

Agency: Commerce, Community and Economic Development**Grants to Named Recipients (AS 37.05.316)****Grant Recipient: Consortium for Digital Learning****Federal Tax ID: 92-0098760****Project Title:****Project Type: Other**

Consortium for Digital Learning - I pads Purchase

State Funding Requested: \$500,000**House District: 6 / C**

Future Funding May Be Requested

Brief Project Description:

To provide funding so that school districts in District 6 may purchase technology equipment and necessary educational applications.

Funding Plan:

Total Project Cost:	\$500,000
Funding Already Secured:	(\$0)
FY2012 State Funding Request:	<u>(\$500,000)</u>
Project Deficit:	\$0

Detailed Project Description and Justification:

Exciting and conclusive studies have shown that digital technology, in the form of iPads or iPod Touches, with the appropriate educational apps, have radically increased student performance in math and language.

An iPod Touch Project conducted in the Canby School District, Oregon, provides clear and surprising data of success, particularly in the categories of limited English proficiencies, students with disabilities, and those economically disadvantaged. (Please see attached back-up)

The requested funds will provide funding so that school districts in District 6 may purchase iPads and the necessary educational applications.

Project Timeline:

It is anticipated that iPads will be ordered and available for student use during the 2011-2012 school year.

Entity Responsible for the Ongoing Operation and Maintenance of this Project:

Local school districts will assume any ongoing maintenance and operation cost.

Grant Recipient Contact Information:

Name:	Carl Rose
Title:	Executive Director
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Total Project Snapshot Report

2011 Legislature

TPS Report 56861v1

Has this project been through a public review process at the local level and is it a community priority? Yes No



Digital Learning = Student Engagement

The Consortium for Digital Learning (CDL) has advanced the use of technology in 28 of our school districts for over 12,000 users. We have learned what works in Alaska and it is being confirmed in research across the nation. When access to technology is pervasive and critical components of implementation are present, students are more engaged and have more rich learning opportunities available. The CDL helps districts to address these critical components through a proven process.

The CDL has developed processes to assist districts with the implementation of their previous digital learning projects. These scalable processes have proven effective in all types of Alaska schools; large, small, rural and urban.

1. CDL works directly with superintendents and school boards to outline their digital learning project and select project leaders. Goals of the project, methods of evaluation, and timelines of implementation are identified. Readiness for the project is evaluated during this phase through an assessment of electrical service, wireless access, and server support. Many districts have been upgrading this infrastructure over time and are capable of moving directly to implementation. Teachers and stakeholders confirm the vision of progress. CDL assists in delivering messaging on digital learning to staff and community.
2. Hardware and software to match the district's identified learning goals are purchased and systems for logistical support are put into place (inventory, acceptable use policies, repair processes, etc.) Vendor relations are important during this phase and CDL is there to assist in this process. CDL has also developed a bulk ordering process to assure the best possible prices on hardware.
3. A schedule of ongoing professional development is put into place with built-in evaluation and review cycles. Teachers begin professional development training, develop lessons that integrate the technology skills they're learning, and move through a technology adoption cycle. CDL works with vendors and private contractors to provide professional development at all levels of implementation.
4. A communication plan is developed and put into place so that all stakeholders know the goals of the project and have ongoing information on its progress.
5. Systems for sustainability of the project are put into place including communication, funding, upgrading of technology and evaluation.

Project implementation timeline proceeds through this process as rapidly as a district is ready. Most districts can move quickly to the point of putting hardware into the hands of teachers and students. To ensure the capabilities of the technology are maximized, ongoing project support is provided throughout the year.

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Dramatic Improvement in Canby School District, OR Reading and Math Scores: Grade 3, 4 and 5 iPod Touch Project

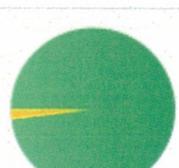
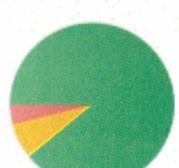
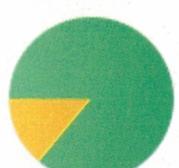
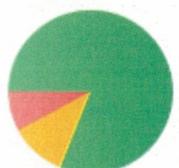
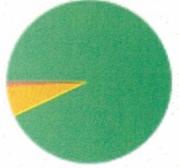
Green = Good

Red = Not Good

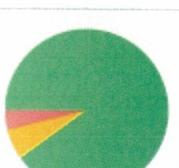
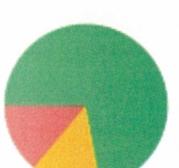
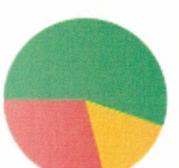
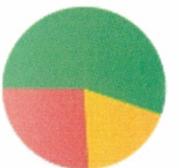
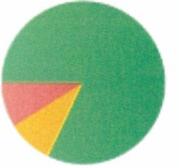
Reading Scores

All Students Migrant Limited English Proficient Students with Disabilities Economically Disadvantaged White, Non-Hispanic

iPod touch Classrooms



Canby School District



With Technology

Without Technology

● Meets

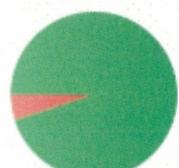
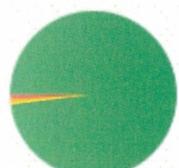
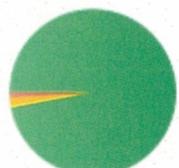
● Nearly Meets

● Does Not Meet

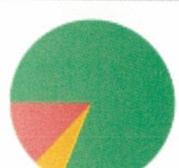
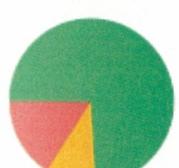
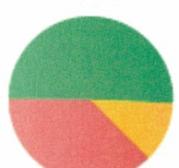
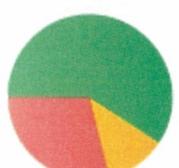
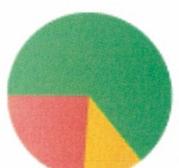
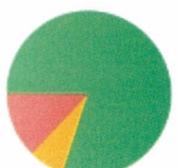
Math Scores

All Students Migrant Limited English Proficient Students with Disabilities Economically Disadvantaged White, Non-Hispanic

iPod touch Classrooms



Canby School District



With Technology

Without Technology



Consortium for Digital Learning

Honorable Governor Sean Parnell
Cc: Karen Rehfeld, Director, Office of Management and Budget

May 20, 2011

Dear Governor Parnell,

Our children are coming of age in an era of unprecedented social and economic change. The best way to help them succeed is to provide a relevant education that adequately prepares kids for the world they'll face as adults. Communication, creativity and collaboration are the pillars of our new economy. Technology is the only viable option for connecting our students to a world of resources, effectively leveling the playing field of geographic challenges that Alaska presents to our educational system. Not having access to the technology they need to locate, access, and validate information and create new understanding, places our children at an extreme disadvantage.

The mission of the Association of Alaska School Boards (AASB) is to advocate for children and youth by assisting school boards in providing quality public education, focused on student achievement, through effective local governance. In response to that call, AASB developed the Consortium for Digital Learning (CDL) to bring digital learning environments to all children across the state. Through CDL, AASB has leveraged the strength of its membership to realize advantages no other entities can in making this transition to digital learning.

The 24th and 25th Alaska legislatures supported AASB's vision of improving student achievement through digital learning by granting CDL a total of \$7.5 million. Initial transitions to digital learning have been successful in Alaska. Today digital learning environments, guided by research to include all necessary components, have been successfully established at over 100 schools across 28 school districts. More than 12,000 students across Alaska now experience education with a digital learning device at their fingertips—a significant return on the state's initial investment. This success has transformed education to meet the needs of our society in ways not possible without technology.

The 27th Alaska legislature has included a total of \$810,000 in the Capital budget to support CDL in further expanding digital learning across Alaska. The three projects outlined below will help build a foundation that supports rural students in meeting the requirements of your performance scholarship.

1) Provide wraparound services to level the playing field for rural education's adoption of technology (\$250,000)

As a result of the experience and knowledge gained over the previous five years of facilitating digital learning projects across Alaska, CDL has developed an effective project implementation model that is scalable for any size school in any geographic region of the state. Technology continues to evolve at unprecedented rates. To keep pace, CDL has developed new structures to deal with the great diversity of need that school districts face.

CDL delivers a full complement of services designed to provide needed support to districts in the development of digital learning environments at each phase of the implementation process. We can assist with the successful launch of new projects and with the expansion of existing projects. Through our services, improved educational relevance, increased efficiencies, and a better measure of accountability can be achieved. Specific CDL service components include readiness assessment, project planning, brokering of equipment and services, staff professional development, and ongoing support in developing a sustainable project model.

2) House District 6 digital learning project (\$500,000)

House District 6 encompasses eleven school districts with approximately fifty schools. CDL will work with district school boards and superintendents to design digital learning projects that address local academic goals and requirements. To maximize the success of each district's project, CDL will assist in the coordination and delivery of numerous interrelated project components, including pre-assessment and planning, coaching and mentoring, staff professional development, brokering appropriate technology solutions based on technical and geographic challenges present in the region, project evaluation, and ongoing project support.

Establishing digital learning projects in these small rural schools will also provide students with access to online educational resources and supplemental coursework they'll need to meet Performance Scholarship eligibility requirements, thereby leveling the playing field in competing with applicants from urban schools.

3) Develop software for online theme-based instruction (\$60,000)

Today's young people live in a digital world that is second nature to them. In response, educators are increasingly taking advantage of technology to reach students for instructional purposes. Digital curriculum can also provide authentic assessments of student knowledge and performance. CDL will take advantage of this opportunity to move beyond pencil and paper, by working with a software developer to design and deliver instructional curriculum based on Alaskan place-based themes. Students will either access the course online or as installed software, with the specific delivery method to be determined by the technical capabilities of participating schools.

CDL is well positioned to assist Alaska's schools in making a sequential transition into the digital age. We are excited to meet the challenges of this important opportunity to help our students prepare for success in the global economy.

Sincerely,

Carl Rose
Executive Director

Conditions of District Readiness for a Digital School

Successfully deploying a 1 to 1 laptop initiative is dependent upon conditions of district readiness in four key areas: Leadership, Learning, Technical Infrastructure and Community Engagement. This chart provides a framework to assist in determining your district's readiness level.

Leadership		Learning	Infrastructure	Community
Superintendent / Board	Principals	Teaching / Learning	Technology / Network	Engagement
Clearly articulates the mission of the District	Can clearly articulate the performance needs of the school	Staff development plan in place that can be adjusted for the technology project	Institution supports mobility in their technology plan and practices	Evidence of parent participation in school activities
Openness to change and willingness to implement new ideas	Openness to change and willingness to implement new ideas	Staff development is well funded, well attended and can be aligned for technology projects	Evidence that there has been a migration strategy in place towards mobility and student access	Parents or volunteers engaged in the school day
Various staff members can articulate the mission	Good relationships with Administration, Teachers, Parents	Teachers have laptop computers and a classroom conducive to technology	High bandwidth is in place	Joint use of facilities with the community
Desire to create a self-motivated learning environment	Cohesive relationship with Superintendent to set goals and accountability milestones	There is evidence that workshop content is clearly tied to classroom instruction	All classrooms connected to the internet	Evidence of financial partnerships with the local business
Manages conflict and risk effectively, doesn't avoid it	Willingness to take acceptable risks	Teachers are currently using technology in the classroom	Some wireless infrastructure in place, or high interest in making it available	
Knows where the money is	Open to reallocating budget resources	Teachers are open to change		
Open to reallocating budget resources				
Looking for recognition and willing to take acceptable risks				

Consortium for Digital Learning: Stages of Readiness for the Digital Learning Environment

	Awareness	Consideration	Preparation	Action	Reflection and Refinement
					Digital School
Leadership	Leadership Uncertain	New Leadership trying to establish itself	Clear leadership	Articulate leadership with credible message	Leadership seen as visionary by peers
	Leadership is delegated with little monitoring	Top down management style	Many stakeholders engaged	Shared Leadership	District or school seen as model for effective leadership
	Traditional vision	Recognize vision in other districts	Creating a vision	Clear vision and goals	Demonstrated vision
	No plans for improvement	Seeks assistance	Developing a plan	Stakeholders can articulate plan and role within it	Commitment to excellence
	High aversion to risk	Open to new ideas and approaches	Allows for new ideas	Encourages innovation	Innovation and improvement is part of culture
Learning	Print materials only	Basic C&I – drill and practice	Use of technology for productivity	Use of digital authoring for teaching and learning	24/7 access to digital content and tools for learning
	No Professional Development (PD) planning	Some non-targeted PD	PD aligned to learning goals	Comprehensive PD plan	PD supports and is validated by student learning
	Dated teaching methods	Exploring new teaching methodologies	Implementing some new teaching methodologies	Project based learning is evident throughout the institution	C&I is model for other districts
	Little or no use of technology	Has awareness of technology's role.	Pockets of excellence teaching with technology	Use of technology for learning is pervasive	Technology is ingrained with learning environment
	Standardized tests only measure of achievement	Connection between assessment and learning not strong.	Stronger connection between assessment and learning	Clear connection between assessment and learning	Multiple assessments inform instruction
Infrastructure	Network unreliable, slow	School has a reliable network	High bandwidth network	High bandwidth out to the classrooms (some wireless)	24/7 Access available to teachers and students
	No teachers have computers	Many teachers have their own computers	Teachers have notebooks and productivity tools	Computers used in instruction.	Network and Web-based tools and apps support learning
	Labs and/or limited classroom computers	Some classroom computers	Several computers in all classrooms	Mobile carts deployed	All students have a dedicated device
	Network limited to administration	Teachers have access to the network	Realize mobility and wireless are possible for school	Limited capacity on wireless access	Robust pervasive wireless access
	Teacher administrative tasks done with computers	Limited resources for hardware, application and internet support	Adequate resources for hardware, application and internet support	Fast, responsive support system in place for break fix	Replacement policy in place for existing systems
Community	Parent community not engaged	Community without vision but receptive to new ideas	Parents engaged and involved in planning	Community understands and supports vision	Community is seen as a model
	Board is divided	Board needs better communication	Supportive Board	Policy making Board	Board seen as visionary by peers
	Negative press	Positive and Negative press	Reactive PR	Proactive PR	Comprehensive community outreach
	Special interest groups in control	Special interest groups not controlled	Majority supportive	Strong sponsors in community	Pervasive community support
	New ideas have much difficulty	New ideas tolerated but not embraced	Open to new ideas, but unclear on what to do	Clear link between vision and school improvement	Innovation becomes part of larger community culture