Digital Equity Readiness Checklist

For New York State students to lead productive and successful lives upon graduation, they must understand and know how to use digital technologies. Technology knowledge and skills are vital for full participation in 21st Century life, work, and citizenship. Sufficient access to computing devices and high-speed internet, both in school and at students' places of residence, are essential for educational equity.

There are multiple factors affecting digital equity in our schools. Digital equity is not limited to hardware, software, and infrastructure. As outlined in NYSED's *District Technology Planning website,* districts are responsible for providing students with access to high-quality digital resources and standards-based, technology-rich learning experiences within a culturally and linguistically responsive environment. With this in mind, districts are tasked with developing visions and goals to support student achievement and engagement, and to provide teachers and leaders with relevant instructional technology-based professional development opportunities.

The purpose of this checklist is to help both districts and schools on their path to achieving digital equity. There are two sections included in the checklist, one at the school level and another at the district level. By using the achievement scale provided for each proposed solution, districts and schools will be able to identify weak and/or strong aspects of their path towards digital equity. It will allow them to identify and focus on areas that are "Not Started" or "Beginning." They can use the results to help formulate plans (including their Instructional Technology Plan) and actions toward achieving digital equity for their students.

Included prior to the checklist is a list of terms and shared definitions. At the end of the document, a matrix connects solutions to potential resources for districts and schools.

New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

Shared Definitions

Term	Definition	Example
Digital Citizenship	The ability to understand and act in safe, ethical, legal, and positive ways in online environments.	Second grader using a website to discern fact from fiction.
Digital Equity	Ensures all individuals and communities have the information technology capacity (physical and instructional) needed for full participation in our society, democracy, and economy. Digital Equity is necessary for civic and cultural participation, employment, lifelong learning, and access to essential services.	Students within a school district boundary can all get on the internet at home without barriers. Access is adequate to meet the demands on the student and family for learning.
Digital Literacy	The knowledge of, and the ability to use digital technologies to create, research, communicate, collaborate, and share information and work.	Students use shared online documents to collaborate on a group project.
Digital Readiness	Have the resources (hardware, software, infrastructure, etc.) and capacity (professional development, IT support, etc.) needed to successfully implement a technology driven teaching and learning environment to successfully engage all stakeholders. Additionally, Digital Readiness assumes students have the skills a student will need to participate in activities at their age and grade level.	A 3rd grade student has exposure and experience with the use of a standard keyboard to participate in their learning.
Instructional Technology	The use of technology to facilitate and enhance teaching and learning.	Students within a classroom have appropriate technological devices to enhance their learning beyond access. The tools are an integrated component into learning. An interactive whiteboard in a classroom is used to navigate material and enhance the experience rather than only used as a screen for projecting material
Adequate/ Sufficient access	The user does not regularly experience issues (slowdowns, buffering, disconnections, unreliable connection, etc.) while participating in required or assigned instruction and learning activities, as measured during peak usage. Also consider the number of internet users in addition to the required activities.	An internet connection may be sufficient for a whole class of students to visit a webpage, but the same connection may not be sufficient for that whole class to participate in videoconferencing at the same time.

SCHOOL LEVEL

Check the box to the right that describes how well your school has achieved the solution.

Solution	District/School Vision	Not Started	Beginning	Developing	Accomplished
Digital Equity	We have a shared cohesive definition of digital equity.	☐	☐	☐	☐
	Digital equity aligns with our building vision.	☐	☐	☐	☐
	We dedicate time and resources to digital readiness.	☐	☐	☐	☐
	We leverage digital equity to provide high quality education for all students.	☐	☐	☐	☐
Total Tally:					

Solution	Partnerships with Families and Community Connections	Not Started	Beginning	Developing	Accomplished
Stakeholder Access	We provide devices at school for student use.	☐	☐	☐	☐
	We provide devices for students to take home.	☐	☐	☐	☐
	We provide portable hotspots for student access to the internet at home.	☐	☐	☐	☐
	Community organizations are utilized to increase stakeholder access to technology.	☐	☐	☐	☐
Communication with Stakeholders	We communicate with stakeholders in their home language.	☐	☐	☐	☐
	We provide resources for stakeholders in their home language.	☐	☐	☐	☐
	We communicate with stakeholders using their preferred method of communication.	☐	☐	☐	☐
	We communicate with stakeholders on a regular basis.	☐	☐	☐	☐
	We communicate with stakeholders when they are available, including outside of school hours.	☐	☐	☐	☐
Stakeholder Support	We provide parents resources and information they need to support their students with technology.	☐	☐	☐	☐
	We coordinate with our community to provide other supports to our families and students (content, trainings, etc.)	☐	☐	☐	☐
	We provide technology training for all stakeholders.	☐	☐	☐	☐
Total Tally:					

Solution	Student Development	Not Started	Beginning	Developing	Accomplished
Student Technology Skills	Our students have access to training on how to use technology.	☐	☐	☐	☐
	Our students have access to training on how to use technology within the content areas.	☐	☐	☐	☐
	Our students have time to apply their knowledge/skills relative to technology within the school day.	☐	☐	☐	☐
	Our students time to apply their knowledge/skills relative to technology outside the school day.	☐	☐	☐	☐
	Our students have access to resources collection to develop to support building understanding and skills.	☐	☐	☐	☐
Digital Literacy	Our building has defined digital literacy expectations for all students.	☐	☐	☐	☐
	Digital Literacy integration occurs in all grades Pre-K/K-12.	☐	☐	☐	☐
	We teach students digital literacy skills aligned with the NYS Computer Science and Digital Fluency Learning Standards.	☐	☐	☐	☐
Total Tally:					

Solution	Teacher, Administrator, and Staff Development	Not Started	Beginning	Developing	Accomplished
Curriculum and Instruction	Educational objectives, standards, and outcomes are considered first when deciding on educational technologies.	☐	☐	☐	☐
	The NYS Computer Science and Digital Fluency Learning Standards and instructional technology have been integrated into the content curriculum across the grade levels.	☐	☐	☐	☐
Resources and Tools	All staff have the educational resources required to incorporate instructional technology and digital literacy within their content area.	☐	☐	☐	☐
	We provide devices to all staff for use at school.	☐	☐	☐	☐
	We provide devices to all staff for use at home.	☐	☐	☐	☐
Professional Development	Professional development is provided to increase all staff's knowledge of educational technology.	☐	☐	☐	☐
	Professional development is provided to teach all staff the skills needed to give their students basic tech support.	☐	☐	☐	☐
	Professional development is provided to support teachers' digital literacy instruction.	☐	☐	☐	☐
	Professional development connects the NYS Computer Science and Digital Fluency Learning Standards to content area curricula and standards.	☐	☐	☐	☐
	Professional development is continuous.	☐	☐	☐	☐
	Professional development builds upon all staff's prior knowledge.	☐	☐	☐	☐
Total Tally:					

DISTRICT LEVEL

Check the box to the right that describes how well your district has achieved the solution.

Solution	District Vision	Not Started	Beginning	Developing	Accomplished
Digital Equity	Digital equity aligns with our district vision.	☐	☐	☐	☐
	We have a shared cohesive definition of digital equity.	☐	☐	☐	☐
	We dedicate time and resources to digital readiness.	☐	☐	☐	☐
	We leverage digital equity to provide high quality education for all students.	☐	☐	☐	☐
	Our district has defined digital literacy expectations for all students.	☐	☐	☐	☐
Total Tally:					

Solution	District-Wide Development	Not Started	Beginning	Developing	Accomplished
Targeted Funding	Our district is aware of funding opportunities and programs.	☐	☐	☐	☐
	Our district applies for funding opportunities and programs.	☐	☐	☐	☐
	Our district provides stakeholders with information on funding opportunities and programs.	☐	☐	☐	☐
Infrastructure and Hardware	Our district's infrastructure is up to date.	☐	☐	☐	☐
	Our district's hardware is updated at regular intervals.	☐	☐	☐	☐
	Our buildings have adequate broadband access.	☐	☐	☐	☐
	Our buildings have adequate Wi-Fi access.	☐	☐	☐	☐
Community	Community organizations are utilized to increase stakeholder access to technology.	☐	☐	☐	☐
	We communicate with stakeholders on a regular basis.	☐	☐	☐	☐
Stakeholder Access	Stakeholders are participating in Instructional Technology Plan development meetings.	☐	☐	☐	☐
	Community organizations are utilized to increase stakeholder access to technology.	☐	☐	☐	☐
	District efforts towards Digital Equity are easy to access and easily understood.	☐	☐	☐	☐
Digital Literacy	Our district has defined digital literacy expectations for all students.	☐	☐	☐	☐
	Total Tally:				

RESOURCES TO BUILD TOWARD DIGITAL EQUITY

Resource	Digital Equity	Stakeholder Access, Support, Communication	Student Tech Skills and Digital Literacy	Curriculum, Instruction, Resources and Tools	PD	Funding	Infrastructure & Hardware	Community Involvement
NYS Computer Science & Digital Fluency Learning Standards			✓	✓				
Meeting the Needs of all Students in the Remote Learning Environment			✓	✓				
NYSCATE		✓			✓			
NYS Teacher Centers					✓			
BOCES/RIC				✓	✓	✓	✓	✓
Digital Promise	✓		✓	✓				
NYSED EdTech Funding						✓		
SUNY ATTAIN			✓	✓	✓			✓
COSN	✓	✓	✓	✓				
EducationSuperhighway	✓	✓				✓	✓	
Regional Bilingual Education Resource Network (RBERN)		✓			✓			✓
Teaching in Remote/Hybrid Learning Environments (TRLE) Core Competency Resources					✓		✓	

Resource	Digital Equity	Stakeholder Access, Support, Communication	Student Tech Skills and Digital Literacy	Curriculum, Instruction, Resources and Tools	PD	Funding	Infrastructure & Hardware	Community Involvement
DigitalBridge K12 Home Access Needs Assessment Playbook	✔	✔					✔	
CCSSO: Home Digital Access Data Collection	✔	✔						
NYS Library Digital Equity Resources	✔	✔	✔	✔			✔	✔
Regional Adult Education Network		✔			✔			
Federal Affordable Connectivity Program	✔	✔				✔		