Technology Committee (TECH) Meeting Summary

Monday, July 22, 2024
Morning Session

TECH Committee Kick-off

TECH Chair Andrew Swickheimer, Noblesville Schools (IN), and TECH Vice Chair Georgia Hughes-Webb, West Virginia Department of Education, welcomed members to the meeting and led the group in introductions. Andrew briefly reviewed major activities and discussions from the 2023 TECH meeting and reviewed the 2024 meeting agenda.

Opening Session Followup: National Center for Education Statistics (NCES) Discussion on Revised Standards for Federal Data on Race and Ethnicity

Andrew and Georgia led a followup discussion on the U.S. Office of Management and Budget's Statistical Policy Directive No. 15: Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity (SPD 15).[1] TECH members discussed their key takeaways from the Opening Session presentation by NCES Commissioner Peggy Carr, U.S. Department of Education (ED), and the implications of SPD 15 for state and local education agency (SEA and LEA) data collections.

- **Potential Effects of SPD 15 on Student Data**
  - TECH members anticipate significant changes to race/ethnicity data trends, particularly in the Hispanic, Native American, Middle Eastern or North African (MENA), multi-racial, and white categories.
  - More data may have to be suppressed due to subsets becoming smaller, particularly at small and rural schools.
  - Agencies will need to bridge data from before and after SPD 15 implementation.
- **Communication with Stakeholders**
  - One TECH member recalled that their agency's previous experience implementing revised standards for federal race and ethnicity data in 2009 was a more intensive undertaking than expected. The SEA received many phone calls from school districts wanting to understand the rationale and benefits of using the revised standards.
  - Members agreed that it will be important to explain the purpose and value of SPD 15 to those stakeholders affected by the changes.
- **Potential Implementation Challenges**
  - Cross-agency communication and data sharing are limited in some states yet will be necessary for SPD 15 implementation.
  - Some TECH members asked how SEAs will need to respond if there is resistance to SPD 15 implementation at the local level.
  - Challenges to longitudinal data consistency and accuracy may arise as a result of changes to race/ethnicity categories.

[1] https://www.federalregister.gov/documents/2024/03/29/2024-06469/revisions-to-ombs-statistical-policy-directive-no-15-standards-for-maintaining-collecting-and

    - For a full reidentification of students' race/ethnicity, communication with families will need to start as early as possible. Some members cautioned that forthcoming deadlines may be challenging to meet.
    - Implementing the revised standards will require expensive reprogramming of agency technology.
- **Suggested Implementation Resources**
    - TECH members suggested that SEAs and LEAs would benefit from ED resources that provide
        - justification and reasons for the revisions;
        - strategies for bridging previous data collections with new ones; and
        - translated SPD 15 resources or toolkits to support communication with students' families.
    - Creative uses of existing resources may include using Statewide Longitudinal Data System (SLDS) grants or other existing federal funds to support SPD 15 implementation.
    - Members shared the following ideas for the Forum's Race/Ethnicity Data Working Group:
        - Minnesota has state legislation in place requiring school districts to collect and report more detailed demographic information about graduation and assessment results for students who are American Indian and students of color. [2] The Forum working group could explore the work that has been done in Minnesota, how disaggregation has affected state decision-making, and what communication tools were effective for implementing the legislation.
        - The working group could develop a resource that shows how data governance can support the rollout of SPD 15. Data governance involves conveying to stakeholders that existing agency processes and change management processes can be used to implement new changes. These processes could be addressed in the forthcoming toolkit to help agencies feel more confident about SPD 15 implementation.
        - As chair of the Race/Ethnicity Data Working Group, Georgia encouraged committee members to send her additional suggestions for the working group's proposed SPD 15 toolkit.

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<u>Joint Session Followup: Forum Working Group Panel Discussion</u>
Andrew, Georgia, and DeDe Conner, Kentucky Department of Education, led a discussion following the Forum Working Group Joint Session Panel, which included updates on three Forum working groups: Educator Workforce Data, Artificial Intelligence (AI) in Education, and Student Mobility Data, presented by DeDe, Will Goodman, Boise School District (ID), and

[2] https://education.mn.gov/MDE/DSE/MDE074632

Raymond Martin, Connecticut State Department of Education. TECH's discussion primarily focused on educator workforce data and student mobility data.

- **Educator Workforce Data**
  - TECH members shared a variety of approaches to staff-related data systems in their SEAs and LEAs, noting that student data collections may have more standardized terminology than staff data collections.
  - One member shared that when staff are hired or change roles within their LEA, employee information must be updated in 14 separate systems. Another member shared that their SEA has numerous staff-related data systems that are not easily linked to one another, including systems for educator credentialing, employment openings, courses and scheduling data, teacher gradebooks, student engagement and outcomes, and human resources data management.
  - Texas has rolled out a successful dashboard featuring educator preparation program (EPP) data.
  - New York has a research initiative in progress that is exploring linking EPP data to its existing preschool through 12th grade (P-12) data warehouse.
- **Student Mobility Data**
  - TECH members felt the student mobility data presentation accurately captured challenges related to limited communication about student mobility between agencies.
  - Students who move extensively within a county may not get flagged as highly mobile if their families do not provide a new address each time they move.
  - When education agencies have information about students' transitions between schools, it is critical to share this information with their teachers. Additionally, educators should be equipped to make effective use of this information.
  - An advantage of a statewide student information system (SIS) is the almost instant transfer of student records when a student transfers to a new district within a state.
  - Some agencies found that Summer Electronic Benefits Transfer (EBT) food benefits programs are able to capture current addresses for students more effectively than other data collections.

Educational Technology Breakout Discussions

Andrew presented an overview of the *Forum Guide to Technology for Teaching and Learning* (https://nces.ed.gov/forum/pub_2024045.asp). The purpose of the guide is to help education agencies appropriately select, responsibly manage, and effectively support the use of educational technology. Andrew and Georgia then led LEA and SEA breakout discussions focused on timely educational technology topics. Following the breakout sessions, members reconvened and shared their feedback on the following topics:

Post-Pandemic Approaches to Student Devices

- After one-to-one student device programs were implemented in response to the COVID-19 pandemic, an ecosystem of data analytics tools emerged to help districts monitor device use.

- LEAs' device selection should align with the district's strategic plan and vision for teaching and learning.
- Once an LEA has selected and implemented specific devices for district-wide use, there may be significant obstacles to changing to other devices. One TECH member said phasing out devices could take 8 to 12 years in their agency.
- Some LEAs use committees to lead the device selection process. One district has a committee of parents, teachers, and administrators who review and evaluate the LEA's devices every 5 years.
- Cell phones are an ongoing topic of interest for LEAs, as schools and districts consider whether and how to implement policies governing students' cell phone use at school.
- SEAs consider student devices primarily a local concern, because LEAs are responsible for selecting, using, and maintaining their devices.

Planning and Budgeting for Educational Technology

- Some LEAs use third-party services to monitor the return on investment for educational technology, which can help agencies determine which technology to discontinue or maintain.
- Districts may prefer to embrace a small set of educational technology tools they can prioritize using effectively, instead of potentially becoming overextended by maintaining numerous tools.
- SEAs view planning and budgeting for educational technology as predominantly a local issue, but they can support LEAs. For example, SEAs can provide
    - statewide contracts and services that lower educational technology costs for districts;
    - support for tracking and monitoring revenue and expenditures; and
    - guidance or resources for planning purchases and for thinking through long-term implications and technology life cycles.

Supporting Districts and Educators

- LEAs can support teachers' educational technology use by
    - ensuring that educational technology plans align with the strategic plan;
    - building educational technology training into scheduled professional development sessions or professional learning communities (PLCs);
    - providing educators with instructional coaching and providing feedback that helps teachers interpret data from and about educational technology tools; and
    - having dedicated staff whose job function is to support educators' use of educational technology.
- SEAs can support districts' educational technology use by providing
    - supports that make sense within the context of the state, such as statewide technology contracts, as in West Virginia and Kentucky;
    - formal and informal opportunities for LEA staff to meet and share information and best practices with counterparts from similar sized districts, as in Wisconsin; and
    - relevant guidance and policies.

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Joint Session Followup: Cybersecurity in Education Agencies

Andrew and Georgia led a discussion following the Cybersecurity in Education Agencies panel discussion by Steven Hernandez, U.S. Department of Education, and Will Goodman, Boise School District (ID). TECH members summarized their key takeaways from the session and shared their own agencies' cybersecurity experiences.

- SEAs and LEAs should work together on cybersecurity efforts and have cybersecurity plans in place. There also are promising opportunities for collaboration with other institutions, such as university programs that will conduct free audits of districts' virtual and physical cybersecurity systems.
- Phishing-resistant multi-factor authentication (MFA) is an important cybersecurity tool, although agencies still are determining how and whether to require MFA for students, particularly if cell phones are not allowed in class.
- Small districts face challenges with hiring cybersecurity staff or cloud developers. Some districts hire staff remotely, although states may have policies preventing hiring from out of state.
- Cyber liability insurance can be a compelling motivator for agencies to implement strong cybersecurity practices, which are required to receive coverage. Some SEAs provide cyber liability insurance or other cybersecurity resources to LEAs that meet minimum standards.
- With technology rapidly changing, TECH members discussed how to evaluate whether Forum guides' technology-related content remains current. DeDe Conner, Kentucky Department of Education, suggested that a potential action item for TECH could include reviewing the *Forum Guide to Cybersecurity: Safeguarding Your Data* (https://nces.ed.gov/forum/pub_2020137.asp) to assess whether any content needs updating.
    - Future cybersecurity-related issues and priorities SEAs and LEAs may face include
    - building students' digital citizenship and literacy;
    - navigating uncertainties about AI; and
    - addressing digital equity issues; for example, some students may be more prepared than others to understand cybersecurity concepts in college and the workplace.

Digital Equity

Andrew and Georgia led a discussion about digital equity after highlighting the *Forum Guide to Digital Equity* (https://nces.ed.gov/forum/digitalequity.asp). The guide explains the importance of having comparable, high-quality digital equity data and discusses how those data can be used to identify issues, prioritize action, and create new programs or sustain existing efforts to address digital inequities. TECH members then were invited to share how their states and districts are addressing the following digital equity topics:

Digital Equity in Teaching and Learning

- After the widespread distribution of devices to students during the COVID-19 pandemic, education agencies realized that this approach did not ensure equity if students did not have internet access.
- Having meaningful standard indicators of digital equity could be helpful for improving equity efforts.
- There are significant differences among districts' uses of technology. TECH members noted the importance of digital learning design, such as having educators equipped to design effective lessons or otherwise incorporate technology into their instruction.
- Kentucky's SEA has three digital learning coaches at the state level who work with digital learning coaches at the district and school levels to share messaging and strategies.
- TECH members considered whether EPPs are equipping educators with digital learning design skills. They asked what data could be shared with such programs to convey their importance, such as homework gap data.
- Collaboration among instructional coaches, EPPs, vendors, and other education stakeholders strengthens digital equity efforts.

Using Data to Understand Digital Equity

- TECH members discussed how agencies assess students' access to the technology necessary for their educational success.
- North Carolina conducted a survey about students' internet access and the affordability of both internet and devices. The publicly available survey results include 7,000 responses that are disaggregated by county and zip code.[3]
- Wisconsin conducted a state survey that asked about access to personal and school-provided devices and internet performance. The SEA worked with three nonprofits, including the Council of Chief State School Officers (CCSSO), to develop the questions, with 82 percent of students responding. The data elements used to answer these questions are included in the Common Education Data Standards (CEDS).
- TECH members discussed how often such surveys are, and should be, administered, with responses ranging from annually in New York to four times per year in New Mexico.
- One TECH member proposed including questions about technology access in the school registration process.

Digital Equity for Interoperability

- TECH members described interoperability as role-based: Parents should be able to access all their students' information easily without needing to log into numerous different systems. Similarly, teachers, counselors, and administrators benefit from having streamlined ways to access their respective information, as opposed to searching in various systems.
- The committee expressed interest in exploring interoperability further as a future discussion topic.

[3] https://www.ncbroadband.gov/surveys/digital-equity-survey

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Afternoon Session

LEA Breakout Discussions: AI in the Classroom

NESAC Vice Chair Will Goodman, Boise School District (ID), led LEA representatives from both NESAC and TECH in a discussion around classroom uses of generative AI (GenAI). Participants shared whether or not their agencies are using GenAI in the classroom and whether or not there are policies in place governing its use. NESAC and TECH LEAs provided the following insight:

- While some LEAs use GenAI tools at the classroom level, others do not. In some cases, LEAs are able to use GenAI tools approved by the SEA.
- Often, GenAI tools are provided for teacher use; few LEAs are encouraging student use of these tools. GenAI tools help teachers and administrators with tasks such as categorizing open-ended survey response items and creating data visualizations.
- Some LEAs reported that they are focused on building AI skills among teachers before considering rolling out tools for student use.
- Many LEAs still are developing policies and procedures to govern the use of GenAI tools in classrooms. In some LEAs, the use of AI tools is covered under the LEA's technology responsible use procedures for staff and students.
- Some of the key concepts LEAs include in their AI policies are
    - when the use of AI is appropriate;
    - how to use AI tools;
    - how to cite AI sources;
    - understanding bias and hallucinations in AI; and
    - AI ethics.
- LEAs discussed that one important consideration supporting the use of AI in classrooms is that this is a tool that students will use in their future careers, and it benefits them to learn to use it properly.

Will then encouraged participants to think about and suggest topics for one-page handouts, checklists, and other resources the Forum's AI in Education Working Group could develop to help LEAs. NESAC and TECH members suggested

- a list of best practices for LEA and classroom use of GenAI;
- a repository or toolkit of AI-related resources; and
- a supplemental guide on AI-related ethics.

Participants also encouraged the working group to consider how frequently the guide will need to be updated to stay relevant.

SEA Breakout Discussions: AI for SEAs

Georgia and DeDe provided an overview of the forthcoming *Introduction to Artificial Intelligence: A Forum Guide for State and Local Education Agencies* to the Forum's SEA members. Then they invited questions and discussion around SEAs' uses of AI, relevant policies, and ways the Forum could support SEAs in navigating AI considerations.

- **Defining AI**
  - SEA members discussed the definition of AI and how to determine which technologies are, or are not, AI. They considered the example of early warning systems (EWSs) and whether these are AI tools. One member suggested that when systems act independently, such as suggesting an element to add to the EWS, that is AI.
- **Ethics**
  - Members discussed the ethics around AI, focusing on the potential consequences of an AI system being hacked. If agencies rely on algorithms to conduct calculations and make predictions, human oversight still is needed.
  - Some members felt that SEAs have a responsibility to ensure AI benefits the educational community. One member questioned whether SEAs automatically should adopt a perspective of determining the best uses of AI, as opposed to evaluating whether they should they use AI at all.
- **AI Guidance and Policies**
  - Some states, including West Virginia, have issued guidance to LEAs on the use of AI but have not established AI policies.
  - Louisiana has developed guidance for LEAs articulating the limitations and permissible uses of AI at the teacher and student levels.
  - Some states have a strategic operations group review and provide feedback on potential AI policies.
- **Resources**
  - Members suggested the Forum could help SEAs develop guidance for their own agencies and for LEAs. One member suggested differentiating between AI in SEAs, AI in LEAs, and joint SEA/LEA AI uses.
  - DeDe suggested that as states create their policies, they could be collected as a supplemental resource for the forthcoming Forum guide.
  - CCSSO has developed an AI landing webpage, "CCSSO's AI Resource Hub (https://learning.ccsso.org/ccssos-artificial-intelligence-ai-resource-hub)," as a means to educate chief state school officers and chief data officers about important AI questions and considerations, and to provide strategies for embedding best practices in AI policies as they are developed. The resource hub features a collection of state-generated AI initiatives, policies, and educational tools.

SEA/LEA Breakout Followup: AI

Andrew and Georgia led a followup discussion with TECH members when they reconvened after the SEA/LEA AI breakout discussions. They discussed themes from the breakout discussions, ways SEAs and LEAs are collaborating on AI policies and where there are opportunities for future collaboration, and emerging AI challenges and opportunities.

- Questions remain about what technologies are AI, with members noting there is a continuum between algorithms and AI that is based on algorithms. Clear definitions will help inform future AI discussions.
- There is significant variety in how, or whether, SEAs provide LEAs with AI guidance and support.

    - Kentucky has developed an introductory AI resource, and Ohio has developed detailed AI resources for educators.
    - Utah has created a director of AI position within the SEA.
    - West Virginia's SEA has a team that has developed AI guidance. The team strives to balance caution toward, and acceptance of, AI, setting boundaries that also allow for flexibility. Student and staff data privacy and safety are key priorities.
- SEAs may find it helpful to hear from LEAs about what support districts want from states. One member shared that there may be reluctance for some LEAs to develop AI policies out of concern that they may eventually conflict with forthcoming state policies. Some LEAs may look to the state to develop a broad framework that districts can adopt.
- LEAs should think about the unique needs of teachers, students, and administrators when considering AI uses, such as using AI for lower stakes repetitive tasks.
- Members discussed evolving attitudes toward the concept of cheating, and questioned how cheating is defined as technologies, such as AI, evolve.
- AI tools have the potential to reduce digital equity gaps, such as enabling more students to benefit from tutoring services. However, students' access will differ widely depending on their LEAs' approaches to AI.
- Members considered what skills teachers and students will need to develop as AI becomes more sophisticated and prevalent, and how AI will impact the jobs available to future graduates.

Data Breach Response Training

TECH members participated in a Privacy Technical Assistance Center (PTAC) data breach response training exercise led by the PTAC Director. This participant-driven discussion focused on decisions education agency teams might make in response to a hypothetical information technology (IT) emergency. Topics of discussion from the exercise included the following:

- Review of Data Breaches in Education
    - The Cybersecurity & Infrastructure Security Agency (CISA) and the Federal Bureau of Investigation (FBI) issued a joint alert about directory traversal vulnerabilities that have affected schools and other critical services.
    - In 2023, CISA and the FBI issued joint advisory about a brand of print management software that allowed actors to remotely execute malicious code without credentials.
    - The CISA report *Protecting Our Future: Cybersecurity for K-12* (https://www.cisa.gov/protecting-our-future-cybersecurity-k-12) is designed to help schools reduce their cyber risk.
    - CISA, the FBI, and the Multi-State Information Sharing and Analysis Center (MS-ISAC) issued a joint advisory about malicious cyber actors targeting K-12 schools.
- Challenges for schools include:
    - the prevalence of remote learning and working;
    - reliance on enterprise systems, partners, vendors, staff for technology; and
    - new and different attack surfaces and risks.

- Members walked through the scenario content, deliberated as a group on response activities, and discussed best practices to reduce the risk of a data breach:
    - Data breaches are more than just a technology issue; they also affect communications, policy, and leadership. The Incident Response Team (IRT) composition, policy, and plans are key to a successful response.
    - Create a formal IRT policy, and plan and practice it through regular tabletop exercises.
    - Legal counsel is important, as is involving the cyber insurance company early in the incident response process.
    - Balance between timeliness and prudence in providing information to the public can be a challenge for agencies.
    - Increasingly, incidents that occur are outside the agency's control, and in the vendor systems. Contracts and communication are key.
    - Data privacy and security awareness training should be in place for all employees at all levels within the organization.
- PTAC provided the following resources to members and encouraged them to visit https://studentprivacy.ed.gov/ for more information.
    - Data Breach Response Checklist: https://studentprivacy.ed.gov/resources/data-breach-response-checklist
    - Downloadable Data Breach Training Kits: https://studentprivacy.ed.gov/resources/data-breach-response-training-kit
    - PTAC Student Privacy Training
        - Videos: https://studentprivacy.ed.gov/content/videos
        - Online Training Modules: https://studentprivacy.ed.gov/content/online-training-modules

Analyzing and Using Geographic Data

Stephen Gervais, San Bernardino City Unified School District (CA) (SBCUSD) shared information about how agencies are using geographic data by delivering a presentation on his work in SBCUSD. Stephen began by explaining how the choices that go into map design tell a story. Geographic information systems (GIS) can provide information for LEAs to use to answer location-based questions, provided privacy considerations are included, such as:

- Which neighborhoods have high rates of chronic absenteeism?
- Where should a family engagement center be located to support newcomer families?
- Are asthma rates higher in schools near railway lines?

Stephen then provided background on considerations that affect mapmaking, such as how administrative boundaries influence how data are summarized and shown, and the importance of considering the number of individuals represented within each administrative boundary.

Using choropleth maps[4] of SBCUSD, Stephen demonstrated the usefulness of GIS for understanding student mobility, population density, and chronic absenteeism. He also

[4] A choropleth map is a type of statistical thematic map that uses color corresponding with an aggregate summary of a geographic characteristic within spatial enumeration units, such as population density or per-capita income.

demonstrated the usefulness of hot spot analysis to provide more specific information on each of these topics, including information on how communities change over time. After discussing his district, Stephen provided maps that visualize different measures of poverty across California.

Finally, Stephen reiterated the connection between GIS mapping and education agencies' responsibilities to the students they serve. Through mapmaking, agency staff who work on student wellness, student services, counseling, or otherwise address issues such as suspensions, low test scores, or chronic absenteeism, can better understand and reach the students who need additional supports.

TECH Committee Business

Ohio Educational Technology Conference (OETC) Report

Andrew attended OETC on behalf of the Forum. The conference convened educational technology professionals to share how technology for teaching and learning is enhancing education in Ohio and through the United States. Andrew reported on key takeaways from sessions about GenAI, student data privacy, emerging technology tools, digital instructional strategies, and educational technology for elementary instruction. Sessions considered the increasing integration of AI and other educational technology tools from both educators' and students' perspectives, addressed ethical AI considerations, explored creative methods to transform learning activities and evaluations with AI, and highlighted innovative technology tools available to teachers, such as podcasting. Sessions also highlighted key strategies to protect student data privacy, including

- learning about local laws;
- educating districts, school boards, and families;
- building a data privacy team; and
- creating an inventory of tools and examining privacy practices within agency teams.

TECH Election

Georgia Hughes-Webb, West Virginia Department of Education, was nominated as the 2024-25 TECH chair, and Jeff Dase, Decatur Public Schools District 61 (IL), was nominated as the 2024-25 TECH vice chair.

Wednesday, July 24, 2024
Morning Session

Topics from the Floor

Georgia opened the floor for members to discuss topics of interest that were not addressed during planned conversations or that members wished to revisit and discuss in depth. Members discussed the following topics:

Choropleth maps provide an easy way to visualize how a variable varies across a geographic area or show the level of variability within a region.

- **District Cell Phone Policies**
    - Members discussed the tension inherent in LEAs encouraging the use of some devices but not others;
    - equity issues that may arise from cell phone policies;
    - MFA tools that require cell phone access;
    - parents' growing concerns about links between cell phones, social media, and students' mental health; and
    - parents desire to track their child's location or be able to reach them in an emergency by way of cell phones.
    - Members would be interested in learning more about how other districts are handling cell phone policies.
- **Student and Teacher Voices**
    - Members asked how student and teacher voices can be included more prominently in technology discussions.
    - Adult decisions may encounter challenges to implementation if student voices are not included in decision-making.
    - Members posed the following questions: What are the structures for agency leaders to hear feedback from diverse students? What types of professional development do teachers want to receive?
- **AI and Cybersecurity**
    - These related topics are evolving constantly and should continue to be looked at on an ongoing basis.
    - Members asked how districts and states are approaching AI.
    - Sample talking points for discussing AI with agency leaders could be an effective supplemental resource developed by the Forum.
- **Race/Ethnicity Data and SPD 15**
    - Members noted that revised standards for federal race/ethnicity data will affect systems, interoperability, standards, and other relevant topics for TECH.
- **Interoperability**
    - Members expressed interest in TECH continuing to discuss interoperability.

Forum Website Review and Discussion

Georgia began the discussion by highlighting Forum dissemination activities. All Forum members are responsible for promoting and disseminating Forum products to their fellow staff and subject matter experts through relevant activities, networks, and professional meetings. Dissemination approaches members have taken include:

- requiring staff to complete one or more of the Forum's online courses (https://nces.ed.gov/forum/online_courses.asp);
- presenting on Forum resources at meetings, workshops, trainings, and conferences;
- posting Forum resources to their agency's website;
- referring colleagues to specific Forum resources for guidance on a particular data issue;
- disseminating Forum resources through agency newsletters and relevant email lists;
- sharing Forum resources with agency staff, agency leadership, and peer networks; and
- sharing draft resources with agency colleagues for feedback.

The Forum's Communications Subcommittee is charged with identifying and developing methods for advancing Forum communications, including dissemination activities. The subcommittee met on Sunday, July 21, to, in part, discuss how to make the Forum website more user-friendly and easier to navigate. They also reviewed new mockups to make the Forum homepage and menu bar more streamlined, interactive, and visually engaging.

TECH members reviewed the following Forum webpages, discussed the subcommittee's recommendations, and shared their suggestions for improved navigation, organization, and discoverability:

- The Forum Publications page (https://nces.ed.gov/forum/publications.asp) provides free resources on a variety of issues that affect schools, school districts, and state education agencies. Each publication is based on extensive, objective research and the collective experience and expertise of a wide variety of education professionals.
- The Member Resources page (https://nces.ed.gov/forum/memb_res.asp) contains several online resources to help members familiarize themselves with the Forum, including the *Forum Member Handbook*, New Member Training, Member Lists, Outreach Materials, and Meeting Notes.

Recommendations from the Communications Subcommittee and feedback from the Forum standing committee meetings will inform future updates to the Forum website.

TECH Committee Business

Steering Committee Business/Report

Georgia reported that the Steering Committee discussed the joint sessions and meetings of the Forum's three standing committees. The Steering Committee approved a slate of nominated Forum and committee officers, which will be voted upon by the full Forum during the Closing Session.

Meeting Review/Future Planning

Georgia thanked members for their participation and led a review of the meeting and discussion of plans for future TECH meetings.

Members shared the following suggestions for future meeting plans:

- Scheduling the Forum Meeting
    - Members appreciate connecting the Forum meeting to a conference such as STATS-DC.
    - The second or third week of July is the best time of year for most TECH members to travel to a Forum meeting. The last week of July is not ideal for LEAs due to the timing of the start of the school year.
    - Winter travel can be problematic due to travel delays.
    - Many TECH members travel to the SLDS best practices meeting in January or February. Some members suggested that connecting the Forum meeting to the SLDS meeting would be convenient. Traveling once to attend two combined events is preferable to traveling to separate events twice in a short time span.

    - Members appreciate the convenience of connecting working group meetings with the Forum meeting. Some members would prefer to hold working group meetings on Monday, followed by a Forum meeting on Tuesday through Thursday.
- Agenda and Meeting Facilitation
    - Members shared that the Summer 2024 Forum Meeting and TECH agenda topics were relevant to their work and provided new information for Forum members to bring back to their agencies.
    - TECH members enjoyed the SEA/LEA breakout sessions.
- National Data Standards Activities
    - Members appreciate that the Forum invests in sending SEA and LEA representatives to relevant conferences to stay apprised of best practices and developments in the education data community.

Members shared practical strategies for navigating cybersecurity and AI considerations, including LEA-specific contexts as a topic for future TECH meetings.