



Calgary Board of Education

ACQUISITION OF DIGITAL RESOURCES

Project Number:

Not assigned

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Purpose of the Project Charter

This project charter seeks executive approval to plan and develop a long-term framework in which digital educational resources will be effectively and efficiently managed by CBE staff and students and other stakeholders to improve student, professional and staff learning. As well as providing an overview of the project, the charter defines the scope, constraints and intended outcomes of the project. This project is one component of the broader Learning Resources Strategy.

Identification

Project Identification	
Project Name:	Acquisition of Digital Resources
Current Name Phase:	Charter
Project Sponsor:	Cathy Faber
Division Functional Director:	
Project Manager:	

Overview

Business Case Summary (How will this project benefit student learning?)

This project assumes an understanding of the nature of learning in the digital age and of the student-centred learning model as described in the **Learning Resources Strategy Program Charter** which reflects the CBE Three-Year Education Plan. Within the context of the Learning Resources Strategy the framework developed in the **Acquisition of Digital Resources Project** will address the following needs:

- a coherent process and standards for the acquisition, **evaluation** and distribution of digital resources by CBE stakeholder groups including but not limited to students, staff, parents and vendors;
- identification of best practices relating use of digital resources by CBE staff and students to personalize and optimize learning (appropriate use is out of scope);
- interim funding for the purchase of resources or access to resources before the end of the project so that student learning is not disadvantaged

The need for a coherent process and standards: Currently students have access to a wide number of digital learning resources. These include online curriculum related digital resources on LearnAlberta.ca and digital reference resources available from the Online Reference Centre (Alberta Ed. approved), streamed video, and filtered Internet resources. The Internet resources accessed through the CBE online libraries have been recommended by teachers but have not necessarily passed through a formalized evaluation process. Other Internet resources that may be accessed by students have neither been evaluated nor recommended by teaching staff.



The Calgary Board of Education requires a process and standards for the acquisition of digital resources that will allow personalized learning opportunities to all students through flexible delivery options, including digital, print, and human forms.

The need to identify best teaching practice with regard to digital resources: Students often access Internet resources with little knowledge and understanding of how to assess or evaluate the sites they are using for applicability, readability, accuracy, currency or bias. Indeed, many teachers have little idea of how to assess and evaluate Internet sites for these criteria.

The need for interim funding: the system will be required to explore various licensing or purchase arrangements with vendors throughout the life of the project. Funding will come from many sources including school funds. Purchases and licensing will need to be pursued at the system level as well as by schools. The project budget will allow for funding of certain of those arrangements. It is essential that the processes developed through this project be available and implemented where appropriate using project resources.

Situational Assessment and Gap Analysis

Student learning needs: Students currently access digital resources in a number of locations. These resources may be CBE-approved resources or not. CBE-approved resources are provided by Alberta Education, the CBE, the school or individual teachers. Students may also locate resources on their own as part of a teacher-assigned learning activity. Access to this wide variety of resources is both desirable and necessary if schools are to meet the outcomes of the Three-year Education Plan. The CBE does not currently have a coherent strategy for supporting students in navigating these resources, evaluating them effectively or accessing them efficiently.

As learning is distributed beyond the classroom, students will require access to digital environments where they can post their work to engage with new audiences and learning opportunities. Student creation and publishing of digital resources currently occurs at many schools but is not necessarily common teaching practice throughout CBE schools. Digital resources created by students are published on school websites. These are not currently searchable through our IMS so are not necessarily shared with other students. As of September 2009 students will be able to publish digitally within e-portfolios but these will not be searchable either. There is no centralized digital student publishing platform providing a place for hosting student created digital resources for use by other students, for student reflections and reactions to the work published. Such an endeavour would provide opportunities for teaching and learning related to digital citizenship specifically about digital rights and responsibilities and digital law.

Teacher professional development: CBE teachers are often not aware of the plethora of digital resources that are currently available. In cases where teachers are aware of these resources they must go to a large number of websites to access them. It is essential that this process be streamlined and simplified.

In many cases teachers are not familiar with CBE-supported selection and evaluation processes. This impedes the development of a richer digital learning resource environment. To support the development of a collection of digital resources that supports student learning teachers must be able to participate in the evaluation and selection\ processes.



As teachers seek to represent content and engage students in multiple ways and effectively engage students, the use of digital technologies will allow them to network with colleagues and share their work in new ways. Strategies and processes developed as a result of this project must allow for support for teachers in the development of this environment.

Acquiring digital resources: Many schools have licensed/purchased and use other software/digital resources outside of the approval process. Over the years schools have licensed software without ensuring sustainability or usability on the CBE network. Much of this software may no longer be compatible with current operating systems. Some schools have been known to use software that is not licensed.

Traditionally, there has been a practice of strong collaboration between Educational Resources and Services (ERS), Purchasing, schools and the Research and Learning Commons (RLC) for the purchase of text and media based learning resources. Additionally, there is a history of suppliers of text and media learning resources being influenced and guided by CBE Learning Commons Lead Teachers so that some resources supplied specifically address identified CBE needs.

It will be essential for schools, the RLC, Purchasing, ERS and Information Technology Services to work closely with digital resource providers to ensure we access quality digital learning resources that can support our diverse learners, diverse programmes and be sustainable on our networks. The provision of district wide licenses for digital resources where appropriate would be instrumental in alleviating learning resource equity issues among schools.

Organization and management of digital resources: The management of learning resources in text and media formats across the lifecycle of processes from identification, through evaluation, selection, cataloguing, organization, retention and eventual retirement, is a thorough but time consuming process. Current capacity to handle the entire volume of print and media resources that need to be evaluated and catalogued does not keep up with demand, and merits examination. There is a long delay between resources being identified and a catalogued learning resource ending up in the hands of students. This project will attempt to harmonize system and school processes to ensure that pricing is optimized and the right resources are available in the right places.

Evaluation of digital resources: CBE text and media library resources and any system licensed resources undergo a rigorous evaluation process. In the future system purchased/licensed digital resources, such as but not limited to, streaming video or an audiobook platform must follow a rigorous evaluation process to ensure value and appropriateness throughout the system. Evaluation of digital resources must align with the Evaluation and Selection of Learning Resources project.

The digital learning resources residing within CBE online libraries have not necessarily undergone a rigorous evaluation process – generally they are suggested/recommended by CBE staff/teachers who have used them but have not evaluated them using any formalized process. It is envisioned that a similar process continue for the recommendation of Internet sites but that recommendations reflect our student voice.

Copyright: Students and staff alike do not necessarily adhere to copyright legislation. Examples include the use of downloaded music brought from home in Power Point presentations or iMovies, photographs taken at will from the Internet for use in presentations, and large portions of text from Internet sites included in student essays and reports. Copyright



issues within the system require teacher professional development regarding digital citizenship. Facilitating an understanding of the importance of students becoming responsible digital citizens will need to be integrated into teachers' everyday practice. Digital citizenship is addressed through the Digital Citizenship: Enabling Personalization through Handheld Mobile Learning charter, also part of the overarching Learning Resources Strategy charter.

Accessibility: The CBE does not currently require content providers to ensure the accessibility of resources. It is envisioned that accessibility standards be developed as part of this project.

Sourcing: Suppliers of digital learning resources include: Publishers, Learning Resource Producers, CBE Learning Resource Creators, CBE Knowledge Navigators and Internet sites. CBE currently holds few system-wide licenses for digital learning resources that are accessed by students. While some of the non-CBE suppliers of text and media resources are influenced and guided by CBE Knowledge Navigators acting in alignment with a set of standards and training developed and enhanced through the CBE, this is not the case for digital learning resources. Resulting from the guidance provided to non-CBE Learning Resource suppliers, there is an expectation on the part of the CBE that supplied text and media learning resources will be of improved value to the CBE. It is envisioned that as connections are made with digital learning resources suppliers, that these suppliers can be influenced/guided by the educational needs of our system.

Partnerships: Currently, the CBE partnership with The Alberta Video Co-Acquisition Consortium (COAC) provides for the purchase of provincial licenses for streamed educational videos to provide access to high quality video resources at a lower cost. High quality digital resources are available through Alberta Education – LearnAlberta.ca and the Online Reference Centre. Fundamental to the success and sustainability of the learning resources evaluation process is the concept of creating partnerships with:

- Provincial and inter-provincial educational organizations
- School districts, and
- Business organizations with an educational focus (e.g. ERAC/COAC)

These partnerships could ensure that a process for evaluation occurs and that this collaboration results in a large bank of evaluated curriculum-related resources. Responsibility for the evaluation of specific resources could be shared among partners.

Project deliverables and major outcomes

Major Outcomes	Deliverables
Teachers and students are able to access digital resources through one-stop searching, identify the appropriateness of resources for their teaching or learning context and use the resources effectively.	<ol style="list-style-type: none">1. One-stop searching2. A process that produces quality evaluations3. An environment where evaluations can reside4. A professional development process for evaluation (must align with the Evaluation and Selection of Learning Resources charter)5. A professional development plan for using the resources in the classroom
Teachers and students are able to provide input into the	<ol style="list-style-type: none">1. Communication plan so teachers are aware and understand the importance of these



selection of digital resources.	<p>processes.</p> <ol style="list-style-type: none"> 2. A recommendation and evaluation process in which teachers and students can participate has been developed. 3. A searchable environment that can receive the evaluations from teachers and students 4. A professional development for teachers. 5. Development of learning resources supporting student participation.
Schools will select resources based on their collection development plan (AR3012) and understand when it is appropriate to purchase/license resources using school funds or opt into system-licensed/purchased resources.	<ol style="list-style-type: none"> 1. Criteria for deciding when a resource should be purchased/licensed using school funds etc. 2. A communication plan has been developed. 3. A PD plan about the impact of acquiring digital resources on collection development.
Digital rights management practices are understood and followed by all stakeholder groups.	<ol style="list-style-type: none"> 1. A professional development plan has been developed. 2. A communication plan has been developed. 1. Explore technology/software solutions
Copyright/terms of use of digital resources is understood and respected.	<ol style="list-style-type: none"> 1. A professional development plan has been developed. 2. A communication plan has been developed.
Student privacy is protected.	<ol style="list-style-type: none"> 1. A communication plan regarding student privacy issues has been developed.
Teachers and students can access resources in a variety of online and offline formats.	<ol style="list-style-type: none"> 1. A network environment that allows for multiple formats and delivery methods. 2. A professional development plan has been developed. 3. A communication plan has been developed.
Vendors deliver resources in appropriate formats based on locally or provincially-developed standards.	<ol style="list-style-type: none"> 1. Delivery and format standards have been developed or adopted. 2. Communication process for vendors and contributors has been developed.
Duplication of acquisitions across the system and schools is minimized where appropriate.	<ol style="list-style-type: none"> 1. A communication plan that that allows the system and schools to be aware of digital resource holdings and availability has been developed.. 2. One-stop searching looks across provincial databases as well as CBE databases.
Teachers and students can contribute their own digital resources to the system.	<ol style="list-style-type: none"> 1. The CBE network provides access and environments that support publication by students and teachers. 2. A publication process has been developed and



	<p>piloted.</p> <ol style="list-style-type: none">3. A communication plan that allows Information regarding publication of digital resources by teachers and students to be communicated on an ongoing basis.4. A professional development plan that supports publication has been developed.
<p>Partnerships will exist with organizations that provide quality digital learning resources:</p> <ul style="list-style-type: none">• cost-effectiveness• input into the development of digital resources• meet our specific educational needs	<ol style="list-style-type: none">1. Existence of partnerships that deliver the intended outcomes.
<p>Administrative Regulations relating to digital resources will have been reviewed and revised as required.</p>	<ol style="list-style-type: none">1. Administrative Regulations have been revised where required.
<p>Digital learning resources are purchased, catalogued and made available to schools in a timely fashion.</p>	<ol style="list-style-type: none">1. Expectations regarding time requirements have been identified and communicated to all stakeholders.2. Metadata/cataloguing standards for digital resources have been agreed upon by all stakeholders.3. A PD/Training plan for staff has been developed.
<p>Creation of an online environment in which a culture of collaboration and sharing between CBE staff can flourish.</p>	<ol style="list-style-type: none">1. A PD plan supporting collaboration and contribution has been created.2. Network access and environments that support collaboration and sharing exist.
<p>Content providers including vendors, partners, teachers and students comply with accessibility standards.</p>	<ol style="list-style-type: none">1. Accessibility standards have been developed and are communicated to content providers on an ongoing basis.

Strategic Fit

The Acquisition of Digital Resources project addresses the need and potential opportunity to provide significant learning support to students through the procurement of substantial numbers



of varied, high quality digital resources. It supports the need to create rigorous standards for the evaluation of these digital learning resources.

The Acquisition of Digital Resources project specifically aligns with the Vision of the Calgary Board of Education and with established priorities and strategies:

CBE Mission Statement: “Educating Tomorrow’s Citizens Today”

End Statement 1: Mega End. “Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning to function effectively in life, work and continued learning.”

End Statement 2: “Each student will possess the knowledge, skills and attitudes required for academic success and be effectively prepared for life, work and further learning.”

The Acquisition of Digital Resources project aligns with the following outcomes of the Calgary Board of Education Three-Year Education Plan:

Outcome 1.1 a) Implement a learning model that personalizes learning:

As students increasingly use their own digital access devices and come to depend more on the use of digital resources they will need access to a wide variety of quality digital resources that will support diverse learning needs and diverse programme needs. To ensure continued access to quality resources rigorous evaluation processes of digital resources will need to be in place. Accessing digital resources will often be an expensive proposition and it will be important to collaborate with other service units to obtain best prices and make decisions about centralized or decentralized funding. Additionally, it will be important to form partnerships with like minded organizations such as the Calgary Public Library to gain access to considerably more and a greater variety of digital resources.

Outcome 1.1 b) Provide a comprehensive view of student achievement

The enhanced, system-wide focus on literacy includes digital literacy. An essential part of digital literacy is the ability to evaluate digital resources for currency, accuracy, applicability, and bias. As students access an increasing number of digital resources, especially those from the Internet, they will need sharply honed skills to be able to assess the appropriateness of these resources.

Digital literacy is only one aspect of responsible digital citizenship. Beyond this, as students access and use digital resources they will need to be well versed in digital communication, digital rights and responsibilities and digital law.

Outcome 1.2 a) Establish district-wide professional development with student learning at the centre

Consistent focused professional development in distributed environments for teachers regarding the digital citizenship issues around digital resources needs to take place. Teachers must be knowledgeable about the many kinds of digital resources that their students access and be able to support their students in learning how to navigate and use these resources as well as how to create their own digital resources.

Outcome 1.2 b) Build distributed learning environments

In order to support students within online learning environments it will be necessary for them to have access to a wide variety of quality digital resources. They will need to become comfortable with evaluating those resources that they encounter as well as with creating their own digital resources.



Outcome 1.3 a) Expand on the concept of schooling.

As multiple channels of learning and teaching that extend access and build flexibility to support student success are developed it will become essential to be able to provide quality learning resources through these channels.

Outcome 3.1 b) Adopt principles of Universal Design for Learning

The principles of Universal Design for Learning (UDL) include providing multiple, flexible methods or options of representation, expression, apprenticeship and engagement. The availability of a wide variety of quality digital learning resources for student use, the support for student creation of digital resources and the creation of an online, collaborative student publishing centre all align with the principals of UDL.

This project focuses on a plan to acquire digital resources within CBE, evaluate these resources, process them in a timely fashion, educate teachers and students in the evaluation of these resources, and provide an online environment for student publishing and discussion. Providing a substantial collection of quality digital resources which meet the diverse learning needs of CBE students and the diverse programmes available to CBE students will be of significant support to both learners and teachers as they choose and use these resources to help personalize their learning. Our students are increasingly familiar with online environments and find them exciting and motivating. Supporting online environments with digital resources and a social networking environment that can be accessed anywhere, anytime will give our students a learning edge.

If we don't provide our students with rich online environments through which they can access needed resources, create and publish their own resources and react to the work of others, we risk losing them to other unknown online environments and making school redundant. Our students will not be prepared for life, work and further learning in the twenty-first century.

Current Initiatives Involving Digital Resources

LEARNALBERTA.CA

Learn Alberta has developed web access to allow students, parents, teachers and other stakeholders to locate resources from within the context of the programs of study. It merges resources from the existing Online Guide to Implementation and Tools4Teachers websites with LearnAlberta.ca resources. Access to a "My Workspace" allows one to create lists of favourite resources, add links to other web-based valuable resources, and annotate, sequence and publish those lists for sharing with colleagues and students. This capability could influence the CBE Learning Resources Strategy, as we desire to provide access to LearnAlberta.ca items from a single search point within CBE.

CBE TEXTBOOK PRACTICE IMPROVEMENT

CBE has embarked on a continuous improvement effort, working with resource providers such as Pearson Publishing, to determine possibilities for the use and provision of e-texts. This effort is in early discussion stages and can be influenced by the Learning Resources Strategy.

GLOBAL EDUCATION CONNECT PROJECT

CBEglobalconnect is an environment that connects schools, teachers, students and the community in multiple ways. Students have the opportunity to develop global competencies through authentic interactions with international organizations and students from other countries



and cultures. The goal is that this resource will help teachers and students to connect globally. The opportunities that this project will enable warrant consideration in the CBE Learning Resources Strategy.

ALTERNATIVE STRATEGIES FOR LEARNING RESOURCE DEVELOPMENT

CBE has begun early discussions with private companies and other learning resource providers to determine whether and how partnerships could be formed to develop CBE resources. This is intended to move emergent resources into a digital environment. This effort is in an early discussion stage, which means that the Learning Resources Strategy can influence it.

Project Scope and Success Factors

Scope

Scope Includes	Scope Excludes
Creation of a plan to purchase and manage digital learning resources	Software selection and licensing
Establishing evaluation criteria for identification and selection of quality digital learning resources	
Investigation of available digital learning resources for purchase or license	
Identification and selection of quality digital learning resources	
Evaluation of selected digital learning resources for license or purchase and recommendations for license or purchase	
Purchase of digital resources	
Investigation of partnerships to enable access to quality digital learning resources	
Plan for cataloguing/meta-tagging of digital resources including Internet resources	Cataloguing/meta-tagging of digital resources
Plan and create online space for hosting student publishing of digital resources	Support for development of digital resources by teachers and students (out of scope for Digital Acquisitions Project).
Plan for professional development for teachers to enable them to become knowledgeable and proficient in identification, evaluation and use and	Development and implementation of professional development strategies.



creation of quality digital learning resources	
Development of an effective communication plan	
Development of research instruments to measure effectiveness of strategies developed through this project.	

Success Factors

1. Improvement in student learning is attributable to increased access to digital learning resources. This will be established through development of research instruments.
2. Schools report that they are satisfied with digital resource management practices.
3. Schools save money through system acquisition and licensing of resources where appropriate.
4. Schools, teachers and students are able to participate in the evaluation and selection of digital learning resources through processes created in this project.
5. Schools report that communication has been effective with regard to issues relating to the acquisition of digital resources.
6. Appropriate digital networks and environments exist to support the outcomes of this project.
7. Teachers are sharing resources they have developed.
8. Students are able to publish digital resources to environments.
9. Digital resources that schools, teachers or students have evaluated and selected are processed in a timely fashion.
10. Partners are aware of CBE standards and processes and are able to accommodate them in a timely way.
11. Teachers and students respect copyright laws.
12. Student privacy is always respected.
13. New streaming server is used to provide a wide variety of appropriate, curriculum linked video resources.

Estimated Schedule and Budget

Schedule

Project Schedule	
Project Start Date:	September 2009
Project Completion Date:	June 2012
Project Duration: (Months)	

Project Schedule



Please attach Work Breakdown of Milestone/Deliverables (Work Packages)

Milestone Deliverables	% Complete (if Applicable)	Forecast Date of Comp	Actual Completion Date	Variance (Subtract the Forecasted date from the Actual date +/-)

Project Budget

Project Budget		Planning Only Budget	Total Project Estimate
Capital Budget (Costs)			
Equipment			
Consulting/Contract Fees			
Temporary Salaries & Benefits			
Materials/Supplies			
Other			
Total Capital Budget			
Operating Budget			
Total Operating Budget			
Total Project Budget			

[Provide a clear budget for project planning. Provide an estimate of the costs for performing the complete project, not including the planning numbers provided.]



Project Budget

[Provide a clear budget for the planning phase and an estimate of the total project costs]
[Indicate the FY of the expenditures, if the project bridges multiple years where applicable.]
[Indicate the % of certainty of the numbers. (I.E. +/- 25

Funding Source *[Please identify Funding Source]*

Funding Source	1 year	2 year (estimate)	3 year (estimate)	Total
Service Unit				
Capital				
Operation				
Budget				
Other				
Total Funds(Must =Total Project Costs)				

Project Management Approach

As part of the Learning Resources Strategy project, this project needs to work in concert with the other six projects that also fall under the main project. It will be essential for the Acquisition of Learning Resources working team to provide regular information/reports to the other project teams be fully aware of how their work is progressing.

A Steering Committee will guide the work of the project.

A project team will be selected and specific areas of responsibility will be assigned.

The project team will meet regularly.

Project work will be communicated to stakeholders in a timely fashion.

Stakeholders will be consulted as required to inform the work of the project. Stakeholders may include students, teachers, administrators, parents, partners external to the CBE and vendors.

Project Assumptions or Predecessors

1. Human and financial resources will be available to support the work of this project.
2. Current CBE networks and environments will be used where possible.
3. Schools will participate in testing and pilots associated with this project.
4. Steering Committee members will guide the work.
5. The work of this project will be given a high priority by stakeholders.
6. Students and teachers will contribute work for testing and piloting of processes developed in this project.



Project Constraints

1. Collaboration between service units (Curriculum & Learning Technologies, Educational Resources and Services, Purchasing, Information Technology Services) will be essential to the success of this project.
2. Recommendations made by the Evaluation and Selection of Learning Resources Project will have impact on decisions regarding the evaluation of digital learning resources.
3. Recommendations made by the Integrated Media System Project will have impact on decisions regarding the cataloguing of digital learning resources and the searchability of student and teacher created learning resources. Phase 2 of the Integrated Media System Project, which would include the use of Enterprise and ChiliFresh, will impact the Acquisition of Digital Resources Project by providing one-stop searching and an environment where student and teacher evaluations can reside.
4. Recommendations made by the Investing in Classroom Tools Project will have impact on decisions regarding the acquiring of digital learning resources.
5. Recommendations made by the Digital Citizenship Project will have impact on decisions regarding teacher professional development.

Project Risks

Risk ID	Risk	Control (Controllable, Uncontrollable) C/U	Probability (high, medium, low) H/M/L	Impact (high, medium, low) H/M/L	Mitigation Strategy
	Difficulties encountered because of differences of philosophies and understanding among service units about the how project should roll out.	C	M	H	Members from all identified service units on working team, clear, straightforward communication, detailed, comprehensive minutes of meetings sent to team members in a timely fashion
	Difficulties resulting from failure to stay in sync with other projects	C	L	H	Consistent communication with other project leads about progress and decisions made, detailed updates sent to other project leads in a timely fashion
	Keeping abreast of technological changes that will affect identification and selection of digital	C	H	H	Members of working team will be expected to remain current regarding knowledge of latest available digital learning resources,



	learning resources.				plan for keeping current put in place at beginning of project
	Difficulties negotiating reasonable prices for licenses with learning resource providers	UC	M	H	Make contacts with several/many providers of digital resources with the goal of acquiring the best product at the best price
	Difficulties negotiating effective partnerships with organizations that provide digital learning resources	UC	M	H	Have a clear understanding of the value expected by CBE and the value that CBE can offer to the other organization(s)
	Teachers and students do not possess the skills necessary to develop digital resources that can be shared.	UC	M	M	Professional development strategies will be developed.
	Teachers and students do not agree to share resources.	C	M	M	Project rationale must be well-communicated to stakeholders.
	New electronic networks and environments cannot be developed within the project timeline.	UC	M	H	Technical work must be prioritized to ensure success.



Key Stakeholders

Planning Team

[List both internal and external team members]

Position	Name & Title	Repre sents / Interests	Phone
Sponsor:	Cathy Faber		
Subject Matter Expert:			
Steering Committee:			
Project Team Staff:			

Organizational Impacts

Organization	Impact to and Participation of Organization
CBE schools	Highly effective processes for the use of digital learning resources. Greater access to a wide variety of quality digital learning resources that support diverse learner needs and diverse programming, many available on student 's own electronic devices. Online space for student publishing of digital resources. Students able to safely and successfully navigate and evaluate the digital resources that they encounter on a daily basis.
CBE Students	The ability to personalize learning using the best digital learning resources in the most effective and efficient way within a learning environment
CBE teachers	Professional development to support teachers in the evaluation of digital resources so that they in turn can support their students in this endeavour.
Educational Resources and Services	Updated, streamlined management systems that address digital learning resources
Partner Organizations	Access to a greater number of digital learning resources and evaluations of those resources



Information Technology Services	
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Project Team Organization Plans

Project Team Role	Project Team Member(s)	Responsibilities
[Role Title]	[Name(s)]	[Replace this text with a description of the Role Responsibilities.]

APPROVALS

Recommendation:

[Sponsor recommendation on the next steps. Please include any supporting document or where this PID fits in you business plan.]

Project Charter Document Sponsor Approval: [Signatories approving the project to proceed to the next step of.]

Name/Position	Signature	Date

Funding Approval: [Funding sources have been obtained/ secured to move this Charter to the next approval process to move forward to the execution phase.]

Name/Position	Signature	Date



Name/Position	Signature	Date

Approval to Move to Execution (Sign Off): [This approval is identifying that the resources and funds are available to move to Execution Phase]

Name/Position	Signature	Date

Table of Approvals