



NORTH CAROLINA
State Board of Education
Department of Public Instruction

Report to the North Carolina General Assembly

Report to the NC General Assembly: Statewide Trends in Student Digital
Learning Access

§ G.S. 115C-102.9(c)

Date Due: September 15, 2023
DPI Chronological Schedule, 2022-2023

STATE BOARD OF EDUCATION

STATE BOARD OF EDUCATION VISION: Every public school student in North Carolina will be empowered to accept academic challenges, prepared to pursue their chosen path after graduating high school, and encouraged to become lifelong learners with the capacity to engage in a globally-collaborative society.

STATE BOARD OF EDUCATION MISSION: The mission of the North Carolina State Board of Education is to use its constitutional authority to guard and maintain the right of a sound, basic education for every child in North Carolina Public Schools.

ERIC DAVIS

Chair: Charlotte – At-Large

JILL CAMNITZ

Greenville – Northeast Region

JOHN BLACKBURN

Linville – Northwest Region

ALAN DUNCAN

Vice Chair: Greensboro – Piedmont-Triad Region

REGINALD KENAN

Rose Hill – Southeast Region

DONNA TIPTON-ROGERS

Brasstown – Western Region

MARK ROBINSON

Lieutenant Governor: High Point – Ex Officio

VACANT

North Central Region

J. WENDELL HALL

Ahoskie – At-Large

DALE FOLWELL

State Treasurer: Raleigh – Ex Officio

OLIVIA OXENDINE

Pinehurst – Sandhills Region

JAMES FORD

At-Large

CATHERINE TRUITT

Superintendent & Secretary to the Board: Cary

VACANT

Southwest Region

NC DEPARTMENT OF PUBLIC INSTRUCTION

Catherine Truitt, State Superintendent :: 301 N. Wilmington Street :: Raleigh, North Carolina 27601-2825

In compliance with federal law, the NC Department of Public Instruction administers all state-operated educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law.

Inquiries or complaints regarding discrimination issues should be directed to:

Thomas Tomberlin, Senior Director, Educator Preparation, Licensure, and Performance, NCDPI
6301 Mail Service Center, Raleigh, NC 27699-6301 / Phone: (984) 236-2114 / Fax: (984) 236-2099

Visit us on the Web: www.dpi.nc.gov

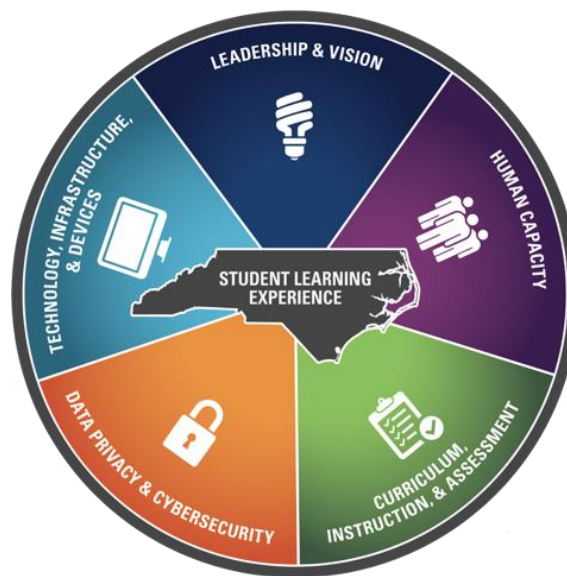
Table of Contents

STATE BOARD OF EDUCATION	2
NC DEPARTMENT OF PUBLIC INSTRUCTION	2
Introduction	2
Leadership and Vision	2
Digital Learning Plan Goals:	2
State Vision	2
Supports for Public School Unit Digital Learning Visions	2
Legislative Requests	3
Human Capacity	3
Digital Learning Plan Goals:	3
PROFESSIONAL LEARNING	3
Professional Learning Programs	4
Access to Professional Resources.....	5
Certifications.....	5
Instructional Support	5
Instructional Technology Facilitator (ITF) Positions	6
Legislative Request.....	6
School Library Media Coordinator Positions	6
Technicians.....	7
Legislative Request.....	7
Curriculum, Instruction, and Assessment	7
Digital Learning Initiative Grants	7
Updates to the North Carolina Digital Learning Competencies	8
Alignment in Professional Learning	8
Materials and Resources	8
Technology, Infrastructure, and Devices	9
Home Student Device and Internet Access Data	9
School Provided Device Data	9
Sustainable Student Device Funding	11
Legislative Request.....	11
Data Privacy and Cybersecurity	11
Digital Learning Plan Goals	12
Legislative Request.....	12
Summary of Legislative Requests	13

INTRODUCTION

It has been a full year since the Department of Public Instruction updated the [North Carolina Digital Learning Plan](#) (Appendix A). This plan provides a growth model for the Department of Public Instruction, Public School Units, and schools in educational technology. With an understanding that technology touches most aspects of the current and future workforce, this plan provides goals within 5 focus areas that are necessary for creating exceptional student learning environments that support students in gaining the digital literacy skills needed to participate in that workforce. To support the goals of this plan, the North Carolina Department of Public Instruction has provided a variety of resources to the Public School Units throughout North Carolina.

This report aims to provide the most current data and programmatic information that falls in alignment with the North Carolina Digital Learning Plan, putting into context the data that is reported to the Department of Public Instruction through the Digital Learning and Media Inventory, and the data for the Digital Learning Dashboard as required by session law: 115C-102.9



LEADERSHIP AND VISION

DIGITAL LEARNING PLAN GOALS:

- Goal 1 – A shared vision for digital teaching and learning is established and communicated with all stakeholders.
- Goal 2 – Effectively plan and implement action steps to carry out the shared vision.

STATE VISION

During the 2021-2022 school year, a team of 54 educators from all 8 regions came together to evaluate data and research to update the North Carolina Digital Learning Plan. This plan provides objectives for the Department of Public Instruction, Public School Units, and Schools to support the appropriate utilization of technology to create the best possible student learning environments.

SUPPORTS FOR PUBLIC SCHOOL UNIT DIGITAL LEARNING VISIONS

After the release of the updated Digital Learning Plan, the Office of Digital Teaching and Learning put together 6 two-day workshops for Public School Unit Leaders to come together, evaluate their current digital learning environment, create action plans for growth for their PSU, and share best practices with other public-school units across the state. The feedback for these workshops was overwhelmingly positive and has led to

requests for future, similar events to continue impacting change. [A full data report](#) is available for this program (Appendix B). In addition to this workshop, Digital Teaching and Learning staff have provided virtual and face-to-face support to public school units who request 1:1 session for their leadership teams to come together and collaborate on their data and create individualized plans for growth.

LEGISLATIVE REQUESTS

With the success of the 2-day workshops and the continued requests for personalized support by region and individual public-school units, the Digital Teaching and Learning team proposes more regionally based opportunities for teams to come together to share resources, find support, and plan for growth. To accommodate this, DPI would like to request an increase in funding for the Digital Learning Initiative from the current 4 million reoccurring dollars to the original 6.5 million reoccurring dollars initially funded to the Digital Learning Initiative in 2015. Part of the request for additional funding in the Digital Learning Initiative Funds would be used to create more of these opportunities allowing PSU teams opportunities to review their growth goals and action plans. During these programs, DPI can ensure that professional learning opportunities tailored to the needs of these PSUs (Public School Units) are made available and that resources and ideas are able to be shared across the state through networking activities that highlight the work of PSUs who are already meeting these goals.

HUMAN CAPACITY

DIGITAL LEARNING PLAN GOALS:

- Goal 1 – All staff have continuous access to quality professional learning that is utilized and accessed on a regular basis for continuous growth.
- Goal 2 – There is consistent and equitable access to Instructional Technology Facilitators and School Library Media Coordinators to support the implementation of digital teaching and learning strategies.
- Goal 3 – Technical staff is available to effectively support all staff and students with minimal disruptions to teaching and learning.

Technology alone does not transform learning; rather, technology helps enable transformative learning (US Edtech Plan). To create truly transformational learning environments that utilize technology in a way that provides students with a deep understanding of digital literacy skills to solve real world problems, teachers and students need support. This support should come in three very distinct forms. First, teachers need to have access to just in time professional learning that is aligned to their particular curriculum and supports the collaborative and interactive usage of technology for meeting the goals of their lessons. Additionally, teachers and students need hands-on in classroom support in the form of coaching or co-teaching that can be provided through a team approach provided by consistent daily access to an Instructional Technology Facilitator and School Library Media Coordinator. Finally, students and staff need to be able to use technology with as little disruption as possible. This can be accomplished through the support of a fully staffed technology department that can handle technology damage and malfunctions quickly.

PROFESSIONAL LEARNING

Digital Teaching and Learning strategies for classrooms have evolved over the years as the technology and digital skills required to utilize technology have evolved. Digital Literacy Skills no longer speaks only to whether someone can use a word processor and navigate websites, now digital literacy skills also include:

- Evaluation of Resources Found Online
- Understanding Cybersecurity Threats
- Privacy and Data Protection
- Digital Citizenship
- Digital Content Creation
- Problem-Solving with Technology

These digital literacy skills cannot be taught with a singular computer course or a program and be expected to become clearly understood and usable in a work or real-world context by students. These skills must be woven into the fabric of the classroom environment so students can see the integration of these skills and resources into the curriculum. To support this, DPI provides various layers of professional learning opportunities using the Digital Learning Initiative funds for educators and educational leaders to better

integrate technology into the classroom in a way that builds these skills, provides collaborative and interactive opportunities, and offers a way for teachers to maintain focus on the learning activities on the core curriculum.

Professional Learning Programs

The professional learning offered to PSUs, technology departments, and educators is designed to align with the Digital Learning Plan, Digital Learning Competencies, and the Digital Learning Standards for Students. The supports offered through these professional learning programs are designed to fit the needs of participants as identified through the continued feedback from PSUs, research around best K-12 instructional and institutional practices, and state-wide data, such as the Digital Learning and Media Inventory, Digital Learning Dashboard, and the Digital Learning Progress Rubric. The resulting professional learning programs are not the only professional learning offered through the office. Throughout the year, Consultants and Educators on Loan are available to support professional learning in all 8 regions and in every PSU who expresses interest or is identified as needing additional support through the Digital Learning and Media Inventory or Digital Learning Progress Rubric data.

As described in the Leadership and Vision section of this report, DPI has supported PSUs with understanding the updated North Carolina Digital Learning plan and with creating strategic plans that lead to growth within their PSUs aligned to the plan. To do this, the Office of Digital Teaching and Learning initially held 4 two-day workshops for leadership teams. These workshops were centrally located to allow for as many PSUs to attend as possible. These first four sessions were well received and additional requests for this workshop from PSUs who were unable to attend the first four sessions led to additional workshops being offered in the far west and far east of the state to provide additional access to this training. [A full feedback report is available](#) for additional insight into the success of this program (Appendix B).

For educators, the DLI funding provides the North Carolina Beacons of Leader Development (NCBOLD) Conference. This is an eight-day conference that travels around the state to provide professional learning aligned with the Digital Learning Competencies in each of the 8 regions. The presenters are classroom educators sharing resources and practices used in their schools. The funding helps to offset the travel costs for the presenters who drive each evening to ensure these sessions are easily accessible to all educators across the state. This program has been a summer staple for many teachers and has received positive feedback each year it has been made available. [A full report of the 2023 summer program](#) is provided (Appendix C).

To support coaches (Instructional Technology Facilitators, Instructional Coaches, Blended Learning Coaches, Math Coaches, Literacy Coaches, Librarians, and other support roles who provide coaching support), the Department of Public Instruction utilizes Digital Learning Initiative funds to provide a yearlong opportunity for professional learning and networking. During the 2022-23 school year, four cohorts of coaches (291 participants in all) were able to engage in personalized professional learning that took place 4 days face to face and two days virtually. Participants of this program have been able to bring back research based best practices for coaching and using technology directly to the teachers in their PSUs and have been able to build and utilize a state-wide support network that allows the sharing of teacher professional learning and class successes. This program has provided growth opportunities not only for the participants of the program, but also for the teachers those participants support in their coaching roles within their schools. [A full program summary](#) for the 2022-23 cohorts is provided (Appendix D).

These professional learning opportunities have all gained a positive reputation with educators of all levels and in all regions of the state. There have been additional requests for more opportunities like these, so for the 2023-24 school year the department is continuing to offer support by offering the following:

- A new program called the Digital Leaders Exchange will be provided to technology leaders and their teams 4 times this year. Modeled after the success of the Digital Learning Plan Workshops, each planned meeting will take place across the state 6-8 times in a two-week span, allowing for every PSU to have access to these sessions within driving distance. Each round will focus on one area of the North Carolina Digital Learning Plan. The focus areas for each round are:
 - September: Data Privacy and Cybersecurity
 - November: Curriculum, Instruction, and Assessment
 - January/February: Human Capacity /Technology, Infrastructure, and Devices
 - April: Leadership and Vision

- Another year of the NCBOLD conference so educators across the state have access to face-to-face professional learning that is delivered by practicing teachers.
- Another year of the North Carolina Coaching Collaborative with 4 cohorts across the state.
- A new School Library Media Collaborative, providing School Library Media Coordinators across the state with professional learning and networking opportunities specific to their roles. This program also has 4 cohorts across the state.

This collection of programs has a great deal of excitement surrounding them as DPI prepares for the 2023-24 school year. Part of the request for additional funding in the Digital Learning Initiative would be used to continue funding and grow programs like these that have been requested and utilized by the field to support student learning.

Access to Professional Resources

Another support offered to all PSUs this year was membership access to two national organizations. For technology directors and their departments an institutional membership was provided to the Consortium for Online School Networking (CoSN). This membership provides access to resources for strategic planning, cybersecurity, data privacy, and national reports of edtech trends and issues. Additionally, PSUs get access to discounts on training for their staff that includes online training and conference attendance.

For educators and administrators, individual memberships were provided to the International Society for Technology in Education (ISTE). These memberships provide resources for utilizing technology in the classroom and speak specifically to topics such as integrating digital citizenship, artificial intelligence, computational thinking, and STEM (Science, Technology, Engineering, and Mathematics). These resources align with the Digital Learning Standards for Students and the updated Digital Learning Competencies providing resources that can be utilized by any K-12 educator in the state.

Certifications

Over the last year, the DLI funding has supported four different certification opportunities. Through the CoSN Partnership, Technology Directors have the opportunity to obtain resources and participate in a two-day bootcamp to prepare for the Certified Educational Technology Leader exam. This exam is a national standard for demonstrating understanding around the topics needed to be a well-rounded technology leader. Currently the state of North Carolina has 85 CETL Certificate holders across the state.

Another CoSN certification offered to PSUs is the Trusted Learning Environment Seal. This certification is not for an individual, but for the PSU to learn and demonstrate how they work to protect student and staff data and continuously improve their practices in that area. This is a rigorous program that takes approximately 2 years to complete. Currently there are 18 PSUs working through this certification process.

The ISTE Certified Educator program provides access to the certification course where participants take a deep dive into the North Carolina Digital Learning Competencies and the North Carolina Digital Learning Standards for Students. Once the course is completed, participants submit a portfolio that is reviewed for mastery in these areas. This certification was offered to 60 educators across the state during the 2022-23 school year. These educators are working through their portfolios and will complete their certifications in late fall of 2023. Another cohort of 60 educators will be able to start this program during the 2023-24 school year.

Finally, DPI partnered with Google to offer Google Administrator Certification. This certification demonstrates that the individual understands how to operate the Google Administrator Console for their PSU to ensure data security and student safety practices are in place. This was the first year offering this course and 135 individuals earned certification.

Part of the request for increased funding for the Digital Learning Initiative would be used to provide additional certification opportunities for educators and technical staff to support individual, district, and state-wide growth in understanding the best practices for K-12 educational technology programs.

INSTRUCTIONAL SUPPORT

Through ESSER Funding there has been an influx of devices and a clearer understanding that digital literacy skills need to be embedded into every classroom as a seamless part of the curriculum. To ensure this can

happen in every classroom there is a need to ensure there is human capacity to support not only the repair, security, and maintenance of these materials, but also to provide support to teachers, students, and families as they utilize digital resources for teaching and learning.

Instructional Technology Facilitator (ITF) Positions

The state of North Carolina provides a licensure code and evaluation for Instructional Technology Facilitators, but there is no funding specifically allocated at the state level for these positions. Currently, there are 1,074 Instructional Technology Facilitators in the state of North Carolina serving 2,724 schools.

Research focused on technology integration and coaching as a professional learning strategy indicate that the best structures for supporting educators with appropriate technology integration is to give them access to a coach that is embedded in the school environment. This is why one of the objectives under goal 2 of the North Carolina Digital Learning Plan is to provide an Instructional Technology Facilitator for every K-12 school. To support Public School Units in meeting this goal, this report outlines a funding request to provide these roles to every school in the state.

Legislative Request

The amounts below demonstrate approximate funding needed to employ one ITF at each school in the state. However, many PSUs already pay for these positions either from local funds or allocation of state FTE. The amounts below were determined by multiplying the number of schools by the average salary of individuals in this position.

According to current DLMI data, there are 1,074 Instructional Technology Facilitators employed in North Carolina to support 2,742 schools, which is about 1 ITF for each 2.5 schools. This represents a state average and not an exact number for every PSU. Some PSUs do not have this position; some employ them to cover all or multiple schools, while a few can provide one per school. It has also been reported that this number increased with the introduction of ESSER funds, meaning that a number of these roles are not currently sustainable and will be cut after these funds have run out at the end of the 2023-24 school year. Even with the use of ESSER funds, the state of North Carolina has a gap of 1,698 Instructional Technology Facilitators to meet the researched-based best practice of one ITF per school. The proposals below indicate funding needed to staff an ITF in every school and one per every two schools: (These numbers were obtained by multiplying the number of ITFs by 80,000, the approximate amount needed to cover pay and benefits).

- 100% Funding for 2,742 ITFs (one per physical school) = \$219,360,000
- Funding for 1 ITF to serve 2 schools (1371 IFTs statewide) = \$109,680,000
 - Research:
 - [Acquiring Teacher Commitment to 1:1 Initiatives: The Role of the Technology Facilitator](#)
 - [The Valuable Role of EdTech Coaches](#)
 - [The Edtech Coaching Primer: Supporting Teachers in the Digital Age Classroom](#)

School Library Media Coordinator Positions

Many library personnel throughout the state teach classes or manage the technology in addition to their primary assignment of School Library Media Coordinator. PSUs fund these positions either from local funds or allocation of state allotted FTE. According to current DLMI data there are 2,247 Library Media Coordinators employed in the state of North Carolina to support 2,724 schools, which is a 1:1.23 ratio currently. All research indicates the best practice is to have one librarian per physical school. However, as many rural schools are small, sharing between campuses is also common. The Cooperative Early High Schools across the state utilize the Community College media centers. However, North Carolina still has a shortage of approximately 477 School Library Media Coordinator (SLMC) to get to the recommended one per physical campus.

- Research:
 - [Roles of the School Librarian](#)
 - [Requirements for School Librarians: A State by State Summary](#)
 - [Why School Librarians Matter: What Years of Research Tell Us](#)

Technicians

With the influx of devices comes an increased demand for technical staff to ensure the technology is working appropriately. Best practice in private industry ranges from 1:300 devices to 1:500 devices, yet a study from the Kentucky Department of Education recommends 1 technician for every 800 devices for each Public School Unit in K-12. Although this is the guidance for determining staffing numbers, a technician supports all technology in the school environment, to include audio visual equipment, connectivity infrastructure, copiers, printers, security cameras, software, phones, and other peripheral devices in addition to student and staff computers.

Legislative Request

The numbers below were determined by taking the current number of students and staff, dividing that by 800, then multiplying that number by the average technician salary of \$80,000 (including employment benefits). This formula determined that the state needs at least 2,762 technicians to meet the recommendation of 1 technician for every 800 devices

Currently, North Carolina employs 919 technicians to support 2,724 public schools across the state with 1,978,305 student devices and 310,372 staff devices, for a total of 2,288,677 devices. This reflects a current technician ratio in NC per device as 1 technician per 2,491 devices (student and staff devices)

Many of these positions are provided through various local funding streams. To ensure support for the technology, infrastructure, and devices being used by students and staff, it is proposed that a state funded FTE be made to PSUs according to their student ADM and staffing numbers. Below are four workable solutions to move closer to the North Carolina goals outlined in the state's Digital Learning Plan for technician to device ratio.

- 100% Funding for 1 technician per 800 student and staff devices = \$221,000,000 (*calculated by an average of 1.9 million student devices and 310,000 staff devices with 1 technician per 800 devices)
- 100% Funding for 1 technician per 1000 student and staff devices = \$176,800,000
- 100% Funding for 1 technician per 1500 student and staff devices = \$117,866,666
- 100% Funding for 1 technician per 2000 student and staff devices = \$88,400,000

These positions do not include necessary staffing for networking engineers, cybersecurity specialists, or other advanced technical roles, but providing state funding for the technical staff that provide the basic support services PSUs save money that can be allocated to providing funding for these higher paid technical staffing positions.

CURRICULUM, INSTRUCTION, AND ASSESSMENT

Digital Learning Plan Goals:

- Goal 1 – All staff have access to and use digital content that is continually vetted and aligns with curriculum and assessment expectations for student learning ability levels.
- Goal 2 – Supplemental resources are available to staff and students through physical and digital collections.
- Goal 3 – All staff demonstrate mastery of the NC Digital Learning Competencies to create blended and personalized learning experiences to improve student outcomes.

DIGITAL LEARNING INITIATIVE GRANTS

As required by session law 2016-94 (House Bill 1030), Section 8.23 the Department of Public Instruction has provided up to 1.2 million dollars in Digital Learning Initiative grants each year. These grants have provided funding to support innovative initiatives that support PSUs in growing their own programs to solve local digital learning challenges and create richer learning environments for students. These grants have provided funding for PSUs to make some phenomenal shifts for their students. Funding has been used to reimagine library spaces, provide students with hands-on learning materials through makerspaces, support professional learning for educators around how to implement STEM and digital literacy skills into the daily curriculum, and provided start-up funds for robotics and e-sports programs. The programs and technologies requested

through these grants provide their own predictive model of digital teaching and learning trends within North Carolina. All these programs are documented on the DPI webpage, and PSUs have shared their work, successes, and struggles across the state to spread these ideas and the positive impacts of these initiatives. Part of the request for additional funding in the Digital Learning Initiative would be used to create more of these opportunities through the ability to provide more funding for these grants. Access to all awarded grants can be found [at the DPI website](#).

Updates to the North Carolina Digital Learning Competencies

With the changing nature of technology and the update to the North Carolina Digital Learning Plan, DPI brought together four workgroups made up of classroom teacher, administrators, coaches, and school library media coordinators to review the status of the North Carolina Digital Learning Competencies. After a 9-month research and vetting process, the four workgroups all agreed on the updated versions of the Digital Learning Competencies, and these were adopted by the State Board of Education in the spring of 2023. These competencies became effective on July 1, 2023, and were launched at the 2023 North Carolina Beacon of Leader Development (NCBOLD) conference. The updated competencies include:

- Digital Learning Competencies for Teachers
- Digital Learning Competencies for School Administrators
- Digital Learning Competencies for Coaching

Alignment in Professional Learning

All of the professional learning opportunities described in the Human Capacity section of this report provide participants with resources specific to the goals of the Curriculum, Instruction, and Assessment portion of the Digital Learning Plan.

- NC Beacons of Leadership Development Conference (NCBOLD): Provides professional learning to educators in all 8 regions of the state that focus on the updated Digital Learning Competencies and the Digital Learning Standards for Students by utilizing the talents of educators practicing in the field. These educators share how they engage students in the classroom through active learning strategies and authentic technology usage that supports digital literacy skills.
- NC Coaching Collaborative: Provides a professional learning environment for coaches across the state to hone their coaching skills and grow in their understanding of how they can support the classroom teachers in their schools. This program utilized the Digital Learning Competencies for Coaching to guide the programming and supports participants as they dig into a deeper understanding of how they can authentically support their teachers through the Digital Learning Competencies for Teachers and support their teachers as they integrate the Digital Learning Standards for Students to support student growth in digital literacy skills.

MATERIALS AND RESOURCES

Through the Homebase suite of applications, DPI also supports many curriculum, instruction, and assessment resources that teachers use daily. These include:

- Learning Management System: to support teachers with sharing and collaborating with students while also maintaining a space that parents can utilize to see their child's daily work.
- Instructional Improvement System: to support teachers with creating and analyzing formative and summative assessments to better understand their students' instructional needs.
- Open Educational Resources: to provide teachers with a way to share standards aligned lesson plans, unit plans, and teaching resources with others across the state.
- Encyclopedia and Research Databases: to provide students and teachers with a place to search for academic articles and digital books.
- A database of curated resources from:
 - PBS Learning Media
 - The National Archives
 - NC Kids Digital Library

- The NC Digital Heritage Center
- The NC Department of Natural and Cultural Resources'
- Various NC Museums
- The NC Zoo
- NC Aquariums

TECHNOLOGY, INFRASTRUCTURE, AND DEVICES

Digital Learning Plan Goals:

- Goal 1 – Learning spaces are equipped with appropriate, functional technology to facilitate student growth and learning.
- Goal 2 – All schools have the infrastructure to support digital teaching and learning.
- Goal 3 – Students and staff have appropriate access to the internet at school and their residence.

According to a February 2023 report by the National Skills Coalition, 92% of jobs require some form of technology skills. To foster the growth of these skills, schools need to be fully equipped to offer students learning experiences that allow them to research, create, and collaborate with digital resources. Creating a technology-rich learning environment involves careful planning and an ongoing investment to ensure students can access up-to-date information, engage effectively with digital resources, participate in interactive and multimedia-rich learning experiences, and access learning materials and resources tailored to their individual learning styles and needs.

HOME STUDENT DEVICE AND INTERNET ACCESS DATA

In accordance with session law 115C-102.9, Public School Units must report digital device and connectivity access to DPI. During the spring of 2023, Public School Units began gathering this data. According to 2022-23 school reports there were approximately 1.5 million students enrolled in a North Carolina public school during the 2022-23 school year. A response for the required questions was returned by families and recorded for 235,411 students. Additional information can be found at [DPI's website](#) in the Digital Learning Dashboard.

According to the collected data, device availability at home is reported as follows:

- 82.7% of students had no reported data
- 0.7% of students preferred not to answer
- 3.6% of students use a device at home that was provided by the family
- 8.1% of students use a school provided device at home
- 4.1% of students use both a family provided device and a school provided device at home

According to the collected data, home internet access is reported as follows:

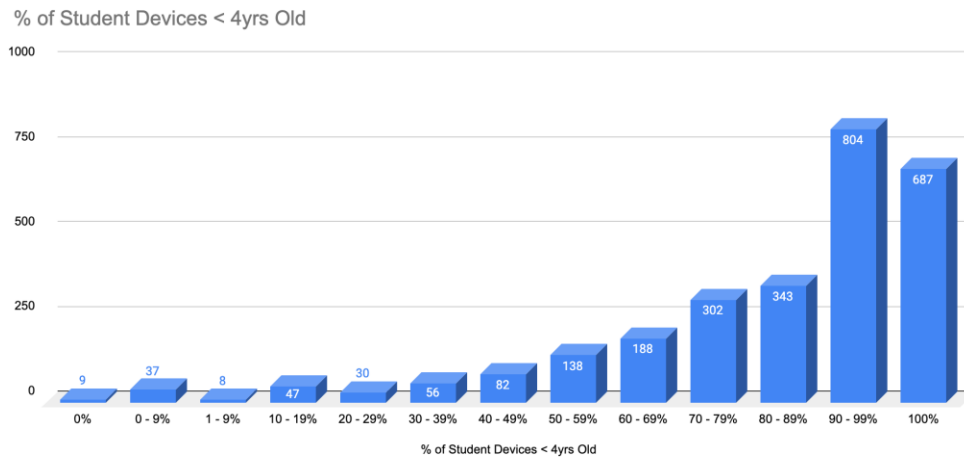
- 88% of students had no reported data
- 0.8% of students preferred not to answer
- 3.3% of students sometimes have internet access at home
- 0.6% of students do not have any internet access at home

SCHOOL PROVIDED DEVICE DATA

Each year DPI requires that Public School Units provide information about their current inventory through the North Carolina Digital Learning and Media Inventory. This data is self-reported and is used to better understand the landscape of educational technology that is currently available in North Carolina schools.

Below is data about technology availability from the 2023 Digital Learning Media Inventory.

- Total Number of Student Devices Reported: 1,978,305
- 114 out of 115 LEAs (local education agencies) currently have a ratio of one device per student or lower.
- 162 out of 215 non-LEAs (Charter, Regional, and Lab Schools) currently have a ratio of one device per student or lower.
- This chart indicates the percentage of devices in the PSUs that are less than 4 years old.



These numbers indicate that a large influx of devices have been purchased in the last three years. This data supports the stories that DPI is hearing from the field that ESSER funds provided a great deal of the devices that are currently being used. The current concern of technology departments is whether they will be able to continue to support future device needs without ESSER funding or other sustainable funding stream being available.

These devices are now still being used to provide blended learning, personalized learning, and homework support opportunities to students. These devices purchased using ESSER funds are in danger of not being able to be refreshed when the devices are no longer supportable or updatable. Using devices that are out of date can create a myriad of problems:

- **Limited Access to Information:** Outdated technology may lack the capabilities to access the internet or run modern software applications. This restricts students' access to up-to-date information, online resources, and educational tools. They may struggle to find relevant and current information, hindering their ability to learn and explore new concepts.
- **Inefficient Workflow:** Outdated technology often has slower processing speeds, limited storage capacity, and outdated software versions. This can result in slower performance, frequent system crashes, and long waiting times. These issues disrupt the workflow of students and teachers, causing frustration and wasting valuable learning time.
- **Compatibility Issues:** Outdated technology may not be compatible with newer devices, software, or file formats. This can create challenges when students need to collaborate, share files, or access materials from different devices. Incompatibility issues can lead to data loss, formatting errors, and difficulties in exchanging information, impeding effective communication and collaboration.
- **Limited Functionality:** Outdated technology often lacks the features and functionalities available in newer devices and software. This limits the range of educational activities that students can engage in, such as multimedia presentations, interactive simulations, or virtual experiments. Students may miss out on opportunities to explore subjects in a more dynamic and engaging manner.
- **Security Risks:** Outdated technology tends to have outdated security measures and may be more vulnerable to cyber threats. This can put student data, personal information, and the integrity of the educational system at risk. Without regular updates and security patches, outdated technology becomes a potential target for hackers and malicious software, compromising the privacy and safety of students and teachers.
- **Lack of Skills Alignment:** Using outdated technology in educational settings can create a skills gap between students and the modern workforce. If students are not exposed to updated technology, they may lack the necessary digital skills and familiarity with tools commonly used in their future careers. This can hinder their ability to adapt to technological advancements and limit their employment prospects.
- **Decreased Motivation:** Outdated technology can lead to decreased motivation and engagement among students. Using slow and outdated devices or software can be demotivating and make the learning experience less enjoyable. Students may become frustrated with the limitations of

technology, which can negatively impact their enthusiasm for learning and hinder their overall academic performance.

To provide schools sustainability in funding and free up local dollars to meet many of the needs listed above, the appropriation requests below focus on providing Public School Units with the funding necessary to remain 1:1 while freeing the 015-technology budget to provide and maintain additional classroom technology needs.

SUSTAINABLE STUDENT DEVICE FUNDING

Prior to ESSER funding, PSUs that were able to purchase 1:1 devices for their students used multiple funding streams to accomplish this goal. During ESSER it became a requirement for all North Carolina schools to ensure students had device access. State provided funding for student devices can offer sustainability and allow PSUs to focus on funding classroom technology (such as classroom display systems), mobile hotspots and subscriptions for mobile hotspot data, repair parts, digital curriculum and resources for students, and mobile device management. DPI recommends that PSUs purchase on a 4-year cycle and that when purchasing student devices, they are covered by a full, 4-year warranty which covers device malfunctions and damage that may be sustained during use. This industry standard allows for budgeting over a four-year period.

Sustainable device funding also supports legislated mandates. SL-2013-13 states that the general assembly will transition from funding textbooks to funding digital learning in public schools, requiring that all schools must transition to digital texts and resources. Transitioning to digital hardware and learning resources ensures that the educational resources students have access to remain up to date. This also allows students to become the driver of their own learning as an internet enabled device provides students the ability to dig deep into their own learning interests and prevents the teacher and potentially outdated textbooks from being the sole providers of information for academic curricula. This empowerment to access information gives students a sense of fulfillment and learner self-agency.

Legislative Request

Student Devices- The amounts proposed were determined by ADM. The amounts below show a yearly recurring cost that would cover ¼ of the student ADM. This would allow PSUs to purchase devices each year for ¼ of their population, giving them the ability to maintain the recommended 4-year refresh for all students. The following options are based on an average total PSU enrollment of 1,600,000 students enrolled in K-13. to move closer to the North Carolina goals outlined in the state's Digital Learning Plan for technician to device ratio.

- 100% funding = 400,000 devices a year @ \$160,000,000
- 75% funding = 300,000 devices a year @ \$120,000,000
- 50% funding = 200,000 devices a year @ \$80,000,000

With K-2 students, many teachers utilize devices during station work and/or in small groups. Proposal 4, listed below, looks at what it would cost to fund 1:1 devices for 3-12 students and a ratio of 1 device for every two students for K-2. These numbers were determined by using the average number of K-2 students enrolled throughout the state each year. The average for K-12 students each year is 350,000. The amounts below reflect a yearly amount that would allow a 4-year refresh cycle for each device.

- K-2 and 3-12 funded independently
 - 43,730 devices for K-2 students per year @\$17,500,000
 - 312,500 devices for 3-12 students per year @\$125,000,000
 - Total amount: \$142,500,000

Research on one-to-one implementations

- [Intertwining Digital Content and a One-To-One Laptop Environment in Teaching and Learning: Lessons from the Time To Know Program](#)
- [Learning in One-toOne Laptop Environments: A Meta-Analysis and Research Synthesis](#)
- [Looking Back, Looking Forward: What it will take to permanently close the K-12 Digital Divide](#)

DATA PRIVACY AND CYBERSECURITY

Digital Learning Plan Goals

- Goal 1 – Align data privacy and cybersecurity policies and procedures with current best practice and federal and state laws.
- Goal 2 – Implement a process for continuous improvement of data protection and risk management.
- Goal 3 – Provide and communicate professional learning around the importance of cybersecurity and data privacy for all stakeholders.

Technology has changed the way people interact, digest, create and store knowledge. This has created new challenges for organizations as the need to access information is contrasted with the necessity to keep it secure. This is particularly true for the North Carolina Department of Public Instruction because the agency is the custodian of 1.6 million student records. With the growth of online resources for digital learning the risk involved in protecting our student information is growing. According to the Multi-State Information Sharing and Analysis Center® ([MS-ISAC®](#)), part of the Center for Internet Security (CIS), “cyber threat actors are highly likely to target K-12 school districts because schools are data-rich and can be resource-poor, making them particularly lucrative targets.” NC is meeting these challenges by providing tools, resources, and procedures to help PSUs increase their cybersecurity posture.

The PSU CyberSecurity program has developed from multiple funding sources and partnerships that include resources is our partnership with MCNC which provides Internet access to our PSUs bundled with cyber security services such as the opportunity to implement endpoint detection and response software on all staff computers which is monitored 24 hours a day by the MCNC security operations center. This initiative also provides schools with the ability to opt into online web security filtering, managed firewall services, and network engineering support.

NCDPI is providing the Knowbe4 platform of enterprise security training and simulated phishing attacks to train staff on how to properly recognize and respond to these attempts. PSUs are also able to opt into an inventory and asset discovery program called RunZero. RunZero is a solution that assists the PSU technology department in identifying resources on their network. This identification process gives them a view into what assets are connected to the network and identify vulnerabilities regarding those devices. With this information they can properly respond to remediate the risks.

NCDPI is helping K12 school districts implement a 3rd-party vendor assessment process for all personally identifiable student data shared. This aligns PSU processes with NCDITs requirements for data sharing with external organizations. This is designed to ensure that vendors are meeting state law and policies to the safety of our data.

To manage and support PSUs a new Director of PSU Cybersecurity Programs was hired at NCDPI to assist PSUs with their cyber security planning and act as a state point of contact should cybersecurity incidents occur.

The Department of Public Instructions is currently working to develop a suite of tools to assist all PSUs to achieve our program goal of good cyber hygiene. The program will continue to provide training and support to PSU staff around cyber security practices including incident response (IR), business continuity plans (BCP), disaster recovery plans (DRP), and vulnerability management.

The current services that NCDPI is providing are indispensable to the PSUs as most PSUs would not be able to afford the cyber security tools such as CrowdStrike, KnowBe4, RunZero, and other tools within their local budgets. It is imperative that we continue this funding to keep our student data safe.

Legislative Request

PSUs often lack expertise and staffing to plan, respond, and recover to cybersecurity needs. To combat this, NCDPI would like to hire eight regional cyber security experts to assist PSUs with cyber security readiness and threat management. These experts would be in the field with the PSUs providing on-site training, table-topping readiness and continuity plans, and assisting with implementation of cyber security best practices and NCDPI provided cyber security tools. In NC, thirty-six PSUs have reported a cybersecurity incident since July 2022, potentially resulting in the loss of instructional time and student and staff personal information.

To fund these FTEs

SUMMARY OF LEGISLATIVE REQUESTS

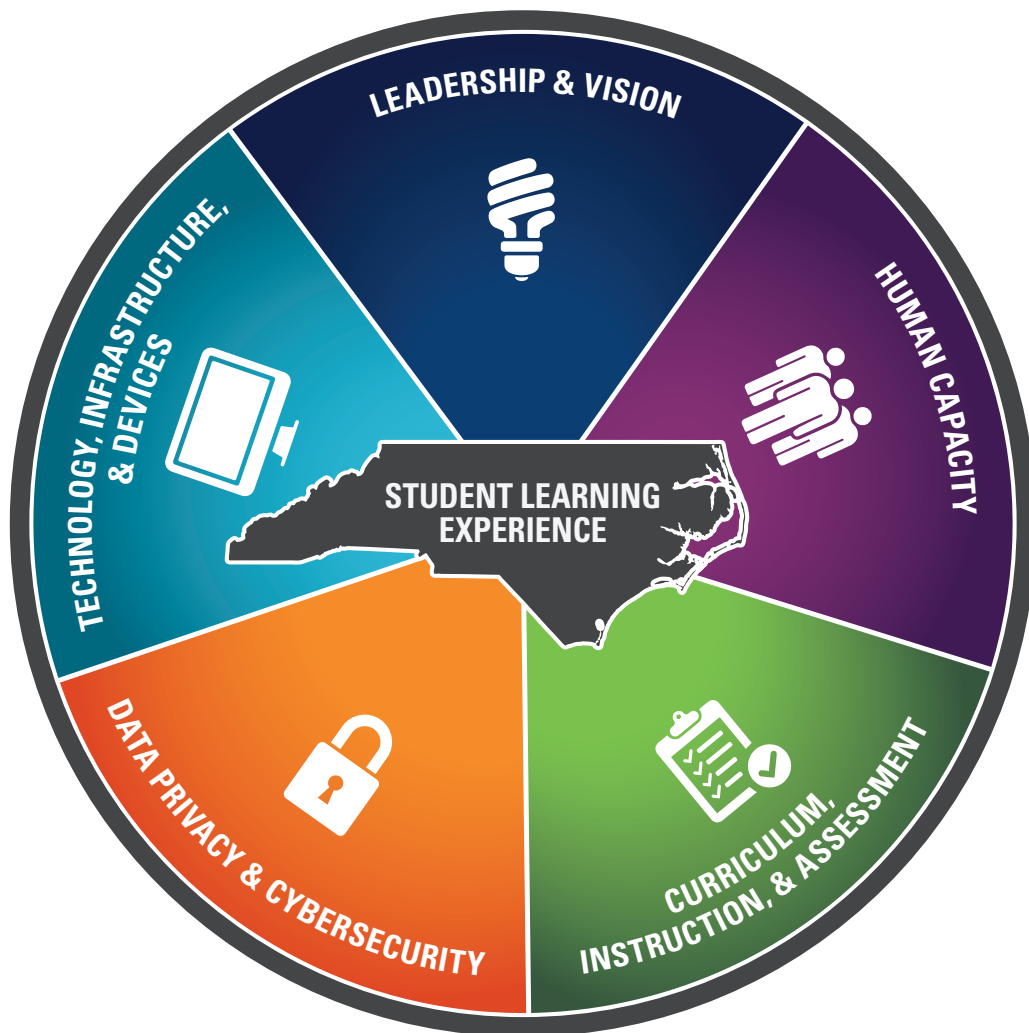
- Maintain and raise Digital Learning Initiative Funding from 4 million recurring dollars to 6.5 million recurring dollars. This returns the recurring dollars to the initial amount funded for the Digital Learning Initiative.
 - Currently, this funds programs such as:
 - Digital Learning Initiative Grants
 - North Carolina Beacons of Leader Development Conferences
 - North Carolina Coaching Collaborative
 - North Carolina School Library Media Coordinator Collaborative
 - Statewide International Society for Technology in Education Membership
 - Statewide Consortium for Online School Networking Membership
 - Certified Educational Technology Leader Course
 - International Society for Technology in Education Certification Course
 - Statewide Educator Workgroups for curating and creating resources for Public School Units to use
 - Regional Public School Unit workshops to support leadership teams with planning and implementation for resources surrounding the Digital Learning Plan
 - Google Administrator Certification
 - Partnership with NCICU and UNC to provide resources for Educator Preparation Programs
- Allocate funding to provide human resources that support technology integration appropriately into the classroom.
 - Requests for:
 - Instructional Technology Facilitators: (2 possibilities provided below)
 - 100% Funding for 2,742 ITFs (one per physical school) = \$219,360,000
 - Funding for 1 ITF to serve 2 schools (1371 IFTs statewide) = \$109,680,000
 - Technicians: (4 possibilities provided below)
 - 100% Funding for 1 technician per 800 student and staff devices = \$221,000,000
 - 100% Funding for 1 technician per 1000 student and staff devices = \$176,800,000
 - 100% Funding for 1 technician per 1500 student and staff devices = \$117,866,666
 - 100% Funding for 1 technician per 2000 student and staff devices = \$88,400,000
- Allocate Resources to provide every student access to a digital device on a 4-year refresh cycle (4 possibilities provided below)
 - Allocation of funds for 1:1 for all K-12 Students:
 - 100% funding = 400,000 devices a year @ \$160,000,000
 - 75% funding = 300,000 devices a year @ \$120,000,000
 - 50% funding = 200,000 devices a year @ \$80,000,000
 - Allocation of funds for K-2 and 3-12 separately:
 - 43,730 devices for K-2 students per year @ \$17,500,000
 - 312,500 devices for 3-12 students per year @ \$125,000,000
 - Total amount: \$142,500,000
- Provide funding for 8 regional consultants for Cybersecurity:
 - This would add 8 FTEs under the Office of Risk Management and Cybersecurity
 - The cost for 8 positions would be \$800,000

Appendix A
North Carolina Digital Learning Plan

NORTH CAROLINA **DIGITAL** LEARNING PLAN

Detailed Plan
August 2022

Prepared by the Digital Teaching and Learning Division,
North Carolina Department of Public Instruction



Background

In 2015, in response to North Carolina Session Law 2016-94, the original NC Digital Learning Plan (NC DLP) was developed. The plan included findings related to the current landscape of digital learning in North Carolina and outlined goals and recommendations for state-level leadership that supported growth and continuous improvement of digital-age learning in the state. The North Carolina Department of Public Instruction (NCDPI), in collaboration with the Friday Institute at North Carolina State University (FI), established focus area working groups aligned with the NC DLP goals. Over the following years, these working groups further defined strategies and action items of the NC DLP and focused efforts to implement what became known as the NC Digital-Age Learning Initiative (NC DLI).

Since 2015, the landscape of digital learning in North Carolina has evolved dramatically. Many of the goals included in the original NC Digital Learning Plan have been accomplished, have demonstrated progress, or have been refined as needed, informed by the ever-evolving nature of a digital world and the specific needs of our public school units (PSUs). Additionally, the pandemic accelerated the development of digital learning environments and amplified the need for a continued commitment to growth and improvement of digital-age learning in North Carolina.

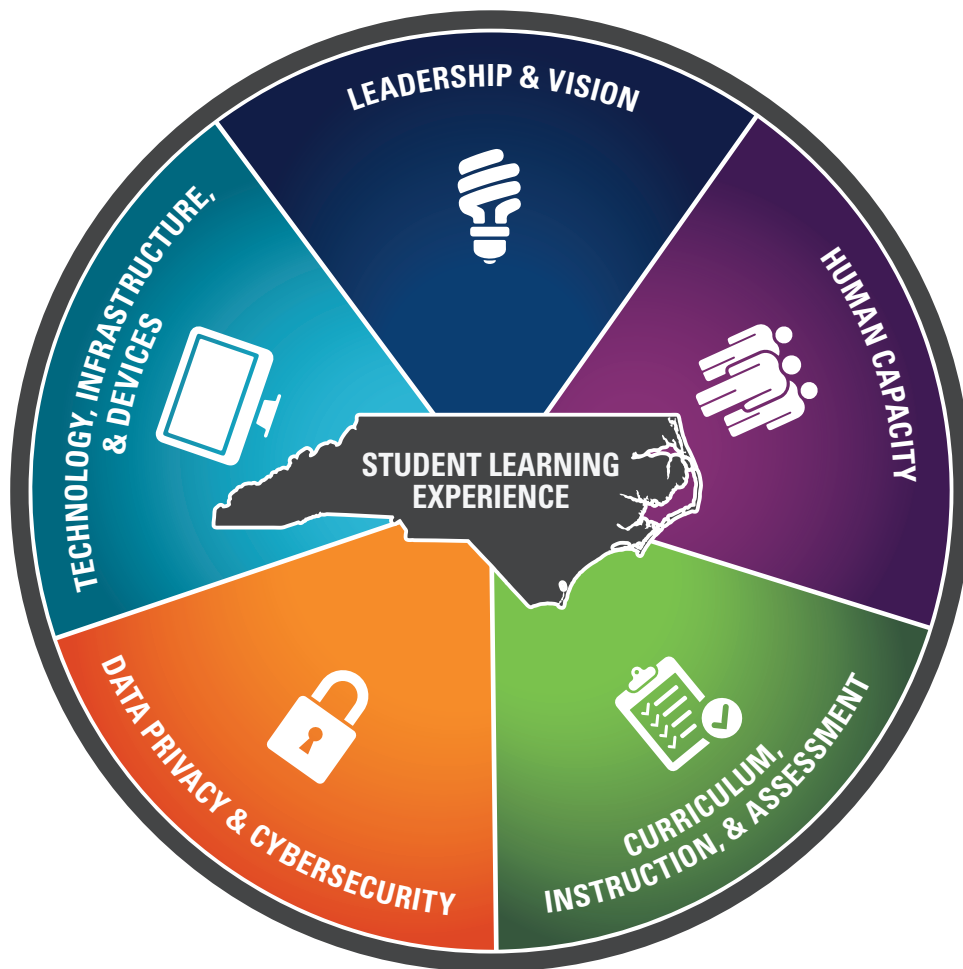
This iteration of the North Carolina Digital Learning Plan is designed to build upon the progress of the original NC DLP as well as strategically address the current landscape and needs of PSUs across the state. Requirements from NC Session Law 2016-94 are included within the plan, and feedback and recommendations from stakeholders and strategic partners have informed the development of state, PSU, and school-level objectives and strategies. Relevant data and research, evidence-based practices, related to legislation and policy, and alignment with North Carolina State Board of Education strategic goals and NCDPI initiatives have also informed the development of the NC DLP.

Purpose

The North Carolina Digital Learning Plan is designed to provide a framework for growth and continuous improvement in the area of Digital Teaching and Learning for the Department of Public Instruction (DPI), public school units (PSUs), and schools across the state. This plan and the materials provided with it are not intended to be evaluative in nature. It is intended to share researched best practices that impact student learning experiences and offer a common language to shape conversations. Opening these types of discussions around how to improve digital teaching and learning practices can support the creation of effective action plans. The heart of the NC DLP is to create transformative student learning experiences enhanced by digital teaching and learning. Growth through the implementation of this plan will create outcomes for students who will be successful in a digital world with the skills, knowledge, and dispositions needed to be knowledge constructors, innovative designers, computational thinkers, creative communicators, and global collaborators.

Digital Learning Plan Framework

The 2022 Digital Learning Plan includes a central focus on student learning experiences and is composed of five connected categories based on researched best practices in educational technology and the most recent frameworks for successful digital teaching and learning in the K-13 environment.



Central Focus of the Plan

The student learning experience is the central focus for the 2022 Digital Learning Plan. Each category, goal, objective, and action within this plan works toward creating the best possible learning experience for North Carolina scholars. Through the implementation of action steps written in alignment with this Digital Learning Plan, students will become knowledge constructors, innovative designers, computational thinkers, creative communicators, and global collaborators through student-centered learning.

Each of the 5 categories identified within the framework of this plan relate back to this central focus in the following ways:



Leadership and Vision

Leadership and vision provide the necessary ingredients to create productive learning environments that support student engagement.



Human Capacity

By providing appropriate support through human resources and professional learning, instructional staff is better equipped to create student-centered learning environments that allow flexibility and focus on the needs of individual learners.



Curriculum, Instruction, and Assessment

Student learning outcomes are improved greatly through the alignment of curriculum, instruction, and assessment.



Data Privacy and Cybersecurity

As students begin to use more digital resources, data privacy and cybersecurity are necessary to ensure that students have a positive learning experience while remaining safe and secure.



Technology, Infrastructure, and Devices

Technology, infrastructure, and devices provide all students an opportunity to learn with modern technology that is supported by high speed internet and equitable access.

Action Plans

To ensure that resources, projects, and programs established in alignment with the digital learning plan effectively meet the goals and objectives in a way that positively impacts the student learning experiences of North Carolina's K-13 scholars, action plans will be provided yearly to the State Board of Education. Yearly action plans enable the Department of Public Instruction to evaluate resources, projects, and programs on an ongoing basis and make adjustments according to the latest data available. These plans will include:

- 1. Data Analysis:** A data analysis of resources, projects, and programs that were implemented in alignment with the digital learning plan along with other annual data collected from PSUs
- 2. Current Year's Action Plan:** A comprehensive plan that includes, but is not limited to:
 - plans and timelines for resource creation, curation, or review
 - descriptions of projects and anticipated timelines
 - descriptions of programs, associated activities, and anticipated timelines
- 3. Upcoming Year's Anticipated Action Plan:** A summary of longer range plans that are intended to be implemented, but may be adjusted according to data from the current year's action plan data analysis.

By taking this yearly approach to action planning, the Department of Public Instruction can ensure that the resources, services, information, timeline, funding, and human capacity required are available for sound implementation. Additionally, if there are any major shifts or disruptions the action plan can be adjusted to meet the immediate needs of K-13 students, families, and staff.



Student Learning Experiences and Outcomes

By improving the learning experience, outcomes improve dramatically and equip students with the necessary skills, knowledge, and experiences to positively thrive in an ever changing world. The NC DLP will also provide direction for PSUs and schools to evaluate and modify current plans, practices, and procedures to ensure alignment by embedding digital teaching and learning experiences that improve the student learning experience.

LEADERSHIP & VISION



Leadership and vision are paramount to the success and continuous improvement of schools and students. Leadership involves effective planning and execution as well as communication and reflection, to ensure that the student learning experience is the focus of all instructional decisions. Vision governs actions that result in achieving goals and desired student outcomes.

Goal 1 – A shared vision for digital teaching and learning is established and communicated with all stakeholders.

Department of Public Instruction Objectives:

- A state-wide vision for digital teaching and learning is communicated with all stakeholders through various methods.
- NCDPI provides resources that align all state-level plans and priorities.
- Resources that align to state-level plans are refined on a specific and defined schedule to ensure digital teaching and learning goals and action steps are meeting state and PSU needs.
- Resources for developing a strategic vision for digital teaching and learning along with professional learning opportunities and personalized support are available to PSUs as they establish and refine their own vision and plans.

Public School Unit Objectives:

- A vision for digital teaching and learning is created by a diverse group of stakeholders that represent various roles throughout the PSU.
- A vision for digital teaching and learning is communicated with all stakeholders through various methods
- A vision for digital teaching and learning is an integral part of the PSU’s strategic plan.

School Objectives:

- A school-wide vision for digital teaching and learning is created by a diverse group of stakeholders that represent various roles.
- The school’s digital learning plan is an integral part of the school improvement plan.
- A school media and technology advisory committee is utilized to plan, implement, and assess the success of the school’s digital learning plan.

Student Impact:

- Having an effective digital teaching and learning plan in place and supported by all stakeholders ensures that all students receive a transformative education enhanced by technology.

Goal 2 – Effectively plan and implement action steps to carry out the shared vision.

Department of Public Instruction Objectives:

- A plan of action has been created and presented to the State Board of Education to include all of the following: data analyzing the success of the prior year’s action plan, the current action plan, and the anticipated action plan for the following year.
- A plan of action that addresses all goals and objectives of the Digital Learning Plan has been created and is being implemented.
- The plan of action was created after carefully evaluating all relevant metrics for each DLP goal and objective to include, but not limited to: the DLMI, data from project and program implementations, data provided through statewide program analytics, and data provided through partnering organizations.

Public School Unit Objectives:

- A plan of action that aligns to the vision has been created and includes all of the following: data analyzing the success of the prior year's action plan, the current year's action plan, and the anticipated action plan for the following year.
- The plan of action was created with a team of diverse stakeholders.
- The plan of action was created after carefully evaluating all relevant metrics to include data from multiple sources.

School Objectives:

- A school-wide plan of action that aligns to the vision has been created and includes all of the following: data analyzing the success of the prior year's action plan, the current year's action plan, and the anticipated action plan for the following year.
- The plan of action was created with a team of diverse stakeholders.
- The plan of action was created after carefully evaluating all relevant metrics to include data from multiple sources. These sources may include but are not limited to: the PSU's DLMI data, Digital Learning Progress Rubrics, data from project and program implementations, data provided through program analytics, and data provided through partnering organizations.

Student Impact:

- Processes and procedures are created with appropriate resources and support allocated to maximize every student's ability to use technology effectively to improve learning outcomes.
- Through the collection and analysis of data, formation of effective partnerships with stakeholders, and outline measurable goals, each student has the opportunity to learn in a high quality digital teaching and learning environment.

HUMAN CAPACITY



Human Capacity is the keystone to ensure that the classrooms of North Carolina's public schools are places of opportunity, innovation, and academic achievement. Through building and expanding the skills, knowledge, and available resources, challenges can be overcome to maximize student success.

Goal 1 – All staff have continuous access to quality professional learning that is utilized and accessed on a regular basis for continuous growth.

Department of Public Instruction Objectives:

- Professional learning opportunities for digital teaching and learning are available for all PSU leaders, school administrators, teachers, coaches, School Library Media Coordinators, and technicians.
- State-wide and regional data is assessed and used to design state-wide and regional job specific professional learning opportunities for digital teaching and learning.
- Resources for developing personalized professional learning and individualized support are available to PSUs as they create professional learning that aligns with their vision and meets the needs of their teachers.
- Partnerships with organizations that support professional learning are established, resources provided are aligned with the Digital Learning Plan, and impact and/or use data is assessed and shared.

Public School Unit Objectives:

- Professional learning opportunities for digital teaching and learning are available for all PSU leaders, school administrators, teachers, coaches, School Library Media Coordinators, and technicians.
- Professional learning is personalized to meet staff needs and includes all of the following: active learning, coaching, feedback and reflection, and choice.
- Data is assessed and used to design job specific professional learning opportunities for digital teaching and learning.

School Objectives:

- Professional learning for digital teaching and learning is offered to school staff and includes all of the following: alignment with the Digital Learning Competencies, Digital Learning Standards for Students, coaching, feedback, reflection, and choice.

Student Impact:

- Students benefit from having well trained classroom teachers and other educators who effectively use technology to create transformative learning experiences.
- By having educators who model growth and a willingness to continue to learn, students learn the value of productive failure and its importance to a growth mindset.

Goal 2 – There is consistent and equitable access to Instructional Technology Facilitators and School Library Media Coordinators to support the implementation of digital teaching and learning strategies.

Department of Public Instruction Objectives:

- Research, resources, and personalized support is offered to PSUs as they utilize the Instructional Technology Facilitator and School Library Media Coordinator positions.
- Professional learning and a strategic, data-driven, professional learning network is in place for Instructional Technology Facilitators.
- Professional learning and a strategic, data-driven, professional learning network is in place for School Library Media Coordinators.

- Reports are prepared for the general assembly, state board of education, and the field that captures current data regarding these roles in North Carolina schools, research around best-practice for these roles, and action step recommendations.

Public School Unit Objectives:

- There is a minimum of 1 full-time Instructional Technology Facilitator at each school location.
- There is at least 1 full-time School Library Media Coordinator at each school location on a fully flexible schedule.

School Objectives:

- There is a full-time Instructional Technology Facilitator at the school who is on a fully flexible schedule.
- There is a full-time School Library Media Coordinator at the school who is on a fully flexible schedule.

Student Impact:

- Through having experts trained in instructional technology, students maximize their ability to have access to and use technology for an enhanced learning experience.
- The student learning experience is improved from having well trained teachers who have access to various expert personnel to support digital teaching and learning, trouble shoot, and serve as thought partners.

Goal 3 – Technical staff is available to effectively support all staff and students with minimal disruptions to teaching and learning.

Department of Public Instruction Objectives:

- Research, resources, and personalized support is offered to PSUs as they structure their technical staff positions.
- Professional learning and a strategic, data-driven, professional learning network is designed for technical staff.
- Prepare reports for the general assembly, state board of education, and the field that captures current data regarding these roles in North Carolina schools, research around best-practice for these roles, and action step recommendations.

Public School Unit Objectives:

- There is a ratio of 1 technical support staff member for every 800 devices within the PSU.
- There is enough technical support in place to ensure that an average wait time for repair tickets to be assessed and serviced is 24 hours or less.

School Objectives:

- There is enough technical support in place to ensure that an average wait time for repair tickets to be assessed and serviced is 24 hours or less.

Student Impact:

- In having well trained technicians who can quickly diagnose and respond to device issues, disruption to student learning is minimized.

CURRICULUM, INSTRUCTION, & ASSESSMENT



Curriculum, instruction, and assessment are necessary components to engage students and create transformative learning experiences enhanced by digital teaching and learning. Curriculum is the driving force for what students learn in the classroom while instruction describes the delivery methods that engage students in learning. Assessment allows for the determination of what students have learned.

Goal 1 – All staff have access to and use digital content that is continually vetted and aligns with curriculum and assessment expectations for student learning ability levels.

Department of Public Instruction Objectives:

- Provide resources, professional learning, and personalized support to DPI divisions and PSUs on the topics of access and useability.
- Provide resources, professional learning, and personalized support to PSUs on Homebase products.
- Provide research, resources, and professional learning on healthy relationships with technology and digital content.
- Provide research, resources and personalized support for evaluating digital resources that assess content for alignment with curriculum standards.
- Research, resources, and professional learning offered are on a regular and documented refresh and review cycle.

Public School Unit Objectives:

- 100% of all digital resources meet accessibility needs of students.
or
There are equivalent resources that meet needs to supplant resources that do not meet accessibility needs.
- Interoperability standards are documented and 100% of the digital resources utilized in the PSU meet these standards.
- All digital learning resources are a part of a fully funded sustainability plan.
- Digital resources are a part of a documented and continuous review process that includes all of the following: data analysis of usage, analysis of impact, and documented action steps to keep, improve, or remove these resources.

School Objectives:

- School purchased digital content is on a documented and continuous review process that includes all of the following: data analysis of usage, analysis of impact, and documented action steps to keep, improve, or remove these resources.
- All staff are aware of digital resources they have access to use with students, understand how to use the resources to improve student learning, are provided professional learning around using the resources effectively, and know where to direct questions about digital resources.

Student Impact:

- Digital resources that support students learning connected to curriculum standards ensures that students are learning what they should be learning while accessing the appropriate materials needed to show mastery of those standards.
- Resources are provided to support learning at various levels allowing for each student to receive a transformative learning experience enhanced by digital teaching and learning.
- Educators are well trained in the type of digital resources available and empowered to make the best possible choices to support students who learn at different levels and in different ways.

Goal 2 – Supplemental resources are available to staff and students through physical and digital collections.

Department of Public Instruction Objectives:

- Research, resources, and personalized support is provided for physical library spaces.
- Resources, professional learning and personalized support is provided for digital library collections.
- Data around physical and digital library access for students is collected, analyzed, shared, informs the Digital Learning Action Plan for DPI, and is disseminated in personalized reports for regions and PSUs.

Public School Unit Objectives:

- The PSU has a documented library collection plan that is supported by sustainable funding, includes a data informed review process of materials, and gathers input from stakeholder groups.
- Training is provided to all stakeholders on how to access and utilize digital and print resources available through the library collection.

School Objectives:

- The library is utilized by staff and students for curricular aligned print books, e-books, subscriptions, research, and interactive learning activities.
- Training is provided to all stakeholders on how to access and utilize digital and print resources available through the library collection.
- Supplemental learning materials are on a documented and continuous review process that includes all of the following: data analysis of usage, analysis of impact, and documented action steps to keep, improve, or remove these resources.

Student Impact:

- Flexible learning environments allow for learning to occur in spaces that best support each student individually.
- A variety of resources are available to support the diverse learning needs of all students.

Goal 3 – All staff demonstrate mastery of the NC Digital Learning Competencies to create blended and personalized learning experiences to improve student outcomes.

Department of Public Instruction Objectives:

- Resources, professional learning, and personalized support is provided to PSUs for blended learning.
- Resources, professional learning, and personalized support is provided to PSUs for personalized learning.
- A statewide bank of instructional resources is available to all educators in North Carolina and houses high-quality lesson plans that support blended and personalized learning for every grade-level and content area.

Public School Unit Objectives:

- The PSU has created or adopted an instructional framework that supports blended and personalized learning and provides staff resources, professional learning, and coaching support as they implement this framework.
- Professional learning aligned with the North Carolina Digital Learning Competencies for Administrators, the North Carolina Digital Learning Competencies for Teachers, and the North Carolina Digital Learning Standards for Students is available and used by staff within the PSU.
- Resources that support personalized and blended learning are a part of a documented and continuous review process that includes all of the following: data analysis of usage, analysis of impact, and documented action steps to keep, improve, or remove these resources.

School Objectives:

- The majority of lesson plans meet all of the following: alignment with North Carolina Digital Learning Standards for Students, elements of blended learning, personalized learning elements.
- Student work products are readily available that reflect a minimum of 4 of the North Carolina Digital Learning Standards for Students.

Student Impact:

- Lesson plans and experiences aligned to the Digital Learning Standards and Digital Learning Competencies ensure that students have personalized learning experiences supported by digital teaching and learning.
- Students learn from educators who are well trained and supported in the use of the Digital Learning Standards and Digital Learning Competencies.

DATA PRIVACY & CYBERSECURITY



Data privacy and cybersecurity are fundamental for a positive student learning experience and communicate the importance of digital citizenship. As digital teaching and learning experiences become more integrated into instruction, these areas are critical for the access, safety, and success of students.

Goal 1 – Align data privacy and cybersecurity policies and procedures with current best practice and federal and state laws.

Department of Public Instruction Objectives:

- Resources and professional learning opportunities are personalized for PSUs to create and align data privacy policies and procedures to current best practices and federal and state laws.
- Resources and professional learning opportunities are personalized for PSUs to create and align cybersecurity policies and procedures to current best practices and federal and state laws.

Public School Unit Objectives:

- Data privacy and cybersecurity documentation is available and accessible to necessary personnel, aligns with relevant laws and current best practice, and is on a documented yearly refresh and review cycle.
- A PSU policy governing specific requirements in usage agreements and privacy policies is in place, is in alignment with current best practices, and is on a documented yearly refresh and review cycle.

School Objectives:

- School leadership, teachers, and students understand and practice data privacy and cybersecurity best practices.
- School leadership, teachers, staff, and students understand usage agreements and privacy policies.

Student Impact:

- Data privacy and cybersecurity practices ensure that students learn in a safe digital teaching and learning environment.

Goal 2 – Implement a process for continuous improvement of data protection and risk management.

Department of Public Instruction Objectives:

- Resources and professional learning support are personalized for PSUs to implement continuous improvement of data protection and risk management.

Public School Unit Objectives:

- All data privacy and cybersecurity resources (including human, software, and hardware) are a part of a fully funded sustainability plan.
- A data privacy and cybersecurity team is identified, meets regularly to assess risks, and runs mock security disaster drills.
- There is a documented continuous improvement process in place for data privacy and cybersecurity that includes at least the following: role based permissions, data privacy incident plans, and professional learning needs of the data privacy and cybersecurity team.

School Objectives:

- The methods used to train school leadership, teachers, staff, and students to understand usage agreements, data privacy practices, and privacy policies is on a documented refresh and review cycle to ensure alignment with PSU priorities, participant need, and best practices.

<p>Student Impact:</p> <ul style="list-style-type: none"> • Staff model best digital citizenship practices for students to emulate.
<p>Goal 3 – Provide and communicate professional learning around the importance of cybersecurity and data privacy for all stakeholders.</p>
<p>Department of Public Instruction Objectives:</p> <ul style="list-style-type: none"> • A state-wide initiative to provide cybersecurity and data privacy education and resources to families and K-12 employees has been launched, evaluated, and refined on a continuous, documented cycle.
<p>Public School Unit Objectives:</p> <ul style="list-style-type: none"> • Training and awareness campaigns focused on data privacy and responsible use are available to all stakeholders and required for staff and students.
<p>School Objectives:</p> <ul style="list-style-type: none"> • Training and awareness campaigns focused on data privacy and responsible use are available to all stakeholders and required for staff and students.
<p>Student Impact:</p> <ul style="list-style-type: none"> • Students learn in a digital teaching and learning environment that is safe and healthy.

TECHNOLOGY, INFRASTRUCTURE, & DEVICES



Technology, infrastructure, and devices serve as necessary components in digital teaching and learning. By ensuring that all students have equitable access to updated devices with modern technology and internet access, student learning outcomes improve. Regular updates and maintenance of technology, infrastructure, and devices are necessary for continuous improvement.

Goal 1 – Learning spaces are equipped with appropriate, functional technology to facilitate student growth and learning.

Department of Public Instruction Objectives:

- Resources, professional learning and personalized support are provided to PSUs for equipping learning spaces with appropriate, functional technology to facilitate student growth and learning.
- Data around hardware access for students is collected, analyzed, shared, informs the Digital Learning Action Plan for DPI, and is disseminated in personalized reports for regions and PSUs.

Public School Unit Objectives:

- The PSU has the ability for every student to take home a digital learning device that meets their learning needs at a ratio of 1 device per student.
- The PSU has the ability for every staff member to take home a device that meets the needs of their job at a ratio of 1 device per staff member.
- All hardware purchased for student and staff use in and out of the classroom is a part of a fully funded and sustainable refresh and review plan.
- All software needed to manage and inventory PSU assets are a part of a fully funded and sustainable refresh and review plan.

School Objectives:

- The school has the ability for every student to take home a digital learning device that meets their learning needs at a ratio of 1 device per student.
- The school has the ability for every staff member to take home a device that meets the needs of their job at a ratio of 1 device per staff member.
- All hardware purchased through school based funds is a part of a fully funded and sustainable refresh and review plan.

Student Impact:

- Students have access to devices and resources that support enhanced learning experiences.

Goal 2 – All schools have the infrastructure to support digital teaching and learning.

Department of Public Instruction Objectives:

- Resources, professional learning and personalized support are provided to PSUs for equipping learning spaces with appropriate, functional network infrastructure to facilitate student growth and learning.
- Resources, professional learning, and personalized support are provided to PSUs for E-Rate.

Public School Unit Objectives:

- All infrastructure related resources (including human, software, and hardware) are a part of a fully funded sustainability plan.
- There is a documented continuous improvement process in place for infrastructure needs that includes at least the following: policies, procedures, inventory, and professional learning needs of the technical team.

<p>School Objectives:</p> <ul style="list-style-type: none"> • School leadership, staff, and students have access to high speed internet and digital resources with less than 5% disruption of service.
<p>Student Impact:</p> <ul style="list-style-type: none"> • Students benefit from a robust infrastructure that creates transformative learning experiences enhanced by technology.
<p>Goal 3 – Students and staff have appropriate access to the internet at school and their residence.</p>
<p>Department of Public Instruction Objectives:</p> <ul style="list-style-type: none"> • Off campus internet access data for students is collected, analyzed, shared, informs the Digital Learning Action Plan for DPI, and is disseminated in personalized reports for regions and PSUs.
<p>Public School Unit Objectives:</p> <ul style="list-style-type: none"> • There is a documented continuous improvement process in place for network needs that includes at least the following: policies, procedures, inventory, and professional learning needs of the technical team. • Data around internet access for students at home is collected, analyzed, shared, informs the PSU action plan, and is used to develop partnerships for connecting students.
<p>School Objectives:</p> <ul style="list-style-type: none"> • Data around internet access for students at home is collected, analyzed, shared, informs the PSU action plan, and is used to develop partnerships for connecting students.
<p>Student Impact:</p> <ul style="list-style-type: none"> • Students have consistent access to high speed internet that enhances their learning and allows them to compete globally with others. • Students have access to resources to maximize their learning experience.

DIGITAL LEARNING PROGRESS RUBRICS

Detailed Plan
August 2022

Digital Learning Progress Rubrics

Digital Learning Progress Rubrics have been developed to provide growth metrics for the goals and objectives in the Digital Learning Plan. The rubrics are intended to support self-assessment and have been created for the Department of Public Instruction, PSUs, and Schools. The Digital Learning Progress Rubrics can be used to guide DPI, PSUs, and schools in developing action plans that effectively target areas for growth while providing direction in how to achieve the desired outcomes to create a transformative student experience through digital teaching and learning.

The DPI and PSU rubrics are required to be filled out for state reporting every two years, but it is recommended that they are reviewed annually and utilized in the creation of DPI, PSU, and school action plans.

Digital Learning Progress Rubric

Department of Public Instruction Rubric

Leadership and Vision				
	Developing	Proficient	Accomplished	Distinguished
<p>Goal 1 – A shared vision for digital teaching and learning is established and communicated with all stakeholders.</p>	<ul style="list-style-type: none"> • A state-wide vision for digital teaching and learning has not been created. • NCDPI Provides resources that align to 25% or less of state-level plans and priorities. • Resources that align to state-level plans not being refined or updated. • Resources for developing a strategic vision for digital teaching and learning are not available to PSUs as they establish and refine their own vision and plans. 	<ul style="list-style-type: none"> • A state-wide vision for digital teaching and learning is communicated internally to DPI staff. • NCDPI Provides resources that align to 26%-50% of state-level plans and priorities. • Resources that align to state-level plans are refined only as need is voiced from the field and are updated to ensure digital teaching and learning goals and action steps are meeting state and PSU needs. • Resources for developing a strategic vision for digital teaching and learning are available to PSUs as they establish and refine their own vision and plans. 	<ul style="list-style-type: none"> • A state-wide vision for digital teaching and learning is communicated internally to DPI staff and to select stakeholders. • NCDPI provides resources that align to 51%-75% of state-level plans and priorities. • Resources that align to state-level plans are refined as plans change and are updated to ensure digital teaching and learning goals and action steps are meeting state and PSU needs. • Resources for developing a strategic vision for digital teaching and learning along with professional learning opportunities are available to PSUs as they establish and refine their own vision and plans. 	<ul style="list-style-type: none"> • A state-wide vision for digital teaching and learning is communicated with all stakeholders through various methods. • NCDPI Provides resources that align all state-level plans and priorities. • Resources that align to state-level plans are refined on a specific and defined schedule to ensure digital teaching and learning goals and action steps are meeting state and PSU needs. • Resources for developing a strategic vision for digital teaching and learning along with professional learning opportunities and personalized support are available to PSUs as they establish and refine their own vision and plans.
<p>Goal 2 – Effectively plan and implement action steps to carry out the shared Digital Teaching and Learning vision.</p>	<ul style="list-style-type: none"> • A plan of action has been drafted and has not been presented to the State Board of Education. • A plan of action that addresses less than 50% of the goals and objectives of the Digital Learning Plan has been created and is being implemented. 	<ul style="list-style-type: none"> • A plan of action has been created and presented to the State Board of Education to include only one of the following: data analyzing the success of the prior year’s action plan, the current action plan, and the anticipated action plan for the following year. 	<ul style="list-style-type: none"> • A plan of action has been created and presented to the State Board of Education to include two of the following: data analyzing the success of the prior year’s action plan, the current action plan, and the anticipated action plan for the following year. 	<ul style="list-style-type: none"> • A plan of action has been created and presented to the State Board of Education to include all of the following: data analyzing the success of the prior year’s action plan, the current action plan, and the anticipated action plan for the following year.

	<ul style="list-style-type: none"> The plan of action was created after carefully evaluating all relevant metrics for less than 50% of the goals and objectives to include, but not limited to: the DLMI, data from project and program implementations, data provided through statewide program analytics, and data provided through partnering organizations. 	<ul style="list-style-type: none"> A plan of action that addresses 50% of the goals and objectives of the Digital Learning Plan has been created and is being implemented. The plan of action was created after carefully evaluating all relevant metrics for 50% of the DLP goals and objectives to include, but not limited to: the DLMI, data from project and program implementations, data provided through statewide program analytics, and data provided through partnering organizations. 	<ul style="list-style-type: none"> A plan of action that addresses 75% of the goals and objectives of the Digital Learning Plan has been created and is being implemented. The plan of action was created after carefully evaluating all relevant metrics for 75% of the DLP goals and objectives to include, but not limited to: the DLMI, data from project and program implementations, data provided through statewide program analytics, and data provided through partnering organizations. 	<ul style="list-style-type: none"> A plan of action that addresses all goals and objectives of the Digital Learning Plan has been created and is being implemented. The plan of action was created after carefully evaluating all relevant metrics for each DLP goal and objective to include, but not limited to: the DLMI, data from project and program implementations, data provided through statewide program analytics, and data provided through partnering organizations.
Human Capacity				
	Developing	Proficient	Accomplished	Distinguished
<p>Goal 1 – All staff have continuous access to quality professional learning that is utilized and accessed on a regular basis for continuous growth.</p>	<ul style="list-style-type: none"> Professional learning opportunities for digital teaching and learning are available for 1 of the following: PSU leaders, school administrators, teachers, coaches, School Library Media Coordinators, and technicians. Data is not assessed with designing professional learning opportunities. Resources for developing personalized professional learning are not yet available. Partnerships with organizations that support professional learning have not yet been established. 	<ul style="list-style-type: none"> Professional learning opportunities for digital teaching and learning are available for no more than 3 of the following: PSU leaders, school administrators, teachers, coaches, School Library Media Coordinators, and technicians. Only state-wide data is assessed and used to design professional learning opportunities for digital teaching and learning. Resources for developing personalized professional learning is available to PSUs as they create professional learning that supports their vision and meets the needs of their teachers. 	<ul style="list-style-type: none"> Professional learning opportunities for digital teaching and learning are available for no more than 5 of the following: PSU leaders, school administrators, teachers, coaches, School Library Media Coordinators, and technicians. State-wide and regional data is assessed and used to design state-wide and regionally based professional learning opportunities for digital teaching and learning. 	<ul style="list-style-type: none"> Professional learning opportunities for digital teaching and learning are available for all PSU leaders, school administrators, teachers, coaches, School Library Media Coordinators, and technicians. State-wide and regional data is assessed and used to design state-wide and regional job specific professional learning opportunities for digital teaching and learning.

		<ul style="list-style-type: none"> Partnerships with organizations that support professional learning are established. 	<ul style="list-style-type: none"> Resources and broad learning opportunities about how to build personalized professional learning are available to support PSUs as they create professional learning that aligns with their vision and meets the needs of their teachers. Partnerships with organizations that support professional learning are established and one of these statements are true: resources provided are aligned with the Digital Learning Plan, and impact and/or use data is assessed and shared. 	<ul style="list-style-type: none"> Resources for developing personalized professional learning and individualized support are available to PSUs as they create professional learning that aligns with their vision and meets the needs of their teachers. Partnerships with organizations that support professional learning are established, resources provided are aligned with the Digital Learning Plan, and impact and/or use data is assessed and shared.
<p>Goal 2 – There is consistent and equitable access to Instructional Technology Facilitators and School Library Media Coordinators to support the implementation of digital teaching and learning strategies.</p>	<ul style="list-style-type: none"> Research and resources are not offered to PSUs as they utilize the Instructional Technology Facilitator and School Library Media Coordinator positions. There is no professional learning or professional learning network in place for Instructional Technology Facilitators. There is no professional learning or professional learning network in place for School Library Media Coordinators. Reports are not being prepared for the general assembly, state board of education, or the field for these roles. 	<ul style="list-style-type: none"> Research or resources are offered to PSUs as they utilize the Instructional Technology Facilitator and School Library Media Coordinator positions. Professional learning or a professional learning network is in place for Instructional Technology Facilitators. Professional learning or a professional learning network is in place for School Library Media Coordinators. Reports are prepared for the general assembly, state board of education, and the field that captures one of the following: current data regarding these roles in North Carolina schools research around best-practice for these roles, and action step recommendations. 	<ul style="list-style-type: none"> Research and resources are offered to PSUs as they utilize the Instructional Technology Facilitator and School Library Media Coordinator positions. Professional learning and a professional learning network is in place for Instructional Technology Facilitators. Professional learning and a professional learning network is in place for School Library Media Coordinators. Reports are prepared for the general assembly, state board of education, and the field that captures two of the following: current data regarding these roles in North Carolina schools research around best-practice for these roles, and action step recommendations. 	<ul style="list-style-type: none"> Research, resources, and personalized support is offered to PSUs as they utilize the Instructional Technology Facilitator and School Library Media Coordinator positions. Professional learning and a strategic, data-driven, professional learning network is in place for Instructional Technology Facilitators. Professional learning and a strategic, data-driven, professional learning network is in place for School Library Media Coordinators.

				<ul style="list-style-type: none"> • Reports are prepared for the general assembly, state board of education, and the field that captures current data regarding these roles in North Carolina schools, research around best-practice for these roles, and action step recommendations.
<p>Goal 3 – Technical staff is available to effectively support all staff and students with minimal disruptions to teaching and learning.</p>	<ul style="list-style-type: none"> • Research and resources are not offered to PSUs as they structure their technical staff positions. • Professional learning or a professional learning network is not in place for technical staff. • Reports are not being prepared for the general assembly, state board of education, or the field for these roles. 	<ul style="list-style-type: none"> • Research or resources are offered to PSUs as they structure their technical staff positions. • Professional learning or a professional learning network is designed for technical staff. • Prepare reports for the general assembly, state board of education, and the field that captures one of the following: current data regarding these roles in North Carolina schools, research around best-practice for these roles, and action step recommendations. 	<ul style="list-style-type: none"> • Research and resources are offered to PSUs as they structure their technical staff positions. • Professional learning and a professional learning network is designed for technical staff. • Prepare reports for the general assembly, state board of education, and the field that captures two of the following: current data regarding these roles in North Carolina schools, research around best-practice for these roles, and action step recommendations. 	<ul style="list-style-type: none"> • Research, resources, and personalized support is offered to PSUs as they structure their technical staff positions. • Professional learning and a strategic, data-driven, professional learning network is designed for technical staff. • Prepare reports for the general assembly, state board of education, and the field that captures current data regarding these roles in North Carolina schools, research around best-practice for these roles, and action step recommendations.
Curriculum, Instruction, and Assessment				
	Developing	Proficient	Accomplished	Distinguished
<p>Goal 1 – All staff have access to and use digital content that is continually vetted and aligns with curriculum and assessment expectations for student learning ability levels.</p>	<ul style="list-style-type: none"> • Resources and professional learning is not yet provided to DPI divisions and PSUs on the topics of access and useability. • Resources and professional learning is not yet provided to PSUs on Homebase products. 	<ul style="list-style-type: none"> • Provide resources or professional learning, to DPI divisions and PSUs on the topics of access and useability. • Provide resources or professional learning, to PSUs on Homebase products. 	<ul style="list-style-type: none"> • Provide resources and professional learning, to DPI divisions and PSUs on the topics of access and useability. • Provide resources and professional learning, to PSUs on Homebase products. 	<ul style="list-style-type: none"> • Provide resources, professional learning, and personalized support to DPI divisions and PSUs on the topics of access and useability. • Provide resources, professional learning, and personalized support to PSUs on Homebase products.

	<ul style="list-style-type: none"> • Research, resources, and professional learning are not yet provided on healthy relationships with technology and digital content. • Research and resources are not yet provided for evaluating digital resources that assess content for alignment with curriculum standards. • Research, resources, and professional learning offered are not yet on a regular and documented refresh and review cycle. 	<ul style="list-style-type: none"> • Provide one of the following: research, resources, and professional learning on healthy relationships with technology and digital content. • Provide research or resources for evaluating digital resources that assess content for alignment with curriculum standards. • One of the following: research, resources, and professional learning offered are on a regular and documented refresh and review cycle. 	<ul style="list-style-type: none"> • Provide two of the following: research, resources, and professional learning on healthy relationships with technology and digital content. • Provide research and resources for evaluating digital resources that assess content for alignment with curriculum standards. • Two of the following: research, resources, and professional learning offered are on a regular and documented refresh and review cycle. 	<ul style="list-style-type: none"> • Provide research, resources, and professional learning on healthy relationships with technology and digital content. • Provide research, resources and personalized support for evaluating digital resources that assess content for alignment with curriculum standards. • Research, resources, and professional learning offered are on a regular and documented refresh and review cycle.
<p>Goal 2 – Supplemental resources are available to staff and students through physical and digital collections.</p>	<ul style="list-style-type: none"> • Research and resources are not provided for physical library spaces. • Resources and professional learning is not provided for digital library collections. • Data around physical and digital library access for students is collected and shared. 	<ul style="list-style-type: none"> • Research or resources are provided for physical library spaces. • Resources or professional learning is provided for digital library collections. • Data around physical and digital library access for students is collected, analyzed and shared. 	<ul style="list-style-type: none"> • Research and resources are provided for physical library spaces. • Resources and professional learning is provided for digital library collections. • Data around physical and digital library access for students is collected, analyzed, shared, and informs the Digital Learning Action Plan for DPI. 	<ul style="list-style-type: none"> • Research, resources, and personalized support is provided for physical library spaces. • Resources, professional learning and personalized support is provided for digital library collections. • Data around physical and digital library access for students is collected, analyzed, shared, informs the Digital Learning Action Plan for DPI, and is disseminated in personalized reports for regions and PSUs.
<p>Goal 3 – All staff demonstrate mastery of the NC Digital Learning Competencies to create blended and personalized learning experiences to improve student outcomes.</p>	<ul style="list-style-type: none"> • Resources and professional learning are not provided to PSUs for blended learning. • Resources and professional learning are not provided to PSUs for personalized learning. 	<ul style="list-style-type: none"> • Resources or professional learning is provided to PSUs for blended learning. • Resources or professional learning is provided to PSUs for personalized learning. 	<ul style="list-style-type: none"> • Resources and professional learning are provided to PSUs for blended learning. • Resources and professional learning are provided to PSUs for personalized learning. 	<ul style="list-style-type: none"> • Resources, professional learning, and personalized support is provided to PSUs for blended learning. • Resources, professional learning, and personalized support is provided to PSUs for personalized learning.

	<ul style="list-style-type: none"> • A statewide bank of instructional resources is available to all educators in North Carolina and houses high-quality lesson plans that support blended and personalized learning for 50% or less of grade-levels and content areas. 	<ul style="list-style-type: none"> • A statewide bank of instructional resources is available to all educators in North Carolina and houses high-quality lesson plans that support blended and personalized learning for 50-75% of grade-levels and content areas. 	<ul style="list-style-type: none"> • A statewide bank of instructional resources is available to all educators in North Carolina and houses high-quality lesson plans that support blended and personalized learning for 75-99% of grade-levels and content areas. 	<ul style="list-style-type: none"> • A statewide bank of instructional resources is available to all educators in North Carolina and houses high-quality lesson plans that support blended and personalized learning for every grade-level and content area.
Data Privacy and Cybersecurity				
	Developing	Proficient	Accomplished	Distinguished
Goal 1 – Align data privacy and cybersecurity policies and procedures with current best practice and federal and state laws.	<ul style="list-style-type: none"> • No resources or professional learning is offered to PSUs to create and align data privacy policies and procedures to current best practices and relevant laws. • No resources or professional learning is offered to PSUs to create and align cybersecurity policies and procedures to current best practices and relevant laws. 	<ul style="list-style-type: none"> • Resources or professional learning is offered to PSUs to create and align data privacy policies and procedures to current best practices and relevant laws. • Resources or professional learning is offered to PSUs to create and align cybersecurity policies and procedures to current best practices and relevant laws. 	<ul style="list-style-type: none"> • Resources and professional learning opportunities are offered to PSUs to create and align data privacy policies and procedures to current best practices and relevant laws. • Resources and professional learning are offered to PSUs to create and align cybersecurity policies and procedures to current best practices and relevant laws. 	<ul style="list-style-type: none"> • Resources and professional learning opportunities are personalized for PSUs to create and align data privacy policies and procedures to current best practices and relevant laws. • Resources and professional learning opportunities are personalized for PSUs to create and align cybersecurity policies and procedures to current best practices and relevant laws.
Goal 2 – Implement a process for continuous improvement of data protection and risk management.	<ul style="list-style-type: none"> • No Resources or professional learning is provided to PSUs to implement continuous improvement of data protection and risk management 	<ul style="list-style-type: none"> • Resources or professional learning are provided to PSUs to implement continuous improvement of data protection and risk management. 	<ul style="list-style-type: none"> • Resources and professional learning are provided to PSUs to implement continuous improvement of data protection and risk management. 	<ul style="list-style-type: none"> • Resources and professional learning support are personalized for PSUs to implement continuous improvement of data protection and risk management.
Goal 3 – Provide and communicate professional learning around the importance of cybersecurity and data privacy for all stakeholders.	<ul style="list-style-type: none"> • A state-wide initiative to provide cybersecurity and data privacy education and resources to families and K-12 employees has not been launched. 	<ul style="list-style-type: none"> • A state-wide initiative to provide cybersecurity and data privacy education and resources to families and K-12 employees has been launched. 	<ul style="list-style-type: none"> • A state-wide initiative to provide cybersecurity and data privacy education and resources to families and K-12 employees has been launched and evaluated. 	<ul style="list-style-type: none"> • A state-wide initiative to provide cybersecurity and data privacy education and resources to families and K-12 employees has been launched, evaluated, and refined on a continuous, documented cycle.

Technology, Infrastructure, and Devices				
	Developing	Proficient	Accomplished	Distinguished
<p>Goal 1 – Learning spaces are equipped with appropriate, functional technology to facilitate student growth and learning.</p>	<ul style="list-style-type: none"> Resources and professional learning are not provided to PSUs for equipping learning spaces with appropriate, functional technology. Data around hardware access for students is collected and shared. 	<ul style="list-style-type: none"> Resources or professional learning are provided to PSUs for equipping learning spaces with appropriate, functional technology. Data around hardware access for students is collected, analyzed, and shared. 	<ul style="list-style-type: none"> Resources and professional learning are provided to PSUs for equipping learning spaces with appropriate, functional technology. Data around hardware access for students is collected, analyzed, shared, and informs the Digital Learning Action Plan for DPI. 	<ul style="list-style-type: none"> Resources, professional learning and personalized support are provided to PSUs for equipping learning spaces with appropriate, functional technology. Data around hardware access for students is collected, analyzed, shared, informs the Digital Learning Action Plan for DPI, and is disseminated in personalized reports for regions and PSUs.
<p>Goal 2 – All schools have the infrastructure to support digital teaching and learning</p>	<ul style="list-style-type: none"> Neither resources nor professional learning are provided to PSUs for equipping learning spaces with appropriate, functional network infrastructure. Neither resources nor professional learning are provided to PSUs for E-Rate. 	<ul style="list-style-type: none"> Resources or professional learning are provided to PSUs for equipping learning spaces with appropriate, functional network infrastructure. Resources or professional learning are provided to PSUs for E-Rate. 	<ul style="list-style-type: none"> Both resources and professional learning are provided to PSUs for equipping learning spaces with appropriate, functional network infrastructure. Both Resources and professional learning are provided to PSUs for E-Rate. 	<ul style="list-style-type: none"> Resources, professional learning and personalized support are provided to PSUs for equipping learning spaces with appropriate, functional network infrastructure. Resources, professional learning, and personalized support are provided to PSUs for E-Rate.
<p>Goal 3 – Students and staff have appropriate access to the internet at school and their residence.</p>	<ul style="list-style-type: none"> Off campus internet access data for students is collected and shared. 	<ul style="list-style-type: none"> Off campus internet access data for students is collected, analyzed, and shared. 	<ul style="list-style-type: none"> Off campus internet access data for students is collected, analyzed, shared, and informs the Digital Learning Action Plan for DPI. 	<ul style="list-style-type: none"> Off campus internet access data for students is collected, analyzed, shared, informs the Digital Learning Action Plan for DPI, and is disseminated in personalized reports for regions and PSUs.

Digital Learning Progress Rubric

Public School Unit Rubric

Leadership and Vision				
	Developing	Proficient	Accomplished	Distinguished
Goal 1 – A shared vision for digital teaching and learning is established and communicated with all stakeholders.	<ul style="list-style-type: none"> A vision for digital teaching and learning is not yet created. A vision for digital teaching and learning is not yet communicated out to stakeholders. 	<ul style="list-style-type: none"> A vision for digital teaching and learning is created by select centralized leaders. A vision for digital teaching and learning is communicated internally to administrative level staff. A vision for digital teaching and learning is not in alignment with the PSU’s strategic plan. 	<ul style="list-style-type: none"> A vision for digital teaching and learning is created by a select set of stakeholders. A vision for digital teaching and learning is communicated only to staff. A vision for digital teaching and learning is in alignment with the PSU’s strategic plan. 	<ul style="list-style-type: none"> A vision for digital teaching and learning is created by a diverse group of stakeholders that represent various roles throughout the PSU. A vision for digital teaching and learning is communicated with all stakeholders through various methods A vision for digital teaching and learning is an integral part of the PSU’s strategic plan.
Goal 2 – Effectively plan and implement action steps to carry out the shared vision.	<ul style="list-style-type: none"> A plan of action that aligns to the vision has not yet been created. 	<ul style="list-style-type: none"> A plan of action that aligns to the vision has been created and includes one of the following: data analyzing the success of the prior year’s action plan, the current year’s action plan, and the anticipated action plan for the following year. The plan of action was created by select PSU leaders. The plan of action was created after with little or no data sources considered. 	<ul style="list-style-type: none"> A plan of action that aligns to the vision has been created and includes at least two of the following: data analyzing the success of the prior year’s action plan, the current year’s action plan, and the anticipated action plan for the following year. The plan of action was created with a select set of stakeholders. 	<ul style="list-style-type: none"> A plan of action that aligns to the vision has been created and includes all of the following: data analyzing the success of the prior year’s action plan, the current year’s action plan, and the anticipated action plan for the following year. The plan of action was created with a team of diverse stakeholders.

			<ul style="list-style-type: none"> The plan of action was created after carefully evaluating most of the relevant metrics to include data from two or three sources. These sources may include but are not limited to: the PSU's DLMI data, Digital Learning Progress Rubrics, data from project and program implementations, data provided through program analytics, and data provided through partnering organizations. 	<ul style="list-style-type: none"> The plan of action was created after carefully evaluating all relevant metrics to include data from multiple sources. These sources may include but are not limited to: the PSU's DLMI data, Digital Learning Progress Rubrics, data from project and program implementations, data provided through program analytics, and data provided through partnering organizations.
Human Capacity				
	Developing	Proficient	Accomplished	Distinguished
<p>Goal 1 – All staff have continuous access to quality professional learning that is utilized and accessed on a regular basis for continuous growth.</p>	<ul style="list-style-type: none"> Professional learning opportunities for digital teaching and learning are available for 1 of the following: PSU leaders, school administrators, teachers, coaches, School Library Media Coordinators, and technicians. Personalized Professional Learning is not available to staff. Data is not assessed with designing professional learning opportunities. 	<ul style="list-style-type: none"> Professional learning opportunities for digital teaching and learning are available for 2-3 of the following: PSU leaders, school administrators, teachers, coaches, School Library Media Coordinators, and technicians. Professional learning is personalized to meet staff needs and includes at least 1 of the following: active learning, coaching, feedback and reflection, and choice. Data about local professional learning opportunities is assessed. 	<ul style="list-style-type: none"> Professional learning opportunities for digital teaching and learning are available for 4-5 of the following: PSU leaders, school administrators, teachers, coaches, School Library Media Coordinators, and technicians. Professional learning is personalized to meet staff needs and includes at least 2 of the following: active learning, coaching, feedback and reflection, and choice. Data is assessed and used to design professional learning opportunities for digital teaching and learning. 	<ul style="list-style-type: none"> Professional learning opportunities for digital teaching and learning are available for all PSU leaders, school administrators, teachers, coaches, School Library Media Coordinators, and technicians. Professional learning is personalized to meet staff needs and includes all of the following: active learning, coaching, feedback and reflection, and choice. Data is assessed and used to design job specific professional learning opportunities for digital teaching and learning.

<p>Goal 2 – There is consistent and equitable access to Instructional Technology Facilitators and School Library Media Coordinators to support the implementation of digital teaching and learning strategies.</p>	<ul style="list-style-type: none"> • There is not an Instructional Technology Facilitator in the PSU. <i>or</i> There is an Instructional Technology Facilitator at each school less than 25% of the time. (A ratio of 1 ITF for 5 or more schools). • There is not a School Library Media Coordinator at each school. <i>or</i> There is at least 1 School Library Media Coordinator at each school location on a fixed schedule more than 50% of the time (more than 50% of their time is part of a fixed schedule.) 	<ul style="list-style-type: none"> • There is a minimum of 1 Instructional Technology Facilitator at each school at least 25% of the time. (A ratio of 1 ITF for 3-4 schools). • There is at least 1 School Library Media Coordinator at each school location on a 50% flexed schedule. (up to 50% of their time may be a part of a fixed schedule.) 	<ul style="list-style-type: none"> • There is a minimum of 1 Instructional Technology Facilitator at each school at least 50% of the time. (A ratio of 1 ITF for 2 schools). • There is at least 1 School Library Media Coordinator at each school location on a 75% flexed schedule. (up to 25% of their time may be a part of a fixed schedule.) 	<ul style="list-style-type: none"> • There is a minimum of 1 full-time Instructional Technology Facilitator at each school location. • There is at least 1 full-time School Library Media Coordinator at each school location on a fully flexible schedule.
<p>Goal 3 – Technical staff is available to effectively support all staff and students with minimal disruptions to teaching and learning.</p>	<ul style="list-style-type: none"> • There is a ratio of 1 technical support staff member per number of devices within the PSU is greater than 1:1500. • Average wait time for repair tickets to be assessed and serviced is under a week. 	<ul style="list-style-type: none"> • There is a ratio of 1 technical support staff member for every 1500 devices within the PSU. • Average wait time for repair tickets to be assessed and serviced is under a week. 	<ul style="list-style-type: none"> • There is a ratio of 1 technical support staff member for every 1000 devices within the PSU. • Average wait time for repair tickets to be assessed and serviced is 72 hours or less. 	<ul style="list-style-type: none"> • There is a ratio of 1 technical support staff member for every 800 devices within the PSU. • Average wait time for repair tickets to be assessed and serviced is 24 hours or less.

Curriculum, Instruction, and Assessment				
	Developing	Proficient	Accomplished	Distinguished
<p>Goal 1 – All staff have access to and use digital content that is continually vetted and aligns with curriculum and assessment expectations for student learning ability levels.</p>	<ul style="list-style-type: none"> Less than 50% of all digital resources meet accessibility needs of students. <i>or</i> There are equivalent resources that meet needs to supplant less than 50% of the resources that do not meet accessibility needs. Interoperability standards are documented and less than 50% of the digital resources utilized in the PSU meet these standards. Less than 50% of digital learning resources are a part of a fully funded sustainability plan with the remaining funds currently relying on non recurring funding sources. Digital Resources are not a part of a documented and continuous review process. 	<ul style="list-style-type: none"> 50-74% of all digital resources meet accessibility needs of students. <i>or</i> There are equivalent resources that meet needs to supplant 50-74% of the resources that do not meet accessibility needs. Interoperability standards are documented and 50-74% of the digital resources utilized in the PSU meet these standards. 50-74% of digital learning resources are a part of a fully funded sustainability plan with the remaining funds currently relying on non recurring funding sources. Digital Resources are a part of a documented and continuous review process that includes 1 of the following: data analysis of usage, analysis of impact, and documented action steps to keep, improve, or remove these resources. 	<ul style="list-style-type: none"> 75-99% of all digital resources meet accessibility needs of students. <i>or</i> There are equivalent resources that meet needs to supplant 75-99% of the resources that do not meet accessibility needs. Interoperability standards are documented and 75-99% of the digital resources utilized in the PSU meet these standards 75-99% of digital learning resources are a part of a fully funded sustainability plan with the remaining funds currently relying on non recurring funding sources. Digital Resources are a part of a documented and continuous review process that includes 2 of the following: data analysis of usage, analysis of impact, and documented action steps to keep, improve, or remove these resources. 	<ul style="list-style-type: none"> 100% of all digital resources meet accessibility needs of students. <i>or</i> There are equivalent resources that meet needs to supplant resources that do not meet accessibility needs. Interoperability standards are documented and 100% of the digital resources utilized in the PSU meet these standards. All digital learning resources are a part of a fully funded sustainability plan. Digital Resources are a part of a documented and continuous review process that includes all of the following: data analysis of usage, analysis of impact, and documented action steps to keep, improve, or remove these resources.
<p>Goal 2 – Supplemental resources are available to staff and students through physical and digital collections.</p>	<ul style="list-style-type: none"> The PSU does not have a documented library collection plan. Training is not provided on how to access and utilize digital and print resources available through the library collection. 	<ul style="list-style-type: none"> The PSU has a documented library collection plan that meets 1 of the following criteria: sustainable funding, includes a data informed review process of materials, and gathers input from stakeholder groups. 	<ul style="list-style-type: none"> The PSU has a documented library collection plan that meets 2 of the following criteria: sustainable funding, includes a data informed review process of materials, and gathers input from stakeholder groups. 	<ul style="list-style-type: none"> The PSU has a documented library collection plan that is supported by sustainable funding, includes a data informed review process of materials, and gathers input from stakeholder groups.

		<ul style="list-style-type: none"> • Training is provided to all PSU employees on how to access and utilize digital and print resources available through the library collection. 	<ul style="list-style-type: none"> • Training is provided to all PSU employees and students on how to access and utilize digital and print resources available through the library collection. 	<ul style="list-style-type: none"> • Training is provided to all stakeholders on how to access and utilize digital and print resources available through the library collection.
<p>Goal 3 – All staff demonstrate mastery of the NC Digital Learning Competencies to create blended and personalized learning experiences to improve student outcomes.</p>	<ul style="list-style-type: none"> • The PSU has not created or adopted an instructional framework that supports blended and personalized learning. • Professional learning aligned with any following: the North Carolina Digital Learning Competencies for Administrators, the North Carolina Digital Learning Competencies for Teachers, and the North Carolina Digital Learning Standards for Students is not available and used by staff within the PSU. • Resources that support personalized and blended learning are not a part of a documented and continuous review process. 	<ul style="list-style-type: none"> • The PSU has created or adopted an instructional framework that supports blended and personalized learning and provides staff resources or professional learning as they implement this framework • Professional learning aligned with 2 of the following: the North Carolina Digital Learning Competencies for Administrators, the North Carolina Digital Learning Competencies for Teachers, and the North Carolina Digital Learning Standards for Students is available and used by staff within the PSU. • Resources that support personalized and blended learning are a part of a documented and continuous review process that includes 1 of the following: data analysis of usage, analysis of impact, and documented action steps to keep, improve, or remove these resources. 	<ul style="list-style-type: none"> • The PSU has created or adopted an instructional framework that supports blended and personalized learning and provides staff resources and professional learning as they implement this framework. • Professional learning aligned with 2 of the following: the North Carolina Digital Learning Competencies for Administrators, the North Carolina Digital Learning Competencies for Teachers, and the North Carolina Digital Learning Standards for Students is available and used by staff within the PSU. • Resources that support personalized and blended learning are a part of a documented and continuous review process that includes 2 of the following: data analysis of usage, analysis of impact, and documented action steps to keep, improve, or remove these resources. 	<ul style="list-style-type: none"> • The PSU has created or adopted an instructional framework that supports blended and personalized learning and provides staff resources, professional learning, and coaching support as they implement this framework. • Professional learning aligned with the North Carolina Digital Learning Competencies for Administrators, the North Carolina Digital Learning Competencies for Teachers, and the North Carolina Digital Learning Standards for Students is available and used by staff within the PSU. • Resources that support personalized and blended learning are a part of a documented and continuous review process that includes all of the following: data analysis of usage, analysis of impact, and documented action steps to keep, improve, or remove these resources.

Data Privacy and Cybersecurity				
	Developing	Proficient	Accomplished	Distinguished
<p>Goal 1 – Align data privacy and cybersecurity policies and procedures with current best practice and federal and state laws.</p>	<ul style="list-style-type: none"> Data privacy and cybersecurity documentation is not available. There is no PSU policy governing specific requirements in usage agreements and privacy policies. 	<ul style="list-style-type: none"> Data privacy and cybersecurity documentation is available and accessible to necessary personnel. A PSU policy governing specific requirements in usage agreements and privacy policies is in place. 	<ul style="list-style-type: none"> Data privacy and cybersecurity documentation is available and accessible to necessary personnel, and aligns with relevant laws and current best practice. A PSU policy governing specific requirements in usage agreements and privacy policies is in place, and is in alignment with current best practices. 	<ul style="list-style-type: none"> Data privacy and cybersecurity documentation is available and accessible to necessary personnel, aligns with relevant laws and current best practice, and is on a documented yearly refresh and review cycle. A PSU policy governing specific requirements in usage agreements and privacy policies is in place, is in alignment with current best practices, and is on a documented yearly refresh and review cycle.
<p>Goal 2 – Implement a process for continuous improvement of data protection and risk management.</p>	<ul style="list-style-type: none"> Less than 50% of data privacy and cybersecurity resources (including human, software, and hardware) are a part of a fully funded sustainability plan. A data privacy and cybersecurity team has not been identified. There is not a documented continuous improvement process in place for data privacy and cybersecurity. 	<ul style="list-style-type: none"> 50-74% of data privacy and cybersecurity resources (including human, software, and hardware) are a part of a fully funded sustainability plan. A data privacy and cybersecurity team is identified. There is a documented continuous improvement process in place for data privacy and cybersecurity that includes at least 1 of the following: role based permissions, data privacy incident plans, and professional learning needs of the data privacy and cybersecurity team. 	<ul style="list-style-type: none"> 75-99% of data privacy and cybersecurity resources (including human, software, and hardware) are a part of a fully funded sustainability plan. A data privacy and cybersecurity team is identified, assesses risks, and runs mock security disaster drills on a sporadic schedule. There is a documented continuous improvement process in place for data privacy and cybersecurity that includes at least 2 of the following: role based permissions, data privacy incident plans, and professional learning needs of the data privacy and cybersecurity team. 	<ul style="list-style-type: none"> All data privacy and cybersecurity resources (including human, software, and hardware) are a part of a fully funded sustainability plan. A data privacy and cybersecurity team is identified, meets regularly to assess risks, and runs mock security disaster drills. There is a documented continuous improvement process in place for data privacy and cybersecurity that includes at least the following: role based permissions, data privacy incident plans, and professional learning needs of the data privacy and cybersecurity team.

<p>Goal 3 – Provide and communicate professional learning around the importance of cybersecurity and data privacy for all stakeholders.</p>	<ul style="list-style-type: none"> • Training and awareness campaigns focused on data privacy and responsible use are available to all PSU employees. 	<ul style="list-style-type: none"> • Training and awareness campaigns focused on data privacy and responsible use are available to and required for all PSU employees. 	<ul style="list-style-type: none"> • Training and awareness campaigns focused on data privacy and responsible use are available to and required for all PSU employees and students. 	<ul style="list-style-type: none"> • Training and awareness campaigns focused on data privacy and responsible use are available to all stakeholders and required for staff and students.
<p>Technology, Infrastructure, and Devices</p>				
	<p>Developing</p>	<p>Proficient</p>	<p>Accomplished</p>	<p>Distinguished</p>
<p>Goal 1 – Learning spaces are equipped with appropriate, functional technology to facilitate student growth and learning.</p>	<ul style="list-style-type: none"> • The PSU has the ability for 75% or less of the student population to take home a digital learning device that meets their learning needs at a ratio of 1 device per student. • The PSU has the ability for 75% or less of the staff members to take home a device that meets the needs of their job at a ratio of 1 device per staff member. • 50% or less of hardware purchased for student and staff use in and out of the classroom is a part of a fully funded and sustainable refresh and review plan. • 50% or less of software needed to manage and inventory PSU assets are a part of a fully funded and sustainable refresh and review plan. 	<ul style="list-style-type: none"> • The PSU has the ability for 75-84% of the student population to take home a digital learning device that meets their learning needs at a ratio of 1 device per student. • The PSU has the ability for 75-84% of staff members to take home a device that meets the needs of their job at a ratio of 1 device per staff member. • 50-74% of hardware purchased for student and staff use in and out of the classroom is a part of a fully funded and sustainable refresh and review plan. • 50-74% software needed to manage and inventory PSU assets are a part of a fully funded and sustainable refresh and review plan. 	<ul style="list-style-type: none"> • The PSU has the ability for 85-99% of the student population to take home a digital learning device that meets their learning needs at a ratio of 1 device per student. • The PSU has the ability for 85-95% staff members to take home a device that meets the needs of their job at a ratio of 1 device per staff member. • 75-99% of hardware purchased for student and staff use in and out of the classroom is a part of a fully funded and sustainable refresh and review plan. • 75-99% software needed to manage and inventory PSU assets are a part of a fully funded and sustainable refresh and review plan. 	<ul style="list-style-type: none"> • The PSU has the ability for every student to take home a digital learning device that meets their learning needs at a ratio of 1 device per student. • The PSU has the ability for every staff member to take home a device that meets the needs of their job at a ratio of 1 device per staff member. • All hardware purchased for student and staff use in and out of the classroom is a part of a fully funded and sustainable refresh and review plan. • All software needed to manage and inventory PSU assets are a part of a fully funded and sustainable refresh and review plan.

<p>Goal 2 – All schools have the infrastructure to support digital teaching and learning.</p>	<ul style="list-style-type: none"> • Less than 50% of infrastructure related resources (including human, software, and hardware) are a part of a fully funded sustainability plan. • There is not a documented continuous improvement process in place for infrastructure needs. 	<ul style="list-style-type: none"> • 50-74% of infrastructure related resources (including human, software, and hardware) are a part of a fully funded sustainability plan. • There is a documented continuous improvement process in place for infrastructure needs that includes at least 2 of the following: policies, procedures, inventory, and professional learning needs of the data privacy and technical team. 	<ul style="list-style-type: none"> • 75-99% of infrastructure related resources (including human, software, and hardware) are a part of a fully funded sustainability plan. • There is a documented continuous improvement process in place for infrastructure needs that includes at least 3 of the following: policies, procedures, inventory, and professional learning needs of the data privacy and technical team. 	<ul style="list-style-type: none"> • All infrastructure related resources (including human, software, and hardware) are a part of a fully funded sustainability plan. • There is a documented continuous improvement process in place for infrastructure needs that includes at least the following: policies, procedures, inventory, and professional learning needs of the technical team.
<p>Goal 3 – Students and staff have appropriate access to the internet at school and their residence.</p>	<ul style="list-style-type: none"> • There is not a documented continuous improvement process in place for network needs. • Data around internet access for students at home is collected and shared. 	<ul style="list-style-type: none"> • There is a documented continuous improvement process in place for network needs that includes at least 2 of the following: policies, procedures, inventory, and professional learning needs of the technical team. • Data around internet access for students at home is collected, analyzed, and shared. 	<ul style="list-style-type: none"> • There is a documented continuous improvement process in place for network needs that includes at least 3 of the following: policies, procedures, inventory, and professional learning needs of the technical team. • Data around internet access for students at home is collected, analyzed, shared, and informs the PSU action plan. 	<ul style="list-style-type: none"> • There is a documented continuous improvement process in place for network needs that includes at least the following: policies, procedures, inventory, and professional learning needs of the technical team. • Data around internet access for students at home is collected, analyzed, shared, informs the PSU action plan, and is used to develop partnerships for connecting students.

Digital Learning Progress Rubric

School Rubric

Leadership and Vision				
	Developing	Proficient	Accomplished	Distinguished
<p>Goal 1 – A shared vision for digital teaching and learning is established and communicated with all stakeholders.</p>	<ul style="list-style-type: none"> • A school-wide vision for digital teaching and learning is not yet created. • The school does not have a digital learning plan. • A school media and technology advisory committee is not yet established. 	<ul style="list-style-type: none"> • A school-wide vision for digital teaching and learning is created by select school leaders. • The school’s digital learning plan is not aligned with goals of the school improvement plan. • A school media and technology advisory committee has been created. 	<ul style="list-style-type: none"> • A school-wide vision for digital teaching and learning is created by a select set of stakeholders. • The school’s digital learning plan is aligned with goals of the school improvement plan. • A school media and technology advisory committee is utilized to share input about the digital learning needs of the staff and students to report back to school decision makers. 	<ul style="list-style-type: none"> • A school-wide vision for digital teaching and learning is created by a diverse group of stakeholders that represent various roles. • The school’s digital learning plan is an integral part of the school improvement plan. • A school media and technology advisory committee is utilized to plan, implement, and assess the success of the school’s digital learning plan.
<p>Goal 2 – Effectively plan and implement action steps to carry out the shared vision.</p>	<ul style="list-style-type: none"> • A school-wide plan of action that aligns to the PSU plan and vision has not yet been created. 	<ul style="list-style-type: none"> • A school-wide plan of action that aligns to the PSU plan and vision has been created and includes one of the following: data analyzing the success of the prior year’s action plan, the current year’s action plan, and the anticipated action plan for the following year. • The plan of action was created by select school leaders. • The plan of action was created after with little or no data sources considered. 	<ul style="list-style-type: none"> • A school-wide plan of action that aligns to the vision has been created and includes at least two of the following: data analyzing the success of the prior year’s action plan, the current year’s action plan, and the anticipated action plan for the following year. • The plan of action was created with a select set of stakeholders. 	<ul style="list-style-type: none"> • A school-wide plan of action that aligns to the vision has been created and includes all of the following: data analyzing the success of the prior year’s action plan, the current year’s action plan, and the anticipated action plan for the following year. • The plan of action was created with a team of diverse stakeholders.

			<ul style="list-style-type: none"> The plan of action was created after carefully evaluating relevant metrics to include data from a few sources. These sources may include but are not limited to: the PSU's DLMI data, Digital Learning Progress Rubrics, data from project and program implementations, data provided through program analytics, and data provided through partnering organizations. 	<ul style="list-style-type: none"> The plan of action was created after carefully evaluating all relevant metrics to include data from multiple sources. These sources may include but are not limited to: the PSU's DLMI data, Digital Learning Progress Rubrics, data from project and program implementations, data provided through program analytics, and data provided through partnering organizations.
Human Capacity				
	Developing	Proficient	Accomplished	Distinguished
Goal 1 – All staff have continuous access to quality professional learning that is utilized and accessed on a regular basis for continuous growth.	<ul style="list-style-type: none"> Professional learning for digital teaching and learning is not offered to school staff. 	<ul style="list-style-type: none"> Professional learning for digital teaching and learning is offered to school staff but does not include any of the following: alignment with the Digital Learning Competencies, Digital Learning Standards for Students, coaching, feedback, reflection, and choice. 	<ul style="list-style-type: none"> Professional learning for digital teaching and learning is offered to school staff but only includes two of the following: alignment with the Digital Learning Competencies, Digital Learning Standards for Students, coaching, feedback, reflection, and choice. 	<ul style="list-style-type: none"> Professional learning for digital teaching and learning is offered to school staff and includes all of the following: alignment with the Digital Learning Competencies, Digital Learning Standards for Students, coaching, feedback, reflection, and choice.
Goal 2 – There is consistent and equitable access to Instructional Technology Facilitators and School Library Media Coordinators to support the implementation of digital teaching and learning strategies.	<ul style="list-style-type: none"> There is not an Instructional Technology Facilitator at the school. <i>or</i> There is a full-time Instructional Technology Facilitator who is on a less than 50% flexed schedule. 	<ul style="list-style-type: none"> There is an Instructional Technology Facilitator at the school less than 50% of the time. <i>or</i> There is a full-time Instructional Technology Facilitator who is on a 50% flexed schedule. 	<ul style="list-style-type: none"> There is an Instructional Technology Facilitator at the school 50% of the time. <i>or</i> There is a full-time Instructional Technology Facilitator who is on a 75% flexed schedule. 	<ul style="list-style-type: none"> There is a full-time Instructional Technology Facilitator at the school who is on a fully flexible schedule.

	<ul style="list-style-type: none"> • There is not a School Library Media Coordinator at the school. <i>or</i> There is a full-time School Library Media Coordinator who is on a less than 50% flexed schedule. 	<ul style="list-style-type: none"> • There is a School Library Media Coordinator at the school less than 50% of the time. <i>or</i> There is a full-time School Library Media Coordinator who is on a 50% flexed schedule. 	<ul style="list-style-type: none"> • There is a School Library Media Coordinator at the school 50% of the time. <i>or</i> There is a full-time School Library Media Coordinator who is on a 75% flexed schedule. 	<ul style="list-style-type: none"> • There is a full-time School Library Media Coordinator at the school who is on a fully flexible schedule.
<p>Goal 3 – Technical staff is available to effectively support all staff and students with minimal disruptions to teaching and learning.</p>	<ul style="list-style-type: none"> • There is not enough technical support in place to ensure that an average wait time for repair tickets to be assessed and serviced is under a week. 	<ul style="list-style-type: none"> • There is enough technical support in place to ensure that an average wait time for repair tickets to be assessed and serviced is under a week. 	<ul style="list-style-type: none"> • There is enough technical support in place to ensure that an average wait time for repair tickets to be assessed and serviced is 72 hours or less. 	<ul style="list-style-type: none"> • There is enough technical support in place to ensure that an average wait time for repair tickets to be assessed and serviced is 24 hours or less.
Curriculum, Instruction, and Assessment				
	Developing	Proficient	Accomplished	Distinguished
<p>Goal 1 – All staff have access to and use digital content that is continually vetted and aligns with curriculum and assessment expectations for student learning ability levels.</p>	<ul style="list-style-type: none"> • School purchased digital content is not on a documented and continuous review process. • Not all staff are aware of the digital resources they have access to use with students. 	<ul style="list-style-type: none"> • School purchased digital content is on a documented and continuous review process that includes 1 the following: data analysis of usage, analysis of impact, and documented action steps to keep, improve, or remove these resources. • All staff are aware of the digital resources they have access to use with students. 	<ul style="list-style-type: none"> • School purchased digital content is on a documented and continuous review process that includes 2 the following: data analysis of usage, analysis of impact, and documented action steps to keep, improve, or remove these resources. • All staff are aware of the digital resources they have access to use with students, understand how to use the resources to improve student learning, and are provided professional learning for these resources. 	<ul style="list-style-type: none"> • School purchased digital content is on a documented and continuous review process that includes all of the following: data analysis of usage, analysis of impact, and documented action steps to keep, improve, or remove these resources. • All staff are aware of the digital resources they have access to use with students, understand how to use the resources to improve student learning, are provided professional learning around using the resources effectively, and know where to direct questions about digital resources.

<p>Goal 2 – Supplemental resources are available to staff and students through physical and digital collections.</p>	<ul style="list-style-type: none"> • The library is not utilized by staff or students. • Training is not provided on how to access and utilize digital and print resources available through the library collection. • Supplemental learning materials are not on a documented and continuous review process. 	<ul style="list-style-type: none"> • The library is utilized by students for books, e-books, subscriptions, and research. • Training is provided to either staff or students on how to access and utilize digital and print resources available through the library collection. • Supplemental learning materials are on a documented and continuous review process that includes 1 of the following: data analysis of usage, analysis of impact, and documented action steps to keep, improve, or remove these resources. 	<ul style="list-style-type: none"> • The library is utilized by staff and students for curricular aligned print books, e-books, subscriptions, and research. • Training is provided to staff and students on how to access and utilize digital and print resources available through the library collection. • Supplemental learning materials are on a documented and continuous review process that includes 2 of the following: data analysis of usage, analysis of impact, and documented action steps to keep, improve, or remove these resources. 	<ul style="list-style-type: none"> • The library is utilized by staff and students for curricular aligned print books, e-books, subscriptions, research, and interactive learning activities. • Training is provided to all stakeholders on how to access and utilize digital and print resources available through the library collection. • Supplemental learning materials are on a documented and continuous review process that includes all of the following: data analysis of usage, analysis of impact, and documented action steps to keep, improve, or remove these resources.
<p>Goal 3 – All staff demonstrate mastery of the NC Digital Learning Competencies to create blended and personalized learning experiences to improve student outcomes.</p>	<ul style="list-style-type: none"> • The majority of lesson plans do not any contain of the following: alignment with North Carolina Digital Learning Standards for Students, elements of blended learning, personalized learning and elements of. • Student work products are readily available that reflect a minimum of 4 of the North Carolina Digital Learning Standards for Students. 	<ul style="list-style-type: none"> • The majority of lesson plans meet only one of the following: alignment with North Carolina Digital Learning Standards for Students, elements of blended learning, personalized learning and elements of. • Student work products are readily available that reflect a minimum of 5 of the North Carolina Digital Learning Standards for Students. 	<ul style="list-style-type: none"> • The majority of lesson plans meet two of the following: alignment with North Carolina Digital Learning Standards for Students, elements of blended learning, personalized learning and elements of. • Student work products are readily available that reflect a minimum of 6 of the North Carolina Digital Learning Standards for Students. 	<ul style="list-style-type: none"> • The majority of lesson plans meet all of the following: alignment with North Carolina Digital Learning Standards for Students, elements of blended learning, personalized learning and elements of. • Student work products are readily available that reflect a minimum of 7 of the North Carolina Digital Learning Standards for Students.

Data Privacy and Cybersecurity				
	Developing	Proficient	Accomplished	Distinguished
<p>Goal 1 – Align data privacy and cybersecurity policies and procedures with current best practice and federal and state laws.</p>	<ul style="list-style-type: none"> • School leadership, teachers, and students do not understand nor practice data privacy and cybersecurity best practices. • School leadership, teachers, staff, and students do not understand usage agreements and privacy policies. 	<ul style="list-style-type: none"> • School leadership but not teachers nor students understand and practice data privacy and cybersecurity best practices. • School leadership, but not teachers, staff, and students, have understanding of usage agreements and privacy policies. 	<ul style="list-style-type: none"> • School leadership and teachers but not students, understand and practice data privacy and cybersecurity best practices. • School leadership, teachers, staff, but not students, understand usage agreements and privacy policies. 	<ul style="list-style-type: none"> • School leadership, teachers, and students understand and practice data privacy and cybersecurity best practices. • School leadership, teachers, staff, and students understand usage agreements and privacy policies.
<p>Goal 2 – Implement a process for continuous improvement of data protection and risk management.</p>	<ul style="list-style-type: none"> • There are no methods used to train School leadership, teachers, staff, and students to understand usage agreements, data privacy practices, and privacy policies. 	<ul style="list-style-type: none"> • The methods used to train School leadership, teachers, staff, and students to understand usage agreements, data privacy practices, and privacy policies but are not on a documented refresh and review cycle to ensure alignment with PSU priorities, participant need, and best practices. 	<ul style="list-style-type: none"> • The methods used to train School leadership, teachers, staff, and students to understand usage agreements, data privacy practices, and privacy policies is on a documented refresh and review cycle but not in alignment with PSU priorities, participant need, and best practices. 	<ul style="list-style-type: none"> • The methods used to train School leadership, teachers, staff, and students to understand usage agreements, data privacy practices, and privacy policies is on a documented refresh and review cycle to ensure alignment with PSU priorities, participant need, and best practices.
<p>Goal 3 – Provide and communicate professional learning around the importance of cybersecurity and data privacy for all stakeholders.</p>	<ul style="list-style-type: none"> • Training and awareness campaigns focused on data privacy and responsible use are not available to stakeholders, staff, or students. 	<ul style="list-style-type: none"> • Training and awareness campaigns focused on data privacy and responsible use are available to only select stakeholders. 	<ul style="list-style-type: none"> • Training and awareness campaigns focused on data privacy and responsible use are available to all stakeholders but not required for staff or students. 	<ul style="list-style-type: none"> • Training and awareness campaigns focused on data privacy and responsible use are available to all stakeholders and required for staff and students.

Technology, Infrastructure, and Devices				
	Developing	Proficient	Accomplished	Distinguished
<p>Goal 1 – Learning spaces are equipped with appropriate, functional technology to facilitate student growth and learning.</p>	<ul style="list-style-type: none"> The school has the ability for 75% or less of the student population to take home a digital learning device that meets their learning needs at a ratio of 1 device per student. The school has the ability for 75% or less of the staff members to take home a device that meets the needs of their job at a ratio of 1 device per staff member. 50% or less of hardware purchased through school based funds is a part of a fully funded and sustainable refresh and review plan. 	<ul style="list-style-type: none"> The school has the ability for 75-84% of the student population to take home a digital learning device that meets their learning needs at a ratio of 1 device per student. The school has the ability for 75-84% of staff members to take home a device that meets the needs of their job at a ratio of 1 device per staff member. 50-74% of hardware purchased through school based funds is a part of a fully funded and sustainable refresh and review plan. 	<ul style="list-style-type: none"> The school has the ability for 85-99% of the student population to take home a digital learning device that meets their learning needs at a ratio of 1 device per student. The school has the ability for 85-95% staff members to take home a device that meets the needs of their job at a ratio of 1 device per staff member. 75-99% of hardware purchased through school based funds is a part of a fully funded and sustainable refresh and review plan. 	<ul style="list-style-type: none"> The school has the ability for every student to take home a digital learning device that meets their learning needs at a ratio of 1 device per student. The school has the ability for every staff member to take home a device that meets the needs of their job at a ratio of 1 device per staff member. All hardware purchased through school based funds is a part of a fully funded and sustainable refresh and review plan.
<p>Goal 2 – All schools have the infrastructure to support digital teaching and learning.</p>	<ul style="list-style-type: none"> School leadership, staff, and students have access to high speed internet and digital resources with less than 20% disruption of service. 	<ul style="list-style-type: none"> School leadership, staff, and students have access to high speed internet and digital resources with less than 15% disruption of service. 	<ul style="list-style-type: none"> School leadership, staff, and students have access to high speed internet and digital resources with less than 10% disruption of service. 	<ul style="list-style-type: none"> School leadership, staff, and students have access to high speed internet and digital resources with less than 5% disruption of service.
<p>Goal 3 – Students and staff have appropriate access to the internet at school and their residence.</p>	<ul style="list-style-type: none"> Data around internet access for students at home is collected and shared. 	<ul style="list-style-type: none"> Data around internet access for students at home is collected, analyzed, and shared. 	<ul style="list-style-type: none"> Data around internet access for students at home is collected, analyzed, shared, and informs the PSU action plan. 	<ul style="list-style-type: none"> Data around internet access for students at home is collected, analyzed, shared, informs the PSU action plan, and is used to develop partnerships for connecting students.

Appendix B

Digital Learning Progress Rubric Workshop Report

Report prepared by:

Dr. Ashley McBride

Digital Learning Initiative Section Chief

North Carolina Department of Public Instruction

Description: This report describes the data collected in the feedback forms from the 2023 Digital Learning Progress Rubric Workshops.

Purpose: During the August 2022 NC State Board of Education meeting, the board approved the updated North Carolina Digital Learning Plan. The Office of Digital Teaching and Learning offered 6 two day workshops to support PSUs with understanding the updated plan, completing the required Digital Learning Progress Rubric, and creating next steps (action plans) for growing in the Digital Learning Progress Rubric and digital teaching and learning. These workshops provided time for collaboration within PSU teams and sharing of best practices across the state as participants interacted with other PSU teams.

Summary Information

These workshops took place in:

- Burlington, NC
 - January 9-10, 2023
 - January 11-12, 2023
 - January 17-18, 2023
 - January 19-20, 2023
- Lake Junaluska, NC
 - March 28-29, 2023
- Wrightsville Beach, NC
 - April 19-20, 2023

Cost Analysis:

- Price Per PSU: \$731.55
- Price Per Participant: \$229.76

Data Summary:

The primary source of information for this report comes from feedback forms that were completed by participants at the end of each session. Responses on all of the quantitative questions were overwhelmingly positive, but the qualitative data provides further insight as to why this program was so well received. Participants were appreciative of the time they were able to spend with their own teams working through their own Digital Learning Progress Rubric and PSU specific data. Some participants even commented that being away from their offices, where interruptions are frequent, was a major reason why they were able to get so much work done on their rubrics and action plans. Participants also appreciated the time they were able to spend with team members from other PSUs. The time spent collaborating on items that were common issues or others had already found solutions to provide networking, problem solving, and support resources participants found valuable.

While the vast majority of the responses were positive, participants did report a couple of issues with specific activities. A few individuals mentioned that the collaborative groups where they discussed issues with other PSUs were not set up in a way that were beneficial to them either due to being partnered

with the wrong individuals or the protocol used not being appropriate for the type of conversation they wanted to have. Facilitators of these workshops used these feedback forms to adjust the workshop for subsequent sessions, which could account for the lower number of responses requesting improvements overall.

Any questions about the data or analysis processes for this program should be directed to Dr. Ashley McBride, ashley.mcbride@dpi.nc.gov.

Cost Analysis:

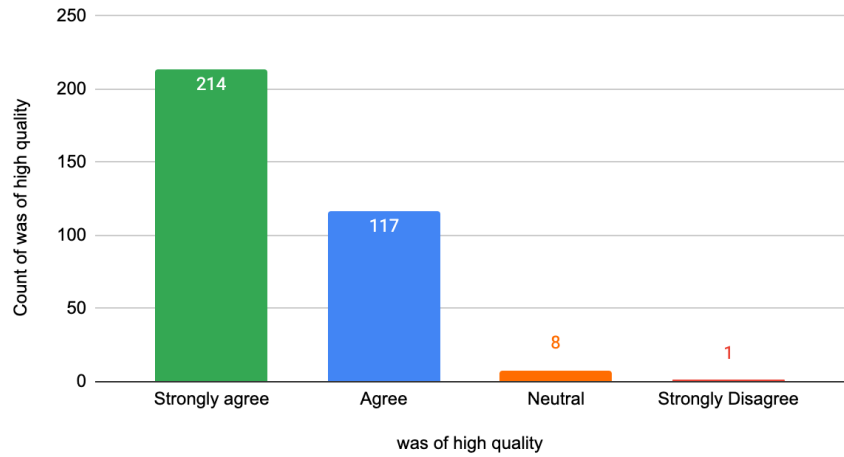
Item	Rationale	Price
Hotel Rooms and Meeting Spaces	To allow teams the opportunity to work not only on pulling data from their PSU to complete the Digital Learning Progress Rubric, but also to begin creating action plans to support their growth the workshop was set to happen two days consecutively. To ensure participants were not hindered from doing this work, the budget was used to provide hotel rooms for those who needed them and to provide a large working space for participants to work not only with their PSU team, but also to share information and best practices with other PSUs across the state.	<ul style="list-style-type: none"> ● Burlington (4 - 2day workshops): 32,417.70 ● Lake Junaluska (1 - 2day workshop): 11,352.20 ● Shell Island (1 - 2day workshop): 13,739.67
Meals	Due to the lack of lunch options in the area, two of the locations required that we provide lunch and breakfast for the working teams. These meals also provided teams the opportunity to continue to discuss their work and network with other PSUs during these times.	<ul style="list-style-type: none"> ● Lake Junaluska: 3,923.20 ● Shell Island: 2,211.41 <p>Total: \$6,134.61</p>
PSUs Served	The workshops started in Burlington. Using the region breakdown, it was determined that the workshop needed to be made available in the far west and far east of the state. The Lake Junaluska and Shell Island locations were added to meet these needs.	<ul style="list-style-type: none"> ● Burlington <ul style="list-style-type: none"> ○ 47 PSUs ● Lake Junaluska <ul style="list-style-type: none"> ○ 24 PSUs ● Shell Island <ul style="list-style-type: none"> ○ 16 PSUs
Totals		<ul style="list-style-type: none"> ● 63,644.18

Likert Scale Question Results:

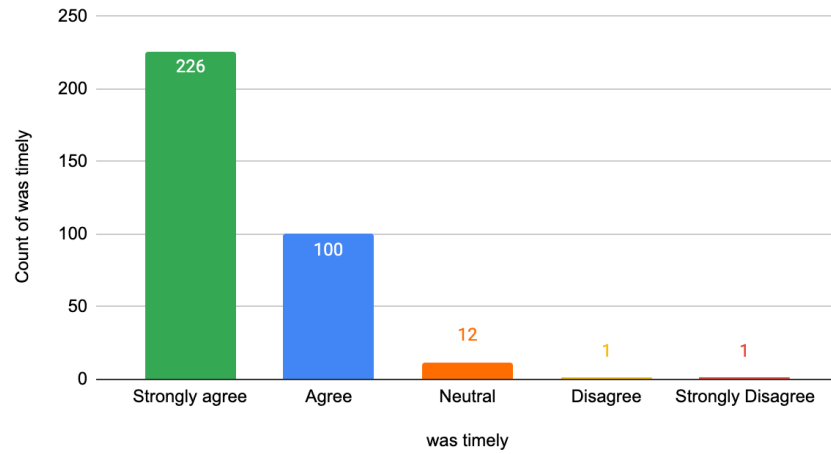
Question: To what degree do you agree with the following statements regarding our meeting? The professional development was...

- Quantitative feedback shows that the vast majority of participants **strongly agreed** that this experience:
 - Was of high quality
 - Was timely
 - Format and structure facilitated their learning
 - Provided new information and skills
 - Was relevant to participant needs
 - Will assist participants in making better-informed decisions
 - Provided important resources
 - Met participant expectations
- Responses possible for all likert scale questions included:
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree

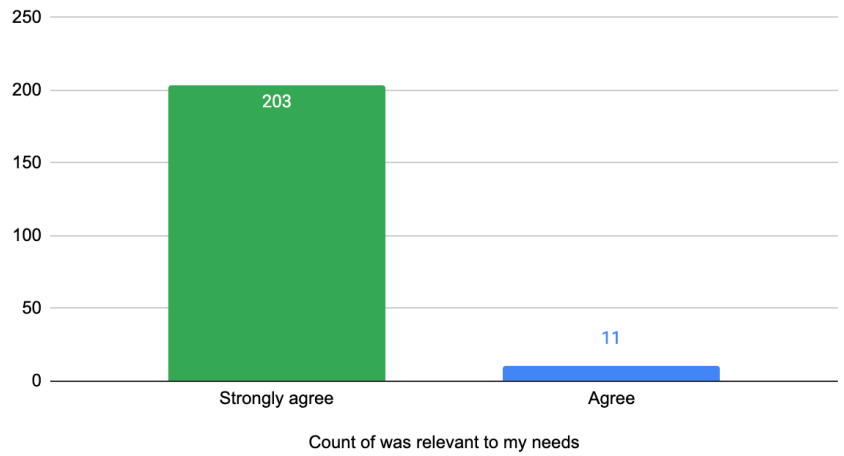
was of high quality



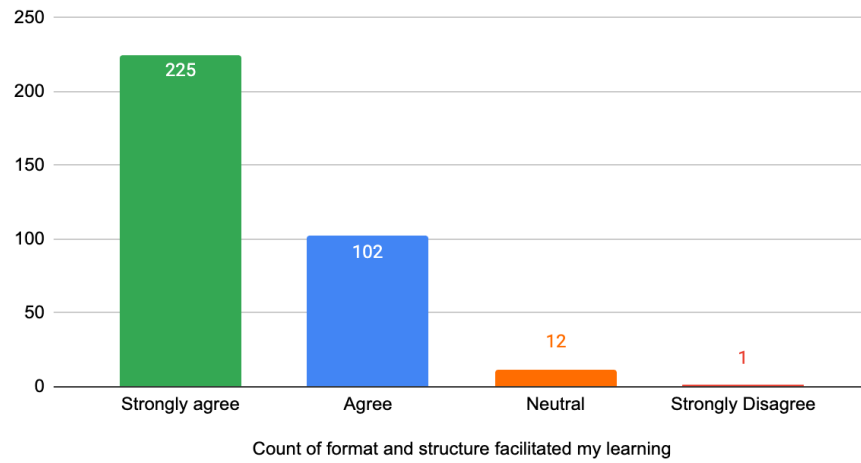
was timely



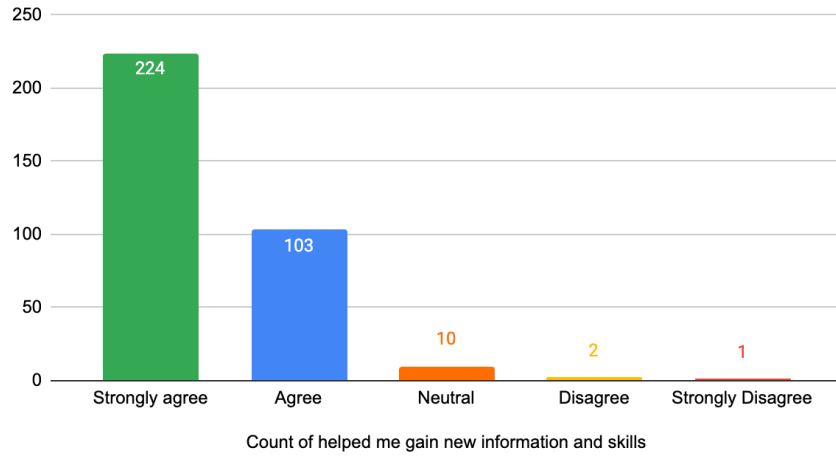
was relevant to my needs



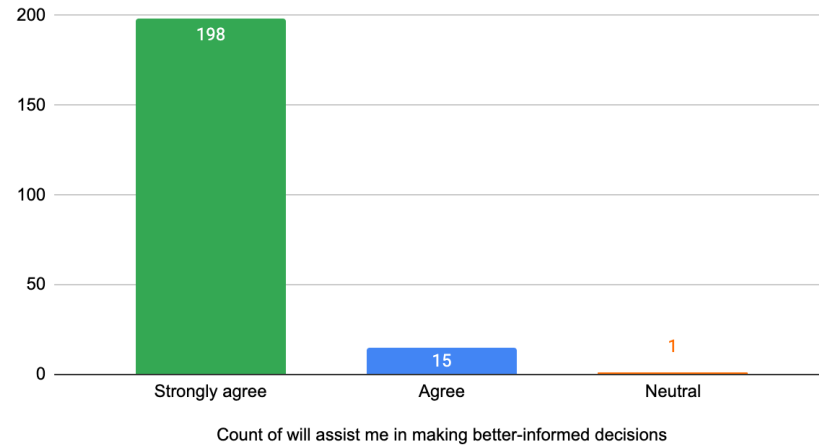
format and structure facilitated my learning



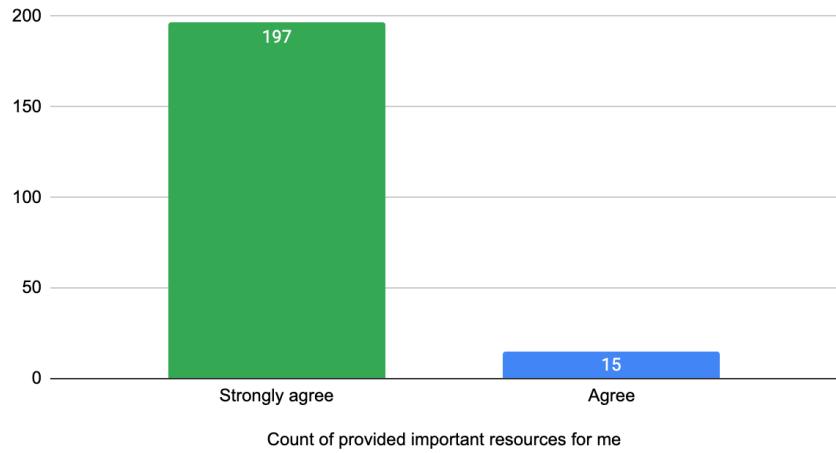
helped me gain new information and skills



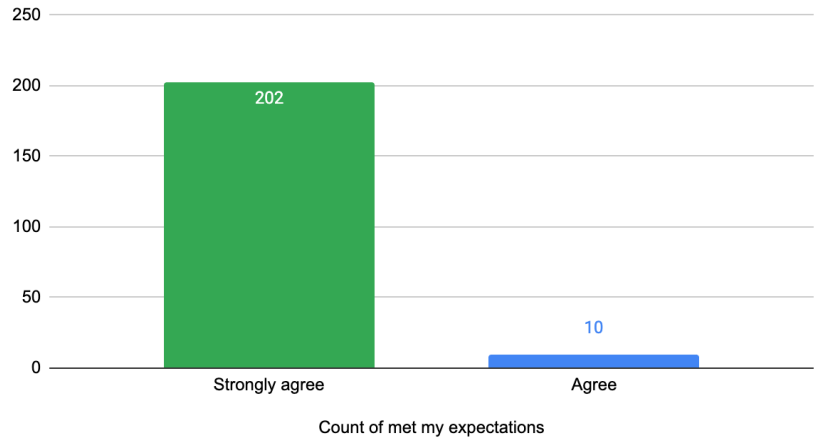
will assist me in making better-informed decisions



provided important resources for me



met my expectations



Open Ended Feedback Results

- Qualitative feedback shows that:
 - Participants found the following to be the most useful part of the workshop to be:

Mentions of topics in open ended questions (341 Total Responses)		
Data Code	Number of mentions	Further Description
Time to work with my own team	143	PSUs were encouraged to bring teams of 4 to complete the workshop activities as a team.
Collaboration with other PSUs	110	During the workshop, participants were provided structured opportunities for sharing with and learning from other PSUs.
Time to work on the DLI rubric	65	PSU groups were given large amounts of time to just work on compiling information and understanding where their PSU lands on the updated rubric.
The resources shared	37	Resources to support understanding around terms found in the rubric and to support growth for PSUs as they planned for next steps were shared by DPI and participants. These resources are available during and after the workshop.
Planning for the action step for my PSU	30	PSUs who were able to get through the Digital Learning Progress Rubric during the workshop were then led through a process for identifying next steps for growth and planning action steps that could be completed in the coming years to facilitate that growth.
The way the sessions were chunked	22	The two day sessions were intentionally chunked into specific rubric elements and focused activities to ensure participants were able to get a good jump start on all portions of the Digital Learning Plan

- Participants found the following to be the least useful part of the workshop to be:

Mentions of topics in open ended questions (341 Total Responses)		
Data Code	Number of mentions	Further Description
No Response	130	Participants either did not respond, responded with N/A, or stated that all the activities and resources at the workshop were useful.
Cross PSU groupings did not match up	33	Participants either found that they were not in a group for collaboration that was beneficial to them or they indicated that there was something wrong with the formation of the group (too big for an effective conversation, the individual's job was different from others in the group, or it was not effective because of when it happened).
Protocol	10	Participants indicated that the protocol used during one of the cross PSU activities was not an effective protocol for the discussions they needed to have.
Virtual Conversation with Cybersecurity Resource	8	Sammie Carter was invited to 4 out of the 6 sessions to present virtually the resources available for cybersecurity. 8 participants reported that this was not a useful activity.
Brain Break Activities	7	7 participants identified the brain break activities as the least useful for the workshop.
Environment (wifi, AC, etc)	5	The environment was not sufficient or comfortable. The common issues were that the wifi was slow or AC was not working at full capacity.

Appendix C

Digital Learning Progress Rubric Workshop Report

Report prepared by:

Dr. Ashley McBride

Digital Learning Initiative Section Chief

North Carolina Department of Public Instruction

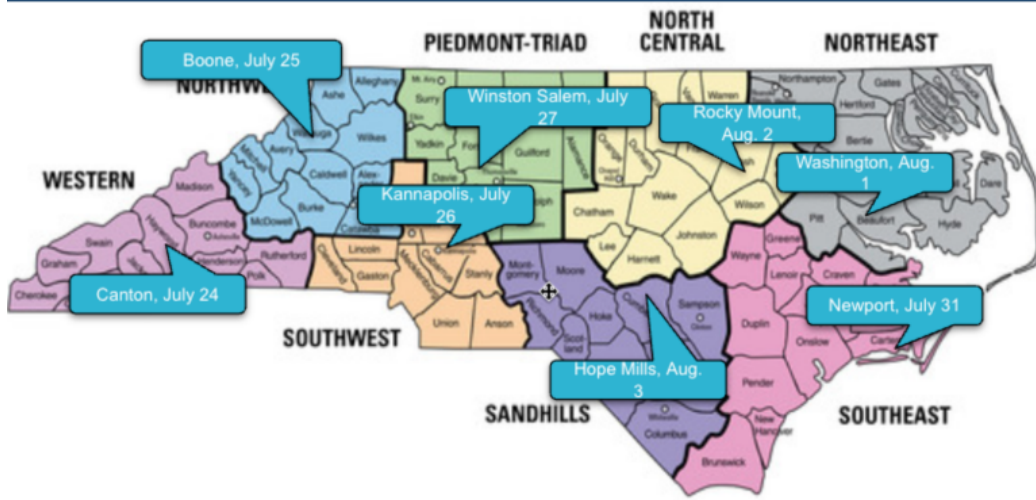
Description: The North Carolina Beacons of Leadership Development (NCBOLD) conference is an 8 day event that provides professional learning to educators around the North Carolina Digital Learning Competencies and the North Carolina Digital Learning Standards for Students. Over a two week period, DPI staff and Ambassadors from various Public School Units drive from region to region ensuring that every educator has access to high quality professional development. The Ambassadors are practicing educators who have used the strategies and practices that they demonstrate in the sessions with their own students in their own schools.

Purpose: This report focuses on the feedback data and cost analysis of the NCBOLD conference for the summer of 2023.

Summary Information

These workshops took place in:

Western Region	Eastern Region
July 24, 2023 West Region Pisgah High School, Haywood County Schools	July 31, 2023 Southeast Region Croatan High School, Carteret County Schools
July 25, 2023 Northwest Region Watauga High School, Watauga County Schools	Aug 1, 2023 Northeast Region Washington High School, Beaufort County Schools
July 26, 2023 Southwest Region Kannapolis Middle School, Kannapolis City Schools	Aug 2, 2023 North Central Region Rocky Mount High School, Nash County Schools
July 27, 2023 Piedmont Triad Region Oak Grove High School, Davidson County Schools	Aug 3, 2023 Sandhills Region Gray's Creek High School, Cumberland County Schools



Cost Analysis:

- Price Per Participant: \$202.14

Data Summary: The data from the feedback was overwhelmingly positive. Participants are excited about what they learned and look forward to participating again in the future.

Cost Analysis:

Item	Rationale	Price
Presenter Hotels	Ambassadors traveled to 8 regions of the state and needed a hotel at each of the 8 locations. This covered all the individuals who made this event possible for each location and ensured that there was easy access to an event for every educator in the state.	<ul style="list-style-type: none"> ● \$35,242.83
Lunch	Each event was catered for Per Diem rate, allowing participants and ambassadors to continue networking and learning through lunch.	<ul style="list-style-type: none"> ● \$39,264.20
Payment to Schools	All of the NCBOLD conferences were held at a school in one of the 8 regions. To offset the extra costs for the PSU when providing a site location, DPI provides a payment to the host.	<ul style="list-style-type: none"> ● \$20,000
Payment to Ambassadors	Ambassadors are educators from across the state who are skilled in engaging students and teaching digital literacy skills embedded into the curriculum. Because these Ambassadors worked outside of their contracted hours and traveled across the state to support other educators, they were provided a stipend for their work.	<ul style="list-style-type: none"> ● \$209,650
Name Badges	Ambassadors were provided with lanyards and reusable name badges. Participants were provided with one time use name badges.	<ul style="list-style-type: none"> ● \$319.74

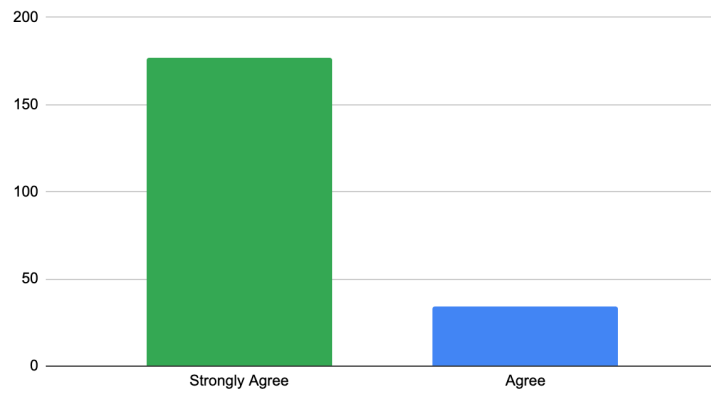
Following the program, participants were sent an email with a feedback form asking about their experience with the program as a whole. A rundown of the responses can be found below.

Likert Scale Question Results:

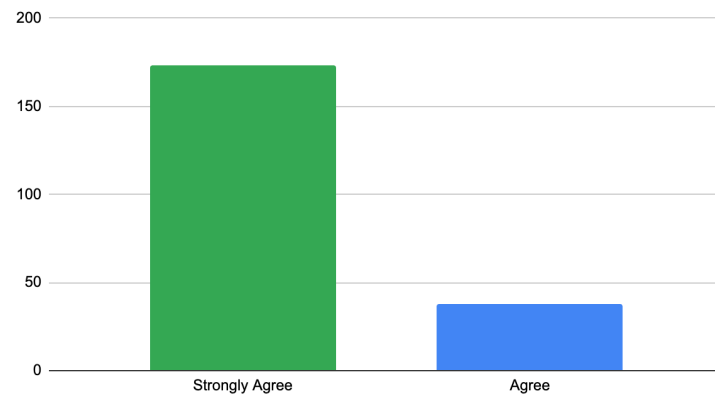
Question: To what degree do you agree with the following statements regarding our meeting? The professional development was...

- Quantitative feedback shows that the vast majority of participants **strongly agreed** that this experience:
 - Was of high quality
 - Was timely
 - Format and structure facilitated their learning
 - Provided new information and skills
 - Was relevant to participant needs
 - Will assist participants in making better-informed decisions
 - Provided important resources
 - Met participant expectations
- Responses possible for all likert scale questions included:
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree

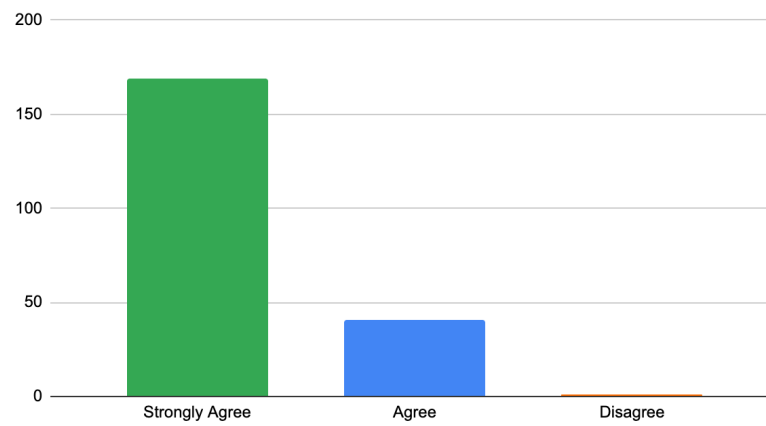
The professional development... [was of high quality]



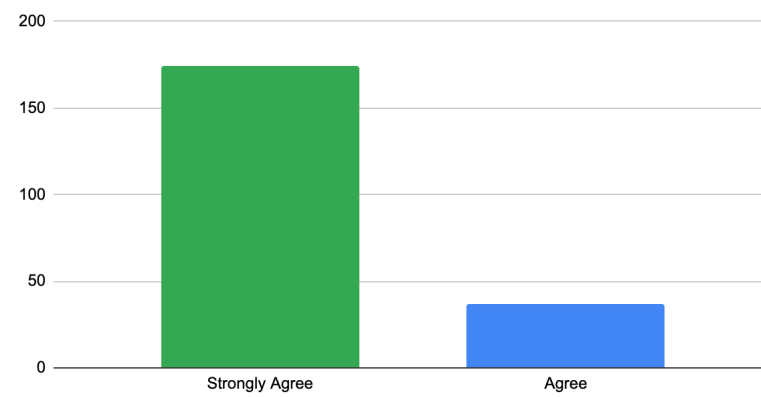
The professional development... [was timely]



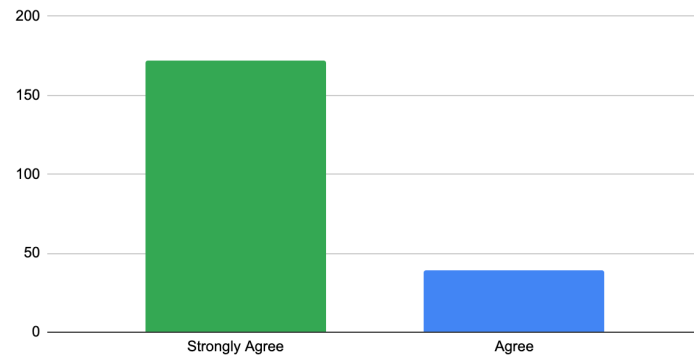
The professional development... [was relevant to my needs]



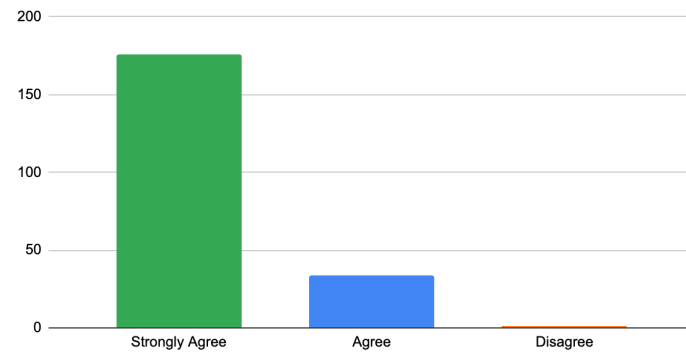
The professional development... [met the stated goals and objectives]



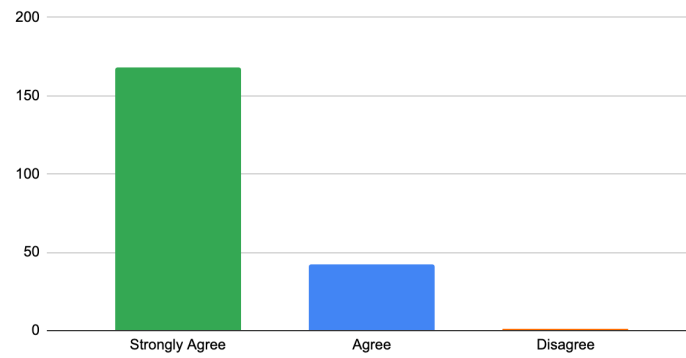
The professional development... [format and structure facilitated my learning]



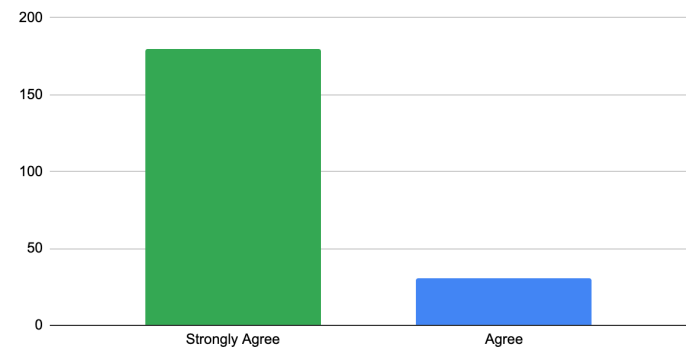
The professional development... [helped me gain new information and skills]



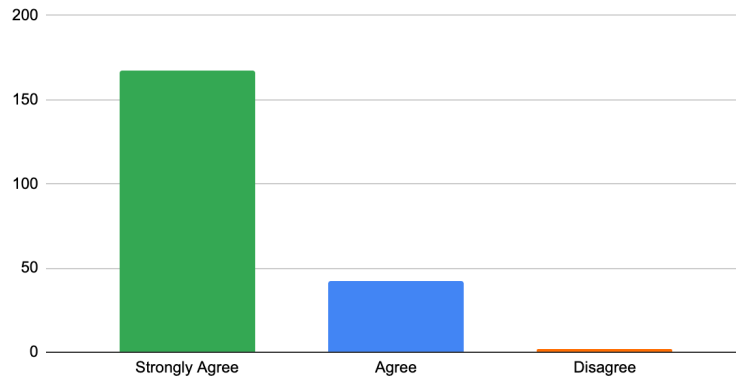
The professional development... [will assist me in making better-informed decisions]



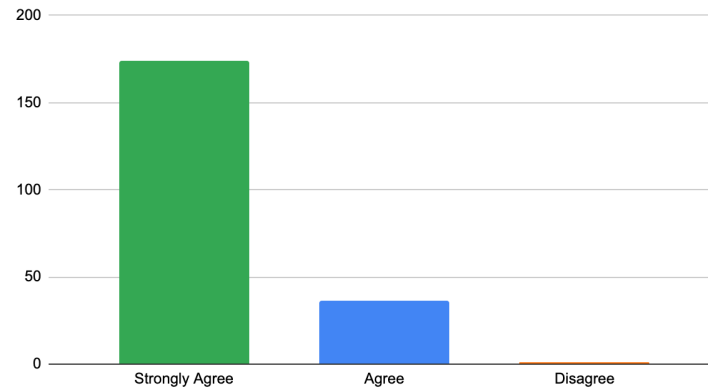
The professional development... [provided important resources for me]



The professional development... [provided opportunities for networking and collaboration]



The professional development... [was engaging and interactive]



Qualitative Feedback From Participants

- **All of the sessions that I attended were engaging, interactive, pertinent to my needs, and excellently facilitated!**
- **NC BOLD was FABULOUS! It provided so many useful resources and strategies that teachers can take away to strengthen their teaching. I will be sharing many things with the teachers I support this year. Amazing talented presenters at all sessions that were willing to answer questions and willing to share even after the event! Such a valuable and incredible event!**
- **I loved sitting in training at this level, taught by teachers in my content area.**
- **Our semester has already begun and I have used ideas shared from smackdown, giving students choices, feedback fiesta and a couple more! It has been so great to bring back resources and share with my coworkers as well.**
- **Have the ambassadors try to encompass all grade levels. I went to a choice session that was mainly for elementary but I am already using 2 of the ideas she posted. Plus feedback fiesta was supposed to be for admin but I am able to use it in my class as well.**
- **The AI sessions were helpful as an overview to this new educational trend.**
- **This was a GREAT workshop. The choices were relevant to what we need in our classrooms today!**
- **I would like more 3-5 sessions.**

Appendix D

2022-2023 Coaching Cohort Program Report

Report prepared by:

Dr. Ashley McBride

Digital Learning Initiative Section Chief

North Carolina Department of Public Instruction

Description: This report focuses on the year long Coaching Collaborative program offered by the Office of Digital Teaching and Learning during the 2022-2023 academic year. This data focuses on the responses from the two state wide cohorts, one from the east and one from the west. To ensure all individuals who wanted to participate were offered a space in the program, DTL partnered with Winston-Salem/Forsyth Schools and Cumberland County Schools to provide district based programs that met the same goals of the state-wide collaborative groups. The district based programs not only focused on the coaching topics, but also provided freedom for those PSUs to personalize the program to fit their needs. These two district programs participated in the virtual days with the two state-wide cohorts. Because of their differences in face-to-face programming, the data for the face to face meetings with the two district cohorts was left out of this report. This report represents the data collected for the state-wide programming only, but the cost analysis is reflective of all 4 cohorts.

Purpose: The North Carolina Coaching Collaborative was created to provide:

- Professional learning focused on the personalized needs of those who are in a coaching role
- Networking opportunities for individuals who support teachers in a coaching capacity

Summary Information

The Coaching Cohorts took place in:

East:

- September 13-14, 2022: Face to face
- December 6, 2022: Virtual
- February 7-8, 2023: Face to face
- April 25, 2023: Virtual

West:

- September 27-28, 2022: Face to face
- December 6, 2022: Virtual
- February 15-16, 2023: Face to face
- April 25, 2023: Virtual

Cost Analysis:

- Price Per Participant: \$218.10

Data Summary:

The data collected for these Coaching Collaboratives includes feedback surveys that were distributed at the end of each day that participants engaged with PD. The quantitative data trends positively with the vast majority of responses being strongly agree, or agree. The qualitative data further demonstrates that participants were overall satisfied with their experiences with the coaching collaborative. Focus groups were convened after the conclusion of the program. Quotes from those meetings can be found on the last page of this report. Any questions about the data or analysis processes for this program should be directed to Dr. Ashley McBride, ashley.mcbride@dpi.nc.gov.

Cost Analysis:

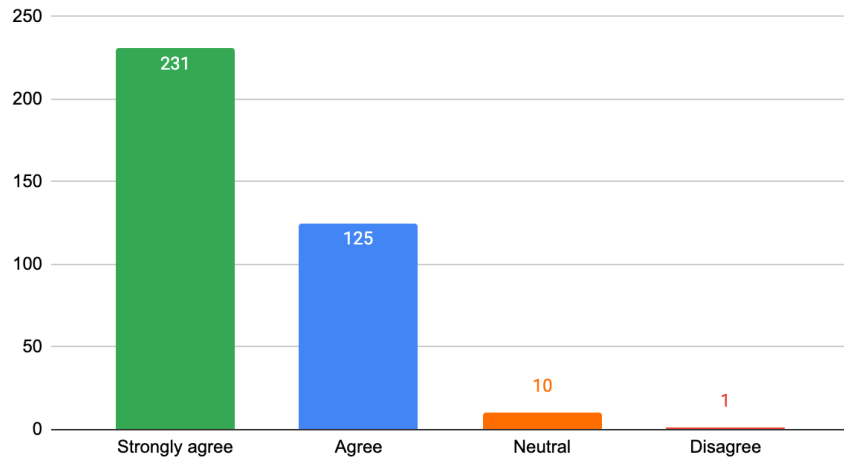
Item	Rationale	Price
Advisor Stipends	Participants were placed into networking groups and provided an advisor. Each advisor was responsible for providing support to their assigned participants (up to 8 individuals) and content for the program that aligned with the program goals and Digital Learning Competencies. Advisors were given a \$1,000 stipend for their work.	● 38,000
Books	Each participant was provided a book that was used throughout the program for the book study component of the professional learning sessions. Participants were able to choose from 3 possible book options.	● 7,974.51
Meals	Due to the lack of lunch options in the areas the meetings took place, it was required that lunch be provided and breakfast for the working teams. These meals also provided teams the opportunity to continue to discuss their work and network with other PSUs during these times.	● 16,640.68
Guest Speakers	During the two virtual days participants were able to attend a webinar with the authors of two of the book study books.	● 850.00
Total Cost		63,465.19

Likert Scale Question Results:

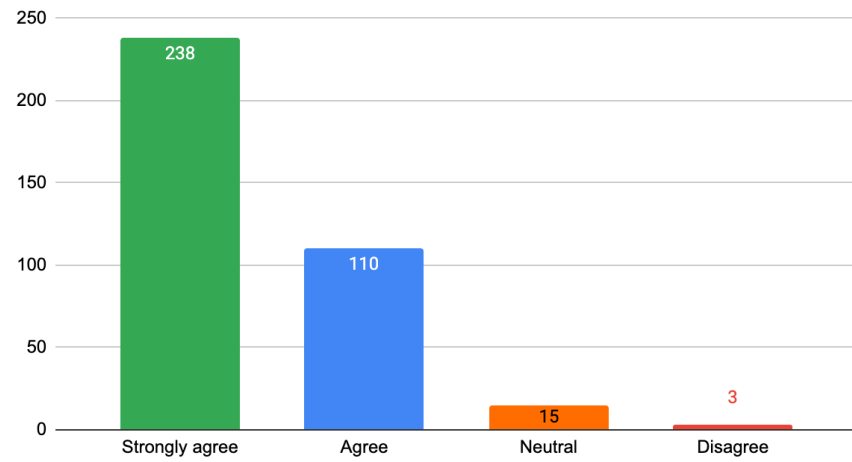
Question: To what degree do you agree with the following statements regarding our meeting? The professional development was...

- Quantitative feedback shows that the vast majority of participants **strongly agreed** that this experience:
 - Was of high quality
 - Was timely
 - Format and structure facilitated their learning
 - Provided new information and skills
 - Was relevant to participant needs
 - Will assist participants in making better-informed decisions
 - Provided important resources
 - Met participant expectations
- Responses possible for all likert scale questions included:
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree

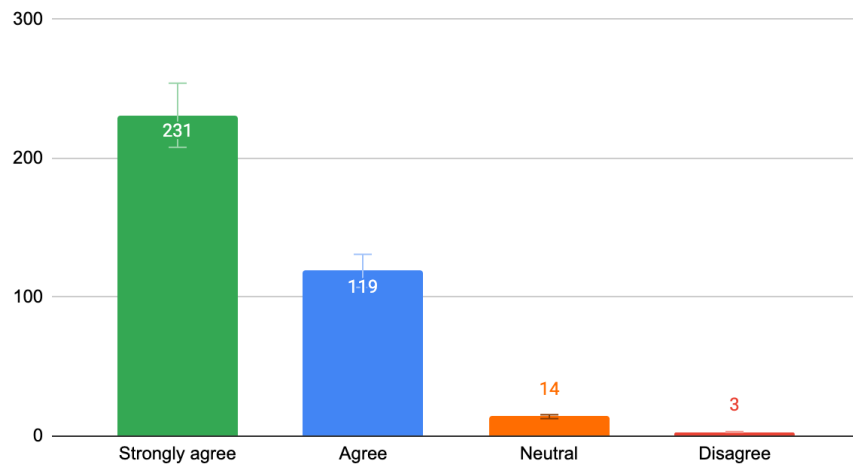
was of high quality



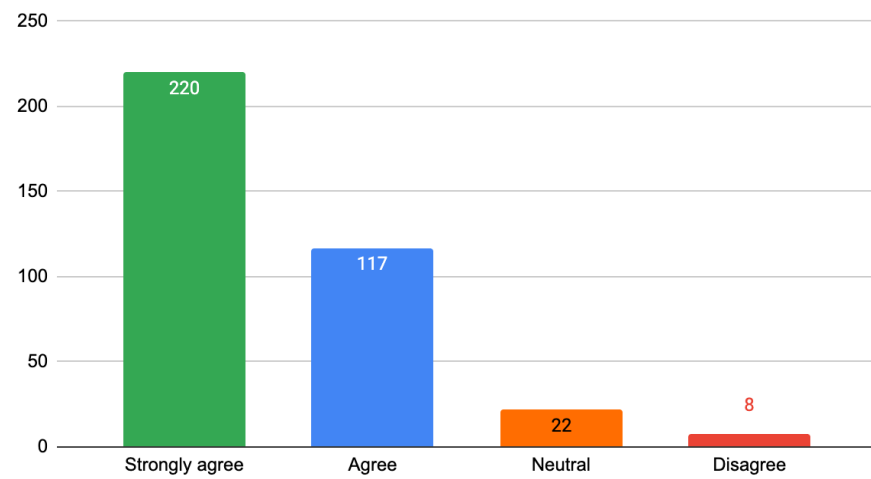
was timely



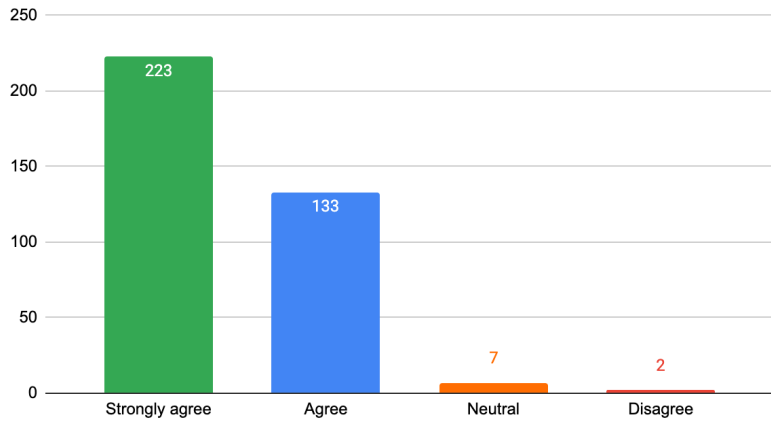
was relevant to my needs



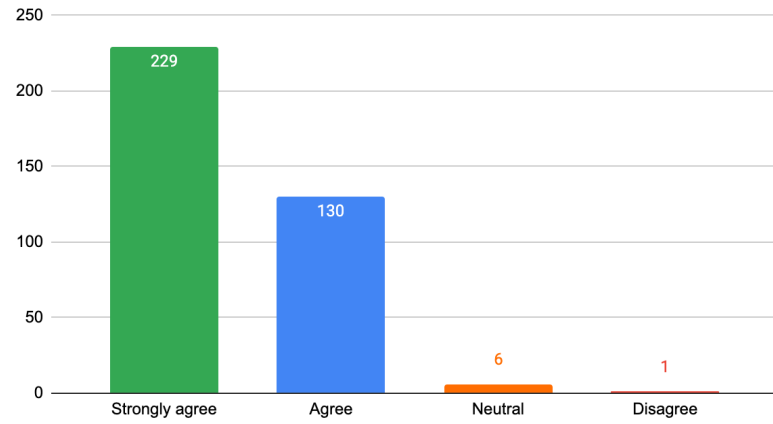
format and structure facilitated my learning



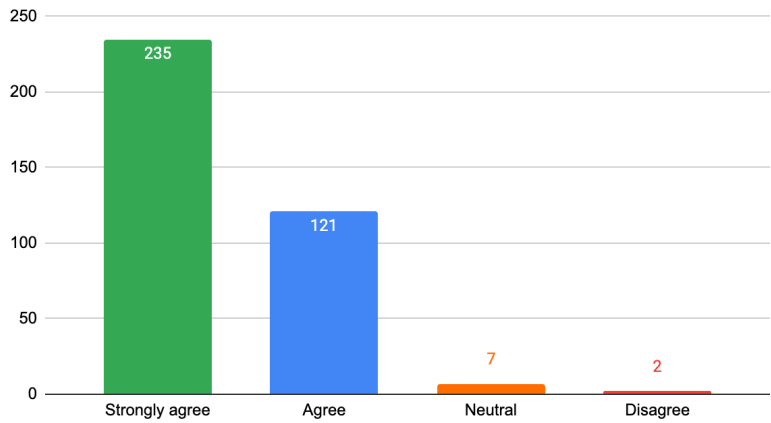
helped me gain new information and skills



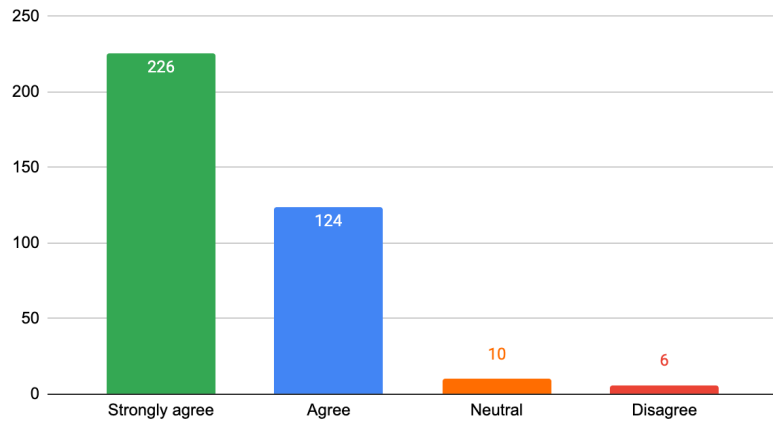
will assist me in making better-informed decisions



provided important resources for me



met my expectations



Open Ended Feedback Results

- Qualitative feedback shows that:
 - Participants found the following to be the most useful part of the workshop to be:

Mentions of topics in open ended questions (Total Responses)		
Data Code	Number of mentions	Further Description
Breakout Sessions	134	During both face to face sessions and during the first virtual session, the advisors each created breakout sessions for participants. These sessions were designed to provide participants choice and topics were chosen according to data gathered in the pre-evaluation data provided by participants and were focused on supporting best practices and the NC DLCs for Coaching.
Collaboration	98	Participants are often the only coach within their school or district. Responses from the feedback forms indicate that the networking and collaboration that this program provided was beneficial to their growth and feeling of community with other coaches across the state.
Author Keynote	62	Participants were provided a book for a book study. There were three options for the book for each participant. Two of those authors were able to provide webinars for participants during the virtual meeting days.
Resources	54	Participants indicated that the resources in general or a specific resource offered during the program were of the most benefit to them. These resources came from the program directly and from the networking opportunities that the program provided.
Book Study	24	Participants were able to choose one of three books to complete a book study with throughout the program. Book study groups were active in all sessions of the program.

All of It	14	Participants responded to this question with a general answer that stated, "All of it was useful."
-----------	----	--

- Participants found the following to be the least useful part of the workshop to be:

Mentions of topics in open ended questions (Total Responses)		
Data Code	Number of mentions	Further Description
None	162	This code was used for any responses that included the comment that indicated they felt items and activities were useful within this program.
Virtual Lunch	22	For the first virtual PD day, we had participants have a campfire lunch with their advisory groups. This code indicates the responses that mentioned how the campfire lunch on that day was not useful to them.
Technical Issue	19	A couple of our locations had some technical issues on the day of the face to face session. This code relates to those technical concerns.
Specific Activity	18	This code indicates that a specific activity on that day was the least useful to them. The activities named were all different, so the code had to be made broader for data analysis.
Book Study	17	This code indicates the number of times participants mentioned that the book study was the least useful part of the program to them.

End of Program Focus Group Quotes

“...it was really nice to meet frequently throughout the year and just train ourselves or just professional development because when you step into this role, sometimes that gets lost.”

“This is only my second year in this role and so for me participating in the coaching collaborative was a benefit for me to meet other coaches so that I knew what I was doing.”

“I am the only coach in the building and we're a charter school, so we don't have a district, so it's just me trying to figure out what I'm doing and so meeting other coaches and having those conversations and then having the PD, umm, was very helpful for me.”

“I took activities and implemented them directly with other coaches and teachers.”