

Navigating the Digital Shift II

Implementing Digital Instructional Materials for Learning



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: setda.org.

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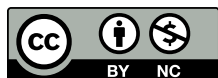
Report Authors

Christine Fox, Deputy Executive Director, SETDA

Rachel Jones, Educational Consultant

Tracy Weeks, Executive Director, SETDA

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About this Report

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 selection and procurement of digital instructional materials. As part of the research, SETDA interviewed lead educators from a variety of educational and government organizations and state instructional materials leaders. 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.

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BACKGROUND

Beginning in the fall of 2016, SETDA worked to update and expand the [Digital Instructional Materials Acquisition Policies for States](#) (DMAPS) online portal. As part of the process, new data elements regarding accessibility, curation and funding were added. To gather this information, SETDA conducted independent research, surveyed states and interviewed state leaders. In this report, stakeholders will learn about states' guidance and policies around the implementation of digital instructional materials, as well as best practices. Specifically, this report highlights:

- Instructional materials impact on learning
- Learning and living in the digital age
- On-going shifts in state policies
- State leadership opportunities
- Guidance on accessibility policies and practices
- Acquisition policies and practices
- Tips for the selection process
- Curation of digital instructional materials
- Trends in funding policies

Recent Publications

Launched in 2012 with SETDA's [Out of Print](#) research, SETDA continues to provide comprehensive resources to support digital learning opportunities including the implementation of quality digital instructional materials. Below are SETDA's most recent publications.



[From Print to Digital: Guide to Quality Instructional Materials](#) – This toolkit helps state leaders establish state level review processes and to provide guidance to their districts on the selection of quality instructional materials that are aligned to standards, address educational goals and are accessible for all students. 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.



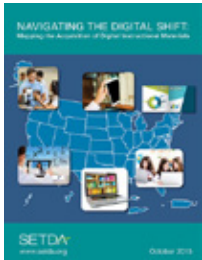
Updated in 2017, the [Digital Instructional Materials Acquisition Policies for States \(DMAPS\)](#) portal, an online database providing state and territory policies and practices related to the acquisition of digital instructional materials in K-12 education. The tool offers the opportunity to view details regarding individual states and national trends via an interactive map. Stakeholders can view national trends and detailed supplemental information in the following primary topic areas:

- Guidance and Policies
- Procurement
- Digital Learning Resources
- Funding
- Vetting
- State Ed Tech Practices



[Broadband Imperative II: Equitable Access for All Learners](#) report 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:

- Increase Infrastructure to Support Student-Centered Learning
- Design Infrastructure to Meet Capacity Targets
- Ensure Equity of Access for All Students Outside of School
- Leverage State Resources to Increase Broadband Access



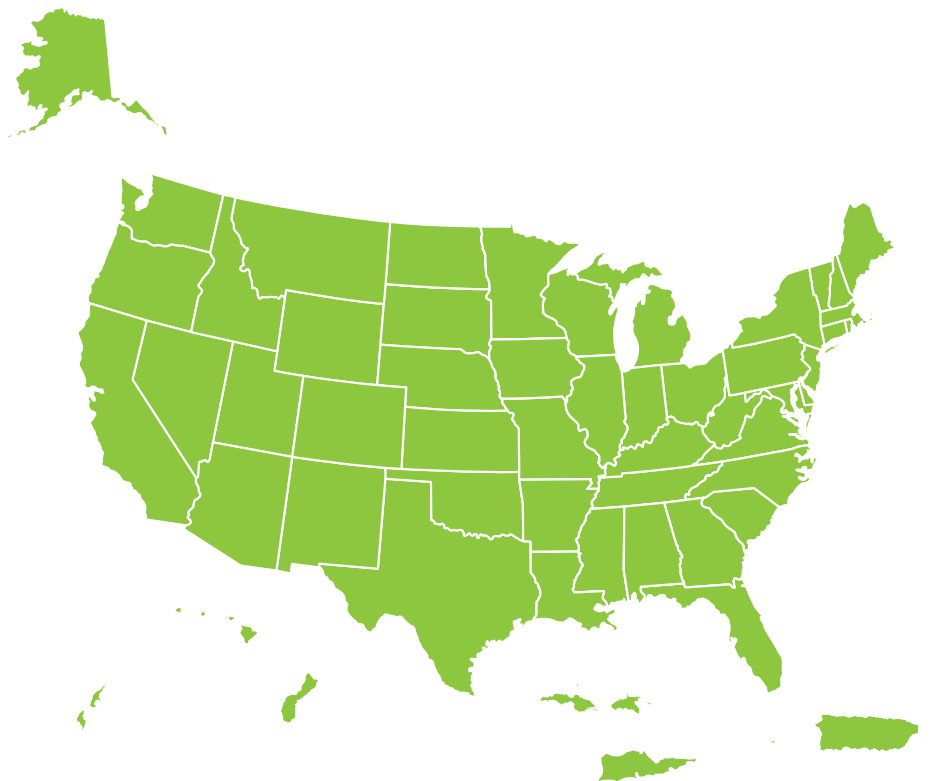
[Navigating the Digital Shift: Mapping the Acquisition of Digital Instructional Materials](#) (2015) research paper provides an analysis of state policy trends related to digital instructional materials, essential conditions for implementation, an update on the states' progress towards SETDA's Out of Print recommendations and highlights several next steps for consideration as leaders move to advance the learning experiences in the digital age.



EXECUTIVE SUMMARY

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. SETDA highlights several next steps for consideration as education leaders continue to advance living and learning in the digital age.

- **State Leadership:** State leadership is essential for developing a shared vision and empowering leaders to ensure students have access to personalized, engaging learning experiences supported by digital instructional materials and resources to best prepare them for college and careers. Leadership and guidance from states is critical so that district policies and practices support digital learning opportunities.
- **Accessibility for All Students:** Providing accessibility for all students must be a consideration when acquiring, developing and implementing digital instructional materials. State and local educators should take advantage of the technical assistance available at the Accessible Educational Materials Center to ensure that accessibility is included in material and technology procurement and acquisition systems.
- **Equity of Access:** Access to the devices and consistent high-speed broadband access is essential for digital instructional materials implementation. Multiple states provide guidance to districts to support out of school access to ensure anytime/anywhere learning.
- **State Acquisition Policies:** States and districts should continue to work to make the procurement process more transparent and to provide guidelines to publishers interested in selling digital instructional materials in the state, including required accessibility features.



INSTRUCTIONAL MATERIALS IMPACT ON LEARNING



Effective selection of instructional materials supports personalized learning and these materials can have as large an impact as teacher quality on student outcomes. 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.” The report argues that making better choices in selecting instructional materials is relatively easy and inexpensive compared to changing per-service teacher programs. Because of this, it is important to help provide guidance to 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 is equally important to provide guidance to companies who develop instructional materials to ensure that these materials are high-quality and meet the needs of teachers and students.

States, districts and schools acquire instructional materials in a variety of ways: purchase, free and open education resources (OER). Purchased instructional materials may be acquired individually or through subscription services as stand alone content or to complement print materials. Free instructional materials offered by nonprofits and for-profit companies, such as [Smithsonian Education](#) and [Common Sense Media](#) are copyrighted and not openly licensed. OER are teaching and learning materials that are free and may be used, reused, mixed and otherwise customized to meet specific needs and can be in digital or print format (OER Overview). Quality instructional materials should be robust regardless of whether the materials are print or digital, full course materials or supplemental materials, purchased, open educational resources or all rights reserved copyright.

Open Educational Resources

What is OER? Open Educational Resources (OER) are any type of educational materials that are in the public domain or introduced with an open license. The nature of these open materials means that anyone can legally and freely copy, use, adapt, and re-share them. OER include print and digital, and range from textbooks to curricula, syllabi, lecture notes, assignments, tests, projects, audio, video, and animation. [UNESCO http://unesdoc.unesco.org/images/0021/002158/215804e.pdf](http://unesdoc.unesco.org/images/0021/002158/215804e.pdf)

Licensing Options: Creative Commons, a nonprofit organization that offers free copyright licenses to facilitate sharing and use of teacher-created work, has six main licenses so that reuse, revision, and redistribution rules are defined at the outset.

For more information see [Appendix C](#)

Fort Thomas Independent Schools, Kentucky



Although Fort Thomas was one of Kentucky's highest achieving school districts based on state assessments, education leaders wanted a more interactive and collaborative learning environment for their students. In 2012-13, Fort Thomas created a vision for digital conversion.

The goals were to eliminate the digital divide; leverage technology as an instructional tool; provide real-world experiences and opportunities; and maximize the efficient use of resources. Fort Thomas identified desired student and teacher outcomes; focused on a blended learning model; evaluated all instructional resources; determined traditional textbooks vs. digital resources vs. content creation; and considered a range of learning resources, tools and products. <https://tinyurl.com/FtThomaskYDigital>

Laing Middle School of Science and Technology, South Carolina



Five years ago, Laing Middle school was selected as a pilot site for the 1:1 tablet program and implemented a Whole-School STEM initiative that emphasized hands-on experiences with digital and other technologies. All classes routinely use tablets for research and multi-model student representations of content mastery that include videos, written products and musical performances. In addition, classes increasingly use student-developed apps, microcontroller-based student projects and digital design for production with 3D printing, laser cutting and CNC milling. <https://tinyurl.com/LaingMiddleSC>

DEFINITIONS		
DIGITAL INSTRUCTIONAL MATERIALS	PERSONALIZED LEARNING	ACCESSIBLE
 Instructional materials that are created, viewed, distributed, modified, stored on and accessible from computers or other mobile devices. Examples include: computer programs, computer software, digital images, digital audio, digital video, websites, databases, electronic books, etc. http://dmaps.setda.org/glossary/	 Personalized Learning is defined in the NETP as instruction in which the pace of learning and the instructional approach are optimized for the needs of each learner. Learning objectives, instructional approaches, and instructional content (and its sequencing) may all vary based on learner needs. In addition, learning activities are made available that are meaningful and relevant to learners, driven by their interests and often self-initiated. https://tech.ed.gov/files/2015/12/NETP16.pdf	 The term “accessible” means that a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use (Office for Civil Rights Compliance Review No.11-11-6002).

LEARNING AND LIVING IN THE DIGITAL AGE



Every occupation from artists, to dental hygienists, to engineers and surgeons leverage digital tools and resources to support and conduct their work. Educators realize that students need a skill set

that is quite different than it was 10 years ago to live and work in the digital age. The [Partnership for 21st Century Learning \(P21\) Framework](#) defines the knowledge and skills students should master to succeed in life and work. In addition to content knowledge, the mastery of fundamental subjects, learning and innovation skills such as creativity, critical thinking, communication and collaboration are essential to prepare students for life in the digital age. The ability to create, evaluate and effectively utilize information, media and technology is also essential for life

and work in the 21st century. In order to navigate complex environments, students need life and career skills--flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, leadership and responsibility. [Research and The Promise of Personalized Learning](#), a recent publication from Digital Promise, identifies four key factors that influence learner variability: cognitive skills; content area skills; social and emotional skills; and background. Current research shows that while each of these factors individually affects learning, no single factor acts independently. Digital tools and applications augment these essential skills. Critical thinking and creativity skills are utilized in gaming and simulation experiences. Collaboration and communication skills are enhanced when students connect with peers and experts locally and across the globe. [The Learning Accelerator's Blended and Personalized Learning Practices at Work](#) identifies best practices through the strategic integration of in-person learning and technology to improve personalization and promote mastery-based progression. As students develop the skills needed for life and work in the digital age, experts in the field advocate for personalized learning experiences that put students at the center of learning and empower them to take control of their own learning through flexibility and choice ([National Education Technology Plan, NETP 2017](#)).

Quality Digital Instructional Materials – Unique Characteristics

- Opportunity for more rapid updates than traditional print materials
- Easily adaptable to address students' learning differences
- Real-time assessments
- Inclusion of video
- Interactive functions
- Long-term storage of content

“Educators realize that students need a skill set that is quite different than it was 10 years ago to live and work in the digital age.”

—Candice Dodson, Director of eLearning, Indiana Department of Education

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 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.



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.



Interoperability

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.



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.



Student Data & Privacy

Developing and enforcing policies that supplement federal laws to protect the privacy, security and confidentiality of student data is of critical importance.



Accessibility for all Students

Providing accessibility for all students must be a consideration when acquiring, developing and implementing digital instructional materials.

In addition, ISTE offers a research-backed framework to guide digital learning implementation. [ISTE's Essential Conditions](#) identify 14 critical elements necessary to effectively leverage technology for learning. Similarly, the [Road Map for 21st Century Learning](#) published by SETDA, the Cable Impacts Foundation and Partnership for 21st Century Learning developed a set of key questions education leaders may consider when implementing digital learning environments.

Union School District, California



Over the last three years, Union School District in California has successfully integrated education technology into classroom instruction. From improving basic technology infrastructure, to increasing staffing for both professional development and technology support via the Future Ready Learning initiative, teachers have transformed their instruction through technology. All eight schools have received the Gold Ribbon Award for Excellence and attribute the success in part to the district's comprehensive technology integration model. <http://futureready.unionsd.org/>

FEDERAL POLICY SHIFT



As evidenced in [Every Student Succeeds Act \(ESSA\)](#), national leaders are recognizing the benefits of digital instructional materials and resources to support student learning. Technology is woven throughout the legislation, including assessment, accountability and school improvement. The Center for Digital Education's Guide [ESSA, EdTech and the Future of Education](#) policy handbook provides insight into the changes in ESSA related to technology. ESSA supports professional development and capacity building for technology, encourages the use of technology in comprehensive approaches to teaching and learning and provides states and districts with the flexibility to include technology in a range of initiatives. [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.

Every Student Succeeds Act (ESSA)

ESSA gives states the right to determine educational standards for their schools and the flexibility to determine how students meet them. The law also authorizes new funding streams that can potentially help states and districts invest in technology to support everything from personalized learning and enhanced digital content to advanced assessment and data analytics — as well as the staff development needed to put these tools to use. [ESSA, EdTech and the Future of Education](#)

Although state education leaders have advocated for digital and blended learning environments for many years, for the first time, national legislation defines digital learning and blended learning in the [ESSA](#).

Digital Learning

“Any instructional practice that effectively uses technology to strengthen a student’s learning experience and encompasses a wide spectrum of tools and practices.”

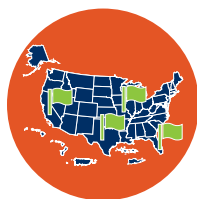
Blended Learning

“A formal education program that leverages both technology-based and face-to-face instructional approaches.”

Equity of Access

Education leaders must also consider equity of access to digital devices and digital instructional materials outside of school. Connectivity at home for students is an essential component of a 21st century education—not something merely nice to have—if we are to avoid exacerbating pre-existing inequities in unconnected homes. States are beginning to address the need for access to digital instructional materials outside of the classroom. Seven states provide guidance to districts in the use of digital instructional materials outside the classroom. For example, California requires districts to provide instructional materials in four subject areas both in the classroom and to take home regardless of whether the materials are print or digital. Delaware hosts [UDLibSEARCH](#), a virtual library of online resources for all K-12 public schools, which can be used at home. The Alabama Learning Exchange (ALEX), an online portal, is available to teachers, students and parents outside the classroom.

STATE LEADERSHIP

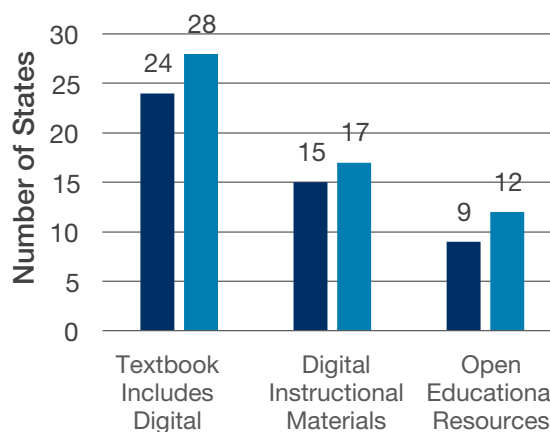


State education leaders are committed to providing leadership to ensure that all students have access to personalized, engaging learning experiences supported by digital instructional materials and resources to best prepare them for living and working in the digital age. Whether adoption and acquisition policies for instructional materials are at the state level or district level, states have the opportunity to provide leadership throughout the instructional materials selection process through guidance, statewide contracts and resource repositories. Specific to shifting to digital materials, states also have the opportunity to support digital learning via support of devices, broadband access and professional learning. Although print materials, textbooks, workbooks and paper-based activities continue to be mainstream instructional materials in K12 education, shifting to digital is a fast-growing trend and often teacher and student resources are a blend of both print and digital. This trend is evidenced by the number of states with statutes and adoption policies that require the implementation and integration of digital instructional materials for student learning. The number of states with adoption policies for instructional materials that include digital curriculum, online content and/or software increased slightly over the last two years. The number of states with textbook definitions that include digital, definitions for digital instructional materials and definitions for open educational resources (OER) also increased over the last two years.

State Leadership Findings

- ✓ 8 states have statutes requiring the implementation of digital instructional materials
- ✓ 17 states have an adoption policy for instructional materials
- ✓ 28 states have a definition for instructional materials/textbook that includes the option for digital instructional materials.
- ✓ 17 states have a definition for digital instructional materials
- ✓ 12 states have a definition for OER

Definitions for Instructional Materials



Maine



Maine is the most recent state to require the implementation of digital instructional materials. The Commissioner of Education established the Digital Content Library for Education which contains high-quality digital educational content and learning resources aligned with state initiatives. <http://dmaps.setda.org/state/maine/>

Massachusetts



Massachusetts is updating their subject matter knowledge requirements for Instructional Technology Specialists to provide them with a more strategic focus in advancing personalized, learner-centered experiences through competency-based, blended and online learning. <http://dmaps.setda.org/state/massachusetts/>

ware, software and technical equipment necessary to support such material that constitutes the principal source of study for the instruction of a state funded course. Learning resources include textbooks, software, online materials and programs and specialized formats, i.e., Braille, audio, digital, large print or other versions. Instructional resources shall also

Definition for Textbook Includes Option for Digital

Legend:

- 0%
- 25%
- 50%
- 75%
- 100%

computer software, applications using computer-assisted instruction, interactive videodisc, other computer courseware and magnetic media. Laptop computers or other portable personal computing devices which are used for nonreligious instructional use only. <http://dmaps.setda.org/state/iowa/>

long-term budgeting is essential as states, districts and schools continue to make investments in bandwidth, networking, devices and digital instructional materials to support learning in the digital age. The [State Digital Exemplars](#) publication reports that state leaders are uniquely equipped to help districts and schools provide consistent funding sources and flexibility for innovation.

Funding Policy Findings

- Digital instruction materials (13)
- Special purposes (18)
- Digital devices (12)

- Alignment of technology expenditures with the goals in the district's strategic plans.
- A cross-functional budget leadership team that brings together finance, technology, curriculum and instruction.

- Transformative zero-based budgeting – a process through which education leaders begin each budget cycle at zero in each category, and then add costs to the budget only when there is evidence that such costs are required to meet goals.

New Jersey



The New Jersey Department of Education published the Transformative Budgeting for Digital Learning report which included the following highlights elements of transformative budgeting:

- Brings together finance, technology, curriculum, and instruction leaders for budgeting
 - Collaboratively investigate options for cost savings, efficiencies, and options for alternative funding streams.
 - Team ensures priorities for budgeting are transparent and have the support of key stakeholders.
- <http://njdigitallearning.org/wp-content/uploads/2015/04/Transformative-Budgeting-final.pdf>

Piedmont City School District, Alabama

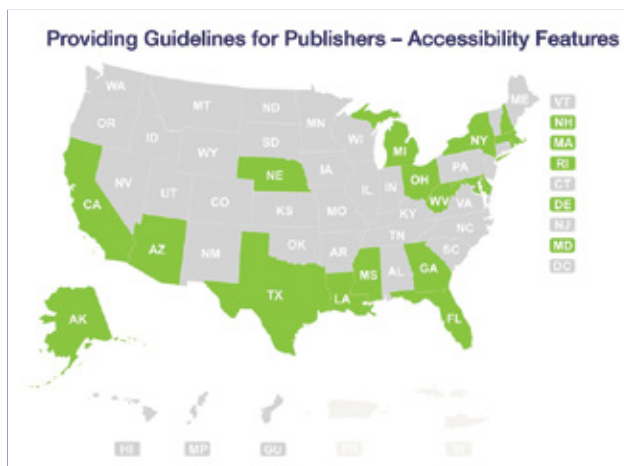


Piedmont City School District has a recent and successful history of innovation. Over five years ago, the school board approved an initiative called “MPower Piedmont”, that has a goal of community transformation. “MPower Piedmont” placed a laptop computer in the hands of every student in grades 4-12. Funding was later secured to build a citywide wireless network to provide constant Internet access to students. Today, every student in the Piedmont City School District has a device. <http://www.piedmont.k12.al.us/>



Quick Statistics

- Source: [Improving Ed-Tech Purchasing](#)



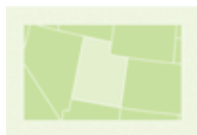
Northfield Community Middle School completely redesigned their school setting to invite innovative learning anywhere and anytime. Modeled after the School at Stanford University, the school implemented new furniture, whiteboards and stationary bikes. As part of their project based learning program, students and teachers develop 3D prosthetic hands for children in need, design video games from books for children and work with those in need from the community. The school implemented a gamified learning management system that allows students to control their own pace of learning during the course of the year which supports personalized learning, digital citizenship, coding, computer design, digital storytelling. <https://tinyurl.com/northfieldcommunitytechnology>

Louisiana



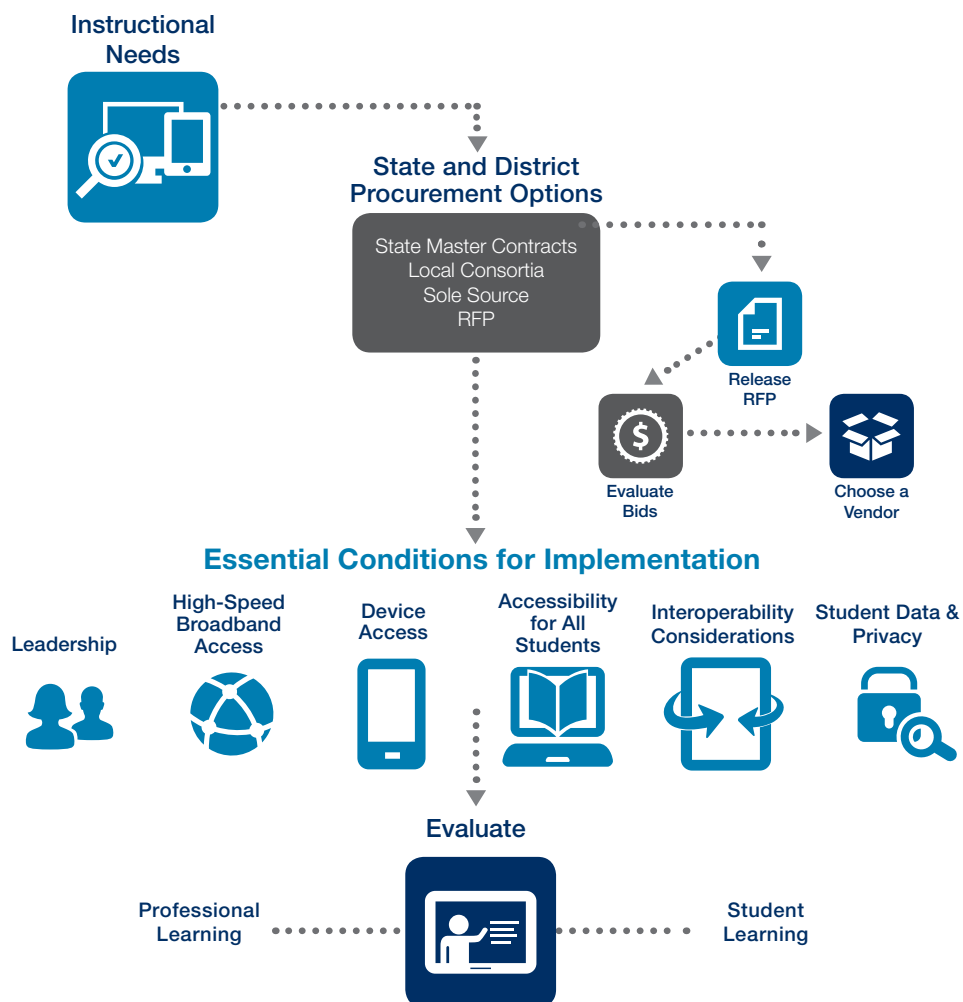
Louisiana requires publishers to complete the [Assurances for Accessibility Checklist](#) as part of the review process.

Utah



Utah does not procure resources for schools or districts on a statewide level. Each school/district has the constitutional authority to procure and use digital resources and innovative educational technologies as they deem appropriate to meet educational goals and requirements. Utah provides a Recommended Instructional Materials System (RIMS) which is utilized by most districts and includes contracted prices that are guaranteed for five years. Funding for digital instructional materials is available through state equipment funds and textbook funds can be used to purchase electronic equipment. <http://www.schools.utah.gov/CURR/imc/RIMs-Search.aspx>

K12 Instructional Materials Acquisition Process



Acquisition Tools

There are a variety of tools to support the selection and implementation of digital resources. States, districts and schools should consider leveraging these resources to support their procurement decisions.

[Using Research in Ed-Tech](#) publication highlights product research practices from ed-tech companies. The report concludes that “research can guide ed-tech developers to build more engaging and effective products and provide school leaders with information about which products are grounded in evidence.” Ed-tech companies’ practices are shared in the publication and address the following questions, amongst others:

- How do companies find and apply published research to guide product design?
- What kinds of studies provide evidence to help answer the question, ‘does it work’?
- How can a company do research if they don’t have a researcher on staff?

[Ed Tech Rapid Cycle Evaluation Coach Tool \(RCE\)](#)

developed by the US Department of Education, Office of Ed Tech, helps educators make evidence based decisions on acquiring digital tools and applications. The Coach’s five-step process includes intuitive tools that serve as embedded professional development for educators that might not have a traditional research background or research capacity.

Acquisition Policies Findings

- 3 states reported issuing a statewide master purchasing contract
- 7 states have state master purchasing contracts available for districts and schools to purchase instructional materials
- 8 states have state master purchasing contracts available for districts and schools to purchase digital devices
- 3 states manage regional groups that participate in regional purchasing consortia for instructional materials
- 8 states provide guidance to districts for the acquisition of digital instructional materials
- 8 states provide guidance to districts for the acquisition of digital devices

Acquisition Considerations

STEP	INFORMATION NEEDED
The Basics	• Who the technology users are (will be)? • What outcomes you’re interested in?
Determine Your Approach	• Whether the technology has been implemented. • How you will sort potential users into similar groups?
Craft Your Research Question	• What outcome you are targeting? • Who you are trying to impact?
Think About How you Will Use the Results	• Cost of the technology • Idea of what success looks like
Summarize Context	• Basic information about the technology and its implementation • Details about the educational environment

ACCESSIBILITY POLICIES AND PRACTICES



As we shift towards learning in the digital age, considerations related to accessible educational materials and technologies (AEM) must be built into policy development and professional practice. The term “accessible” means that a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person

without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use (Office for Civil Rights Compliance Review No.11-11-6002). Accessible materials contain curricular content designed or enhanced in a way that makes them usable by the widest possible range of learner variability regardless of format (e.g., print, digital, graphical, audio, video). Accessible technology is hardware or software that delivers material in a way that is usable by learners with a wide range of abilities and disabilities, and is interoperable with adaptive or specialized technology used by students with disabilities. For example, accessibility in a general education classroom is accomplished when students with and without disabilities actively participate in the same digital learning experience options (e.g., interacting with accessible websites, apps, virtual simulations, and learning management systems).

Accessibility Key Findings

For the first time this year, SETDA reports on accessibility policies.

- ✓ 27 states have a definition for accessible instructional/educational materials
- ✓ 18 states have a definition for accessible technologies.
- ✓ 24 states provide guidance to districts to support the use of accessible digital instructional materials for learners with disabilities to improve outcomes

The National Center on Accessible Educational Materials for Learning ([AEM Center](#)) has worked with SETDA to embed accessibility considerations into the DMAPS. The AEM Center provides technical assistance to state and local policymakers to assist them with ensuring that accessibility is included in material and technology procurement and acquisition systems. To learn more about the legal context and the statutory requirements of AEM, visit [AEM Policies & Systems](#), including the [Quality Indicators for the Provision of AEM](#).

In collaboration with the AEM Center, SETDA recommends that states and districts develop policies regarding the purchase, development, use, and distribution/sharing of accessible digital learning materials, including:

- Establishing a clear vision for the use of accessible digital learning materials and communicating that vision to relevant stakeholders, including content creators and content users
- Encouraging the development and use of accessible open educational resources to maximize flexibility and customization options available for educators to meet individual student needs
- Providing educators with professional learning opportunities

[Universal Design for Learning](#)

(UDL), a set of principles for curriculum development that is flexible and can be personalized to meet individual student needs, including those students with disabilities, should be considered when developing and purchasing digital instructional materials.

- Ensuring that educators have access to online repositories of quality accessible digital content
- Investing in research and evaluation to assess the impact of accessible digital learning materials on student achievement and engagement and to share best practices
- Exploring fiscally sound ways to support the creation and use of accessible digital content.

Alaska



As per the Alaska State Guidance for Special Education Personnel (January 2017), Chapter 111: “Accessible instructional materials (AIM) are print materials that have been transformed into specialized formats of braille, large print, audio, or digital text to meet the needs of students with print disabilities.... IEP Teams must ensure that assistive technology required to access instructional materials is available at no cost to any student with a disability “...who needs devices or services for supplementary aids and services in regular classes or in the child’s home or other setting. <http://dmaps.setda.org/state/alaska/>

New Hampshire



New Hampshire provides guidance through national resources including the [Described and Captioned Media Program \(DCMP\)](#). DCMP supports equal access to communication and learning for students who are blind, visually impaired, deaf, hard of hearing or deaf-blind.

Texas



[Texas Commissioner’s Rules](#) include accessibility requirements for publisher participation in the Texas adoption process: A publisher that offers electronic instructional materials must provide a report for each electronic component that verifies that the component follows Web Content Accessibility (WCAG) 2.0, Level AA, standards and technical standards required by the Rehabilitation Act, §508. The report must be prepared by an independent third party and be based on an audit testing the accessibility of a random sampling of pages as outlined in each public notice of invitation. The number of pages to be audited to meet the requirements shall be determined by the publisher.

For more state examples please visit [Appendix G](#).

“ As the world moves toward media-rich digital materials, it is important to realize that ‘accessibility’ is a moving target. Rather than simply asking ‘Is it accessible?’ we need to be asking ‘To whom is it accessible?’ ‘Where can it be used’ and ‘What will it be used for?’ ”

–National Center on Accessible Educational Materials for Learning at CAST

SELECTION AND CURATION



States, districts and schools acquire instructional materials in a variety of formats for instructional needs. 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.

What is High Quality?

Many factors contribute to quality instructional materials. Though definitions may vary somewhat from one professional organization to the next, all agree that quality materials should be robust materials aligned to learning standards, accessibility for all students regardless of whether the materials are print or digital, full course materials or supplemental materials, open or all rights reserved copyright.



SETDA's [Quality Content Toolkit](#) provides excellent resources for [rubrics](#) and [tools](#) that many states, districts and schools use for the selection of instructional materials.

[SETDA Criteria](#)

Quality instructional materials are content-rich materials aligned to standards that are fully accessible and free from bias. They support sound pedagogy and balanced assessment to help teachers understand and interpret student performance. Quality Instructional Materials must be:

- Aligned to state, district and building learning standards as measured by widely-accepted evaluation tools.
- Current, relevant and accurate content that is user friendly, fully accessible for all learners and free from bias.

Full-course, core instructional material should:

- Emphasize the key areas of focus within each course, addressing the progression of learning skills and vertically articulating content with other courses to ensure coherence.
- Support differentiated learning behaviors and include resources for students who struggle and opportunities for students to be challenged.
- Include a balanced assessment strategy to help teachers understand and interpret student performance.
- Incorporate technology, where appropriate, that supports quality teaching and learning.
- [Various Selection Criteria Options](#)

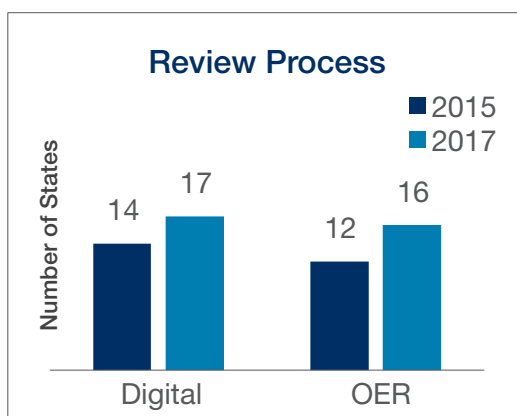
Selection and Review Process

Developing a process for the selection of 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. More states have a review process for the selection of instructional materials. As shown in the chart, 17 states have a review process for digital instructional materials, up from 14 states and 16 states have a review process for open educational resources, up from 12 states.

Many states have a specific review cycle and timeline for the review of instructional materials. Findings from the 2017 survey of SETDA members are presented in [Table 1](#). For states that have a review cycle, the majority of states report a 5-8 year cycle for the selection of instructional materials. States also report that the process generally takes 6 months to two years.

Table 1: 2017 SETDA Member Survey on Review Cycle

REVIEW CYCLE	# OF STATES	TIMELINE	# OF STATES
1-3 years	3	1-3 months	2
3-5 years	3	6-12 months	9
5-8 years	10	1-2 years	7
Other	2	Other	1

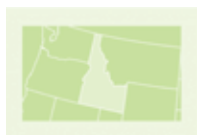


California



California Education Code (EC) Section 60119 requires instructional materials to be aligned to the state-adopted academic content standards in the four core subject areas. The Instructional Quality Commission supervises the instructional materials reviews to establish a list of materials meeting 100% of the state-adopted standards in addition to other evaluation criteria. The State Superintendent of Public Instruction (SSPI) encourages the use of digital instructional materials and devices to improve instruction, student learning and teacher professional development. As of January 1, 2014, adopted instructional materials must also be available in an equivalent digital format. <http://www.cde.ca.gov/be/cc/cd/>

Idaho



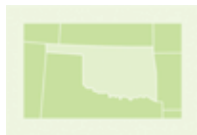
OER materials are evaluated using existing curricular material protocols and procedures. Idaho conducts two independent reviews followed by an onsite face to face consensus building meeting, which is followed by Board of Education approval of materials for a 6-year period. <http://www.sde.idaho.gov/academic/curricular/materials.html>

Louisiana



Statute 17.8.2 urges the State Board to express the desire to utilize digital instructional materials. Louisiana implements an online instructional review process that provides feedback and rankings to reflect the degree of content alignment with state approved standards. The review process only examines digital instructional materials. Districts are free to make purchases of instructional materials with or without benefit of the state review process. <https://tinyurl.com/LAMaterials>

Oklahoma



Arthur Elementary School established the first 1:1 tablet program in Oklahoma City Public Schools supplying 700 students with 24/7 personalized learning opportunities. Offering equitable access and providing digital materials, Arthur Elementary achieved a 14-point gain on the state school report card given by the Oklahoma State Department of Education—the largest gain in the district in just one year. <https://www.okcps.org/domain/148>

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](#)
- Content management system
- [Learning management system](#)
- Vendor platform

Curation Findings

- ✓ 8 states have a content management system: state hosted or state master contract
- ✓ 7 states have a learning management system: state hosted or state master contract
- ✓ 26 states have a state resource repository, up from 24 states



Professional Learning

Teaching and learning in a digital learning environment enables teachers to choose the digital instructional materials most appropriate for their instructional practices that best meet the needs of their students. As the critical link to students, teachers can use their unique knowledge to personalize learning for all students. When implementing digital instructional materials, it is imperative to provide professional learning opportunities in the effective selection and implementation of digital instructional materials, as well as ongoing, sustained on-site support for teachers. [Standards for Professional Learning](#) cites that sustainable professional learning models, geared specifically to aid teachers in student centered, digital learning environments, can positively impact the teaching and learning experiences.

NEXT STEPS

As educational opportunities transform 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:** State leadership is essential for developing a shared vision and empowering leaders to ensure students have access to personalized, engaging learning experiences supported by digital instructional materials and resources to best prepare them for college and careers. Leadership and guidance from states is critical so that district policies and practices support digital learning opportunities.
- **Accessibility for All Students:** Providing accessibility for all students must be a consideration when acquiring, developing and implementing digital instructional materials. State and local educators should take advantage of the technical assistance available at the Accessible Educational Materials Center to ensure that accessibility is included in material and technology procurement and acquisition systems.
- **Equity of Access:** Access to the devices and consistent high-speed broadband access is essential for digital instructional materials implementation. Multiple states provide guidance to districts to support out of school access to ensure anytime/anywhere learning.
- **State Acquisition Policies:** States and districts should continue to work to make the procurement process more transparent and to provide guidelines to publishers interested in selling digital instructional materials in the state, including required accessibility features.

In conclusion, collaborative district and state environments in which educational leaders support the personalization of instruction through the implementation of digital tools and resources remains critical to best prepare students for college and careers.

APPENDIX A: 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: A content management system (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 recommend for the review of digital instructional materials and may include outside resources such as Achieve's OER rubrics, EQUIP rubrics 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

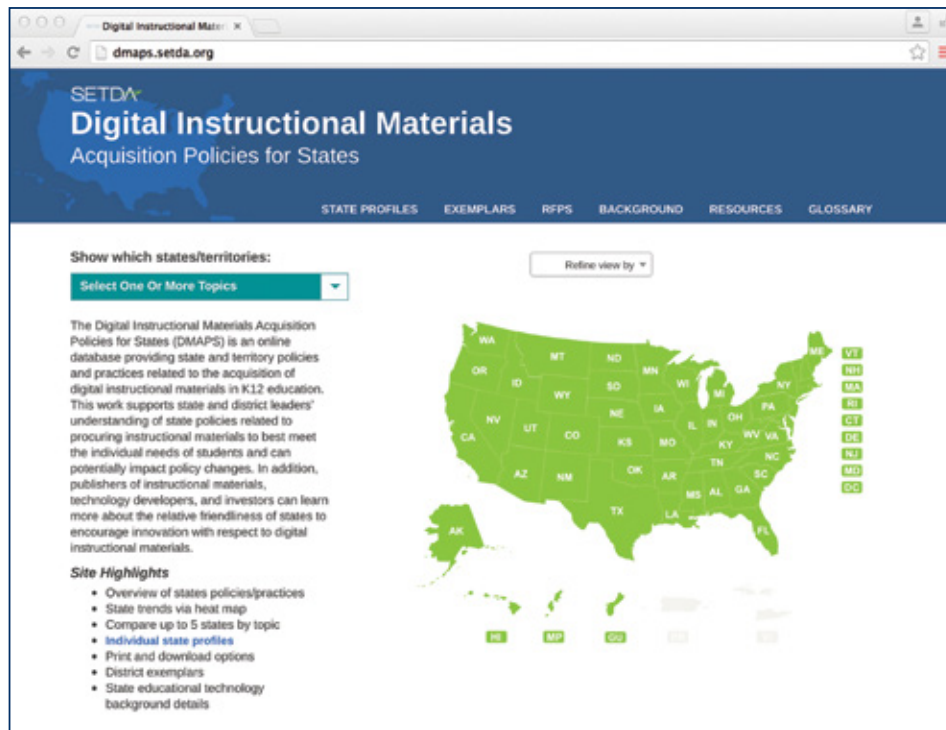
State Adoption Policies: State policies related to the adoption of instructional materials for educational use. Textbook: The term "textbooks" means print or electronic materials for students that serve as the primary curriculum basis for a grade-level subject or course. (adapted from Virginia's textbook definition.)

SEA: State Education Agency

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.

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

Updated in 2017, [Digital Instructional Materials Acquisition Policies for States \(DMAPS\)](https://dmaps.setda.org) is an online database providing state and territory policies and practices related to the acquisition of digital instructional materials in K-12 education. 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.

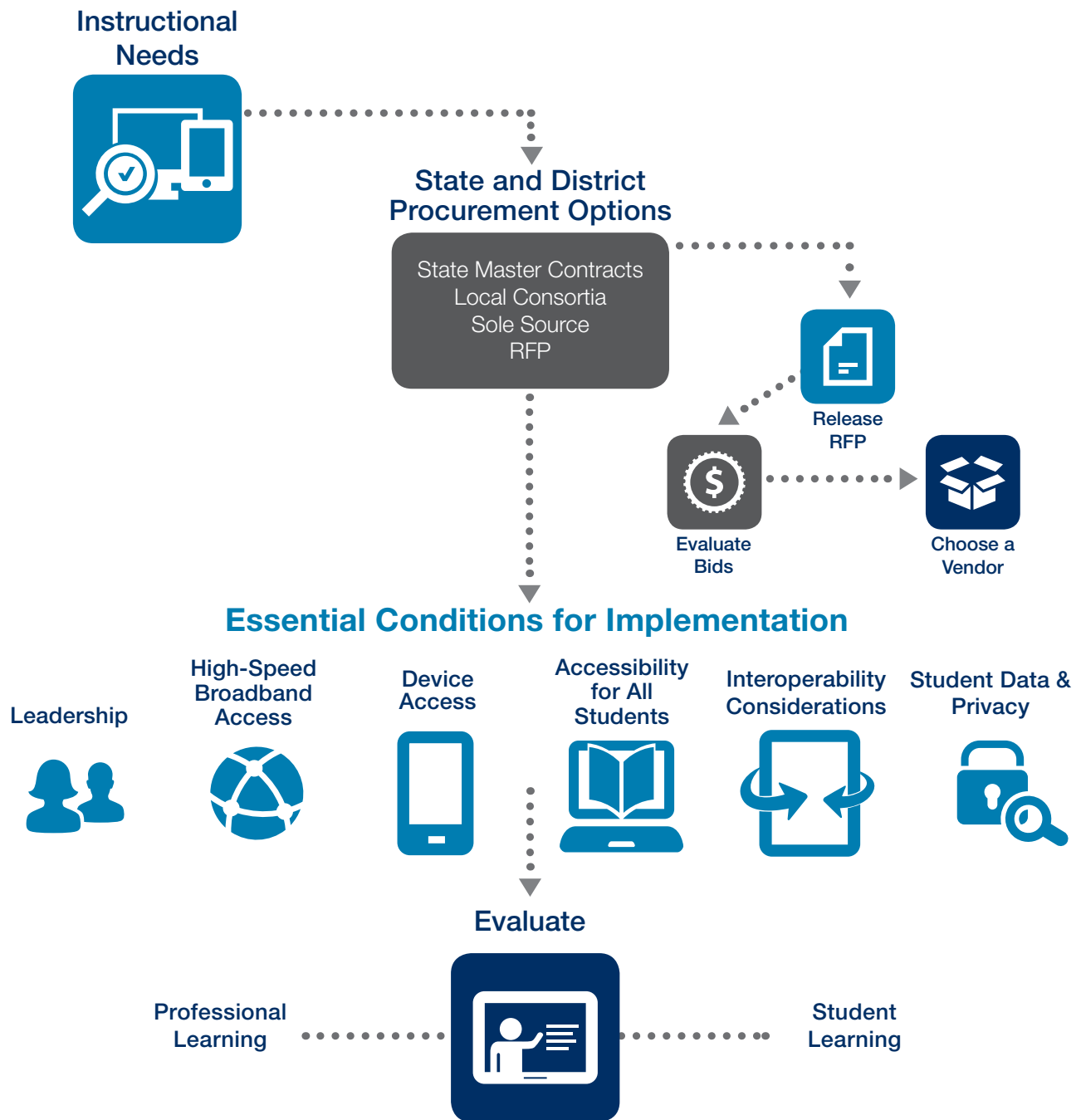
Site Functions

- 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: LICENSING FOR DIGITAL RESOURCES CHART

Type	Cost	Licensing	Flexibility
Individually Purchased Digital Instructional Materials	Varies	Copyright	Copyright: Owner has the right to control the copying and dissemination of an original work.
Subscription Digital Instructional Materials	Varies	Copyright and Open Licensing	The service provider may include materials from a variety of companies and different content providers may have different types of licensing. Flexibility depends upon the type of resource.
Free Digital Learning Resources	Free	Copyright	Copyright: Owner has the right to control the copying and dissemination of an original work.
Open Educational Resources	Free or minimal cost (non-electronic print costs)	Open Licensing (Creative Commons or other)	License that permits the free use and re-purposing of the content by others. (some restrictions may apply). Digital or print format.
State Digital Learning Repository	Free (some states require state credentials for access)	Open Licensing or Copyright	Many state repositories include both open and copyrighted materials. Flexibility depends upon the type of resource.

APPENDIX D: K12 INSTRUCTIONAL MATERIALS ACQUISITION PROCESS



APPENDIX E: STATE EXAMPLES

Alaska

As per the Alaska State Guidance for Special Education Personnel (January 2017), Chapter 111: Accessible instructional materials (AIM) are print materials that have been transformed into specialized formats of braille, large print, audio, or digital text to meet the needs of students with print disabilities. IEP Teams must ensure that assistive technology required to access instructional materials is available at no cost to any student with a disability, who needs devices or services for supplementary aids and services in regular classes or in the child, home or other setting. <http://dmaps.setda.org/state/alaska/>

California

California Education Code (EC) Section 60119 requires instructional materials to be aligned to the state-adopted academic content standards in the four core subject areas. The Instructional Quality Commission supervises the instructional materials reviews to establish a list of materials meeting 100% of the state-adopted standards in addition to other evaluation criteria. The State Superintendent of Public Instruction (SSPI) encourages the use of digital instructional materials and devices to improve instruction, student learning and teacher professional development. As of January 1, 2014, adopted instructional materials must also be available in an equivalent digital format. <http://www.cde.ca.gov/be/cc/cd/>

Georgia

Learning Resources are any systematically designed material in any medium, print, or non-print, or digital including any computer hardware, software and technical equipment necessary to support such material that constitutes the principal source of study for the instruction of a state funded course. Learning resources include textbooks, software, online materials and programs and specialized formats, i.e., Braille, audio, digital, large print or other versions. Instructional resources shall also include any materials previously defined by the State Board as textbook/instructional materials. <http://dmaps.setda.org/state/georgia/>

Idaho

OER materials are evaluated using existing curricular material protocols and procedures. Idaho conducts two independent reviews followed by an onsite face to face consensus building meeting, which is followed by Board of Education approval of materials for a 6-year period. <http://www.sde.idaho.gov/academic/curricular/materials.html>

Iowa

Textbooks means any of the following: Books and loose leaf or bound manuals, systems of reusable instructional materials or combinations of books and supplementary instructional materials which convey information to the student or otherwise contribute to the learning process, or electronic. Electronic textbooks, including but not limited to computer software, applications using computer-assisted instruction, interactive videodisc, other computer courseware and magnetic media. Laptop computers or other portable personal computing devices which are used for nonreligious instructional use only. <http://dmaps.setda.org/state/iowa/>

Louisiana

Statute 17.8.2 urges the State Board to express the desire to utilize digital instructional materials. Louisiana implements an online instructional review process that provides feedback and rankings to reflect the degree of content alignment with state approved standards. The review process only examines digital instructional materials. Districts are free to make purchases of instructional materials with or without benefit of the state review process. <https://tinyurl.com/LAMaterais>

Maine

Maine is the most recent state to require the implementation of digital instructional materials. The Commissioner of Education established the Digital Content Library for Education which contains high-quality digital educational content and learning resources aligned with state initiatives. <http://dmaps.setda.org/state/maine/>

Massachusetts

Massachusetts is updating their subject matter knowledge requirements for Instructional Technology Specialists to provide them with a more strategic focus in advancing personalized, learner-centered experiences through competency-based, blended and online learning. <http://dmaps.setda.org/state/massachusetts/>

New Hampshire

New Hampshire provides guidance through national resources including the Described and Captioned Media Program (DCMP). DCMP supports equal access to communication and learning for students who are blind, visually impaired, deaf, hard of hearing or deaf-blind.

New Jersey

The New Jersey Department of Education published the Transformative Budgeting for Digital Learning report which included the following highlights elements of transformative budgeting: Brings together finance, technology, curriculum, and instruction leaders for budgeting, Collaboratively investigate options for cost savings, efficiencies, and options for alternative funding streams. Team ensures priorities for budgeting are transparent and have the support of key stakeholders. <http://njdigitallearning.org/wp-content/uploads/2015/04/Transformative-Budgeting-final.pdf>

Texas

[Texas Commissioner's Rules](#) include accessibility requirements for publisher participation in the Texas adoption process: A publisher that offers electronic instructional materials must provide a report for each electronic component that verifies that the component follows Web Content Accessibility (WCAG) 2.0, Level AA, standards and technical standards required by the Rehabilitation Act, §508. The report must be prepared by an independent third party and be based on an audit testing the accessibility of a random sampling of pages as outlined in each public notice of invitation. The number of pages to be audited to meet the requirements shall be determined by the publisher.

Utah

Utah does not procure resources for schools or districts on a statewide level. Each school/district has the constitutional authority to procure and use digital resources and innovative educational technologies as they deem appropriate to meet educational goals and requirements. Utah provides a Recommended Instructional Materials System (RIMS) which is utilized by most districts and includes contracted prices that are guaranteed for five years. Funding for digital instructional materials is available through state equipment funds and textbook funds can be used to purchase electronic equipment. <http://www.schools.utah.gov/CURR/imc/RIMs-Search.aspx>

APPENDIX F: DISTRICT EXAMPLES

Piedmont City School District, Alabama

Piedmont City School District has a recent and successful history of innovation. Over five years ago, the school board approved an initiative called , “MPowerPiedmont”, that has a goal of community transformation. “MPower Piedmont”, placed a laptop computer in the hands of every student in grades 4-12. Funding was later secured to build a citywide wireless network to provide constant Internet access to students. Today, every student in the Piedmont City School District has a device. <http://www.piedmont.k12.al.us/>

Fort Thomas Independent Schools, Kentucky

Although Fort Thomas was one of Kentucky’s highest achieving school districts based on state assessments, education leaders wanted a more interactive and collaborative learning environment for their students. In 2012-13, Fort Thomas created a vision for digital conversion. The goals were to eliminate the digital divide; leverage technology as an instructional tool; provide real-world experiences and opportunities; and maximize the efficient use of resources. Fort Thomas identified desired student and teacher outcomes; focused on a blended learning model; evaluated all instructional resources; determined traditional textbooks vs. digital resources vs. content creation; and considered a range of learning resources, tools and products. <https://tinyurl.com/FtThomaskYDigital>

Arthur Elementary School, Oklahoma

Arthur Elementary School established the first 1:1 tablet program in Oklahoma City Public Schools supplying 700 students with 24/7 personalized learning opportunities. Offering equitable access and providing digital materials, Arthur Elementary achieved a 14-point gain on the state school report card given by the Oklahoma State Department of Education, “the largest gain in the district in just one year. <https://www.okcps.org/domain/148>

Northfield Community Middle School, New Jersey

Northfield Community Middle School completely redesigned their school setting to invite innovative learning anywhere and anytime. Modeled after the School at Stanford University, the school implemented new furniture, whiteboards and stationary bikes. As part of their project based learning program, students and teachers develop 3D prosthetic hands for children in need, design video games from books for children and work with those in need from the community. The school implemented a gamified learning management system that allows students to control their own pace of learning during the course of the year which supports personalized learning, digital citizenship, coding, computer design, digital storytelling. <https://tinyurl.com/northfieldcommunitytechnology>

Laing Middle School of Science and Technology, South Carolina

Five years ago, Laing Middle school was selected as a pilot site for the 1:1 tablet program and implemented a Whole-School STEM initiative that emphasized hands- on experiences with digital and other technologies. All classes routinely use tablets for research and multi-model student representations of content mastery that include videos, written products and musical performances. In addition, classes increasingly use student-developed apps, microcontroller-based student projects and digital design for production with 3D printing, laser cutting and CNC milling. <https://tinyurl.com/LaingMiddleSC>

APPENDIX G: ACCESSIBILITY POLICY EXAMPLES

Alaska

As per the Alaska State Guidance for Special Education Personnel (January 2017), Chapter 111: “Accessible instructional materials (AIM) are print materials that have been transformed into specialized formats of braille, large print, audio, or digital text to meet the needs of students with print disabilities.... IEP Teams must ensure that assistive technology required to access instructional materials is available at no cost to any student with a disability “...who needs devices or services for supplementary aids and services in regular classes or in the child’s home or other setting.

Florida

Definitions on accessibility are provided through technical assistance papers (TAP), guidance papers, and resource materials. The W3C Principles of Accessibility have been provided to Florida’s LEAs through resource materials, technical assistance, and professional development activities as the guidelines for accessibility to digital technologies.

Indiana

Indiana utilizes the [PATINS Project/Indiana Center for Accessibility](#) to provide guidance to LEAs at request of LEA’s, through [AEM Intensive Targeted Assistance Grants](#), and examples.

Iowa

Iowa provides guidance on integrating [AEM in the IEP](#).

Louisiana

Louisiana requires publishers to complete the [Assurances of Accessibility Standards checklist](#) as part of the review process.

Maryland

Accessible technology is any device, hardware, software or handheld equipment that provides access to life’s activities for everyone, especially those with disabilities, and is designed from the start to provide all individuals the opportunity to acquire the same information, engage in the same interactions and enjoy the same services with equivalent ease of use.

Minnesota

Minnesota provides [Guidance for Purchasers of Learning Materials](#) through steps that help districts factor accessibility into making curricular decisions.

New Hampshire

New Hampshire provides guidance through national resources including the Described and Captioned Media Program (DCMP). DCMP supports equal access to communication and learning for students who are blind, visually impaired, deaf, hard of hearing, or deaf-blind.

Ohio

Ohio provides guidance to LEAs to support the use of accessible digital materials and technologies through online learning modules, website resources, and training available at the [Ohio AT and AEM Center](#).

Texas

[Texas Commissioner's Rules](#) include accessibility requirements for publisher participation in the Texas adoption process: A publisher that offers electronic instructional materials must provide a report for each electronic component that verifies that the component follows Web Content Accessibility (WCAG) 2.0, Level AA, standards and technical standards required by the Rehabilitation Act, §508. The report must be prepared by an independent third party and be based on an audit testing the accessibility of a random sampling of pages as outlined in each public notice of invitation. The number of pages to be audited to meet the requirements shall be determined by the publisher.