

THE ROLE OF STATES IN DRIVING EDTECH IMPLEMENTATION

How state advocacy efforts are coupled with federal advocacy

The Connection Between State and Federal Advocacy

- While there has been momentum at the federal level around expanding the use of technology in classrooms, these federal funds do not exist in perpetuity. Furthermore, for federal funds to reach their maximum intended impact, it is critical that states have policies in place supporting effective edtech implementation.
- In an era of evidence-based policymaking, for appropriators in Congress to continue justifying spending dollars, they require strong data and outcomes showing that investments in edtech positively impact student learning experiences, educator quality and workforce development.
- This is where the critical role of state advocacy comes into play. State support for equitable edtech access and efforts to build educators' capacities to effectively use digital tools help lead to measurable impact. The impact generates successful implementation stories, which capture the attention of federal policymakers and sustain their enthusiasm to legislate in support of edtech.

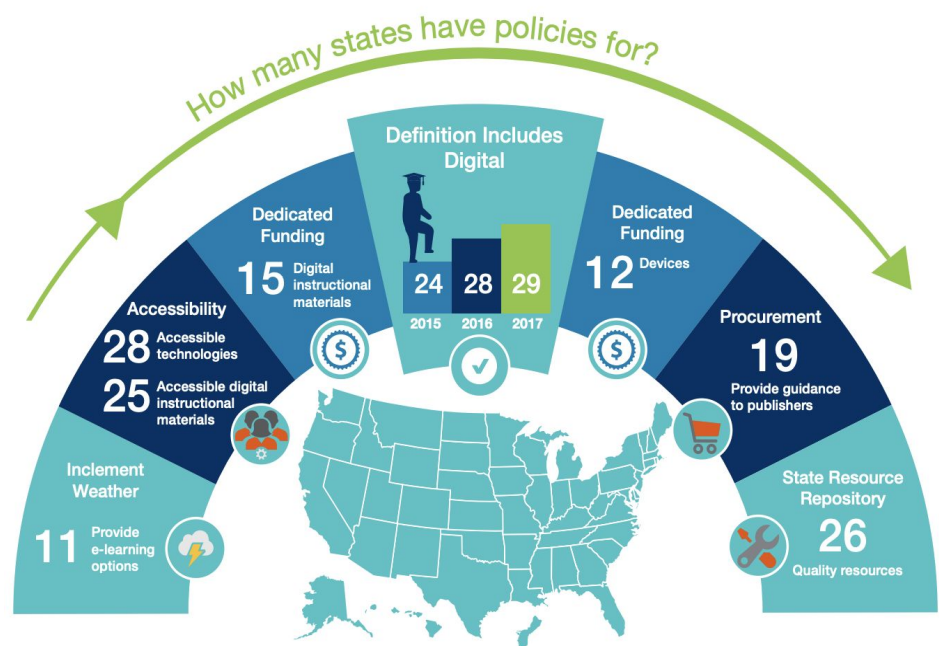
Edtech at the State Level

States across the country have been working to scale their ability to provide digital teaching and learning.¹ In the past, states have largely focused on bridging the digital divide — making sure that schools are equipped with devices, access to broadband and robust networks that physically enable classroom experiences enriched through technology.

As states continue to broaden technology access, the conversation has now shifted, with a renewed focus on how policies can ensure that those resources are leveraged in a way that truly changes pedagogy, instructional practice and student outcomes.

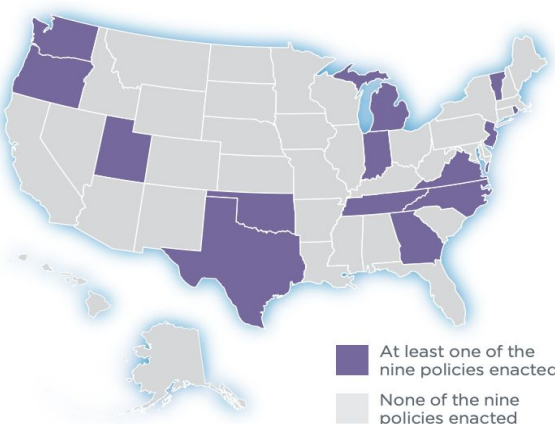
As a result, advocating at **both** federal and state levels for policies that help teachers develop their capacity to effectively use edtech in the classroom is crucial to making sure that investments are successful in transforming learning experiences and driving equitable student outcomes.

INSTRUCTIONAL MATERIALS

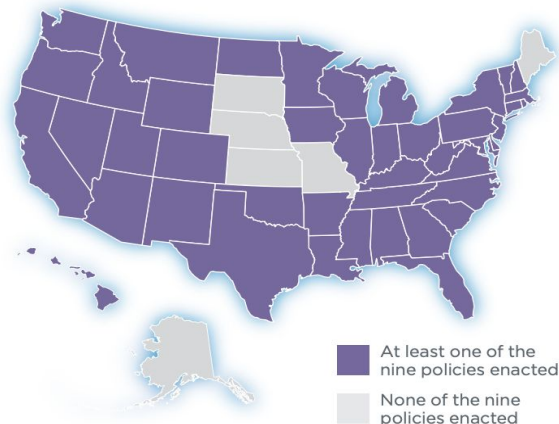


¹ https://www.setda.org/master/wp-content/uploads/2018/05/Nav_ShiftIII_Accessible5.29.18-1.pdf

2013: States with at least one policy



2018: States with at least one policy



Use Case: Model Computer Science Policies

The proliferation of computer science (CS) education throughout states in the last five years is an exemplar case on how the duality of federal and state advocacy efforts have helped transform the K-12 landscape.² In 2013, computer science was rarely called out in federal legislation funding streams and just 14 states had enacted one of nine nationally recognized computer science model policies. By 2018, 44 states enacted one of the nine nationally recognized computer science model policies. CS was additionally integrated into K-12 legislation, CTE legislation and emphasized in federal grants such as the Education, Innovation and Research (EIR) grant.

By focusing not only on the ability of schools to offer CS, but also on equity of access and the professional development of teachers to be effective in CS instruction, student outcomes have been tangible. Support for investments in computer science — from both sides of the political aisle and in all parts of the country — continue to grow at both federal and state levels.

The Opportunity for Edtech

Edtech has a similar opportunity. Along with the ongoing work of states to bridge the digital divide and the recognition of effective use of technology as an allowable use of Title IV-A funds authorized by the *Every Student Succeeds Act*, the implementation of effective edtech in the classroom is critical to driving and sustaining the enthusiasm around digital teaching and learning. By leveraging both top-down and bottom-up approaches, federal advocacy and state advocacy can work hand-in-hand to ensure that high-quality learning opportunities exist for all students and teachers are equipped with the skills and competencies they need to unlock and harness that potential.

Key State Policy Priorities

1. Develop a statewide edtech plan with a renewed focus on developing educators' capacities to use technology in more effective ways.
2. Design state credentialing systems that incentivize educators to build their capacities to effectively use technology in the classroom.
3. Allocate funding in a way that adequately supports edtech priorities, particularly educator professional development.

² https://code.org/files/2018_state_of_cs.pdf