

Technology Literacy AE

Agency: 350 Office of Superintendent of Public Instruction
Budget Period: 2015-17

Recommendation Summary Text:

Superintendent Dorn is requesting \$77,977,000 for FY 2017 to ensure that all students have access to adequate technology supports. Although some schools are already doing an exemplary job of integrating technology throughout their curriculum and ensuring that all students achieve technology literacy and fluency, many districts have not yet included this in their core curriculum. As a result, significant inequity in the opportunities students are provided exists, not only between respective districts, but sometimes, even within individual districts. State Superintendent Randy Dorn’s goal with this proposal is to ensure that all of Washington’s public school students have the same learning opportunities.

Fiscal Detail

Operating Expenditures		FY 2016	FY 2017	Total
General Fund	001-01		\$77,977,000	\$77,977,000
Total Cost				

Staffing	FY 2016	FY 2017	Annual Avg.
Total FTEs Requested		1.25	1.25

Package Description:

Background

School districts are required to provide a full program of basic education consistent with the [four state learning goals](#) and encompassing of all subjects. Goal 3 of Washington’s Basic Education law (RCW 28A.150.210) states that students should be able to “think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems.” In subjects where no state accountability assessment exists (education technology, social studies, health and fitness, and the arts), OSPI has developed a suite of classroom-based assessments aligned with state learning standards for use by teachers. In addition, districts are required to report implementation of “assessments or other strategies” to show student learning in those subjects ([RCW 28A.230.095](#) and [RCW 28A.655.075](#)).

Current Situation

At present, districts’ use of the educational technology (EdTech) assessments is strictly optional. More than half of districts report that they currently do not assess student progress in technology literacy and fluency. Some schools are doing an exemplary job of integrating technology throughout their curriculum and ensuring that all students achieve technology literacy and fluency, but many districts have not yet included this vital subject matter in their

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core curriculum. Additionally, the state's Educational Technology Standards have not been reviewed or updated since their initial development in 2007-08. With the state's adoption of the Common Core State Standards (CCSS), it is necessary to update the Educational Technology Standards to more intentionally connect with the CCSS. The state would also benefit from integrating the language and student scoring rubrics from Smarter Balanced Performance Tasks.

Districts' ability to fund necessary technology hardware and software also varies. Educational Technology funding is largely dependent on districts' success with passing local levies and bonds. While the state currently allocates \$128.44 per FTE student for technology materials, supplies and operating costs (MSOC), districts that are able to pass levies and bonds report spending upwards of \$200 per FTE on student technology to ensure that their schools can meet current technology requirements associated with curriculum integration and also administering statewide assessments.

Proposed Solution

To ensure that all students have an opportunity to achieve technology literacy and fluency, and that districts are supported as they work to implement state EdTech standards and assessments, State Superintendent Randy Dorn proposes a three-pronged solution:

1. Modify state statute to require the use of EdTech assessments or other strategies to provide teachers with a measure of a student's level of technology literacy and fluency.
2. Increase the MSOC allocation for technology to reflect the level of spending of those districts whose technology infrastructure is more adequately funded by local levies and bonds.
3. Fund staff support at the state level to update EdTech learning standards to align with the CCSS and to support the ongoing implementation by districts of technology-enabled learning opportunities.

Material supplies and operating supplies

Current law (RCW 28A.150.260) specifies that the state would fully fund allocations for MSOC by the 2015-16 school year. Full funding amounts were based on districts' expenditures during the 2008-09 school year adjusted for inflation which would have been \$128.44 per FTE student in the 2015-16 school year for technology. The 2015 legislature allocated \$127.17 per FTE in 2015-16, and \$129.33 per FTE in 2016-17. Previous funding studies, however, point to higher per pupil funding amounts for student technology than is provided for through the amount of funding outlined in statute (Washington Learns, \$250; Basic Education funding Taskforce, \$200), and evidence from districts who have passed local technology levies and bonds, suggests that the \$127 dollar figure is not adequate to meet districts' technology needs.

In the time since the state adopting a full funding amount for MSOC, the landscape surrounding student technology has changed. The state has adopted new assessments that are intended to be administered electronically which has increased per student technology costs to districts. Superintendent Dorn is requesting that allocations for student technology be increased from \$129.33 to \$202.80 (\$200 plus the 1.4% IPD) per FTE student for the 2016-17 school year.

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OSPI support

Superintendent Dorn is also requesting funding for one Educational Technology Standards Program Manager and .25 FTE administrative support to update existing education technology standards and to support the ongoing implementation of efforts to measure students' levels of technology literacy and fluency. Given that over half of the school districts in Washington do not currently assess students' levels of technology literacy, OSPI staff anticipate that districts will require support as they integrate technology standards into their curriculum and assess student learning in this area.

Contact person

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Narrative Justification and Impact Statement

What specific performance outcomes does the agency expect?

OSPI expects that all of the state's 295 school districts will assess technology literacy and fluency within two years.

Performance Measure Detail

Changes in the number of districts assessing student's technology literacy will be measured through the annual report that districts provide detailing their use of Educational Technology Assessments through iGrants Form Package 408.

Is this decision package essential to implement a strategy identified in the agency's strategic plan?

Yes, technology literacy is part of the State's basic education goal #3 which informs the Superintendent's strategic priorities.

Technology literacy is also a vital underlying component of the recently developed, research-based Mission and Performance Indicators for OSPI.

Reason for change:

Does this decision package provide essential support to one of the Governor's priorities?

Yes, this decision package provides essential support to the Governor's priority to 1), Eliminate the persistent opportunity gaps that have kept too many children from achieving their full potential and 2), make sure all students graduate from high school prepared with 21st century skills.

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Currently, students' access to technology-enabled learning opportunities depends in part on the district they are enrolled in. This inequity among public school students is an opportunity gap that perpetuates a portion of the achievement gaps in student performance on state assessments. If every student is to attain skills that will allow them to succeed in a 21st century economy, they must all have an opportunity to achieve technology literacy and fluency, and districts must have support from OSPI to implement policies that achieve this goal.

Does this decision package provide essential support to one or more of the Governor's Results Washington priorities? If so, describe.

Yes, this package provides essential support to the Governor's Results Washington priority regarding providing all children with access to a world class education. The proposal would help to ensure that all children have an opportunity to develop 21st century skills.

What are the other important connections or impacts related to this proposal?

None.

Impact on Other State Programs

What alternatives were explored by the agency, and why was this alternative chosen?

The goal of this proposal is to increase students' access to opportunities that will enable them to achieve technology literacy and fluency. Without a statutory requirement, OSPI is limited in its ability to compel districts to support and adopt policies related to technology-enabled learning opportunities and technology literacy assessments. As a result, Superintendent Dorn has chosen to request a statutory change that includes a requirement that districts assess students learning in technology literacy to help inform teachers' instruction.

Given this change, Superintendent Dorn also recommends a sunset on an existing requirement that OSPI report annually to the Legislature on the use of EdTech assessments outlined in RCW 28A.655.075, after districts have had a reasonable period of time to adapt to this legislative change. Eliminating this report will save staff time that is currently spent analyzing district data and ultimately producing the report to the Legislature.

What are the consequences of not adopting this package?

Without ample funding for Educational Technology, students in a great number of districts will continue to have unequal access to technology-enabled learning opportunities which will impact their likelihood of developing 21st century skills

What is the relationship, if any, to the state's capital budget?

None

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What changes would be required to existing statutes, rules, or contracts, in order to implement the change?

Superintendent Dorn will be putting forward agency request legislation that proposes to require districts to assess student's technology literacy and fluency. The legislation will propose the following modifications and additions to state statute.

Modify paragraph (2)(a) of RCW 28A.655.075 to read:

By the 2010-11 school year, these assessments shall be made available to school districts for the districts' voluntary use. ~~If a school district uses the assessments created under this section, then the school district shall notify the superintendent of public instruction of the use.~~ The superintendent shall report annually to the legislature on the number of school districts that use the assessments ~~each~~ through the 2018-19 school year.

Add a new section to RCW 28A.655.075 to read:

Beginning with the 2016-17 school year, school districts shall require students at the elementary, middle, and high school grades to demonstrate technology literacy and fluency through the use of the OSPI-developed education technology assessments or through other substantially equivalent methods (e.g., culminating projects). School districts shall annually submit implementation verification reports to the office of the superintendent of public instruction documenting the use of these assessments or alternative approaches.

Expenditure and revenue calculations and assumptions:

Revenue Calculations and Assumptions:

None

Expenditure Calculations and Assumptions:

The cost estimates identified below are based on the funding needed to increase MSOC allocations to districts for technology from \$129.33 to \$202.80 per FTE student beginning in the 2016-17 school year, and adjusted for inflation using IPD thereafter. Cost also reflect funding for one program supervisor and a partial support staff person at OSPI. MSOC calculations assumed July 2015 FTE student enrollment figures of 1,001,800.79. The total cost of this request in the 2015-17 biennium is estimated at \$77,977,000.

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Object Detail

		FY 2016	FY 2017	Total
A	Salary and Wages	\$0	\$86,800	\$86,800
B	Employee Benefits	\$0	\$44,650	\$44,650
C	Contracts	\$0	\$0	\$0
E	Goods/Services	\$0	\$8,300	\$8,300
G	Travel	\$0	\$7,000	\$7,000
J	Equipment	\$0	\$6,250	\$6,250
N	Grants	\$0	\$77,824,000	\$77,824,000
	Interagency Reimbursement	\$0	\$0	\$0
	Other	\$0	\$0	\$0
Total Objects		\$0	\$77,977,000	\$77,977,000

Expenditures & FTEs by Program

Activity Inventory Item	Prog	Staffing			Operating Expenditures		
		FY 2016	FY 2017	Avg	FY 2016	FY 2017	Total
A002 Administration	010		1.25	1.25	\$0	\$153,000	\$153,000
A038 Basic Education	021				\$0	\$77,824,000	\$77,824,000
Total Activities					\$0	\$77,977,000	\$77,977,000

Six-Year Expenditure Estimates

Fund	15-17 Total	17-19 Total	19-21 Total
	\$77,977,000	\$162,717,000	\$172,652,000
Expenditure Total	\$77,977,000	\$162,717,000	\$172,652,000
FTEs	1.25	1.25	1.25

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Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?

Of the total costs identified, \$6,250 are for one-time equipment costs associated with hiring new staff. The remaining costs are assumed to be ongoing. Staffing will remain relatively constant at a total of \$294,000 per biennium, and MSOC will be adjusted for inflation and changes in student enrollment, consistent with funding formula calculations.