Digital Promise®
Accelerating Innovation in Education

Digital Promise Global

Celebrating Five Years of Innovation in Education

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.

Table of Contents

Letter From Our CEO

Taking action to close the Digital Learning Gap. This continues to be our guiding principle at Digital Promise and the fall of 2016 marked a significant milestone: our five-year anniversary. We have been building networks, taking on big challenges and expanding our reach, while remaining grounded in our mission – to accelerate innovation in education and improve the opportunity to learn for all. This bold mission with endless potential has been the springboard for our work over the past five years. Here are a few highlights:

Digital Promise officially launched (after years of effort) in the fall of 2011 with our flagship network – the League of Innovative Schools – connecting and rallying the most forward-thinking leaders of our nation's school districts. Starting with 24 districts across 21 states, the League now spans 86 districts in 33 states, serving more than 3 million students.

In 2014, we began taking on big challenges. For example, we asked, how might we increase research use in the design, development and improvement of education programs, products, and practices? Our charge was to make learning sciences more accessible, facilitate interactions between researchers and practitioners, and support districts in conducting research. We've since developed the Digital Promise Research Map, a unique visualization that connects users with research from nearly 100,000 journal articles in education and the learning sciences.

We also asked, how might we recognize the competencies teachers are developing throughout their careers, both formally and informally? We launched the Educator Micro-credentials initiative and more than 30 organizations have partnered with us to design and publish over 250 micro-credentials that support teacher development in topics ranging from maker learning to teaching fractions.

We also had the incredible opportunity to launch another powerful network, the Verizon Innovative Learning Schools, beginning with eight middle schools in four districts. With "always available" access to devices, we empowered educators and students to explore compelling new ways to learn using a wealth of content and resources for personalizing learning. By the end of 2016, this network included 46 schools in 19 districts.

In September 2016, the winners of the XQ Super School competition were announced and Digital Promise, in partnership with Vista High School in Vista, CA, was named among 10 national winners. The school design includes engaging students to work on solving global challenges articulated in the United Nations Sustainable Development Goals.

I am continually inspired by the innovation that is taking hold across the country and globally. Creating environments that better prepare our students for the jobs of their future is critical, and we remain driven to ensure all learners have equitable access to technology and powerful learning opportunities. When everyone participates, and when everyone learns, we all benefit from a more engaged, informed, and just society. Thank you to our dedicated team, our generous, and thoughtful supporters and our steadfast Board of Directors and Advisors.

We welcome you to explore the following pages celebrating our five-year history of taking action to help close the Digital Learning Gap.

Karen E. Cator

Karen Cator
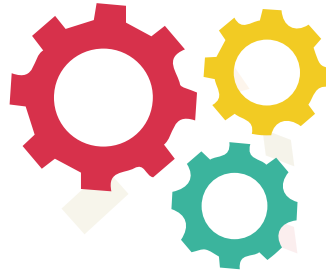CEO and President, Digital Promise

Five Years At-A-Glance
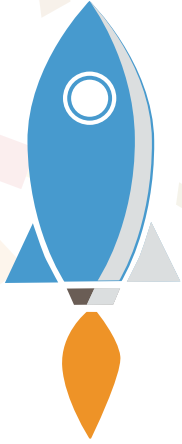
2011
Official Launch

- Launched in Washington, D.C. at an event 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 district members
- Received $300K from Carnegie Corporation of New York in start-up support

2012
Start-Up Year

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

2013
Rapid Expansion

- Raised more than $2.5M; tripled our staff and became bi-coastal, opening an office in Silicon Valley
- 12 new districts joined the League of Innovative Schools
- Introduced micro-credentials to support continuous educator development
- Launched Marketplace initiative, delivering research, insights and recommendations into the K-12 marketplace
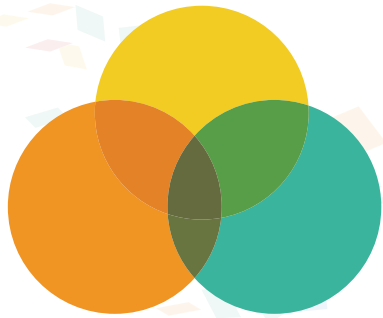
2014

Working at the Intersection of Educators, Researchers, and Edtech Developers

- Raised more than $6.1M and grew to 22 staffers
- Added 11 League districts, and supported five research projects on digital teaching and learning across the League
- Launched Verizon Innovative Learning Schools with eight middle schools to support powerful teaching and learning in digital environments
- Launched Adult Learning Beacon Initiative with six communities innovating to meet the needs of underserved adults
- Created Research@Work to connect education research with practitioners and developers to improve learning experiences and technologies
- Developed 40 educator micro-credentials focused on teachers engaging students with deeper learning experiences
- Published over 75 videos and blog posts
- Convened 14 Education Innovation Clusters in Pittsburgh, in partnership with the U.S. Department of Education
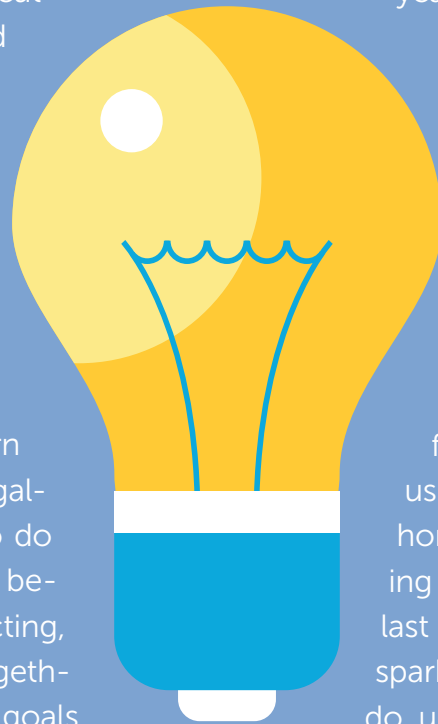
2015

Advancing Networks, Research, Stories, and Engagement

- Grew to $18M in operating funds
- Welcomed 16 members to the League, now 73 districts serving more than 3.2 million students in 33 states
- Added 13 Verizon Innovative Learning Schools, totaling 21 schools across 10 states, and serving 12,000 students and 1,000 educators
- Convened in Chicago 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 from over 100K peer reviewed publications
- Identified Adult Learning Beacons including the 80-branch Chicago Public Library and St. Louis Community College
- Produced and shared more than 330 videos, capturing the progress of digital transformations in real time
- Facilitated studies of 12 edtech products in nine districts with 2,000 students and more than 500 teachers to support evidence-based purchasing decisions
- Launched Professional Services to coach districts towards more powerful use of technology for learning

We Build and Convene Networks

It's no small challenge to improve learning opportunities and realize educational equity ... but that's exactly what we strive to do with the power of research and technology. And, while cutting-edge technology and learning sciences help us meet that challenge, we also believe that people-driven networks further catalyze this change. Networks are powerful. They connect us. They bring together creative minds so we can learn from each other. Networks galvanize and encourage us to do more, achieve more, and go beyond the status quo. Connecting, convening, and working together on shared (and difficult) goals help us move from vision to reality. Whether it's conducting a rapid cycle pilot project, developing performance assessments, or designing the library of the future, networks provide a platform for pursuing big goals. During the last five years, we have seen remarkable pockets of innovation and the pursuit of compelling ideas in education across our networks. Visionary leaders who take risks and share their experiences - their successes and, sometimes even more importantly, their failures - motivate and drive us to do more. We've had the honor of building and supporting powerful networks over the last five years and we hope they spark and inspire you, as they do us, every day. Please explore the following pages to learn more about our networks.

The League of Innovative Schools

In 2011, the Digital Promise League of Innovative Schools was launched, a powerful network of the country's innovative public school education leaders who are committed to ensuring every learner is college and career ready. League members work together to:

- Improve outcomes for students and solve challenges facing K-12 schools through powerful and smart use of learning technologies;
- Use their collective voice to advance positive change in public education; and
- Partner with entrepreneurs, researchers, and leading education thinkers and serve as a test-bed for new approaches to teaching and learning.

After five years, the League network has grown to include 86 public school districts while taking on big issues such as assessment, competency-based education, and personalized learning. League members convene twice a year to share, learn, and take on challenges. We co-hosted our spring 2016 League meeting with Cajon Valley Union School District and Vista Unified School District in California, bringing together League members and partners for school visits, the ASU GSV conference, and a TEDx convening. Over a dozen League leaders took the stage to share how they might "ignite change in education." For example, Mike Nagler, Superintendent of Mineola Union Free School District in New York, encourages his students to choose how they demonstrate their work.

At the fall 2016 meeting, hosted by Baltimore County Public Schools (BCPS), League members focused on the importance of prioritizing equity for all in education, not only providing access, but also opportunities for all students to engage with powerful use of technology.

Sharing district's experiences broadly continues to be an important hallmark of the League. For example, in 2016 we launched:

- The "Ask a Leader" podcast series with topics from personalized learning to second-language acquisition;
- An interactive League district map with profiles of League members;
- Monthly #DPLIS Twitter chats covering topics such as Open Educational Resources; and
- A host of blogs and videos on topics such as how to combat summer learning loss.

As we look ahead, the League will continue to solve grand challenges and share best practices, with the goal of scaling innovative practices that work in public education nationwide.

"The opportunity to work with districts in the League is a return on investment that's been well worth it. We've made connections with some of the most innovative districts in the U.S. and built collaborative relationships with other superintendents and staff in League districts. As a result we've been able to seek advice from peers, gain and share resources, and see innovations in action across other districts that inform Albemarle's contemporary learning initiatives."

- Dr. Pamela R. Moran, Superintendent of Albemarle County Public Schools, VA

Verizon Innovative Learning Schools

VILS in 2016 by the Numbers...

46 Schools
in
18 Districts
across
15 States

26,646 Students

2,426 Teachers

Too many schools across America still lack the technology and resources to prepare students for a productive future in a digital world. To make a real difference, it takes more than just technology. Lasting impact comes from personalized, hands-on learning experiences, and the Verizon Innovative Learning Schools (VILS) initiative was launched in 2014 to address both access and advancing learning experiences.

In partnership with Verizon, we have equipped every child and teacher in select low-income middle schools across America with a tablet and two-year data plan, as well as extensive professional learning opportunities for teachers and leaders. We support the development of unique, immersive experiences that engage students and expose them to STEM subjects and careers. By the end of 2016, the initiative had launched the third cohort and grown to 46 middle schools.

For the benefit of future cohorts and the edtech ecosystem, we work with each school in the network to collect, curate, and share templates, timelines, policies, procedures, challenges, and strategies that support the successful development of technology-infused learning opportunities with always-available internet access.

For example, in our video series, we feature VILS students who have taken agency of their learning with "beyond the classroom" learning opportunities. We highlight schools that are focused on college and career readiness. Additionally, we share student stories who are experiencing deeper and more personalized learning experiences with technology.

Verizon's leadership and vision to equip minority and low-income students with the resources and confidence they need to become tomorrow's creators is helping to lead the path to positive change in public education.
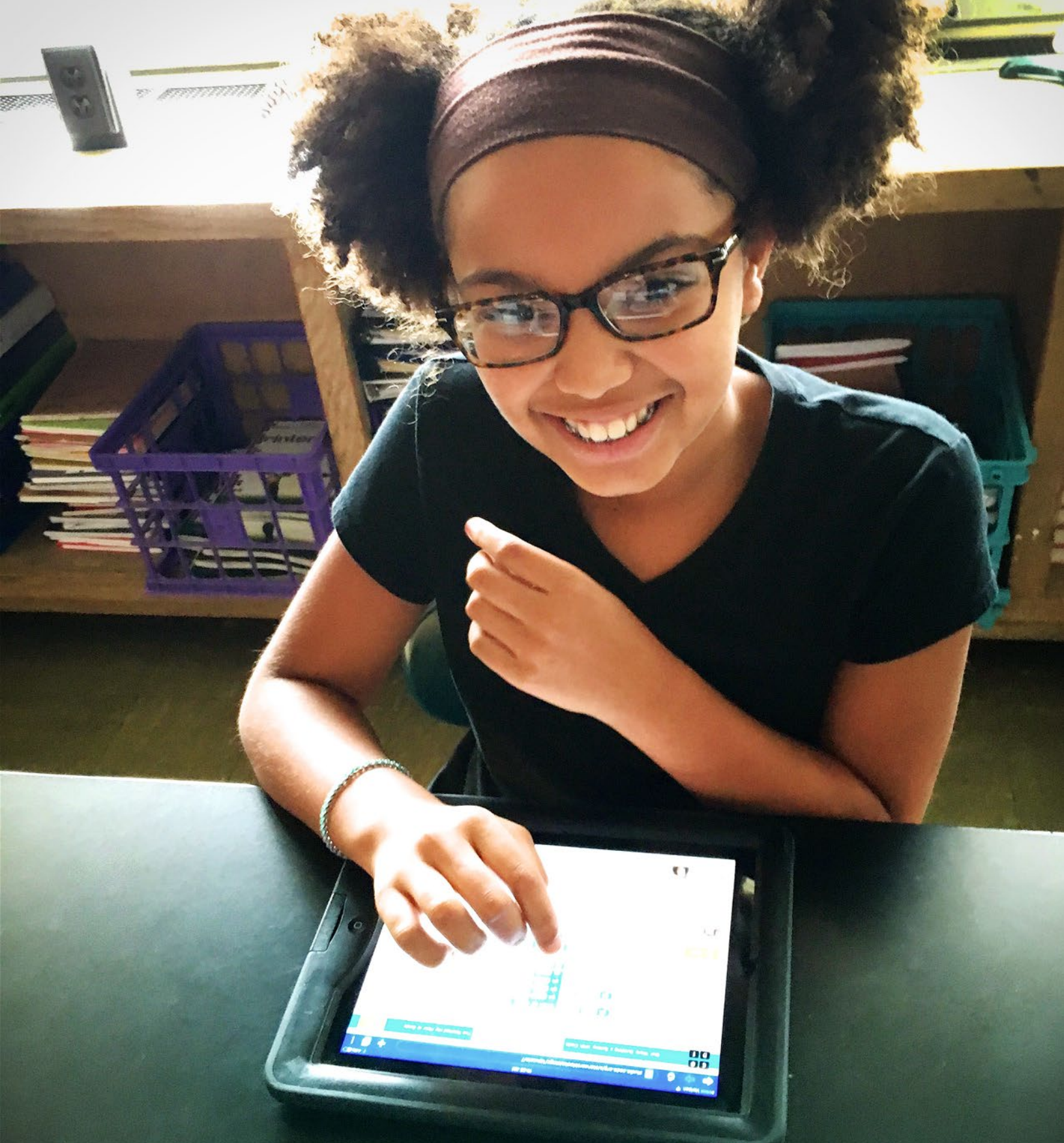
Twenty-nine percent of 6th graders grew in math, compared to 10 percent of their peers in comparison schools. Further, 25 percent grew in reading, compared to 13 percent of their non-VILS peers.

Education Innovation Clusters
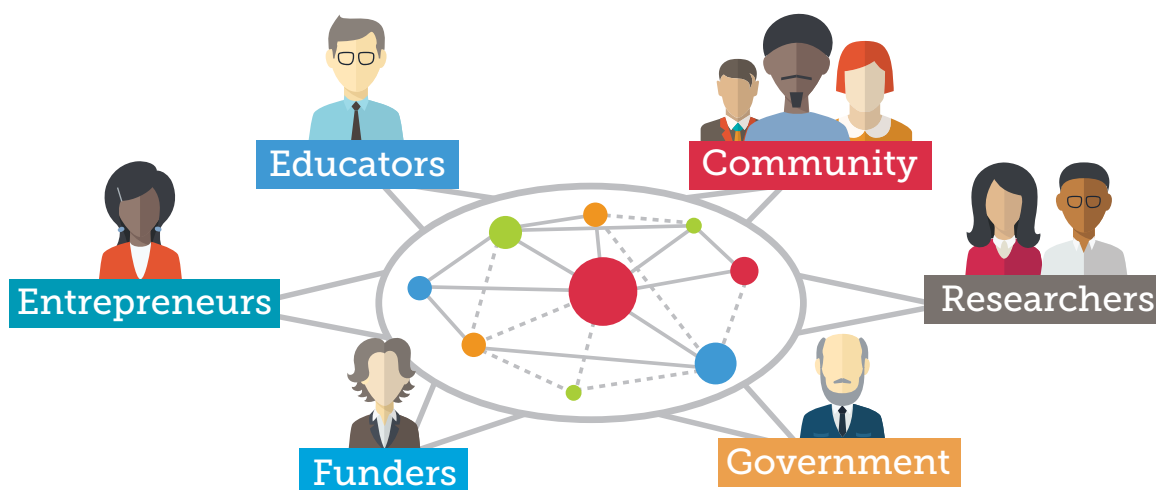
In 2014, Digital Promise began convening a national network of Education Innovation Clusters (EdClusters), in partnership with the U.S. Department of Education. EdClusters are regional ecosystems that bring together educators, researchers, entrepreneurs, funders, and other education stakeholders to support 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 tools, technologies, and practices.

Over the past three years, the EdCluster network has grown to include more than 25 regions across the country. Three annual convenings, key toolkits and resources, facilitated working groups, and technical assistance have supported the development of this EdCluster network. Over time, many regions have deepened and formalized their local and national partnerships to improve opportunities for thousands of learners.

In 2016, Digital Promise hosted the third annual Education Innovation Clusters convening (#EdClusters16) in Providence, R.I.,

in partnership with the Highlander Institute and Rhode Island Office of Innovation. #EdClusters16, drew more than 140 leading educators, edtech entrepreneurs, funders, researchers, and thought leaders from more than 20 regions around the country to collaborate and learn together. Digital Promise also worked to identify and codify the key elements of an effective EdCluster and develop a set of resources to support regions in their development. Those resources include a new developmental rubric; digital community hub; and toolkits on Strong Stakeholder Engagement, Sustainable Operations, Supportive Governance, and Partnership Models.

The EdClusters movement is strong. Established regions are expanding their universe of partners, deepening their commitments to cross-sector collaborations and nurturing learning innovations. As the movement matures, Digital Promise will continue to catalyze new EdClusters, support established ones, and convene a national network of these innovators and practitioners.

#EdClusters16 drew more than 140 leading educators, edtech entrepreneurs, funders, researchers, and thought leaders from more than 20 regions around the country to collaborate and learn together.

Adult Learning

Adult Learners Represent Almost 14% of the U.S. Population

Adult Students In Need
36 million

Digital Promise's Adult Learning Initiative includes a network of communities committed to using technology to help underserved adults gain the foundational skills they need to find well-paying jobs and to navigate public and social systems. Stories from our Beacon Project members address common challenges and demonstrate what it takes to develop and scale effective adult learning across multiple partnerships. Through this work, we can understand and amplify new models and practices.

In 2016, the number of Beacons included:

1. Access Green in Washington, D.C. -- Creating an online curriculum for developing soft skills and Social Emotional Learning skills in a workforce development context.

2. Youth Build USA in Boston -- Using technology and concepts of Universal Design to personalize learning for workforce development.

3. Florida Adult and Technical Distance Education Consortium -- Providing centralized buying and professional development for adult education programs.

4. Kentucky Educational Television -- Using public television to integrate technology into adult learning with key resources and workshops for instructors.

5. Students and Parents in Cooperative Education Family Literacy Program in Maine -- Developing a virtual world to serve parents in rural communities.

6. The I-DEA Project in Washington State -- Developing an integrated English Language Learner and job training curriculum that will be available broadly via Open Educational Resources.

In addition to this Beacon network and community success stories, we produce and curate key research and resources to anchor developers' efforts to design highly effective education technology. By understanding adult learners and the adult learning market, including how funding works, how to enter the market, and the current products, developers can become leaders in this large, critical, and mostly untapped market.

We know that, of the 36 million low-skilled adults in the U.S., many are parents who wish to provide a better life for their children. We also know that a mother's reading ability is one of the greatest predictors of her child's future academic success.
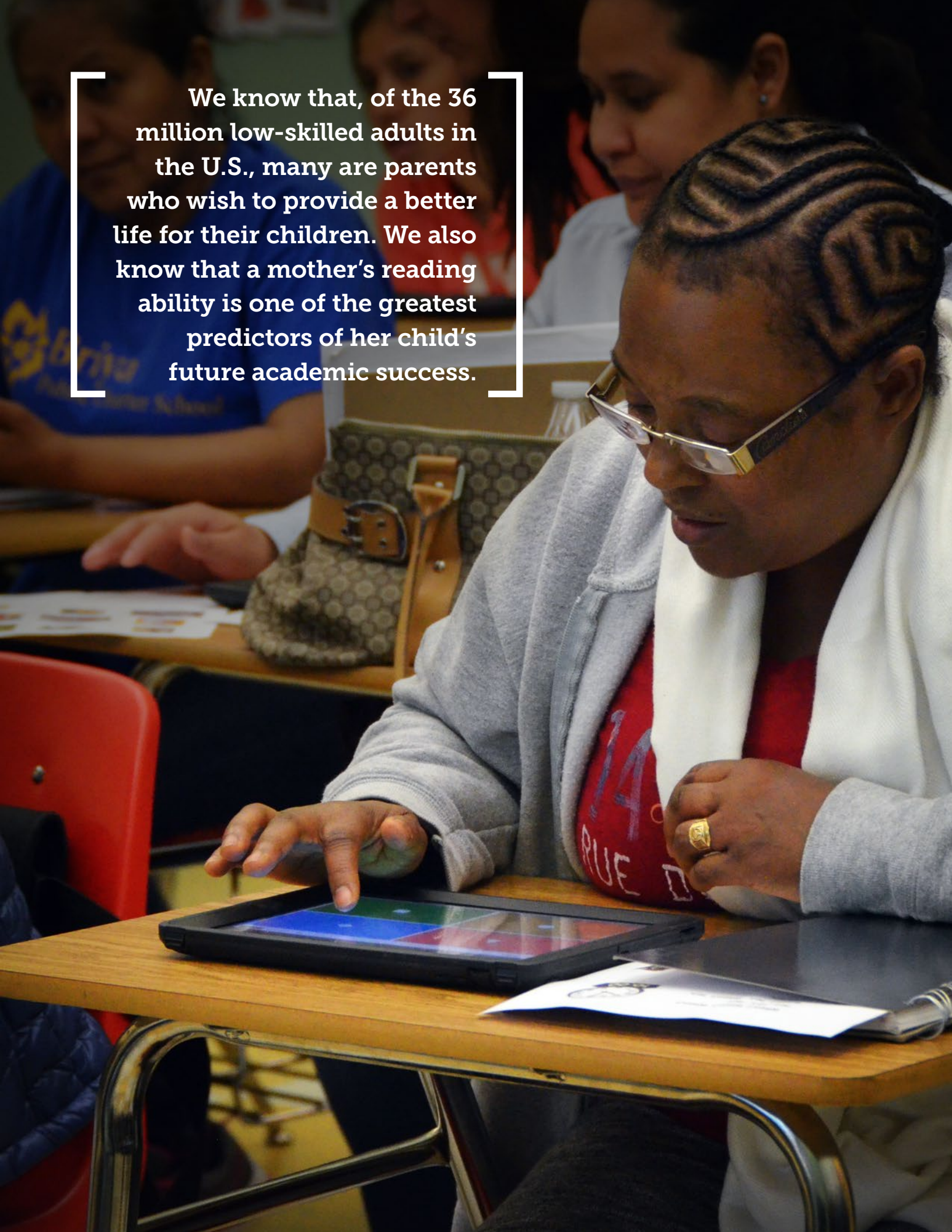
We Take on Big Challenges & Create Solutions

At Digital Promise, we take on big challenges in education. We design and implement solutions that can be leveraged inside and outside of our networks. Engaging our networks, we first seek to understand the challenges educators face each day and how existing and emerging technologies and the latest learning science might help meet those challenges. How can we make research findings accessible, understandable, and usable? How can we inspire a love of learning and encourage agency? How can we expand our understanding of learner variability and make personalization more precise and accurate? How can we best support masterful teachers as they address the needs of a diverse group of students?
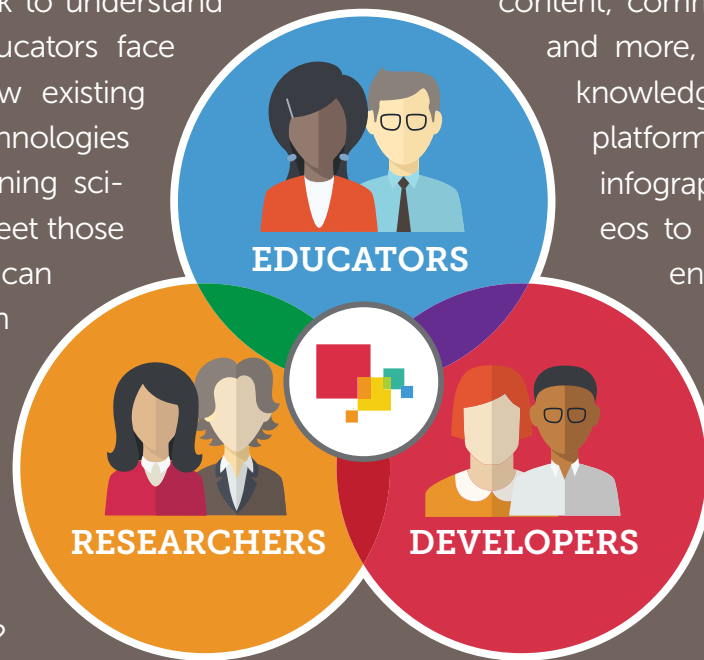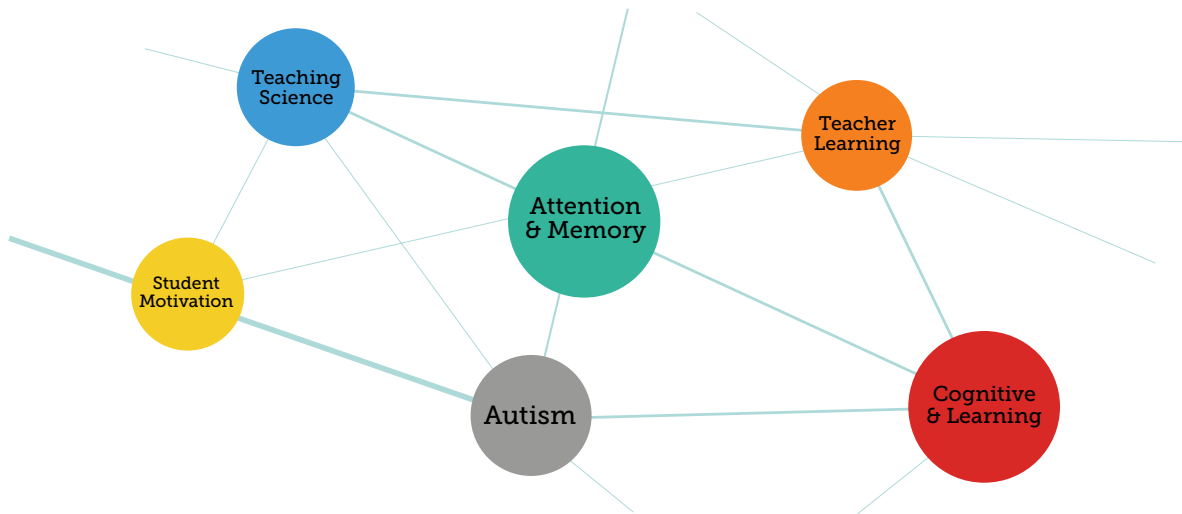
Working at the intersection of researchers, practitioners, and technologists, we create solutions and translate them into practice with toolkits, frameworks, curriculum, content, communities of practice, and more, and we share that knowledge through online platforms, research papers, infographics, blogs and videos to inspire, inform, and encourage others. We welcome you to explore the following pages that describe the challenges we've taken on over the last five years as well as emerging solutions. And as we look back, we recognize and celebrate forward-thinking leaders in their victories - large and small - that continue to propel us in our pursuit of educational excellence and equity.

EDUCATORS

RESEARCHERS

DEVELOPERS

Research

Digital Promise works at the intersection of research and practice. We empower stakeholders with research information and tools to access and apply existing research, and to collect and analyze data. We commission and conduct research studies on innovative programs and products to support decision makers and drive change.

Research@Work makes learning science research easily accessible. In 2016, we launched our Research Map, an interactive data visualization that helps education leaders and technology developers quickly access learning science research. Also in 2016, we launched our Research@Work video series, each featuring a researcher, relevant research findings, and strategies for incorporating those findings in program and product design. One of the first videos focused on how educators can motivate students to become lifelong learners.

Research@Work also connects research and practice by facilitating interactions. On September 8, 2016, 100 education leaders, entrepreneurs, and researchers met for the Summit to Expand Research Use in Education. Participants engaged with interactive sessions on four challenge topics: improving English

Language Learning, reading skills, math skills, and student motivation.

Our Marketplace initiative supports education leaders as they use research and data to select edtech tools. In 2016, we conducted 15 pilots of eight products in 21 schools. We published a report summarizing findings and best practices and launched our Edtech Pilot Framework, a step-by-step process to help education leaders run successful pilots.

In partnership with Teachers College at Columbia University, we also conducted a campaign to crowdsource examples of research use in edtech product design, development, and evaluation. Fifty-three companies submitted, and three exemplary companies were highlighted by EdSurge. We published an analysis of all submissions and provided recommendations for using research throughout the edtech product development life cycle.

In both Research@Work and Marketplace, our goal is to infuse research into the development, adoption, and improvement of innovative programs and products to advance public education and improve learning.

"I was in a meeting regarding how to best support learner diversity and needed information fast. The research map provided exactly what I was looking for."

Dr. Matt Doyle, Interim Superintendent for Vista, Unified School District, CA

Micro-credentials
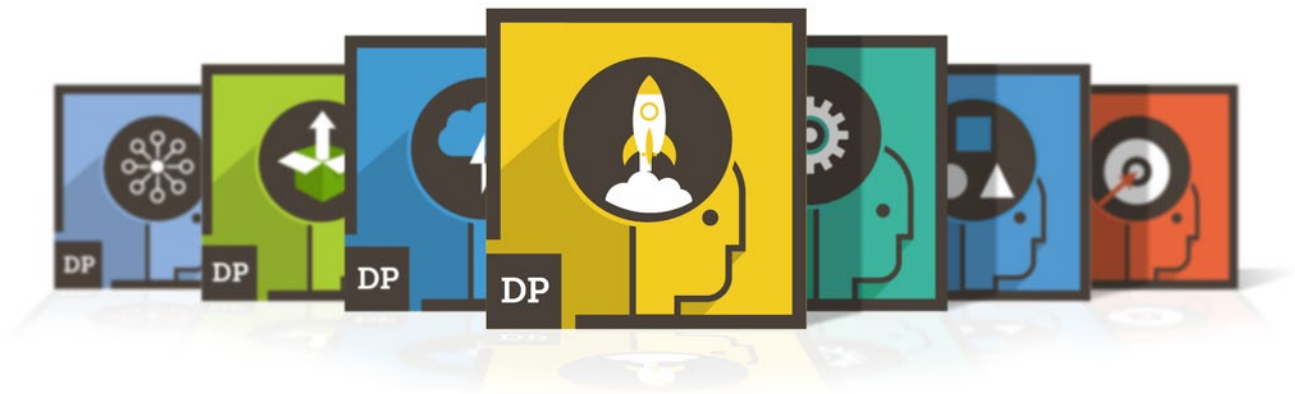
As educators meet the real-time and complex demands of teaching in today's classrooms, they can be recognized for the skills they develop every day through micro-credentials. Current professional learning systems typically focus on formal learning opportunities, overlooking the significant growth emerging from environments such as classroom coaching, professional learning networks, independent research, and daily practice. Micro-credentials address this gap by recognizing learning regardless of where it happens.

Since 2013, Digital Promise has been developing this competency-based professional learning tool. A platform housing more than 250 micro-credentials on a variety of skills and competencies provides easy access for educators and an opportunity to submit evidence for assessment by experts. By shifting focus from seat-time to demonstrated competence, micro-credentials can help personalize educator professional learning and connect systems with the needs of educators and their students.

Our Educator Micro-credential ecosystem has experienced remarkable expansion this past year. A growing number of states and districts are engaging with micro-credentials and we conducted 14 district-level micro-credential pilots. We also launched a Teacher Ambassador Program and produced video case studies to increase engagement and tell powerful stories of professional learning with micro-credentials. As this ecosystem of issuers and earners continues to grow, we are committed to making personalized professional learning accessible to all educators.

"I see the Digital Promise Micro-credential ecosystem as my own teaching partner where I can sharpen my own efforts to create and deliver learning experiences that inspire students."

Kurt Morris, secondary history educator in Kettle Moraine School District, WI

Learner Positioning Systems

Social-emotional Learning

Domain-general Cognitive

Executive Function

Student Bio Background and Context
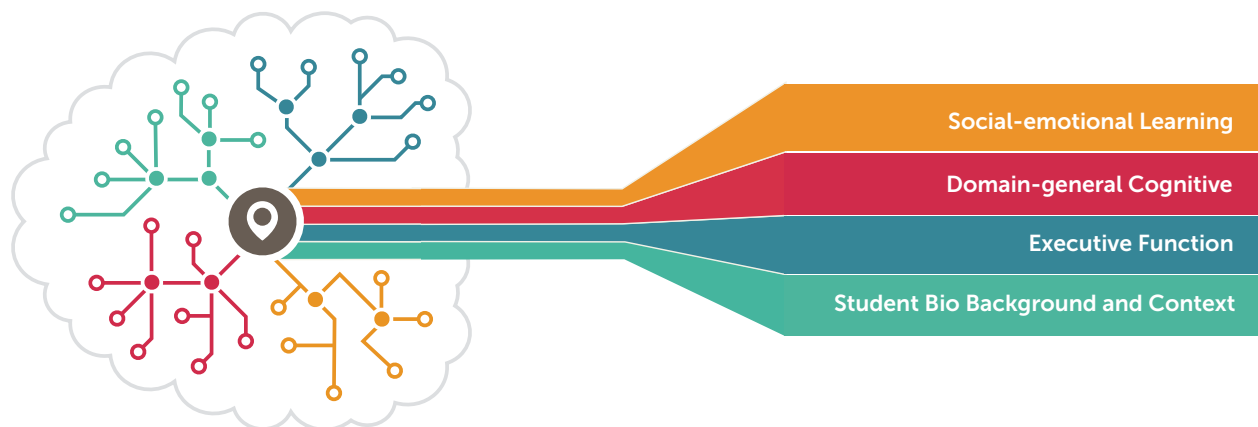
The Learner Positioning Systems (LPS) initiative is taking on big challenges – tackling learner diversity and the Digital Learning Gap. Over the past several decades, the student population in the United States has grown more diverse. More recently, research from the learning sciences has advanced our understanding of learner variability and the importance of grounding educational practice in the unique needs of the individual — rather than the fictional "average" student. Moreover, technological innovation is moving us closer to realizing the promise of evidence-based personalization based on a deep belief in the urgent need to address equity gaps across the education spectrum.

Digital Promise Global launched the LPS initiative in 2015. The vision of LPS draws inspiration from Global Positioning Systems (GPS) in that we seek to support learners as they locate themselves in the context of a learning journey. LPS brings together leading researchers across neuroscience, cognitive science, and social-emotional learning fields with innovative developers and practitioners to explore and design new models for research-based personalization of learning.

Through these purposeful collaborations, we can:

- Highlight the factors that research shows matter most for learners;
- Improve our capacity to understand learners at an individual level;
- Provide practitioners and learners with more effective learning strategies; and
- Support the development of more effective educational products and services.

With LPS, you will be able to explore Learner Factors that current research shows have the greatest impact on learning and how these Factors, across cognition, social and emotional learning, student biographical background, and content, are connected and influence each other. You will also be able to discover strategies to make learning personal for all. By understanding Learner Factors, educators and product designers can better develop and build the curriculum, products and services necessary to meet the diverse needs of all students.

"We've never had the bandwidth to address some of the Factors like cognition and social emotional learning. LPS has really helped us find a way to integrate that into our tech features and tools, and also into our content to make a bigger impact on diverse learners,"`

Manjula Raman, Director of Content and Curriculum at ReadWorks

Maker Learning
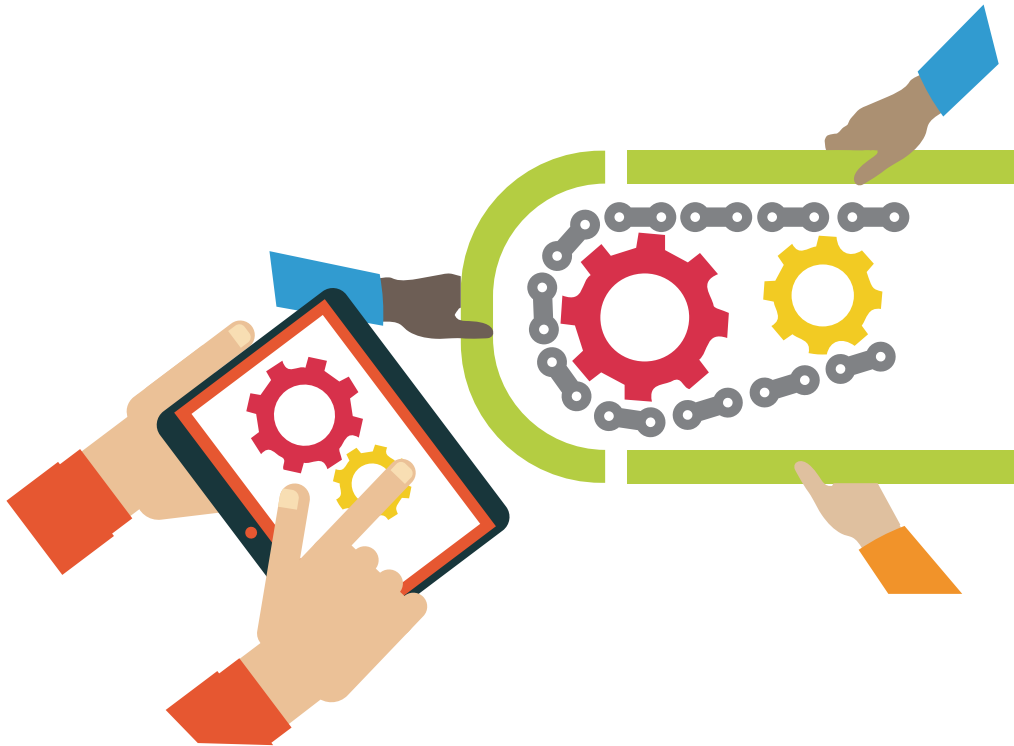
In 2016, we took on another challenge: asking school leaders across the country to help grow the next generation of American makers. Digital Promise and Maker Ed issued a call to sign "The Maker Promise" to prepare students for the jobs of the future and provide a space for making, designate a champion of making, and showcase student work. The Maker Promise was signed by more than 1,500 schools in 50 states.

Maker learning is hands-on, creative, and design-centered. It has the power to:
- Increase student access, interest and skills in STEM;
- Promote social and emotional learning by building empathy through user-centered design;
- Personalize, engage and facilitate student voice and choice; and
- Catalyze interdisciplinary experiences and make curriculum more relevant.

To help prepare educators for integrating maker learning, we published six Maker Ed micro-credentials and provided student safety equipment for teachers who completed the "Making Safely" micro-credential. We published our blog series "A Primer on Maker Learning" and established our framework for understanding maker learning through the core values of agency, authenticity, and audience.

Introducing maker projects that are meaningful and relevant creates an inspiring and engaging environment, empowering students from all cultural and economic backgrounds. Digital Promise will continue to support this powerful movement.

"Maker Learning should exist in schools across the country because it makes education more relevant for students and . . . activates intellectual inquiry and curiosity that normally does not happen through a textbook. It appeals to the whole mind -- the whole student."

- Rep. Jonathan Kreiss-Tomkins, Alaska House of Representatives
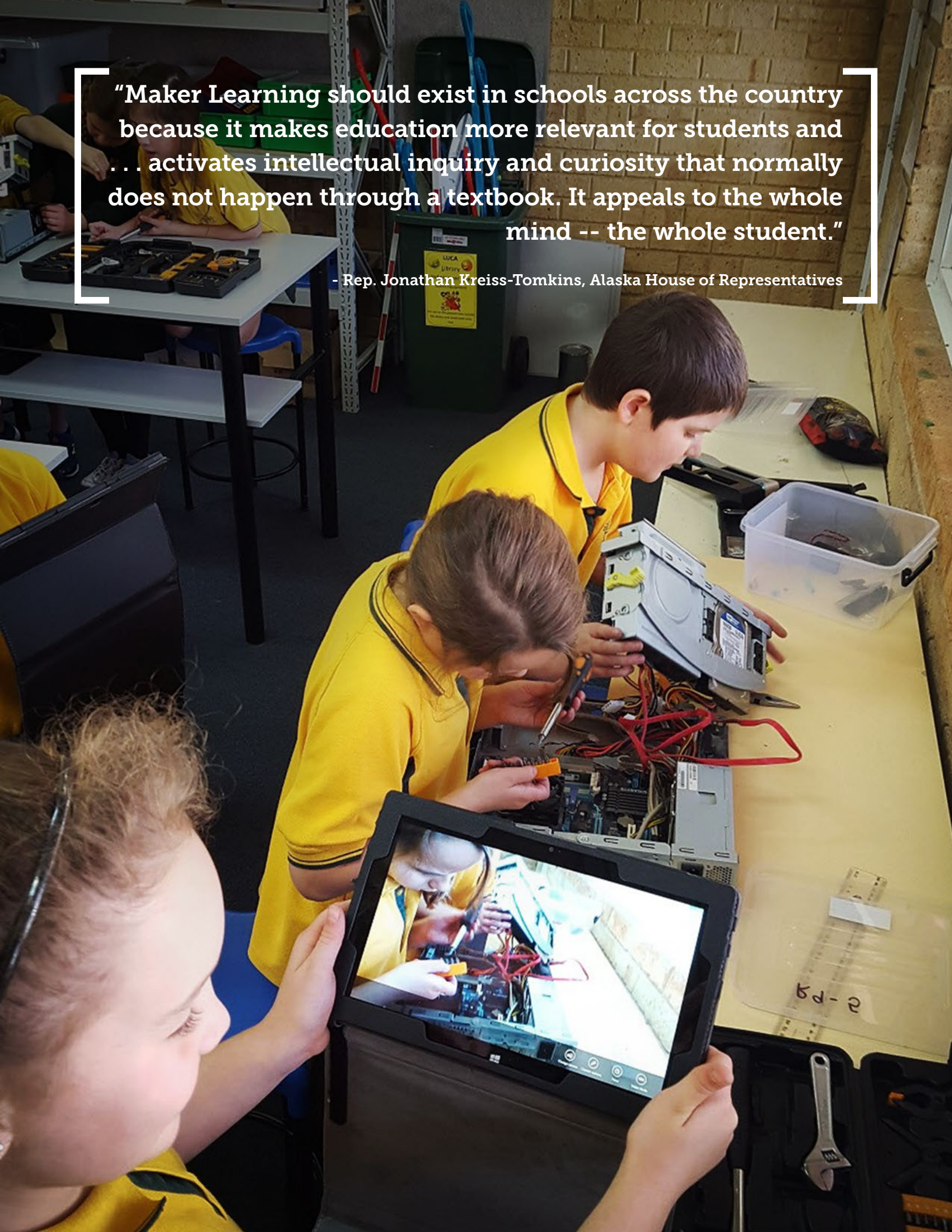
Learning Studios

Learning Studios is a global network of schools where students define the problems they want to solve and design solutions to address them. Leveraging powerful technology, students engage in activities and projects that expose them to skills and concepts such as design thinking and three dimensional design. Learning Studios have been implemented in more than 60 sites in the U.S., Canada, Europe, Australia and New Zealand. Student-driven design projects include:

- Designing a Kid-Friendly Prosthetic Arm (Peoria, Arizona)
- What Does it Mean to be a Nature Superhero? (Niagara, Canada)
- Incorporating User Insights to Design for the Blind (Bellaterra, Spain)

These three projects responded to a grand challenge called "Global Goals, Local Solutions," where students used design centered learning to solve local challenges that mapped to the United Nations Sustainable Development Goals.

To support educators in the Learning Studios, we provide professional learning opportunities including an online learning community, a teacher guide, and creative learning activities and projects.

We are also directing a research effort to learn from student and teacher experiences and outcomes. In our interim report, we found a 10 percent increase in high school students' identification as a designer/maker; increased confidence and comfort in defining problems to investigate; and an increase in students' openness to new and diverse perspectives.

"The Learning Studios program first and foremost provided me with new activities to push my students' thinking. These learning activities not only connected my students with classrooms around the world, but also asked them to think globally by aligning their work and designs to the United Nation's Sustainable Development Goals."

- Michael Kosko, Learning Studios Educator, Al Raby High School, Chicago Public Schools, IL

Challenge Based Learning

"How do I get my students to be engaged and care about learning?" This question confounds educators in schools around the world each and every day. Challenge Based Learning (CBL), a framework for learning while solving real-world challenges, offers a solution to this puzzle for students of all ages. The framework fuels collaboration between students, teachers, families, and community members as they identify big ideas, ask thoughtful questions, and identify, investigate, and solve challenges. This approach helps students gain deep subject area knowledge and the skills necessary to thrive in an ever-changing world. It is informed by innovative practices in education, media, technology, entertainment, recreation, the workplace, and society.

The CBL Framework is divided into three interconnected phases: Engage, Investigate, and Act. Each phase includes activities that prepare participants to move to the next phase. Supporting the entire process involves documentation, reflection and sharing. For example, we ask students to take a hard look at their school and local community to identify a big idea (pollution, water quality, voting, communication, transportation, etc.), then use the CBL process to frame the challenge, deeply learn about it, and develop an app that solves the problem.

To support CBL, we provide research, toolkits, videos, and professional services. From developing solutions for asthma to climate change, CBL builds on the foundation of experiential learning and leans on the wisdom of a long history of progressive education.

CBL provides the opportunity for learners to direct their learning journey, rather than having it pre-framed by someone else.

360 Filmmakers Challenge

Virtual Reality (VR) is transforming fields from medicine to education. Through simulations and virtual field trips, VR lets learners step into the shoes of a young girl in a refugee camp, investigate ocean acidification, witness the wonder of the Great Barrier Reef, and more. Yet learners can do more than consume content with these new technologies: they can also be creators. To help close the Digital Learning Gap, all students need opportunities to engage in active, creative uses of technology that give them agency over their world and support lifelong learning.

The 360 Filmmakers Challenge invites young people to use 360° video technology to produce stories that make an impact, aiming to inspire students as creators and build their skills and confidence with technology and production.

In 2016, the program launched with nine pilot schools and expanded to reach 36 schools in seven states and the District of Columbia, involving more than 1,400 students. We produced behind-the-scenes stories of

impact featuring five winning student production teams and recognized 14 top student films.

In the fall of 2016, we undertook a documentation effort to explore the potential of the program to enable student learning and growth, finding that in creating 360° video stories, students can learn about the production process, develop important skills such as communication, collaboration, and perspective-taking, and discover new career possibilities and passions. Our documentation also supports the idea that authentic project prompts and a real-world audience boost students' motivation, persistence and pride.

This program ensures that students from all backgrounds have experiences not only operating, but designing and creating with emerging technologies. With effective support, young people can participate in imagining and experimenting how cutting edge technology can be used for good.

"I've shown [my 360° video] to a few of my friends, as well as a teacher I didn't know before. Watching their reactions, being amazed by the technology, but also being amazed by what I was trying to present was very energy-boosting. It was very cool to see and go 'I did that, I brought that person's amazement out."

- 360 Filmmakers Challenge Student

Professional Services

To help accelerate the pace of innovation and close the Digital Learning Gap, our Professional Services engage a team of experts with helping districts create scalable new models that benefit educators and students based on the latest technology and research. We leverage our expansive free resources and tools to create customized consultation plans and coaching based on the school and district goals. We inspire leaders, support teachers, and engage learners. Our free tools and resources include:

- Edtech Pilot Framework
- Micro-credentials
- Challenge Based Learning
- Maker Learning Resources
- Journey Map
- Competency-based Education Toolkit
- Research Map
- Learner Positioning Systems
- Reports
- Blogs & Videos

A district can access our free tools and engage with our team across these six topical areas:

Challenge Based Learning - A framework for understanding and solving authentic challenges.

The Digital Promise Journey - A guide to digital transformation using our change management blueprint.

Leadership Coaching - A nationally recognized network of forward-leaning K-12 leaders to help build leadership capacity.

Educator Micro-credentials - Personalized professional learning through a system of educator micro-credentials.

Storytelling - Digital documentation and storytelling to spotlight success and inspire action.

Maker Learning - A way to develop design thinking and problem solving skills.

We customize each engagement with:

Institutes and workshops - One- to four-day immersive sessions to help participants develop skills, engage with challenges, and apply new ideas to their professional practice.

On-site coaching - Work with teachers in their classroom, co-teach model lessons, and provide support one-on-one and with groups.

On-site planning with leadership team - Work with a team of administrators and/or lead teachers to create a long-range plan including implementation strategies and milestones.

Virtual Support - Immediate, focused and customized to fit participants' needs via video conferencing, chat, email, phone, and other systems.

Combining lessons learned through years of practice with emerging learning science and research, Digital Promise creates programs that lead to personalized learning environments. Our goal is to level the playing field and ensure every school is preparing our students for the jobs of the future.

"Our [Digital Promise] coaches were very open to hearing from us first about what was going on in our district and where we wanted to be. They helped us refine our vision and become more focused on exactly what we needed to do to reach our goals. They guided us in developing a workable step-by-step plan to reach the goals that we have for our district."

- Dr. Sue Peterson, Assistant Superintendent for Curriculum and Instruction Weslaco ISD, TX
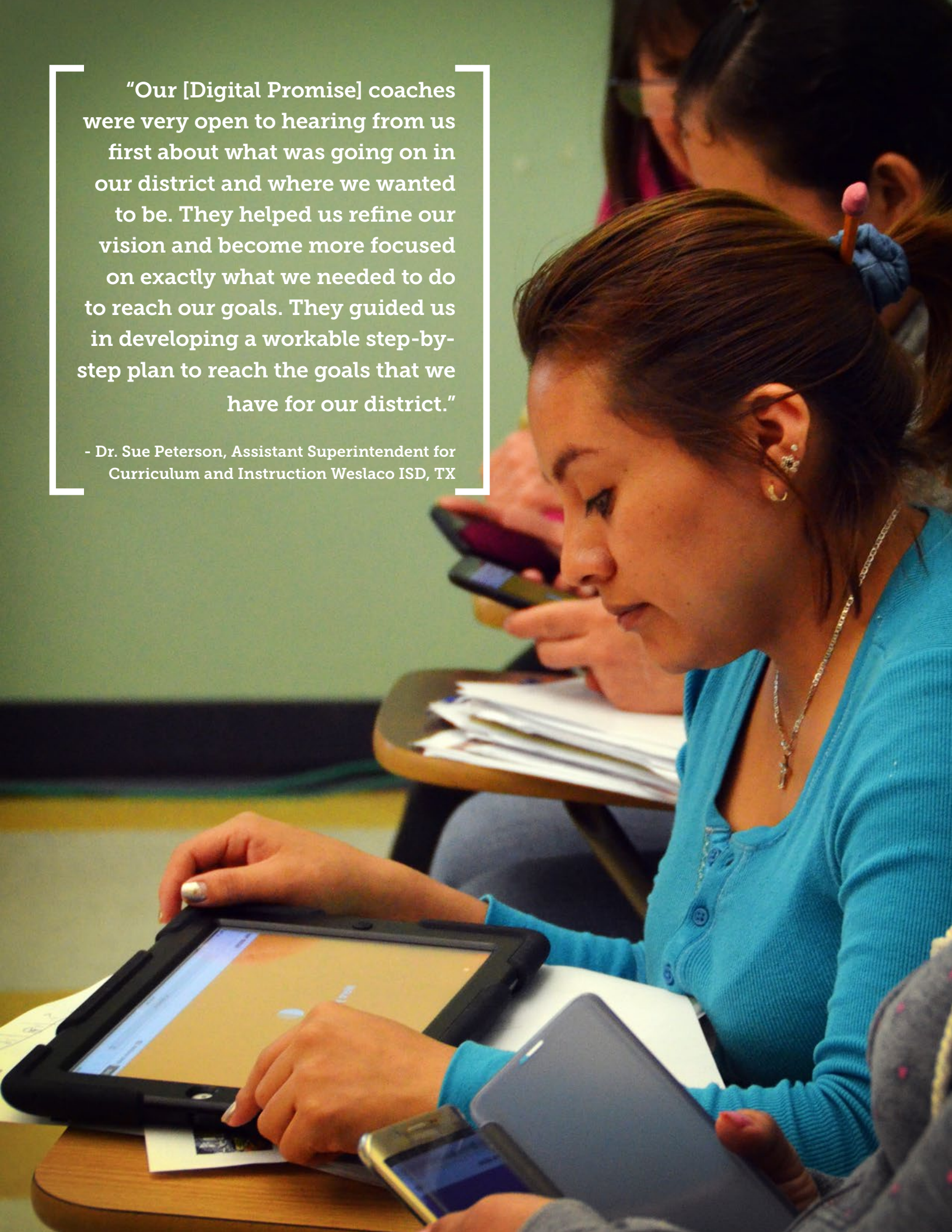
Digital Promise

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, 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.

2016 Board of Directors

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Supporters

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 philanthropic supporters include:

Bill & Melinda Gates Foundation
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The Gordon and Betty Moore Foundation
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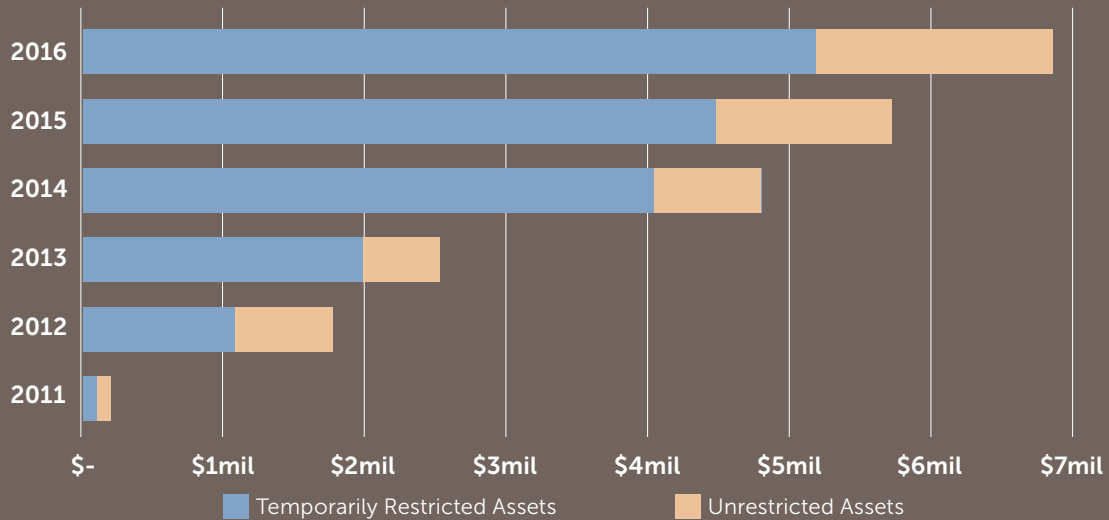**The Overdeck Family Foundation**
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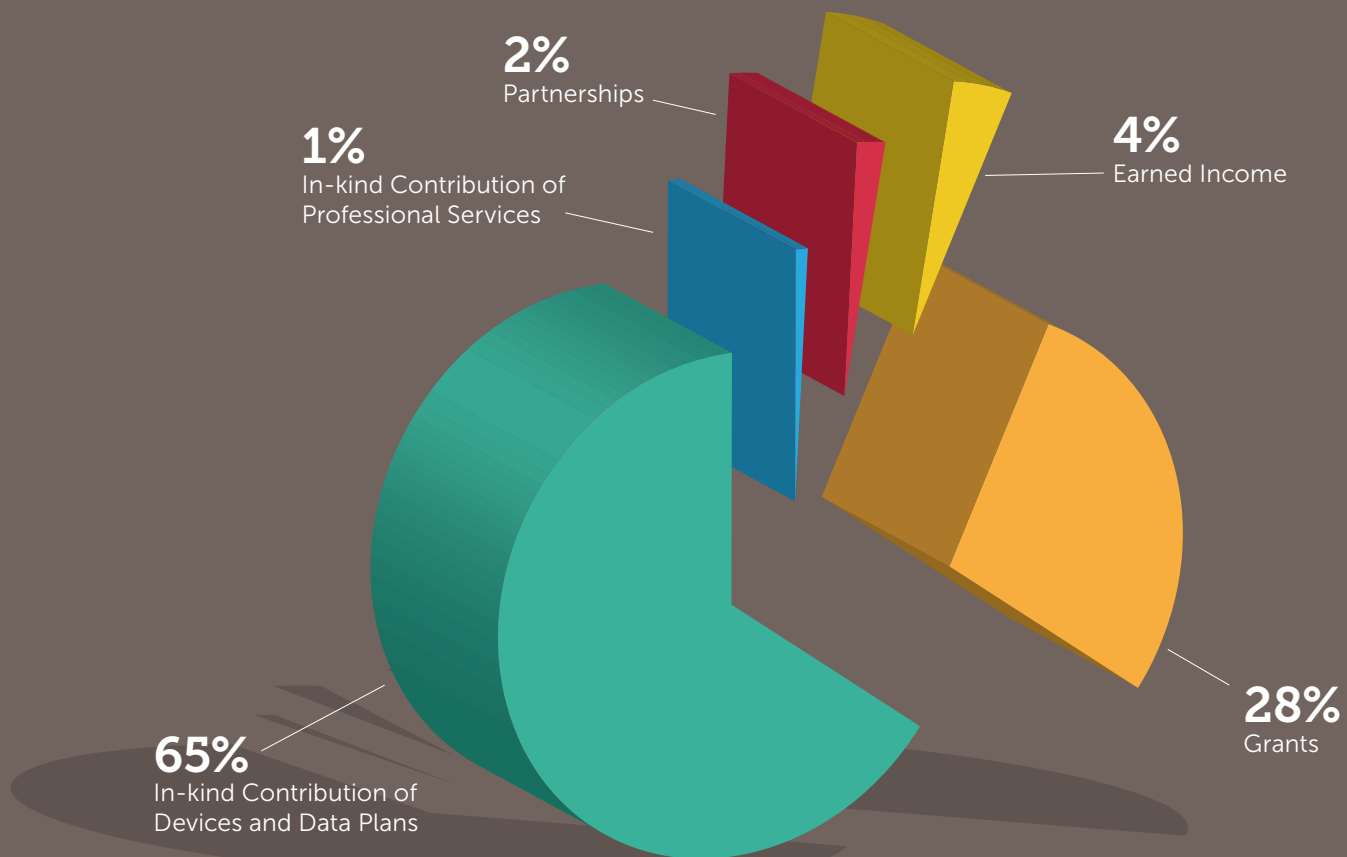
Our generous Corporate Partners can be found at: http://digitalpromise.org/about/supporters

Digital Promise Financials

Digital Promise Net Assets, by Year

Year	
2016	
2015	
2014	
2013	
2012	
2011	

$- | $1mil | $2mil | $3mil | $4mil | $5mil | $6mil | $7mil

■ Temporarily Restricted Assets   ■ Unrestricted Assets

Digital Promise 2016 Revenue, by Source

Total Revenue = $33.9 Million | $11.3 Million Cash | $22.6 Million In-kind

2% Partnerships

1% In-kind Contribution of Professional Services

4% Earned Income

28% Grants

65% In-kind Contribution of Devices and Data Plans

Digital Promise Global

Digital Promise Global shares a mission with 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.

2016 DPG Board of Directors

Eamon M. Kelly, Ph.D.
Chairman of the Board of Directors

Professor and President Emeritus, Payson Center for International Development and Technology Transfer, Tulane University

Karen Cator
Board Member

President and CEO of Digital Promise

Dr. Anthony Jackson
Board Member

Vice President for Education at Asia Society

Dr. Linda Roberts
Board Member

Former Founding Director of the Office of Educational Technology, US Department of Education

Michael Trucano
Board Member

Senior Education & Technology Policy Specialist and Global Lead for Innovation, World Bank

Supporters

Our work at Digital Promise Global is made possible by leading foundations and other funding organizations that have made a commitment to support our mission of improving the opportunity to learn. We are grateful for their support and partnership that make our work possible. Our generous funders can be found at:
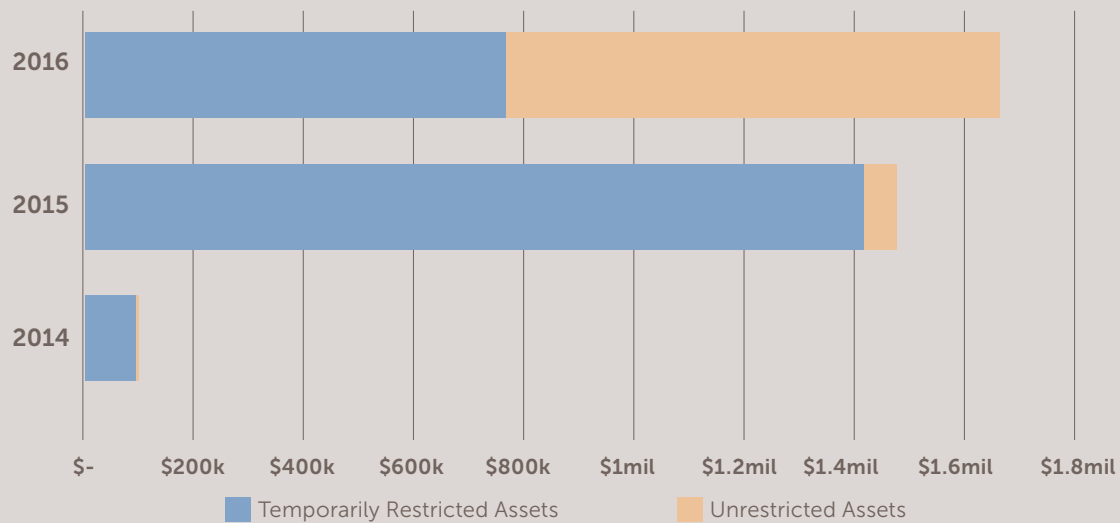http://global.digitalpromise.org/about/supporters

In Memoriam

The Digital Promise family mourns the loss of Dr. Eamon Michael Kelly, Chairman of the Board of Digital Promise and Digital Promise Global, an inspiring leader who devoted his life to educating and empowering people across America and around the world. Dr. Kelly passed away on June 28, 2017, prior to this report being published. He was instrumental in turning Digital Promise from an idea into a reality, serving as Chairman from our launch in 2011 until his passing. His leadership, deep expertise, and wisdom guided us to our current success. And his warmth, wry humor, and quiet presence made him a pleasure to work with. He will be deeply missed.
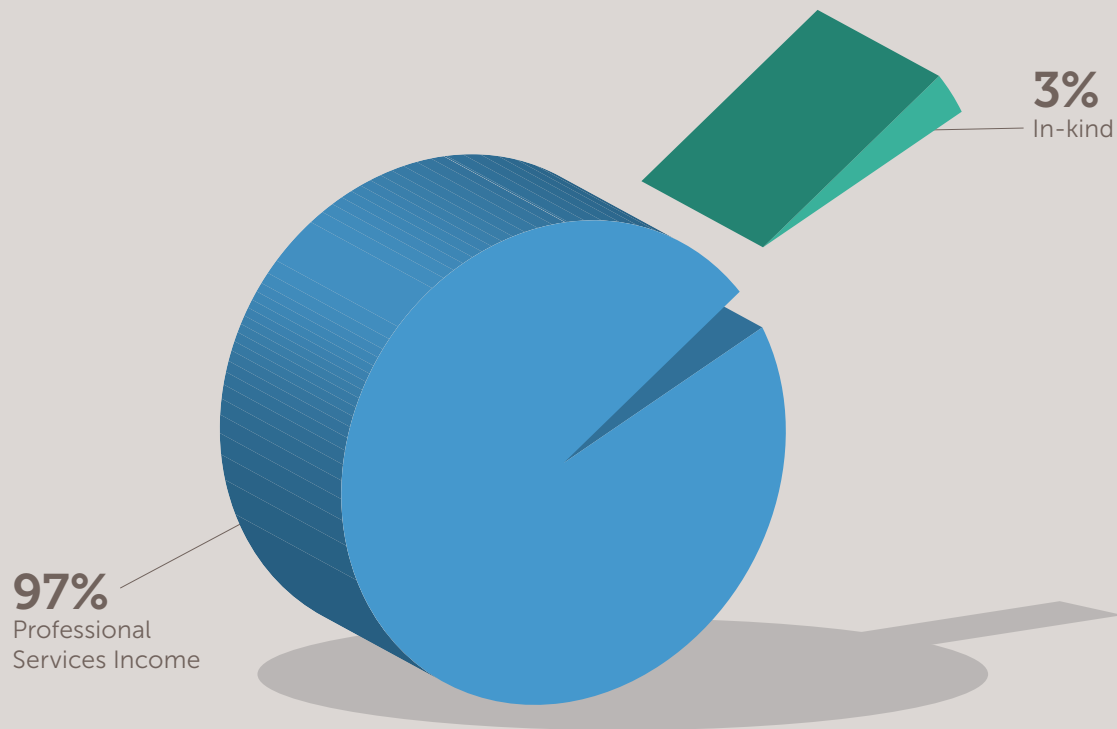
Digital Promise Global Financials

Digital Promise Global Net Assets, by Year

2016	
2015	
2014	

$- $200k $400k $600k $800k $1mil $1.2mil $1.4mil $1.6mil $1.8mil

▬ Temporarily Restricted Assets   ▬ Unrestricted Assets

Digital Promise Global 2016 Revenue, by Source

Total Revenue = $2.4 Million

3%
In-kind

97%
Professional
Services Income

Digital Promise
Accelerating Innovation in Education

Digital Promise Global

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Redwood City, CA 94063