

111TH CONGRESS
1ST SESSION

H. R. 558

To reauthorize part D of title II of the Elementary and Secondary Education Act of 1965.

IN THE HOUSE OF REPRESENTATIVES

JANUARY 15, 2009

Ms. ROYBAL-ALLARD (for herself, Mr. HINOJOSA, Mrs. BIGGERT, and Mr. KIND) introduced the following bill; which was referred to the Committee on Education and Labor

A BILL

To reauthorize part D of title II of the Elementary and Secondary Education Act of 1965.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Achievement Through
5 Technology and Innovation Act of 2009”.

6 **SEC. 2. ENHANCING EDUCATION THROUGH TECHNOLOGY.**

7 Part D of title II of the Elementary and Secondary
8 Education Act of 1965 (20 U.S.C. 6751 et seq.) is amend-
9 ed to read as follows:

4 “(a) FINDINGS.—The Congress makes the following
5 findings:

“(2) A 2007 Department of Education random control study found that students using selected reading and math software achieved at least as well as those in the control classrooms using other methods and curriculum, ‘students were more likely to engage in individual practice and teachers were more likely to facilitate student learning rather than lecture’, and nearly all teachers indicated that they would want to use the technology again. These findings came in only the first year of implementation, with less than recommended time using the software, and with half of teachers indicating their need for more related professional development.

1 “(3) Increased professional development oppor-
2 tunities are needed if teachers are to be highly quali-
3 fied and effective in a 21st century classroom with
4 today’s digital native students, including in the use
5 of learning technologies to deliver innovative instruc-
6 tion and curriculum and to use data to inform in-
7 struction.

8 “(4) Scientifically based research, conducted
9 with Federal funding, demonstrates that systemic
10 reform initiatives centered around technology have
11 shown great promise in improving teaching and
12 learning, including the following:

13 “(A) In Utah, Missouri, and Maine, the
14 eMINTS program provides schools and teachers
15 with educational technology tools, curriculum,
16 and over 200 hours of professional development
17 to change how teachers teach and students
18 learn. In classrooms in the same school (one
19 with eMINTS and one without), the student
20 achievement of students in the eMINTS class-
21 room was repeatedly over 10 percent higher
22 than the control classroom.

23 “(B) In West Virginia, students receiving
24 access to on-line foreign language courses per-
25 formed at least as well as those in face-to-face

1 versions of the classes, providing comparable
2 high quality instruction for those in rural areas
3 who otherwise would not have access to such
4 courses.

5 “(C) In Michigan’s Freedom to Learn
6 technology program, 8th grade math achieve-
7 ment increased from 31 percent in 2004 to 63
8 percent in 2005 in one middle school, and
9 science achievement increased from 68 percent
10 of students proficient in 2003 to 80 percent in
11 2004.

12 “(D) In Texas, the Technology Immersion
13 Pilot, implemented in middle schools, dem-
14 onstrated that discipline referrals went down by
15 over ½ with the changes in teaching and learn-
16 ing; while in one school, 6th grade standardized
17 math scores increased by 5 percent, 7th grade
18 by 42 percent, and 8th grade by 24 percent.

19 “(E) In Iowa, after connecting teachers
20 with sustainable professional development and
21 technology-based curriculum interventions, stu-
22 dent scores increased by 14 points in 8th grade
23 math, 16 points in 4th grade math, and 13
24 points in 4th grade reading compared with con-
25 trol groups.

1 “(5) Technology and e-learning in our schools
2 are necessary to meet our science, technology, engi-
3 neering and mathematics education needs and pro-
4 vide students with 21st century skills, including
5 technology literacy, information literacy, communica-
6 tion, problem solving, and the ability for self-directed
7 lifelong learning.

8 “(6) A 2003 Department of Commerce report
9 credits United States industry’s investments in in-
10 formation technology between 1989–2001 with pro-
11 ducing positive and probably lasting changes in the
12 Nation’s economic potential, but finds education in
13 the United States last in intensity of information
14 technology of 55 industry sectors.

15 “(7) Many schools in the United States lack the
16 resources necessary for the 21st century classroom
17 and to meet the needs and expectations of today’s
18 digital native students, including software, digital
19 content, broadband and other technologies.

20 “(8) According to the Department of Edu-
21 cation’s National Educational Technology Trends
22 Study (NETTS 2007), insufficient or outdated tech-
23 nology presented a substantial barrier to technology
24 use for teaching and learning for more than 40 per-
25 cent of students, while lack of support specialists

1 was a barrier to technology use for more than 50
2 percent of students.

3 “(9) Federal leadership and investment is need-
4 ed to serve as a catalyst for State and local edu-
5 cation initiatives aimed at school innovation and im-
6 proved student achievement through leveraging edu-
7 cational technologies. According to the Department
8 of Education’s National Educational Technology
9 Trends Study (NETTS 2007), because funds gen-
10 erated locally through bonds or taxes frequently have
11 legal restrictions requiring them to be spent on
12 hardware and connectivity purchases only, Federal
13 and State funds supporting the use of technology re-
14 sources fill a critical gap.

15 “(b) PURPOSES.—The purposes of this part are the
16 following:

17 “(1) To ensure that through technology every
18 student has access to individualized, rigorous, and
19 relevant learning to meet the goals of the No Child
20 Left Behind Act of 2001 and to prepare all students
21 and the United States for the 21st century.

22 “(2) To evaluate, build upon and increase the
23 use of research-based and innovative systemic school
24 reforms that center on the use of technology and

1 lead to school improvement and increase student
2 achievement.

3 “(3) To increase on-going, meaningful profes-
4 sional development around technology that leads to
5 changes in teaching and curriculum, and which im-
6 proves student achievement, including but not lim-
7 ited to core curricular subjects, and student tech-
8 nology literacy.

9 “(c) GOALS.—The goals of this part are the fol-
10 lowing:

11 “(1) To improve student academic achievement
12 on State academic standards through the use of pro-
13 fessional development, research-based and innovative
14 systemic school reforms, and other technology uses
15 and applications.

16 “(2) To improve teacher professional develop-
17 ment to ensure every teacher and administrator is
18 technologically literate, including possessing the
19 knowledge and skills to use technology across the
20 curriculum, to use technology and curriculum rede-
21 sign as key components of changing teaching and
22 learning and improving student achievement, to use
23 technology for data analysis to enable individualized
24 instruction, and to use technology to improve stu-
25 dent technology literacy.

1 “(3) To ensure that every student is techno-
2 logically literate by graduation, regardless of the stu-
3 dent’s race, ethnicity, gender, family income, geo-
4 graphic location, or disability.

5 “(4) To improve student engagement, oppor-
6 tunity, attendance, graduation rates, and technology
7 access through enhanced or redesigned curriculum
8 or instruction.

9 “(5) To more effectively use data to inform in-
10 struction, address individualized student needs, and
11 support school decision making.

12 “(6) To improve the efficiency and productivity
13 of the classroom and school enterprise toward the ul-
14 timate purposes of improving student achievement.

15 **“SEC. 2402. DEFINITION.**

16 “In this part, the term ‘student technology literacy’
17 means student knowledge and skills in using contemporary
18 information, communication and learning technologies in
19 a manner necessary for successful life-long learning and
20 citizenship in the knowledge-based, digital, and global 21st
21 century, which includes the abilities to effectively commu-
22 nicate and collaborate; to analyze and solve problems; to
23 access, evaluate, manage and create information and oth-
24 erwise gain information literacy; and to do so in a safe
25 and ethical manner.

1 **“SEC. 2403. AUTHORIZATION OF APPROPRIATIONS.**

2 “(a) IN GENERAL.—There are authorized to be ap-
3 propriated to carry out this part, \$1,000,000,000 for fiscal
4 year 2010, and such sums as may be necessary for each
5 of the 5 succeeding fiscal years.

6 “(b) ALLOCATION OF FUNDS BETWEEN STATE AND
7 LOCAL AND NATIONAL INITIATIVES.—Allocation of funds
8 between State and local and national initiatives—the
9 amount of funds made available under subsection (a) for
10 a fiscal year shall be allocated so that—

11 “(1) the lesser of 3 percent or \$10,000,000 is
12 made available to carry out subpart 2, including not
13 more than \$2,000,000 annually to carry out section
14 2421(a); and

15 “(2) the remainder of funds is made available
16 to carry out subpart 1.

17 “(c) LIMITATION.—

18 “(1) Of the amount of funds made available to
19 a local educational agency under this part for a fis-
20 cal year, not more than 5 percent may be used by
21 the recipient for administrative costs or technical as-
22 sistance, of which not more than 60 percent may be
23 used by the recipient for administrative costs.

24 “(2) Of the amount of funds made available to
25 a State local educational agency under section
26 2412(a)(1) for administrative costs and technical as-

1 sistance, nor more than 60 percent may be used by
2 the recipient for administrative costs.

3 “(3) The funds made available to carry-out ac-
4 tivities under section 2421(a) shall be used solely to
5 develop the National Education Technology Plan
6 and not transferred or otherwise used for any other
7 purpose.

8 “SUBPART 1—STATE AND LOCAL GRANTS

9 **“SEC. 2411. ALLOTMENT AND REALLOTMENT.**

10 “(a) RESERVATIONS AND ALLOTMENT.—From the
11 amount made available to carry out this part under section
12 2403(b)(2) for a fiscal year—

13 “(1) the Secretary shall reserve—

14 “(A) three-fourths of 1 percent for the
15 Secretary of the Interior for programs under
16 this subpart for schools operated or funded by
17 the Bureau of Indian Affairs; and

18 “(B) one-half of 1 percent to provide as-
19 sistance under this subpart to the outlying
20 areas; and

21 “(2) from the remainder of such amount and
22 subject to subsection (b), the Secretary shall make
23 grants by allotting to each eligible State educational
24 agency under this subpart an amount that bears the
25 same relationship to such remainder for such year as

1 the amount received under part A of title I for such
2 year by such State educational agency bears to the
3 amount received under such part for such year by all
4 State educational agencies.

5 “(b) MINIMUM ALLOTMENT.—The amount of any
6 State educational agency’s allotment under subsection
7 (a)(2) for any fiscal year may not be less than one-half
8 of 1 percent of the amount made available for allotments
9 to States under this part for such year.

10 “(c) REALLOTMENT OF UNUSED FUNDS.—If any
11 State educational agency does not apply for an allotment
12 under this subpart for a fiscal year, or does not use its
13 entire allotment under this subpart for that fiscal year,
14 the Secretary shall reallocate the amount of the State edu-
15 cational agency’s allotment, or the unused portion of the
16 allotment, to the remaining State educational agencies
17 that use their entire allotments under this subpart in ac-
18 cordance with this section.

19 “(d) STATE EDUCATIONAL AGENCY DEFINED.—In
20 this section, the term ‘State educational agency’ does not
21 include an agency of an outlying area or the Bureau of
22 Indian Affairs.

1 **“SEC. 2412. USE OF ALLOTMENT BY STATE.**

2 “(a) IN GENERAL.—Of the amount provided to a
3 State educational agency from the agency’s allotment
4 under section 2411(a)(2) for a fiscal year—

5 “(1) the State educational agency may use the
6 greater of \$100,000 or 5 percent to carry out activi-
7 ties under section 2414(a);

8 “(2) the State educational agency may use the
9 greater of \$50,000 or 2.5 percent to carry out activi-
10 ties under section 2414(b); and

11 “(3) the State educational agency shall dis-
12 tribute the remainder as follows:

13 “(A) 60 percent shall be used to award
14 subgrants to local educational agencies for im-
15 proving teaching and learning through tech-
16 nology pursuant to section 2415(c) by allo-
17 cating to each eligible local educational agency
18 that has submitted an application to the State
19 educational agency under such section, for the
20 activities described in section 2416(b), an
21 amount that bears the same relationship to 50
22 percent of the remainder for such year as the
23 amount received under part A of title I for such
24 year by such local educational agency bears to
25 the amount received under such part for such

1 year by all local educational agencies within the
2 State.

3 “(B) 40 percent shall be used to award
4 systemic school reform through technology inte-
5 gration subgrants pursuant to section 2416(a),
6 through a State-determined competitive process,
7 to eligible local educational agencies that have
8 submitted applications to the State educational
9 agency under section 2415(b).

10 “(b) SUFFICIENT AMOUNTS.—

11 “(1) SPECIAL RULE.—In awarding subgrants
12 under subsection (a)(3)(B), the State educational
13 agency shall—

14 “(A) ensure grants are of sufficient size
15 and scope to be effective, consistent with the
16 purposes of this part;

17 “(B) ensure grants are of sufficient dura-
18 tion to be effective, consistent with the purposes
19 of this part, including by awarding grants that
20 will run for at least 2 years and may be re-
21 newed for up to a total of five years;

22 “(C) give preference in the awarding of
23 grants to eligible local educational agencies that
24 include schools in need of improvement as iden-
25 tified under section 1116, including those with

1 high populations of students with limited
2 English proficiency or students with disabilities;
3 and

4 “(D) ensure an equitable distribution of
5 assistance under this subpart among urban and
6 rural areas of the State, according to the dem-
7 onstrated need of those local educational agen-
8 cies serving the areas.

9 “(2) MINIMUM ALLOTMENT.—The amount of
10 any local educational agency’s allotment under sub-
11 section (a)(3)(A) for any fiscal year may not be less
12 than \$3,000.

13 “(c) REALLOTMENT OF UNUSED FUNDS.—If any
14 local educational agency does not apply for an allotment
15 under this subpart for a fiscal year, or does not use its
16 entire allotment under this subpart for that fiscal year,
17 the State shall reallocate the amount of the local educational
18 agency’s allotment, or the unused portion of the allotment,
19 to the remaining local educational agencies that use their
20 entire allotments under this subpart in accordance with
21 this section.

22 **“SEC. 2413. STATE APPLICATIONS.**

23 “(a) IN GENERAL.—To be eligible to receive a grant
24 under this subpart, a State educational agency shall sub-
25 mit to the Secretary, at such time and in such manner

1 as the Secretary may specify, an application containing
2 the contents described in subsection (b) and such other
3 information as the Secretary may reasonably require.

4 “(b) CONTENTS.—Each State application submitted
5 under subsection (a) shall include each of the following:

6 “(1) A description of how the State will support
7 local grant recipients in meeting, and help improve
8 their capacity to meet, the purposes, goals, and re-
9 quirements of this part, including through technical
10 assistance.

11 “(2) A description of the State’s long-term
12 goals and strategies for improving student academic
13 achievement, including core curricular areas and
14 technology literacy, through the effective use of tech-
15 nology in classrooms and schools throughout the
16 State.

17 “(3) A description of the priority areas on
18 which the State will focus its guidance, technical as-
19 sistance, and other local support under this part, as
20 identified by the State from among the core content
21 areas, grade levels, and student subgroup popu-
22 lations that may be causing the most number of
23 local educational agencies in the State to not make
24 adequate yearly progress (as described in section
25 1111).

1 “(4) A description of how the State will support
2 local grant recipients in implementing, and help im-
3 prove their capacity to implement, professional de-
4 velopment programs pursuant to section
5 2416(b)(1)(A).

6 “(5) A description of how the State will ensure
7 that teachers, paraprofessionals, library and media
8 personnel, and administrators in the State are tech-
9 nologically literate.

10 “(6) A description of the process, activities, and
11 performance measures that the State educational
12 agency will use to evaluate the impact and effective-
13 ness of activities funded under this part as required
14 under section 2414(b).

15 “(7) Identification of the State challenging aca-
16 demic content standards and challenging student
17 academic achievement standards that the State will
18 use to ensure that each student is technology literate
19 by the end of the 8th grade (consistent with the def-
20 inition of student technology literacy in section
21 2402), and a description of how the State will assess
22 student performance in gaining technology literacy,
23 except that—

24 “(A) such assessment shall be used only to
25 track student technology literacy and not for

1 purposes of determining adequate yearly
2 progress under section 1111; and

3 “(B) nothing in this part shall be con-
4 strued as requiring a State to develop a sepa-
5 rate test to measure student technology literacy,
6 as assessment may be embedded in other State
7 tests or performance-based assessments port-
8 folios, or made through other valid and reliable
9 means.

10 “(8) An assurance that financial assistance pro-
11 vided under this subpart will supplement, and not
12 supplant, State and local funds.

13 “(9) A description of how the State educational
14 agency will, in providing technical and other assist-
15 ance to local educational agencies, give priority to
16 those identified by the State in the highest need of
17 assistance, including those with the highest percent-
18 age or number of students from families with in-
19 comes below the poverty line, students not achieving
20 at the State proficiency level with student popu-
21 lations identified under section 2412(b)(1)(C), or
22 schools identified as in need of improvement under
23 section 1116.

24 “(10) A description of how the State edu-
25 cational agency will ensure that each subgrant

1 awarded under section 2412(a) is of sufficient size,
 2 scope, and duration to be effective as required under
 3 section 2412(b), and that such subgrants are appro-
 4 priately targeted and equitably distributed as re-
 5 quired under section 2412(b) to carry out the pur-
 6 poses of this part effectively.

7 “(11) A description of how the State edu-
 8 cational agency consulted with local educational
 9 agencies in the development of the State application.

10 **“SEC. 2414. STATE ACTIVITIES.**

11 “(a) IN GENERAL.—From funds made available
 12 under section 2412(a)(1), a State educational agency—

13 “(1) shall—

14 “(A) identify the State challenging aca-
 15 demic content standards and challenging stu-
 16 dent academic achievement standards that the
 17 State will use to ensure that each student is
 18 technology literate by the end of the 8th grade
 19 (consistent with the definition of student tech-
 20 nology literacy in section 2402);

21 “(B) assess at least once by the end of the
 22 8th grade student performance in gaining tech-
 23 nology literacy consistent with subparagraph
 24 (A), including through embedding such assess-
 25 ment items in other State tests, performance-

1 based assessment portfolios, or through other
2 means, except that—

3 “(i) such assessments shall be used
4 only to track student technology literacy
5 and not for purposes of determining ade-
6 quate yearly progress under section 1111;
7 and

8 “(ii) nothing in this part shall be con-
9 strued as requiring a State to develop a
10 separate test to measure student tech-
11 nology literacy;

12 “(C) provide guidance, technical assistance
13 and other support in the priority areas identi-
14 fied by the State pursuant to section
15 2413(b)(3) to local educational agencies receiv-
16 ing grants of under \$10,000 under section
17 2412(a)(3)(A), with a priority given to those in
18 highest need of assistance pursuant to section
19 2413(b)(9);

20 “(D) provide technical assistance to local
21 educational agencies (with a priority given to
22 those identified by the State as being the most
23 in need of assistance, including those with the
24 highest percentage or number of students from
25 families with incomes below the poverty line,

1 students not achieving at the State proficiency
2 level, with student populations identified under
3 section 2412(b)(1)(C) and schools identified as
4 in need of improvement under section 1116)
5 in—

6 “(i) submitting applications for fund-
7 ing under this part;

8 “(ii) carrying out activities authorized
9 under section 2416, including implementa-
10 tion of systemic school reforms as de-
11 scribed in section 2415(b); and

12 “(iii) developing local educational
13 technology plans and integrating such
14 plans with their plans for improving stu-
15 dent achievement under sections 1111 and
16 1112 and, if applicable, section 1116; and

17 “(E) provide guidance, technical assist-
18 ance, and other support to local educational
19 agencies on their plans to update computers
20 and servers, including the types of
21 functionalities that elementary and secondary
22 schools should seek in purchasing new com-
23 puters and servers and the amount of time that
24 schools should use computers and servers before
25 replacing them; and

1 “(2) may carry out the following activities:

2 “(A) State leadership activities and tech-
3 nical assistance that assist recipients of funds
4 under this part in achieving the purposes and
5 goals of this part.

6 “(B) Assisting recipients of funds under
7 this part in the development and utilization of
8 research-based or innovative strategies for the
9 delivery of specialized or rigorous academic
10 courses and curricula through the use of tech-
11 nology, including distance learning technologies.

12 “(C) Assisting recipients of funds under
13 this subpart in providing sustained and inten-
14 sive, high-quality professional development pur-
15 suant to section 2416(b)(1)(A), including
16 through assistance in a review of relevant re-
17 search.

18 “(b) EVALUATION.—From funds made available
19 under section 2412(a)(2), a State educational agency shall
20 carry out one or more of the following activities:

21 “(1) Conducting scientifically based or other
22 rigorous research to evaluate the impact of one or
23 more programs or activities authorized under this
24 part in meeting the purposes and goals of this part.

1 “(2) Providing technical assistance to eligible
2 local educational agencies in carrying out evaluation
3 research activities as required under section
4 2416(a)(1).

5 “(3) Creating one or more evaluation research
6 protocols, designs, performance measurement sys-
7 tems or other tools to assist eligible local educational
8 agencies in carrying out evaluation activities as re-
9 quired under section 2416(a)(1).

10 “(4) Collecting and disseminating the findings
11 of the evaluation research carried out by eligible
12 local educational agencies under section 2416(a)(1).

13 **“SEC. 2415. LOCAL APPLICATIONS.**

14 “(a) IN GENERAL.—To be eligible to receive a
15 subgrant from a State educational agency under this sub-
16 part, a local educational agency, or consortium of local
17 educational agencies, shall submit to the State educational
18 agency an application containing a new or updated local
19 long-range strategic educational technology plan, and such
20 other information as the State educational agency may
21 reasonably require, at such time and in such manner as
22 the State educational agency may require, which shall in-
23 clude each of the following:

24 “(1) A description of how the applicant will
25 align and coordinate its use of funds under this part

1 to the district technology plan, to the district plans
2 and activities for improving student achievement, in-
3 cluding under sections 1111, 1112, and if applicable,
4 section 1116, and to funds available from other Fed-
5 eral, State and local sources.

6 “(2) An assurance that financial assistance pro-
7 vided under this subpart will supplement, and not
8 supplant other existing funds.

9 “(3) A description of plans to regularly replace
10 computers and servers that lack the functional capa-
11 bilities to process new online applications and serv-
12 ices, including video conferencing, video streaming,
13 virtual simulations, and distance learning courses.

14 “(4) Such other information as the State edu-
15 cational agency may reasonably require.

16 “(b) COMPETITIVE GRANTS FOR SYSTEMIC SCHOOL
17 REFORM THROUGH TECHNOLOGY INTEGRATION.—In ad-
18 dition to components included in subsection (a), eligible
19 local educational agencies or consortiums of local edu-
20 cational agencies submitting application for a grant under
21 section 2412(a)(3)(B) shall submit to the State edu-
22 cational agency an application containing the following:

23 “(1) A description of how the applicant will use
24 grant funds to implement systemic school reform,
25 which is a comprehensive set of programs, practices,

1 and technologies that collectively lead to school or
2 agency change and improvement, including in the
3 use of technology, and in improved student achieve-
4 ment and that incorporate all of the following ele-
5 ments:

6 “(A) Reform or redesign of curriculum, in-
7 struction, assessment, use of data, or other
8 school or classroom practices through the use of
9 technology, including to increase student learn-
10 ing opportunity, technology literacy, access, and
11 engagement.

12 “(B) Improve educator quality, knowledge,
13 and skills through on-going, sustainable, timely,
14 and contextual professional development pursu-
15 ant to section 2416(b)(1)(A).

16 “(C) Develop student technology literacy
17 and other skills necessary for 21st century
18 learning and success.

19 “(D) On-going use of formative assess-
20 ments and other timely data sources and data
21 systems to more effectively identify individual
22 student learning needs and guide personalized
23 instruction and learning and appropriate inter-
24 ventions that address those personalized stu-
25 dent learning needs.

1 “(E) Engagement of agency and school
2 leaders, as well as classroom educators.

3 “(F) Are either research-based, innovative,
4 or both, such that research-based systemic re-
5 forms are based on a review of the best avail-
6 able research evidence, and innovative systemic
7 reforms are based on development and use of
8 new reforms, programs, practices and tech-
9 nologies.

10 “(2) An assurance that the applicant will use at
11 least 25 percent of funds to implement a program of
12 professional development pursuant to section
13 2416(b)(1)(A).

14 “(3) A description of how the applicant will
15 evaluate the impact of one or more programs or ac-
16 tivities authorized under this part in meeting one or
17 more of the purposes and goals of this part.

18 “(c) FORMULA GRANTS FOR IMPROVING TEACHING
19 AND LEARNING THROUGH TECHNOLOGY.—In addition to
20 components included in subsection (a), eligible local edu-
21 cational agencies or consortiums of local educational agen-
22 cies that submit an application for a grant under section
23 2412(a)(3)(A) shall submit to the State educational agen-
24 cy an application containing the following:

1 “(1) An assurance that the applicant will use at
2 least 40 percent of funds for professional develop-
3 ment pursuant to section 2416(b)(1)(A) and for
4 technology tools, applications, and other resources
5 related specifically to such professional development
6 activities.

7 “(2) A description of how the applicant will im-
8 plement a program of professional development as
9 required under paragraph (1).

10 “(3) A description of how the local educational
11 agency will employ technology tools, applications,
12 and other resources in professional development and
13 to improve student learning and achievement in the
14 areas of priority identified by the local educational
15 agency pursuant to paragraph (4).

16 “(4) A description of the priority areas upon
17 which the local educational agency will focus its
18 grant funds under this part, such that such priority
19 areas shall be identified from among the core con-
20 tent areas, grade levels and student subgroup popu-
21 lations in which the most number of students are
22 not proficient.

23 “(d) COMBINED APPLICATIONS.—An eligible local
24 educational agency that submits an application to the
25 State educational agency for funds awarded under section

1 2412(a)(3)(B) may, upon notice to the State educational
 2 agency, submit a single application that will also be con-
 3 sidered by the State educational agency as an application
 4 for funds awarded under section 2412(a)(3)(A), if the ap-
 5 plication addresses each application requirement.

6 “(e) CONSORTIUM APPLICATIONS.—For any fiscal
 7 year, a local educational agency applying for financial as-
 8 sistance described in section 2412(a)(3) may apply as part
 9 of a consortium in which more than one local educational
 10 agencies jointly submits a grant application under this
 11 part.

12 **“SEC. 2416. LOCAL ACTIVITIES.**

13 “(a) COMPETITIVE GRANTS FOR SYSTEMIC SCHOOL
 14 REFORM THROUGH TECHNOLOGY INTEGRATION.—From
 15 funds made available to a local educational agency under
 16 section 2412(a)(3)(B), the local educational agency—

17 “(1) shall use at least 5 percent of funds to
 18 evaluate the impact of one or more programs or ac-
 19 tivities carried out under this grant in meeting one
 20 or more of the purposes and goals of this part as ap-
 21 proved by the State educational agency as part of
 22 the local application as described under section
 23 2415(b)(4);

1 “(2) shall use the remaining funds to imple-
2 ment a plan for systemic school reform pursuant to
3 section 2415(b)(1), including—

4 “(A) using at least 25 percent of funds to
5 improve teacher quality and skills through sup-
6 port for—

7 “(i) professional development activi-
8 ties described in subsection (b)(1)(A); and

9 “(ii) the acquisition and implementa-
10 tion of technology tools, applications and
11 other resources to be employed in the pro-
12 fessional development activities described
13 in paragraphs (i);

14 “(B) acquiring and effectively imple-
15 menting technology tools, applications and other
16 resources in conjunction with enhancing or re-
17 designing the curriculum or instruction in order
18 to—

19 “(i) increase student learning oppor-
20 tunity or access, student engagement in
21 learning, or student attendance or gradua-
22 tion rates;

23 “(ii) improve student achievement in
24 one or more of the core academic subject
25 areas; and

1 “(iii) improve student technology lit-
2 eracy; and

3 “(C) acquiring and effectively imple-
4 menting technology tools, applications, and
5 other resources to—

6 “(i) conduct on-going formative as-
7 sessment and use other timely data sources
8 and data systems to more effectively iden-
9 tify individual students learning needs and
10 guide personalized instruction, learning
11 and appropriate interventions that address
12 those personalized student learning needs;

13 “(ii) support individualized student
14 learning, including through instructional
15 software and digital content that supports
16 the learning needs of each student, or
17 through providing access to high-quality
18 courses and instructors, including math,
19 science and foreign language courses, often
20 not available except through technology
21 and online learning, especially in rural and
22 high-poverty schools; and

23 “(iii) such other activities as appro-
24 priate consistent with the goals and pur-
25 poses of research-based and innovative sys-

1 temic school reform, including to increase
 2 parental involvement through improved
 3 communication with teachers and access to
 4 student assignments and grades.

5 “(b) FORMULA GRANTS FOR IMPROVING TEACHING
 6 AND LEARNING THROUGH TECHNOLOGY.—From funds
 7 made available to a local educational agency under section
 8 2412(a)(3)(A), the local educational agency shall carry out
 9 activities to improve student learning, technology literacy,
 10 and achievement in the area of priority identified by the
 11 State under section 2413(b)(1), including the following:

12 “(1) Use of at least 40 percent of such funds
 13 for professional development to improve teacher
 14 quality and skills through support for—

15 “(A) training of teachers, paraprofes-
 16 sionals, library and media personnel, and ad-
 17 ministrators that—

18 “(i) shall include the development, ac-
 19 quisition or delivery of—

20 “(I) training that is on-going,
 21 sustainable, timely, and directly re-
 22 lated to current teaching content
 23 areas;

24 “(II) training in strategies and
 25 pedagogy in the core curriculum areas

1 that involve use of technology and
2 curriculum redesign as key compo-
3 nents of changing teaching and learn-
4 ing and improving student achieve-
5 ment;

6 “(III) training in the use of tech-
7 nology to ensure every educator is
8 technologically literate, including pos-
9 sessing the knowledge and skills to
10 use technology across the curriculum,
11 to use technology and curriculum re-
12 design as key components of inno-
13 vating teaching and learning and im-
14 proving student achievement, to use
15 technology for data analysis to enable
16 individualized instruction, and to use
17 technology to improve student tech-
18 nology literacy; and

19 “(IV) training that includes on-
20 going communication and follow-up
21 with instructors, facilitators, and
22 peers; and

23 “(ii) may include—

24 “(I) use of instructional tech-
25 nology specialists, mentors or coaches

1 to work directly with teachers, includ-
2 ing through the preparing of one or
3 more teachers as technology leaders or
4 master teachers who are provided with
5 the means to serve as experts and
6 train other teachers in the effective
7 use of technology; and

8 “(II) use of technology such as
9 distance learning and online virtual
10 educator-to-educator peer commu-
11 nities as a means for delivering pro-
12 fessional development; and

13 “(B) the acquisition and implementation of
14 technology tools, applications, and other re-
15 sources to be employed in the professional de-
16 velopment activities described in subparagraph
17 (A).

18 “(2) Use of the remaining funds to acquire or
19 implement technology tools, applications and other
20 resources to improve student learning, technology lit-
21 eracy and achievement in the areas of priority iden-
22 tified by the local educational agency, including one
23 or more of the following:

24 “(A) Conducting on-going formative as-
25 sessment and using other timely data sources

1 and data systems to more effectively identify in-
2 dividual students learning needs and guide per-
3 sonalized instruction, learning and appropriate
4 interventions that address those personalized
5 student learning needs.

6 “(B) Supporting individualized student
7 learning, including through instructional soft-
8 ware and digital content that supports the
9 learning needs of each student, or through pro-
10 viding access to high-quality courses and in-
11 structors including math, science and foreign
12 language courses.

13 “(C) Increasing parental involvement
14 through improved communication with teachers
15 and access to student assignments and grades.

16 “(D) Enhancing accountability, instruction
17 and data-driven decision making through data
18 systems that allow for management, analysis
19 and disaggregating of student, teacher and
20 school data.

21 “(E) Such other activities as appropriate
22 consistent with the goals and purposes of this
23 part.

24 “(c) MULTIPLE GRANTS.—Local educational agen-
25 cies receiving grant awards under section 2412(a)(3)(A)

1 and section 2412(a)(3)(B) may use all such funds for ac-
2 tivities authorized under subsection (a).

3 “SUBPART 2—NATIONAL ACTIVITIES

4 “SEC. 2421. NATIONAL ACTIVITIES.

5 “From the amount made available to carry out na-
6 tional activities under section 2403(b)(1), the Secretary
7 shall carry out the following activities:

8 “(1) NATIONAL STUDY.—The Secretary shall
9 annually conduct a national study on student tech-
10 nology literacy to determine the extent to which stu-
11 dents have gained technology literacy, as defined in
12 section 2402 by the end of the 8th grade. In con-
13 ducting the study, the Secretary shall—

14 “(A) consult first with experts and stake-
15 holders, including educators and education lead-
16 ers, education technology experts from edu-
17 cation and industry, and the business and high-
18 er education communities seeking high school
19 graduates with these skills; and

20 “(B) employ a random stratified sample
21 methodology of student technology literacy per-
22 formance using an existing assessment instru-
23 ment.

24 “(2) NATIONAL EDUCATION TECHNOLOGY
25 PLAN.—The Secretary shall update at least once

1 every five years the National Education Technology
2 Plan to promote understanding and awareness of the
3 role of technology and e-learning in meeting the Na-
4 tion's education goals and needs.

5 “(3) OTHER NATIONAL ACTIVITIES.—From the
6 remaining funds, the Secretary shall carry out one
7 or more of the following activities:

8 “(A) Supporting efforts to increase student
9 technology literacy as defined in section 2402.

10 “(B) Supporting and disseminating re-
11 search to examine and identify the conditions
12 and practices that support the effective use of
13 technology in education to improve teaching,
14 learning, teacher quality, student achievement,
15 student technology literacy, and the efficiency
16 and productivity of the education enterprise.

17 “(C) Supporting efforts to increase the ca-
18 pacity of State and local education officials to
19 budget for technology acquisition and imple-
20 mentation, including taking into account the
21 long-term costs, how technology investments
22 could increase effectiveness and efficiencies that
23 ultimately save other educational costs or pro-
24 vide improved outcomes, and how spending for
25 technology in education should be considered in

1 a comprehensive cost-benefit analysis and not
2 simply as a supplemental expense.

3 “(D) Supporting staff at the Department
4 of Education and other Federal agencies in
5 their understanding of education technology, its
6 role in Federal education programs, and how
7 Federal grantees can be supported in inte-
8 grating education technologies into their pro-
9 grams as appropriate.

10 “(E) Convening stakeholders in an effort
11 to outline and support a national research and
12 development agenda aimed at supporting pub-
13 lic-private partnerships to leverage evolving
14 technologies to meet evolving educational needs.

15 “(F) Convening practitioners and leaders
16 from local and State education, business and in-
17 dustry, higher education, and other stakeholder
18 communities to carry out the activities de-
19 scribed in this paragraph, including convening
20 an annual forum on classroom technology best
21 practices, and to otherwise address challenges
22 and opportunities in the use of technology to
23 improve teaching, learning, teacher quality, stu-
24 dent achievement, student technology literacy,
25 the efficiency and productivity of the education

- 1 enterprise and to otherwise support school inno-
- 2 vation and the Nation's competitiveness.”.

