

**AMENDMENT TO THE RULES COMMITTEE PRINT  
FOR H.R. 5  
OFFERED BY MR. LOEBSACK OF IOWA**

At the end of the bill, insert the following:

1       **TITLE IX—SCHOOLS OF THE**  
2                                   **FUTURE ACT**

3   **SEC. 901. SHORT TITLE.**

4       This title may be cited as the “Schools of the Future  
5 Act”.

6   **SEC. 902. FINDINGS.**

7       The Congress finds the following:

8           (1) Digital learning technology holds the prom-  
9       ise of transforming rural education by removing bar-  
10      riers of distance and increasing school capacity.

11          (2) While many large urban local educational  
12      agencies are at the forefront of implementing new  
13      digital learning innovations, it is often harder for  
14      smaller and more rural local educational agencies to  
15      access these tools. Smaller local educational agencies  
16      with less capacity may also find it more difficult to  
17      provide the training needed to effectively implement  
18      new digital learning technologies.

1           (3) Despite the potential of digital learning in  
2 rural areas, these advancements risk bypassing rural  
3 areas without support for their implementation.  
4 Rather than having schools and local educational  
5 agencies apply digital learning innovations designed  
6 for urban environments to rural areas, it is impor-  
7 tant that digital learning technologies be developed  
8 and implemented in ways that reflect the unique  
9 needs of rural areas.

10           (4) Digital learning is rapidly expanding, and  
11 new tools for improving teaching and learning are  
12 being developed every day. A growing demand for  
13 digital learning tools and products has made rig-  
14 orous evaluation of their effectiveness increasingly  
15 important, as this information would allow school  
16 and local educational agency leaders to make in-  
17 formed choices about how best to use these tools to  
18 improve student achievement and educational out-  
19 comes.

20           (5) High-quality digital learning increases stu-  
21 dent access to courses that may not have been avail-  
22 able to students in rural communities, increasing  
23 their college and career readiness.

1 **SEC. 903. PROGRAM AUTHORIZED.**

2 (a) GRANTS TO ELIGIBLE PARTNERSHIPS.—From  
3 the amounts appropriated to carry out this title, the Sec-  
4 retary of Education is authorized to award grants, on a  
5 competitive basis, to eligible partnerships to carry out the  
6 activities described in section 906.

7 (b) DURATION OF GRANT.—A grant under subsection  
8 (a) shall be awarded for not less than a 3-year and not  
9 longer than a 5-year period.

10 (c) FISCAL AGENT.—If an eligible partnership re-  
11 ceives a grant under this title, a school partner in the part-  
12 nership shall serve as the fiscal agent for the partnership.

13 **SEC. 904. APPLICATION.**

14 An eligible partnership desiring a grant under this  
15 title shall submit an application to the Secretary at such  
16 time, in such manner, and containing such information as  
17 the Secretary may require, which shall include the fol-  
18 lowing:

19 (1) A description of the eligible partnership, in-  
20 cluding the name of each of the partners and their  
21 respective roles and responsibilities.

22 (2) A description of the technology-based learn-  
23 ing practice, tool, strategy, or course that the eligi-  
24 ble partnership proposes to develop or implement  
25 using the grant funds.

1           (3) An assurance that all teachers of record  
2 hold the relevant license and are otherwise qualified  
3 to implement any technology-based practice, tool,  
4 strategy, or course using the grant funds.

5           (4) An assurance that all students in a class or  
6 school implementing a practice, tool, strategy or  
7 course using the grant funds will have access to any  
8 equipment necessary to participate on a full and eq-  
9 uitable basis.

10          (5) An assurance that the proposed uses of  
11 smartphones, laptops, tablets, or other devices sus-  
12 ceptible to inappropriate use have the informed con-  
13 sent of parents or guardians and are not incon-  
14 sistent with any policies of the local educational  
15 agency on the use of such devices.

16          (6) Information relevant to the selection criteria  
17 under section 905(c).

18          (7) A description of the evaluation to be under-  
19 taken by the eligible partnership, including—

20               (A) how the school partner and the evalua-  
21 tion partner will work together to implement  
22 the practice, tool, strategy, or course in such a  
23 way that permits the use of a rigorous, inde-  
24 pendent evaluation design that meets the stand-

1           ards of the What Works Clearinghouse of the  
2           Institute of Education Sciences; and

3           (B) a description of the evaluation design  
4           that meets such standards, which will be used  
5           to measure any significant effects on the out-  
6           comes described in paragraphs (1) through (3)  
7           of section 907(a).

8           (8) An estimate of the number of students to  
9           be reached through the grant and evidence of its ca-  
10          pacity to reach the proposed number of students  
11          during the course of the grant.

12          (9) Any other information the Secretary may  
13          require.

14   **SEC. 905. APPLICATION REVIEW AND AWARD BASIS.**

15          (a) PEER REVIEW.—The Secretary shall use a peer  
16          review process to review applications for grants under this  
17          title. The Secretary shall appoint individuals to the peer  
18          review process who have relevant expertise in digital learn-  
19          ing, research and evaluation, standards quality and align-  
20          ment, and rural education.

21          (b) AWARD BASIS.—In awarding grants under this  
22          title, the Secretary shall ensure, to the extent practicable,  
23          diversity in the type of activities funded under the grants.

1 (c) SELECTION CRITERIA.—In evaluating an eligible  
2 partnership’s application for a grant under this title, the  
3 Secretary shall consider—

4 (1) the need for the proposed technology-based  
5 learning practice, tool, strategy, or course;

6 (2) the quality of the design of the proposed  
7 practice, tool, strategy, or course;

8 (3) the strength of the existing research evi-  
9 dence with respect to such practice, tool, strategy, or  
10 course;

11 (4) the experience of the eligible partnership;  
12 and

13 (5) the quality of the evaluation proposed by  
14 the eligible partnership.

15 (d) DEDICATED FUNDING FOR FRINGE RURAL, DIS-  
16 TANT RURAL, AND REMOTE RURAL SCHOOLS.—Not less  
17 than 50 percent of the grant funds awarded under this  
18 title shall be awarded to eligible partnerships that provides  
19 assurances that the school partners in the eligible partner-  
20 ship will ensure that each school to be served by the grant  
21 is designated with a school locale code of Fringe Rural,  
22 Distant Rural, or Remote Rural, as determined by the  
23 Secretary.

24 **SEC. 906. USE OF FUNDS.**

25 (a) REQUIRED USE OF FUNDS.—

1           (1) IN GENERAL.—An eligible partnership re-  
2           ceiving a grant under this title shall use such funds  
3           to implement and evaluate the results of technology-  
4           based learning practices, strategies, tools, or courses,  
5           including the practices, strategies, tools, or courses  
6           identified under paragraphs (2) through (6).

7           (2) TOOLS AND COURSES DESIGNED TO PER-  
8           SONALIZE THE LEARNING EXPERIENCE.—Tech-  
9           nology-based tools and courses identified under this  
10          paragraph include the following types of tools and  
11          courses designed to personalize the learning experi-  
12          ence:

13                 (A) Technology-based personalized instruc-  
14                 tional systems.

15                 (B) Adaptive software, games, or tools,  
16                 that can be used to personalize learning.

17                 (C) Computer-based tutoring courses to  
18                 help struggling students.

19                 (D) Games, digital tools, and smartphone  
20                 or tablet applications to improve students' en-  
21                 gagement, focus, and time on task.

22                 (E) Other tools and courses designed to  
23                 personalize the learning experience.

24          (3) PRACTICES AND STRATEGIES DESIGNED TO  
25          AID AND INFORM INSTRUCTION.—Technology-based

1 practices and strategies identified under this para-  
2 graph include the following types of practices and  
3 strategies designed to aid and inform instruction:

4 (A) Adaptive software, games, or tools that  
5 can be used for the purpose of formative assess-  
6 ment.

7 (B) Web resources that provide teachers  
8 and their students access to instructional and  
9 curricular materials that are—

10 (i) aligned with high-quality stand-  
11 ards; and

12 (ii) designed to prepare students for  
13 college and a career, such as a repository  
14 of primary historical sources for use in his-  
15 tory and civics courses or examples of de-  
16 velopmentally appropriate science experi-  
17 ments.

18 (C) Online professional development oppor-  
19 tunities, teacher mentoring opportunities, and  
20 professional learning communities.

21 (D) Tools or web resources designed to ad-  
22 dress specific instructional problems.

23 (E) Other practices and strategies de-  
24 signed to personalize the learning experience.



1           (4) TOOLS, COURSES, AND STRATEGIES DE-  
2           SIGNED TO IMPROVE THE ACHIEVEMENT OF STU-  
3           DENTS WITH SPECIFIC EDUCATIONAL NEEDS.—  
4           Technology-based tools, courses, and strategies iden-  
5           tified under this paragraph include the following  
6           types of tools, courses, and strategies designed to  
7           meet the needs of students with specific educational  
8           needs:

9                   (A) Digital tools specifically designed to  
10                  meet the needs of students with a particular  
11                  disability.

12                  (B) Online courses that give students who  
13                  are not on track to graduate or have already  
14                  dropped out of school the opportunity for accel-  
15                  erated credit recovery.

16                  (C) Language instruction courses, games,  
17                  or software designed to meet the needs of  
18                  English language learners.

19                  (D) Other tools, courses, and strategies de-  
20                  signed to personalize the learning experience.

21           (5) TOOLS, COURSES, AND STRATEGIES DE-  
22           SIGNED TO HELP STUDENTS DEVELOP 21ST CEN-  
23           TURY SKILLS.—Technology-based tools, courses, and  
24           strategies identified under this paragraph include  
25           peer-to-peer virtual learning opportunities to be used

1 for the purposes of project-based learning, deeper  
2 learning, and collaborative learning, and other tools,  
3 courses, and strategies designed to help students de-  
4 velop 21st century skills, such as the ability to think  
5 critically and solve problems, be effective commu-  
6 nicators, collaborate with others, and learn to create  
7 and innovate.

8 (6) TECHNOLOGY-BASED OR ONLINE COURSES  
9 THAT ALLOW STUDENTS TO TAKE COURSES THAT  
10 THEY WOULD NOT OTHERWISE HAVE ACCESS TO.—

11 Technology-based or online courses identified under  
12 this paragraph include courses or collections of  
13 courses approved by the applicable local educational  
14 agency or State educational agency that provide stu-  
15 dents with access to courses that they would not oth-  
16 erwise have access to, such as the following:

17 (A) An online repository of elective  
18 courses.

19 (B) Online or software-based courses in  
20 foreign languages, especially in languages iden-  
21 tified as critical or in schools where a teacher  
22 is not available to teach the language or course  
23 level a student requires.

24 (C) Online advanced or college-level  
25 courses that can be taken for credit.

1 (b) AUTHORIZED USE OF FUNDS.—An eligible part-  
2 nership receiving a grant under this title may use grant  
3 funds to—

4 (1) develop or implement the technology for  
5 technology-based learning strategies, practices,  
6 courses, or tools to be carried out under the grant;

7 (2) purchase hardware or software needed to  
8 carry out such strategies, practices, courses, or tools  
9 under the grant, except that such purchases may not  
10 exceed 50 percent of total grant funds;

11 (3) address the particular needs of student sub-  
12 groups, including students with disabilities and  
13 English-language learners;

14 (4) provide technology-based professional devel-  
15 opment or professional development on how to maxi-  
16 mize the utility of technology; and

17 (5) address issues of cost and capacity in rural  
18 areas and shortage subjects.

19 (c) SUPPLEMENTATION.—An eligible partnership  
20 that receives a grant under this title shall use the grant  
21 funds to supplement, not supplant, the work of teachers  
22 with students, and may not use such funds to reduce staff-  
23 ing levels for the school partners in the eligible partner-  
24 ship.

1 (d) **TEACHER OF RECORD.**—For each student in a  
2 class or school implementing a practice, tool, strategy, or  
3 course using grant funds provided under this title, there  
4 shall be a teacher of record, holding the relevant certifi-  
5 cation or license, and otherwise qualified to implement any  
6 digitally-based practice, tool, strategy or course using the  
7 grant funds. An eligible partnership shall use grant funds  
8 provided under this title, and shall determine the extent  
9 and nature of pedagogical uses of digital tools, in a man-  
10 ner that is consistent with the judgments of teachers of  
11 record about what is developmentally appropriate for stu-  
12 dents.

13 **SEC. 907. DATA COLLECTION AND EVALUATION.**

14 (a) **IN GENERAL.**—Each eligible partnership receiv-  
15 ing a grant under this title shall require its evaluation  
16 partner to complete an independent, comprehensive, well-  
17 designed, and well-implemented evaluation that meets the  
18 standards of the What Works Clearinghouse after the  
19 third year of implementation of the grant to measure the  
20 effect of the practice, tool, strategy, or course on—

21 (1) growth in student achievement, as measured  
22 by high quality assessments that provide objective,  
23 valid, reliable measures of student academic growth  
24 and information on whether a student is on-track to  
25 graduate ready for college and career;

1 (2) costs and savings to the school partner; and

2 (3) at least one of the following:

3 (A) Student achievement gaps.

4 (B) Graduation and dropout rates.

5 (C) College enrollment.

6 (D) College persistence.

7 (E) College completion.

8 (F) Placement in a living-wage job.

9 (G) Enhanced teacher or principal effec-  
10 tiveness as measured by valid, reliable, and  
11 multiple measures of student achievement and  
12 other appropriate measures.

13 (b) EVALUATION.—The Secretary shall—

14 (1) acting through the Director of the Institute  
15 of Education Sciences—

16 (A) evaluate the implementation and im-  
17 pact of the activities supported under the grant  
18 program authorized under this section; and

19 (B) identify best practices; and

20 (2) disseminate, in consultation with the re-  
21 gional educational laboratories established under  
22 part D of the Education Sciences Reform Act of  
23 2002 and comprehensive centers established under  
24 the Educational Technical Assistance Act of 2002,  
25 research on best practices in school leadership.

1 (c) IMPLEMENTATION EVALUATION.—An evaluation  
2 partner may use funds under this title to carry out an  
3 implementation evaluation designed to provide information  
4 that may be useful for schools, local educational agencies,  
5 States, consortia of schools, and charter school networks  
6 seeking to implement similar practices, tools, strategies,  
7 or courses in the future.

8 (d) PUBLICATION OF RESULTS.—Upon completion of  
9 an evaluation described in subsection (a), (b), or (c) the  
10 evaluation partner shall—

11 (1) submit a report of the results of the evalua-  
12 tion to the Secretary; and

13 (2) make publicly available such results.

14 **SEC. 908. DEFINITIONS.**

15 In this title:

16 (1) ELIGIBLE PARTNERSHIP.—The term “eligi-  
17 ble partnership” means a partnership that includes  
18 a school partner and not less than 1—

19 (A) digital learning partner, except that in  
20 a case in which a school partner or evaluation  
21 partner demonstrates expertise in digital learn-  
22 ing to the Secretary; and

23 (B) evaluation partner.

24 (2) SCHOOL PARTNER.—The term “school part-  
25 ner” means a—

1 (A) local educational agency;

2 (B) a charter school network that does not  
3 include virtual schools;

4 (C) a consortium of public elementary  
5 schools or secondary schools;

6 (D) a regional educational service agency  
7 or similar regional educational service provider;  
8 or

9 (E) a consortium of the entities described  
10 in subparagraphs (A) through (D).

11 (3) DIGITAL LEARNING PARTNER.—The term  
12 “digital learning partner” means an organization  
13 with expertise in the technology required to develop  
14 or implement the digital learning practices, tools,  
15 strategies, or courses proposed by the school partner  
16 with which the digital learning partner will partner  
17 or has partnered under this title, such as—

18 (A) an institution of higher education;

19 (B) a nonprofit organization; or

20 (C) an organization with school develop-  
21 ment or turnaround experience.

22 (4) EVALUATION PARTNER.—The term “evalua-  
23 tion partner” means a partner that has the expertise  
24 and ability to carry out the evaluation of a grant re-  
25 ceived under this title, such as—

1 (A) an institution of higher education;

2 (B) a nonprofit organization with expertise

3 in evaluation; or

4 (C) an evaluation firm.

5 (5) INSTITUTION OF HIGHER EDUCATION.—The  
6 term “institution of higher education” has the  
7 meaning given the term in section 102 of the Higher  
8 Education Act of 1965 (20 U.S.C. 1002).

9 (6) LOCAL EDUCATIONAL AGENCY.—The term  
10 “local educational agency” has the meaning given  
11 the term in section 9101 of the Elementary and Sec-  
12 ondary Education Act of 1965 (20 U.S.C. 7801).

13 (7) SECRETARY.—The term “Secretary” means  
14 the Secretary of Education.

