



March 30, 2007

The Honorable Edward Kennedy  
Chairman  
Committee on Health, Education, Labor & Pensions  
United States Senate  
Washington, D.C. 20510

The Honorable Michael Enzi  
Ranking Member  
Committee on Health, Education, Labor & Pensions  
United States Senate  
Washington, D.C. 20510

**RE: CoSN, ISTE, SIIA, & SETDA Recommendations for ESEA/NCLB Reauthorization**

Dear Chairman Kennedy and Senator Enzi:

On behalf of the tens of thousands of educators, state and industry leaders who comprise the Consortium for School Networking (CoSN), International Society for Technology in Education (ISTE), Software & Information Industry Association (SIIA), and State Education Technology Directors Association (SETDA), we are pleased to transmit our proposal for the Innovation and Achievement for Competitiveness with Technology (IACT) Act, to amend the existing Enhancing Education Through Technology program (EETT), Title II D of the No Child Left Behind Act.

We strongly believe that the next iteration of our nation's K-12 law must help propel our schools into the 21<sup>st</sup> Century by supporting learning environments that meet the needs of digital age students and a digital world. In fact, many of today's educational goals and requirements cannot be effectively achieved without modernizing our educational practices through technology. Education technology is the foundation for systemically improving schools, as it plays a key role in improving student achievement, developing highly qualified teachers, providing access to rigorous coursework, identifying student learning needs and implementing differentiated learning strategies.

In developing the IACT proposal, we identified the strengths and successes of the existing EETT program and considered the current and future needs of education leaders, teachers and their students. This proposal focuses on systemic school improvement and innovation with a strong focus on professional development for both teachers and administrators. Taking a systemic approach, we are ensuring that technology would be maximized to impact student achievement, teacher quality and school improvement.

IACT grants would be funded through the following two key programs:

- IACT competitive awards will focus on research-based and innovative systemic school reforms that center around use of technology to redesign curriculum and instruction, provide ongoing professional development, and use formative assessments to individualize instruction. The program would aim to increase student achievement, technology literacy, engagement, and graduation rates by improving course rigor and relevance and changing how teachers teach and students learn.
- IACT formula awards will have a strong focus on teacher and administrator professional development, as recent studies have indicated the importance of ongoing and sustainable professional development opportunities for all educators. States will have the responsibility of identifying core subject area(s) that all formula grants must address, thereby creating an additional statewide systemic approach to support student achievement and learning.

We encourage you to view this proposal, as the new Title II, Part D, as an integral piece of your efforts to ensure NCLB improves teaching and learning by systemically improving schools. We look forward to working with you as the legislative process continues. Please do not hesitate to contact us if we can be of any assistance.

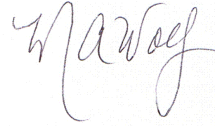
Sincerely,

Don Knezek

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***Innovation and Achievement for Competitiveness with Technology***  
**Recommendation for Reauthorization of ESEA/NCLB, Title II-D**

**Purpose:** To ensure that all students have access to personalized, rigorous, and relevant learning to prepare them and America for the 21<sup>st</sup> Century, achieved through research-based and innovative systemic reforms that leverage technology to change and improve teaching and learning.

**Funding:**

- Authorized at \$1 billion in FY2008, and such sums as needed in future years
- Federal-to-State Allocation: Title I formula
- State-to-LEA: 50% Competitive Grants; 50% for Formula Grant Program

**States:**

- Ensure states/LEAs coordinate with school improvement & technology plans.
- Ensure student technology literacy and related 21<sup>st</sup> century skills.
- Conduct and support scientifically-based research on the impact of activities and programs.

**Competitive Grant Programs: Research-Based and Innovative Systemic School Models**

- Focus: Improve student achievement, technology literacy and skills for success in the 21<sup>st</sup> century through applying promising systemic reforms employing research-based or innovative models that center on the use of technology tools and applications and show high promise of success.
- Intermediate Outcomes: improved teacher quality and skills, enhanced or redesigned curriculum/instruction, increased student opportunity and engagement, effective use of data to inform instruction and school decisions, and improved school/classroom efficiencies.
- Priority: States shall give grant preference to applications with Title I schools identified in need of improvement, particularly those with high populations of LEP and students with disabilities
- Research-based and innovative systemic models will include the following elements:
  1. Alignment with state/district goals and plans for improving achievement under Section 1112
  2. On-going, sustainable, timely, and contextual professional development as defined below
  3. Demonstrable engagement of district and school leaders as well as classroom educators
  4. Alignment to state and district technology plans
  5. Inclusion of development of student 21<sup>st</sup> Century Skills and technology literacy
  6. On-going use of student benchmarks and other data to drive individualized instruction
  7. Reform of curriculum, instruction, assessment, use of data, or other practices through technology
  8. Evaluation of grant impact on student achievement, technology literacy, teacher quality, or educational efficiency and productivity.

**Formula Grant Programs: Sustainable Professional Development and Tools for Improving Teaching and Learning through Technology**

- Focus: Improve student performance in core subject areas in need of improvement as identified by each state, (e.g. math, science, reading, etc.), through the use of technology to provide sustainable professional development and technology tools and applications for student and teacher use.
- State-to-LEA Allocation: Title I formula, with LEAs receiving no less than \$2,000 annually.
- Use of Funds:
  - At least 40% for: (1) professional development; and (2) to acquire technology tools and resources employed in professional development activities.
  - To provide students and teachers with appropriate technologies to improve achievement.

**For Competitive and Formula Grants, Professional Development defined as:**

1. Shall be on-going, sustainable, timely, contextual and coordinated with other improvement efforts
2. Shall include training in strategies and pedagogy in the core curriculum areas that involve use of technology and curriculum redesign as key components of changing teaching and learning to improve achievement;
3. Shall include professional development to teachers, administrators and other educators in using technology in one or more of the following areas: across the curriculum, data analysis and application for individualized instruction, technology literacy and 21<sup>st</sup> Century Skills
4. Shall include on-going communication with instructors or facilitators, as well as peers
5. May include technology instructional specialists/coaches to work directly with teachers
6. May include the use of distance learning and virtual peer communities to deliver training and support

Innovation and Achievement for Competitiveness with Technology (IACT) Act of 2007

To Reauthorize Title II-D of the Elementary and Secondary Education Act  
As Reauthorized by the No Child Left Behind Act

Strike Title II-D and insert the following:

Sec. 1. SHORT TITLE

This part may be cited as the ‘Innovation and Achievement for Competitiveness with Technology Act of 2007’.

Sec. 2. FINDINGS, PURPOSE AND GOALS.

(a) Findings.—Congress makes the following findings:

(1) Learning technologies are critical in our schools to both meet the goals of the No Child Left Behind Act to raise student achievement and ensure high quality teaching, and to ensure that our nation’s students are prepared to compete in the 21<sup>st</sup> Century knowledge-based global economy.

(2) To be highly qualified and effective in a 21<sup>st</sup> century classroom and with today’s digital native students, educators must have the knowledge and skills to deliver innovative curriculum and instruction, including through the use of learning technologies. Increased professional development opportunities are needed. While many educators have had access to some training, most have inadequate access to professional development in the use of technologies in the curriculum, teaching and using data to inform instruction.

(3) Local educational systemic reform and school improvement is necessary to help students nationwide meet the goals of the No Child Left Behind Act. Scientifically-based research, conducted with federal funding, demonstrates that systemic reform initiatives centered around technology have shown great promise in improving teaching and learning, including the following:

(A) In Utah, Missouri, and Maine, the eMINTS program provides schools and teachers with educational technology tools, curriculum, and over 200 hours of professional development to change how teachers teach and students learn. In classrooms in the same school (one with eMINTS and one without), the student achievement of students in the eMINTS classroom was repeatedly over 10% higher than the control classroom.

(B) In West Virginia, students receiving access to on-line foreign language courses performed at least as well as those in face-to-face versions of the classes, providing comparable high quality instruction for those in rural areas who otherwise would not have access to such courses.

(C) In Michigan’s Freedom to Learn technology program, 8<sup>th</sup> grade math achievement increased from 31% in 2004 to 63% in 2005 in one middle school, and science achievement increased from 68% of students proficient in 2003 to 80% 2004.

(D) In Texas, the Technology Immersion Pilot (TIP), implemented in middle schools, demonstrated that discipline referrals went down by over ½ with the changes

in teaching and learning; while in one school, 6<sup>th</sup> grade standardized math scores increased by 5%, 7<sup>th</sup> grade by 42%, and 8<sup>th</sup> grade by 24%

(E) In Iowa, after connecting teachers with sustainable professional development and technology-based curriculum interventions, student scores increased by 14 points in 8<sup>th</sup> grade math, 16 points in 4<sup>th</sup> grade math, and 13 points in 4<sup>th</sup> grade reading compared with control groups.

(4) Technology and e-learning in our schools are necessary to meet our science, technology, engineering and mathematics (STEM) education needs and provide students with the 21<sup>st</sup> century skills that are prerequisites for success today, including technology literacy, information literacy, communication, problem solving, and the ability for self-directed lifelong learning.

(5) Many American schools lack the resources necessary for the 21<sup>st</sup> century classroom and to meet the needs and expectations of today's digital native students, including software, digital content, broadband and other technologies needed to ensure our students and schools have modern tools and resources necessary for success. For example, according to the U.S. Department of Education's National Educational Technology Trends Study (NETTS 2007), insufficient or outdated technology presented a substantial barrier to technology use for teaching and learning for more than 40% of students, while lack of support specialists was a barrier to technology use for more than 50% of students.

(6) America can not create a competitive workforce if its schools don't have access to engaging curriculum and rigorous courses, technology-proficient educators, updated technology, and modern administrative structures. A 2003 US Department of Commerce report credits US industry's investments in information technology between 1989-2001 with "producing positive and probably lasting changes in the nation's economic potential," but finds U.S. education last in intensity of information technology of 55 industry sectors.

(7) The job is not done to modernize our educational practices through technology. Targeted federal leadership and investment is needed to serve as a catalyst for state and local education initiatives aimed at school innovation and improved student achievement through leveraging educational technologies. According to the U.S. Department of Education's National Educational Technology Trends Study (NETTS 2007), "Because funds generated locally through bonds or taxes frequently have legal restrictions requiring them to be spent on hardware and connectivity purchases only, federal and state funds supporting the use of technology resources fill a critical gap."

(b) Purposes. – The purposes of this part are the following:

(1) To ensure that through technology every student has access to individualized, rigorous, and relevant learning to meet the goals of NCLB and to prepare all students and America for the 21<sup>st</sup> Century.

(2) To build upon and increase the use of research-based and innovative systemic school reforms that center on the use of technology.

(3) To increase on-going, meaningful professional development around technology that leads to changes in teaching and curriculum, and which improves student achievement and student technology literacy.

(4) To evaluate the impact of research-based and innovative systemic reforms that center on the use of technology and lead to school improvement and increase student achievement.

(c) Goals. --

(1) To improve student academic achievement on state academic standards through the use of professional development, research-based and innovative systemic school reforms, and other technology uses and applications;

(2) To improve teacher professional development to ensure every teacher and administrator is technologically literate, including possessing the knowledge and skills to use technology across the curriculum, to use technology and curriculum redesign as key components of changing teaching and learning and improving student achievement, to use technology for data analysis to enable individualized instruction, and to use technology to improve student technology literacy;

(3) To ensure that every student is technologically literate by graduation, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability; and

(4) Other goals. –

(A) To improve student engagement, opportunity, attendance, graduation rates, and technology access through enhanced or redesigned curriculum or instruction;

(B) To more effectively use data to inform instruction, address individualized student needs, and support school decision making; and

(C) To improve the efficiency and productivity of the classroom and school enterprise toward the ultimate purposes of improving student achievement.

### Sec. 3. DEFINITIONS.

In this part:

(a) Professional Development—The term ‘professional development’ means –the training of teachers, paraprofessionals, library and media personnel, and administrators in a manner which meets the following criteria:

(1) Shall be on-going, sustainable, timely, and directly related to current teaching content areas;

(2) Shall include training in strategies and pedagogy in the core curriculum areas that involve use of technology and curriculum redesign as key components of changing teaching and learning and improving student achievement;

(3) Shall include training in the use of technology to ensure every teacher and administrator is technologically literate, including possessing the knowledge and skills to use technology across the curriculum, to use technology and curriculum redesign as key components of changing teaching and learning and improving student achievement, to use technology for data analysis to enable individualized instruction, and to use technology to improve student technology literacy;

(4) Shall include on-going communication and follow-up with instructors, facilitators, and peers;

(5) May include instructional technology specialists, mentors or coaches to work directly with teachers, or may include the preparing of one or more teachers as technology leaders or master teachers who are provided with the means to serve as experts and train other teachers in the effective use of technology, and providing bonus payments to the technology leaders; and

(6) May include the use of technology such as distance learning and online virtual educator-to-educator peer communities as a means for delivering professional development.

(a) Professional Development.—The term ‘professional development’ means –the training of teachers, paraprofessionals, library and media personnel, and administrators and which:

(1) Shall include the development, acquisition or delivery of the following training activities:

(A) training that is on-going, sustainable, timely, and directly related to current teaching content areas;

(B) training in strategies and pedagogy in the core curriculum areas that involve use of technology and curriculum redesign as key components of changing teaching and learning and improving student achievement;

(C) training in the use of technology to ensure every educator is technologically literate, including possessing the knowledge and skills to use technology across the curriculum, to use technology and curriculum redesign as key components of innovating teaching and learning and improving student achievement, to use technology for data analysis to enable individualized instruction, and to use technology to improve student technology literacy; and

(D) training that includes on-going communication and follow-up with instructors, facilitators, and peers; and

(2) May include the following activities:

(A) use of instructional technology specialists, mentors or coaches to work directly with teachers, including through the preparing of one or more teachers as technology leaders or master teachers who are provided with the means to serve as experts and train other teachers in the effective use of technology; and

(B) use of technology such as distance learning and online virtual educator-to-educator peer communities as a means for delivering professional development.

(b) Student Technology Literacy -- The term 'student technology literacy' means -- Student knowledge and skills in using contemporary information, communication and learning technologies in a manner necessary for successful life-long learning and citizenship in the knowledge-based, digital and global 21<sup>st</sup> Century, which may include, as determined by the state, the following abilities: to effectively communicate and collaborate; to analyze and solve problems; to access, evaluate, manage and create information and otherwise gain information literacy; and to do so in a safe and ethical manner.

(c) Research-Based and Innovative Systemic School Reform – The term ‘research-based and innovative systemic school reform’ means a comprehensive set of programs, practices and technologies that collectively lead to school or district change and improvement, including in the use of technology, and in improved student achievement and that incorporate all of the following elements:

- (1) Reform or redesign of curriculum, instruction, assessment, use of data, or other school or classroom practices through the use of technology, including to increase student learning opportunity, access and engagement;
- (2) Improve educator quality, knowledge and skills through on-going, sustainable, timely, and contextual professional development as defined in Section 3(a);
- (3) Development of student technology literacy and other skills necessary for 21<sup>st</sup> Century learning and success as defined in Section 3(b);
- (4) On-going use of formative assessments and other timely data sources and data systems to more effectively identify individual students learning needs and guide personalized instruction, learning and appropriate interventions that address those personalized student learning needs
- (5) Alignment with district plans for improving student achievement under Section 1111, Section 1112 and, where applicable, Section 1116 of Title I;
- (6) Engagement of district and school leaders as well as classroom educators;
- (7) Alignment to district technology plans; and
- (8) Are either research-based, innovative, or both such that research-based systemic reforms are based on a review of the best available research evidence, and innovative systemic reforms are based on development and use of new reforms, programs, practices and technologies.

#### Sec. 4. AUTHORIZATION OF APPROPRIATIONS.

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

(b) ALLOCATION OF FUNDS BETWEEN STATE AND LOCAL AND NATIONAL INITIATIVES- The amount of funds made available under subsection (a) for a fiscal year shall be allocated so that —

- (1) 3 percent up to \$25,000,000 is made available to carry out subpart 2, including not more than \$2,000,000 annually to carry out section 21(a); and
- (2) the remainder of funds is made available to carry out subpart 1.

#### Subpart 1—State and Local Grants

#### SEC. 11. ALLOTMENT AND REALLOTMENT.

(a) RESERVATIONS AND ALLOTMENT- From the amount made available to carry out this part under section 4(b)(2) for a fiscal year—

- (1) the Secretary shall reserve—
  - (A) three-fourths of 1 percent for the Secretary of the Interior for programs under this subpart for schools operated or funded by the Bureau of Indian Affairs;
  - (B) one-half of 1 percent to provide assistance under this subpart to the outlying areas; and



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

(b) MINIMUM ALLOTMENT- The amount of any State educational agency's allotment under subsection (a)(2) for any fiscal year may not be less than the greater of \$1,000,000 or one-half of 1 percent of the amount made available for allotments to States under this part for such year.

(c) REALLOTMENT OF UNUSED FUNDS- If any State educational agency does not apply for an allotment under this subpart for a fiscal year, or does not use its entire allotment under this subpart for that fiscal year, the Secretary shall reallocate the amount of the State educational agency's allotment, or the unused portion of the allotment, to the remaining State educational agencies that use their entire allotments under this subpart in accordance with this section.

(d) STATE EDUCATIONAL AGENCY DEFINED- In this section, the term State educational agency' does not include an agency of an outlying area or the Bureau of Indian Affairs.

## SEC. 12. USE OF ALLOTMENT BY STATE.

(a) IN GENERAL- Of the amount provided to a State educational agency from the agency's allotment under section 11(a)(2) for a fiscal year—

(1) the State educational agency may use the greater of \$100,000 or 5 percent to carry out activities under section 14(a);

(2) the State educational agency may use the greater of \$50,000 or 2.5 percent to carry out activities under section 14(b); and

(3) the State educational agency shall distribute the remainder as follows:

(A) In a fiscal year in which the amount appropriated under subsection 4(a) is greater than \$350 million, the State educational agency shall:

(i) distribute 50 percent of the remainder to award subgrants to local educational agencies for Sustainable Professional Development and Tools for Improving Teaching and Learning through Technology pursuant to Section 15(b) for use in addressing the state priority as described in Section 13(b)(1), by allocating to each eligible local educational agency that has submitted an application to the State educational agency under section 15(b), for the activities described in section 16(a), an amount that bears the same relationship to 50 percent of the remainder for such year as the amount received under part A of title I for such year by such local educational agency bears to the amount received under such part for such year by all local educational agencies within the State.

(ii) distribute 50 percent of the remainder to award Research-Based and Innovative Systemic School Reform subgrants, through a State-determined competitive process, to eligible local educational agencies that have submitted applications to the State educational agency under section 15(c), for the activities described in section 16(b).

(B) In a fiscal year in which the amount appropriated under subsection 4(a) is less than \$350 million, the State educational agency may distribute up to 100 percent of the remainder to award subgrants to eligible local educational agencies as allowed under paragraph (a)(3)(A)(ii)

(b) SUFFICIENT AMOUNTS-

(1) SPECIAL RULE- In awarding subgrants under paragraph (a)(3)(A)(ii), the State educational agency shall—

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

(B) ensure grants are of sufficient duration to be effective, consistent with the purposes of this part, including by awarding grants that will run for at least two years and may be renewed for up to a total of five years;

(C) give preference in the awarding of grants to eligible local educational agencies that include schools in need of improvement as identified under Section 1116, including those with high populations of students with limited English proficiency or students with disabilities not making adequate yearly progress; and

(D) ensure an equitable distribution of assistance under this subpart among urban and rural areas of the State, according to the demonstrated need of those local educational agencies serving the areas.

(2) MINIMUM ALLOTMENT- The amount of any local educational agency's allotment under paragraph (a)(3)(A)(i) for any fiscal year may not be less than \$2,000.

Sec. 13. STATE APPLICATIONS.

(a) IN GENERAL- To be eligible to receive a grant under this subpart, a State educational agency shall submit to the Secretary, at such time and in such manner as the Secretary may specify, an application containing the contents described in paragraph (b) and such other information as the Secretary may reasonably require.

(b) CONTENTS- Each State application submitted under subsection (a) shall include each of the following:

(1) The basis of the state's determination each year of the state core content priority area(s) for local educational agency use of formula grant funds under section 12(a)(3)(A)(i), including by considering the subject areas, grade levels and student subgroups that may be causing the most number of local educational agencies in the state to not make adequate yearly progress as defined in this Act;

(2) A description of how the state will support local grant recipients in meeting, and help improve their capacity to meet, the purposes, goals and requirements of this part;

(3) A description of how the state will support local grant recipients in implementing, and help improve their capacity to implement, professional development programs as defined in Section 3(a);

(4) A description of the process, activities and performance measures that the State educational agency will use to evaluate the impact and effectiveness of activities funded under this part as required under section 14(b)

(5) The state's definition of student technology literacy as defined in section 3(b), and a description of how the state will assess, once in elementary school and once in secondary school, student performance in gaining technology literacy, including through embedding such assessment items in other state tests, performance-based assessments portfolios, or through other valid and reliable means;

(6) An outline, including through reference to or inclusion of the state's statewide long-range strategic educational technology plan, of the State educational agency's long-term goals and strategies for each of the following:

(A) improving student academic achievement, including technology literacy, through the effective use of technology in classrooms and schools throughout the State,

(B) financing technology to ensure that all students, teachers, and classrooms, particularly those in high-need districts as defined in section 14(a)(1)(C), will have increased access to technology and more effectively use such technologies to meet the purposes and goals of this part; and

(C) ensuring that teachers, paraprofessionals, library and media personnel, and administrators included in section 3(a) in a State receiving funds under this part are technologically literate.

(7) An assurance that financial assistance provided under this subpart will supplement, and not supplant, State and local funds.

(8) A description of how the State educational agency will, in providing technical and other assistance to local educational agencies including that required in paragraphs (2) and (3), give priority to those identified by the state in the highest need of assistance, including those with the highest percentage or number of students from families with incomes below the poverty line, students not achieving at the state proficiency level, or schools identified as in need of improvement under section 1116; and

(9) A description of how the State educational agency will ensure that each subgrant awarded under section 12(a) is of sufficient size, scope and duration to be effective as required under section 12(b), and that such subgrants are appropriately targeted and equitably distributed as required under section 12(b) to carry out the purposes of this part effectively.

(10) A description of how the State educational agency consulted with local educational agencies in the development of the state application.

#### Sec. 14. STATE ACTIVITIES.

(a) From funds made available under section 12(a)(1), a State educational agency:

(1) shall carry out the following activities:

(A) Define student technology literacy in a manner consistent with the definition in section 3(b).

(B) Assess, once in elementary school and once in secondary school, student performance in gaining technology literacy as defined under paragraph (A), including through embedding such assessment items in other state tests, performance-based assessments, portfolios or through other means;

(C) Provide technical assistance to local educational agencies, with a priority to those identified by the state in the highest need of assistance, including those with the highest percentage or number of students from families with incomes below the poverty line, students not achieving at the state proficiency level, and schools identified as in need of improvement under section 1116, in the following ways:

(i) Submitting applications for funding under this part;

(ii) Carrying out activities authorized under section 16, including implementation of research-based and innovative systemic school reforms that center on the use of technology and implementation of professional development as defined in section 3(a); and

(iii) Developing local educational technology plans and integrating such plans with their plans for improving student achievement under Section 1111, Section 1112 and, if applicable, Section 1116 of Title I; and

(2) may carry out the following activities:

(A) Carry out state leadership activities and technical assistance that assist recipients of funds under this part in achieving the purposes and goals of this part;

(B) Assist recipients of funds under this part in the development and utilization of research-based or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies.

(C) Assist recipients of funds under this subpart in providing sustained and intensive, high-quality professional development as defined in section 3(b), including through assistance in a review of relevant research.

(b) From funds made available under section 12(a)(2), a State educational agency shall carry out one or more of the following activities:

(1) conduct scientifically-based research to evaluate the impact of one or more programs or activities authorized under this part in meeting the purposes and goals of this part;

(2) provide technical assistance to eligible local educational agencies in carrying out evaluation research activities as required under section 16(a)(1);

(3) create one or more evaluation research protocols, designs, performance measurement systems or other tools to assist eligible local educational agencies in carrying out evaluation activities as required under section 16(a)(1);

(4) collect and disseminate the findings of the evaluation research carried out by eligible local educational agencies under section 16(a)(1)

## Sec. 15. LOCAL APPLICATIONS.

(a) IN GENERAL- To be eligible to receive a subgrant from a State educational agency under this subpart, a local educational agency, or consortium of local educational

agencies, shall submit to the State educational agency an application containing the following at such time and in such manner as the State educational agency may require:

- (1) a description of how the applicant will align and coordinate its use of funds under this part to the district technology plan, to the district plans and activities for improving student achievement, including under Section 1111, 1112, and if applicable, section 1116 of Title I, and to funds available from other federal, state and local sources;
- (2) an assurance that financial assistance provided under this subpart will supplement, and not supplant other existing funds; and
- (3) such other information as the State educational agency may reasonably require.

(b) **COMPETITIVE GRANTS— RESEARCH-BASED AND INNOVATIVE SYSTEMIC SCHOOL REFORM.** In addition to components included in paragraph (a), eligible local educational agencies or consortiums submitting application for a grant under section 12(a)(3)(A)(ii) shall submit to the state educational agency an application containing the following:

- (1) A description of how the applicant will use grant funds to implement Research-Based and Innovative Systemic School Reform as defined in Section 3(c), including the following:
  - (A) the specific goals and measures to be addressed;
  - (B) the research-base or innovative nature of the systemic reform;
  - (B) the specific actions and activities to be undertaken;
  - (C) the process for developing, implementing, and adjusting as needed the systemic school reform
- (2) A description of how the applicant will use at least 25% of funds to implement a program of professional development as defined in section 3(a);
- (3) A new or updated local long-range strategic educational technology plan aligned with the local educational goals and plans, including as required under Title I, and containing such other information as determined by the State;
- (4) A description of how the applicant will conduct scientifically-based research to evaluate the impact of one or more programs or activities authorized under this part in meeting the purposes and goals of this part, including on improving one or more of the following:
  - (A) student achievement in one or more of the core academic subject areas;
  - (B) enhanced or redesigned curriculum or instruction, including increased student engagement, opportunity and access;
  - (C) teacher quality and skills
  - (D) student technology literacy as defined by the state educational agency under section 14(a)(1)(A);
  - (E) effective use of formative assessments and data to inform instruction and school decisions

(c) **FORMULA GRANTS— SUSTAINABLE PROFESSIONAL DEVELOPMENT AND TOOLS FOR IMPROVING TEACHING AND LEARNING THROUGH TECHNOLOGY.** In addition to components included in paragraph (a), eligible local educational agencies or consortiums submitting application for a grant under section

12(a)(3)(A)(i) shall submit to the state educational agency an application containing the following:

(1) An assurance that the applicant will use at least 40% of funds for professional development as defined under section 3(a) and for technology tools, applications and other resources related specifically to such professional development activities;

(2) A description of how the applicant will implement a program of professional development as required under paragraph (1);

(3) A description of how the local educational agency will employ technology tools, applications and other resources in professional development and to improve student learning and achievement in the area of priority identified by the state;

(4) An assurance that the local educational agency will use funds received under section 12(a)(3)(A)(i) to address the area of priority identified by the state as required in Section 13(b)(1) and to improve student technology literacy; and

(c) COMBINED APPLICATIONS- An eligible local educational agency that submits an application to the State educational agency for funds awarded under section 12(a)(3)(A)(ii) may, upon notice to the state educational agency, submit a single application that will also be considered by the state educational agency as an application for funds awarded under section 12(a)(3)(A)(i).

(d) CONSORTIUM APPLICATIONS- For any fiscal year, a local educational agency applying for financial assistance described in section 12(a)(3) may apply as part of a consortium that includes other local educational agencies.

## Sec. 16. LOCAL ACTIVITIES.

(a) Competitive Grants -- Research-Based and Innovative Systemic School Reform. From funds made available to a local educational agency under section 12(a)(3)(A)(ii), the local educational agency:

(1) shall use at least 5% of funds to conduct scientifically-based research to evaluate the program for which they have received support as approved by the state educational agency as part of the local application as described under section 15(b)(4);

(2) shall use the remaining funds to implement a plan for research-based and innovative systemic school reform as defined in Section 3(c) that is based on either research-based or innovative practices and technologies, including each of the following:

(A) using at least 25% of funds to improve teacher quality and skills through support for the following:

(i) professional development activities as defined under section 3(a);

(ii) the acquisition and implementation of technology tools, applications and other resources to be employed in the professional development activities described in paragraphs (i);

(B) acquiring and effectively implementing technology tools, applications and other resources in conjunction with enhancing or redesigning the curriculum or instruction in order to:

- (i) increase student learning opportunity or access, student engagement in learning, or student attendance or graduation rates;
  - (ii) improve student achievement in one or more of the core academic subject areas; and
  - (ii) improve student technology literacy as defined in Section 3(b) by the state educational agency;
- (C) acquiring and effectively implementing technology tools, applications and other resources to:
  - (i) conduct on-going formative assessment and use other timely data sources and data systems to more effectively identify individual students learning needs and guide personalized instruction, learning and appropriate interventions that address those personalized student learning needs;
  - (ii) support individualized student learning, including through instructional software and digital content that supports the learning needs of each student, or through providing access to high-quality courses and instructors – including math, science and foreign language courses – often not available except through technology and online learning, especially in rural and high-poverty schools; and
  - (iii) such other activities as appropriate consistent with the the goals and purposes of research-based and innovative systemic school reform as defined in Section 3(c), including to increase parental involvement through improved communication with teachers and access to student assignments and grades.

(b) Formula Grants -- Sustainable Professional Development and Tools for Improving Teaching and Learning through Technology. From funds made available to a local educational agency under section 12(a)(3)(A)(i), the local educational agency shall carry out activities to improve student learning, technology literacy, and achievement in the area of priority identified by the state as required in Section 13(b)(1), including that such local agency:

- (1) shall use at least 40% of funds to improve teacher quality and skills through support for the following:
  - (A) professional development activities as defined under section 3(a)
  - (B) the acquisition and implementation of technology tools, applications and other resources to be employed in the professional development activities described under paragraph (A);
- (2) shall use the remaining funds to acquire or implement technology tools, applications and other resources to improve student learning, technology literacy and achievement in the area(s) of priority identified by the state, including through one or more of the following:
  - (A) conducting on-going formative assessment and using other timely data sources and data systems to more effectively identify individual students learning needs and guide personalized instruction, learning and appropriate interventions that address those personalized student learning needs;
  - (B) supporting individualized student learning, including through instructional software and digital content that supports the learning needs of each student, or through providing access to high-quality courses and

instructors – including math, science and foreign language courses – often not available except through technology and online learning, especially in rural and high-poverty schools; and

(C) increasing parental involvement through improved communication with teachers and access to student assignments and grades; and

(D) enhancing accountability, instruction and data-driven decision making through data systems that allow for management, analysis and disaggregating of student, teacher and school data.

(E) such other activities as appropriate consistent with the goals and purposes of this part.

(c) Multiple Grants—Local educational agencies receiving grant awards under section 12(a)(3)(A)(i) and section 12(a)(3)(A)(ii) may use all such funds for activities authorized under paragraph (a).

## Subpart 2—National Activities

Sec. 21. NATIONAL ACTIVITIES. From the amount made available to carry out national activities under Section 4(b)(1), the Secretary shall carry out the following activities:

(a) National Study. The Secretary shall annually conduct a national study on student technology literacy to determine the extent to which 8<sup>th</sup> grade students have gained technology literacy, including that:

(1) Student Technology Literacy shall be defined as student knowledge and skills in using contemporary information, communication and learning technologies in a manner necessary for successful life-long learning and citizenship in the knowledge-based, digital and global 21<sup>st</sup> Century, which may include, as determined by the state, the following abilities: to effectively communicate and collaborate; to analyze and solve problems; to access, evaluate, manage and create information and otherwise gain information literacy; and to do so in a safe and ethical manner.

2) In conducting this study, the Secretary shall do so after consultation with experts and stakeholders, including educators and education leaders, education technology experts from education and industry, and the business and higher education communities seeking high school graduates with these skills.

(3) The study shall employ a random stratified sample methodology of student technology literacy performance using an existing assessment instrument.

(b) Other National Activities. From the remaining funds, the Secretary shall carry out one or more of the following activities:

(1) Promote understanding and awareness of the role of technology and e-learning in meeting the nation's education goals and needs, including by updating at least once every five years the National Education Technology Plan;

(2) Facilitate discussions among educators, technology leaders and other stakeholders about the rich diversity in purpose and goals of technologies in education, including in the areas of curriculum, instruction, assessment, instructional and classroom management, course delivery, and enterprise management, and support



efforts to develop robust, multivariate rubrics for measuring technology's impact on these diverse outcomes;

(3) Support efforts to increase student technology literacy as defined in Section 3(b);

(4) Support local, state and national efforts to deliver professional development as defined in Section 3(a)

(5) Support and disseminate research to examine and identify the conditions and practices that support the effective use of technology in education to improve teaching, learning, teacher quality, student achievement, student technology literacy, and the efficiency and productivity of the education enterprise.

(6) Support efforts to increase the capacity of state and local education officials to budget for technology acquisition and implementation, including taking into account the long-term costs, how technology investments could increase effectiveness and efficiencies that ultimately save other educational costs or provide improved outcomes, and how spending for technology in education should be considered in a comprehensive cost-benefit analysis and not simply as a supplemental expense.

(7) Support staff at the U.S. Department of Education and other federal agencies in their understanding of education technology, its role in federal education programs, and how federal grantees can be supported in integrating education technologies into their programs as appropriate.

(8) Convene stakeholders in an effort to outline and support a national research and development agenda aimed at supporting public-private partnerships to leverage evolving technologies to meet evolving educational needs.

(9) Convene practitioners and leaders from local and state education, business and industry, higher education, and other stakeholder communities to carry out the activities in paragraph (b), and to otherwise address challenges and opportunities in the use of technology to improve teaching, learning, teacher quality, student achievement, student technology literacy, the efficiency and productivity of the education enterprise and to otherwise support school innovation and the nation's competitiveness.