Digital Promise
Accelerating Innovation in Education

Digital Promise Global

2017 Annual Report

Our Mission

Our mission is to spur innovation in education and improve the opportunity to learn for ALL through technology and research.

Our four key beliefs that guide our work:

We believe in the power of networks to connect us with each other and ideas.

We believe in the power of stories to inspire and incent action.

We believe in the power of research to ground us and inform our work.

We believe in the power of engagement to ensure learning is for life.

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Letter From Our CEO

From the beginning, Digital Promise has focused on equity and closing the Digital Learning Gap. Specifically, we look for three signs of success: 1) Access—Do students have equitable access to digital learning in and out of school? 2) Participation—Do students engage as competent digital citizens? 3) Powerful Use—Do students and teachers use technology in ways that power their learning, such as for inquiry and conducting deep research, solving problems, and collaborating with peers, rather than as a one-dimensional paper replacement?

In 2017, we investigated the third sign of success—Powerful Use. Our essential question was—What are the attributes of powerful learning and how do we ensure more students have powerful learning opportunities? In this annual report, we feature four inspirational students who exemplify powerful learning. Seven-year-old Nate produces his own science podcast; Jeremiah, a high school student and self-taught musician, artist, fashion designer, business owner, and inspirational speaker who uses technology to do "good in the world;" Zaina, a high school junior, provides STEM learning opportunities for middle school girls of color; and Paola, who is part of a Latina engineering team called the Do It Yourself (DIY) Girls who went on a powerful learning journey to find a solution to homelessness. With smart questions and deep investigation, the DIY Girls created a solar-powered, portable tent as a weather-resistant solution, and went on to win a national competition.

Additionally, in 2017, thanks to our creative and growing team, our generous philanthropic and corporate partners, and our board, we expanded our networks, connected research to practice in new and interesting ways, and amplified excellence through storytelling.

In August, two prominent researchers—Drs. Barbara Means and Jeremy Roschelle—joined Digital Promise and have since, deepened our bench of learning scientists to support our drive for conducting and applying research.

We also collaborated with hundreds of school districts and supported nearly 10,000 educators through high impact technology coaching and professional learning across our Verizon Innovative Learning schools, our Dynamic Learning Project, and our Educator Micro-credentialing platform. We managed student-driven projects in our Learning Studios, which expanded to Jordan, and engaged storytellers in the 360 Filmmakers Challenge.

To further support education technology developers, we launched our first version of LPS, a free, open-source, digital tool that brings together leading researchers across neuroscience, cognitive science, and social and emotional learning fields with edtech developers and practitioners to explore and design new models to improve the accuracy and precision of personalization.

In 2018, we look forward to continuing to take on the Digital Learning Gap, broaden our reach and expand our impact. Working at the intersection of educators, researchers, and developers, we believe that together, we can create opportunities and experiences that not only inspire and engage students, but also challenges them, teaches them to be empathetic global citizens, and prepares them for a productive future. Providing equitable learning experiences and opportunities is imperative for global engagement and prosperity, and it is the right thing to do. Everyone deserves the opportunity to thrive.

Karen Cator
President & CEO

Stories of Powerful Learning

Jeremiah: The Artist, Designer, and Entrepreneur

Entrepreneurship is more than a business according to Jeremiah, a 16-year-old high school student. It's a way of processing the world around you and feeling empowered to do something about it. Jeremiah is self-taught, and his passions include music, art, fashion, business development, and community leadership. He learns as much as possible about how to create, manage, and share positive messages with his community. From finding ideas and inspiration, to planning, producing, and presenting, he uses his mobile tools to connect, create, teach, and lead. For Jeremiah, **powerful learning** means learning something new, sharing it with the world, adding to a conversation, or learning from others who are trying to do the same good in the world.

Paola: The Engineer

Paola, a high school student, is part of a Latina engineering team that works on challenges and solves problems that affect them and their community. Paola and the Do It Yourself (DIY) Girls entered a challenge competition to work on a community problem—homelessness—last year through MIT. Using the Challenge Based Learning framework, the DIY Girls went on a **powerful learning** journey to find a solution to homelessness. With smart questions and deep investigation, the DIY Girls created a solar-powered portable tent as a weather-resistant solution, and also won the national competition.

Paola and the DIY Girls challenge other schools to ask students to identify local challenges, create solutions, and share what they learn.

Zaina: The Saturday Robotics Teacher

Women of color are poorly represented in STEM-related fields in the U.S.[1] Zaina, a high school junior, has undertaken the challenge of improving STEM learning opportunities for middle school girls of color. In addition to balancing a tough schedule with her regular studies and extracurricular activities, Zaina teaches a Saturday robotics and coding class for girls at her mosque. She also runs a nonprofit that provides STEM-focused learning opportunities and scholarships to young Muslim women in her community.

With grit and by using technology for **powerful learning,** Zaina learned by researching, reading blogs, through online group discussions, and consuming videos. Due to Zaina's leadership and her team's hard work, they won top prizes in local and statewide STEM competitions.

[1] https://ngcproject.org/statistics

Nate: The Science Podcaster

In some schools, science is a weekly or monthly lesson, but for six-year-old Nate, it's weaved throughout his personal and school life. Nate loves science. With some help from his dad, he started "The Show about Science," a series of podcasts to share his passion for science. Nate's shows are informative. He explores and breaks down complicated topics from biology to astrophysics. He interviews scientists about big ideas and gets them to show, tell, and explain. **Powerful learning** for Nate is the journey from identifying something he wants to learn about, to researching it, inviting experts to explain, and finally, to producing and sharing his podcast with the world. Last year, Nate received a letter from President Obama about his show.

See all of their stories here!

Six Years At-A-Glance

2011

Official Launch

- Launched in Washington, D.C. at the White House with $500K in start-up capital from the U.S. Department of Education
- Launched the League of Innovative Schools with 24 districts
- Received $300K in start-up support from Carnegie Corporation of New York

2012

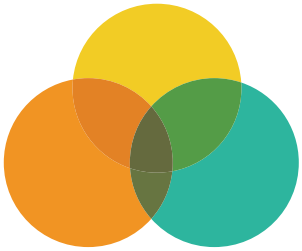
Start-Up Year

- Grew the League to 32 districts in 21 states, serving 2.5M students
- Secured Gates Foundation funding for the League

2013

Rapid Expansion

- Raised more than $2.5M; tripled our staff and became bi-coastal, with offices in D.C. & Silicon Valley
- Added 12 League districts
- Introduced micro-credentials to support continuous educator development



2014

Working at the Intersection

- Raised more than $6.1M
- Grew to 22 staffers
- Added 11 League districts
- Launched eight Verizon Innovative Learning schools
- Launched Adult Learning Beacons with six communities
- Created "Research@Work" to connect education research with practitioners and technologists
- Developed 40 Educator Micro-credentials
- Convened 14 Education Innovation Clusters in Pittsburgh, with the U.S. Department of Education

2015

Advancing Networks, Research, Stories, and Engagement

- Raised more than $18M
- Grew the League to 73 districts serving more than 3.2 million students in 33 states
- Added 13 Verizon Innovative Learning schools, totaling 21 schools across 10 states, serving 12,000 students and 1,000 educators
- Convened 26 Education Innovation Clusters from across the country
- Launched the Educator Micro-credentials platform with 100 micro-credentials
- Launched the Research Map, covering 150 topics
- Identified Adult Learning Beacons including the 80-branch Chicago Public Library
- Produced more than 330 videos, capturing the progress of digital transformations
- Facilitated 12 edtech pilots in nine districts to support evidence-based purchasing decisions
- Launched Professional Services

2016

Celebrating Five Years of Innovation in Education

- Raised more than $33.9M
- Grew Verizon Innovative Learning schools to 46 schools in 15 states
- Grew the League to 86 school districts
- Hosted the third Education Innovation Clusters meeting with more than 20 regions
- Conducted 15 Marketplace pilots of eight edtech products in 21 schools
- Held the first Design Challenge Summit to support the adoption of technology for Adult Learners
- Launched the Maker Promise campaign with Maker Ed
- Implemented Learning Studios globally in 60 sites
- Published 250 micro-credentials while working with more than 30 organizations

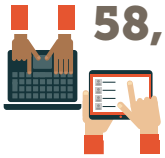
Our Networks

We believe in the power of people-driven networks. Connecting, convening and working together on shared (and difficult) goals helps us move from vision to reality.

Verizon Innovative Learning Schools

VILs in 2017 by the Numbers...

74 Schools
in
27 Districts
across
17 States



58,118 Students

3,664 Teachers

One-third of lower income households with children do not have access to high-speed internet at home. This inequality only furthers the homework gap and can put low-income students at a learning disadvantage. To help narrow this gap, the Verizon Innovative Learning schools (VILs) program equips every child and teacher in select low-income middle schools across America with a tablet and data plan, as well as technical support and extensive professional learning opportunities for teachers and leaders. Each VILs school receives a stipend for a Learning Coach to integrate more powerful learning opportunities, support teachers, and encourage collaboration.

In 2017, we launched the fourth cohort, growing the program to 74 schools. Teachers were provided innovative professional development, and students were exposed to hands-on STEM learning opportunities and encouraged to take ownership of their own learning. As schools progressed through their two-year commitment, we helped them focus on creating pathways to institutional change at the school leadership level.

Verizon's leadership and vision to continue to grow this program, equipping more low-income students with the resources and confidence they need to become tomorrow's creators, is helping to light the path to positive change in public education.

Sixth graders who completed two years of the VILs program demonstrated threefold growth in math and twice the growth in reading than their peers in comparison schools.

The League of Innovative Schools

In 2011, Digital Promise launched the League of Innovative Schools, a powerful network of some of the country's most innovative public school leaders who are committed to ensure every learner is college and career ready by the time they graduate high school. Now representing 93 public school districts in 33 states, more than 100,000 educators, and nearly 3 million students, League members convene twice a year to share, learn, and collaboratively take on challenges.

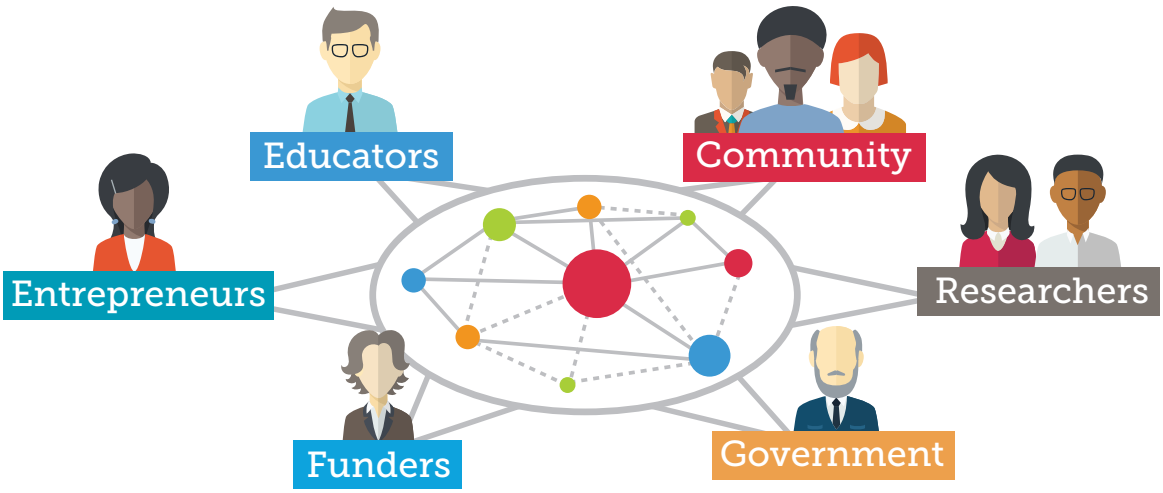
In 2017, we welcomed 13 new districts to the League and held the spring League convening, hosted by Ohio's Mentor Public Schools. At the meeting, we worked on adapting, balancing and collaborating on big challenges such as performance assessments, Competency-Based Education, Educator Micro-credentials, the use of Open Educational Resources, and how to design more personalized learning environments. We also launched our work on data interoperability and published a network impact report. The fall League meeting was held in conjunction with the EdSurge Fusion Conference in the Bay Area, which was focused on personalized learning. Digital Promise also brought on new leadership to reassess and elevate the League's vision and programming.

As we look ahead, the League is committed to continuing to share best practices to benefit all districts, and engage League members to solve grand challenges, with the goal of accelerating the pace of innovation in public education nationwide.

"The work that's going on at Digital Promise and the League of Innovative Schools is difficult. It's hard. But it's so rewarding. I like being part of a group that pushes the boundaries to do what is really in students' best interest."

Matt Miller
Superintendent
Lakota Local Schools

Education Innovation Clusters

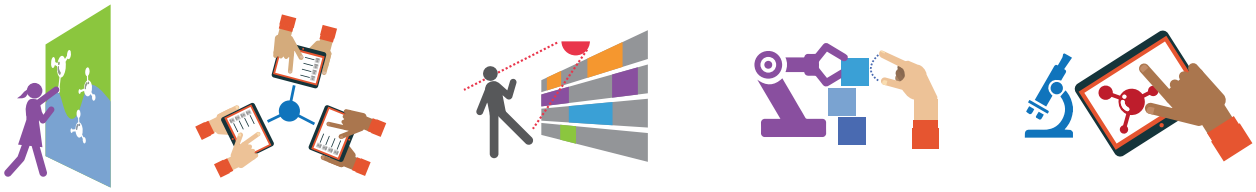


Three years ago, Digital Promise first convened a national network of Education Innovation Clusters (EdClusters), in partnership with the U.S. Department of Education. EdClusters are regional ecosystems of educators, researchers, entrepreneurs, funders, and other community stakeholders who support transformative teaching and learning. These partners collaborate outside the traditional silos of sector and institution in order to design, implement, iterate, and scale promising learning models and practices.

In 2017, Digital Promise hosted the fourth annual Education Innovation Clusters convening (#EdClusters17) in Kansas City. #EdClusters17 drew leading participants from more than 20 regions and 50 organizations around the country to collaborate and learn together. At the convening, resources including an Equity Audit tool; Research Framework for Education Innovation Clusters; and Asset-Mapping toolkit were shared.

Established EdCluster regions are expanding their universe of partners, deepening their commitments to cross-sector collaborations, and nurturing learning innovations. As this work continues to progress, Digital Promise will catalyze new EdClusters, support those that are established, and convene this national network of innovators and practitioners.

Center for Innovative Research in Cyberlearning



The Center for Innovative Research in Cyberlearning (CIRCL) serves the community of research teams funded by the National Science Foundation (NSF) and explores the future of learning with technology. Teams -- which can include computer scientists, learning scientists, educators, industry leaders, and policy makers -- seek to advance the understanding of how people learn with emerging technologies like virtual and augmented worlds, mapping and sensing tools, and intelligent agents that can tutor or provide other learning support.

CIRCL advances communication of insights and findings, brokers connections among projects, broadens participation in the work, convenes highly interactive events, and facilitates collaboration among cyberlearning researchers so they can tackle bigger issues than any single investigator or project could.

Cyberlearning research has been featured at a White House symposium on educational technology and in the U.S. National Educational Technology Plan. CIRCL videos about cyberlearning research have received more than 70,000 views across 145 countries, and CIRCL has helped facilitate four annual video showcases of NSF-funded research that together attracted more than 80,000 participants.

In October 2017, CIRCL published the Cyberlearning Community Report: The State of Cyberlearning and the Future of Learning With Technology, a community-wide effort to share themes and methods emerging from cyberlearning research. The report inspires readers to think about a 10-year horizon of emerging technologies and learning sciences -- to go beyond thinking about familiar technologies like laptops, tablets, and phones -- and to consider the opportunities and challenges of learning futures with AI, speech recognition, geospatial mapping, and smart and connected communities.

"I think the cyberlearning community is incredibly valuable in the way that it acts as a multifaceted broker, connecting researchers across disciplines (learning scientists, computer scientists, educational psychologists, designers, and more) who find a welcoming venue to share ideas and insights, as well as connecting those researchers to practitioners with whom they collaborate, mutually inspire, and develop real solutions that can transform learning with technology."

Amy Ogan
Assistant Professor, Human-Computer Interaction Institute
Carnegie Mellon University

Our Projects

Engaging our networks, we take on big challenges in education by understanding what educators face each day, and how technology and the latest learning sciences can help meet those challenges.

Educator Micro-credentials

Micro-credentials. Macro-rewards.

Competency-based recognition for professional learning

Aneka S.
Teacher & Micro-credential Ambassador
Washington, DC

Educators work hard to meet the complex demands of teaching and leading in today's schools, learning new skills in a variety of ways. Current professional learning systems typically focus on formal experiences like seminars and conferences, overlooking more flexible personalized learning opportunities such as classroom coaching, professional learning communities, and daily practice. Micro-credentials, a competency-based, personalized, professional learning tool, validates learning regardless of where and when it happens. By shifting the focus from seat-time to demonstrated competence, micro-credentials can help personalize educator professional learning.

Digital Promise has been developing a micro-credential ecosystem, including a platform housing more than 300 micro-credentials on a variety of skills and competencies where educators can submit evidence for assessment by experts. To support educators earning micro-credentials on the ground and tell their stories, we created our Teacher Ambassador Program and the #AskAnEducator podcast.

Encouragingly, more and more states and districts are engaging with micro-credentials, such as Tennessee, Texas, and Louisiana. As this ecosystem of issuers and earners continues to develop, we are committed to making personalized professional learning accessible to all educators, providing them with the opportunity to demonstrate their skills and be recognized and valued for their professional development.

"Micro-credentialing has made me step back and look at how I approach teaching... I feel like I'm being challenged..."

Angie Milliren
Teacher
Elizabeth Forward School District

360° Story Lab

"[The project] started more communication in our class... It was a learning experience not only when it comes to technology, but when it comes to what other people are passionate about and want others to know."

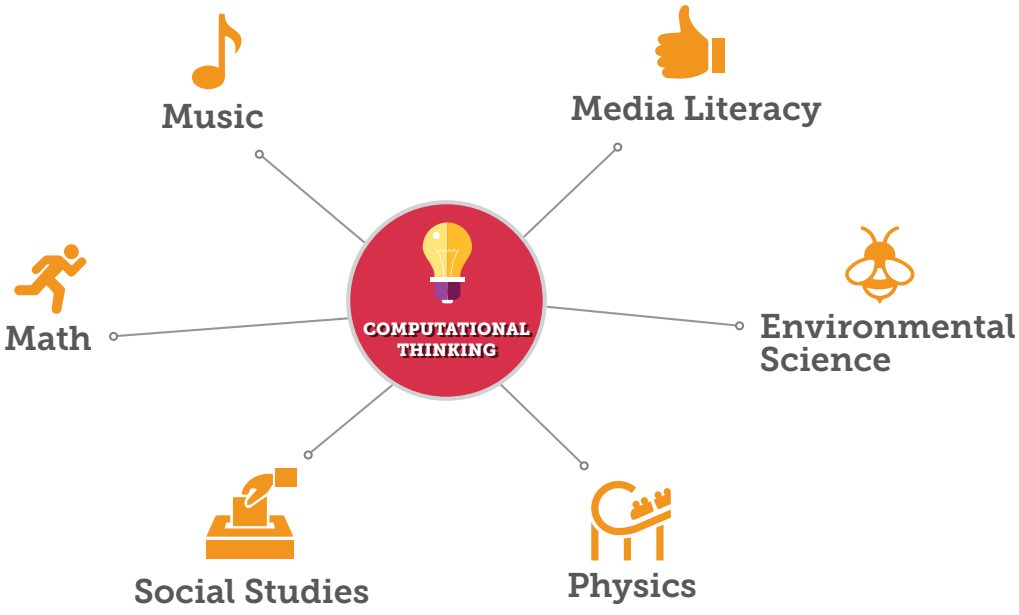
360 Filmmakers Challenge Student

Digital Promise Global's 360° Story Lab supports young people so they are able to produce 360° media that goes beyond the frame of traditional media and journalism. Through experiential storytelling and immersive technologies, learners are sharing their perspectives, communities, and inspiring positive action on issues they care about. In 2017, we expanded the 360 Filmmakers Challenge to 62 participating schools and youth organizations, including more than 2,400 students across 11 states and the District of Columbia. Students shared their 360° media locally in their own schools and communities, and at events and festivals around the country.

This year, to extend the program's reach, we published a 360° Production Guide with open resources and activities for creating original immersive media, including both 360° video and photography. Following the Challenge Based Learning framework, the Guide leads students and teachers through how to identify meaningful challenges, learn deeply about the content, develop solutions, and take action to positively impact their communities.

By creating 360° video stories, students learn about the video production process, develop important skills such as communication, collaboration, and perspective-taking, and discover new career possibilities and passions. Immersive storytelling is an exciting pathway for students to become compassionate creators and changemakers. Through the 360° Story Lab, we look forward to supporting young people worldwide to represent their perspectives and communities, and inspire positive change.

Computational Thinking



Young people and working adults need to learn to thrive in a digital world as technologies continue to rapidly advance. In this context, an essential question for American education is: In a computational world, what is important to know and know how to do? Our answer is that computational thinking — a skill set for solving problems that is both central to computer science and widely applicable throughout education and the workforce — is a necessary part of learning and participating in society today.

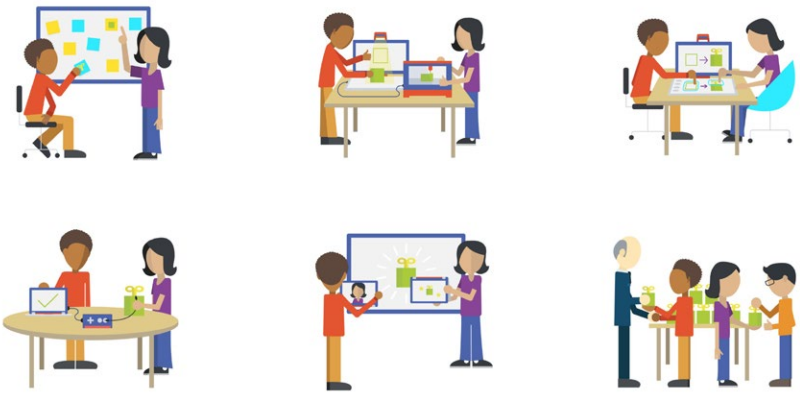
In 2017, we advanced computational thinking throughout K-12 education by:

- Releasing a report, Computational Thinking for a Computational World, that draws from research and interviews with leaders around the country to survey the current landscape of computational thinking and make recommendations about moving it forward.
- Creating two stacks of Educator Micro-credentials: one on the key elements of computational thinking, and one on the pedagogical practices of teaching computational thinking.
- Developing a professional learning program for middle school educators to learn about computational thinking and begin integrating it into their classes across the curriculum.

Deeply and equitably integrating computational thinking throughout K-12 education is an ambitious goal and will require efforts across all sectors of the education community. In 2018, we will continue to apply this research and broaden our impact by advancing skills that will be valuable over a lifetime.

"Computational thinking is both a skill to learn and a way to learn — to create, discover, and make sense of the world, often with computers as extensions and reflections of our minds."

Maker Learning



Maker learning incorporates the creativity of student-centered design and results in novel digital or physical creations, which engage students of all ages and prepares them for successful careers after graduation. At Digital Promise, our maker learning work is multi-faceted. In 2017, we launched the Maker Learning Leadership Framework to support administrators and educators with creating school- and district-wide maker learning programs. We also published Fulfilling the Maker Promise: Year One, which shares what we've learned about the growth and future of maker education in U.S. schools.

Digital Promise and Maker Ed continued advocacy for the Maker Promise campaign, which provides free resources and opportunities to those who sign the Promise. Signers are connected to networks such as the Edcamp Foundation, which provides educators with access to maker learning experiences through local, teacher-organized, professional development events.

Our Learning Studios program provides specific design and 3D printing technologies, and in 2017, our sites participated in two design challenges: Play to Learn and Design for All. Each challenge invited students to design a local solution related to the theme. To support the educators, we provided professional learning opportunities including an online learning community, a teacher's guide, and creative learning activities and projects. Our research study improved our understanding of how teachers and students made use of the advanced technologies provided by the project, and documented the areas of growth experienced by students and teachers.

Whether it's understanding how electricity works through hands-on circuitry, or building a device that has the potential to help communities globally, maker learning is an exciting way to learn and can make curriculum more relevant, build empathy, and facilitate agency. In 2018, we will continue to research and promote maker learning, and support the educators and leaders bringing these experiences to their students.

"As educators, our goal is to excite students in the learning process and make learning relevant. Maker learning is a platform we use to shift pedagogy from teacher-centered to learner-centered classrooms."

Justin Aglio

Director of Academic Achievement and District Innovation
Montour School District

Adult Learning

1 in 6 American Adults Have Less-Than-Basic Literacy[1]

Digital skills are in high demand. According to a Burning Glass report, eight in 10 "middle-skill" level jobs require digital skills, such as online communication and use of productivity tools. Adult workers often do not have this training, and increasingly employers report difficulty finding qualified workers with these digital skills. This gap between skill level and skill need is expected to continue increasing over the next 10 years, but efforts such as bootcamps, online and face-to-face learning opportunities focused on computer science are underway. However, many are aimed at more advanced skills, rather than these middle skills that make up a sizable part of the current skills gap.

Digital Promise's Adult Learning initiative uses technology to help underserved adults gain the skills they need for economic advancement. For example, in 2017, Digital Promise worked with Facebook to create learning opportunities and a set of micro-credentials focused on helping adults in the workforce learn "middle" skills for digital marketing. The program launched in Michigan in October 2017 with 18 local partners facilitating workshops, and will expand to more than 20 cities across the U.S. in 2018. In addition, through our Beacon Project, which is a diverse set of learning providers using technology to serve their patrons, job seekers, and learners, we identified and shared common challenges and new models for using technology to increase access to learning opportunities for working adults.

By understanding adult learners and the adult learning market, including how funding works, how to enter the market, and the current products, technology developers can become leaders in this large, critical, and mostly untapped market, and adults can have access to the training they need to advance. Moreover, closing the digital skills gap will create job opportunities and a new pool of qualified applicants for employers nationwide. It's good for business and it's good for society.

[1] *PIAAC Fact Sheet—New Data on the Skills of American Adults* https://goo.gl/AruwND

XQ Super School

Three years ago, when 2,000 middle and high school students were asked to describe their school experience, many said "irrelevant." Working with Vista High School, we asked—What would it take to change this experience and make school more relevant and meaningful for our students?

Digital Promise and Vista High School (VHS) proposed and won an XQ Super School award in 2016—to reimagine the high school experience. After receiving a five-year, $10 million commitment in the fall of 2016, we embarked on a planning year in 2016-2017 and began implementation in August 2017. Together with our partners, we made several strides in 2017:

- Introduced opportunities for more than 400 high school students in the fall of 2017 to explore the "world of work" including four career speakers.
- Introduced and developed capacity for engaging students with taking action on relevant challenges associated with big ideas such as Peace, Equity and Human Rights using the Challenge Based Learning framework as a learning engine.
- Built a student video team to support capturing and producing stories from across campus.

Digital Promise and VHS believe all students deserve a challenging and personally relevant education. We look forward to continuing support for creating a schoolwide personalized learning environment honoring the unique strengths, interests and passions of each student.

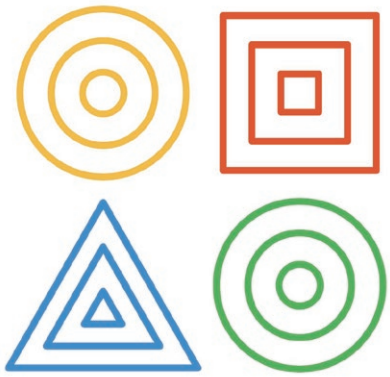
"The XQ Project is providing Vista High a unique opportunity to reimagine learning at our large, traditional and diverse high school. We're fortunate to be working collaboratively with partners like Digital Promise to spark an eagerness for learning and provide a framework for students to solve any challenge they encounter academic or otherwise."

Matt Stuckey
9th Grade Challenge Teacher
Vista Unified School District

Our Research

Our goal is to infuse the latest learning sciences research into the development and improvement of products and programs to advance public education and improve learning.

Dynamic Learning Project



There are major differences in how teachers and students use technology, which is fueling the Digital Learning Gap. With generous support from Google, we launched the Dynamic Learning Project (DLP) to address this divide. Our grounding research question was—What are the conditions necessary for classroom coaching to effectively foster more powerful use of technology for teaching and learning?

We launched the pilot in the summer of 2017 with 50 U.S. schools, with the goal to improve education equity and student learning by supporting teachers with classroom coaching. We grounded the program in research, starting with a comprehensive literature review and report on school-embedded coaching. The program was designed for educators to gain the skills needed to help students leverage technology in more powerful and meaningful ways.

Each school received funding to hire a full-time, school-embedded instructional technology coach. These DLP coaches offered personalized, classroom-based coaching to teachers in their schools. The cohort of 50 coaches received mentoring support from the experts at EdTechTeam.

As we continue to progress through the pilot year, we are collecting data and sharing research with the schools to support continuous improvement. We are seeking to understand the connection between coaching and powerful technology use, and will share our findings broadly. In the fall of 2018, we will implement year two of the DLP, continuing to support many year-one schools and expanding to support new schools.

"I have found this to be the most valuable Professional Development I have had in 22 years of teaching."

Middle School Teacher
Cajon Valley School District, CA

Research@Work

"[The best part of the Symposium was] being with my tribe. For the first time since working on this important issue [increasing the use of evidence to drive edtech implementation], I feel like I was surrounded by all the right people."

2017 Edtech Efficacy Academic Research Symposium Participant

The Research@Work initiative connects research and practice. One way we make this connection is by synthesizing and communicating research on learning. In 2017, we updated the Research Map, an interactive data visualization of more than 100,000 education articles, to feature the most recent research findings. We also produced research summaries on topics like Cognition & Memory and STEM Learning Practices, highlighted key research findings through our Research@Work video series, and published multimedia case studies that demonstrate how practitioners can effectively implement research-based approaches. To connect educators with researchers around real problems of practice -- from supporting math learners to promoting bilingualism -- we launched "Ask a Researcher" in collaboration with Harvard Graduate School of Education's Usable Knowledge.

Research@Work also seeks to spur education stakeholders to increase the use of research and evidence in their work. In May 2017, we co-hosted the Edtech Efficacy Academic Research Symposium with the University of Virginia and the Jefferson Education Accelerator. More than 200 participants spent two days working to address the essential question—How might we collaborate to ensure evidence of impact, rather than marketing or popularity, drives edtech adoption and implementation? Ten published reports summarized findings for the role of efficacy research in the development, adoption, and implementation of edtech.

Finally, in the fall of 2017, we began a process of surfacing shared challenges faced by innovative school districts across the country. Going forward, we will share research findings and promising practices that can help districts and their partners address these challenges.

Marketplace

Since 2013, the Marketplace team has made connections between researchers, educators, and product developers to create better supply and demand in the edtech ecosystem. To date, the team has conducted 35 pilots with more than 15,000 students.

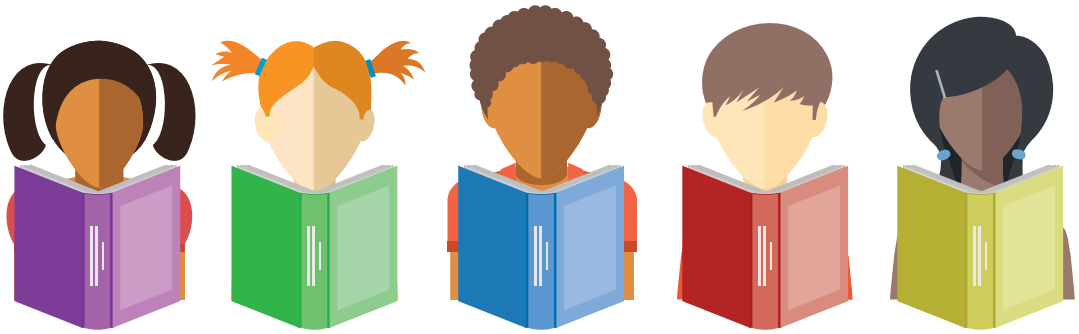
In 2017, we updated the Edtech Pilot Framework, which provided educators with 121 free tools and resources; conducted two large-scale pilots of tools to support English Learners; guided 75 educators through their own pilots in a virtual professional learning community; and hosted an online community of educators, researchers, and product developers interested in research and efficacy in education technology. Through our free edtech pilot webinar series, the Marketplace team supported cohorts of educator teams as they used the Framework to conduct product pilots in their schools. In conjunction with the webinar series, we released four Educator Micro-credentials designed to recognize skills related to product testing. We also launched the Research and Evidence in Edtech Community, a free, professional learning community on edWeb that brings together researchers, educators, and product developers to share best practices.

Until evidence is seamlessly integrated into the development, adoption, and implementation of innovative programs and products, Digital Promise will continue to facilitate cross-sector discourse and support educators in building research and evaluation skills that lead to evidence-based innovations for students.

"While we utilized student data and impact as part of our decision making process, the [Digital Promise Edtech] pilot webinar series has opened up opportunities to explore other types of data and input from stakeholders in decision-making. Our new director is using this series to develop a protocol for analyzing all the digital tools we use."

Educator, December 2017

United2Read



Children who cannot read proficiently by the end of third grade face serious academic challenges. They are more likely to be retained a grade and to underachieve in mathematics and science, and they are four times more likely to drop out of high school. Yet only 37 percent of children in the U.S. learn to read proficiently by 4th grade, and reading proficiency drops to 22 percent for high-needs students and children of color.

Digital Promise, in partnership with Learning Ovations, MDRC, and The University of California at Irvine received a five-year U.S. Department of Education grant called United2Read to address this achievement gap. The project will bring Learning Ovation's Assessment2Instruction (A2i) professional support system to more than 100,000 students in at least 300 schools across the U.S. A2i has been proven effective in randomized control trials with 94 percent of students who received literacy instruction in A2i supported classrooms able to read at, or above grade level, by the end of 3rd grade. A2i combines technology with teacher professional development to provide a powerful support system that enables educators to deliver personalized reading instruction so that every student is reading successfully by the end of third grade.

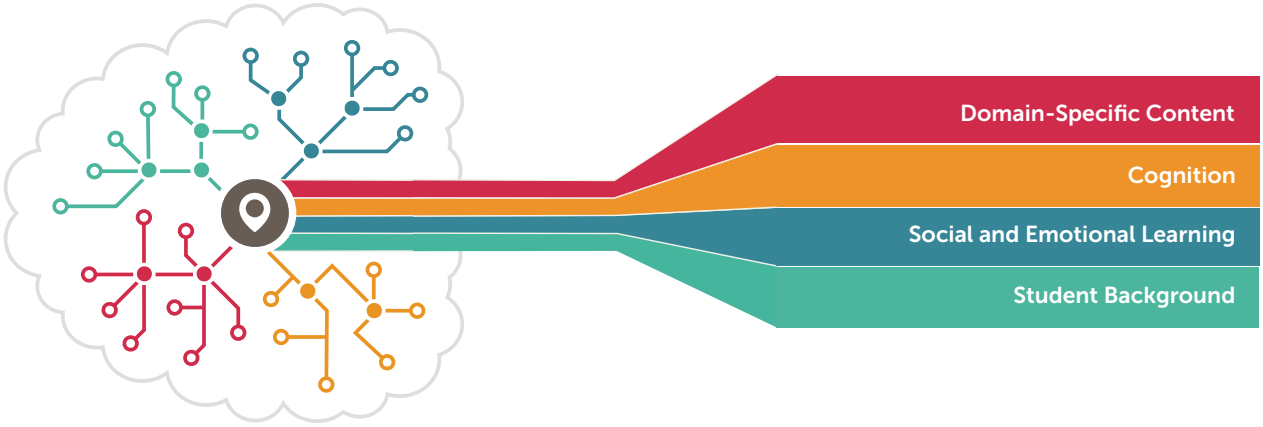
The project team will conduct a three-year randomized control trial in 60 schools starting in the 2018-2019 school year to determine the efficacy of technology-assisted PD versus in-person PD in supporting teachers' use of A2i. The United2Read project also will engage community partners including local United Way chapters to extend learning to home, after-school, and summer learning environments.

"A2i was a major relief to our literacy teachers. They had the data to tell them what to do and the tools to help them build concrete lessons and next steps. They felt confident in their instructional decision-making. As a result, students are growing much faster and teacher morale is much higher."

Amanda Jacobs

Principal at Phoenix Collegiate Academy and user of the A2i professional support system

Learner Positioning Systems



Every learner is unique. In order to meet students where they are and create equitable learning environments, edtech products must include the latest learning sciences and be inclusive across contexts and needs. At the same time, educators must have research-based strategies at their fingertips that they can implement in the classroom.

Learner Positioning Systems (LPS), our free and open-source online tool, translates the latest learning sciences research to be used in products and practice. LPS creates Learner Models that include Factors and strategies on how research suggests students learn in specific content areas.

LPS has defined four pillars for each Learner Model:

- Domain-Specific Content
- Cognition
- Social and Emotional Learning
- Student Background

A robust list of research-based strategies complements each Factor so teachers, product developers, and others can see how research may be applied in practice and product development.

In 2017, LPS added a Math PK-2 Model to the existing Reading PK-3 Model, and we began development of a Literacy 4-6 Learner Model. In addition, we published the third paper in our Making Learning Personal for All Series, *Supporting Research-Based Personalization for Reading Success*. Moving forward, LPS is continuing to build additional Learner Models. We also are developing a multi-year national survey on learner variability, and we look forward to synthesizing the feedback and building solutions that address the unique needs of all students.

Learning Sciences Research

In August, two prominent researchers, Drs. Barbara Means and Jeremy Roschelle, joined Digital Promise Global, expanding our research capacity to improve powerful learning opportunities for all. They previously co-directed the Center for Technology in Learning at SRI International.

Dr. Means founded SRI's Center for Technology in Learning research group and served as its co-director for many years. Her research examines the effectiveness of innovative education approaches supported by digital technology. Her recent work includes evaluating the implementation and impacts of newly developed adaptive learning software. She is also studying the long-term effects of attending an inclusive STEM-focused high school for students from underrepresented minorities.

Dr. Roschelle applies learning science theories and methods to understand how, when, and why technology can enable improved teaching and learning. He is internationally recognized for groundbreaking research in computer-supported collaborative learning; learning with connected mobile devices; and technology in mathematics learning. He has conducted rigorous efficacy research on personalized, adaptive learning for online homework tools and dynamic visualizations for mathematics learning.

Drs. Means and Roschelle and their team of distinguished researchers focus on the needs of educators and technology innovators, while providing fundamental learning research that builds knowledge for the field at large. In 2018, they will expand their engagement with Digital Promise's networks to tackle research challenges, continue to develop and apply the learning sciences, and use that knowledge to guide the design of technologies and inform effective policies and practices.

Your Learning

Once we take on a challenge, we share our findings openly and broadly through videos, guides, toolkits, research papers, and more, with the ultimate goal of spreading innovation across the nation and closing the Digital Learning Gap. Combining lessons learned through years of practice with emerging learning sciences and research, we create free tools and resources that address the needs of educators and learners. Because when all learners have equitable access to technology, when everyone participates, and when everyone learns, we all benefit from a more engaged, informed and just society.

Guides

- 360 Production Guide
- Learning Studios Teachers Guide

Toolkits

- Competency-Based Education Toolkit
- Edtech Pilot Framework
- Maker Learning Leadership Framework

Challenge Based Learning

Educator Micro-credentials

LPS

Research Map

Digital Promise

Digital Promise is an independent, bipartisan nonprofit, authorized by Congress in 2008 as the National Center for Research in Advanced Information and Digital Technologies through Section 802 of the Higher Education Opportunity Act and signed into law by President George W. Bush. With an initial Board of Directors recommended by Members of Congress and appointed by then U.S. Secretary of Education Arne Duncan, President Barack Obama formally launched Digital Promise in September 2011. Since then, Digital Promise has grown rapidly with additional funding from original and new funders.

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Our work is made possible by leading foundations and our corporate partners that have made a commitment to support our mission of improving the opportunity to learn. We are grateful for their support and partnership to make our work possible. Digital Promise's 2017 philanthropic supporters include:

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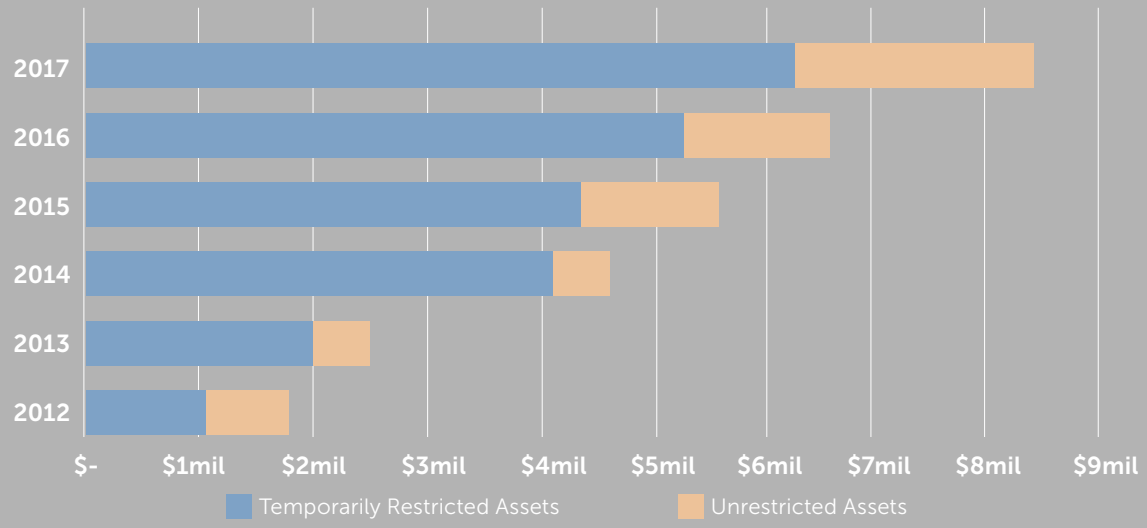
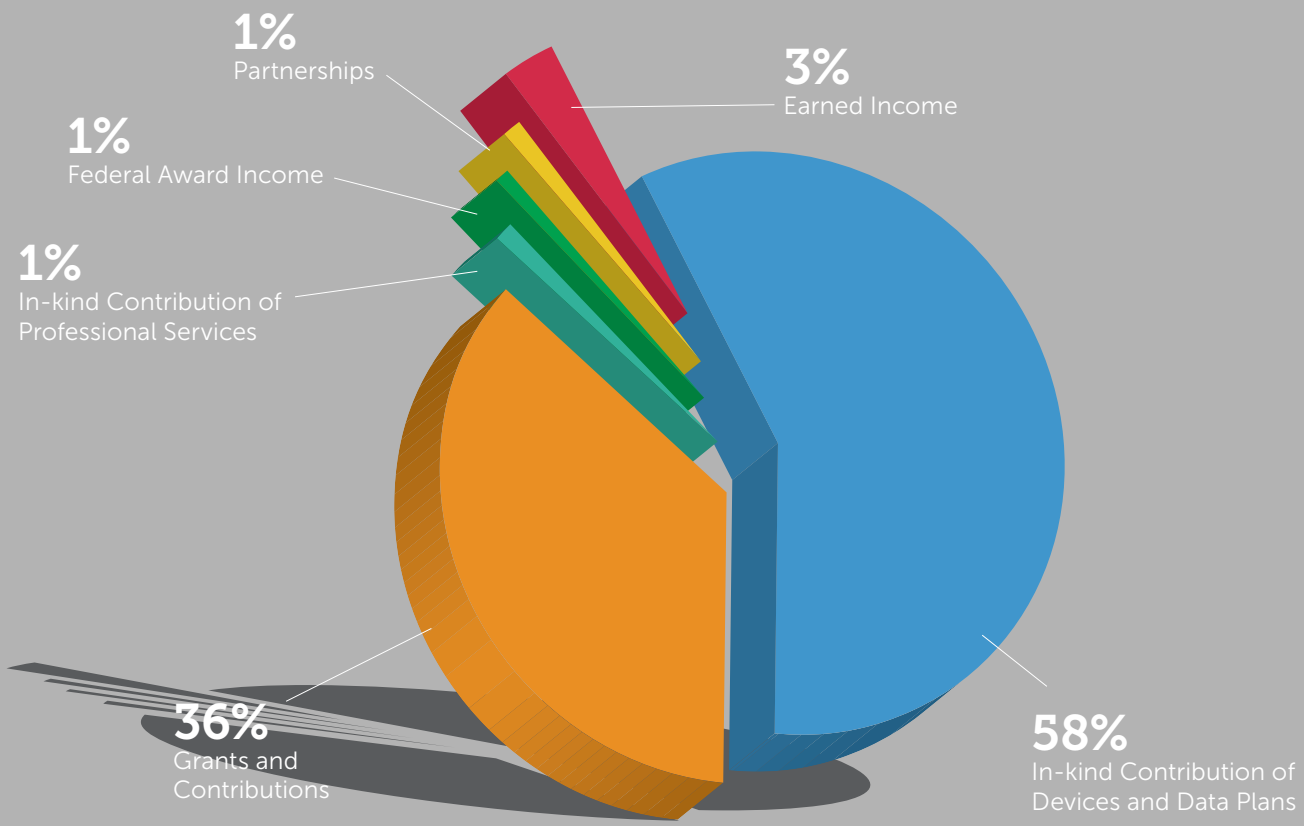
Digital Promise Financials

Digital Promise Net Assets, by Year



Digital Promise 2017 Revenue, by Source

Total Revenue = $50.8 Million | $20.7 Million Cash | $30 Million In-kind



Digital Promise Global

Digital Promise Global shares the mission of Digital Promise: to accelerate innovation in education to improve opportunities to learn globally. Our work reflects the vision that all people, regardless of nationality, should have access to learning experiences that help them acquire the knowledge and skills they need to thrive and continuously learn in an interconnected world. We also seek to find, create, and facilitate examples of excellence in education that can be replicated around the world.

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Supporters

Our work at Digital Promise Global is made possible by leading foundations and corporations that have made a commitment to support our mission of improving the opportunity to learn. Digital Promise Global's supporters include:

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In Memoriam

Lawrence K. Grossman (1931-2018)
Dr. Eamon Michael Kelly (1936-2017)

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Digital Promise Global Financials

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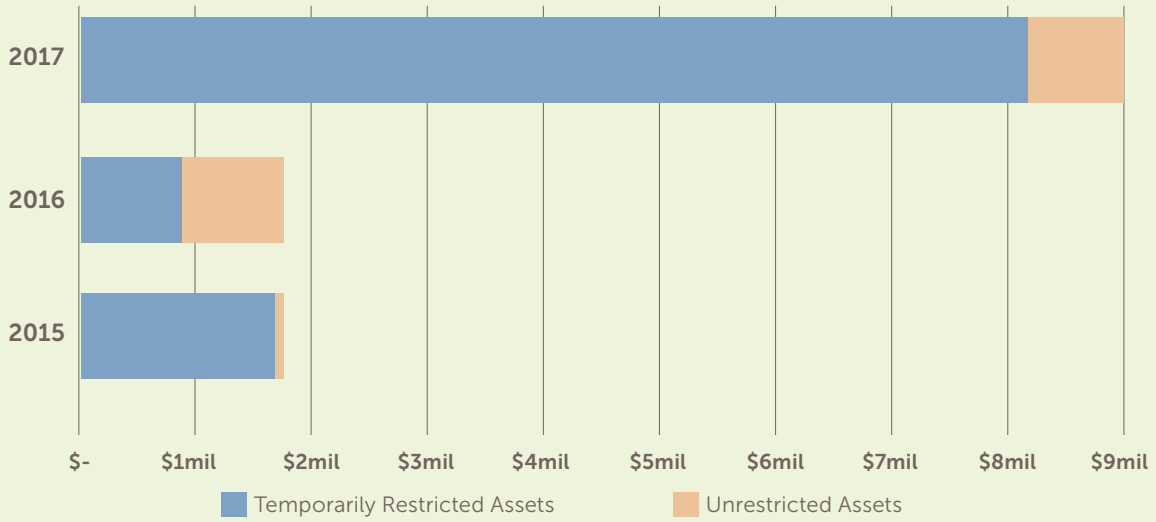
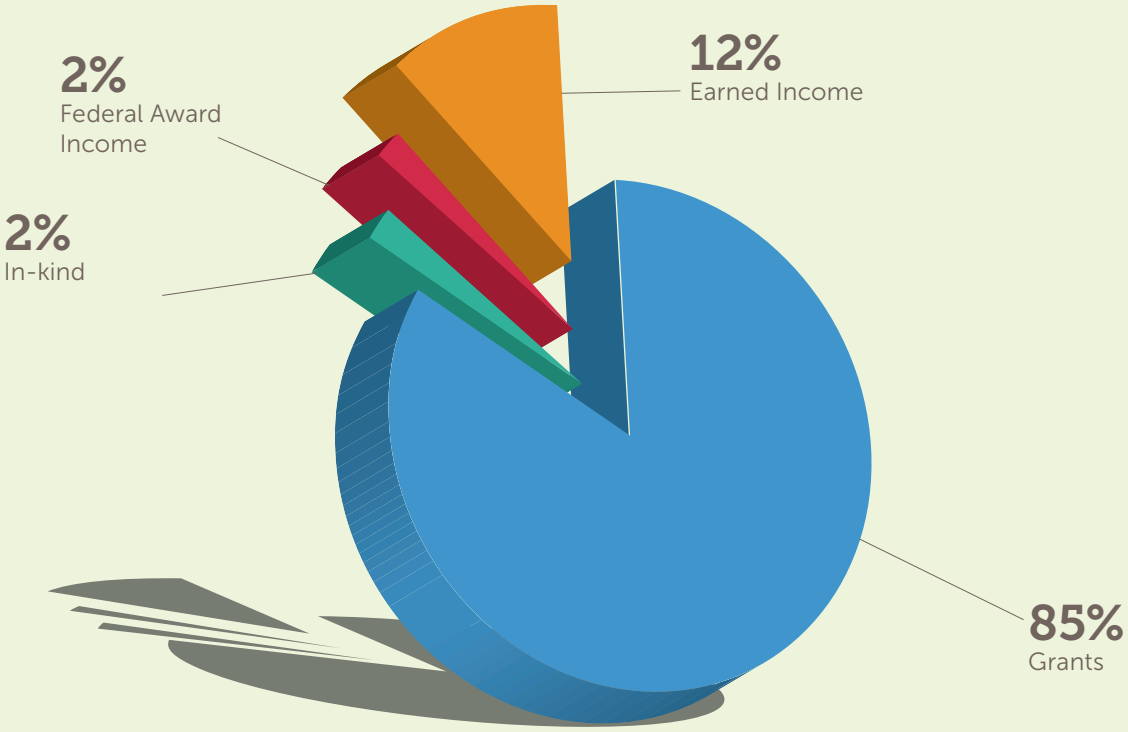


Digital Promise Global 2017 Revenue, by Source

Total Revenue = $11.2 Million | $10.9 Million Cash | $250 Thousand In-kind



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