

EVOLVING ED-TECH PROCUREMENT IN SCHOOL DISTRICTS



Digital Promise and IDEO worked together to explore ways that we can further develop the education technology market in K-12 districts, through evolving the ed-tech procurement process.

The IDEO team interviewed 34 individuals, explored existing education resources, and sought inspirational best practices to understand the barriers and potential solutions in the ed-tech space.

Twenty-five district leaders, ed-tech entrepreneurs, nonprofit leaders, and education experts gathered in San Francisco on March 28-29 for a workshop.

The workshop focused on prioritizing the key barriers, brainstorming solutions, and developing concepts to test and iterate at the district level.

ABOUT



IDEO (pronounced “eye-dee-oh”) is an award-winning global design firm that takes a human-centered, design-based approach to helping organizations in the public and private sectors innovate and grow.

We help organizations build creative culture and the internal systems required to sustain innovation and launch new ventures.

WWW.IDEO.COM



Digital Promise is an independent, bipartisan 501(c)(3) nonprofit organization authorized by Congress to spur innovation in education. Through its work with educators, technologists, researchers, and leading thinkers, Digital Promise supports comprehensive research and development to improve all levels of education and provide Americans with the knowledge and skills needed to compete in the global economy.

WWW.DIGITALPROMISE.ORG

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Connect with entrepreneurs and vendors

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EXPANDING POSSIBILITIES



At the two-day IDEO workshop, district leaders and education technology experts discussed the major barriers that emerged through IDEO's research. We then reviewed illustrative examples of how industries outside education have successfully solved for similar hurdles. We used the inspirational examples to expand our thinking around potential solutions in the procurement process.

SIX THEMES

Prior to the workshop, the IDEO team spoke to 34 superintendents, district leaders, entrepreneurs, and education experts to identify common themes in the procurement process.

01 Public scrutiny produces fear and risk aversion.

02 School culture can make or break the uptake of a new ed-tech solution.

03 Procurement regulations are cumbersome, and navigating them is difficult, time consuming, and overwhelming.

04 There are so many choices out there and the proof points for solutions aren't clear. It is difficult to navigate the possibilities.

05 Shifting, complex, & limited resources makes sustainment a challenge.

06 Trust amongst peers is high. Trust of outsiders is low.

THEME 01

PUBLIC SCRUTINY PRODUCES FEAR AND RISK AVERSION.

“I fear making the wrong decision—
I don’t want to end up on the front
page.”
-Superintendent

“Sometimes the status-quo
is easier and safer than innovation.”
-Superintendent

“Innovation is a last resort. It
often happens in underperforming
schools where there is nothing to
lose.”
-Education Expert

“You have to be careful about
saying you’re going to ‘take risks, be
experimental and innovative; when
you’re talking about someone’s
child, you don’t take risks.”
-Education Expert

“Students succeed in spite of what
we do, not because of what we do.”
-Superintendent

“Districts are much more
evolutionary than revolutionary.”
-Entrepreneur

INDUSTRY INSPIRATION

How might my district leverage public sentiment to garner long-term support?

How might my district leverage innovative financing to reduce risk?

EXAMPLE A: CARROTMOB

Users vote with their money to change the practices of the businesses they visit and support in their community.

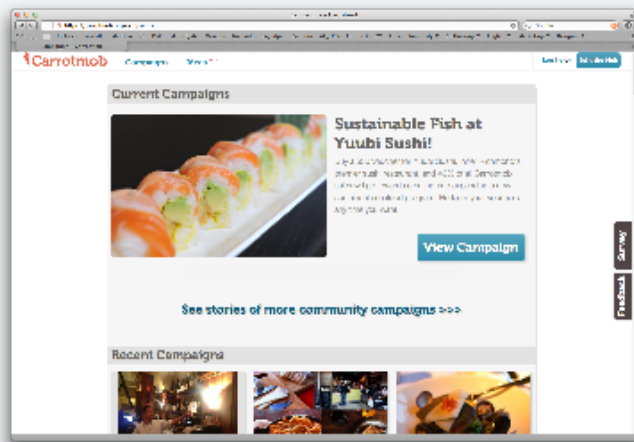


IMAGE SOURCE: [HTTPS://CARROTMOB.ORG](https://carrotmob.org)

EXAMPLE B: SOCIAL IMPACT BONDS

Social innovation financing allows the government to partner with service providers and private foundations to provide the up-front costs of products or services. Taxpayers do not pay for the programs unless success of the offering has been demonstrated.

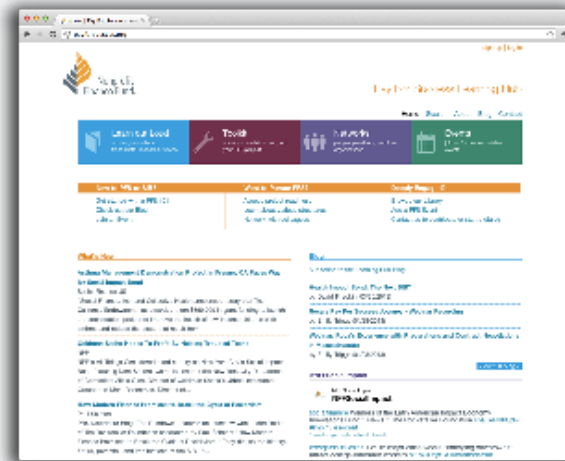


IMAGE SOURCE: [HTTP://PAYFORSUCCESS.ORG](http://payforsuccess.org)

THEME 02

SCHOOL CULTURE CAN MAKE OR BREAK THE UPTAKE OF A NEW ED-TECH SOLUTION.

“There’s a fatigue around programs... Districts and especially teachers have had to try many things that have failed so they have a healthy skepticism.”
-Superintendent

“[Teachers] are not the locus of information anymore. How do you become the facilitator of all unknown solutions? How does the teacher remain relevant?”
-Superintendent

“Teachers don’t have pressure to change... they aren’t in regular market conditions.”
-Superintendent

“Teachers are often finding their own solutions and want the autonomy to do so. But right now, they are afraid of getting caught.”
-Education Expert

“Ensuring teachers can integrate solutions into their classrooms is one of our biggest hurdles.”
-Superintendent

“How do I unleash creativity with the right level of accountability?”
-Superintendent

INDUSTRY INSPIRATION

How might my district meaningfully engage end users in the procurement process: establishing strategies, vetting solutions, and implementation?

How might my district create a tighter line of communication between end users and product developers?

EXAMPLE A: MY STARBUCKS IDEA

A social platform that allows Starbucks customers to share their product or service ideas and vote, review, and comment on those of others. The best ideas rise to the top and Starbucks selectively brings their favorites to market.

EXAMPLE B: QUIRKY

Individual product idea contributions are curated by the Quirky community. Quirky then evaluates, prototypes, and eventually brings the best ideas to market, leveraging the community's feedback.

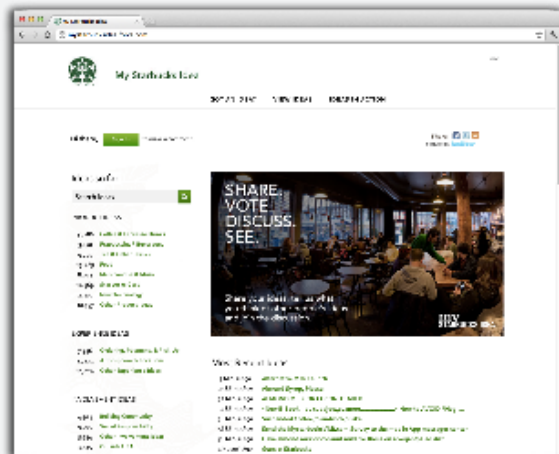


IMAGE SOURCE: [HTTP://MYSTARBUCKSIDEA.FORCE.COM](http://mystarbucksidea.force.com)



IMAGE SOURCE: [HTTP://WWW QUIRKY.COM/LEARN](http://www.quirky.com/learn)

THEME 03

PROCUREMENT REGULATIONS ARE CUMBERSOME, AND NAVIGATING THEM IS DIFFICULT, TIME CONSUMING, AND OVERWHELMING.

“I worry about whether or not I’m doing everything right. I have to be sure to cross my T’s and dot my I’s.”
-District Staff

“RFPs have to have pages and pages of legal documentation... even our attorney struggles with it.”
-District Staff

“Which is truly better? Should I lease or should I buy?”
-District Staff

“Sometimes I get back several bids with something wrong and have to start the process again. I wish vendors would be more detail oriented.”
-District Staff

“The traditional procurement process is time intensive, bottlenecking the ability to stay current with the latest technologies and curricular offerings.”
-Superintendent

“I have to ensure any technology is aligned with the existing regulations and any future demands.”
-District Staff

INDUSTRY INSPIRATION

How might my district create tools that instill confidence in taking the correct steps to navigate the complex system of regulations?

EXAMPLE A: **TURBO TAX**

Provides step-by-step guidance in navigating complex tax forms. Experts answer any questions you have on the spot, and the site automatically checks for errors. Users are not charged until after the service is completed.

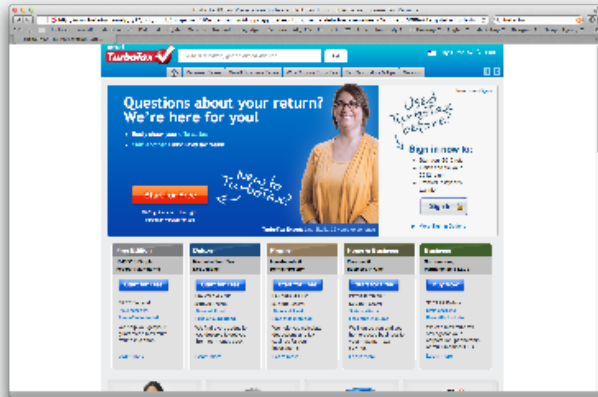


IMAGE SOURCE: [HTTP://TURBOTAX.INTUIT.COM](http://turbotax.intuit.com)

How might my district gain access to and better leverage the procurement experiences of other districts?

EXAMPLE B: **SKILLSHARE**

Skillshare is a global marketplace for classes that allows users to learn real-world skills from anyone. Teachers have the option of charging for classes, and Skillshare takes a percentage of ticketed courses.



IMAGE SOURCE: [HTTP://WWW.SKILLSHARE.COM/](http://www.skillshare.com/)

THEME 04

THERE ARE SO MANY CHOICES OUT THERE AND THE PROOF POINTS FOR SOLUTIONS AREN'T CLEAR. IT IS DIFFICULT TO NAVIGATE THE POSSIBILITIES.

“Come to me once you’re proven.”
-Superintendent

“I want to be second wave, not first wave.”
-Superintendent

“No one participating as buyers knows whether or not the product is actually going to deliver on the RFP. It’s the best argument that wins, not the best facts.”
-Ed-tech Entrepreneur

“It’s not about how to buy, it’s about figuring out what to buy... How do we find the right, good stuff?”
-District Staff

“There’s a need for an objective mechanism for figuring out what’s working: which resources cover common core, which are most intriguing for students, which provide the most student gain, and which are easiest for tracking assessments.”
-District Staff

INDUSTRY INSPIRATION

How might my district easily evaluate our unique needs against the offerings of a product or service?

EXAMPLE A: **RENT THE RUNWAY**

Users share pictures and reviews of their rented runway looks. Reviews focus on body type and personal characteristics to help users get the best results.

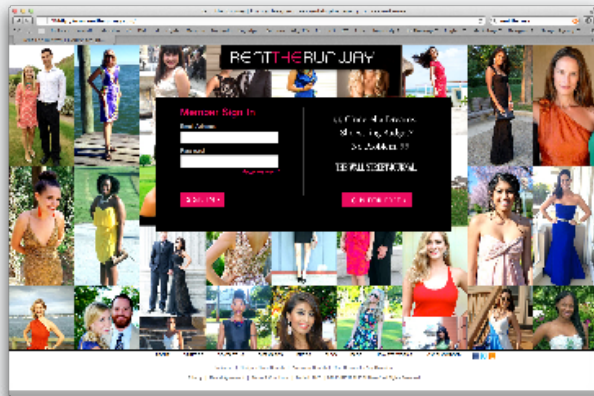


IMAGE SOURCE: [HTTP://WWW.RENTTHERUNWAY.COM](http://www.renttherunway.com)

How might my district effectively share experiences with new technologies across districts?

EXAMPLE B: **FANDANGO**

The movie ticketing service integrates both user-generated reviews and expert reviews to provide a fuller picture to prospective moviegoers.

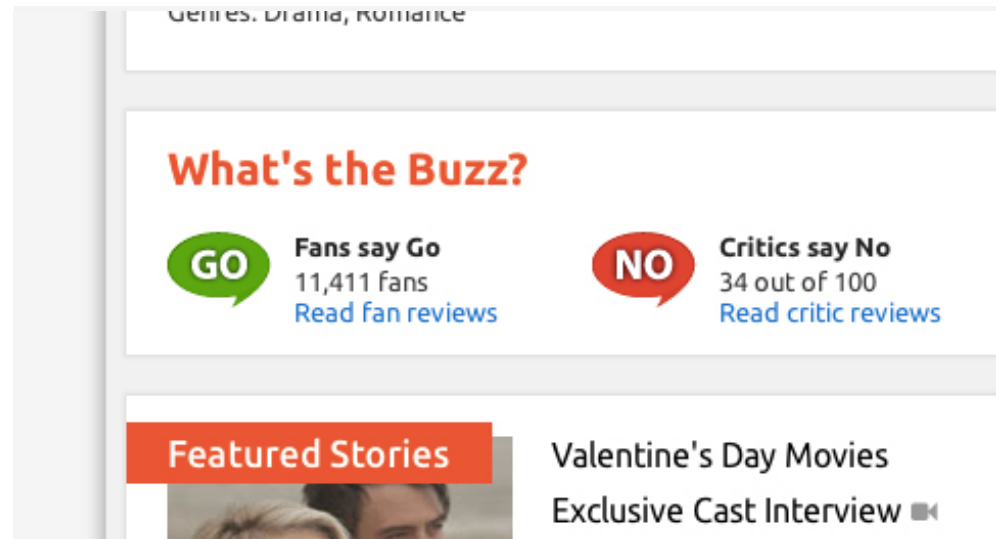


IMAGE SOURCE: [HTTP://WWW.FANDANGO.COM](http://www.fandango.com)

THEME 05

SHIFTING, COMPLEX, AND LIMITED RESOURCES MAKES SUSTAINMENT A CHALLENGE.

“I don’t want to give my students computers that next year I’m just going to have to take away or can no longer support.”
-Superintendent

“What does it mean for sustainability if I lease or buy? One comes out of my operations budget, the other comes out of capital expenditures.”
-District Staff

“Budget aren’t setup to procure apps or ongoing services.”
-District Staff

“The cost of access to well-designed programs is so high. It can be more than my entire budget for a single solution.”
-District Staff

“There’s little volume discounting with some big technology vendors.”
-Education Expert

“Big RFPs can actually shift the market. Districts could have a lot of power.”
-Education Expert

INDUSTRY INSPIRATION

How might our districts pool resources to leverage our scale?

How might my district rethink our budget and investment strategy to match new demands?

EXAMPLE A: **GROUPON**

Groupon entices businesses and service providers to offer lower rates by guaranteeing they receive volume. Once enough people agree to purchase, the rate is locked in.

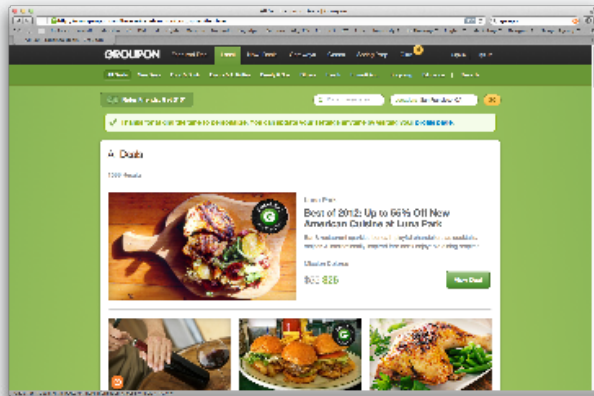


IMAGE SOURCE: [HTTP://WWW.GROUPON.COM](http://www.groupon.com)

EXAMPLE B: **GOOGLE 80/20 RULE**

Google invests in its employees on an “80/20” basis—employees are encouraged to spend 80% of their time on core projects and 20% on “innovation” activities that speak to their personal interests and passions.



IMAGE SOURCE: KATIE CLARK

THEME 06

TRUST AMONGST PEERS IS HIGH. TRUST OF OUTSIDERS IS LOW.

“What do entrepreneurs want?
They want money.”
-Education Expert

“When I started my business, I
wanted to help improve literacy and
ease assimilation choices in
urban schools.”
-Entrepreneur

“This is a business about
relationships. Breaking in requires a
consultative sale—the sales cycle
can be 2 years.”
-Entrepreneur

“During pilots, it sometimes feels
like we’re developing products, not
solutions.”
-Superintendents

“How do I find out about the latest?
I find out from my peers.”
-Superintendents

INDUSTRY INSPIRATION

How might my district better share our needs with vendors so they develop more desirable products and implementations?

EXAMPLE A: PROCTOR & GAMBLE'S CONNECT + DEVELOP

P&G posts its specific innovation needs to the Connect + Develop website and allows researchers, academic institutions, and other suppliers to share their innovations directly with the company.

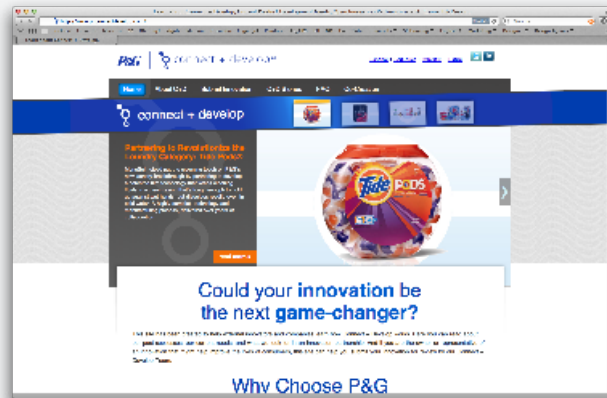


IMAGE SOURCE: [HTTP://WWW.PGCONNECTDEVELOP.COM](http://www.pgconnectdevelop.com)

How might my district co-create with entrepreneurs and vendors?

EXAMPLE B: URINE COLLECTION IN HOSPITALS

A nurse designed a solution for an observed need amongst patients. By attaching a magnet to the urine container, a patient could hide the jar safely and out of sight when being visited. The nurse worked directly with a vendor to bring the solution to market.



IMAGE SOURCE: PETER CAUGHLAN

BUILDING SOLUTIONS



Using the themes and industry examples as inspiration, we developed five new concepts that districts can think about as they work to make technology purchasing a more efficient, informed, and empathetic process.

CONCEPT ONE

TOPIC

How might my district design a more human-centered procurement office?



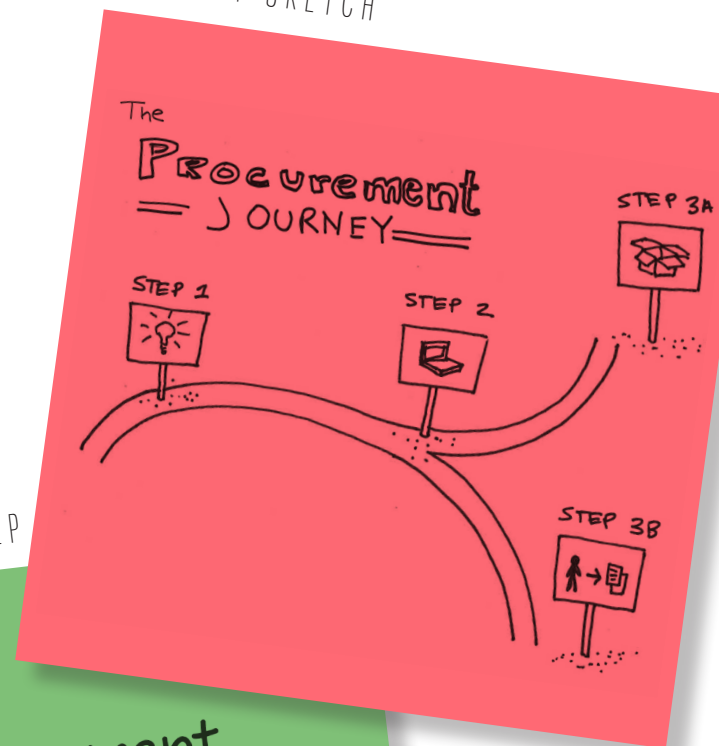
CONCEPT SIMPLIFYING PROCUREMENT

CONCEPT DESCRIPTION

Simplifying Procurement demystifies the procurement process by creating user-centered tools to spur dialogue with key stakeholders (vendors, administrators, and teachers), helping them navigate the process.

Tools include district-specific maps of the procurement process and a collection of case studies and stories that describe how a product or service successfully entered the school district.

CONCEPT SKETCH



POSSIBLE NEXT STEP

Our procurement team will spend a day working in the classroom to gain empathy for our teachers' needs.

**IMAGINE IF YOUR
PROCUREMENT OFFICE
BECAME THE ULTIMATE
CUSTOMER-SERVICE
EXPERIENCE FOR TEACHERS
AND VENDORS TO GET THE
SUPPORT THEY NEEDED.**

INSPIRATION

PIKTOCHART.COM, POPCHARTLAB.COM, & SERVICE
EXPERIENCES AT NORDSTROM, SOUTHWEST, & RITZ CARLTON

CONCEPT TWO

TOPIC

How might my district tighten the connection between the needs of our district and the technology that startups are developing?



CONCEPT

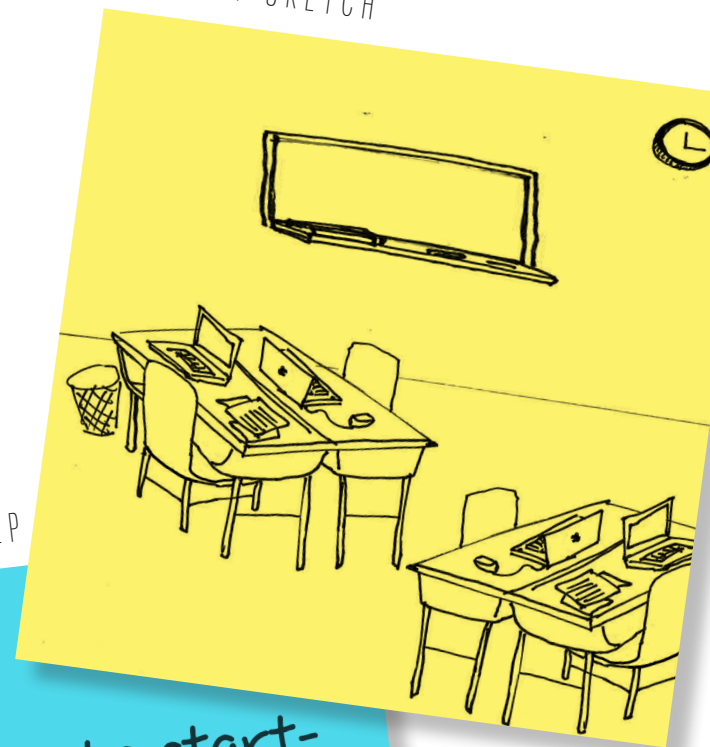
ED-TECH INCUBATOR

CONCEPT DESCRIPTION

What if schools were more willing to participate in ed-tech product development, creating mutually beneficial relationships between educators (the end users) and entrepreneurs (the developers)?

If schools embrace entrepreneurs, startups can have more direct access to teachers, students, and administrators, enabling them to develop more relevant products. In exchange, students, teachers, and schools gain experience with the startup hacker mentality and can ultimately be provided with discounts or privileged access to products developed around their specific needs.

CONCEPT SKETCH



POSSIBLE NEXT STEP

- we'll attend a start-up webinar
- we'll host a "start-up" day in one of our schools!

**IMAGINE IF YOUR CLASSROOMS
HELPED ACCELERATE THE
UNDERSTANDING OF SCHOOL NEEDS
AND THE DEVELOPMENT OF BETTER
LONG-TERM ED-TECH SOLUTIONS.**

INSPIRATION
THE HUB, Y-COMBINATOR,
FLASHPOINT, MISSION*SOCIAL

CONCEPT THREE

TOPIC

How might my district help procurement officers better understand the true value (in terms of price, quality, and need) of their purchases?



CONCEPT **OPEN PROCUREMENT**

CONCEPT DESCRIPTION

If districts are more transparent about how money is spent on technology, all stakeholders can benefit. The public will know where tax dollars are going, faculty will better understand the procurement process, and the market becomes more inclusive and competitive.

In the aggregate, that unlocked information (including vendor, price, quantity, product details, and common core compliance) drastically improves what procurement officers and district leaders know about technology vendors and their product offerings, creating smarter demand.

CONCEPT SKETCH



POSSIBLE NEXT STEP

My district will share its purchasing info with a broader group of stakeholders.

IMAGINE IF YOUR DISTRICT AND ITS CONSTITUENTS COULD EASILY ACCESS MORE INFORMATION ABOUT THE ED-TECH MARKET AND IMPLEMENTATION BEST PRACTICES.

INSPIRATION

DATA.COM, GLASSDOOR.COM, KBB.COM,
GAS BUDDY APP

CONCEPT FOUR

TOPIC

How might my district's finance group rethink funding sources and our budgeting practices to match new demands?



CONCEPT

7 STEPS TO CREATIVE FINANCING

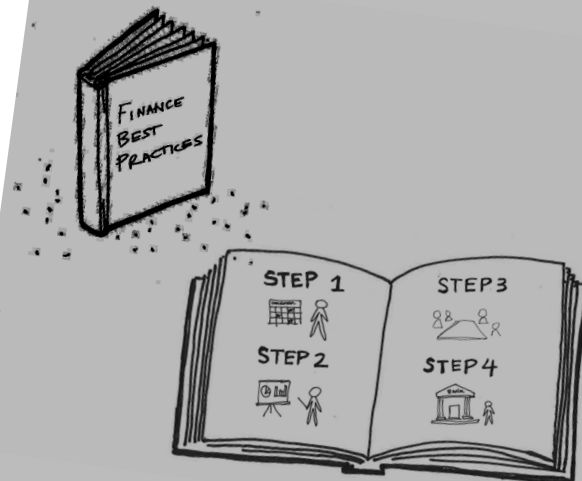
CONCEPT DESCRIPTION

7 Steps to Creative Financing is a new process and set of best practices designed to help districts identify the best means to financing ed-tech solutions.

The process focuses on assembling a diverse team of district stakeholders, end users, and local experts to identify underlying needs, gather inspirational finance solutions from outside industries, and brainstorm ideas to infuse creative problem solving in financing new technologies.

1. Set Vision
2. Build Team
3. Build the Case
4. Brainstorm Solutions
5. Meet the Board
6. Build Based on Input
7. Apply Process Elsewhere

CONCEPT SKETCH



POSSIBLE NEXT STEP

I will build a team including a district finance officer, a board member, and a local finance expert.

IMAGINE IF YOU HAD A BOOK OF INSPIRING WORKAROUNDS OR FINANCE SOLUTIONS THAT COULD HELP YOU RETHINK FUNDING IN YOUR DISTRICT.

INSPIRATION

LYNDA.COM, INSTRUCTABLES.COM,
SKILLSHARE.COM

CONCEPT FIVE

TOPIC

How might my procurement office connect with teachers and administrators to enable better procurement planning?



CONCEPT

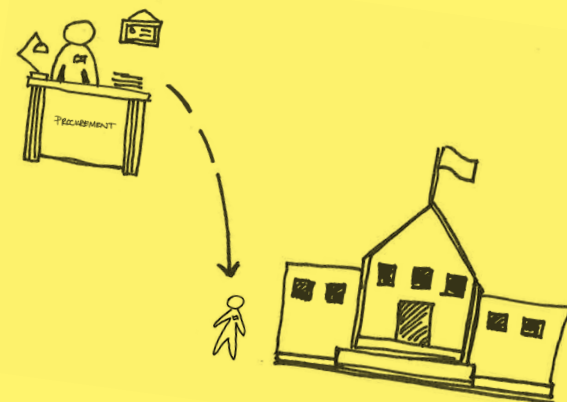
BETTER PLANNING, BETTER PROCESS

CONCEPT DESCRIPTION

Better Planning, Better Process leverages a bottom-up planning approach by encouraging procurement officers to connect directly with teachers and administrators.

By proactively asking simple questions (e.g., Are you planning any pilots this year? Is there any software or equipment that you need?), procurement officers will be better equipped to plan for and meet the needs of their districts in a timely manner. Similarly, opening up communication lines between the procurement office and key stakeholders will build awareness, understanding, and empathy across these key players.

CONCEPT SKETCH



POSSIBLE NEXT STEP

We will visit schools on a quarterly basis & talk to teachers & principals to gain a better understanding of their new ed-tech & pilot needs

**IMAGINE IF YOUR
PROCUREMENT OFFICE
LEVERAGED A BOTTOM-
UP PLANNING PROCESS BY
VISITING SCHOOLS REGULARLY
TO MEET WITH TEACHERS AND
ADMINISTRATORS.**

INSPIRATION

BOTTOM-UP MANAGEMENT PRACTICES
AT NETFLIX, ZUMBA, TOYOTA, & GOOGLE

ONWARD



Based on the conversations and experiments developed at the workshop, three focus areas emerged for districts to explore as we evolve the procurement process.

Each focus area requires differing levels of stakeholder involvement and support, allowing experimentation to take place at varying scales.

3 FOCUS AREAS

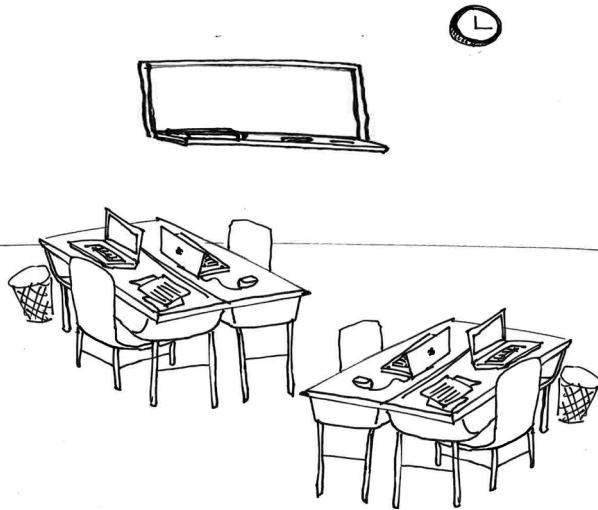
01 **Connect with entrepreneurs & vendors**
Create new ways for districts and entrepreneurs to engage to increase the development of relevant products.

02 **Connect within districts**
Enable culture change through communication strategies that build empathy, create clarity, and infuse new thinking.

03 **Connect across districts**
Leverage the League's scale to increase transparency into district purchases and increase district buying power.

With these lenses in mind, how can your district evolve your procurement processes?





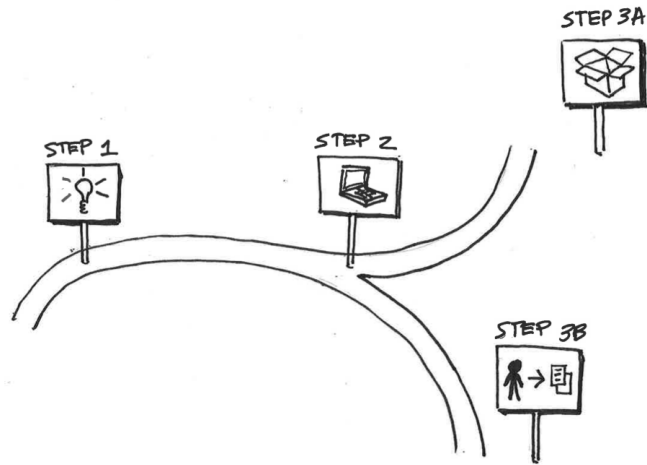
01 Connect with entrepreneurs & vendors

Create new ways for districts and entrepreneurs to engage to increase the development of relevant products.

What if your district hosted a local education startup on site for a day, a week, or a month?

What if your district held an informational call with an education startup to discuss your district's unmet product needs?

What if your district collaborated with a neighboring incubator or supported an entrepreneurial co-location experiment?



02 Connect within districts

Enable culture change through communication strategies that build empathy, create clarity, and infuse new thinking.

What if your district's procurement officer shadowed teachers and principals to better understand ed-tech needs and which pilots are planned or underway?

What if your district connected with a local finance expert to understand creative financing alternatives in their industry?

What if your district visualized or articulated the procurement journey through a map, story, or case study to communicate the process to key stakeholders?



03 Connects across districts

Leverage the League's scale to increase transparency into district purchases and increase district buying power.

What if your district aggregated and shared your purchasing data with appropriate stakeholders?

What if your district proactively shared with another district best practices for implementing an ed-tech solution?

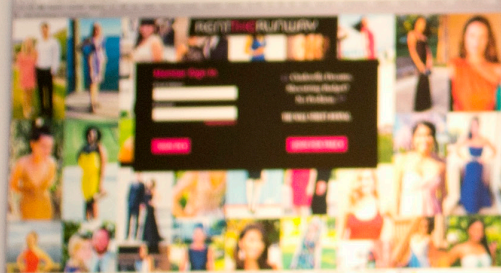
What if your district proactively shared with another district what went wrong in implementing an ed-tech solution?

How can your district engage with these topics?

These ideas are for everyone. For guidance in putting any of these concepts in place in your district, use the accompanying ideation and planning worksheets in the Appendix. If you are already working on solutions like these in your district, Digital Promise would like to hear about it, at contact@digitalpromise.org.

APPENDIX

INSPIRATION

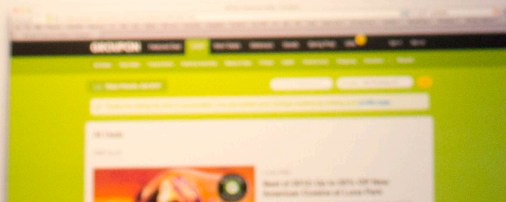


RENT THE RUNWAY

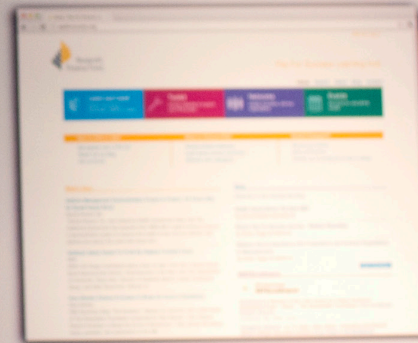
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INSPIRATION

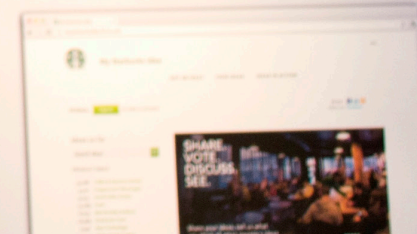


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MY STARBUCKS IDEA

A social platform that allows Starbucks customers to share their product or service ideas and vote, comment, and connect on those of others. The best ideas rise to the top and Starbucks selectively brings them to market.



Contributors

Piedmont City School District (AL)	Fulton County Schools (GA)	Meridian Joint District No. 2 (ID)
Rock Hill School District (SC)	Horry County Schools (NC)	Roanoke County Public Schools (VA)
New York City Department of Education	Utica Community Schools (MI)	Howard-Suamico School District (WI)
Iowa City Community School District	McAllen Independent School District (TX)	U.S. Department of Education Office of Education Technology
Learning Accelerator	IDEO	Digital Promise

EVOLVING EDTECH PROCUREMENT WORKSHOP #1 Concept Development

CONCEPT NAME:

SKETCH

A visualization of the concept. You might start with the original brainstorm post-it sketches. Add more refined drawings as the concept becomes more concrete.

HMW...

Who are you designing this for?
Who might use this solution?

What is it?

Write a 2-3 sentence description of this concept. What's new about this idea? What excites you about it?

What pain points does it address and why is this valuable?

EVOLVING EDETECH PROCUREMENT WORKSHOP #2-A Concept Refinement

Yesterday you designed the first prototype of a solution to meet one or more of your district's needs. Since then, you may have started thinking about the challenges and stakeholders that could be associated with your solution.

CONCEPT NAME:

What are some of the challenges that might be associated with your idea? List the challenges your concept might face. Why do these feel like challenges for your district?

• Culture _____

• Regulation & Compliance _____

• Funding & Resources _____

• Stakeholder Buy-in _____

• Other _____

Who does this idea touch? Write down each of the stakeholders connected to this idea and identify their needs.

• Stakeholder: _____

Needs: _____

• Stakeholder: _____


Needs: _____


• Stakeholder: _____

Needs: _____

• Stakeholder: _____

Needs: _____

 Circle the 1-2 challenges that feels most important to address in order to make your concept work.

 Circle the 1-2 stakeholders that feel most important to address in order to make your concept work.

EVOLVING EDTECH
PROCUREMENT WORKSHOP
#2-B Concept Refinement

Now, partner up with a team to brainstorm solutions to the challenges and needs you have identified.

CONCEPT NAME:

DIGITAL PROMISE & 

The biggest challenge(s) is _____

The most important stakeholder(s) is _____

Brainstorm different ways in which you might workaroud this challenge(s).

Brainstorm different ways in which you might address your stakeholder's needs and gain his or her support.

EVOLVING EDTECH PROCUREMENT WORKSHOP #3 Concept Iteration

Now that you've thought about the different constraints and possibilities, what does your idea look like now? Draw a storyboard or scenario of your concept in action.

CONCEPT NAME:

DIGITAL PROMISE & IDEO

SKETCH

SUGGESTIONS:

- Draw a timeline of your solution. Where and when does your solution come into play? Who interacts with it?
- Draw a map of procurement in your district. Where does your solution fit on this map?

**EVOLVING EDTECH
PROCUREMENT WORKSHOP**
#4 Next Steps

CONCEPT NAME:

Who will you partner with to realize this idea?

What does success look like?

Take a moment to imagine your idea being successful.
What would the story of success look like for your idea?

List metrics that will help you gauge success of your idea.

ROADMAP

You may have a set of related ideas and prototypes, some of which seem more futuristic or harder to implement. Share both the low-hanging fruit and your vision for the future.

Order the steps on chart, showing different key dates that you can target to best test, build, and iterate on your idea. What will you aim to do next week? Next month? Next procurement cycle?

Feedback from the group:

■ _____ ■

How Might We Worksheet

Transitioning from challenges towards building questions we can design solutions for.

Instructions:

Individually select 2-3 HMW questions that feel like an opportunity you'd like to explore for your district. (Feel free to modify or add a question as needed.)

Then, discuss your selections with your group.

As a group, write the top 3-4 HMW's that you'd like to continue thinking about today on a post-it.

Be ready to share your HMW's with the room.

01.
Public scrutiny produces fear and risk aversion.

How might my district provide transparency in a way that supports my goals?

How might my district create a clear framework in which stakeholders can innovate?

How might my district better communicate to our constituents and stakeholders to garner long-term support?

How might my district build a culture of trust with our constituents that will support experimentation?

How might my district reinvent the pilot or evaluation process to reduce risk?

02.
School culture can make or break the uptake of a new Edtech solution.

How might my district meaningfully engage teachers in the procurement process: establishing strategies, vetting solutions, and implementation?

How might we create a tighter line of communication between procurement officers and teachers?

How might my district create a safe space for teachers to innovate in the classroom?

How might my district provide more flexibility to teachers and principles in deciding which solutions fit them best?

How might my district formalize grassroots pilots?

03.
Procurement regulations are cumbersome, and navigating them is difficult, time consuming, and overwhelming.

How might my district gain access to and better leverage the procurement experiences of other districts?

How might my district create a process to ensure confidence that I am taking the correct steps when navigating the complex system of regulations?

How might my district work with vendors in a way that shares the burden of compliance with them?

How might my district create a more streamlined approach to our procurement procedures?

How might we creatively interpret regulations in a new way?

How Might We Worksheet

04.
There are so many choices out there and the proof points for solutions aren't clear. It is difficult to navigate the possibilities.

How might my district design for better feedback of what is and isn't working?

How might my district effectively share experiences with new technologies across districts?

How might my district easily evaluate our unique needs against the offerings of a product or service?

How might our districts create a safe space to test and validate the newest edtech?

05.
Shifting, complex, and limited resources makes sustainment a challenge.

How might my district rethink our budget to match new demands?

How might our districts pool resources to leverage our scale?

How might my district rethink time as a resource so that we are making the most of it?

How might our districts support each other in vendor negotiations?

06.
Trust amongst peers is high. Trust of outsiders is low.

How might my district better share our needs with vendors so they develop more desirable products and implementations?

How might my district better understand the needs of the vendors?

How might my district better leverage the vendor relationships of other districts to build trust?

How might my district design a faster feedback mechanism for piloting?

EVOLVING ED-TECH PROCUREMENT IN SCHOOL DISTRICTS