

## **TRANSITIONING TO HOME BASE**

**March 22, 2013**

**MS. CROWDUS:** Okay, well, thank you so much for joining us today for our Transitioning to Home Base presentation. My name is Cynthia Crowdus. I'm the IIS project coordinator for the Home Base project. We also have in the room Dan Gwaltney and Terra Dominguez from here in the Department. So for today's webinar, I'm going to give you an overview of Home Base. I know many of you are familiar with this, so just a couple of slides, but it's just to make sure that we cover that for those of you who perhaps are participating who don't have quite as much information about Home Base. We'll review the timeline for the rollout, look at a couple of documents, and then we're going to walk you through some use cases or some user scenarios with the different functionalities of Home Base and get your input on each of those use cases.

Okay, so Home Base, as you may know, is made up of both the student information system and the instructional improvement system, so those are actually all one -- it's all one technology platform. Within Home Base you'll see on the very left-hand side of the screen here the student information and learner profile component. That's the PowerSchool piece. I'm sure you've heard of PowerSchool by now. That's the product name for the SIS, the student information system, that will be held within Home Base. To the right of the screen you'll see the instructional pieces, the instructional components, and also the educator evaluation and professional development components.

We've listed out here the different product names just so that you can see how it all works together. We often get questions about how, you know, one piece works with the other or whether Home Base is a part of one or the other, and so we want to just lay it out and show you all the pieces that do work together, so Pearson is the vendor for the student information and the instructional -- the core instructional improvement component of the system, so that's the PowerSchool piece, the Schoolnet piece, which is the IIS, the OpenClass piece, which is the LMS, or the learning management system, and TestNav which is the assessment -- the EOG, EOC summative assessment piece. All of those are in the IIS. And then we

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have another vendor who is working on the educator evaluation and professional development component and that vendor is Truenorthlogic. It's actually a partnership vendor with the Public Consulting Group, or PCG, and Truenorthlogic. All of these systems will integrate and work together in order to form Home Base.

So this document here gives you a really bird's eye view of all of the pieces that I've just mentioned and how they all work together. And I'm also going to walk you through the timeline for how each of these pieces will roll out into your districts.

So if we start over at the top left of the screen, you'll see that the portal is accessible via PowerSchool, so you'll log into PowerSchool and then from PowerSchool you'll have the single sign-on capability to access all of the other components that are housed within Home Base. So parents can access students, teachers, administrators, State admin, content specialists, different user roles, in essence, that can log on to Home Base and access different access levels of Home Base.

If we can go to the next slide. So in the summer of 2013, so in July for the year-round schools and then at the start of the school year for the traditional calendar schools, these are the pieces that will be available, so there's the student information piece, which is the PowerSchool piece that you all have been receiving training on, the core instructional improvement system piece, the instructional tools and assessment component that you can see highlighted there in a dark blue. The content within the system will be available, and you can see listed underneath that slide the contents that we currently have that will be available and with reference to the next generation pieces that will be available. I'd like to note that we're always working on obtaining new items and new resources for the system, so that may change as we get closer, or will change as we get closer to rollout, but just so you have an idea of what will be available as of now what will be available in July, August of this year.

In addition, we have that last piece, the educator evaluation piece that will be available, so these are the four initial components that you'll see at the beginning of the 2013-14 school year.

Following that in the winter, it should be by around October is the timeframe, we're looking at having the learning management system or the LMS piece of Home Base up and running, and the OpenClass to LMS that will be included with Home Base. So that's for October, and then the next slide you'll see in the spring of 2014, we'll roll out the professional development pieces or component of the system, and then finally, the TestNav or the EOG -- the summative testing piece, and the slide after this you'll see will be rolled out.

And then one final slide, we just talked a little bit about the identity access -- identity and access management piece, the IAM piece. The contract is still in progress. Despite that, we will still have single sign-on capabilities for the components that I've mentioned in Home Base, but it will be easier to integrate with third-party vendors once we have that IM contract in place. So even though we don't have that at the moment, it won't hinder your ability as a Home Base user to have that integrated as a single sign-on access to the different components.

Okay, before we dive into training, I want to see if anybody has any questions or -- oh, also, I'd like to say if at any point you'd like to speak, we certainly encourage that. We'd love to hear from you. If you'll just raise your hand, I can un-mute your line and you can share with the group.

Okay, we have one question from Anna coming in, "Are all of the items you are showing as accessible in 2013 free to district or will we have to pay for ClassScape and NWEA item?" For the 2013-14 school year, Home Base will the components that I've shown as rolling out will be available to districts at no cost, and we're looking at the shared-cost model with the districts starting in the 2014-15 school year, and the number that we're looking at for that is \$4 per student, and we can talk about that more in just a little bit. Actually, why don't we do that now. I'm going to back up one slide. Oh, just kidding, I'm going to back up a couple of slides.

Okay, so the pieces that you're seeing here are what are available long term, but I just wanted to pull this one up because you can see all of the different pieces. So the student information piece, the statewide

summative assessment piece, and the educator evaluation piece, those are the ones that you see the big R on top of. At no time will that be a cost to district. That's something that's mandated by the State. The State will cover those costs. So that's not included in the cost-share model that I'll talk about. It's just included at no cost to the district.

Now, the pieces that will be a part of the cost-share model are the PD, the instructional tools and assessments pieces, basically the core instructional improvement system, and the initial content that we have listed here will be included at the \$4 a student. As we move forward, we're looking at getting other content and different assessment items. All of that will have to be negotiated at a future point because we don't have any of those contracts. We don't know what the cost will be for any of those, so all of that will be additional costs and how that plays out we'll know more as we have more information and as we enter into contracts with various third-party vendors.

Okay, so I'm going to talk a little bit about training.

(PAUSE)

Okay, so for the training approach, we're using a train-the-trainer model for training, so the vendor will offer training to a select group of people that will be identified by your districts, then people here at the State will also be trained, and then turn around and train the teachers and other end users in the district. We will offer face-to-face regional LEA training. That's a part of that train-the-trainer model. There will also be LEA webinar offerings and technical support webinar offerings for training. There will be quick reference guides, user manuals, support by DPI, and then also video modules. And I'd like to note that those video modules currently live on a site called Power Source. The district -- you all should have access to Power Source now, so those video -- the video modules are a couple of different types that you see here. The Distance Learning and the Mastery in Minutes, those are -- the Distance Learnings are full courses that show you how to use the system, and the Mastery in Minutes tutorials are just three- to five-minute video clips of really specific functions, like how do I build a test or how do I take attendance or

things like this, so if you wanted to learn really specific things about the system, you could go and look at these videos. You do have unlimited access to this, and at the district level you can determine who can access these materials, but again, you should have access to this now.

I'd like to note one thing. All of the videos that are available on this site are for the Pearson products, so those of you, the student information and the core instructional improvement system, so it's not about the educator evaluation or the PD component. And then one additional note is this for the Pearson product generally, so you won't see the Home Base logo or it's North Carolina-specific, but that said, it still shows you how to use it, so don't be surprised by that even if you don't see the Home Base, it's essentially the same system with that same functionality even though we may have different things that were configured specifically for North Carolina. You can learn about the system itself on this website.

So for the initial training for the district across the state will be in all eight regions. There are approximately, well, not approximately, there are 1,110 slots available. They will be offered face to face.

The dates that we're looking at is our June 20th through July 3rd. Participants will be asked to review the modules prior to attending, and those will be made available, specific modules will be made available for you all to view before your training. And then the educator evaluation piece will be a part of the training, so the Power Source piece that I mentioned before that I said was just for the Pearson components of Home Base, for the actual face-to-face training, it's an integrated training approach. It's a Home Base training so you'll get training on both the Pearson product and the Truenorthlogic which makes up the entire Home Base system; the SIS, the IIS, and the EE and PD portions.

There also will be available online technical training for State staff, technical support staff, and also for district support staff, and there are 365 slots currently for those spots, and also those training dates will start in July and there will be some additional slots available in August.

Okay, I'm going to pause again and see if anybody would like to give any feedback. If you could raise your hand, I will un-mute you. Okay, Paula Thompson, I'm going to un-mute you, Paula. Hello, Paula,

are you there? You're un-muted.

(NO AUDIBLE RESPONSE)

Okay, maybe not. Okay, I have a question. "Can you post a link to this site?" I believe you are talking about the Power Source site. I will grab it and then I'll post a link to it in the chat box for everyone, so look for that link in your chat box in just a moment.

**MS. MCMANUS:** Yeah, and each district should have someone who has access to Power Source and you have to have permission for Power Source. And so talk to your NC Wise coordinator about making sure that you have access to Power Source.

We talked to some districts last month and they were indicating that they had not given access to Power Source yet. They were kind of playing around with the system, making sure some data was in there, and then they were going to provide staff access to Power Source after they had gone through some training themselves. And so the five-day training and the three-day training for LEAs has been going on, so most districts are now starting to let staff, other than the NC Wise director and maybe some immediate staff, have access to Power Source, so make sure you do go to your NC Wise coordinator for that.

Any questions about training or anything else that Cynthia has covered? This is Sarah McManus, and I apologize for being a few minutes late to the webinar.

(PAUSE)

**MS. CROWDUS:** Okay, a question coming in is, "Who do you recommend attend the training?" Tech facilitators for charter schools?

**MS. MCMANUS:** When we have the training in the summer, you really need to send to the training someone who understands instruction and assessment and can also train teachers on those instruction and assessment components. The focus of that instruction and assessment component for Home Base will be for those people who come to the training to redeliver that training to the teachers so the teachers know how to go in and search for lesson plans, how to utilize the functions there, and the most appropriate way

within the district, how to create their own assessments, and how to use the assessment tool most appropriately within the district. So if anyone who understands instruction and assessment, if you want to build some benchmarks as well, sending those folks to the training so they can learn some of those pieces as well, that's who needs to go to that training.

In addition, for the educator evaluation component, you need to make sure that someone who is going to be training teachers on how to do their self-assessments and their -- look at their observation materials and also the principals, being able to train the principals on how to actually do the assessment -- the evaluations on teachers, so that's who needs to go to the training, someone who can understand it, understands the process and then redeliver it to the teachers and the principals.

In some cases the same person who comes to the educator evaluation training will also stay for the instruction and assessment, and in other cases they may be different staff. So we'll have it arranged so that the educator evaluation sessions are half-day sessions with multiple sessions going on at the site. There will be a morning session and an afternoon session so that if a teacher or someone who's coming from the district wants to go to the educator evaluation section and then later go to the full-day assessment and instruction, they would have two options, either go in the afternoon on the first day to the educator evaluation session and then the second day for instruction and assessment, especially if they're spending the night, or do instruction and assessment first and then do educator evaluation the next day and then be able to leave, although there may be some downtime if they were to do the educator evaluation in the morning, then not have anything that afternoon, and go to the instruction and assessment in the afternoon. We will the registration information available in April so folks can kind of sign up early so they can plan their time.

**MS. CROWDUS:** Okay, and we have one raised, Katharine Thomason. I'm going to un-mute now and you can ask your question.

**MS. THOMASON:** I was just wondering, is this going to replace NC Wise or is this just something

new?

**MS. MCMANUS:** Oh, yes, Home Base will replace NC Wise, to the student information portion will replace NC Wise.

**MS. THOMASON:** Okay, thank you.

**MS. MCMANUS:** And then there are other components that are new for the state, for example, the instructional planning tools and the assessment benchmark tool is new for the State to be able to provide to the districts with that cost-year model. Some of you may have tools that you're currently using in your district and you would want to think about which ones you could replace by moving and transitioning to Home Base.

Okay, the next thing we want to do is we want to go over our support documents. We've provided two documents for you to have at your disposal. One is on just the timeline and -- actually, the integrated components and which ones are required and which ones are not. And the second one is a document that has all the functions for each of the different categories. So you'll see for the instruction and assessment component what the high-level functions are, and then you also will have the same thing for the PD, and you have more information about the content that's provided. So if you want to pull those up on your screen, we'd like for you as a group, because we've asked you to kind of come together as an LEA team, go ahead and think about those components and how it compares to what you currently have.

We're going to pause for probably about three minutes or so for you to kind of look over that and kind of talk about what you have currently, and then we'll come back and debrief with you.

(PAUSE)

Okay, I know that you may still be discussing, I don't want to disrupt your discussions, but I did want to point out on the document it does show the number of items that we're going to have for each of the grade levels for the different content, so I just wanted to make sure that you were aware of that. It does show the ClassScope items by grade and it shows for the digital Science and Social Studies library the number

of items that we'll have or the resources we'll have. And then for the NWEAs we have those as well. So continue taking a look at that and think about what you and your district have and what you might want to replace or kind of think about using as it relates to Home Base, and then we're going to go through some use cases -- we'll kind of walk through some scenarios that you might want to think about as well as you're going through this. So, again, just take a few minutes, kind of look at the documents that we've provided as a group, and then we'll start going through some of the use cases in just a moment, but we did want to point out the content is broken down a little bit more than we had discussed earlier. You've got information about what OpenClass is going to provide, which is in LMS for students and teachers. And then you'll also notice that with professional development, there's also an LMS there for professional development, so make sure that you -- I just wanted to make sure I pointed those things out to you.

(PAUSE)

While you're discussing that, we'll answer the two questions that we have up. One is, "Will you email the Power Point for today's participants?" It did go out from Cynthia Crowds this morning around maybe 9:00 or so, so if you want to look for that, that will be in your email box.

The other thing that was -- and if you don't get it, please let us know. We will send you an email address at the end of this, so if you did not get it for some reason, we apologize, but we did send it out this morning.

"Will training be June 20th through July 3rd?" Yes. We are going to start training June 20th. On June 20th we will start with our year-round schools and they will be provided an opportunity to get their training a couple days earlier than their district or their region would get their training, and so June 20th we're going to invite the district to have year-round schools to Raleigh to get their training on the instruction and assessment components, and then on the 21st they would have the option to get their training on the educator evaluation component. So, again, it's two days of training,

And then starting on June the 24th, we will start in Region 1 and I believe in Region 2, and there will be a two-day training, and then we'll move to other various regions, so between June 24th and July 3rd, we will have touched every region with two days of training. Within those regions we'll have a certain number of slots. For smaller districts they'll have three slots. For medium districts there are seven. And for larger districts there are ten.

Now, if there's a district that decides they don't want to do anything necessarily with Home Base during the first year that is out and available and free, then they may decide they don't want to send ten people to a training for a large district or they don't want to send three people or maybe they don't have three people to send. If there are slots that open up, then we will have a (AUDIO STOPS) --

(PAUSE)

Okay, it doesn't look like anybody has any comments, so hopefully, you had a chance to -- hold on.

Okay. Hopefully, you had a chance to talk through this with your district. We're going to go through the first use case. Again, as we go through this, you can always refer back to the documents that we talked about, about the functionality that's available. So the first use case we're going to talk about is content-owned by LEA's charter schools or teachers, and there are two pieces of this particular use case. One is when you want to share resources, like you're sharing through the resource consortium, and the other one is when you have content that you upload into the system on your own, and then also maybe even later decide that you want to share. So I'm going to let LaVerne go through this one.

**LAVERNE:** Okay. You should see on your screen Use Case Number 1, and we had talked about the content that will be available through Home Base. And in addition to the vendor-supplied contents from Pearson and Truenorthlogic, we decided that we'll be able to offer contents from the LEAs. And so that end, we have formed a resource consortium, which is the list of people of about 45 LEAs and charter schools who have decided that they've got great resources that they want to share via Home Base, and so we meet monthly to talk about those instructional and assessment resources. And to date, we have four

LEAs that have already submitted resources through Home Base, those being Jones County, Wake County, Charlotte-Meck, and Guilford, and the list continues to grow. So in preparation for the LEA resources for Home Base, we wanted to ensure that there was some consistency in terms of quality and alignment for all of these resources, and so we have decided to use the OER Achieve rubric as the means by which to evaluate the resources to ensure quality and alignment to the standards.

So we'd like to give you an opportunity to think about this first use case, to consider resources that you have at your district level or school level, and ask you after reviewing this case whether you think it would be a good idea to have these resources available through Home Base, and if you are sufficiently trained to load your own content, would that be something that you would choose to do. So if you would raise your hands to determine whether or not you think this would be a great use of Home Base to have the ability to actually upload your own content, that would be great, if we could see a show of hands.

**MS. CROWDUS:** Okay, just a moment. I'm getting the note that we can only see a black screen. Let me get that back up on the screen for you. I think that did it.

**LAVERNE:** Okay, now we've got the whole --

**MS. CROWDUS:** You got it?

**LAVERNE:** Yeah. Everything is set. So we talked about training LEAs and schools on how to upload and use Home Base, so if this something that you think would be a good use of your time and efforts to have you have the ability to upload your own resources to Home Base, if so, if you would please show by raising your hands that this is a good idea, this is something that you'd like to be able to do. And you're looking at use case number 1 again. Districts and schools would log on to Home Base. You'd load your own resources that are aligned, that are attached to the various fields that we determined, and you can access your own resources or have the resources shared by other LEAs. So is this something that you think would be good to do to be able to upload your own resources and share them with other LEAs. If you would raise your hands to let us know whether or not you think that's a good idea.

**MS. MCMANUS:** Yeah. So what we're doing now as we go through the use cases, we're telling you how could use Home Base to transition to Home Base, and we just want to get an indication of how useful this is for your district. Some districts may not be interested in uploading their own materials at this time. Others may have a lot of different materials in lots of different places and they're not searchable, and they may want to put it one place. Others may have it in a place that's kind of searchable, but it may be older technology or maybe they created it themselves and they want to upgrade and they don't have the staff and the infrastructure to do so, so we're just getting a feel for that.

And then you're going to get a survey at the end of this meeting where you can indicate on a scale of one to five how important this is for your particular district so that we can capture it by district as well as just getting kind of an indication. So as LaVerne said, and I think we have a couple of hands of those districts that feel like this is something that they are interested in and that this would be useful for their particular district. So thank you.

Okay, so just to reiterate, this would be something that teachers could upload their own information into the My Content part of Home Base, so teachers will have their own content that they can have. There will be school contents that everyone in the school will have access to; district content that only people in the district have access to; and then you have the ability to share with the State at the State level.

If the teacher starts using Home Base, they say, you know, "I think this is great content, I want to share it with my school and have that available," there will be vetting process that will be part of Home Base where they would be able to vet that and the school can say, "Yes, we want to use this" or maybe they'll send it back and give them some comments and they don't want to use it that particular time. So Home Base over time will have the vetting features incorporated into it so that that can happen.

In July 2013 to start, there will be banks of resources where teachers can pull from and then they'll be able to create their own resources. And then we also have that resource consortium that LaVerne talked about where we're collecting resources and vetting those at the State level and tagging those, so those are

available.

So we're going to move on to the next use case, and the next use case is very similar to this, and this is just about license content that you currently have. For example, you may be using discovery education or achievement series on the assessment side, and you may want to continue to use that license content.

There's lots of things that you can do with that. You can integrate that content into Home Base. You can maybe connect to the system. There's going to be lots of options for you. Some of those, though, are going to be at a cost above and beyond the \$4 that we mentioned before. That is something that if you want to do and that's a desire that your district has, then you would work with Pearson to get that done, or you would work with the Clough (phonetic) Team for the identity access management piece to get that done, or if you wanted to work with your vendor to get a download of resources that you could upload into the system, that would be something that you would work with, but those are things that you would have options to do, but it's not included in the \$4 per student, and it's not something that we would help you with at this particular point in time.

But some of you I know that you have your own systems and you may want to integrate it within Home Base so that you can see lots of things within your dashboard. If you wanted to have single sign-on in this regard, is that something that you would be interested in having. Take a few moments to think about that and then we'll see if you have any comments that you'd like to share with us before we move on to the next use case.

(PAUSE)

Okay, someone asked about the vetting process. One of the things that we do when we vet resources here at the State level is we use what's called the open education resource achieve rubric, and we use that rubric to determine whether those items are quality and whether they're aligned to the standard, and so that's something that we use here at the State level. We've trained districts on how to vet those resources as well using that rubric and we'll have additional trainings during the summer institute time, and so

districts would be able to vet their resources using the OER Achieve rubrics, or if it's ELA resources, they would use a similar rubric that (indiscernible) has developed, but it's specific to ELA resources. They would use those resources, those rubrics, they would vet them, and then if they wanted to promote those up to the State level, they could do that or to other item banks, but we want to make sure that we're using some common vetting within North Carolina to the extent possible.

Another question we had was will there be other dates for training for those who are already unavailable during this time period. We will offer trainings. This first round of training is the initial training. There are also the Mastery in Minutes that Cynthia talked about. Those will be available on the web. We'll have additional refresher webinars.

And then I don't know if Cynthia talked to you about this or not, but during the 2013-14 school year, although we're going to make the system available to everyone, we're going to have what we call beta sites across North Carolina. The current standing is that we would have one per LEA, and we would work closely with those districts to make sure that they're up and running. It would be for districts that really wanted to move forward with this. We would provide them ongoing support. We'd learn from what they have to do in order to make this district-wide. And then what we would do -- one per region, I'm sorry. Did I say one per district? Oh, one per region. Thank you. Oh, that's awful. One per region we would have, and so we would have one per region, eight total. Make sure that's clear with the recording here, one per region, eight total, is the thinking now. And then we would work with those districts to see what it took them to do their change management within their district, to get their staff trained, up and running. For those districts that just wanted to kind of make it available for the teachers and just to do maybe the assessment component, but not the other component, we probably will not chose them as a beta site, but for those sites we would learn from them and then we would do more training for those sites than we would for those that are just going to have it available and kind of play around with it for the next year. And so for the beta sites, we will have additional trainings and there will be different

dates for those trainings. And then once districts decide whether they're going to use Home Base in the '14-15 school year, if they decide they're going to opt out, they wouldn't get additional training, but if they're going to be all in, then what we would do is we'd have additional trainings that summer. So there will be other trainings that will come on. We have a whole slew of training that's going to happen, but just for the initial training, we wanted to give you those dates. Those dates are pretty set for the summer in terms of what we will train before the start of the 2013-14 school year.

Okay, use case number two. How many of you think this is something that is something that you would use or that is viable for you at your district at this time for integrating content that you currently have into Home Base from third-party vendors? That's licensed content. Is it something that you're interested in? Raise your hand. Okay, a few, not very many.

The first use case seemed more viable for some of you in terms of what you're thinking in terms of transitioning to Home Base. That's helpful for us to know. We do have a lot of support for the first use case. We don't have as much for the second and it does have a fee associated with it, and so that kind of fits with the hands that we see being raised.

Any questions before we go on to use case number three? Okay, use case number three.

This is professional development. Professional development is going to be the system that comes on in the spring of 2014. With the professional development system, you'll be able to manage your professional development. At a district we know that you offer professional development quite often for your staff and so this would be a way for you to have them register for the professional development, to manage their courses. They'd have a transcript that they can keep track of. If they have their evaluation, they can -- you can search for PDs that might be appropriate for them. They can look at State PDs that we're offering as well, different sessions that we're having. For example, the PD that we're offering this summer if the system was available, we would use it for you to enroll in the training and also to help get you your certificate. But unfortunately, it's not available until spring 2014, so we'll be using an

alternative. So we're excited about this system. We can't wait to get our hands on it. We can't wait for it to be available for the State to use, and so we're just wondering how many of you are also interested in this type of a system. So we're going to pause for a moment, talk about it with your team, and then we'll come back together.

(PAUSE)

Okay, so hopefully, you had a chance to talk about this. Again, you know, you can have longer discussions outside the webinar. I hope you don't feel like I'm rushing you with your discussions, but we do have a couple of hands raised. Hopefully, folks are interested in communicating some thoughts with us and it wasn't an accident, so we're going to un-mute. And what about David?

**MS. CROWDUS:** David Lewis, you're un-muted.

**MR. LEWIS:** We didn't have a question. We just thought this particular use case was a good idea.

**MS. MCMANUS:** Oh, okay. You were getting ahead of us. Okay, thank you, David.

All right, so we're going to put all the hands down for just a moment. We had one question about this component. This is not something that is required by DPI, so this would be part of the \$4 per ADM, and it comes with the package, and so this would be something if districts, if they were part of Home Base and continue do it for the '14-15 school year, it would be \$4 per ADM for the total package, and this would be included in that package.

If you feel like this is something that your district is very excited about and you feel like this is something that your district could use, if you could raise your hand. Okay, much more excitement about this one than integrating third-party content. I would imagine so.

One of the things that was asked is content from our current PD system be uploaded into Home Base.

Yes. You will be able to upload your content into Home Base and we'd have to give you training on how to do that, so we'll make sure that is included in the training that you get.

Again, with the initial training, this will not be included, so there will have to be additional trainings later

on the PDP of the project, so those will come later. Okay, very nice.

Okay, we're going to move on to the next topic. We're very excited about this one. This is on the reporting in dashboards, and we get a lot of questions about this, so not only are we going to go through the use case, but Dan Gwaltney is going to also show you the system because we get a lot of questions about KPIs and what those are.

KPIs are key performance indicators, so as he goes through the presentation with you, he'll talk about the KPIs that are available, the different dashboards, and we'll go through this particular use case. Dan.

**MR. GWALTNEY:** So one of the things that we often hear about districts finding they need to do is build out certain systems on top of NC Wise in order to get data represented in a visual format or to do some type of customization and deliver that data in different ways. It is often very tedious and districts in many instances are spending a lot of resources, both human resource as well as fiscal resources, to create manage and sustain these types of system.

The Home Base products, since we're integrating the student information piece, PowerSchool, with the instructional improvement piece, is going to provide an opportunity to districts to be able to evaluate whether or not they need to maintain those types of systems any longer through a robust KPI, key performance indicator, dashboard. So I'm going to transition here and share my screen so you can actually see some of the KPIs, then the functionality, I think, will speak for itself to some extent and then we'll hop back to looking at the use case. Bear with me while I transition over.

Okay, so everyone should be seeing my screen, and I've logged in as an administrator, and so I've logged in first to the PowerSchool side, but I'm going to hop over to show you the KPI from the instructional side. So there are 17 out of the box KPIs, and what we're seeing presented here are one KPI category. From this dropdown list I can pull up others. I can also pull up all the KPIs from the dashboard screen. And actually, this isn't (indiscernible), but I can pull up other KPIs that may not be listed on that screen from there, so I'm going to pull say student attendance and enrollment. This is going to give me a

snapshot of how many students do I have based on my enrollment in PowerSchool, how many students does the district have, and I can compare my enrollment with the district enrollment, what percent of my students are special needs, what percent are LEP, how many are chronically tardy, what's my average daily attendance rate, and I can see my chronic absences.

Right now I get all this data out of NC Wise, but typically, I have to write a report and it's not going to visualize it in many ways and, you know, it can be time-consuming to do that analysis, which now is being presented in a very user-friendly manner. So if I wanted to click into this KPI, I'm going to click on chronic absences. I want to find out is there a particular grade level that has the most absences, and I can see, well, it's the seniors have the highest rate at nearly ten percent, well that makes sense for senioritis, et cetera, et cetera. And maybe I want to drill down by subgroup. Well, it looks like a lot of my special-needs students, you know, a third of my special-needs students are considered chronically absent. I can go in now and I can click on special education. That subgroup and the dashboard is going to recalculate. So now I'm seeing the percent of chronically absent special-education students, and I'm seeing that a hundred percent of my special-need students in tenth grade are chronically absent and 25 percent are chronically absent in the 11th grade. And then you can see how these other subgroups have changed, but now I'm also seeing, which I was able to see all the time, it's broken down by the teachers.

And so I can keep going and I want to look at some of these teachers that have a hundred percent of their special-needs students absent, and what this probably looks at is there's probably just one student, and if I click on here, I'll see yes, Bethany Ackerman has been absent seven times.

So I can also associate reports, reports that are generated through the PowerSchool report generator, I can associate those reports to these different KPIs, so maybe I want to see visually how it goes, but I also want to associate a report that I felt one time associate with a specific KPI so that not only when I'm visually taking a look at this, I'm also going to run a report. Maybe I want to see chronically absent students and grades. Maybe I want to see chronically absent female non-white students and grades, and I

can just put those reports there so I don't have to make it every time and it can be something that I do or that the district is encouraging administrators run whenever they're looking at this KPI.

This is for attendance, but they have it for performance. They have it for discipline. And what you're looking at here is an example of the -- I'm sorry, it's a standardized test performance based on a school level, what's my performance, and a district level as a whole. And from the looks of it, we're fairly on target, but the State's target is up here, so I can see where I am performing in relation to those other areas.

And just to show you the consistency, I've now clicked into a more academic KPI that I am presented with a very similar dashboard to do further analysis if I need to.

So that's how the KPIs work, in many ways how one the very user-friendly components of this system, and later on in another use case we'll talk about how this data reporting is also integrated with instruction and assessment.

So having taken a look at that, think about the type of systems you have in place that you maintain on your own to do this type of work or the kind of the process you have to go through in order to pull this date, whether it's simple and user-friendly or whether it's much more of a tedious process. So we'll give you a second to kind of talk about this with your team and then we'll take your questions.

(PAUSE)

**MS. MCMANUS:** Okay, we have a couple questions out there. One was about the data, if it was real time or not. This will be integrated with PowerSchool and the plan right now is for it to be real time, and so that is what they're working on is currently being integrated, so as soon as the student perhaps enrolls in a course over on the PowerSchool side, that student would also show up on the Schoolnet side, and so if their data was included in that, it would be included in those calculations as well, so once the student enrolls, it does change.

Any other questions, Cynthia?

**MS. CROWDUS:** Well, we have a hand -- there's two hands raised, so I'm going to un-mute your line,

first Kathleen, Kathleen Gay, you're un-muted.

**MS. GAY:** My hand is down.

**MS. CROWDUS:** Okay. I'll mute you again. Katherine Thomason.

**MS. THOMASON:** Yes. How much of this information will be available to parents?

**MS. MCMANUS:** We do have a parent portal that we can show at some point. I think -- did you want to answer that?

**MS. THOMASON:** Just for communication with parents because we really, you know, want to improve on that piece.

**MS. MCMANUS:** Yes.

**MS. DOMINGUEZ:** Hi, this is Terra Dominguez with the PowerSchool side. We will have a parent portal, and out on the current NC Wise website is a presentation that lays out what at this point the parent can see. We will make some decisions that might be a little bit different, such as we think that discipline is not something that should be displayed through the parent portal, but those decisions haven't been made yet. You can see from the NC Wise website, [www.ncwise.org](http://www.ncwise.org), in the PowerSchool section there is a link for project updates for PowerSchool updates, and you will see a Power Point there for the parent portal as it exists by the vendor.

**MS. MCMANUS:** And we'll try to get that information for you as well so that everybody has that link so that you will have that. Also, we're thinking about configuring the system. We have lots of folks that are involved in the conversations on how it can be configured. A lot of those are decisions that have not been nailed down at the State level in terms of what teachers can see or cannot see. It's really a policy decision, and so are in the throes of making all those decisions at this point in time. So what Terra has indicated on the SIS side. There are some decisions that they've made preliminarily, but they're still making some of those decisions like on discipline, and so we'd have to also make those decisions to be consistent here on the IIS side as well.

Okay, there's a question about plans to integrate EVAAS. Yes, we do have that on our plan, our list. We have a lot of things on our wish list, actually. I'll be honest with you. We have to take this elephant one bite at a time, and so what we'll do is we will first want to roll out the system as it currently is with the instructional component, the assessment component available first, along with the student information component, and then down the road also integrate with EVAAS. That is something that we plan to do, which we can't give you a specific date at this time.

Was there anyone else un-muted as we mute?

**MS. CROWDUS:** A couple of people with hands up. I'm going to un-mute you. John Gilmore, you're un-muted.

**MS. MCMANUS:** Hey, John. Uh-oh, John. I don't think John wants to talk.

**MS. CROWDUS:** Well, John, I'm going to mute you again. And now I'm going to un-mute Steven Shamal (phonetic).

**MS. MCMANUS:** Steven. Okay, we're going to lower all these hands everybody.

Okay, I think -- oh, is there another question?

Okay, let's see a show of hands of those districts that feel like this dashboard is going to be very useful for them at the district level. (Indiscernible) something that you don't currently have or you have something that it would replace. How many of you feel like this is going to be something very useful for you?

**MR. GWALTNEY:** It's also important to note that teachers have KPIs also, so there are KPIs that are really kind of designed for more of the administrator support staff and KPIs that are just tailored in specific -- more towards assessment and instruction that teachers would be interested in. And the functionality would work similarly.

**MS. MCMANUS:** Okay. So it sounds like from what we're seeing so far the dashboards and the KPIs are very interested -- are things that you're very interested in and also the PD component, and then followed by uploading your own resources and then maybe integrating some third-party content. Okay,

very nice.

We're going to go on to the next use case, but before we do that, I don't know if Dan wanted to show some other components of the system before he has to take off. Dan, did you want to show any other components or is there -- are there any other components that the group would like to see? If there is something that you would like to see, if you'll type that either in the chat box or type it as a question.

**MS. CROWDUS:** And while you're doing that, I'd like to note that I have included in the chat box, not under the questions field but the chat box to everyone the presentation to the parent portal that Terra was just speaking about. I have the link there for you all.

(PAUSE)

**MS. MCMANUS:** Any other (indiscernible) anybody typed in?

Okay, all right. Thank you, Dan, we appreciate that.

Let's go on to the next use case.

**MR. GWALTNEY:** The next use case is related to what we just saw. It's related to using those data dashboards to help inform instruction and interpret assessment, so right now we have -- (AUDIO STOPS)

With Home Base, you're going to have all of the instruction assessment and data-reporting features all speaking with each other. And so as a result, you're able to do a lot of things more efficiently in regards to improving instruction, so I think, again, the best way to do this is to show you how this works.

So what I'm looking at right now is I'm looking at a dashboard from a district benchmark, but I can also look at classroom tests and standardized tests, and I can really go in and do a lot of reporting and analysis on this based on standards, skills and item analysis even. But when I'm looking at the dashboard, I'm seeing how my students performed on the last benchmark, and so we gave several benchmarks and this is how they kind of fell out. And I'm looking here and I can see, wow, so here are how all the students have performed, and I visually am seeing, okay, they kind of fell in an advanced range, a proficient range, all the way down to a below basic. So when I click on a student, I'm going to be presented with their learner

profile, and from here I'm seeing all the demographic information that's found in PowerSchool. I'm seeing their attendance information, their tardies. I'm also seeing their current enrollments, their future enrollments and any grades that are there. But then I'm also presented with the current academic performance off of the assessment that I just was seeing on the dashboard. And so the nice thing about this is I can see, okay, yes, well, this student is advanced, but even though they were advanced on this benchmark with an overall performance of 91 percent, right now we may be looking at this type of resource in one instance, but we don't know necessarily an objective breakdown, strong-weak performances. Now I'm seeing that, so if I need to get growth out of this student, I need to be able to target resources that are going to hit these things, meaning, that they only got 33 percent of the item correct in this (indiscernible), et cetera. So I can click on it, and here's where we're going to demonstrate the integration between the assessment data and how I can then do target instruction to help bridge those gaps.

So what I'm looking at now, and again, since this is a demo environment, there's not a tremendous amount of resources in here, but it does illustrate kind of the functionality here. Based on the standards, what kinds of resources do I have? Do I have curriculum materials? Do I have instructional units, lessons, resources, et cetera? So I can look at this, look at the standards because it's told me which ones that student did poorly in, and I can click on the items that I want, and it's going to pull up -- it says, hey, okay, the trial of Phyllis Wheatley is aligned to the same standard that this student did not perform well in, and I want to deliver that instruction to that student and fill that gap.

I can also then, again, continuing this idea of all these things kind of feeding into itself, I can also build assessments for that. Now, this is just a quick way to build, you know, a very quick assessment, a snapshot type assessment. This is not the only way to build an assessment, but it's going to pull up whatever standards that lesson or unit was aligned to so that I can make sure that I am assessing at least something for each standard the resource was aligned to.

So this is just building an express test. It says there's nearly 4,000 items and I'm asking it to grab ten of those items kind of out of the air and then I'll be able to go in and view those items, edit the text, remove it completely if I wanted to, go in and edit the distractor, et cetera, et cetera.

So now I have used data to analyze student performance. I can see as a whole how my class (indiscernible). I can go in and run reports to see what standards were not performed well as a whole for the class or I can go in and look at the student and see which standards that student particularly needs additional support in, and then making sure that I am going through the process to deliver targeted instruction, but also deliver targeted assessments to make sure that instruction was effective all kind of seamlessly in this one screen.

I can preview this test, and so this is the demonstration of what the benchmarking tool and classroom assessment tool would function as. So I have the items. There's the passage and then here's the question.

This is a constructed response example. I don't know about the transcendentalist. I'm going to skip it, so I can then go on, answer the question, and you'll see in the lower left corner, the little bar ticked down, and I can hide answers, moving on again, flagging them, and so that by the time I reach the end of the test, I'll see how many I've answered, how many I've failed to answer, and which ones I need to go back to. And I could go, oh, I remember the transcendentalist. I remember all about individuality, beating of your own drum, et cetera, et cetera. I'm going to go back and answer the question.

And so that's an example of the benchmark, and so if I were then to deliver this, it will go through various different options on how to deliver it. Maybe I want to deliver it on a paper/pencil and pre-code an answer sheet to scan into the system or I want to set it up to deliver online. And when it's delivered online, it will automatically grade itself, show that result to the student if I choose that option, and can also be automatically shared with the Power Teacher gradebook. So I as the teacher will see the grade, but don't then have to do the manual data entry to put the grade into the gradebook, but now focus my attention on the performance of that student so that I can -- and the performance of the class so that I can

then repeat the process of making sure I'm targeting the instruction effectively.

So that's really the crux of the use case to really have an integrated system that allows teachers, administrators, coaches, you know, other support staff to use accurate real time or near real time data to really make effective instructional decisions and deliver more effective instruction and assessments to make sure students are performing (indiscernible).

So we'll give you a minute to kind of contemplate your thoughts and how this fits with your districts, thinking again about, yes, I have a benchmarking tool, but does that benchmarking tool report out in a way that allows you to directly access instructional material and deliver those resources to the students that are needed. How many times do you have to go in and out of different systems in order to do what we were able to do in about seven minutes.

So go ahead and discuss that. If you have some comments or questions, you can put them in the chat box or raise your hand and we'll un-mute you when we get back together.

(PAUSE)

Okay, I don't think we had any questions. There were some comments made about how they love this, which was fantastic to see, but if you have a comment or need to ask a question, quick show of hands and we can un-mute you.

(PAUSE)

**MS. MCMANUS:** Okay, quick show of hands, how many of you feel like this would be a feature that your district would be very interested in for your teachers or your principals, administrators, district staff to be able to have the instruction integrated with the assessment so closely? Raise your hand. Okay, a lot of enthusiasm there. I think this might be the PD one. I'm not sure. Pretty close.

One of the things that folks have always asked is, "If we want the instruction, but we don't want the assessment piece, can we do that?" One of the reasons why it's kind of all in is because they're so integrative. They're so close together, that once you have the instruction, you really need that assessment

piece to go along with it, and when you have the assessment piece, you really need that instructional piece so that if you know there are (indiscernible) that your students aren't doing well on, you can find those resources pretty quickly. We're really excited about that.

Someone asked, "Will there be an opportunity to preview the items in the item bank?" Currently, there's not an opportunity for you to preview them before this rolls out, but as we said earlier, as Cynthia mentioned, 2013-14 will be a year where you will be able to have access to it, and so if you're using the system, you'll be able to see some of those items that are in there. Teachers will be able to see what's in the classroom portion, and districts will be able to see what's in the benchmark portion. Teachers will not see what's in the benchmark unless they're assigned a benchmark test, so that will be something that you would have the opportunity to do next year if you have access because everybody will have access to it.

All right, let's move on to the next use case. The next use cases we have I think are in sets of three. We have LMS because when we first started talking about our contract and what we had available, there were a lot of questions about the learning management system and so we want to go through several use cases with you involving what (indiscernible).

Cynthia is going to walk you through those, three slides on the use cases and the considerations, and then we'll have you debrief with your team.

So the LMS that we're going to be having with Home Base is OpenClass. That's the LMS that will be available for educators to use with their students. There's a lot of collaboration tools that will be included within the LMS, and so we're real excited about those collaboration tools so that students can blog, they can do work groups within their teams. They can maybe chat, use Skype, go to You Tube, have lots of different pieces within their courses that they can work with for OpenClass.

OpenClass is a free tool that anybody can have access to now. We're not going to integrate it into Home Base until October 2013, but prior to that there's nothing stopping you from going ahead and using it, and so Cynthia is going to talk you through how you can go ahead and do that and what the implications are.

**MS. CROWDUS:** Okay. Hi again. This is Cynthia. So as Sarah mentioned, OpenClass is free, is a free LMS, and is available now. And you saw on the timeline earlier, it's -- the Home Base instance of OpenClass will be available and integrated in October of this year, and so that said, we've had a lot of questions about what to do in the interim and whether people should be using OpenClass or if they should wait until October, and just sort of what to do in the meantime.

And so this first use case is about creating OpenClass, an OpenClass account, or starting to use OpenClass in advance of October or what to do if you already are using OpenClass. So if you do not already have OpenClass as your LMS platform in your district, but you are interested in signing up to use it, it's a really simple process. If you're a Google Apps district, you can actually just sign up through your Google Apps for education platform or if you aren't, you can just sign up on [Pearsonopenclass.com](https://pearsonopenclass.com). again, that's a really simple process, so whether you sign up now or whether you have it now, when October rolls around, the question was what happens to your account, so you already have it, but then it's in Home Base, what happens to the account.

Well, what would happen is your district would get in touch with a Pearson rep and that person could help your district simply upgrade to their Home Base instance, so it's a really, again, a really simple process and all of the information that is in your OpenClass account of your OpenClass instance or campus or whatever you're calling it, will simply migrate over into the OpenClass instance in Home Base.

So one more note, I'm sort of scrolling over this one little sentence here about customizations and integrations that will occur, I do want to point out as we go through this set of use cases and the setup considerations that I have at the end of this that what we're talking about is the scenario as is right now, and then there will be integration, as I said, in October, but even beyond that, there's continued progress with the level of integration between OpenClass and the other components of Home Base. So what's available in October will be that single sign-on access and the ability to migrate your courses over in content over into your Home Base instance. But then beyond that there will be additional integrations

that will be happening and ongoing and we'll keep you posted on what those are as we move forward.

So the next scenario we have here, the next scenario or use case is what to do if you are using an LMS that is not OpenClass or if you're not interested in setting an OpenClass campus up right now, but you use Moodle or use Blackboard or Angel, you know, what can you do when an LMS is offered within Home Base if you would like to use that LMS. And what you can do is it's actually a really simple process if you look at the actions that I have listed in this table to the left, it's as simple as following those steps, so you export your contents from your existing LMS, click import, and select the file in import and all of the content that's available in your current LMS will just migrate over into OpenClass.

And I've got a couple of links that I've included here. You all will have access to this Power Point presentation and also the other documents that we've gone through, so after -- if at some point after this webinar is over and you would like to access this information, I have provided a couple of links. The first one is a full description of how to do this, so I've outlined it just in six steps, but obviously, there's a more detailed explanation of how to do it and you can access it there. And there's also a video on OpenClass where you can learn more about the learning management system itself, and so we welcome you to look that over. And you don't need any passwords or user accounts or anything to see this. You can just take a look.

So then one final question is, "If you don't use Moodle or Blackboard or Angel, but instead you use Haiku or some other system," you know, "what do you do with that information?" And this particular use case addresses what you do if you want to continue to use that, but then I'll talk a little bit about what happens if you don't want to continue to use it, if you want to start using OpenClass.

So first, if you're interested in staying with your current LMS and your district really likes what you use and you're not interested in migrating over to the OpenClass platform, that's something that on a district level you would contract with Pearson or a Pearson representative to work with integrating that system to Home Base. And so that would just be a separate contract from Home Base and that's a decision that you

would make at the district level as you see it. But again, that's not a part of Home Base or any of the services that are offered by the State. It's certainly doable if you have interest in staying with your current LMS.

And then I noted right before I started talking about this one, if you've used other LMS's, but you would like to move over to using OpenClass, if you're not using, Blackboard, Moodle or Angel at this time, there's not an easy import option as there is with those three, and so that would be another instance where you would contact Pearson rep to see what you could do about getting that content and having it moved over into OpenClass. So again, that would be a separate contract that your district would engage with Pearson about.

Okay, so there are just four other considerations or four other things to think about with the LMS before we pause and let you discuss the LMS's and then take your questions or comments. The first one is if you have a manually created course, the automatic update or upgrade to the Home Base OpenClass instance will create a new section versus updating the existing sections, so if you've manually created a course within your OpenClass, and I've written out the solution here that there is a pretty simple solution to that, which is just the teacher would copy and paste the content into the automatically created section.

Pearson will be available to support you, but likely it will be just easier to do that. It's not a complicated process, but you certainly would have support if you need it.

The next consideration is when the auto integration or update is set up, the email address for the OpenClass account that are being migrated or upgraded over to the Home Base instance needs to be the district email. If it's a personal account, so for example, if I'm a teacher and I found this in class and I'm using it by myself that is not the district platform, that's not -- that wouldn't migrate over, so a separate account would be created for those users. And there's a solution to this, too, which I've listed which is just that the school district IT person would copy over the content into the new section and deactivate the old account, and that has to be done by an administrator in the system.

Third of the four, and this is something, as I referenced in the very beginning, it's current to this time, but there is certainly on the roadmap is talk of a deeper integration between the LMS and the IIS component, so there will be more movement with contact, but right now if you create any content into OpenClass, it's not acceptable from the Schoolnet or instructional improvement system component of Home Base. And I just want you guys to note that so that if you do start using OpenClass right now and then Home Base rolls out and you want to be able to say pull a quiz or something from the assessment dashboard in Schoolnet that you created in OpenClass, at this time you aren't able to do that, but we are working on those integrations, and I just want to sort of caveat that so that you know it moving forward and can anticipate it, but also know that that's a current limitation that we are in discussions about.

And then the last consideration, and this is maybe not a usual scenario, but if a district has several OpenClass campuses within your district, those would need to be consolidated before they could be migrated over, and Pearson could offer support to do that.

So those are all the considerations and user cases for the LMS, and I'd like to give you a moment to think about that and look it over and then we'll take your questions.

(PAUSE)

And again, I invite any of you to raise your hands if you'd like to speak. I can un-mute anyone and you can share with the group your thoughts.

I do have one question in that I'll go ahead and answer while you guys are talking and coming up with maybe other questions, "Will the current CTE Moodle content be transitioned into OpenClass at the State level?"

**MS. MCMANUS:** One of the things that we're doing is speaking with the CTE staff. We are very much aware of what they have on learn and see with their CTE courses and some of the content. We are going to move over some of the content into Home Base so that it is searchable, so that it has -- you have better access to it, but in terms of moving the entire Moodle, that's something that they are going to have to

think about when that will take place and how that will take place. But they have listed OpenClass and they've also looked at some of the other PD components because there's actually a Moodle version of -- with our PD component, so it may be that they move over to the Moodle within the educator evaluation and the professional development suite, or they may want to move some things over to the OpenClass Moodle, so they have a lot of things that are -- excuse me, OpenClass LMS, so they have lots of options available to them. They're looking at what those options are and then when they're going to transition, but it is something they're very interested in doing, but we don't have the timeline on that today.

**MS. CROWDUS:** And Sonya Smith, I see your hand raised. I'm going to un-mute you. Sonia, you're un-muted.

**MS. SMITH:** I'm sorry, what was your question?

**MS. CROWDUS:** Your hand was raised.

**MS. SMITH:** Oh, sorry.

**MS. CROWDUS:** I'll mute again.

**MS. MCMANUS:** Okay, just in terms of LMS's, is this something that your district would be very interested in whether you're going to be going straight to OpenClass, whether you're transitioning or if you want to integrate your LMS into Home Base. For the three different scenarios, how interested are you in kind of utilizing one of those three options? Is it something that you'd find would be helpful? Okay, we got a couple hands on that one. This is one is kind of like the integrated third-party applications in terms of interest. It still looks like our dashboards are integrated instruction and assessment components, and the PD components are the ones that you're most interested in. That's helpful to know as we move forward. That's really nice because the instruction assessment pieces will be there day one, so will the dashboards and then the PD component will be coming sooner in the spring, so that will be nice. All right, let's finish, close things out for today. I wanted to mention to you that we do have our minimum technical specifications on the web. This document was updated in March. We try to update it as

periodically as we can. Once it's updated, we try to put in information into our superintendents weekly to let them know that it's been updated, and then we also include it in our newsletter, so it was updated in March.

We also have another document that was posted probably last week, and that was on online testing and Chromebooks and iPads. We had a lot of questions at our technical webinar that we had in February about Chromebooks and how those would be used with online testing. We have, based on that webinar, taken your feedback. We've gone back to our vendor to indicate to them the importance of Chromebooks, and we've updated our timeline on when we would have our statewide assessments available through Home Base. Those will now not be available until '14-15.

We also have worked with them to ensure that Chromebooks is available for using the benchmark components and the classroom assessment components of Home Base and also using the instructional component. So you will be able to use Chromebooks and iPads for those components this fall when it's available, so there should not be any more concerns regarding that. And then once we have our browser lockdown features for a secure test, you shouldn't have any problems with Chromebook for that either, so we're excited to be able to bring that information to you. So again, check out this document that is available and the other documents that are available on Home Base getting ready.

We have our website that we continue to update. We're continuing to update that with our FAQs and then also our biweekly newsletter is also published there as well, so we post those on our website. If you're not getting the Home Base newsletter directly and you would like to get it without just going to our website, please send us an email at [home\\_base\\_ready@dpi.nc.gov](mailto:home_base_ready@dpi.nc.gov) and we will put you on our list serve so that you can get those directly. The next one just came out. It comes out every other Friday, so the latest biweekly digests come out today, so there's a lot of information in there about upcoming webinars, about the conference that we're going to next week. We'll have a focus session there, so there's lots of wonderful things happening with Home Base. There's information in there about training related to the

student information side and also some work that they're doing, so make sure that you get that information.

We do have a contact information here for you. We have [Homebase.incidents@its.nc.gov](mailto:Homebase.incidents@its.nc.gov). Once you email something there, you send something to that address, it does give you a ticket, so it logs the ticket so that we can keep track of the questions that we ask and the answers that we provide, so the service center will be able to help you with any questions that you have, so learn from the questions that you ask, it will help other customers. Any of the answers that we provide, they'll learn from those as well so they can improve their customer service to you. But the Home Base Service Center is there for you if you have any questions. If you have something that does not have anything to do with the system or implementation or training, so for example, if you just wanted to be able to get access to the newsletter or if you have questions about this particular webinar, do send those to [home\\_base\\_ready@dpi.nc.gov](mailto:home_base_ready@dpi.nc.gov) because that will get you to all the different folks here in the agency that are handling Home Base questions. What we'll do is we'll farm those out. That home\_base\_ready email address does go to several DPI members. We are trying to coordinate who answers the email, but in case one of us is out, we do get it to multiple places so that we can make sure that we get your questions answered in a timely manner. Any questions that you have now about anything that we've talked about today or if you want us to un-mute you, you can raise your hand and we'll un-mute you and you can speak to us directly. We know it's difficult when you're in a school setting to be able to have access to a phone. Sometimes you're just using your mic and it doesn't work as well or you're maybe in another meeting where you're listening to this as well, but if you do want to talk, we will un-mute you if you'll raise your hand.

(PAUSE)

Okay, Cynthia, any other questions that we haven't answered yet?

**MS. CROWDUS:** It doesn't look like it.

**MS. MCMANUS:** Okay. We did a thorough job. We're going to see, just give you a few more minutes.

We'll give you some wait time, and then if some of you are joined in teams, so talk it over with your teams, see if there's any unanswered questions that you do have, and we'll be able to answer those for you. And if we end early, that will be great, too.

(PAUSE)

Okay, I want to thank you for joining us today. This has been very helpful for us to be able to provide this information for you. If we could just have a show of hands from those of you that felt like you got some questions answered today, that you saw something new that you hadn't seen before, that you heard some new information and this was very helpful for you. Okay, great, so it looks like we -- go ahead.

**MS. CROWDUS:** And I'd like to note that we're going to send out a follow-up -- a survey after webinar, and it references the use cases that we just went over and we'll ask for your input based on a scale of one to five how you feel it is with you, and we sort of talked about that and captured it a but during this webinar, but it would be really useful if we could get the one-through-five rating to see if it's something that's really useful to you and that you're really interested in or just moderately so or not at all, and that would be really helpful for us moving forward if you would fill out that survey when you receive it.

And thank you all again for participating. We appreciate it.

(PAUSE)

Okay, so we have one question and it's just about the presentation today, so I guess some people didn't receive the email. There must have been an issue with it going out this morning, and I will -- this is Cynthia. I'll send it back out to everyone so you will all receive the Power Point presentation that we did, the follow-up survey, and then the links to the two Google documents that we looked at as well. Okay.

**MS. MCMANUS:** All right. Well, thank you so much. You guys enjoy the rest of your afternoon. Have a great weekend.

(CONCLUDED)