

FINAL BILL REPORT

E2SHB 1365

C 301 L 21

Synopsis as Enacted

Brief Description: Procuring and supporting appropriate computers and devices for public school students and instructional staff.

Sponsors: House Committee on Appropriations (originally sponsored by Representatives Gregerson, Stonier, Ramos, Callan, Simmons, Johnson, J., Taylor, Lovick, Leavitt, Ortiz-Self, Berg, Fitzgibbon, Ryu, Morgan, Wicks, Tharinger, Duerr, Ormsby, Hansen, Berry, Dolan, Valdez, Cody, Bronoske, Senn, Bateman, Bergquist, Kloba, Riccelli, Davis, Macri, Ramel, Harris-Talley, Pollet and Sells).

House Committee on Education

House Committee on Appropriations

Senate Committee on Early Learning & K-12 Education

Senate Committee on Ways & Means

Background:

State Education Technology Plan. In 1993 education reform legislation was enacted. Among other things, this legislation directed the Office of the Superintendent of Public Instruction (OSPI), to the extent state funds are appropriated, to develop, implement, and update every two years, a state kindergarten through grade 12 (K-12) education technology plan. "Education technology" is defined as the effective use of electronic and optical tools, including telephones, and electronic and optical pathways in helping students learn.

The stated purpose of the technology plan is to coordinate and expand the use of education technology in the common schools of the state. At a minimum, the plan must address: (1) the provision of technical assistance to schools and school districts for the planning, implementation, and training of staff in the use of technology in curricular and administrative functions; (2) the continued development of a network to connect school districts, institutions of higher learning, and other sources of online information; and (3) methods to equitably increase the use of education technology by students and school personnel throughout the state. To assist in the development and implementation of the

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technology plan, the OSPI was directed to appoint an educational technology advisory committee.

Regional Educational Technology Support Centers. The 1993 legislation also directed the educational service districts to establish, subject to available funding, regional educational technology support centers for the purpose of providing ongoing educator training, school district cost-benefit analysis, long-range planning, network planning, distance learning access support, and other technical and programmatic support. The state has not provided funding for these centers since 2013.

Educational Technology Learning Standards. The state learning standards for educational technology literacy and technology fluency identify the knowledge and skills that all public school students need to know and be able to do in the areas of technology and technology literacy. "Technology literacy" is defined in statute as the ability to responsibly, creatively, and effectively use appropriate technology to communicate; access, collect, manage, integrate, and evaluate information; solve problems and create solutions; build and share knowledge; and improve and enhance learning in all subject areas and experiences. Statute specifies that technology fluency builds upon technology literacy and is demonstrated when students: apply technology to real-world experiences; adapt to changing technologies; modify current and create new technologies; and personalize technology to meet personal needs, interests, and learning styles.

Teacher-Librarians and School Library Information and Technology Programs. School library information and technology programs, staffed by teacher-librarians, provide a broad, flexible array of services, resources, and instruction that support student mastery of the state learning standards in all subject areas. Teacher-librarians must collaborate as instructional partners to help all students meet the content goals in all subject areas, and assist high school students completing high school and beyond plans required for graduation. In addition, teacher-librarians may provide information management instruction to students and staff about how to effectively use emerging learning technologies for school and lifelong learning, as well as in the appropriate use of computers and mobile devices in an educational setting.

Educational Technology Resources and Policies. Legislation enacted in 2016 and 2017 directed the development of resources and policies related to educational technology. First, the OSPI was required to convene an advisory committee to develop best practices and recommendations for instruction in digital citizenship, Internet safety, and media literacy, and to create a web-based location with links to the recommendations. An OSPI resource document defines media literacy as the ability to access, analyze, evaluate, create and act using a variety of forms of communication. The OSPI was also directed to identify and develop open educational resources to support digital citizenship, media literacy, and Internet safety in schools, where the media literacy resources consist of a balance of sources and perspectives. Open educational resources are teaching and learning materials in the public domain or released under an open license that permits their free use, adaptation, and

sharing.

Second, the Washington State School Directors' Association (WSSDA) was directed to revise its model policy and procedures on electronic sources and Internet safety to better support digital citizenship, media literacy, and Internet safety in schools. Finally, school districts were required to annually review policies and procedures on electronic resources and Internet safety considering best practices and other resources, as well as the WSSDA model policy and procedures.

Media Literacy Grant Program. The 2019-21 Operating Budget appropriated \$150,000 in each fiscal year to the OSPI to establish the media literacy grant program. The 2020 Supplemental Operating Budget appropriated an additional \$70,000 to the OSPI for five media literacy pre-conferences that coincide with the OSPI's regional conferences in social studies, English language arts, health, and technology. The supplemental operating budget also directed the OSPI to develop a plan for identifying and supporting a group of 100 K-12 media literacy champions who are K-12 professionals that promote, support, and provide media literacy education in their school districts, and to report to the Legislature by the end of the year. These provisions in the supplemental operating budget were vetoed by the Governor.

Summary:

Technology Grants. Subject to state funding, the Office of the Superintendent of Public Instruction (OSPI) must develop and administer a technology grant program to advance the following objectives: (1) attain a universal 1:1 student to learning device ratio; (2) expand technical support and training of school and district staff in using technology to support student learning; and (3) develop district-based and school-based capacity to assist students and their families in accessing and using technology to support student learning.

"Learning device" is defined as an Internet-accessible computer, tablet, or other device, with an appropriate operating system, software applications, and data security, that can be used to access curricula, educational web applications and websites, and learning management systems, and with telecommunications capabilities sufficient for videoconferencing.

The following entities, individually or in cooperation, may apply to the OSPI for a technology grant: a public school (including charter schools and state-tribal compact schools); a school district; an educational service district (ESD); the Washington Center for Deaf and Hard of Hearing Youth; and the state School for the Blind.

At a minimum, grant applications must include: (1) the applicant's technology plan for accomplishing the goals of the grant program, the applicant's student demographics, including the percent of students eligible for free and reduced-price meals, and any specialized technology needs of the applicant's students, such as students with disabilities

and English learners who may need adaptive or assistive technologies; and (2) a description of pre-existing programs and funding sources used by the applicant to provide learning devices to students, staff, or both.

When ranking and selecting applicants, the OSPI must prioritize both of the following: (1) applicants without pre-existing programs to provide a device for every student and that have 30 percent or more students eligible for free and reduced-price meals; and (2) applicants with students who have specialized technology needs.

Technology Consultation, Procurement, and Training. Each ESD must provide technology consultation, procurement, and training to local public schools and school districts, the Washington Center for Deaf and Hard of Hearing Youth, and the state School for the Blind. Each ESD must consult with teacher-librarians through school library information and technology programs to provide these services and may provide these services cooperatively with other ESDs.

Technology consultation involves providing technical assistance and guidance related to technology needs and financing, and may include consultation with other entities, including consultation and contract with the Department of Enterprise Services.

Technology procurement involves negotiating purchasing and leasing of learning devices and peripheral devices, learning management systems, cybersecurity protection, device insurance, and other technology-related goods and services. When selecting goods and services for procurement, the ESD must consider a variety of student needs, as well as accessibility, age appropriateness, privacy and security, data storage and transfer capacity, and telecommunications capability.

Technology training involves developing and offering direct services related to staff development and capacity building to provide digital navigation services to students and their families. The ESDs must seek to consult teacher-librarians and other relevant information technology programs to determine where there is a need and focus for this training. Technology training may be provided on a fee-for-service basis. Technology training may be offered to child care providers.

Data Collection and Reporting. By November 1, 2022, and by November 1 every even year thereafter, the OSPI must provide a report to the Legislature with:

1. a summary of collected and analyzed data related to: (a) technology consultation, procurement, and training provided by the ESDs; (b) the OSPI technology grants; and (c) biennial surveys on school and district progress to accomplish the objectives of the technology grant;
2. the status of the state's progress in accomplishing the following: (a) accelerate student access to learning devices and related goods and services; (b) expand training programs and technical assistance on using technology to support student learning; and (c) build the capacity of schools and districts to support digital navigation

- services for students and their families;
- 3. recommendations for improving the administration and oversight of the technology grants, consultation, procurement, and training; and
- 4. an update on the innovative and collaborative activities occurring in communities across the state to support widespread public technology literacy and fluency, as well as student universal access to learning devices.

In addition, by November 1, 2022, the OSPI must survey districts, collect data, and provide a report to the Legislature that contains, at a minimum, the following: (1) a list of districts that have a separate technology levy; (2) the total amount of funding generated by the technology levies; and (3) a detailed breakdown on how the funds generated by the technology levies are being used.

Media Literacy and Digital Citizenship Grants. Subject to state funding, and until July 31, 2031, the OSPI must establish a grant program for the purposes of supporting media literacy and digital citizenship through school district leadership teams. The OSPI must establish and publish criteria for the grant program, and may accept gifts, grants, or endowments from public or private sources for the grant program.

For a school district to qualify for a grant, the grant proposal must provide that the grantee create a district leadership team that develops a curriculum unit on media literacy or digital citizenship, or both, that may be integrated into social studies, English language arts, or health. In developing the curriculum unit, school districts are encouraged to work with school district teacher-librarians or a school district library information technology program, if applicable. The developed curriculum unit must be made available as an open educational resource. Grant recipients are expected to evaluate the curriculum unit they develop.

Up to 10 grants per year must be for establishing media literacy professional learning communities with the purpose of sharing best practices in media literacy. These grant recipients must develop an online presence for their community to model new strategies and to share ideas, challenges, and successful practices. These grant recipients must also attend group meetings convened by the OSPI for the purpose of sharing best practices and strategies in media literacy education.

At least one grant awarded in each award cycle must be for developing and using a curriculum that contains a focus on synthetic media as a major component. "Synthetic media" means an image, an audio recording, or a video recording of an individual's appearance, speech, or conduct that has been intentionally manipulated with the use of digital technology in a manner to create a realistic but false image, audio, or video.

A school district that receives a grant under this program is not prohibited from receiving a grant in subsequent grant cycles.

Media Literacy and Digital Citizenship Regional Conferences. Subject to state funding, and until July 31, 2031, the OSPI must convene two regional conferences on the subject of media literacy and digital citizenship. The conferences should highlight the work performed by the recipients of the grant program, as well as best practices in media literacy and digital citizenship. The locations for conferences must include one site in Western Washington and one site in Eastern Washington.

Repealer. Statutes related to education technology plans and regional education technology support centers, as well as associated intent language and funding provisions are repealed.

Votes on Final Passage:

House	59	39	
Senate	36	13	(Senate amended) (House refused to concur/asked Senate to recede)
Senate	30	19	(Senate receded/amended)
House	61	36	(House concurred)

Effective: July 25, 2021