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(Original Signature of Member)

110TH CONGRESS
1ST SESSION

H. R.

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

IN THE HOUSE OF REPRESENTATIVES

Ms. ROYBAL-ALLARD (for herself and Mr. HINOJOSA) introduced the following bill; which was referred to the Committee on

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 2007”.

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

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

5 “PART D—ENHANCING EDUCATION THROUGH
6 TECHNOLOGY

7 **“SEC. 2401. FINDINGS, PURPOSES, AND GOALS.**

8 “(a) FINDINGS.—The Congress makes the following
9 findings:

10 “(1) Learning technologies are critical in our
11 schools to meet the goals of the No Child Left Be-
12 hind Act of 2001 of raising student achievement,
13 closing the achievement gap and ensuring high qual-
14 ity teaching, and to ensure that our Nation’s stu-
15 dents are prepared to compete in the 21st Century
16 knowledge-based global economy.

17 “(2) A 2007 Department of Education random
18 control study found that students using selected
19 reading and math software achieved at least as well
20 as those in the control classrooms using other meth-
21 ods and curriculum, ‘students were more likely to
22 engage in individual practice and teachers were more
23 likely to facilitate student learning rather than lec-
24 ture’, and nearly all teachers indicated that they
25 would want to use the technology again. These find-
26 ings came in only the first year of implementation,

1 with less than recommended time using the software,
2 and with half of teachers indicating their need for
3 more related professional development.

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

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

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

1 “(B) In West Virginia, students receiving
2 access to on-line foreign language courses per-
3 formed at least as well as those in face-to-face
4 versions of the classes, providing comparable
5 high quality instruction for those in rural areas
6 who otherwise would not have access to such
7 courses.

8 “(C) In Michigan’s Freedom to Learn
9 technology program, 8th grade math achieve-
10 ment increased from 31 percent in 2004 to 63
11 percent in 2005 in one middle school, and
12 science achievement increased from 68 percent
13 of students proficient in 2003 to 80 percent in
14 2004.

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

22 “(E) In Iowa, after connecting teachers
23 with sustainable professional development and
24 technology-based curriculum interventions, stu-
25 dent scores increased by 14 points in 8th grade

1 math, 16 points in 4th grade math, and 13
2 points in 4th grade reading compared with con-
3 trol groups.

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

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

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

23 “(8) According to the Department of Edu-
24 cation’s National Educational Technology Trends
25 Study (NETTS 2007), insufficient or outdated tech-

1 nology presented a substantial barrier to technology
2 use for teaching and learning for more than 40 per-
3 cent of students, while lack of support specialists
4 was a barrier to technology use for more than 50
5 percent of students.

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

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

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

1 “(2) To evaluate, build upon and increase the
2 use of research-based and innovative systemic school
3 reforms that center on the use of technology and
4 lead to school improvement and increase student
5 achievement.

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

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

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

19 “(2) To improve teacher professional develop-
20 ment to ensure every teacher and administrator is
21 technologically literate, including possessing the
22 knowledge and skills to use technology across the
23 curriculum, to use technology and curriculum rede-
24 sign as key components of changing teaching and
25 learning and improving student achievement, to use

1 technology for data analysis to enable individualized
2 instruction, and to use technology to improve stu-
3 dent technology literacy.

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

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

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

15 “(6) To improve the efficiency and productivity
16 of the classroom and school enterprise toward the ul-
17 timate purposes of improving student achievement.

18 **“SEC. 2402. DEFINITION.**

19 “In this part, the term ‘student technology literacy’
20 means student knowledge and skills in using contemporary
21 information, communication and learning technologies in
22 a manner necessary for successful life-long learning and
23 citizenship in the knowledge-based, digital, and global 21st
24 century, which includes the abilities to effectively commu-
25 nicate and collaborate; to analyze and solve problems; to

1 access, evaluate, manage and create information and oth-
2 erwise gain information literacy; and to do so in a safe
3 and ethical manner.

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

5 “(a) IN GENERAL.—There are authorized to be ap-
6 propriated to carry out this part, \$1,000,000,000 for fiscal
7 year 2008, and such sums as may be necessary for each
8 of the 5 succeeding fiscal years.

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

14 “(1) the lesser of 3 percent or \$10,000,000 is
15 made available to carry out subpart 2, including not
16 more than \$2,000,000 annually to carry out section
17 2421(a); and

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

20 “(c) LIMITATION.—

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

1 sistance, of which not more than 60 percent may be
2 used by the recipient for administrative costs.

3 “(2) Of the amount of funds made available to
4 a State local educational agency under section
5 2412(a)(1) for administrative costs and technical as-
6 sistance, nor more than 60 percent may be used by
7 the recipient for administrative costs.

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

13 “SUBPART 1—STATE AND LOCAL GRANTS

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

15 “(a) RESERVATIONS AND ALLOTMENT.—From the
16 amount made available to carry out this part under section
17 2403(b)(2) for a fiscal year—

18 “(1) the Secretary shall reserve—

19 “(A) three-fourths of 1 percent for the
20 Secretary of the Interior for programs under
21 this subpart for schools operated or funded by
22 the Bureau of Indian Affairs;

23 “(B) one-half of 1 percent to provide as-
24 sistance under this subpart to the outlying
25 areas; and

1 “(2) from the remainder of such amount and
2 subject to subsection (b), the Secretary shall make
3 grants by allotting to each eligible State educational
4 agency under this subpart an amount that bears the
5 same relationship to such remainder for such year as
6 the amount received under part A of title I for such
7 year by such State educational agency bears to the
8 amount received under such part for such year by all
9 State educational agencies.

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

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

24 “(d) STATE EDUCATIONAL AGENCY DEFINED.—In
25 this section, the term ‘State educational agency’ does not

1 include an agency of an outlying area or the Bureau of
2 Indian Affairs.

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

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

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

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

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

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

1 year by such local educational agency bears to
2 the amount received under such part for such
3 year by all local educational agencies within the
4 State.

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

12 “(b) SUFFICIENT AMOUNTS.—

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

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

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

24 “(C) give preference in the awarding of
25 grants to eligible local educational agencies that

1 include schools in need of improvement as iden-
2 tified under section 1116, including those with
3 high populations of students with limited
4 English proficiency or students with disabilities;
5 and

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

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

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

1 **“SEC. 2413. STATE APPLICATIONS.**

2 “(a) IN GENERAL.—To be eligible to receive a grant
3 under this subpart, a State educational agency shall sub-
4 mit to the Secretary, at such time and in such manner
5 as the Secretary may specify, an application containing
6 the contents described in subsection (b) and such other
7 information as the Secretary may reasonably require.

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

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

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

21 “(3) A description of the priority areas on
22 which the State will focus its guidance, technical as-
23 sistance, and other local support under this part, as
24 identified by the State from among the core content
25 areas, grade levels, and student subgroup popu-
26 lations that may be causing the most number of

1 local educational agencies in the State to not make
2 adequate yearly progress (as described in section
3 1111).

4 “(4) A description of how the State will support
5 local grant recipients in implementing, and help im-
6 prove their capacity to implement, professional de-
7 velopment programs pursuant to section
8 2416(b)(1)(A).

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

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

18 “(7) Identification of the State challenging aca-
19 demic content standards and challenging student
20 academic achievement standards that the State will
21 use to ensure that each student is technology literate
22 by the end of the 8th grade (consistent with the def-
23 inition of student technology literacy in section
24 2402), and a description of how the State will assess

1 student performance in gaining technology literacy,
2 except that—

3 “(A) such assessment shall be used only to
4 track student technology literacy and not for
5 purposes of determining adequate yearly
6 progress under section 1111; and

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

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

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

1 schools identified as in need of improvement under
2 section 1116.

3 “(10) A description of how the State edu-
4 cational agency will ensure that each subgrant
5 awarded under section 2412(a) is of sufficient size,
6 scope, and duration to be effective as required under
7 section 2412(b), and that such subgrants are appro-
8 priately targeted and equitably distributed as re-
9 quired under section 2412(b) to carry out the pur-
10 poses of this part effectively.

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

14 **“SEC. 2414. STATE ACTIVITIES.**

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

17 “(1) shall—

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

1 “(B) assess at least once by the end of the
2 8th grade student performance in gaining tech-
3 nology literacy consistent with subparagraph
4 (A), including through embedding such assess-
5 ment items in other State tests, performance-
6 based assessment portfolios, or through other
7 means, except that—

8 “(i) such assessments shall be used
9 only to track student technology literacy
10 and not for purposes of determining ade-
11 quate yearly progress under section 1111;
12 and

13 “(ii) nothing in this part shall be con-
14 strued as requiring a State to develop a
15 separate test to measure student tech-
16 nology literacy;

17 “(C) provide guidance, technical assistance
18 and other support in the priority areas identi-
19 fied by the State pursuant to section
20 2413(b)(3) to local educational agencies receiv-
21 ing grants of under \$10,000 under section
22 2412(a)(3)(A), with a priority given to those in
23 highest need of assistance pursuant to section
24 2413(b)(9);

1 “(D) provide technical assistance to local
2 educational agencies (with a priority given to
3 those identified by the State as being the most
4 in need of assistance, including those with the
5 highest percentage or number of students from
6 families with incomes below the poverty line,
7 students not achieving at the State proficiency
8 level, with student populations identified under
9 section 2412(b)(1)(C) and schools identified as
10 in need of improvement under section 1116)
11 in—

12 “(i) submitting applications for fund-
13 ing under this part;

14 “(ii) carrying out activities authorized
15 under section 2416, including implementa-
16 tion of systemic school reforms as de-
17 scribed in section 2415(b);

18 “(iii) developing local educational
19 technology plans and integrating such
20 plans with their plans for improving stu-
21 dent achievement under sections 1111 and
22 1112 and, if applicable, section 1116; and

23 “(E) provide guidance, technical assist-
24 ance, and other support to local educational
25 agencies on their plans to update computers

1 and servers, including the types of
2 functionalities that elementary and secondary
3 schools should seek in purchasing new com-
4 puters and servers and the amount of time that
5 schools should use computers and servers before
6 replacing them; and

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

8 “(A) State leadership activities and tech-
9 nical assistance that assist recipients of funds
10 under this part in achieving the purposes and
11 goals of this part.

12 “(B) Assisting recipients of funds under
13 this part in the development and utilization of
14 research-based or innovative strategies for the
15 delivery of specialized or rigorous academic
16 courses and curricula through the use of tech-
17 nology, including distance learning technologies.

18 “(C) Assisting recipients of funds under
19 this subpart in providing sustained and inten-
20 sive, high-quality professional development pur-
21 suant to section 2416(b)(1)(A), including
22 through assistance in a review of relevant re-
23 search.

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

4 “(1) Conducting scientifically-based or other
5 rigorous research to evaluate the impact of one or
6 more programs or activities authorized under this
7 part in meeting the purposes and goals of this part.

8 “(2) Providing technical assistance to eligible
9 local educational agencies in carrying out evaluation
10 research activities as required under section
11 2416(a)(1).

12 “(3) Creating one or more evaluation research
13 protocols, designs, performance measurement sys-
14 tems or other tools to assist eligible local educational
15 agencies in carrying out evaluation activities as re-
16 quired under section 2416(a)(1).

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

20 **“SEC. 2415. LOCAL APPLICATIONS.**

21 “(a) IN GENERAL.—To be eligible to receive a
22 subgrant from a State educational agency under this sub-
23 part, a local educational agency, or consortium of local
24 educational agencies, shall submit to the State educational
25 agency an application containing a new or updated local

1 long-range strategic educational technology plan, and such
2 other information as the State educational agency may
3 reasonably require, at such time and in such manner as
4 the State educational agency may require, which shall in-
5 clude each of the following:

6 “(1) A description of how the applicant will
7 align and coordinate its use of funds under this part
8 to the district technology plan, to the district plans
9 and activities for improving student achievement, in-
10 cluding under sections 1111, 1112, and if applicable,
11 section 1116, and to funds available from other Fed-
12 eral, State and local sources.

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

16 “(3) A description of plans to regularly replace
17 computers and servers that lack the functional capa-
18 bilities to process new online applications and serv-
19 ices, including video conferencing, video streaming,
20 virtual simulations, and distance learning courses.

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

23 “(b) COMPETITIVE GRANTS FOR SYSTEMIC SCHOOL
24 REFORM THROUGH TECHNOLOGY INTEGRATION.—In ad-
25 dition to components included in subsection (a), eligible

1 local educational agencies or consortiums of local edu-
2 cational agencies submitting application for a grant under
3 section 2412(a)(3)(B) shall submit to the State edu-
4 cational agency an application containing the following:

5 “(1) A description of how the applicant will use
6 grant funds to implement systemic school reform,
7 which is a comprehensive set of programs, practices,
8 and technologies that collectively lead to school or
9 agency change and improvement, including in the
10 use of technology, and in improved student achieve-
11 ment and that incorporate all of the following ele-
12 ments:

13 “(A) Reform or redesign of curriculum, in-
14 struction, assessment, use of data, or other
15 school or classroom practices through the use of
16 technology, including to increase student learn-
17 ing opportunity, technology literacy, access, and
18 engagement.

19 “(B) Improve educator quality, knowledge,
20 and skills through on-going, sustainable, timely,
21 and contextual professional development pursu-
22 ant to section 2416(b)(1)(A).

23 “(C) Develop student technology literacy
24 and other skills necessary for 21st century
25 learning and success.

1 “(D) On-going use of formative assess-
2 ments and other timely data sources and data
3 systems to more effectively identify individual
4 student learning needs and guide personalized
5 instruction and learning and appropriate inter-
6 ventions that address those personalized stu-
7 dent learning needs.

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

10 “(F) Are either research-based, innovative,
11 or both, such that research-based systemic re-
12 forms are based on a review of the best avail-
13 able research evidence, and innovative systemic
14 reforms are based on development and use of
15 new reforms, programs, practices and tech-
16 nologies.

17 “(2) An assurance that the applicant will use at
18 least 25 percent of funds to implement a program of
19 professional development pursuant to section
20 2416(b)(1)(A).

21 “(3) A description of how the applicant will
22 evaluate the impact of one or more programs or ac-
23 tivities authorized under this part in meeting one or
24 more of the purposes and goals of this part.

1 “(c) FORMULA GRANTS FOR IMPROVING TEACHING
2 AND LEARNING THROUGH TECHNOLOGY.—In addition to
3 components included in subsection (a), eligible local edu-
4 cational agencies or consortiums of local educational agen-
5 cies that submit an application for a grant under section
6 2412(a)(3)(A) shall submit to the State educational agen-
7 cy an application containing the following:

8 “(1) An assurance that the applicant will use at
9 least 40 percent of funds for professional develop-
10 ment pursuant to section 2416(b)(1)(A) and for
11 technology tools, applications, and other resources
12 related specifically to such professional development
13 activities.

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

17 “(3) A description of how the local educational
18 agency will employ technology tools, applications,
19 and other resources in professional development and
20 to improve student learning and achievement in the
21 areas of priority identified by the local educational
22 agency pursuant to paragraph (4).

23 “(4) A description of the priority areas upon
24 which the local educational agency will focus its
25 grant funds under this part, such that such priority

1 areas shall be identified from among the core con-
2 tent areas, grade levels and student subgroup popu-
3 lations in which the most number of students are
4 not proficient.

5 “(d) COMBINED APPLICATIONS.—An eligible local
6 educational agency that submits an application to the
7 State educational agency for funds awarded under section
8 2412(a)(3)(B) may, upon notice to the State educational
9 agency, submit a single application that will also be con-
10 sidered by the State educational agency as an application
11 for funds awarded under section 2412(a)(3)(A), if the ap-
12 plication addresses each application requirement.

13 “(e) CONSORTIUM APPLICATIONS.—For any fiscal
14 year, a local educational agency applying for financial as-
15 sistance described in section 2412(a)(3) may apply as part
16 of a consortium in which more than one local educational
17 agencies jointly submits a grant application under this
18 part.

19 **“SEC. 2416. LOCAL ACTIVITIES.**

20 “(a) COMPETITIVE GRANTS FOR SYSTEMIC SCHOOL
21 REFORM THROUGH TECHNOLOGY INTEGRATION.—From
22 funds made available to a local educational agency under
23 section 2412(a)(3)(B), the local educational agency—

24 “(1) shall use at least 5 percent of funds to
25 evaluate the impact of one or more programs or ac-

1 activities carried out under this grant in meeting one
2 or more of the purposes and goals of this part as ap-
3 proved by the State educational agency as part of
4 the local application as described under section
5 2415(b)(4);

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

9 “(A) using at least 25 percent of funds to
10 improve teacher quality and skills through sup-
11 port for—

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

14 “(ii) the acquisition and implementa-
15 tion of technology tools, applications and
16 other resources to be employed in the pro-
17 fessional development activities described
18 in paragraphs (i);

19 “(B) acquiring and effectively imple-
20 menting technology tools, applications and other
21 resources in conjunction with enhancing or re-
22 designing the curriculum or instruction in order
23 to—

24 “(i) increase student learning oppor-
25 tunity or access, student engagement in

1 learning, or student attendance or gradua-
2 tion rates;

3 “(ii) improve student achievement in
4 one or more of the core academic subject
5 areas; and

6 “(iii) improve student technology lit-
7 eracy; and

8 “(C) acquiring and effectively imple-
9 menting technology tools, applications, and
10 other resources to—

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

18 “(ii) support individualized student
19 learning, including through instructional
20 software and digital content that supports
21 the learning needs of each student, or
22 through providing access to high-quality
23 courses and instructors, including math,
24 science and foreign language courses, often
25 not available except through technology

1 and online learning, especially in rural and
2 high-poverty schools; and

3 “(iii) such other activities as appro-
4 priate consistent with the goals and pur-
5 poses of research-based and innovative sys-
6 temic school reform, including to increase
7 parental involvement through improved
8 communication with teachers and access to
9 student assignments and grades.

10 “(b) FORMULA GRANTS FOR IMPROVING TEACHING
11 AND LEARNING THROUGH TECHNOLOGY.—From funds
12 made available to a local educational agency under section
13 2412(a)(3)(A), the local educational agency shall carry out
14 activities to improve student learning, technology literacy,
15 and achievement in the area of priority identified by the
16 State under section 2413(b)(1), including the following:

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

20 “(A) training of teachers, paraprofes-
21 sionals, library and media personnel, and ad-
22 ministrators that—

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

1 “(I) training that is on-going,
2 sustainable, timely, and directly re-
3 lated to current teaching content
4 areas;

5 “(II) training in strategies and
6 pedagogy in the core curriculum areas
7 that involve use of technology and
8 curriculum redesign as key compo-
9 nents of changing teaching and learn-
10 ing and improving student achieve-
11 ment;

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

1 “(IV) training that includes on-
2 going communication and follow-up
3 with instructors, facilitators, and
4 peers; and

5 “(ii) may include—

6 “(I) use of instructional tech-
7 nology specialists, mentors or coaches
8 to work directly with teachers, includ-
9 ing through the preparing of one or
10 more teachers as technology leaders or
11 master teachers who are provided with
12 the means to serve as experts and
13 train other teachers in the effective
14 use of technology; and

15 “(II) use of technology such as
16 distance learning and online virtual
17 educator-to-educator peer commu-
18 nities as a means for delivering pro-
19 fessional development; and

20 “(B) the acquisition and implementation of
21 technology tools, applications, and other re-
22 sources to be employed in the professional de-
23 velopment activities described in subparagraph
24 (A).

1 “(2) Use of the remaining funds to acquire or
2 implement technology tools, applications and other
3 resources to improve student learning, technology lit-
4 eracy and achievement in the areas of priority iden-
5 tified by the local educational agency, including one
6 or more of the following:

7 “(A) Conducting on-going formative as-
8 sessment and using other timely data sources
9 and data systems to more effectively identify in-
10 dividual students learning needs and guide per-
11 sonalized instruction, learning and appropriate
12 interventions that address those personalized
13 student learning needs.

14 “(B) Supporting individualized student
15 learning, including through instructional soft-
16 ware and digital content that supports the
17 learning needs of each student, or through pro-
18 viding access to high-quality courses and in-
19 structors including math, science and foreign
20 language courses.

21 “(C) Increasing parental involvement
22 through improved communication with teachers
23 and access to student assignments and grades.

24 “(D) Enhancing accountability, instruction
25 and data-driven decision making through data

1 systems that allow for management, analysis
2 and disaggregating of student, teacher and
3 school data.

4 “(E) Such other activities as appropriate
5 consistent with the goals and purposes of this
6 part.

7 “(c) MULTIPLE GRANTS.—Local educational agen-
8 cies receiving grant awards under section 2412(a)(3)(A)
9 and section 2412(a)(3)(B) may use all such funds for ac-
10 tivities authorized under subsection (a).

11 “SUBPART 2—NATIONAL ACTIVITIES

12 “**SEC. 2421. NATIONAL ACTIVITIES.**

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

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

22 “(A) consult first with experts and stake-
23 holders, including educators and education lead-
24 ers, education technology experts from edu-
25 cation and industry, and the business and high-

1 er education communities seeking high school
2 graduates with these skills; and

3 “(B) employ a random stratified sample
4 methodology of student technology literacy per-
5 formance using an existing assessment instru-
6 ment.

7 “(2) NATIONAL EDUCATION TECHNOLOGY
8 PLAN.—The Secretary shall update at least once
9 every five years the National Education Technology
10 Plan to promote understanding and awareness of the
11 role of technology and e-learning in meeting the Na-
12 tion’s education goals and needs.

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

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

18 “(B) Supporting and disseminating re-
19 search to examine and identify the conditions
20 and practices that support the effective use of
21 technology in education to improve teaching,
22 learning, teacher quality, student achievement,
23 student technology literacy, and the efficiency
24 and productivity of the education enterprise.

1 “(C) Supporting efforts to increase the ca-
2 pacity of State and local education officials to
3 budget for technology acquisition and imple-
4 mentation, including taking into account the
5 long-term costs, how technology investments
6 could increase effectiveness and efficiencies that
7 ultimately save other educational costs or pro-
8 vide improved outcomes, and how spending for
9 technology in education should be considered in
10 a comprehensive cost-benefit analysis and not
11 simply as a supplemental expense.

12 “(D) Supporting staff at the Department
13 of Education and other Federal agencies in
14 their understanding of education technology, its
15 role in Federal education programs, and how
16 Federal grantees can be supported in inte-
17 grating education technologies into their pro-
18 grams as appropriate.

19 “(E) Convening stakeholders in an effort
20 to outline and support a national research and
21 development agenda aimed at supporting pub-
22 lic-private partnerships to leverage evolving
23 technologies to meet evolving educational needs.

24 “(F) Convening practitioners and leaders
25 from local and State education, business and in-

1 industry, higher education, and other stakeholder
2 communities to carry out the activities de-
3 scribed in this paragraph, including convening
4 an annual forum on classroom technology best
5 practices, and to otherwise address challenges
6 and opportunities in the use of technology to
7 improve teaching, learning, teacher quality, stu-
8 dent achievement, student technology literacy,
9 the efficiency and productivity of the education
10 enterprise and to otherwise support school inno-
11 vation and the Nation's competitiveness.”.