Navigating the Digital Shift 2018

Broadening Student Learning Opportunities

SETDA

ABOUT SETDA

Founded in 2001, the State Educational Technology Directors Association (SETDA) is the principal nonprofit membership association representing US state and territorial educational technology leaders. Our mission is to build and increase the capacity of state and national leaders to improve education through technology policy and practice. For more information, please visit: www.setda.org.

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ABOUT THIS PROJECT

With support from the Bill and Melinda Gates Foundation, this report was launched under the leadership of Christine Fox, SETDA's Deputy Executive Director with guidance from SETDA's State Action Committee, membership and private sector partners to provide a comprehensive overview of state practices related to the procurement of digital instructional materials. As part of the research, SETDA interviewed lead educators from a variety of educational and government organizations, state instructional materials leaders and state procurement officers. In addition, through a survey and independent data collection, SETDA gathered information for all 50 states, the District of Columbia and Guam regarding state policies and guidelines for the acquisition, accessibility, vetting and funding of instructional materials, for a total of 52 respondents learning goals.

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EXECUTIVE SUMMARY

State education leaders are committed to providing leadership to ensure that all students have access to personalized, engaging learning experiences supported by digital instructional materials and resources. With the transformation to digital learning, more and more states are enacting policies and guidelines to support the implementation and utilization of digital instructional materials, applications and resources. Within states, various districts may already be leaders in using digital materials, yet state leadership allows for an economy of effort and supports equity among districts.

This publication highlights how state policies and guidance are supporting the transformation to digital learning, specifically the policies and processes around the selection, curation, procurement and funding of digital instructional materials. SETDA's Essential Conditions, identified in the 2015 Navigating the Shift publication, continue to be relevant and necessary for the successful acquisition and implementation of digital resources to support learning. Evidence of state leadership in these areas—equity of access; accessibility for all students; interoperability; and student data and privacy—is highlighted throughout this publication. You will also find specific examples of state policies and guidance and district exemplars highlighting how state policies facilitated the use of digital instructional materials in the classroom to personalize learning.

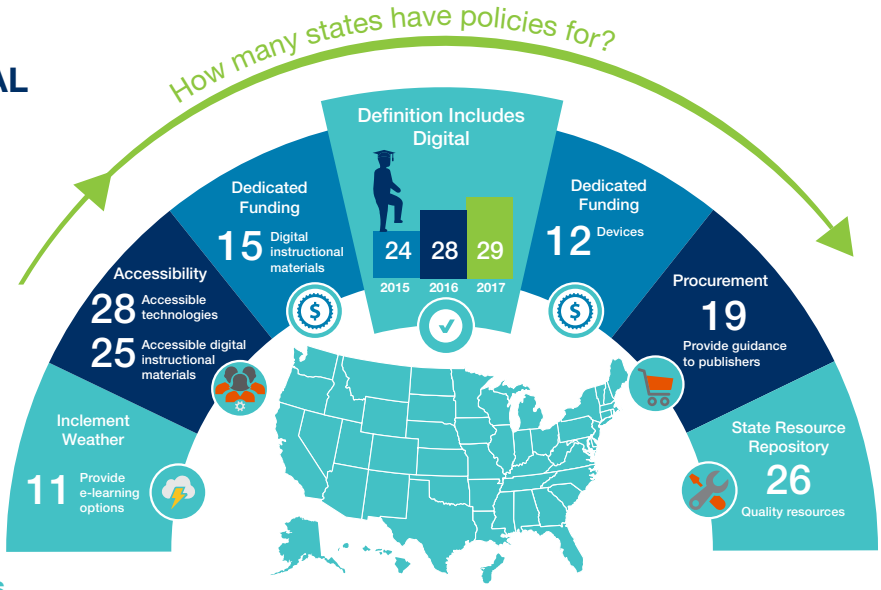
Key Findings

The number of states with guidance and policies supporting the use of digital instructional materials continues to increase each year. This trend reflects the overall shift towards the implementation of digital instructional materials and the opportunity for educators to use digital applications and resources to support student learning.

- ✓ 29 states have a definition for instructional materials that includes the option for digital instructional materials
- ✓ 6 states *require* the implementation of digital instructional materials
- ✓ 30 states *allow* the implementation of digital instructional materials
- ✓ 31 states have a definition for accessible instructional/education materials
- ✓ 23 states have a definition for accessible technologies
- ✓ 26 states have a state digital learning repository
- ✓ 19 states provide guidance to publishers interested in selling instructional materials
- ✓ 15 states have dedicated state funding for digital instructional materials
- ✓ 12 states have dedicated state funding for devices

Learn more about all the guidance and policies around digital instructional materials by visiting the DMAPS portal.

INSTRUCTIONAL MATERIALS



Next Steps

As educational opportunities shift to digital, SETDA encourages educators, policymakers, and the private sector to be strategic about supporting purposeful, meaningful transitions. SETDA highlights several next steps for consideration as education leaders continue to advance living and learning in the digital age

State Leadership: States must provide leadership as educational opportunities switch to the use of digital instructional materials to support student learning and successes. Within states, state leadership allows support for all districts from those just launching initiatives to experienced leadership and provides for economies of scale and boosts equity among districts.

- **Professional Learning:** Teaching in the digital age poses new challenges for teachers especially around the selection of high-quality instructional materials to use for instruction. It is imperative that states and districts provide professional learning opportunities for teachers to prepare them for the shift to digital learning. With effective professional learning strategies, educators can choose the digital instructional materials and technology tools most appropriate for their instructional practices that best meet the needs of students.
- **Interoperability of Instructional Materials:** Considerations and requirements regarding the interoperability of instructional materials is critical beginning with the procurement process. Alignment with established and emerging standards: compliance vs. conformance vs. certification vs. proprietary approach are challenges for states and districts that must be addressed with the private sector to ensure that digital materials access is seamless.
- **Student Data Privacy:** States and districts must consider student data privacy and security when purchasing digital tools and resources. States and districts should be certain that policies are in place regarding who has access to student data. States and districts should review third party agreements in the terms of service or contract for compliance around use, protection (data security) and destruction of student personally identifiable data. States and districts should also consider providing guidance to publishers that includes student data privacy and security.
- **Leveraging Federal Funds:** As state leaders coordinate their ESSA plan and federal program implementation, leveraging federal funds to support the shift to digital learning is essential. The ESEA Title IV-A: Student Support and Academic Enrichment program includes the option to use funds for supporting the effective use of technology (e.g., professional development, blended and personalized learning, and devices) and the ESEA Title II-A: Supporting Effective Educators provides the opportunity to implement support for effective instructional materials and innovative technologies.

CONTINUING THE SHIFT TO DIGITAL

The National Education Technology Plan (NETP) calls for a "revolutionary transformation rather than evolutionary tinkering" in education and recognizes that we must leverage technology to provide engaging and powerful learning experiences for all students. Technology offers all students—urban, rural, low-income, ESL, special needs, high achieving—the opportunity to engage in dynamic learning activities. Digital learning opportunities are no longer a specialty area or a *nice to have*—they are an integral part of teaching and learning to best prepare all students for college and careers as evidenced in the Every Student Succeeds Act (ESSA) which acknowledges technology's role in transforming learning and includes definitions for digital and blended learning. As such, leaders across state and district agencies in a variety of roles have shifted towards the use of digital tools and resources as a primary format to support instruction. The Non-Regulatory Guidance Student Support and Academic Enrichment Grants publication provides guidance on activities districts may consider as they implement technology in the classroom. Select activities include: providing students in rural, remote and underserved areas with the resources to benefit from high-quality digital learning opportunities; and delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies. The Student Support and Academic Enrichment (SSAE) flexible block grant program under Title IV, Part A provides students with a well-rounded education; supports safe and healthy students and supports the effective use of technology.

SETDA's Transformative Guide to Digital Learning provides guidance, resources and best practices to support learning in the digital age. Whether you are new to digital learning or fully immersed, the Guide provides considerations for planning, operations, professional learning, instructional materials selection and implementation and equity and access. Facilitator Guides are included for each major topic area to provide education leaders with the information and resources they need to conduct a professional learning session.

District Exemplar

Educational practices at Fort Payne City Schools, Alabama were transformed to meet the needs of digital learners through the implementation of digital devices, digital instructional materials and professional learning, including instructional technology support, for teachers and students. As a result, the district had the ability to create a classroom environment that leveraged blended learning, online testing, immediate formative assessment feedback and more individualized, differentiated instructional opportunities. New curriculum was added including digital textbooks, a citizenship program, a computer science class at the high school, a keyboarding program in grades 3-6 and system-wide participation in the Hour of Code. New opportunities in the Career Tech program include a TV production class and multiple project-based competitions. These opportunities include student collaboration through a cloud environment, collaboration through video web conferencing, virtual field trips, online class opportunities delivered through a learning management system, student media and website production.

SETDA Resoures

See Appendix G for a list of useful publications and online tools.

Digital Equity

Digital equity continues to be a topic of concern as inequities related to device and broadband access persist when some students, particularly low-income and rural students, do not have the same level of device and broadband access as other students both in and outside of school. As instructional materials continue to shift to digital, and typically some of that content is exclusively available online, students must have access to broadband and devices outside of school, particularly at home, to be successful. In The Broadband Imperative II: Equitable Access for Learning, SETDA recommends states, districts and schools deliver outreach to families, particularly low income families, about the necessity for out-of-school access; leverage community partnerships for access; and share out-of-school access options with students and families. SETDA's State Wi-Fi Leadership for Fostering Digital Learning Ready K-12 Schools explores the steps states are taking to address the wireless equity gaps that exist among their schools. Leaders from select states outline the planning, policy, funding and management approaches their state agencies or education technology leaders are adopting regarding Wi-Fi, and they share their recommendations for promoting and/or creating equitable access opportunities to high-quality Wi-Fi connectivity.

Professional Learning

Teaching in the digital age poses new challenges for teachers especially around the selection and implementation of high-quality instructional materials to use for instruction. It is imperative that states and districts provide professional learning opportunities for teachers to prepare them for the shift to digital learning. With effective professional learning strategies, educators can choose the digital instructional materials and technology tools most appropriate for their instructional practices that best meet the needs of individual students. The Trends in Digital Learning report finds that teachers that engage in online and blended professional learning opportunities "demonstrate advanced uses of technology with their own students, have stronger valuations on the role of technology within learning, and higher aspirations for leveraging technology to support transformed learning environments." In addition to district and school resources, teachers have access to different professional learning organizations. The International Society

Equity Matters

As more and more educators use digital instructional materials for learning, connectivity for students is an essential component of a 21st century education—not something merely nice to have. Access to digital resources offers new learning opportunities to support deeper learning and best prepare all students for college and careers. Ensuring equity of access in school, at home and everywhere else in the community is imperative as the shift to digital resources continues.

District Exemplar

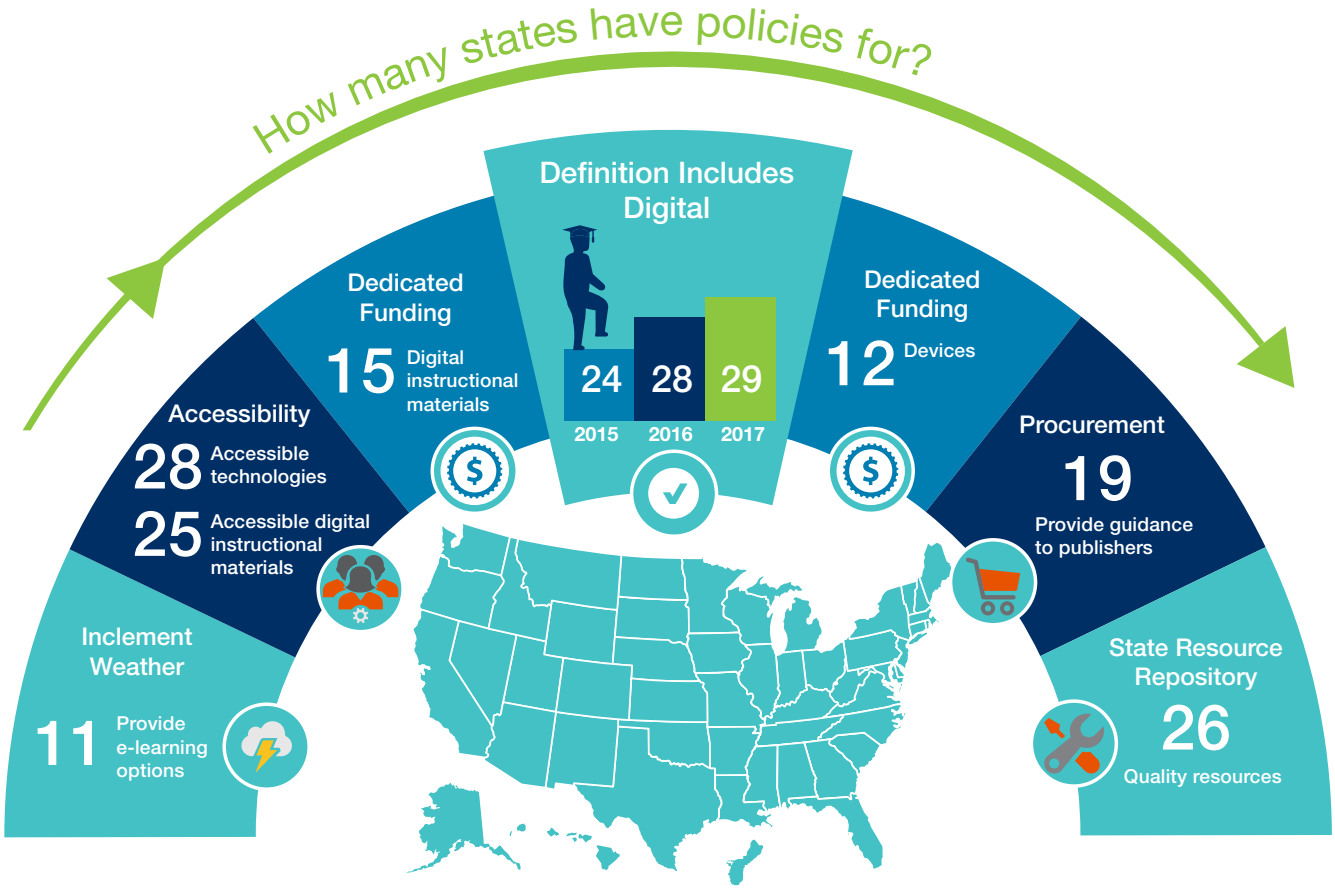
Math Science Technology Magnet Academy at Roosevelt High School located in Los Angeles, California, launched a 1:1 program for students in grades 10-12. Through a cross-curricular social justice community research project, students collected and analyzed data using geographic information systems (GIS). Students learned to become skilled in research, decision-making and communication, relying on devices to maximize both engagement and impact. The data is collected, researched and a final report is published via online tools and resources. Students present their research project to the school, the community and audiences beyond. Many of these students are the first in their families who plan to go to college, some are the first to graduate from high school, most are low-income students and for many, English is their second language. More information on the program is available on an archived video presentation in Washington DC.

for Technology in Education (ISTE) provides ISTE Teacher Standards, a framework for learning, teaching and leading with technology. The standards are designed to help teachers make decisions about curriculum and instruction, as well as how to transform pedagogy with technology.

Professional Learning Matters

As part of ESSA, the Title II-A, Supporting Effective Educators incorporates new evidence requirements and a more rigorous definition of professional development. Further, its revamped formula program benefits almost every state and school district by helping educators implement effective instructional materials and innovative technologies and increase content knowledge and classroom practices. Funding for training includes a focus on equipping educators with the knowledge and skills they need to use technology for instruction, conduct data analysis and protect students. privacy, communicate effectively with students and families, use assessments for learning, and more.

INSTRUCTIONAL MATERIALS



POLICIES & GUIDANCE

With the transformation to digital learning, more and more states are implementing policies and guidelines to support the implementation and utilization of digital instructional materials, applications and resources. State education leaders are committed to providing leadership to ensure that all students have access to personalized, engaging learning experiences supported by digital instructional materials and resources. Within states, various districts may already be leaders in using digital materials, yet state leadership allows for an economy of scale and supports equity among districts. SETDA's Digital Instructional Materials Acquisition Policies for States (DMAPS) is an excellent resource to learn more about state policies and guidance around instructional materials. Updated and expanded in March 2018, the DMAPS website is an online database providing state and territory policies and practices related to the acquisition of digital instructional materials in K-12 education. This unique tool offers the opportunity to view details regarding individual states and national trends via an interactive map. Findings from the most recent analysis of state data are discussed in the following sections and can be found on DMAPS.

Definition for Instructional Materials

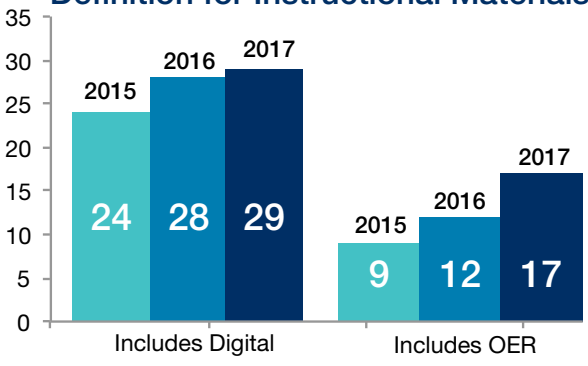
Thirty-three states have a definition for instructional materials and 29 states definition for instructional materials includes the option for digital instructional materials, a slight increase from 2017. This trend reflects the overall shift towards the implementation of digital instructional materials and the opportunity for educators to use digital applications and resources to support student learning. The number of states with a definition for instructional materials that includes Open Educational Resources (OER) and/or states that provide a separate definition for OER continues to increase each year. In 2015, only nine states had a definition for instructional materials that included OER. Currently, 17 states have a definition for instructional materials that includes OER. With the U.S. Department of Education's #GoOpen campaign, more states and districts are learning how to effectively utilize high-quality OER materials for teaching and learning.

District Exemplar

The Matanuska-Susitna Borough School District in Alaska uses a combination of digital tools and resources to support student learning in the classroom. The district is currently piloting the use of 1:1 devices with online textbooks as a replacement to traditional classroom textbooks. Other digital applications allowing students to get self-paced materials through Response to Instruction interfaces. Teachers are using digital instructional materials and resources to deliver engaging and collaborative lessons to students.

> *"As Michigan strives to become a Top 10 education state in 10 years, digital instructional materials, including OER, are key to ensuring equitable access to relevant, high-quality instructional materials."*
>
> –Venessa A. Keesler, Ph.D., Deputy Superintendent, Division of Educator, Student, and School Supports, Michigan Department of Education

Definition for Instructional Materials



Implementation of Digital Instructional Materials

With the shift to digital instructional materials, a plurality of states have statutes that either require or allow the implementation of digital instructional materials for students learning. Currently, six states *require* the implementation of digital instructional materials, with 30 states indicating that they *allow* the implementation of digital instructional materials.

- ✓ In Arkansas, the Digital Learning Act of 2013 (Ark. Code Ann. 6-1406) requires the implementation of digital instructional materials.
- ✓ Louisiana Statute RS17:351.1.B.4 states that "the purchase of electronic textbooks, instructional materials, and other media or content shall be maximized to the extent possible."

Adoption Policies

Currently, twenty-four states have a state statute for the adoption of instructional materials. States may adopt materials for all grade levels and content areas or only specific grade levels and content areas. Even in states with instructional materials adoption policies, most districts maintain local control and select the instructional materials that best meet the needs of their students. Only in Hawaii, Nevada and West Virginia are districts required to purchase state reviewed instructional materials.

- ✓ In Hawaii, the state provides guidance to schools in developing and implementing curriculum and instruction for public schools. Policy 105-2: Responsibility for Curriculum Development and Implementation states that curriculum development shall be shared by the superintendent and the schools.
- ✓ In New Mexico, the state department of education adopts a multiple list of instructional materials to be made available to students pursuant to the Instructional Material Law. The department is required to ensure that parents and other community members are involved in the adoption process at the state level. Pursuant to the provisions of the Instructional Material Law, each school district, state institution or private school as agent may select instructional materials for the use of its students from the multiple list adopted by the department.

District Exemplar

Vermont Act 77 requires schools to provide personalized learning and flexible pathways for student success. St. Albans City school created flexible pathways for students by including digital tools and resources as an integral part of learning. The school focused on many of the concepts from Code.org to build an environment that focused on STEAM learning that could go beyond just a week or hour of coding. Teams crafted wooden boxes and designed bags with custom logos using 3D printers, laser and vinyl cutters and heat presses for their projects. Essentially, the maker space has become a central point of school activities and engagement. It has a flexible schedule and allows for students to engage with concepts and teachers encourage these activities as they have seen engagement flourish, especially with some of the struggling learners.

> *"Involvement of active educators in the review and adoption of instructional materials is essential, as it provides assurance to local education agencies of the quality of instructional materials."*
>
> –Alan Griffin, Curriculum Content Specialist
> Utah State Board of Education

Guidance for Inclement Weather

For the first time this year, SETDA includes details regarding states that provide guidance to districts for possible solutions to scheduling issues posed by inclement weather. Eleven states reported that they provide guidance to districts. States have enacted pilot programs, state laws and/or general guidance, primarily focused on using digital applications and resources to help districts continue instruction during periods of inclement weather. Typically, the inclement weather options require access to devices, broadband and online content in order to complete the requirements.

- ✓ In Illinois, Section 10-20.56 of the School Code [105 ILCS 5/10-20.56] authorizes a pilot program for the payment of general state aid (GSA) for school districts that choose to provide instruction to students outside of the attendance center in lieu of using one or more emergency days required under Section 10-19 of the School Code [105 ILCS 5/10-1]. The E-Learning Days Pilot Program authorizes three school districts to use e-learning days through the 2017-18 school year.
- ✓ In Rhode Island, in 2017, the Governor signed a bill into law requiring that the Rhode Island Department of Education ("RIDE") establish a policy that allows districts to submit detailed plans if their schools intend to conduct instruction through virtual education when schools have been closed due to inclement weather or another emergency. This guidance document contains information about the process a district should use to submit a plan, the components that should be included in the plan, and a rubric establishing criteria as to how the plan will be evaluated.
- ✓ In Minnesota, districts may adopt a plan for e-learning to be utilized for up to 5 days per year for instruction during inclement weather.

District Exemplar

The Zumbrota-Mazeppa School District in Southeast Minnesota is a leader in using e-learning days in lieu of weather-related school cancellations. Students can access instructional materials via the ELearning website. The Goodhue School District has also taken advantage of the state policy to implement an e-learning plan.

Accessibility Policies and Practices

Digital instructional materials can present significant learning barriers for students with disabilities. When they are accessible, digital materials are designed in a way that makes them usable across the widest range of student variability regardless of media type (graphic, audio video, simulation, etc.). Policy guidance and accessibility standards are in place to support the provision of accessible digital materials for all students. Universal Design for Learning (UDL), a framework referenced in ESSA and the National Educational Technology Plan, guides the use of accessible curriculum materials for reducing barriers and maximizing learning opportunities. Nationally accepted accessibility standards are available for guiding both the development and the procurement of accessible digital materials, including the Section 508 Standards and the W3C Web Content Accessibility Guidelines (WCAG).

Some students have difficulty using traditional instructional materials, whether it is a student's decoding ability or a visual impairment, adversely impacting their ability to learn and achieve. Digital technologies can level the "playing field" for students who face barriers due to being differently abled and/or struggling with sensory integration processing. An equitable learning environment does not mean students have equal digital tools. Rather, all students should use the tools that support their learning needs, i.e., switches, augmentative communication devices and scheduling tools. Accessibility refers to having the tools available for use and the ability to use the tools. As required by federal statutes, including the Individuals with Disability Act and civil rights legislation, state and local education agencies must "ensure that students with disabilities access, participate and achieve in the general educational curriculum and receive accessible educational materials."

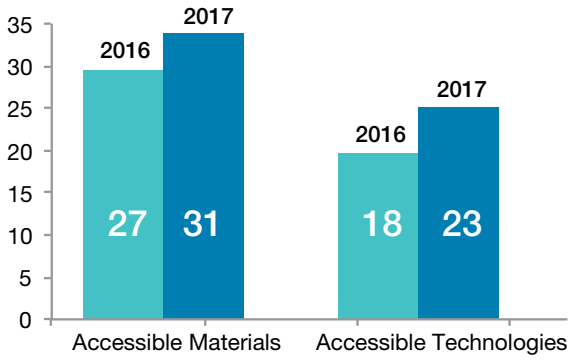
Universal Design for Learning

Universal Design for Learning (UDL) A framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. In curricula developed with the UDL Guidelines, materials provide multiple means of engagement, representation and action and expression. See CAST's UDL Guidelines.

Accessibility Matters

States and districts should optimize teaching and learning for every student by developing procurement policies and best practices that ensure the provision of accessible digital instructional materials. The National Center on Accessible Educational Materials (AEM Center), a SETDA partner, offers technical assistance to state and local policymakers and other stakeholders. Learn more about SETDA's partnership with AEM and accessibility recommendations.

Definitions of Accessibility



"Instructional materials must meet accessibility standards so that ALL students have access to high-quality content. In fact, most students benefit from accessibility features and the UDL framework."

–Christine Fox,
SETDA Deputy Executive Director

Most states reference the federal definition for accessible instructional/educational materials or the AEM definition. The number of states with a definition for accessible instructional/education materials increased slightly from 27 states to 31 states. Currently, 23 states have a definition for accessible technologies up from 18 states last year. Twenty-five states continue to provide guidance to districts to support the use of accessible digital instructional material for learners with disabilities to improve outcomes. Twenty-eight states also provide guidance to districts for the use of accessible technologies to improve outcomes.

- ✓ Florida does not have a unique definition for accessible educational/instructional materials in state statute or in state rule. Rather, definitions on accessibility are provided through technical assistance papers (TAP), guidance papers, and resource materials. The state provides districts with theW3C Principles of Accessibility through resource materials, technical assistance and professional development activities as the guidelines for accessibility to digital technologies.

Online Requirements

Nine states, Alabama, Arkansas, Georgia, Florida, Michigan, Missouri, Nevada, Utah and Virginia reported that they require students to take an online class prior to graduation.

- ✓ Alabama requires that each student participate in at least 20 hours of online experience prior to graduating. The student must utilize a Learning Management System (LMS), email, discussions and can be a blended class (online and in-person) or 100% online.
- ✓ The Michigan Merit Curriculum requires that pupils successfully complete at least one course or learning experience that is presented online or that the pupil's school district has integrated an online experience throughout the high school curriculum by ensuring that courses which provide the required credits of the Michigan merit curriculum have integrated into the course an online experience.

District Exemplar

Wayland Union Schools, Michigan includes a 1:1 tablet implementation in grades K-12 which enabled the district to explore and implement digital instructional materials, including OER, to personalize student learning. During the 2015-2016 school year, Wayland Union High School was awarded a TRIG Best Practices grant to provide professional development for teachers to work collaboratively to create digital instructional materials and online resources for students. As a result of this collaboration, teachers learned how to embed audio within iBooks to allow teacher created materials to be read aloud to students. This process has revolutionized how the high school is offering options for students to learn from materials, not only for instruction but also assessment purposes. The implementation of 1:1 technology and utilization of digital instructional materials has fostered collaboration between students and teachers, providing students with access to the digital instructional materials that they need in order to be successful.

REVIEW PROCESS

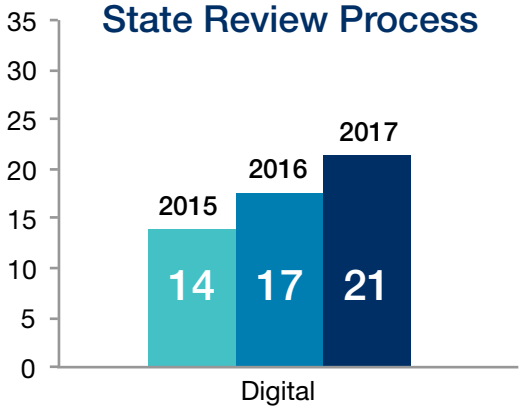
According to the Choosing Blindly: Instructional Materials, Teacher Effectiveness and the Common Core publication from the Brown Center on Education Policy at Brookings, "there is strong evidence that the choice of instructional materials has large effects on student learning—effects that rival in size those that are associated with differences in teacher effectiveness." When selecting instructional materials, teachers should consider digital tools and resources that focus on the active use of technology that enables learning through creation, production and problem solving. Passive uses of technology such as apps that mimic worksheets or flashcards aren't the best choices for learning.

With the shift towards digital instructional materials, state leaders play an essential role in providing guidance in the review and selection of quality digital instructional materials. Developing a process for the selection of high-quality instructional materials that are aligned to standards, address education goals and are accessible for all students is more important than ever with the growing number of available digital resources for both core courses and supplemental materials. Some states conduct reviews and evaluations of instructional materials as a service to districts and schools since smaller districts often have limited resources to adequately review and approve digital resources. Twenty-one states have a review process for digital instructional materials compared to 17 states in 2016. Twelve states have a review process for open educational resources, which is no different than 2015. Ensuring the high quality of digital instructional materials whether purchased, free or OER is a critical step in providing teachers and students with access to the best possible materials for teaching and learning and to personalize instruction.

- ✓ In Idaho, the Curricular Materials adoption process provides review and evaluation of new curricular materials, according to Idaho's six-year adoption cycle. Materials are screened for content, organization, presentation and quality. Instructional materials are approved by the State Board of Education and the choice of the instructional materials in subject areas is maintained by the districts.

Quality Matters

SETDA's Quality Content Guide is a resources for state, district, and school level leaders in the selection of quality instructional materials that are aligned to standards, address education goals and are accessible for all students. It includes excellent resources for rubrics and tools that many states, districts and schools use for the selection of instructional materials.



- ✓ Kentucky is a textbook adoption state. Basal textbooks (print or digital) follow state guidelines of review and notification as established by KRS 156.395-476 and 704 KAR 3:445. The State Textbook Commission members (teachers, administrators and parents/lay persons) manage the review and selection process which includes use of subject specific evaluation instruments to ensure alignment to current standards. Kentucky does have a policy that directly refers to digital instructional materials, however the Kentucky textbook adoption statutes and regulations address the guidelines and requirements for digital content that includes the option to implement digital instructional materials, via an off-list evaluation process. Teachers in school districts review materials and make purchasing decisions at the local level. Districts have the flexibility in what they adopt/purchase.
- ✓ Louisiana, as a local control state, local school systems determine whether instructional materials are appropriate to meet the educational needs of their students. As a service and benefit to school systems, Louisiana reviews publisher submitted instructional materials and negotiates pricing for those materials, awarding state contracts only to products that receive a Tier 1 rating, the highest level of standards alignment. School systems may, but are not obligated to, purchase instructional materials from the state contract.

District Exemplar

Elizabeth Forward School District in Elizabeth, Pennsylvania has undertaken numerous digital learning initiatives focused on personalizing learning for students. Five years ago, the district instituted a one to one learning initiative where K-12 students received computers. The district partners with local universities, such as, Carnegie Mellon University, The University of Pittsburgh and California University of Pennsylvania, and Pittsburgh based technology companies to implement game design courses at Elizabeth Forward High School. MIT Certified Maker spaces have been created at the high school and middle school and the elementary schools also house maker spaces that are used to instruct students using digital technologies. Most recently, the district redesigned several libraries within schools into creative learning environments where students are introduced to many different types of media. Elizabeth Forward is a Future Ready School and a Digital Promise League of Innovative Schools member.

CURATION

After instructional materials are approved, states, districts and schools need to curate those vetted materials. Key considerations include options for packaging the content and hosting the instructional materials content. Instructional materials should be packaged so that they are easily accessible for teachers; useful to teachers; and searchable by content area, standard or grade. States and districts may choose multiple options for hosting instructional materials including state digital repository; state hosted or state master contract content management system; state hosted or state master contract learning management system; or a vendor platform. Nine states have a content management system that is either state hosted or available via a state master contract. Twelve states have a learning management system that is either state hosted or available via a state master contract. Twenty-six states have a state digital learning repository.

- ✓ Texas uses a public, open interface accessible by all Texas teachers, parents and students. The Texas Gateway contains online resources for the classroom that are aligned to the state standards and designed for general instruction, intervention, acceleration and additional practice. It also contains professional development resources for teachers.
- ✓ West Virginia uses West Virginia Learns as a content management system which is available to all schools and districts.
- ✓ Ohio has a state hosted learning management system to deliver online professional development to Ohio certified educators. The system is available through the Ohio Department of Education's SAFE portal.
- ✓ The Utah Education Network, is a statewide LMS available to schools and districts, although it is not negotiated or administered through the state education agency.

State Leadership – Curation

Many states curate instructional materials by packaging the digital tools and resources, as well as hosting the digital content. Whether the digital resources are hosted on a state platform or a vendor platform, those digital materials are available for districts and schools to use to support student learning. Whether districts are required to follow state policies for the selection and implementation of instructional materials or they develop their own policies, any district or school can access these state resource repositories to find high quality digital tools and resources. States provide these resources repositories as a service to districts and schools who often don't have the time and staffing to adequately review and approve digital resources.

District Exemplar

In 2015 Metropolitan School District of Wayne Township in Indiana selected a new learning management system (LMS) and the technology and curriculum departments worked together to create a "learning hub" that served as more than a traditional LMS. The redefined LMS included a digital space for housing and creating curriculum, a repository of packaged and curated digital content with single sign-on (SSO) access for staff and students and a delivery method for embedded professional learning. Teachers now benefit from access to district-wide curriculum maps, embedded professional learning and resources in the same environment where students are learning online. Condensing these structures into one systematic platform has allowed staff to easily collaborate, share and deliver curricular materials directly to students.

PROCUREMENT

In education, the buying and selling of merchandise and services, whether it is furniture, technology equipment, paper, broadband connectivity or instructional materials, typically requires following some level of state or local procurement laws. Some states have a procurement office specific to the department of education, whereas, other states may use statewide central purchasing as a standard. At the district level, some districts utilize cooperative purchasing through regional consortia and other districts may provide flexibility at the school level to make decisions regarding the acquisition of products and services. This is true for all purchases including instructional materials. SETDA's K12 Instructional Materials Acquisition Process infographic describes state and district procurement options. Some states and districts might have policies for obtaining office furniture, but not for the acquisition of instructional resources. States and districts should be certain that policies are in place regarding who has access to student data. States and districts should review third party agreements in the terms of service or contract for compliance around use, protection (data security) and destruction of student personally identifiable data. States and districts should consider providing guidance to publishers that addresses interoperability, accessibility and student data privacy and security. Although not a majority, many states provide guidance to publishers interested in selling instructional material and resources in their state, as well as guidance on accessibility features.

- ✓ In California, a publisher or manufacturer that submits a printed instructional material for adoption by the state board, or a school district governing board, or for use by the governing board of a school district, must ensure that the printed instructional material is also available in an equivalent digital format during the entire adoption term. The printed instructional material equivalent digital format shall conform to the most current, ratified standards under the federal Rehabilitation Act of 1973 and the Web Content Accessibility Guidelines – World Wide Web Consortium for accessibility. The state requires the publishers of full-course programs to provide digital files in RTF and PDFs of state-adopted instructional materials. The Clearinghouse for Specialized Media & Translations (CSTM) uses the

State Leadership – Interoperability

The procurement process provides an opportunity to include data standards requirements in requests for proposals. Project Unicorn, an initiative to improve data interoperability within K-12 education, encourages districts to only procure vendor tools which meet a quality threshold of fidelity for data exchange. Oregon is leading the way, promoting Project Unicorn as an effort to improve data interoperability in K-12 education through the procurement process. Validation of vendors' alignment with established and emerging standards: compliance vs. conformance vs. certification vs. proprietary approach is a challenge for states and districts, while the requirement of vendors to adopt a particular approach is a disruption of business models for companies.

Learn more about state leadership in interoperability with SETDA's newest publication, State Education Leadership Interoperability: Leveraging Data for Academic Excellence.

- ✓ 22 states provide guidance to publishers related to accessibility features.
- ✓ 19 states provide guidance to publishers interested in selling instructional materials in their state.

digital files to create large print, braille and audio files for students with visual impairments to use.

- ✓ In Florida, since all adopted instructional materials must be accessible to all students, the publisher is instructed to complete a UDL form, which is reviewed at the beginning of the evaluation process by those identified as state instructional materials reviewers pursuant to requirements specified in section 1006.34, Florida Statutes (F.S.), and State Board of Education Rule 6A-7.0710 Florida Administrative Code (F.A.C.). The FLDOE Bureau of Standards and Instructional Support provides publishers a UDL Rubric on accessibility and transformability to be completed for all instructional materials submitted to the state for review.

Procurement Contracts

Implementation of high-quality digital instructional materials is often dependent on the successful navigation of the procurement process. Hiding in Plain Sight: Leveraging Curriculum to Improve Student Learning identifies leadership lessons for states and districts considering curriculum reform, including using the procurement process to expand the use of high-quality instructional materials. The report highlights how Louisiana leverages the procurement process by only funding professional development vendors that work with Tier 1 adopted instructional materials. State and regional contracts also facilitate the acquisition and use of high-quality instructional materials. Often, the state has many more resources—the human capacity and expertise—to conduct extensive evaluations of instructional materials to ensure that they are aligned to state standards, fully accessible and free from bias. States that enter into master contracts with publishers or negotiate pricing arrangements with publishers enable districts to purchase instructional materials at a favorable cost due to economies of scale. In the majority of cases, districts are *not required* to purchase the state adopted instructional materials, however states provide these options as a service to districts to help ensure that all teachers have access to high-quality instructional materials.

- ✓ 19 states have a state master contract for districts and schools to make purchases directly with the state. 9 for instructional materials, 2 for curation and 8 for devices.

State Leadership Procurement

The State K-12 Procurement Case Studies publication highlights state level procurement case studies that share how states have effectively established and implemented policies for the procurement of high quality instructional materials and devices. These in-depth studies of California, Indiana, Louisiana and Utah provide road maps for other states that are moving forward to implement digital learning materials policies and procedures.

In Mississippi, the state solicits bids from publishers for titles to be reviewed and subsequently recommended to the State Board of Education. Approved vendors enter into a no-cost contract that allows for uniform costs across districts. The state does not specify a certain amount of funding that must be used by districts to purchase instructional materials. Districts typically use state or local funds to purchase textbooks (print or digital). To provide the highest quality of instructional materials to implement the curriculum frameworks for the schools across the state of Mississippi, the state has established a plan for the adoption, purchase, distribution, care and use of textbooks for students in all public schools that is an 18-month process. However, districts are not required to purchase textbooks from the adopted list, but they must choose materials that align to state standards.

- ✓ 9 states have a master contract with a publisher for district and schools to make purchases directly with the publisher.
- ✓ 8 states report master contracts for instructional materials and one contract for curation.
- ✓ 4 states negotiate pricing arrangements with publishers and vendors during the RFP/RFI process, and districts may purchase the materials directly from the vendor.
- ✓ 13 states manage regional groups that participate in regional purchasing consortia for instructional materials.

Student Data Privacy

Acting as the stewards of student data presents educators with several responsibilities. As the collection and shared access to data increases, states recognize the need to have a clear understanding of data privacy, confidentiality and security practices related to uses of student data and to provide guidance to districts when needed. Many states have passed student data privacy legislation in the past few years. The National Conference of State Legislatures and the Data Quality Campaign are resources for information on state student privacy laws.

State Leadership – Student Data Privacy

To better protect student information, the Oregon legislature passed the Oregon Student Information Protection Act (OSIPA). OSIPA applies to ed-tech companies that operate in kindergarten through grade 12 schools. The law requires that companies must have reasonable security measures in place and they must delete student information when the school asks them to delete it. Companies may not sell student information individually; target advertising to students; or create a student profile unless it is for school purposes.

> *"Our new state law not only protects student data privacy and security, it helps publishers understand the requirements needed to conduct business in our state."*
>
> –Carla Wade,
> Oregon Department of Education

FUNDING

To promote effective and efficient uses of digital tools and resources, spending should align with the district vision for digital learning. Strategic short- and long-term budgeting is essential as states, districts and schools continue to make investments in bandwidth, networking, devices and digital instructional materials to support effective digital learning. As states and districts are often challenged financially, they should also consider creative funding options for the acquisition of digital instructional materials and tools. Cost savings can take place when technology-based tools and resources are not viewed as additional costs but as an opportunity to shift funding to digital learning opportunities. Fifteen states have dedicated state funding for digital instructional materials and 12 states have dedicated state funding for devices. Most states report that districts also use local funds for the acquisition of digital instructional materials. A majority of states indicated that districts also collaborate with each other and partner with non-profit organizations to acquire digital tools and resources. Nineteen states report that districts within their state leverage state purchasing contracts.

- ✓ Louisiana provides districts with state and local funding to cover operational costs through the Minimum Foundation Program (MFP) block grant. These funds may be used to purchase textbooks on the state-recommended lists, academically related ancillary materials or computer hardware. Local school systems may also enter into contracts directly with publishers provided that the local school system conducts a competitive procurement process.
- ✓ In New York, funding for devices and instructional materials, including digital instructional materials, are available through state grants, textbook aid, hardware aid, software aid and school library materials aid, as well as other sources.
- ✓ In South Carolina, state funds are provided directly for the purchase of instructional materials via a state budget instructional materials line item that includes the option to purchase print and/or digital instructional materials.

District Options for Funding for Instructional Materials	
Use Local Funds	45
Collaborate with Other Districts	34
Partner with Non-Profit	27
Leverage State Purchasing Contracts	19

State Leadership – Funding

In Texas, an instructional materials allotment (IMA) for the purchase of instructional materials, technological equipment and technology-related services was created in 2011 by the Texas legislature. Each district and open-enrollment charter school is entitled to an IMA. The IMA is funded from the instructional materials fund, an amount set aside biennially from the payout of the permanent school fund. The payout rate is determined by the State Board of Education (SBOE), the amount of the instructional materials fund is determined through legislative appropriation, and the amount of the IMA is determined by the commissioner based on the legislative appropriation. Eligible IMA expenditures include instructional materials, both print and digital, and other kinds of educational technology. In 2017, the 85th Texas legislature renewed legislation establishing Technology Lending grants, which are funded out of the IMF. Through the grant program, districts purchase personal student learning devices and Internet access for students who would not otherwise have access to digital instructional materials off-campus. Thus, it seeks to ensure equitable access to quality digital resources and courses.

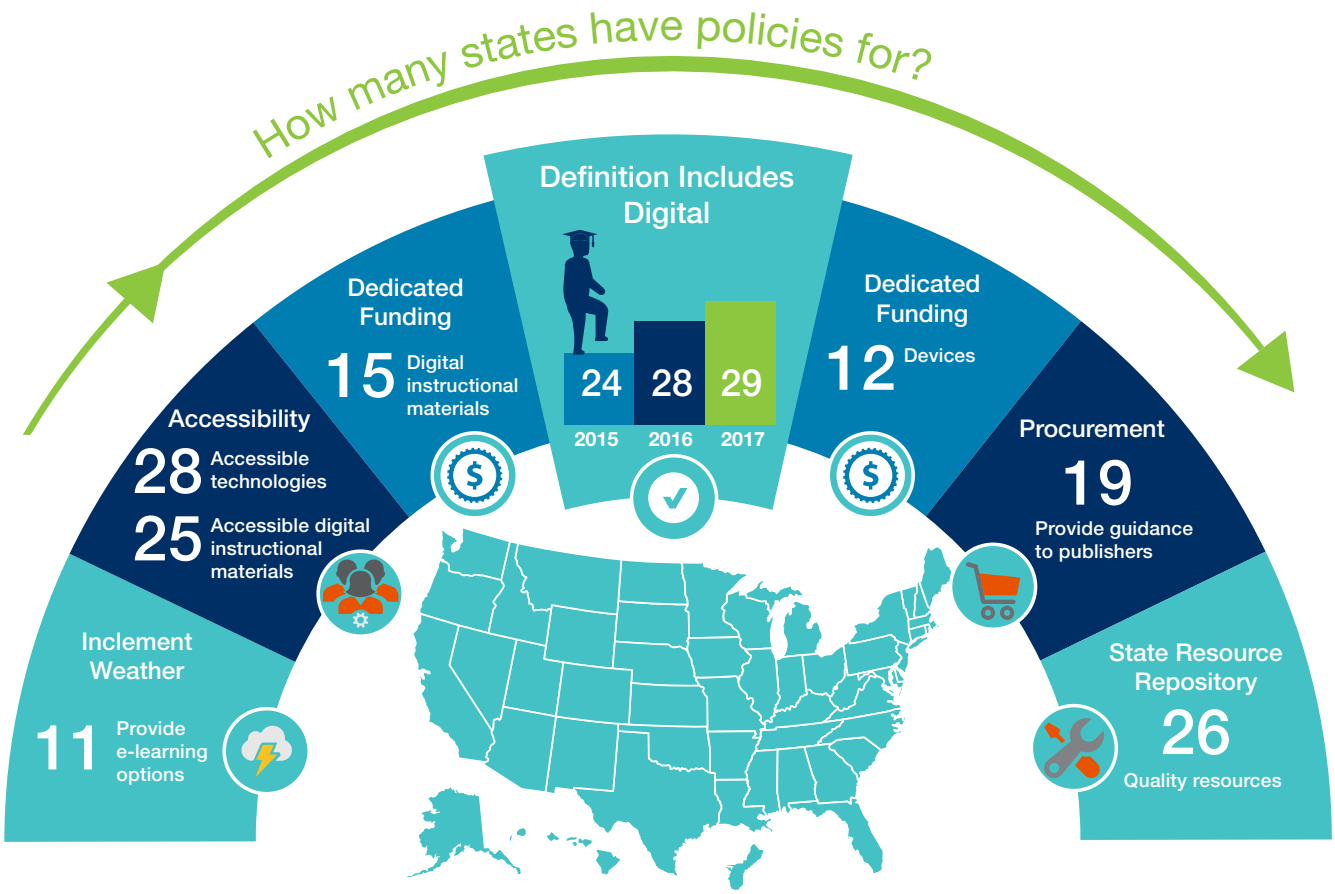
NEXT STEPS

As educational opportunities shift to digital, SETDA encourages educators, policymakers and the private sector to be strategic about supporting purposeful, meaningful transitions. SETDA highlights several next steps for consideration as education leaders continue to advance living and learning in the digital age.

- **State Leadership:** States continue to provide leadership as we shift to the use of digital instructional materials to support student learning and success. Within states, various districts may already be leaders in using digital materials, yet state leadership allows for economies of scale and boosts equity among districts.
- **Professional Learning:** Teaching in the digital age poses new challenges for teachers especially around the selection of high-quality instructional materials to use for instruction. It is imperative that states and districts provide professional learning opportunities for teachers to prepare them for the shift to digital learning. With effective professional learning strategies, educators can choose the digital instructional materials and technology tools most appropriate for their instructional practices that best meet the needs of students.
- **Interoperability of Instructional Materials:** Considerations and requirements regarding the interoperability of instructional materials is critical beginning with the procurement process. Alignment with established and emerging standards: compliance vs. conformance vs. certification vs. proprietary approach are challenges for states and districts that must be addressed with the private sector to ensure that access to digital materials is seamless.
- **Student Data Privacy:** States and districts must consider student data privacy and security when purchasing digital tools and resources. States and districts should be certain that policies are in place regarding who has access to student data. States and districts should review third party agreements in the terms of service or contract for compliance around use, protection (data security) and destruction of student personally identifiable data. States and districts should also consider providing guidance to publishers that includes student data privacy and security.
- **Leveraging Federal Funds:** As state leaders coordinate their ESSA plan and federal program implementation, leveraging federal funds to support the shift to digital learning is essential. The ESEA Title IV-A: Student Support and Academic Enrichment program includes the option to use funds for supporting the effective use of technology (e.g., professional development, blended and personalized learning, and devices) and the ESEA Title II-A: Supporting Effective Educators provides the opportunity to implement support for effective instructional materials and innovative technologies.

APPENDIX A: INSTRUCTIONAL MATERIALS INFOGRAPHIC

INSTRUCTIONAL MATERIALS



APPENDIX B: DIGITAL INSTRUCTIONAL MATERIALS ACQUISITION POLICIES FOR STATES (DMAPS)

Beginning in 2015, SETDA worked with states leaders to develop the Digital Instructional Materials Acquisition Policies for States (DMAPS) online portal, an online database providing state and territory policies and practices related to the acquisition of digital instructional materials in K-12 education. Over the last few years, SETDA has added new data elements around guidance and policies; accessibility; digital learning resources and funding. The tool offers the opportunity to view details regarding individual states and national trends via an interactive map. The goal of this portal is to deliver a clear picture of each state's instructional materials, policies and practices to help encourage increased implementation of digital instructional resources. Educators, policymakers and private sector executives have the ability to review state policies and practices regarding the procurement and implementation of instructional materials in multiple ways, including: the ability to access individual state profiles, to compare up to five states, and to make further comparisons via an interactive map that displays national trends. This work supports state and district leaders' understanding of state policies related to procuring instructional materials (including non-traditional materials, such as digital content) to best meet the individual needs of students and can potentially impact policy changes. In addition, publishers of instructional materials, technology developers and investors can learn more about the increasingly supportive environment of states with respect to innovation around digital instructional materials.

Site Functions

- ✓ overview of state policies/practices
- ✓ state trends via heat map
- ✓ individual state profiles
- ✓ compare up to five states by topic
- ✓ print individual state profiles
- ✓ download spreadsheets by topic
- ✓ district exemplars
- ✓ state educational technology background details

APPENDIX C: ESSENTIAL CONDITIONS

Prior to the selection and implementation process, there are essential conditions that must be in place to help ensure success. In the 2015 Navigating the Digital Shift publication, SETDA identified the following essential conditions necessary for the successful acquisition and implementation of digital resources to support learning. These conditions remain relevant.

- ✓ **State Leadership:** State and local leadership is vital for developing a shared vision, empowering leaders and cultivating a culture of collaboration and innovation for digital learning environments.
- ✓ **Equity of Access:** Both high-speed broadband and device access, in and out of school, are critical to fully implementing digital instructional materials to support college and career goals.
- ✓ **Accessibility for All Students:** Providing accessibility for all students must be a consideration when acquiring, developing and implementing digital instructional materials.
- ✓ **Interoperability Considerations:** The acquisition of complementary systems that work together is a necessary condition to efficiently implement digital instructional materials and resources and maximize the benefits of those resources.
- ✓ **Student Data and Privacy:** Developing and enforcing policies that supplement federal laws to protect the privacy, security and confidentiality of student data is of critical importance.

APPENDIX D: RESOURCES

SETDA state leaders demonstrate leadership through the enactment of state policies, practices and innovative models. Recent publications include:

State Wi-Fi Leadership for Fostering Digital Learning Ready K-12 Schools. This paper explores the steps states are taking to address the wireless equity gaps that exist among their schools. Leaders from Illinois, New Mexico, North Carolina, and Utah outline the planning, policy, funding, and management approaches their state agencies or education technology leaders are adopting regarding Wi-Fi, and they share their recommendations for promoting and/or creating equitable access opportunities to high-quality Wi-Fi connectivity.

State K12 Procurement Case Studies. Developed in collaboration with state and district digital learning leaders, instructional materials directors, procurement offices and academic officers, this publication highlights state level procurement case studies that share how states have effectively established and implemented policies for the procurement of high quality instructional materials and devices. As the process for the acquisition and implementation varies widely from state to state, the case studies provide detailed information about the process in each state. These in-depth studies of California, Indiana, Louisiana and Utah provide road maps for other states that are moving forward to implement digital learning materials policies and procedures.

Digital Instructional Materials Acquisition Policies for States (DMAPS). Updated June 2017, the DMAPs website is an online database providing state and territory policies and practices related to the acquisition of digital instructional materials in K-12 education. This unique tool offers the opportunity to view details regarding individual states and national trends via an interactive map. The goal of this portal is to provide a clear picture of each state's instructional materials policies and practices to help encourage increased implementation of digital instructional materials.

Navigating The Digital Shift II. Implementing Digital Instructional Materials for Learning. SETDA expands upon the 2015 Navigating the Digital Shift report with a focus on living and learning in the digital age. In this second publication, stakeholders will learn about states' guidance and policies around the implementation of digital instructional materials as well as best practices.

Guide to Quality Instructional Materials. State, district, and school level leaders can use this guide to launch and maintain vetting processes for the selection of quality instructional materials aligned to standards. Key considerations, questions, and helpful hints are included throughout the guide. Additionally, the guide includes best practice examples from states and districts and national, state, and local resources to consider when selecting quality instructional materials.

State K-12 Broadband Leadership: Driving Connectivity and Access. SETDA and Common Sense Kids Action partnered on this report that highlights the powerful impact of state leadership in driving critical policy decisions at the national and state level to support broadband networks, bandwidth capacity, and home access for low-income families. Educators, policy makers, and the private sector will benefit from organized and accessible information regarding states' broadband and Wi-Fi implementation for all 50 states, Guam and the Commonwealth of the Mariana Islands.

APPENDIX E: GLOSSARY

Accessible Educational Materials (AEM): AEM are print- and technology-based educational materials, including printed and electronic textbooks and related core materials that are designed or converted in a way that makes them usable across the widest range of student variability, regardless of format (print, digital, graphic, audio, video).

Accessible Technology: Can be used by people with a wide range of abilities and disabilities. It incorporates the principles of universal design. Each user is able to interact with the technology in ways that work best for him or her. Accessible technology is either directly accessible (usable without assistive technology) or it is compatible with assistive technology. In the same way buildings with ramps and elevators are accessible, products that adhere to accessible design principles are usable by individuals with diverse abilities, needs and preferences. AEM Center Glossary adapted from Accessible Tech.

Assistive Technology Device: In general, the term assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain or improve functional capabilities of a child with a disability. Exception. The term does not include a medical device that is surgically implanted or the replacement of such device. IDEA Section 602.

Buying Consortium: Local, regional, state or national groups that join together to purchase commodities with the best quality and pricing.

Content Management System (CMS): CMS is a system that supports the creation and modification of digital content using a simple interface.

Digital Curriculum: The planned interaction of students with digital instructional content, materials, resources and processes intended to assist them in achieving identified educational goals.

Digital Learning: "Any instructional practice that effectively uses technology to strengthen a student's learning experience. It emphasizes high-quality instruction and provides access to challenging content, feedback through formative assessment, opportunities for learning anytime and anywhere, and individualized instruction to ensure all students reach their full potential to succeed in college and a career." all4ed.org/issues/digital-learning/

Digital Devices: Electronic devices that use and process discrete, numerable data for operations. Examples used in education include: tower computers, digital cameras, digital microphones, digital camcorders, tablets, laptops, flash drives, scanners, printers, smartphones, monitors, etc.

Digital Content: This term can have broad application and include everything from snippets of video to full-year textbooks in a digital format along with all the video, audio, text, animation, simulations and assessments in between. Thus, digital content can consist of smaller "chunks," such as individual chapters or lessons, allowing for flexibility in creation, purchasing, distribution and usage. It is blurring the traditional division between "adopted" or "core" content and supplemental content. setda.org/priorities/digital-content/out-of-print/

Digital Instructional Materials (DIM): Instructional materials that are created, viewed, distributed, modified, stored on and accessible with computers or other electronic devices. Examples include: computer programs, computer software, digital images, digital audio, digital video, websites, databases, electronic books, electronic textbooks, etc.

Digital Learning Resources (DLR): Digital instructional materials that are created to assist students and teachers in the teaching and learning process. Often these materials reside in an electronic repository or digital library for access by educators.

Individuals with Disabilities Education Act (IDEA): Specifically focuses on accessible formats of print instructional materials.

Instructional Materials: Items that are designed to serve as a major tool for assisting in the instruction of a subject or course. These items may consist of such things as textbooks, consumables, learning laboratories, slides, films, filmstrips, recordings, manipulatives, instructional computer programs, online services, compact disks (CD), digital video disk (DVD), etc.

Learning Management System: A learning management system (LMS) is software for the administration, documentation, tracking, reporting and delivery of electronic educational technology.

Local Education Agency (LEA): District or charter based on the state definition of LEA.

Open Educational Resources (OER): Print materials, e-textbooks, videos, animation, rubrics, simulations, assessments and any other tools that support teaching and learning and are in the public domain, open, free and may be used and modified based on open licensing. Specific definitions from the State Educational Technology Directors Association (SETDA), the William and Flora Hewlett Foundation and United Nations Educational, Scientific and Cultural Organization.

Process/vetting: This is a process states may have implemented or recommended for the review of digital instructional materials and may include outside resources such as Achieve OER Rubrics, EQuIP Rubric or Instructional Materials Evaluation Tool (IMET).

Procurement: Acquisition of appropriate goods, services or works from an outside source with the best possible cost to meet the needs of the acquirer in terms of quality, quantity, time and location.

RFP: Request for Proposals.

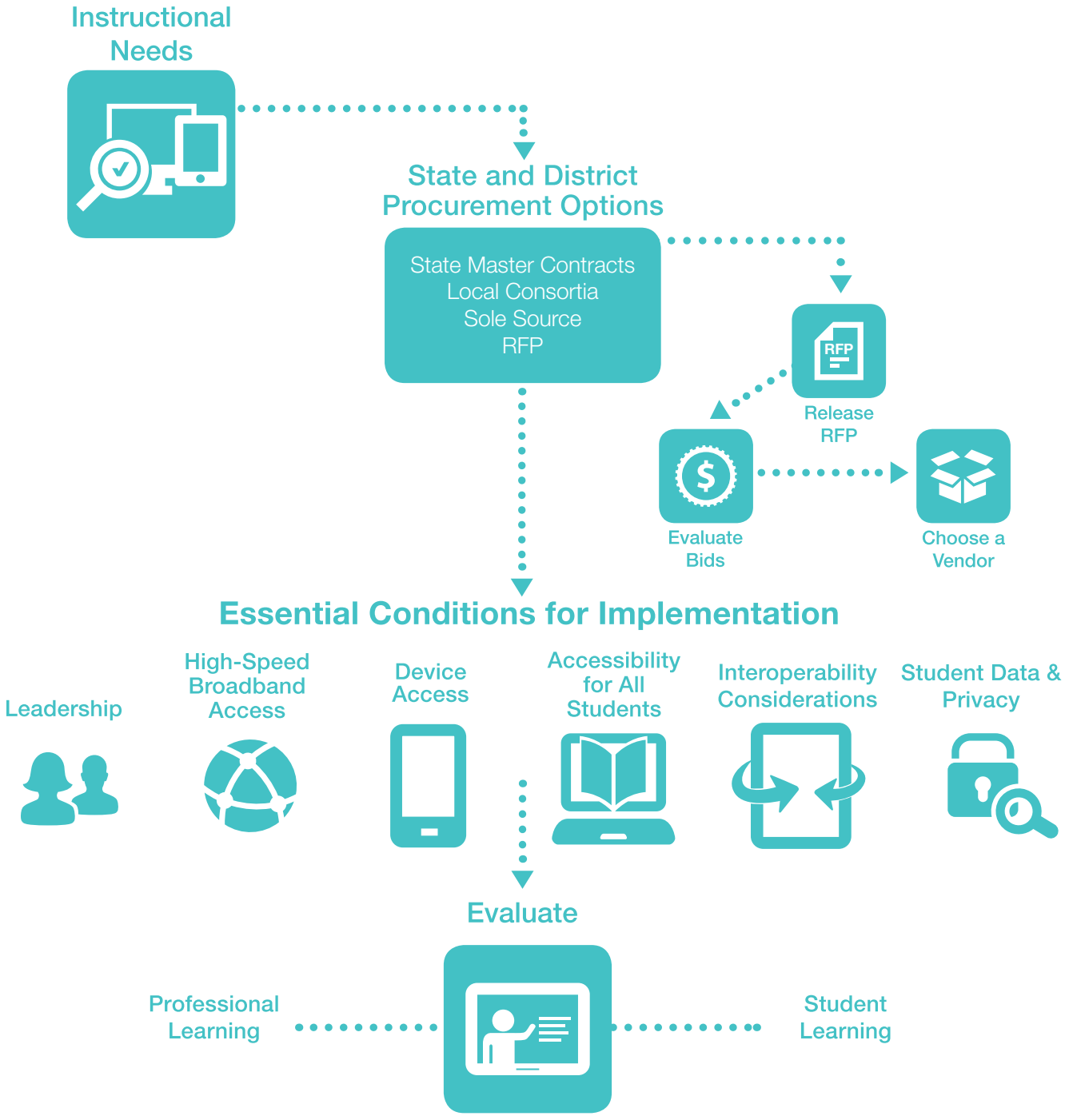
State Adoption Policies: State policies related to the adoption of instructional materials for educational use.

SEA: State Education Agency.

Textbook: The term «textbooks» means print or electronic materials for students that serve as the primary curriculum basis for a grade-level subject or course. (adapted from Virginia's textbook definition.)

Universal Design for Learning (UDL): A framework to improve and optimize teaching and learning for all people

APPENDIX F: K12 INSTRUCTIONAL MATERIALS ACQUISITION PROCESS



APPENDIX G: RESOURCES

State Education Leadership Interoperability: Leveraging Data for Academic Excellence. Published in May 2018, this resource highlights how state leaders tackle data interoperability with the emergence of data standards for student information, assessment, digital content, and other educational applications. State and private sector leaders identify recommendations and the next steps necessary to continue the conversations within states, among states, and with the private sector to develop cohesive data interoperability practices to achieve student learning goals. http://www.setda.org/priorities/interoperability/stateleadership/

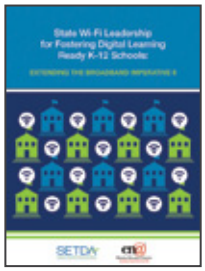
Transformative Digital Learning
A Guide to Implementation

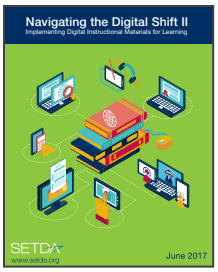
TDL is a free web-based resource designed to support school and district leaders as they work to ensure that investments in digital learning spark positive results. Updated as of April of 2018, the guide now includes a set of professional learning resources, known as facilitator guides, for states and districts to use to host statewide and/or regional convenings to provide customized support and training. This project also includes a set of stakeholder communication toolkits designed to help stakeholders disseminate information about teaching and learning in the digital age. Topics include: Planning, Professional learning, Operations, Instructional Materials, Equity & Access. http://digitallearning.setda.org/

Digital Instructional Materials Acquisition Policies for States (DMAPS). Updated and expanded in March 2018, the DMAPs website is an online database providing state and territory policies and practices related to the acquisition of digital instructional materials in K-12 education. This unique tool offers the opportunity to view details regarding individual states and national trends via an interactive map. The goal of this portal is to provide a clear picture of each state's instructional materials policies and practices to help encourage increased implementation of digital instructional materials. dmaps.setda.org

State K12 Procurement Case Studies: Spotlight on Digital Materials Acquisition. This publication highlights state level procurement case studies that share how states have effectively established and implemented policies for the procurement of high quality instructional materials and devices. These in-depth studies of California, Indiana, Louisiana and Utah provide road maps for other states that are moving forward to implement digital learning materials policies and procedures. http://www.setda.org/priorities/digital-content/procurement/

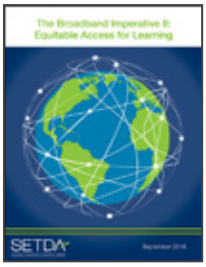
State Wi-Fi Leadership for Fostering Digital Learning Ready K-12 Schools. This publication explores the steps states are taking to address the wireless equity gaps that exist among their schools. Leaders from Illinois, New Mexico, North Carolina, and Utah outline the planning, policy, funding, and management approaches their state agencies or education technology leaders are adopting regarding Wi-Fi, and they share their recommendations for promoting and/or creating equitable access opportunities to high-quality Wi-Fi connectivity. http://www.setda.org/priorities/equity-of-access/state_wi-fi_leadership/





Navigating The Digital Shift II: Implementing Digital Instructional Materials for Learning. SETDA expands upon the 2015 Navigating the Digital Shift (https://tinyurl.com/setdashift2015) report with a focus on living and learning in the digital age. In this second publication, stakeholders will learn about states' guidance and policies around the implementation of digital instructional materials as well as best practices. http://www.setda.org/priorities/digital-content/navigating-the-digital-shiftii_2017/

Guide to Quality Instructional Materials. State, district and school level leaders can use this guide to launch and maintain vetting processes for the selection of quality instructional materials aligned to standards. Key considerations, questions and helpful hints are included throughout the guide. Additionally, the guide includes best practice examples from states and districts and national, state and local resources to consider when selecting quality instructional materials. http://qualitycontent.setda.org/



Broadband Imperative II: Equitable Access for All Learners. In this report, SETDA advocates for increasing robust broadband access both in and out of school to best prepare all students for college and careers. SETDA provides the following updated recommendations for policy makers and school leaders: 1. Increase Infrastructure to Support Student-Centered Learning, 2. Design Infrastructure to Meet Capacity Targets, 3. Ensure Equity of Access for All Students Outside of School and 4. Leverage State Resources to Increase Broadband Access. http://www.setda.org/wp-content/uploads/2016/09/SETDA-Broadband-ImperativeII-Full-Document-Sept-8-2016.pdf

State K-12 Broadband Leadership: Driving Connectivity and Access. SETDA and Common Sense Kids Action partnered on this report that highlights the powerful impact of state leadership in driving critical policy decisions at the national and state level to support broadband networks, bandwidth capacity and home access for low-income families. Educators, policy makers and the private sector will benefit from organized and accessible information regarding states' broadband and Wi-Fi implementation for all 50 states, Guam and the Commonwealth of the Mariana Islands. http://www.setda.org/priorities/equity-of-access/statek12broadbandleadership/

E-rate Modernization Resources. SETDA and Common Sense Kids Action developed several resources to support state and local policymakers and digital leaders as they navigate the modernized E-rate program. The goal is to help state and local leaders achieve high-speed connectivity in their jurisdictions and to support the national goal of connecting every classroom and library in America to high-speed Internet by 2018. http://www.setda.org/priorities/equity-of-access/e-rate-modernization/