nevada

Gracias por participar en la Encuesta de Tecnología Educativa de Nevada. Esta encuesta anual colecta la información necesaria para informes federales y estatales e informará a la evaluación bienal de la tecnología educativa requerida por NRS 388.795. La información obtenida en este sondeo influirá en políticas de tecnología educativa estatal y su financiación. Por favor, contesten las preguntas exactamente.



University of Nevada, Reno

2. Encuesta de Tecnología Educativa de Nevada

Encuesta de Escuela

* 1. ¿En qué distrito escolar está matriculado su estudiante en este momento?

- ☐ Carson 13
- ☐ Churchill 01
- ☐ Clark 02
- ☐ Douglas 03
- ☐ Elko 04
- ☐ Esmeralda 05
- ☐ Eureka 06
- ☐ Humboldt 07
- ☐ Lander 08
- ☐ Lincoln 09
- ☐ Lyon 10
- ☐ Mineral 11
- ☐ Nye 12
- ☐ Pershing 14
- ☐ Storey 15
- ☐ Washoe 16
- ☐ White Pine 17
- ☐ State-Sponsored Charter 18
- ☐ Otra escuela pública no afiliada al distrito
- ☐ Otro (por favor especifique)

2. ¿En qué grado está matriculado su niño? Si usted tiene múltiples niños, por favor seleccione todos los niveles aplicables.

☐ Preescolar

☐ Kindergarten

☐ 1 grado

☐ 2 grado

☐ 3 grado

☐ 4 grado

☐ 5 grado

☐ 6 grado

☐ 7 grado

☐ 8 grado

☐ 9 grado

☐ 10 grado

☐ 11 grado

☐ 12 grado

Otro (por favor especifique)

3. ¿Antes de los cierres escolares por COVID-19, su estudiante usaba regularmente la tecnología para completar la tarea? En ese caso, qué tipos de actividades completaron? (la investigación, los proyectos, los juegos didácticos, los estudios, etc...)

☐ Si

☐ No

☐ No sé

Si "sí", explique aquí:

4. ¿Antes de los cierres escolares por COVID-19, su estudiante usaba regularmente la tecnología EN EL AULA? En ese caso, qué tipos de actividades completaron en la escuela? (la investigación, los proyectos, los estudios, etc...)

5. Cuales son sus expectativas con respecto al uso de tecnología educativa EN EL AULA?

- ☐ Altas (La tecnología debería ser usada diariamente en el aula)
- ☐ Medias (La tecnología debería ser usada regularmente pero no diariamente en el aula)
- ☐ Bajas (No es necesario utilizar la tecnología en el aula)

Otro (por favor especifique)

6. ¿Usted tiene alguna preocupación con respecto al uso de la tecnología educativa de su estudiante EN EL AULA?

- ☐ Si
- ☐ No

Por favor explique sus preocupaciones aquí:

7. ¿Después de los cierres escolares de Covid-19, su estudiante usó regularmente la tecnología para completar el trabajo escolar? En ese caso, qué tipo actividades completaron (la investigación, los proyectos, los juegos didácticos, los estudios, etc...)

- ☐ Si
- ☐ No
- ☐ No sé

Otro (por favor especifique)

8. ¿Después de los cierres escolares de Covid-19, cuáles son sus expectativas con respecto a la tecnología educativa EN DOMICILIO?

- ☐ Altas (La tecnología debería ser usada diariamente)
- ☐ Medias (La tecnología debería ser usada regularmente pero no diariamente)
- ☐ Bajas (No es necesario utilizar la tecnología en casa)

Otro (por favor especifique)

9. ¿Qué preparación tuvo su estudiante para aprender a distancia usando tecnología educativa para Covid-19?

- ☐ Mucha
- ☐ Bastante
- ☐ Moderada
- ☐ Pequeña
- ☐ Nada

Comentarios

10. ¿Qué haría a su estudiante estar más preparado para aprender a distancia usando tecnología educativa para Covid-19?

11. ¿Qué comentarios tiene usted con respecto al uso de la tecnología educativa en la escuela de su estudiante?

12. ¿Tiene algo más que usted le gustaría que supiéramos sobre la tecnología educativa en Nevada? Si es así, por favor comparta abajo.



University of Nevada, Reno

3. Nevada Educational Technology Survey

You are done! Thank you for completing this survey. Your participation is very important and will help shape the future course of Educational Technology in NV schools.

Appendix F

Device Requirements for MAP Growth Reading Assessment (NWEA)

Device	Operating System	Secure Testing Tool
Windows PC*	Windows 7, 8.1, or 10	NWEA secure browser for PC (Download)
Macintosh	Mac OS X v10.12 to 10.15	NWEA secure browser for Mac (Download)
iPad	iOS 11 to 12 and 12	For MAP Growth use NWEA Secure Testing App, 3.2 or higher (Download)
Chromebook*	Google Chrome OS 65 or higher	NWEA Secure Testing App, 3.0.2 or higher (Download)

*Touch screens are not supported, and Chromebook tablets are only supported with an external keyboard.

Appendix G

Device Requirements for Smarter Balanced and WIDA Assessments

Fully Supported Devices	Processor	Available Memory	Unused Disk Space	Screen Size	Resolution
Windows Both touch-screen and non-touch-screen devices that meet the requirements in this table	Minimum Intel 4th Generation Core i3 4005U (or equivalent)	Minimum 2 GB RAM Recommended 4 GB RAM	Minimum 10 GB Recommended 20 GB or more	Minimum 9.5"	Minimum 1024 x 768
macOS and Linux Non-touch-screen devices only	Intel 5th Generation Celeron N3050 (or equivalent) Recommended Intel 6th generation product family or greater (or equivalent)				
ChromeOS Both touch-screen and non-touch-screen devices that meet the requirements in this table	Minimum Intel 4th Generation Celeron 2955U (or equivalent) Recommended Intel 6th generation product family or greater (or equivalent)	Minimum 2 GB RAM or more Recommended 4 GB RAM or more	NA		

Fully Supported Devices	Processor	Available Memory	Unused Disk Space	Screen Size	Resolution
iOS iPad 5th Generation iPad 6th Generation iPad Air devices iPad Pro Devices: 9.7", 10.5", and 12.9" Note: iPad mini devices are not supported.	NA	Minimum 2 GB RAM or more	NA	Minimum 9.7" or greater	
iPadOS iPad 5th Generation iPad 6th Generation iPad 7th Generation iPad Pro Devices: 9.7", 10.5", 11", and 12.9"					

Appendix H

Survey for Nevada School District Superintendents

Nevada State Educational Technology

For Nevada School District Superintendents

Name and District *

Long answer text

What supports do you need from the Nevada Department of Education/ Legislature regarding educational technology moving forward over the next two years? *

Long answer text

What concerns do you have regarding educational technology and what do you think needs to be done to remedy these concerns? *

Long answer text

Are there specific questions that you would include for teachers and parents for the next time the survey is conducted?

Long answer text

Is there anything else you would like the Nevada State Educational Technology Needs Assessment report to include?

Long answer text