



Washington Office of Superintendent of
PUBLIC INSTRUCTION

REPORT TO THE LEGISLATURE

Equitable Access to Technology

2022

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Ted Loran

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EXECUTIVE SUMMARY

On July 25, 2021, the Washington State Legislature passed [House Bill 1365](#) to accomplish three objectives:

1. Accelerate student access to learning devices and related goods and services.
2. Expand training programs and technical assistance on using technology to support student learning.
3. Build the capacity of schools and districts to support digital navigation services for students and their families.

Focusing on the legislative priorities, the Office of Superintendent of Public Instruction (OSPI) established an Educational Technology (EdTech) team to develop and implement grants; support and allocate funds to districts; and provide ongoing, dedicated assistance to districts, especially those who had not historically applied for EdTech grants. Together, the OSPI team, Association of Educational Service Districts (AESD), and the nine regional Educational Service District (ESD) EdTech Coordinators collaborated on key initiatives to address universal student access to devices, technical assistance to and support of small and rural districts, procurement support services, professional learning, and district consultation to support powerful instructional technology integration.

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

Recommendations:

- Continue to invest in statewide Educational Technology support and leadership.
- Focus future Digital Equity & Inclusion (DEI) Grant funding on school-based digital navigation initiatives.
- Develop statewide and district-specific plans for technology replacement.
- Pilot a simple system for tracking technology consultation services.
- Continue to promote technology procurement services and supports.
- Continue providing well-regarded training through Canvas and Regional Education Networks.
- Continue to prioritize timely, tailored support in response to educational technology requests from schools and districts.

INTRODUCTION

On July 25, 2021, the Washington legislature passed [House Bill \(HB\) 1365](#) to accomplish three objectives:

1. Accelerate student access to learning devices and related goods and services.
2. Expand training programs and technical assistance on using technology to support student learning.
3. Build the capacity of schools and districts to support digital navigation services for students and their families.

OSPI and the AESD's educational technology initiatives built on work initiated in 2020 during the COVID-19 pandemic to shift to online synchronous learning to support students, families, and districts. From the onset of the pandemic, the OSPI Educational Technology (EdTech) Department assisted districts with getting students internet connections for remote learning. EdTech provided the Internet Access Program directly to families prior to the inception of the Emergency Broadband Benefit (EBB) Program.

In July 2020, the AESD Network received state funds from OSPI (\$3.2 million from July 2020–August 2021) to deliver much-needed remote learning support. These services included sessions to help districts choose a learning management system (LMS) platform; resources to support families and community childcare providers to learn about LMS platforms; LMS 101 and 201 courses (introductory and best practices for continuous learning); and the statewide Regional Educator Network (REN). HB 1365 enabled these partnerships to continue and expand supports when schools reopened during the 2021–22 school year.

HB 1365 resolved a major equity issue in the state by providing dedicated funding for Educational Technology Leads (EdTech Leads) in each of the nine ESDs. Prior to HB 1365, dedicated positions to support Educational Technology only existed in a few ESDs. In the summer of 2021, the statewide group of EdTech Leads began meeting and communicating on a regular basis to share information and resources. A powerful outcome of these collaborative efforts has been the development of statewide thought partners to address questions of practice, and the opportunity to learn about the needs across the state, regionally, and within districts and schools. In addition to maintaining and updating existing LMS courses, the EdTech Leads actively engaged in new collaborative course design (such as PGP Support cohorts, Media Literacy Across the Curriculum, Digital Navigation and Level Up Your Tech Game) and professional learning events across regions, as well as communication and support for OSPI grant applicants in the regions.

By drawing from multiple sources of information, including documents and quantitative and qualitative data, this report shares insights about the collaboration and innovation that took shape because of HB 1365. HB 1365 encompassed efforts led by OSPI and ESD staff. The report was prepared in partnership with the Puget Sound Educational Service District (PSESD) Strategy, Evaluation and Learning team, who conducted interviews and focus groups with technology leads from ESDs across the state responsible for delivering technology consultation, procurement,

support, and training, and OSPI staff facilitating Digital Equity & Inclusion (DEI) grant support and implementation. OSPI efforts were led by the Educational Technology Director and the ESD efforts were led by an AESD Network Lead for Technology Professional Learning who transitioned out of the role in April 2022. Two ESD EdTech Leads served as acting leads following her departure.

ESDs provided:

- **Technology consultation:** Providing technical assistance and guidance to local school districts related to technology needs and financing. May include consultation with other entities.
- **Technology procurement:** Negotiating for local school district purchasing and leasing of learning devices and peripheral devices, learning management systems, cybersecurity protection, device insurance, and other technology-related goods and services.
- **Technology training:** Developing and offering direct services to local school districts related to staff development and capacity-building to provide digital navigation services to students and their families. ESD staff consulted teacher-librarians and other relevant information technology programs to determine where there was a need to focus this training.

OSPI developed and administered a technology grant program to advance the following objectives:

- Attain a universal 1:1 student to learning device ratio.
- Expand technical support and training of school and district staff in using technology to support student learning.
- Develop district-based and school-based capacity to assist students and their families in accessing and using technology to support student learning.

A companion report provides details about school technology levy elections and funding requested in HB 1365 (see page 5, Section 5(3)). Authored by Professor David Knight and Dr. Pooya Almasi, this one-time report includes data from 2015–2021, including a list of districts that have a separate technology levy; the total amount of funding generated by the technology levies; and a detailed breakdown on how technology funds are being used. (See Attachment A.)

How This Report Is Organized

Report findings are organized into six main sections:

1. **Data Overview:** Provides a brief overview of the demographic, distribution, and other data related to technology initiatives.
2. **New Biennial Survey:** Communicates progress toward collecting biennial survey data on school and district progress to accomplish the objectives listed in HB 1365 section 4(1) which references the technology grant program.

3. **Accelerated Student Access:** Shares ways OSPI and ESDs accelerated student access to learning devices and related goods and services.
4. **Training Programs and Technical Assistance:** Provides a breakdown of how ESDs and OSPI expanded professional learning programs on using technology to support student learning, as training was a critical component of supporting educational technology access and use.
5. **Collaboration and Innovation:** Summarizes the ways that the narrative in sections three and four provides an update on innovative and collaborative activities occurring in communities across the state.
6. **Recommendations:** Shares recommendations for improving the administration and oversight of the technology initiatives.

This report is supplemented by appendices and data visualizations in interactive online dashboards. Appendices include the protocol for interviews and focus groups with members of the project OSPI and ESD teams.

1: DATA OVERVIEW

OSPI collaborated with the Puget Sound Education Service District's Strategy, Evaluation and Learning (PSESD StEL) team to assemble and analyze data related to HB 1365's varied initiatives. As HB 1365 encompassed efforts led by OSPI and ESD staff, the StEL team conducted interviews and focus groups with EdTech Leads from ESDs across the state (responsible for technology procurement, consultation, and support) and OSPI staff facilitating DEI Grant support and implementation. The OSPI efforts were led by the Educational Technology Director and DEI Program Supervisor. The ESD efforts were led by an AESD Network Lead for Technology Professional Learning who transitioned out of the role in April 2022. Two ESD EdTech Leads served as acting leads following her departure.

State funding through HB 1365 enabled districts to access federal funds for technology through both the E-Rate and Emergency Connectivity Fund (ECF). The OSPI ECF Coordinator contributed data to this report.

Data from pdEnroller, the registration system for training participation, included school district, educator role and training quality that could be disaggregated at the course level and visualized using Tableau software. The PSESD StEL team also completed a content analysis of data from Canvas, the LMS used for initiative professional learning. This analysis identifies themes from both introductory and intermediate courses facilitated by EdTech Leads.

The following are the data sources by report information.

Biennial Survey

- Data collection from DEI grantees included a 30-question survey. Plans are underway to explore broadening and standardizing data collection in order to get a sample of program district and school partners working with OSPI and ESDs.
- Document analyses of websites, emails, and other relevant materials.

Access to 1:1 Devices and Related Supports

- DEI Grant fiscal analysis.
- Focus groups and interviews (See Appendix A) of four OSPI and nine ESD staff that were recorded and analyzed for thematic content.
- Document analyses of websites, emails, and other relevant materials.

Training

- Descriptive statistical data from both pdEnroller and Canvas course management systems provide a profile of training participants.
- Thematic analysis of open-ended content and perspective data about professional learning experiences provide insights into the training quality.
- Document analyses of websites, emails, and other relevant materials.

2: NEW BIENNIAL SURVEY

Plans are underway to design and administer the biennial survey about school and district progress to accomplish the following objectives in HB 1365:

1. Attain a universal 1:1 student to learning device ratio;
2. Expand technical support and training of school and district staff in using technology to support student learning; and
3. Develop district-based and school-based capacity to assist students and their families in accessing and using technology to support student learning.

The DEI Grant Program has piloted this process by collecting data from the first round of awardees using a 30-question survey of closed and open-ended items (see DEI Synopsis in Appendix B). These questions address the application process, support provided by the OSPI team, the number of individuals affected by the grant, and immediate and short-term impacts of the grant funding. For the required biennial reporting, surveys will be completed to determine long-term impacts.

The new biennial survey will replace the previous State Technology Survey. OSPI paused the State Technology Survey in Fiscal Year 2022 to better align survey questions with HB 1365 initiatives. The Agency has begun work internally on this process and is convening a group of stakeholders such as AESD, districts, and school partners to update the survey to capture data more directly in line with

the goals of HB 1365. The project team will also develop an approach for data collection that minimizes school and district labor to gather information.

3: ACCELERATED STUDENT ACCESS

HB 1365 enabled OSPI and the ESD staff to collaborate to accelerate access to 1:1 student devices, inclusionary and assistive technologies, and related goods and services through these collaborative efforts:

- OSPI EdTech Department DEI Program Supervisor supported and implemented the DEI grant program, awarding over \$9.5 million in funding during the 2021–22 school year.
- ESD EdTech Leads provided trainings, coaching, and individualized capacity building to schools and districts in their nine regions.
- ESD technology procurement support, centralized in ESD 112 with headquarters in Vancouver, Washington.

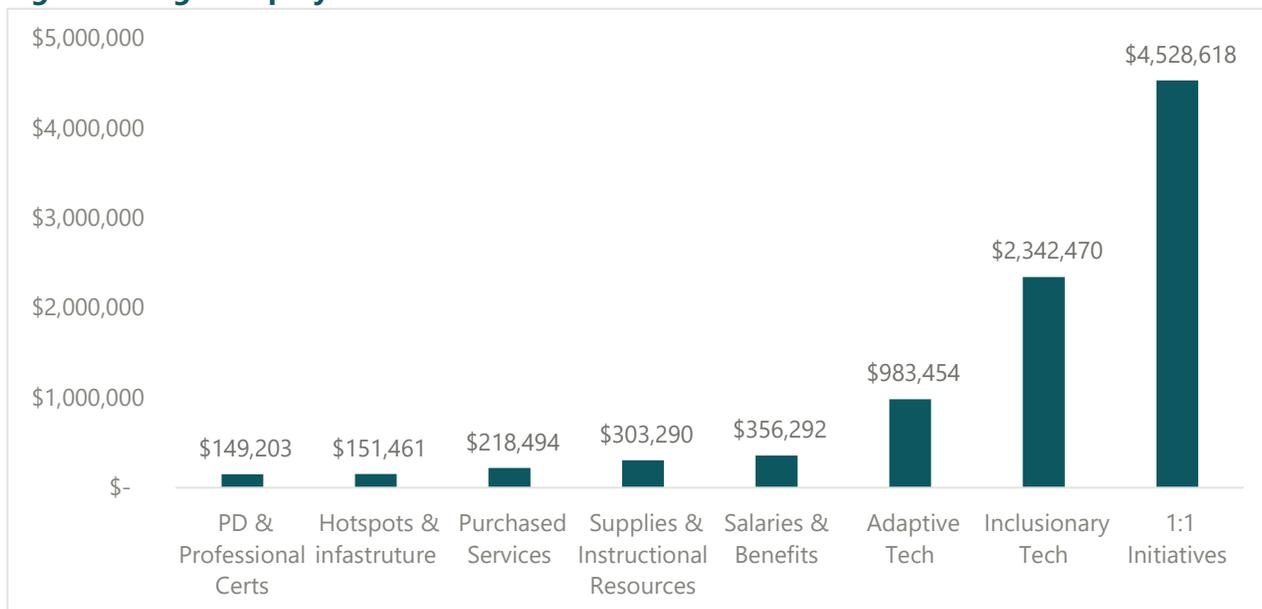
Focus group and interview findings of staff indicated a high degree of knowledge of each program across the regional and state team. For example, ESD staff routinely referred district colleagues to ESD 112 for procurement support. The DEI Grant team and ESD EdTech Leads communicated about grant proposals while they were under development.

Digital Equity Grant

In its first cycle, the DEI Grant Program awarded \$9.5 million to 42 school districts and four ESDs. Primarily the awards focused on 1:1 device programs, allocating \$4.5 million toward student devices. These allocations helped the district grantees become fully 1:1 by completing their device fleet or replacing obsolete equipment.

Some districts also utilized these allocations to provide staffing to support the deployment of these devices. Figure 1 provides a breakdown of grant allocations. Appendix B discusses survey findings on 82% of the grant recipients and Appendix C includes the breakdown of allocations for the 2022–23 school year, totaling more than \$9 million.

Figure 1: Digital Equity and Inclusion Fund Round One Investments



Note: Figure does not include indirect funds, travel, and other expenses. Travel and other expenses accounted for less than \$20,000. Indirect expenses accounted for \$571,765.

A sizable proportion of this funding also went toward inclusionary technologies. The biggest hardware request for inclusive technology was for adaptive classroom audio and interactive flatscreens on adaptive mounts. Some districts merged both types for an all-inclusive solution. These two key technologies allowed a classroom to go from a teacher-led model with a one-way delivery of teacher-created content to student-centric learning environments.

Beyond deploying the hardware, 63 out of the 110 applications dedicated funds to training or staffing around adoption and implementation of inclusionary practices. Schools that received hardware were guided to ensure long-term success through educator training on both hardware adoption and classroom instruction on how best to implement and use the hardware alongside their curriculum.

Due to the restrictions and timing of funds during the first cycle, many schools could not implement the support elements offered within the grant and applied for the second cycle to complete their initiatives.

After two cycles, the DEI grants have allocated \$18.6 million (see Appendix B) to schools across the state. Many districts combined their efforts with federal funding, such as the Emergency Connectivity Fund, to complete their 1:1 device programs. When certain districts were already secure in 1:1 device programs, more districts focused their efforts on inclusionary and adaptive technologies.

ESD EdTech Leads

The nine ESD EdTech Leads provided a range of services in their regions. These included digital navigation (described below), training (described in Section 4), and referrals to ESD 112 for

procurement support and consulting with individual schools and districts about educational technology implementation.

The leads collaborated within and outside of their respective ESDs, providing customized support focused on infusing educational technology. Focus group findings surfaced a range of partnerships. First, EdTech Leads worked with schools and districts to support technology planning. A common focus was supporting small, rural districts that lacked dedicated staff to provide technology leadership. Second, EdTech Leads partnered with ESD content area leads to deliver trainings focused on how to maximize technology use in subjects like English Language Arts and mathematics. Leads also provided district office hours and facilitated inter-district networking so that districts with more mature technology programs would mentor those with emerging technology programs.

Leads provided instruction on how to support social and emotional learning (SEL) in a virtual environment. One course discussion board post illustrated how training participants valued these courses: "I didn't think to include the SEL into Google Classroom ... I do it in the regular classroom but not as much online. Recognizing the need to do more online with SEL was an eye opener."

Digital Navigation

The AESD's collaboration with Shifting Schools in 2020–21 set up digital navigation capacity and resources in 2021–22. The AESD website offers rich resources designed for families and childcare providers that included user-friendly self-guided modules. ESD EdTech leads customized consulting with districts so that schools and districts were prepared to support and sustain a range of LMS platforms.

OSPI and regional EdTech Leads shared stories of partnerships with small and rural school districts that enabled students to access technology. One example was Hoquiam School District, located near the Pacific coast. Hoquiam serves approximately 1,600 students in three elementary schools, one middle school, and one high school. Through the DEI Grant, Hoquiam was able to supply every student with a Chromebook, an interactive flat panel for every teaching and learning space in the district, and over 100 ViewBoards. OSPI's DEI grant was also used to support the launch of high school virtual reality instruction through the purchase of headsets.

Hoquiam teachers embraced inclusionary technology and practices in the classroom. This district has experienced a 90% teacher adoption rate of the educational technology, as well as an increase in demand for inclusive hardware. To successfully implement this new technology, teachers have also requested and participated in professional learning beyond vendor-provided training. The district used the DEI grant-funded educational technology to motivate their faculty and engage their students through the potential of utilizing technology in the classroom.

Procurement Leadership Through ESD 112 and OSPI

ESD 112 and OSPI staff worked with districts providing individual support to purchase educational technology. ESD EdTech Leads reported that they referred school and district questions about procurement to ESD 112, which answered questions about technology purchasing. The OSPI E-Rate

Coordinator works directly with districts to ensure funding and collaborates with the ESD 112 Procurement Lead to provide procurement assistance.

During the 2021–22 year, ESD 112’s Procurement Lead collaborated with the OSPI EdTech Director and E-Rate Coordinator to develop a number of resources for districts to purchase 1:1 student devices, software, and other educational technology that are available on the [ESD 112 Procurement Website](#). The DEI Program Supervisor often collaborated with the Procurement Office to support rural/small districts that had limited purchasing experience. (See Section 4 for more information.)

These procurement supports included capacity building for ESD Leads and the OSPI DEI Grant Team. The Procurement Lead provided advice to ESD EdTech Leads and responded to referrals for school district support. The Lead supported DEI grant efforts by offering purchasing advice when grants were in development.

Emergency Connectivity Fund

Federal resources were instrumental in supporting the implementation of HB 1365. Funded through the federal American Rescue Plan Act of 2021, the Emergency Connectivity Fund (ECF) afforded access to over \$100 million in equipment, including student devices, staff devices, hot spots, data plans, and Wi-Fi. OSPI staff provided technical assistance supporting 366 successful applications. These federal funds provided over 240,000 devices across the state in 274 school districts (See Figure 2).

Figure 2: Emergency Connectivity Funds

	Student Devices	Staff Devices	Hot-Spots	Data Plans	Bus Wi-Fi Hardware	Home Connectivity Services	Other
Round 1	165,063	11,255	5,321	37,860	19	4,572	82
Round 2	46,441	5,463	1,311	7,543	14	323	n/a
Round 3	12,539	369	238	2,155	1	n/a	n/a
Funded Total	224,043	17,087	6,870	47,558	34	4,895	82

Emergency Connectivity Fund Applications, Number of Devices, Hot Spots, Data Plans and Hardware as of 9/30/2022

4: TRAINING PROGRAMS AND TECHNICAL ASSISTANCE

The nine ESD EdTech Leads provided a range of services in their regions, including digital navigation, training, and referrals to ESD 112 for procurement support and consulting with individual schools and districts about educational technology implementation. During the 2021–22 school year, ESD 112 partnered with OSPI to develop resources to assist districts with purchasing 1:1 student devices, software, and other educational technology that are available on the [ESD 112 Procurement Website](#). The DEI Program Supervisor collaborated with the Procurement Office to support rural and small districts that had limited purchasing experience. The Procurement Office

also shared a buying guide outlining the some of the current Washington Department of Enterprise Services/National Association of State Procurement Officials and WSIPC contracts frequently used for purchasing technology items.

Learning Management System Course Participants

Data from pdEnroller provides insights into both the type of training participants and the professional learning quality. Registration data from 2021–22 school year show that trainings had 1,440 participants working in 170 school districts. Other participants worked in ESDs and independent schools. The majority of participants were classroom teachers. Other groups included administrators, special educators, counselors, and librarians. ESD EdTech Leads provided data about 22 unique courses that addresses a range of topics, including learning management systems, video conferencing, and data collection (see Figure 3).

Figure 3: ESD Professional Learning Participants

Professional Learning Experience	Number of Participants
AESD Professional Learning On-Demand: LMS 101 – Canvas	140
AESD Professional Learning On-Demand: LMS 101 - Google Classroom	236
AESD Professional Learning On-Demand: LMS 101 - Microsoft Teams	123
AESD Professional Learning On-Demand: LMS 101 – Schoology	109
AESD Professional Learning On-Demand: LMS 101 – Seesaw	156
LMS Solutions: Foundations of Project Based Learning	109
LMS Solutions: Google Forms	29
LMSS: Deep Dive into Canvas (For Elementary)	33
LMSS: Deep Dive into Canvas (For Secondary)	29
LMSS: Deep Dive into Google Classroom (For Elementary)	67
LMSS: Deep Dive into Google Classroom (For Secondary)	40
LMSS: Deep Dive into Microsoft Teams (For Elementary)	30
LMSS: Deep Dive into Microsoft Teams (For Secondary)	20
LMSS: Deep Dive into Schoology (For Elementary)	21
LMSS: Deep Dive into Schoology (For Secondary)	16
LMSS: Deep Dive into Seesaw (For Elementary)	39
LMSS: Level Up Your Tech Game	16
Timely Tech Tools: Mathigon/Polypad	118
Video Conferencing with Google Meet	36
Video Conferencing with Microsoft Teams	35
Video Conferencing with Zoom	38
Grand Total	1,440

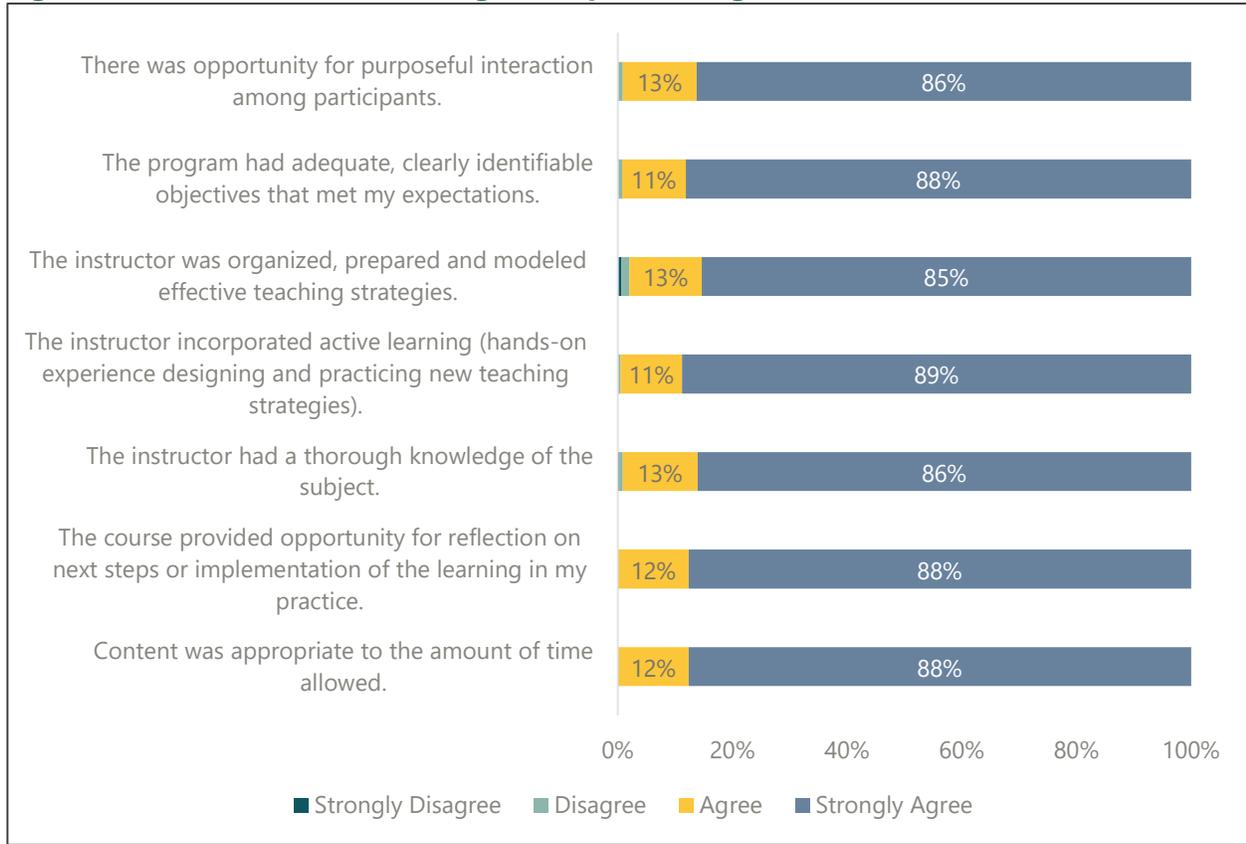
Source: pdEnroller, 2021–22 school year. Note: Count may be duplicated if individuals participated in more than one professional development session.

LMS 101 courses provide foundational knowledge in a three-part series on access, navigation, selecting student materials, assessment, and communication with students and families. LMS 201

courses expand participants’ knowledge of specific LMS platforms, digital tools, and instructional and content-specific practices. All courses used design principles from Washington Educational Technology Learning Standards and the National Quality Standards for Online Teaching.

Overall, training programs were well received. Figure 4 illustrates that over 85% of respondents strongly agreed that their courses met all of their objectives.

Figure 4: ESD Professional Learning Participant Ratings: All ESD Courses



Participant Ratings: All ESD Courses (N=784)

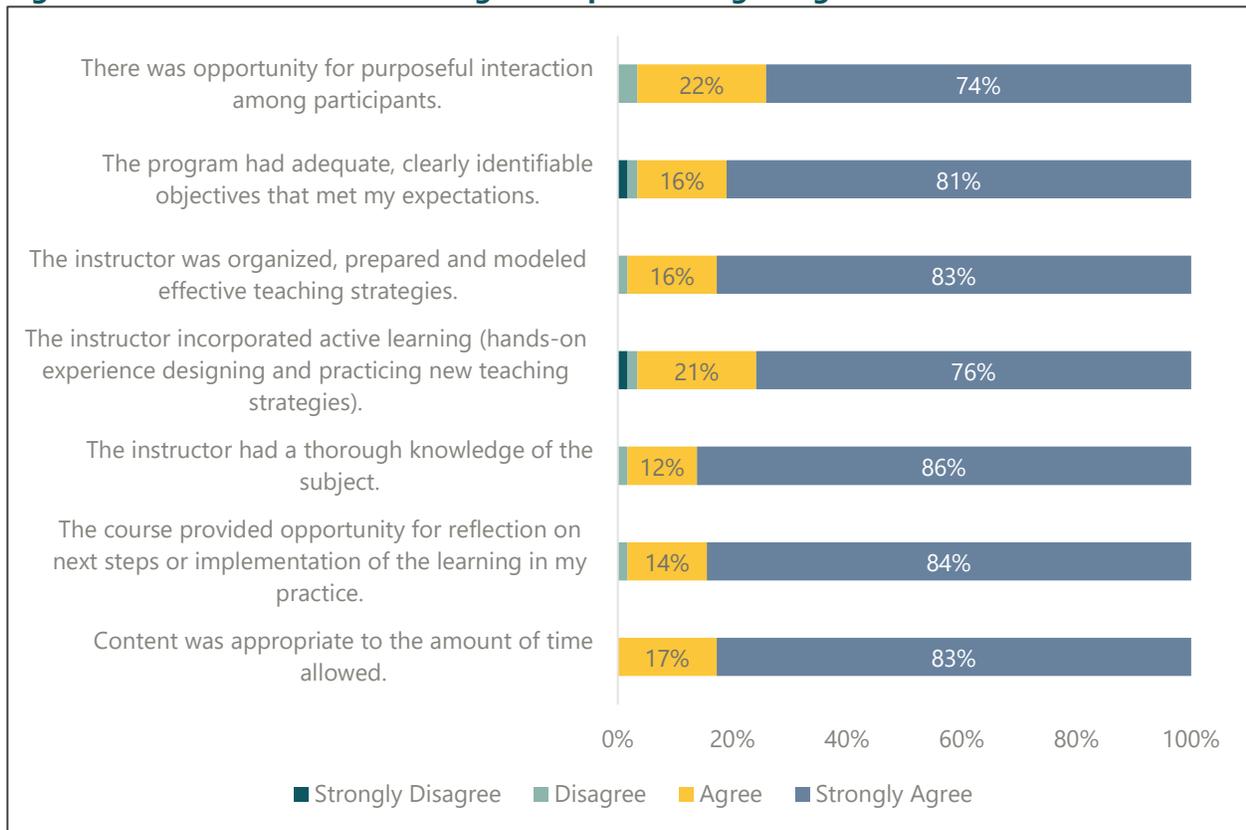
Regional Educator Network

The Regional Educator Network (REN) is a statewide collaboration focusing on educational technology best practices. REN facilitates peer-to-peer mentorship and support among education practitioners and builds capacity and partnerships through providing access to a professional learning community (PLC). Figure 5 illustrates that of 406 participants, over seven in ten (74%) of strongly agreed that the professional learning experience met all of its objectives.

Providing up to 25 clock hours (that included 15 Science, Technology, Engineering, and Math (STEM) clock hours), the REN PLC curriculum prepared educators to be leaders in their district with regard to integrating educational technology. In 2021–22, the REN was fully asynchronous to accommodate educators’ schedules. The REN reinforced the eight [WA Teacher/Principal Evaluation Criteria](#) and a range of topics, including career development, learning environments, youth voice, and student well-being. Participants were able to personalize their path and pace through the REN

engagement in specific Network groups with a focus on Media and Digital Citizenship, IT best practices, or district LMS.

Figure 5: ESD Professional Learning Participant Ratings: Regional Educator Network



Participant Ratings: Regional Educator Network (N=406)

5: COLLABORATION AND INNOVATION

Interviews and focus groups reflected a high degree of OSPI and ESD collaboration that provided opportunity for innovative educational technology work. OSPI and ESD staff shared how they referred district partners to colleagues with specialized knowledge about technology tools. They supported applications for federally funded resources. ESD staff also discussed how they worked internally in their agencies to raise awareness about how to implement educational technology in schools.

These innovations fell into three related categories:

- With a commitment to equity of access, the DEI Grant Program provided extensive individualized supports to assist each applicant to ensure that requests met specific district needs. For districts with limited experience, a grant consultant also assisted in the application process to ensure districts that had not historically applied for EdTech grants were ultimately successful.
- Members of the ESD and OSPI teams provided coordinated and tailored consultation on a range of issues addressing educational technology.

- ESD EdTech Leads implemented a well-regarded system of professional learning that includes training and PLC opportunities to address a variety of technology needs.

A common theme in the interviews and focus groups was the need to target support to small and rural school districts. These districts generally had fewer central office staff members to develop and implement new initiatives. This was exemplified in the experience at the Hockinson School District (SD). Hockinson SD serves close to 2,000 students in Brush Prairie, a town in the southwestern corner of the state. The district superintendent shared that raising levy funds for technology had been difficult due to the relatively low proportion (22%) of low-income students and the district's limited business sector.

"The (DEI) grant enabled our district to establish a transitional kindergarten–12 1:1 program. This was unthinkable three years ago. In the Fall of 2019, my first year as superintendent, I was informed that 3/4 of our iPads (assigned to students in Grades 8–12) would age out because their operating systems, applications, and features would no longer be updated by Apple. A year later, I was told, the remaining iPads would no longer be supported either."

–Steve Marshall, Hockinson SD Superintendent

The creation of a 1:1 student device program in Hockinson led to providing adaptive technologies for students with disabilities and systems to support student participation in online standardized assessments.

Technical Assistance for DEI Grants

The OSPI DEI grants team included two staff members and a grant development consultant. As the grant required the development of a technology plan, the team shared a model plan with applicants. Most districts had not engaged in technology planning for some time. The team articulated their commitment to making the proposal application process as simple as possible. This included reviewing each grant prior to submission to ensure that requests were well aligned with current district technology platforms. They also raised awareness of resources supporting multilingual/English language learners and students with disabilities, encouraging applicants to learn about software that could promote equity of access to instruction.

Like regional leads, the DEI team encouraged networking between districts. During the focus group, they shared the work of "lighthouse districts" that were doing novel work with educational technology. One district employed innovative translation software. Others used grant resources to transition to a 1:1 program.

Tailored Consultation

ESD EdTech Leads valued their roles supporting schools and districts. A theme in the focus groups and interviews was the importance of trust building in their roles. The ESD Leads observed that

many educators were tentative about adopting new technology. To address this barrier, ESD EdTech Leads personalized consultation based on district capacity and needs.

One EdTech Lead observed that many of her district partners had a steep learning curve when it came to technology leadership. To encourage partners to adopt new practices, the ESD Lead communicated to make them feel safe and ask for help. Another ESD Lead held regularly scheduled office hours so that school and district staff became familiar with ESD services and could ask questions. Another Lead developed asynchronous professional development sessions on student engagement, discourse, reflection, and social emotional learning.

Outstanding Training Opportunities

Survey data in Section 4 above indicates that educators across Washington value both the LMS training opportunities and engaging in the REN. Open-ended responses in the Canvas course discussions of the trainings included praise for both the resources and learning community that participants experienced.

"I found the discussion posts to be the most useful. I think the most meaningful content stems from other professionals. The people in this forum were so helpful and provided great ideas. The training itself was solid, but I was expecting that. I wasn't expecting the amount of help from others that I received."

–Washington State Educator

When reflecting on challenges, some participants noted the ways that time can present a barrier to implementing all the resources that were shared.

6: RECOMMENDATIONS

Washington state is a leader in providing access to 1:1 student devices and implementing a system of support and training for district staff. Both OSPI and the ESD teams are committed to ensuring that services are accessible to students, staff, and families. The recommendations below address key steps to both sustaining educational technology, training for the educator workforce to maximize their use of 1:1 student devices, LMS, inclusive and assistive student technologies, and other tools.

This report recommends continuing to fund HB 1365 initiatives to build on work underway and extend support in the following areas.

Continue to Invest in Statewide Educational Technology Support and Leadership

OSPI EdTech Team members are providing critical support to districts to further digital equity & inclusion and equity of access. The investments of funds made through HB 1365 can be seen making an impact through a coordinated EdTech team and cross-agency efforts focused on

supporting districts, increasing equity of access to devices, and improving student connectivity. This work will continue with further investments.

Focus Future DEI Grant Funding on School-Based Digital Navigation Initiatives

In the past two years, significant investments have been made toward 1:1 student device programs. Students need support to use these devices for learning at home. Moving forward, the DEI Grant Program will focus on district digital navigator initiatives in order to support students and families while connecting existing community efforts.

Develop Statewide and District-Specific Plans for Technology Replacement

The state DEI Grant and Emergency Connectivity Funding (ECF) programs supported districts in making significant investments in 1:1 student device initiatives and inclusionary and assistive technology programs over the past two years. Consideration needs to be made for the potentially large fiscal shortfalls districts may experience when these devices reach end-of-life and the federal resources are no longer available to replace educational technology. The OSPI EdTech department will continue to provide state-level leadership and advocacy in this area. ESD EdTech Leads will support this goal by working with districts in their regions to create, update, and address needs identified in district technology plans.

Pilot a System for Tracking Technology Consultation Services

ESD EdTech Leads are providing technical assistance and guidance in a range of contexts. It will be worthwhile to better understand this body of work and opportunities to broaden awareness and access, especially in the area of digital navigation for students and families.

Continue to Promote Technology Procurement Services and Supports

Procurement supports through both HB 1365 and federal recovery funds during the 2021–22 school year have led to the influx of close to \$110 million in state and federal educational technology resources in Washington.

Continue Providing Training Through Canvas and Regional Education Networks

The consistently high ratings of the existing training opportunities reflect the strength of this system for creating and delivering professional learning. Updating and evolving existing offerings and creating new offerings in a variety of contexts and modalities (asynchronous, synchronous, blended, in-person, remote, custom-designed, etc.) is an ongoing priority.

Continue to Prioritize Timely, Tailored Responses to Educational Technology Requests from Schools and Districts

HB1365 resolved a major equity issue in the state by providing dedicated funding for EdTech Leads in each of the nine ESDs. The Leads collaborated on shared projects and responded to requests for support from schools and districts in their respective regions. They supported grant preparation, professional development, technology planning, instructional coaching, and the use of Washington State Learning Standards for Educational Technology. These supports are especially important to remote, rural districts and those without in-house technology support. It is critical that these supports continue.

APPENDICES

Appendix A: Focus Group and Interview Questions

You are being asked to participate in an interview or focus group that will take approximately one hour. We will be asking you about your work as a technology lead, grants manager, or procurement specialist during the previous school year.

In addition to today's interview, we have requested data about school levies and professional learning technology coordinators have offered.

Completion of this interview poses minimal risks to you and other participants. In certain cases, participating in an evaluation interview may be stressful or surface difficult memories.

To decrease the risks we mentioned above, we wanted to share that participation in this study is voluntary and you may exit the interview at any time.

All interview data will be confidential and reported taken together.

The first series of questions address the types of technology consultation, procurement support and training have ESD staff provided that were supported by HB 1365.

- 1) Tell us about the role you play at your ESD or OSPI? Through the network of AESD technology coordinators? How long have you been working in your role?
- 2) How do you support the implementation HB 1365? Tell us about the consultation, procurement, support, and trainings you offered to staff in 2021–22 supporting the use of educational technology. (Probe for support for other staff in your agency have provided)
 - a) Consultation
 - b) Procurement
 - c) Support
 - d) Other trainings
- 3) Could you share a story of your collaboration with a school or a district in which you helped staff access or use educational technology?

The second series of questions explore examples of innovative and collaborative activities occurring in communities across the state to support widespread public technology literacy and fluency, as well as student universal access to learning devices

- 1) What does innovation mean to you? How have you seen examples of innovation in educational technology in the past year?
- 2) What does collaboration mean to you? How have you seen examples of collaboration in educational technology in the past year?

- 3) How have these activities supported student access to learning devices?
- 4) In what ways have these activities built the capacity of schools and districts to support digital navigation services for students and their families?

The final questions probe recommendations do AESD staff, program participants and other partners have for improving the administration and oversight of technology consultation, procurement support and training.

- 1) Imagine that we are meeting a year from now and the work of educational technology coordinators has been very successful.
- 2) What are you most proud of?
- 3) What systems have been in place to support your work?
- 4) What are ways that the evaluation team can support your work through simplifying and standardizing data collection and data use?
- 5) What haven't we asked you that we should have asked?

Appendix B: Digital Equity & Inclusion Grant Survey Synopsis 2022/2023

Synopsis prepared by: KC Merchant, Digital Equity & Inclusion Program Supervisor, Educational Technology Department, Office of Superintendent of Public Instruction

Part I: Grant Focus & District Implementation

- A Digital Equity & Inclusion Grant feedback survey was conducted to evaluate the effectiveness and scope of the grant.
- 82% of grantees completed the survey out of 44 districts. Five (5) grantees opened the survey and did not start or finish the survey.
- The survey was designed so that grantees could choose multiple answers.
- Grantees primarily focused on 1:1 student device programs (54% of respondents) and/or acquiring inclusive technologies (70%).
- The second major focus of applicants was on supporting the 1:1 student device programs (45% of respondents) and supporting adaptive technologies (45%) with training or staffing.
- 50% of applicants also focused on providing professional development on items other than the above, including technology certifications, and inclusive practices.

Based on the distribution of funds, a majority of the grantees worked on multiple goals. Districts who were not complete with their 1:1 student device programs were guided in that direction before working on other projects, unless the request was coming from a Special Education/Special

Services department that had specialized requests (usually around translation services or adaptive technology).

75% of grantees state they have a universal 1:1 student device ratio. 25% of districts stated in the survey that they are not at a 1:1 device ratio. This may be due to districts choosing to not implement 1:1 student device programs in the lower elementary grades.

30% of the survey respondents stated they used the grant to obtain and complete their 1:1 program. Districts that had 1:1 student device programs stated they were seeking to update aging devices with the grant. This could reflect 20% of the respondents responding “other” because they are 1:1 but were using the grant to support their replacement cycle for devices.

65% of grantees stated they used the grant to support students with specialized technology needs. Most districts implemented hardware/software that was inclusive and could support more than one student in multiple ways, while there was a smaller request for devices and software to support individualized learning tools such as alternative input devices or brail tablets.

48% of grantees used the funds to assist students and families in using technology and supporting student learning. This included digital navigation services or the use of technology to be able to collaborate with families through accessible technology. Translation devices, hotspots, and guided supports fall under this category.

Grant applicants were advised to take into consideration the replacement cycle of their requests of requested hardware. Many applicants responded that this grant would put them in a good position for an average of four years on their 1:1 student device programs. With some of the inclusive technology, especially interactive panels, grantees anticipate an eight-year replacement cycle for these devices. In general, most schools are on a 4- or 5-year replacement cycle for their 1:1 student device program. However, depending on district educational technology funding, replacement cycles can vary from three years all the way to pushing devices to five to seven years. Districts that have available funds tend to replace devices on three-year cycle while districts that have a harder time finding funding tend to push lifetime of devices as long as possible, usually around five to seven years. We learned that this grant was able to support many districts that have historically struggled with student device replacement cycles.

Part II: Grant Application Process Feedback

85% of grantees reported that they were satisfied or extremely satisfied with the application process. Feedback was overwhelmingly positive regarding the process and the level of support districts received from start to finish.

According to the survey, the most effective way of reaching applicants was using OSPI’s Gov Delivery system, with almost 50% of applicants reporting that is how they were notified of the grant. A third of the applicants reported they discovered the grant directly through iGrants, while a quarter of the applicants received information about the grant directly from OSPI’s Educational Technology Office or KC Merchant, Digital Equity & Inclusion Program Supervisor.

Based on the high numbers of applicants during both grant cycles, the grant outreach was highly effective.

71% of the respondents reported that they received outside help to complete this grant with most of them reporting direct guidance from the program supervisor. Both the program supervisor and OSPI grant consultant received high ratings for their level of support, ease of access and ability to guide districts from start to finish. All of the survey respondents reported that they were satisfied with the level of support received.

Regarding the grant support and guidance, grantees offered high praise for the DEI grant program overall.

Survey respondents expressed gratitude for the level of support they received. Grantees also deeply appreciated the program supervisor’s experience, professionalism, and helpfulness in supporting and guiding grant requests, as well as navigating the grant application process.

Appendix C: Digital Equity Grant, 2022–23

Digital Equity and Inclusion Fund Round Two Investments: \$9,070,297 awarded to 65 recipients

Anacortes SD: \$150,000	Issaquah SD: \$76,050
Bremerton SD: \$240,000	Kelso SD: \$48,070
Brinnon SD: \$67,949	Kittitas SD: \$73,500
Burlington-Edison SD: \$84,000	La Conner SD: \$152,000
Chewelah SD: \$193,500	Lake Chelan SD: \$270,000
Chief Leschi (Tribal Compact): \$131,867	Lakewood SD: \$63,000
Clarkston SD: \$240,000	Lind SD: \$113,404
College Place SD: \$49,353	Manson SD: \$77,000
Davenport SD: \$160,000	Marysville SD: \$89,880
Dieringer SD: \$200,000	Monroe SD: \$180,000
Federal Way SD: \$84,000	Montesano SD: \$73,500
Ferndale SD: \$65,656	Moses Lake SD: \$216,000
Freeman SD: \$96,500	Naselle-Grays River Valley SD: \$107,000
Granger SD: \$128,000	Nine Miles Falls SD: \$140,000
Granite Falls SD: \$73,500	Nooksack Valley SD: \$93,948
Hockinson SD: \$52,500	North Kitsap SD: \$179,106
Hoquiam SD: \$149,995	North River SD: \$175,480

North Thurston Virtual Academy: \$29,853	Sultan SD: \$91,325
Oakville SD: \$231,167	Sumner Bonny Lake SD: \$79,112
Okanogan SD: \$105,000	Taholah: \$200,000
Orting SD: \$150,000	Tenino SD: \$49,431
Palouse SD: \$55,603	Tonasket SD: \$161,516
Port Angeles SD: \$268,907	Touchet SD: \$199,466
Prosser SD: \$94,500	Tukwila SD: \$300,000
Pullman SD: \$180,000	Tumwater - Program applying as district: \$39,290
Rainier Valley Leadership Academy : \$114,799	Tumwater Virtual Academy: \$180,000
Reardan-Edwall SD: \$210,000	Vashon Island SD: \$196,976
Richland SD: \$18,000	Wahluke SD: \$300,000
Ritzville Coop: \$108,062	Walla Walla PS: \$170,428
Rochester SD: \$210,000	Wenatchee SD: \$181,480
Rosalia SD: \$80,042	West Valley (Yakima) SD: \$179,723
South Bend SD: \$105,000	Winlock SD: \$300,000
Spokane Public Schools: \$13,859	

Appendix D: Glossary

[Canvas](#) serves as hub for a digital classroom. It includes modules, quizzes, discussion boards and user-friendly analytics about participant engagement. In 2021-22, it was the site for synchronous and asynchronous educational technology trainings hosted across Washington.

[Emergency Connectivity Fund](#) reimburses schools and libraries for costs of eligible equipment and broad band connections used to help students, staff and community members engage in remote learning. See also OSPI [Education Federal Programs Webpage](#)

E-rate provides discounts for telecommunications, Internet access, and internal connections to eligible schools and libraries. Eligible schools and libraries may receive discounts on telecommunications, telecommunications services, and Internet access, as well as internal connections, managed internal broadband services and basic maintenance of internal connections. Discounts range from 20 to 90% and are based on the poverty level of the students attending the schools. Rural schools and libraries may also receive a higher discount. See also OSPI [Education Federal Programs Webpage](#).

[Interactive Flat Panel](#) is a large-format touchscreen display that is a type of interactive whiteboard (IWB). An IWB is a large electronic display that has a touchscreen and is able to access, manipulate,

and interact with electronic files. It is similar a giant tablet computer that you can use to present or collaborate.

Learning Management Systems provide a means for teachers to offer instruction to students in an online environment. The AESD supports five platforms used throughout Washington, including Canvas, Google Classroom, Microsoft Teams, Schoology, and Seesaw.

[Master Contracts Usage Agreement \(MCUA\)](#) is a one-time agreement necessary to meet statutory requirements allowing qualifying organizations to use Washington State master contracts. Cooperative purchasing through state contracts provides organizations that have agreed to terms and conditions the opportunity to save millions of dollars annually by pooling resources to leverage the market through volume discounts. Authorized organizations are provided access to over 1,500 vendors supplying goods and services through master contracts to meet all the business needs of their organization at no cost.

[pdEnroller](#) provides a system available through both ESDs and OSPI to register for professional learning experiences and gather clock hours to fulfill continuing education requirements for educators in Washington.

[Regional Educator Network](#) is a statewide collaboration focusing on educational technology best practices. The REN aims to provide peer-to-peer mentorship and support among education practitioners, build capacity and partnerships, and provide access to a community of learners for all types of educators.

[ViewBoards](#) are interactive displays that support collaboration among students and teachers in classrooms. They have features to support polling, game-based activities, and content sharing.

ATTACHMENT A: DISTRICT TECHNOLOGY LEVY REPORT

A companion report provides details about school technology levy elections and funding requested in HB 1365 (see page 5, Section 5(3)). Authored by Professor David Knight and Dr. Pooya Almasi, this one-time report includes data from 2014–21, including: A list of districts that have a separate technology levy; the total amount of funding generated by the technology levies; and a detailed breakdown on how technology funds are being used. Fiscal data was disaggregated by the rural and urban context of school districts, student race and income. These analyses aimed to surface opportunities to create more equitable systems allocating and supporting educational technology use. These are visualized in an interactive [Tableau dashboard](#).

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