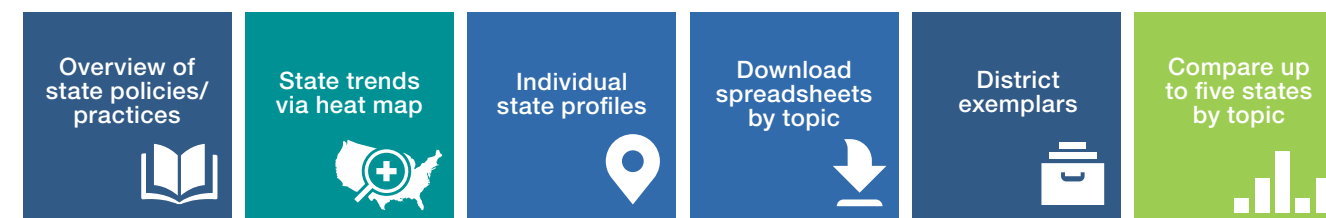


The Digital Instructional Materials Acquisition Policies for States (DMAPS) is an online database providing state and territory policies and practices related to the acquisition of digital instructional materials in K-12 education. The tool offers the opportunity to view details regarding individual states and national trends via an interactive map.



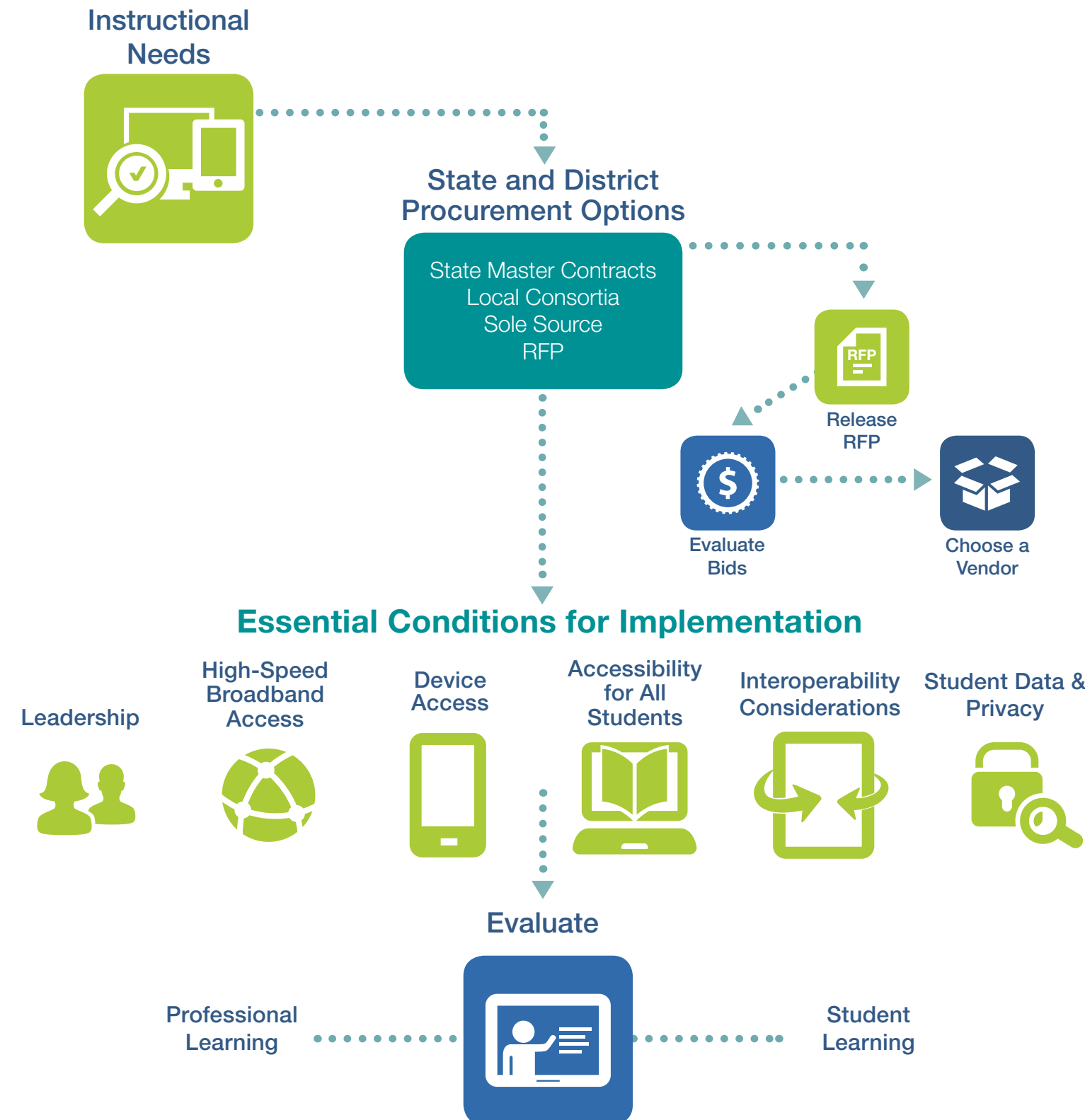
The goal of this portal is to deliver a clear picture of each state's instructional materials, policies, and practices to help encourage increased implementation of digital instructional resources. Educators, policymakers, and private sector executives have the ability to review state policies and practices 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



dmaps.setda.org

K12 Instructional Materials Acquisition Process



NAVIGATING THE DIGITAL SHIFT: Mapping the Acquisition of Digital Instructional Materials



Executive Summary

Navigating the Shift 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.

Through a survey and independent research, SETDA gathered details for all 50 states, Guam, and the Commonwealth of Northern Mariana Islands (CNMI) regarding state policies and guidelines for the acquisition, vetting, and funding of instructional materials. In addition, SETDA interviewed lead educators from a variety of educational and governmental organizations, state instructional materials leads and state procurement officers. The full publication strives to inform educators, non-traditional instructional materials publishers, technology developers, and investors on the increasingly supportive environment of states with respect to innovation around digital instructional materials.

Next Steps

As the education community continues to invest in digital instructional materials and resources, SETDA encourages educators and policymakers to support the transition strategically.

- 1. Essential Conditions:** Support the essential conditions necessary for the successful acquisition and implementation of digital instructional materials for successful digital learning including Leadership, Equity of Access, Accessibility for All Students, Interoperability Considerations and Student Data & Privacy.
- 2. State Acquisition Policies:** Conducting Business with States: States and districts should work to make the procurement process more transparent, and develop specific procedures to aid educators and the private sector in navigating the process.
- 3. Funding and Budget Implications:** Strategic short- and long-term budgeting for bandwidth, devices, and digital instructional materials is fundamental as states, districts, and schools move towards digital learning environments. The coordination of state purchasing contracts and the encouragement of consortia purchasing can support the transition to digital as well. When acquiring digital instructional materials, the cost associated with access to broadband and devices is a pivotal factor.
- 4. State Policies:** Implementation, Adoption, and Vetting of Digital Instructional Materials: States have the opportunity to encourage the acquisition and implementation of digital instructional materials by providing guidance for schools and districts regarding best practices related to instructional materials adoption, professional learning for educators, and recommended vetting practices for any instructional materials regardless of delivery platform or licensing type.

To access the full report please visit:

<http://www.setda.org/priorities/digital-content/navigating-the-shift/>

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.

State Policy Highlights



Florida

Florida does not procure resources for schools or districts on a statewide level. Each school district has the constitutional authority, from state and/or local resources, to procure and use digital resources and innovative educational technologies as they deem appropriate to meet educational goals and requirements. The state has state level contracts for [state adopted instructional materials](#) but does not procure those materials for districts. The adoption of materials is a statute driven process. There is a five-year adoption cycle and all bid materials are reviewed by two state or national content experts (in the event of a tie a third will review). District specialists also provide reviews and the review process is open to the public. All materials are reviewed online. [State statute](#) requires that beginning in the 2015-2016 academic year, all adopted instructional materials for students in kindergarten through grade 12 must be provided in an electronic or digital format. If a district certifies that it has met the obligation to provide digital instructional materials aligned to standards for core courses, then the district may use state allocated funds for the purchase of technology.



Indiana

Indiana does not procure resources for schools or districts on a statewide level. Each school district has the constitutional authority, from state and/or local resources, to purchase and use digital resources and innovative educational technologies as they deem appropriate to meet educational goals and requirements. In 2009, the state board took action and included digital content in the textbook definition. The definition of a "textbook" for purposes of reimbursement is the same that applies to adoption. Computers and other data devices, instructional software, internet resources, interactive and magnetic media, and other systematically organized materials are eligible for reimbursement. In 2011, state law permitted the use of funds previously spent on textbooks to purchase digital content or devices. The state encourages the use of digital instructional materials via the [Digital Content Cohort](#). In addition, school corporations have been successful in working with the private sector to purchase devices and digital content. For example, some schools have purchased low cost, content-loaded minilaptops; others have developed their own materials for use with devices. Districts and schools are encouraged to collaborate to lower the cost of acquisition of textbooks, computers and other data devices, and their content. The Office of eLearning also supports the implementation of digital instructional materials through multiple [grants](#) and [professional learning opportunities](#) including the [Innovation Planning](#) grants for districts to develop a comprehensive plan to implement digital learning.



Kentucky

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. Teachers in school districts review materials and make purchasing decisions at the local level. Districts have flexibility in what they adopt/purchase. Kentucky provides standards, purchasing contracts, and guidance on the types of devices for accessing digital content. In 2011, it was ruled that textbook monies could be applied to instructional devices (wireless reading devices contingent upon usage of the devices as instructional resources and text readers, not as computers). The funds are flexible in that allotted dollars can be used for textbooks or supplemental materials or funds can be transferred to a general fund to allow flexibility from regulations tied specifically to textbooks.

Support for this research was provided by the Bill and Melinda Gates Foundation.

BILL & MELINDA
GATES foundation

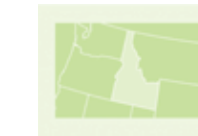
School and District Exemplars



Arkansas

J.O. Kelly Middle School

Leveraging the robust offering of technology in the Environmental and Spatial Technology (EAST) classroom, students are empowered to direct their own learning. Promoting student choice and voice in the selection and direction of their chosen community service projects, project teams work collaboratively to solve real-world problems. Using online collaboration tools and digital content, students are connected in a way that removes the traditional barriers of walls, location, and time restraints. Teachers embrace the role of facilitator and encourage students to own the learning process; yet teachers provide support and resources along the way to help students bring their projects to successful fruition. <http://knightsofeast.weebly.com/>



Idaho

Kuna Middle School

Launching via the Idaho state Pilot Grant in 2013, Kuna School District was one of the first school districts in Idaho to implement a 1:1 learning project at the middle school level. Kuna Middle School (KMS) successfully deployed and implemented devices to each of its students and staff members. By using the Substitution, Augmentation, Modification, and Redefinition (SAMR), educational technology implementation model, most KMS teachers launched the program with substitution focusing on the ultimate goal of redefinition. Teachers use online tools to deliver assignments and to encourage group collaboration. The learning management system helps to ensure that all students are connected to each other and that devices provide safe access to the digital resources. Online quizzes and tests, essays and papers, and other final exams are completed and collected digitally. Teachers often use the automatic scoring systems, which produce immediate results and the opportunity to reteach as needed helping to personalize instruction. <https://sites.google.com/a/kunaschools.org/kms-1-1-learning-project/home>



Massachusetts

Burlington Public Schools

Burlington Public Schools launched the 1-to-1 Learning Program for students in grades 1-12 in 2011. The goal of the program is to provide students with real-world learning environments that mirror working environments in the digital age. Student engagement has increased across all grades and in all content areas. Students report that having access to a 1-to-1 mobile learning device is not only a dynamic catalyst for learning, but also an extraordinary tool for organizing their academic and extracurricular lives. Class structures have shifted from focusing on traditional methods of lecture and assessment, to project based, flipped classroom, and blended learning models. The schools are in the process of shifting to digital with some fully digital classes at the high school level. bpsedtech.org