
Indicators of Digital Readiness

Indicator	Student Access to Technology Beyond the School Day
Theme	Leadership
Priority Level	P3
Organizational Level	School

Description of the Indicator

Partnerships with diverse community groups (e.g. community centers, museums, libraries, foundations, councils, chambers of commerce, businesses, and local government) help ensure sustainability in our programs and can be sources of access to technology beyond the school day. Partnerships may include the extension of learning into the community, connections related to exhibitions and reviews of student work, coordination of after school programs, and student-friendly local businesses providing WiFi hotspots.

Why is this indicator important?

It would be antithetical to increase the equity gap when the intention is to implement new and effective technologies to help all students become Digital Ready. In every blended learning initiative, districts must identify students who do not have adequate access to the internet or other technologies at home. For these students, when the school day ends, their access to technology effectively ends. Having community resources such as libraries, community centers and other public places that help extend the “technology day” can be effective in helping affected students close the equity gap in terms of access to content, knowledge, and information.

Indicator Rubric

<p style="text-align: center;">Insufficient Evidence of Implementation</p> <p style="text-align: center;">(0 Points)</p>	<ul style="list-style-type: none"> ● School staff have yet to survey or meet with community resources with the capacity to provide after school support ● School has yet to run any activities in collaboration with an external partner in support of students after the school day ● School has not developed a methodology for determining how effective after school partnerships are in supporting students in need
<p style="text-align: center;">Foundational Stage of Implementation</p> <p style="text-align: center;">(1 Points)</p>	<ul style="list-style-type: none"> ● School has conducted surveys of community partnership activities currently being offered within the district. School staff have reached out to community entities to recruit for partnership opportunities though none is yet established ● Partners and school leaders have met to discuss possible programs and activities, though none is yet finalized ● School has developed a methodology for collecting data for determining effectiveness of partnership and activities but has not yet applied it
<p style="text-align: center;">Achieving Success in Implementation</p> <p style="text-align: center;">(2 Points)</p>	<p>Evidence is provided for all previous rubric levels, as well as:</p> <ul style="list-style-type: none"> ● School staff have met with community entities to develop plans for implementation of activities, though none is yet active ● Partners and school leaders have met to discuss and planned definitive programs and activities, though none has yet begun ● School has developed and applied methodology for determining effectiveness of partnership and activities but has not yet used the results to improve or amend either
<p style="text-align: center;">Exemplary Success in Implementation</p> <p style="text-align: center;">(3 Points)</p>	<p>Evidence is provided for all previous rubric levels, as well as:</p> <ul style="list-style-type: none"> ● The school is currently participating in two or more partnerships with local entities to provide after school support on a regular basis ● Partners and school leaders have programs and activities running and meet/discuss regularly how to improve and update them ● School has developed and applied several means of assessing the effectiveness of each partnership; recommended action items to improve their functioning; met with and/or surveyed students and their families to gain their feedback on students' specific needs

Prerequisite action(s)

- District Vision and Mission should be defined and aligned according to the Digital Schools initiative.
- School goals should clearly align with elements of district Vision and Mission that promote external partnerships.
- Revisit and revise if necessary, district policy in the areas of partnerships and outside resources (ex. 9340 Cooperation with Public Libraries and 6160 Grants from Private Sources) to provide guidance on such arrangements

Who in the school/district should lead and be involved with this action?

Superintendents, School Board Members, Principals, Technology Leaders/Instructors, Curriculum Directors, Teachers, Librarians, Students, Parents. Anyone who has a stake in improving access to technology beyond the school day should have the ability to make their voice heard and provide input to the process.

How to execute the actions in this indicator

Below are recommended actions and timelines for achieving the three elements of this indicator. You do not need to follow this guidance exactly as long as your final outcome meets the requirements.

1. Community Outreach: - 1-2 Months
 - a. survey the community and other district schools about available resources
 - b. share district mission and school needs with potential partners
 - c. involve and connect multiple stakeholders as part of the goal to provide student resources
2. Meet with Community Partners/Resource Access Providers - 2-5 months
 - a. familiarize each other with available resources
 - b. discuss parameters of relationship
 - c. identify shared needs
3. Develop formalized plans with Community Partners - 4-6 Months
4. Collaborate with Community Members -5-9 Months
 - a. develop “marketing” strategies (how to promote programs and resource access)
 - b. develop shared events and activities
 - c. collect, analyze, and discuss acting on data on success of programs

Recommended evidence to submit for successful execution of this action

1. **Prereqs:**
 - a. School goal indicating that Digital Readiness relies on consistent and reliable access to technology
 - b. Lesson plans showing the need for and use of technology beyond school hours
2. **Partnerships:** Written documentation of partnership agreement(s)
3. **Activities:** Sample flyers, plans, meeting notes highlighting collaborative activities between school and external partner
4. **Assessment:** data showing use of external FR resource on more than an occasional basis

Resources schools can use to complete this action successfully

- Articles:

- <https://www.theatlantic.com/education/archive/2014/12/what-happens-when-kids-dont-have-internet-at-home/383680>
- <https://www.usnews.com/high-schools/blogs/high-school-notes/articles/2017-10-02/how-to-help-high-schoolers-without-home-internet-access>
- <https://nces.ed.gov/surveys/frss/publications/2002018/index.asp?sectionid=4>
- Local groups/organizations such as Chamber of Commerce, Municipal Alliance, Rotary, Municipal Library, etc. are helpful in establishing relationships between the School District and community members.
- Online survey tools, often free, can be used to help with communications efforts for soliciting feedback via questionnaires and surveys:
 - <https://www.google.com/forms/about>
 - <https://www.surveymonkey.com>
 - <https://www.polleverywhere.com>

Certified Schools Exemplars: See links for school evidence

No certified schools are available at this time. Check back next year!