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EXECUTIVE SUMMARY

On July 25, 2021, Washington state passed House Bill 1365 to accomplish three objectives:

a) Accelerate student access to learning devices and related goods and services.

b) Expand training programs and technical assistance on using technology to support student learning.

c) Build the capacity of schools and districts to support digital navigation services for students and their families.

This report shares the status of state progress in accomplishing the following initiatives and programs specified in the legislation.

Prioritizing legislative goals, the Office of Superintendent of Public Instruction's (OSPI) Educational Technology (EdTech) team created and administered grants, provided funding to districts, and offered continuous, dedicated support across the state, particularly targeting rural areas. The Association of Educational Service Districts (AESD) and the nine regional Educational Service District (ESD) EdTech Leads developed and delivered training and support both statewide and tailored to the specific needs of districts in their regions.

The OSPI EdTech team, AESD, and the nine regional ESD EdTech Leads worked together on key initiatives to ensure universal student access to devices, provide technical assistance and support to small and rural districts, offer procurement support services, and deliver professional learning and district consultation to enhance instructional technology integration.

Recommendations:

- Continue to invest in statewide educational technology support and leadership.
- Establish a 1:1 student device replacement funding plan.
- Continue to focus Digital Equity & Inclusion (DEI) Grant funding on school-based digital navigation initiatives, equity of access to devices, and district device maintenance.
- Continue to prioritize timely, tailored support in response to educational technology requests from schools and districts across all grades and content areas.
- Continue to embrace and integrate new technologies that increase equity of access and quality of instruction for districts, educators, students, and families.
- Formalize a statewide coordinated and funded approach to K–12 cybersecurity and student/personal data privacy.

INTRODUCTION

On July 25, 2021, Washington State passed House Bill (HB) 1365 with three main objectives: to accelerate student access to learning devices and related goods and services, to expand training programs and technical assistance for using technology to support student learning, and to build the capacity of schools and districts to support digital navigation services for students and their families. This report details the state's progress in achieving the initiatives and programs outlined in the legislation.

This report provides details on work accomplished and underway. It includes insights into the formulation of the recommendations, which focus on continuing to close educational technology gaps through developing the capacity of districts to support students and families to improve equity of access.

Accelerate student access to learning devices and related goods and services

Technology Survey Insights

To ease administrative burden and adapt to the shifting realities of district needs, the annual OSPI Educational Technology Survey was paused during the pandemic. The revamped technology survey, distributed earlier this year, included new questions focused on areas such as district 1:1 device programs, device replacement cycles, and digital navigation program needs to address the biennial survey requirement as outlined in HB 1365.

District responses provide valuable insights and a compelling picture of the systemic impacts of federal and state funding on improving the equity of access to devices across the state. Notably, out of the 261 responding districts, 84% have 1:1 device programs in place. Of these districts, 66% have a federal rural designation. It is also important to note that of the 18 districts that responded that did not have a 1:1 device program, 13 of them are rural. There are nuanced reasons given for districts not having 1:1 device programs in place which include insufficient funds, programs under consideration, and efforts underway.

For elementary students, 82% of total district devices statewide are designated for 1:1 device programs. These devices are utilized in a number of ways, with the highest uses being assigned individually (30%) and staying primarily at school or dedicated to classrooms (24%). Of districts that responded, 11% do not have 1:1 device programs at the elementary level.

For middle school students, 82% of total district devices statewide are designated for 1:1 device programs. These devices are utilized in a number of ways with the highest uses being assigned individually and regularly traveling between school and home (57%) and dedicated to classrooms (10%). Of districts that responded, 16% lack 1:1 device programs at the middle school level.

For high school students, 84% of total district devices statewide are for 1:1 device programs. Most high school students are assigned devices individually and regularly take them between school and

home (65%). Of districts that responded, 12% do not have 1:1 device programs at the high school level.

1:1 Device Replacement Cycles

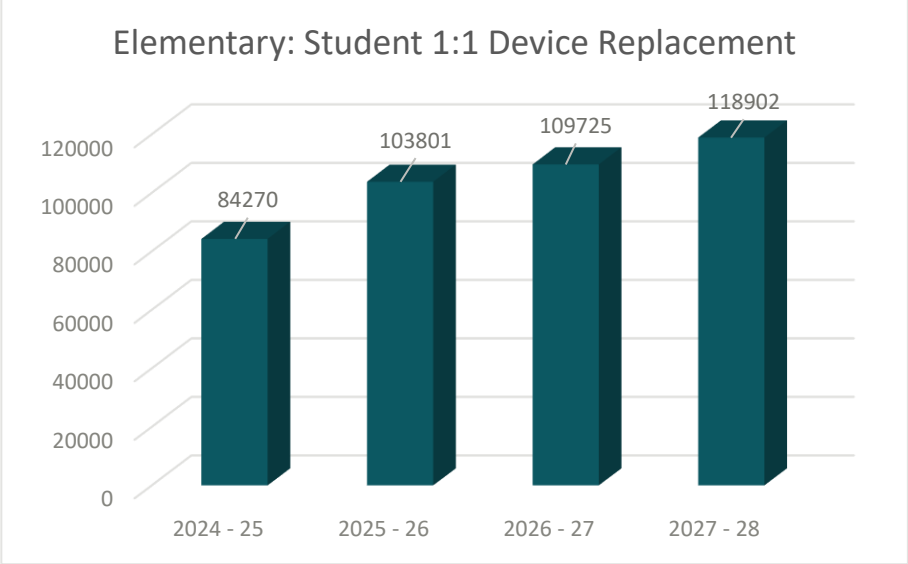
There has been significant progress toward increasing access to learning devices over the last several years due to state and federal funding. As part of long-term considerations for maintaining these programs, districts provided information on planned replacement cycles and what forms of funding they rely on for purchasing/replacing these devices. The majority of districts responding identified local funding (Educational Programs & Operations, technology/capital levees or bonds) as being the primary source (78%) of funding for device purchases. Equally, districts also identified donations (11%) and grants (11%) as other sources of funding.

In the next four years, districts statewide are planning to replace between 82% and 84% of 1:1 student devices. There is not currently an equitable funding plan to ensure that all districts have the ability to replace these 1:1 student devices.

For context, devices typically have a life expectancy of four to five years. This means that devices purchased early in the pandemic, with both state and federal funding, are now starting to reach end-of-life.

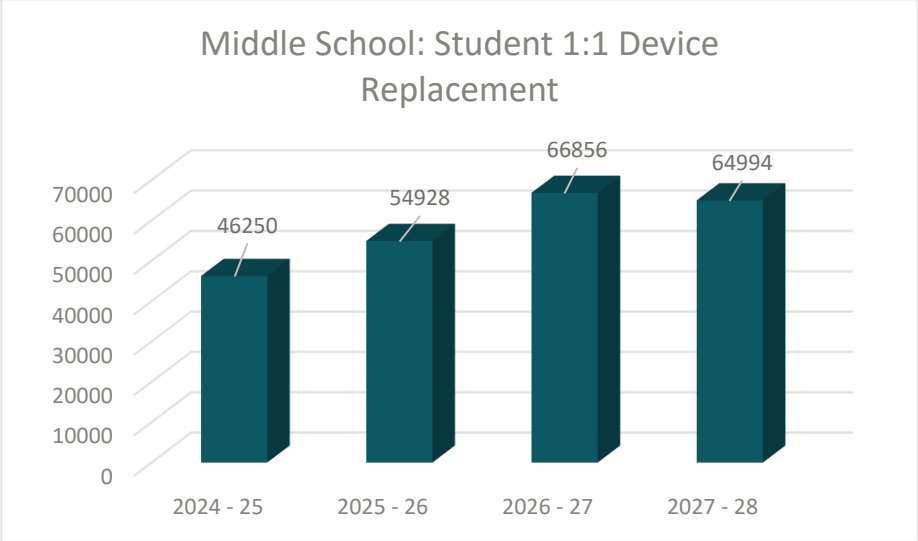
The graphs below provide an overview of estimates for statewide device replacement plans.

Elementary



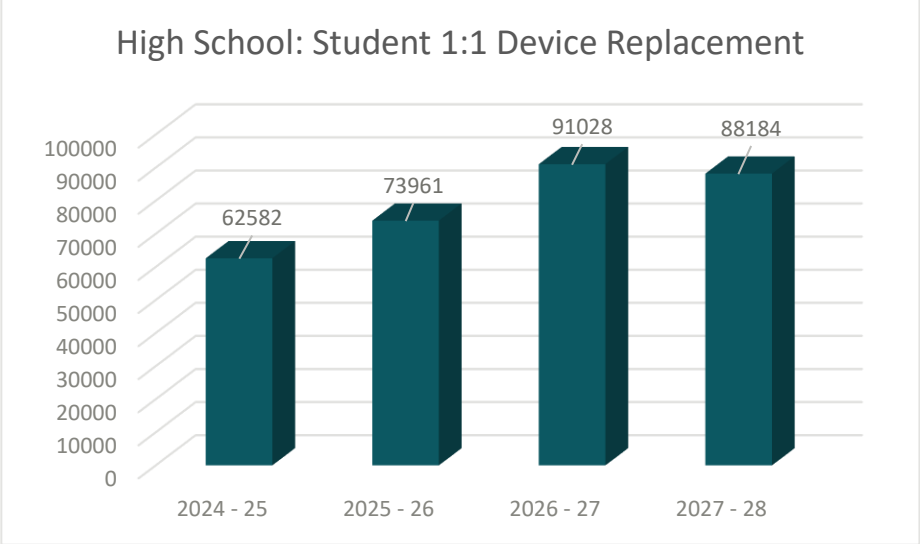
Source: 2023–24 OSPI Educational Technology Survey

Middle School



Source: 2023–24 OSPI Educational Technology Survey

High School



Source: 2023–24 OSPI Educational Technology Survey

Student Access to Related Goods and Services

Overview

ESD EdTech Leads and OSPI staff intentionally worked with districts to provide tailored support for purchasing essential educational technology. Through comprehensive training, coaching, and individualized capacity building, ESD EdTech Leads empowered schools and districts across the state to integrate technology effectively into educational practices.

Key Outcomes

- Provided responsive support to district technology directors, educators, and school personnel, ensuring timely guidance and assistance for acquiring necessary learning devices.
- Developed professional learning opportunities and events on device procurement, cybersecurity, and IT best practices.
- Implemented Technology Lending Libraries, supported by OSPI's Digital Equity 2022–23 grants, to ensure educators and students have access to specialized learning devices that enhance learning and teaching experiences.
- Offered technology consultations to provide technical assistance and guidance related to technology needs and financing.
- Updated information on available contracts and purchasing avenues for requested equipment delivered by the ESD 112 Statewide Procurement team.

"This program has allowed me to provide one-on-one instruction in ways that were impossible before." —6th Grade Teacher

Digital Equity & Inclusion Grant Program

Overview

For the first two years of the Digital Equity & Inclusion (DEI) program, grant funding focused on 1:1 devices. In the past two years, the program shifted focus to include adaptive and inclusive technology and digital navigation. This decision was made to maximize support to districts based on feedback and prioritize available funding. For Fiscal Year (FY) 2025, the funding has been distributed between three grants which also includes a device replacement grant. While the device replacement grant only minimally addresses the demand for 1:1 devices across the state, small rural and rural/remote districts are prioritized to receive these funds.

In alignment with HB 1365, the DEI grant program aims to directly support students with achievement gaps by providing equitable access to adaptive and inclusive technology. These technologies are often challenging to fund. In addition, this grant program focuses on creating family support networks around the use of technology. Districts using these grants are creating environments that foster student engagement in the classroom.

The program has two specialized grant managers to increase district engagement and support. This support encourages districts to apply for these programs, ensuring that students' needs are met effectively and that districts have direct contact within OSPI to support them with applications and

stewardship of funds.

Key Outcomes

- Increased district engagement and support through specialized grant managers.
- Focused on digital navigation and adaptive and inclusive technology by creating family support networks around the use of technology across the state.
- Every district that demonstrated the ability to successfully implement their grant received adaptive and inclusive technology grant funding. The biggest requests were made for translation devices to meet the rising demand for non-native English speakers across districts experiencing changing demographics.
- Districts that were not funded were consulted, provided with additional supports, and encouraged to apply in the next grant cycle.

Challenges

- Significant funding reductions have impacted the program's ability to fund 1:1 device grants.
- Adaptive and inclusive technology requires training not only for Special Education educators or technology specialists but also for general education educators and families which requires an increase in district funding.
- Failed technology levies increase demand for grants to meet all district technology needs.

Future Plans

The program will continue to focus on 1:1 device replacement, digital navigation, and adaptive and inclusive technology to ensure that students with achievement gaps have equitable access to necessary resources. The program will also work on creating and maintaining family support networks to enhance the use of technology in education. Moving forward, it is highly anticipated that the most significant grant demand will be around 1:1 device replacement cycles.

Digital Navigation Grant Program

Overview

In FY 24, OSPI introduced a grant program aimed at supporting school districts in building capacity for digital navigation. Districts could apply for funding to:

- Establish student-led digital navigator programs with staff oversight.
- Create community asset inventories for digital navigation, connectivity, and device acquisition.
- Establish accessible spaces for students and families.
- Host digital navigation events for families.

Applications were promoted through Gov Delivery, iGrants, and various OSPI departments, with a submission deadline of December 21, 2023. A total of 13 districts applied, representing eight of the

nine ESDs. Applicants represented four rural districts, one rural/remote district, and eight urban districts. The grants ranged from $8,214 to $145,185, totaling $607,436.

"This program has been a blessing for our family. We now understand how to help our children with their schoolwork and keep them safe online. The support we received was amazing, and we feel much more connected to the school community."
Walla Walla School District Family

Key Outcomes

Grantees reported positive outcomes, particularly in fostering digital literacy among families. Events helped families navigate online resources for school enrollment, job applications, and digital safety, strengthening their connection to the district. Eight of the 13 participating districts had more than 57% Free and Reduced-Price Lunch (FRPL) populations, emphasizing the program's impact in underserved areas.

- **Walla Walla School District**: A family with English as their second language was given digital skills in online learning and safety, and they expressed feeling more connected to the school community due to the event.
- **Warden School District**: Spanish-speaking parents learned essential digital skills in a supportive environment, empowering them to assist their children with schoolwork and write their first email by themselves.
- **Burlington-Edison School District**: A collaboration between the Multi-Lingual Education/Migrant and Technology teams provided direct support to families on digital tools, including Skyward. Every parent left with Skyward on their phones.
- **Sedro-Woolley School District**: An intergenerational learning event connected seniors and students, while family nights helped caregivers navigate the district's digital systems.

"A mom was very frustrated with technology at home. She understood her son needed a Chromebook for homework, but she also knew he was not using it as he should always, and she didn't know enough to set up boundaries. Our class helped her do just that. She can't wait until our series of classes next year."
La Center School District

Data Collection and Future Plans

Districts used surveys, exit tickets, and attendance tracking to measure the success of the programs. Feedback indicated increased digital confidence among families, with a strong demand for future sessions on topics like online safety. Districts plan to sustain digital navigation programs through additional funding, partnerships, and ongoing community engagement.

Adaptive & Inclusionary Technology Grant Program

Overview

In FY 24, based on insights from the previous two years of Digital Equity grants, a grant directly focused on the adaptive and inclusive needs of students was developed. OSPI worked with the Special Education Technology Center (SETC) to funnel applicants to the grant, which funded recommendations and consultations around adaptive or inclusive technology. Districts primarily focused on the implementation of the following items:

- Augmentative and Alternative Communication (AAC) devices and/or other types of communication tablets, along with the software licensing required to support these devices. These devices are for nonverbal or limited-verbal students.
- Translation devices, such as translation pens or tablets, or services to support multi-language learners.
- Touchscreen or larger screen 1:1 devices when the district only provides non-touch or limited-sized devices as default.
- Classroom audio for direct student needs. This could include auditory technology to support students' learning and engagement, such as speakers or FM transmitters.
- Software licenses for adaptive learning tools (Proloquo2go, Snap & Read, LAMP Words For Life).

Applications were promoted through previous engagements with the DEI program, OSPI's Special Education and English Language Learners divisions, the Special Education Technology Center, and Gov Delivery. This grant launched in November 2023 and funded all successfully completed applications until May 2024. The maximum award for this grant was $25,000, and the average grant award was $22,000 across 70 districts. Focusing on equity of access, this grant reached 32 rural districts, 37 urban districts, and one tribal compact school. Of the 32 rural districts, half were classified as rural/remote districts that often need the most support engaging with grant programs. 58% of the engaged districts had a FRPL population higher than 30%, and 23 districts had FRPL populations higher than 70%. While the highest priority was given to districts with FRPL populations above 30%, there was enough funding and insight to ensure the awards were created with equitable access for all those who applied.

Key Outcomes

The total sum to distribute for this initiative was $1.6M. Of this total fund, $500k went toward inclusionary technologies and $700k toward adaptive technologies. The remaining funds were used for professional development, supplies, and administrative costs.

In the end-of-year grant survey, grantees responded very positively to the grant program. 90% of grantees responded that they were very satisfied with the grant application process. Approximately one-third of the applicants contacted OSPI for direct help with the grant process and reported that it was very helpful to have a grant manager walk them through the process and support their district's application. On average, districts reported no longer than 4 or 5 hours for their entire application, including data gathering. When time is scarce for districts, applicants did not feel that time was wasted on the application process.

"I really appreciated working with KC on this grant. Initially, I was going to focus on assistive technology training, but in working with KC we learned about a translation device option that fills a huge hole in our district services. We were very excited to be able to invest in a device for each building in our district to use with families who are not native English speakers."
Maria Kuffel – Director of Student Services,
PreK-6, Bainbridge Island School District

Data Collection and Future Plans

This grant addressed the technology needs of students for daily classroom engagement. Through districts' grant applications and feedback surveys, OSPI gained valuable insights into the needs, utilization, and practices related to adaptive and inclusive technologies across the state. These insights were crucial in identifying areas requiring support. The applications highlighted both gaps and barriers to implementing inclusive and adaptive technologies. Additionally, OSPI's participation in statewide accessibility technology meetings enhanced understanding of the resistances and barriers to best practices. Concurrently, the U.S. Department of Education issued new guidance to dispel myths and support the adoption of inclusionary technologies.

Feedback surveys provided data about applicants' implementations, priorities, success stories, and barriers to implementation. Insights around barriers to implementation included hesitancy to adopt technology, educators' concerns about "cheating" with assistive tools, and funding limitations. Data provided by OSPI's fiscal office was essential in supporting districts with their spending plans and purchasing abilities.

The demand and applicant feedback for this grant highlight the high need to support Special Education and students requiring language support through adaptive and inclusive technologies. Districts have been highly engaged since the inception of the DEI program. The high demand was evident based on applicants' engagement with launch webinars and email inquiries.

Changing demographics, geopolitical migration, and the fact that 163 different languages are spoken across the state show the direct need for translation devices to provide equity of access to learning, especially in districts where English is the only language spoken by staff.

In supporting students with inclusionary or adaptive needs, Special Education faces what has been coined the "disability tax." These hardware and software tools are expensive, and districts often struggle to purchase these tools. For these districts, this grant has been a notable relief with the impact directly benefiting students.

Expand training programs and technical assistance on using technology to support student learning

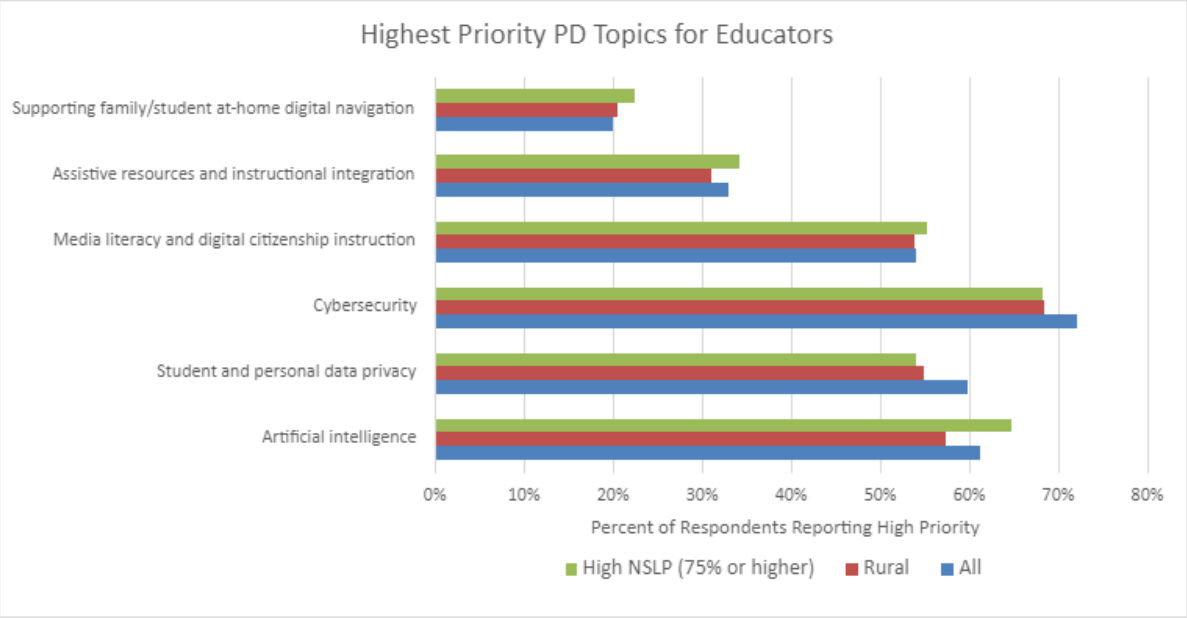
Training Programs and Technical Assistance

Overview

The ESD EdTech Leads have played a pivotal role in supporting and expanding professional development programs across the state of Washington. In critical areas, including Artificial Intelligence (AI), Cybersecurity, Media Literacy, Internet Safety, Digital Inclusion, and Technology Funding, training programs have grown substantially. During the 2023–24 year, EdTech Leads facilitated 415 events, totaling 1,888 hours, and served 12,262 participants. These programs and supports have equipped educators with the skills, tools, and resources necessary to integrate technology into their classrooms more effectively.

Moving forward, districts ranked cybersecurity, student data privacy, AI, and media literacy and digital citizenship as high priority professional development support needs.

District Professional Development Priorities



Source: 2023–24 OSPI Educational Technology Survey

Key Outcomes

The Modern Classroom Project involved multiple ESD partners. This project was a one-year cohort-funded project via a grant that helped educators plan and implement a blended learning classroom. Through this process, participants worked toward an inclusionary classroom with equity of access and support for all students. Another example of EdTech integration was the SpecTECHular Event. This event brought stakeholders together from across the state to get the tools and support they need to help create equity of access. Combined with best practices in instructional technology, this project continues to benefit educators and students.

The EdTech Leads also supported statewide professional development and programs through a Blended Learning Resource Study and Learning Management Systems course. These offerings instructed participants on the use of best practices with instructional technology, including how to access and use student support systems to advance educators' learning using digital assistance and tools.

With AI transforming and reshaping the future of education, the EdTech Leads have placed significant emphasis on the integration of AI into educational practices to support building administrators, educators, and students. AI train-the-trainer materials were developed for statewide use in partnership with OSPI, the EdTech Leads, Northwest Council for Computers in Education (NCCE), and Microsoft Innovators. In addition, the EdTech Leads developed and delivered the "Navigating AI in Schools" program which included administrator and teacher panels sharing their AI processes. Another example of expanding training across the state was the series "AI in K–12" which was created in partnership with multiple state organizations and was focused on building leaders and staff to support the implementation and use of AI.

To address the critical need for safe online practices and digital security, the EdTech Leads also delivered sessions on equitable digital communication, media literacy, cybersecurity, navigating digital content, improving accessibility, and safeguarding student data and privacy.

Success Stories

The EdTech Leads have engaged in several successful collaborative initiatives, demonstrating the power of statewide partnerships. Some examples include:

- **Modern Classrooms Project:** In collaboration with multiple ESDs, this cohort has supported 80 educators in implementing blended learning, student self-pacing, and mastery-based grading. Participants have shown lasting shifts in their classroom practices and have expressed strong interest in continuing with the cohort next year.
- **Digital Media Literacy and AI:** Regional EdTech Leads co-presented to Regional Literacy and Science Coordinators.
- **Introduction to Learning Management Systems (LMS) 101:** This project was a collaboration of all nine ESDs to provide a foundation for LMS use.
- **Navigating AI in Schools:** Panels of administrators and educators shared their AI process.
- **Media Literacy Across the Curriculum:** This asynchronous course guided participants to explore and identify connections between media literacy skills and the Washington State Standards in Math, Science, ELA, Social Studies, Health, and Educational Technology.
- **Technology Vendor Showcase:** This event was focused on supporting districts with the procurement process by learning about educational technology, and available devices to support equity of access to learning.
- **NCCE Presentations by EdTech Leads:** Presentations covered multiple topics and areas of HB 1365.

"I've attended many trainings, but this one gave me more practical tools than any other." — Elementary Teacher

Build the capacity of schools and districts to support digital navigation services for students and their families

Digital Navigation Services

Overview

The ESD EdTech Leads' initiatives in digital inclusion focused on media literacy and digital navigation services, aiming to make digital education more accessible and equitable. The team's efforts in promoting media literacy included sessions on digital accessibility, AI tools, and collaborative digital practices to enhance students' media literacy skills. Building the capacity for digital navigation services has been a priority, with EdTech Leads implementing programs that support students and families in accessing digital tools. This has been achieved through targeted training and partnerships with local community organizations.

Key Outcomes

- EdTech Leads engaged in partnerships with OSPI, NCCE, and Microsoft to create and facilitate train-the-trainer materials for all districts in the state of Washington. Through this process, each ESD serves as the focal point for AI training and support in their region.
- Supported regional and state school librarians and media specialists by facilitating networking and shared learning opportunities. Provided program support for using emerging learning technologies, including instructional resources and necessary systems, to drive student success. This support was based on The Library Information and Technology Framework and Washington State Learning Standards.
- Supported rural districts with OSPI Digital Navigation grants to improve equitable access and build capacity and sustainability for students and their families.
- Created courses and materials to support digital navigation with a special focus on small rural and rural/remote districts and districts with high percentages of FRPL populations.

"The digital navigator project has changed the way families in our community access essential services." —Community Partner

CONCLUSION & NEXT STEPS

The collective work underway by the OSPI EdTech team and the ESD EdTech Leads has had a significant positive impact on districts, educators, students, and families.

The high level of responsiveness to district feedback and needs is evident in the OSPI EdTech grants focused on 1:1 device replacement, adaptive and inclusive technology, and digital navigation. All possible barriers have been removed to access funds, and extensive support has been provided to districts, especially to our small rural and rural/remote districts.

The efforts of the ESD EdTech Leads have significantly enhanced access to learning devices, expanded professional development opportunities, and built the capacity of schools and districts to support digital navigation services. The initiatives have fostered stronger classroom practices, improved student outcomes, and widened access to essential digital tools for both educators and families. These ongoing programs will continue to play a crucial role in ensuring that Washington's education system remains at the forefront of digital integration and innovation.

As we look ahead, the OSPI EdTech team and ESD EdTech Leads are committed to building on the strong foundation established over the past three years. Central to our mission is the continued partnership and collaboration between the OSPI and ESD teams.

Our vision includes:

- **Empowering Districts**: The OSPI EdTech team will actively support districts through DEI grants, addressing critical needs in Special Education and providing language support via adaptive and inclusive technologies.
- **Expanding Digital Navigation**: We will enhance the Digital Navigation Grant program, fostering partnerships and community engagement to ensure comprehensive support.
- **Advancing AI Education**: ESD EdTech Leads will offer statewide AI workshops, courses, and materials, preparing districts for future standards rollouts and cross-curricular training.
- **Cybersecurity and Student/Personal Data Privacy**: Continue to build state and federal partnerships to support districts with accessing resources, supports, and services. Continue to develop and offer trainings and workshops on cybersecurity and student/personal data privacy.
- **Media literacy and Digital Citizenship**: Provide focused support on the new ELA standards with media literacy and digital citizenship integration as well training and workshops that integrate with AI offerings.
- **Strengthening Partnerships**: Our growing network, including multiple state organizations, will focus on deepening these partnerships, ensuring they remain a cornerstone of our efforts.
- **Data-Driven Decisions**: We will continue to prioritize data collection and reporting, using this information to guide our work and demonstrate our impact.
- **Comprehensive Support**: The EdTech Leads and OSPI EdTech team will enhance their collaboration, ensuring effective procurement and support of devices, and providing

training for teachers, students, and families.

- **Statewide Procurement**: We will assist districts through the further development of the statewide procurement process to support efforts in the areas of cybersecurity and AI services and resources.

Together, we continue to create a future where technology empowers every student and educator, driving innovation and inclusivity in education.

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