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:

TITLE IX—SCHOOLS OF THE FUTURE ACT

SEC. 901. SHORT TITLE.
This title may be cited as the “Schools of the Future Act”.

SEC. 902. FINDINGS.
The Congress finds the following:

(1) Digital learning technology holds the promise of transforming rural education by removing barriers of distance and increasing school capacity.

(2) While many large urban local educational agencies are at the forefront of implementing new digital learning innovations, it is often harder for smaller and more rural local educational agencies to access these tools. Smaller local educational agencies with less capacity may also find it more difficult to provide the training needed to effectively implement new digital learning technologies.
(3) Despite the potential of digital learning in rural areas, these advancements risk bypassing rural areas without support for their implementation. Rather than having schools and local educational agencies apply digital learning innovations designed for urban environments to rural areas, it is important that digital learning technologies be developed and implemented in ways that reflect the unique needs of rural areas.

(4) Digital learning is rapidly expanding, and new tools for improving teaching and learning are being developed every day. A growing demand for digital learning tools and products has made rigorous evaluation of their effectiveness increasingly important, as this information would allow school and local educational agency leaders to make informed choices about how best to use these tools to improve student achievement and educational outcomes.

(5) High-quality digital learning increases student access to courses that may not have been available to students in rural communities, increasing their college and career readiness.
SEC. 903. PROGRAM AUTHORIZED.

(a) Grants to Eligible Partnerships.—From the amounts appropriated to carry out this title, the Secretary of Education is authorized to award grants, on a competitive basis, to eligible partnerships to carry out the activities described in section 906.

(b) Duration of Grant.—A grant under subsection (a) shall be awarded for not less than a 3-year and not longer than a 5-year period.

(c) Fiscal Agent.—If an eligible partnership receives a grant under this title, a school partner in the partnership shall serve as the fiscal agent for the partnership.

SEC. 904. APPLICATION.

An eligible partnership desiring a grant under this title shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require, which shall include the following:

(1) A description of the eligible partnership, including the name of each of the partners and their respective roles and responsibilities.

(2) A description of the technology-based learning practice, tool, strategy, or course that the eligible partnership proposes to develop or implement using the grant funds.
(3) An assurance that all teachers of record hold the relevant license and are otherwise qualified to implement any technology-based practice, tool, strategy, or course using the grant funds.

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

(5) An assurance that the proposed uses of smartphones, laptops, tablets, or other devices susceptible to inappropriate use have the informed consent of parents or guardians and are not inconsistent with any policies of the local educational agency on the use of such devices.

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

(7) A description of the evaluation to be undertaken by the eligible partnership, including—

(A) how the school partner and the evaluation partner will work together to implement the practice, tool, strategy, or course in such a way that permits the use of a rigorous, independent evaluation design that meets the stand-
ards of the What Works Clearinghouse of the
Institute of Education Sciences; and

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

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

(9) Any other information the Secretary may
require.

SEC. 905. APPLICATION REVIEW AND AWARD BASIS.

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

(b) AWARD BASIS.—In awarding grants under this
title, the Secretary shall ensure, to the extent practicable,
diversity in the type of activities funded under the grants.
(c) SELECTION CRITERIA.—In evaluating an eligible partnership’s application for a grant under this title, the Secretary shall consider—

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

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

(3) the strength of the existing research evidence with respect to such practice, tool, strategy, or course;

(4) the experience of the eligible partnership; and

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

(d) DEDICATED FUNDING FOR FRINGE RURAL, DISTANT RURAL, AND REMOTE RURAL SCHOOLS.—Not less than 50 percent of the grant funds awarded under this title shall be awarded to eligible partnerships that provides assurances that the school partners in the eligible partnership will ensure that each school to be served by the grant is designated with a school locale code of Fringe Rural, Distant Rural, or Remote Rural, as determined by the Secretary.

SEC. 906. USE OF FUNDS.

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

(2) TOOLS AND COURSES DESIGNED TO PERSONALIZE THE LEARNING EXPERIENCE.—Technology-based tools and courses identified under this paragraph include the following types of tools and courses designed to personalize the learning experience:

(A) Technology-based personalized instructional systems.

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

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

(D) Games, digital tools, and smartphone or tablet applications to improve students’ engagement, focus, and time on task.

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

(3) PRACTICES AND STRATEGIES DESIGNED TO AID AND INFORM INSTRUCTION.—Technology-based
practices and strategies identified under this para-
graph include the following types of practices and
strategies designed to aid and inform instruction:

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

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

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

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

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

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

(E) Other practices and strategies de-
dsigned to personalize the learning experience.
(4) **Tools, Courses, and Strategies Designed to Improve the Achievement of Students with Specific Educational Needs.**—Technology-based tools, courses, and strategies identified under this paragraph include the following types of tools, courses, and strategies designed to meet the needs of students with specific educational needs:

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

(B) Online courses that give students who are not on track to graduate or have already dropped out of school the opportunity for accelerated credit recovery.

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

(D) Other tools, courses, and strategies designed to personalize the learning experience.

(5) **Tools, Courses, and Strategies Designed to Help Students Develop 21st Century Skills.**—Technology-based tools, courses, and strategies identified under this paragraph include peer-to-peer virtual learning opportunities to be used
for the purposes of project-based learning, deeper
learning, and collaborative learning, and other tools,
courses, and strategies designed to help students de-
velop 21st century skills, such as the ability to think
critically and solve problems, be effective commu-
nicators, collaborate with others, and learn to create
and innovate.

(6) TECHNOLOGY-BASED OR ONLINE COURSES
THAT ALLOW STUDENTS TO TAKE COURSES THAT
THEY WOULD NOT OTHERWISE HAVE ACCESS TO.—
Technology-based or online courses identified under
this paragraph include courses or collections of
courses approved by the applicable local educational
agency or State educational agency that provide stu-
dents with access to courses that they would not oth-
erwise have access to, such as the following:

(A) An online repository of elective
courses.

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

(C) Online advanced or college-level
courses that can be taken for credit.
(b) AUTHORIZED USE OF FUNDS.—An eligible partnership receiving a grant under this title may use grant funds to—

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

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

(3) address the particular needs of student subgroups, including students with disabilities and English-language learners;

(4) provide technology-based professional development or professional development on how to maximize the utility of technology; and

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

(c) SUPPLEMENTATION.—An eligible partnership that receives a grant under this title shall use the grant funds to supplement, not supplant, the work of teachers with students, and may not use such funds to reduce staffing levels for the school partners in the eligible partnership.
(d) Teacher of Record.—For each student in a class or school implementing a practice, tool, strategy, or course using grant funds provided under this title, there shall be a teacher of record, holding the relevant certification or license, and otherwise qualified to implement any digitally-based practice, tool, strategy or course using the grant funds. An eligible partnership shall use grant funds provided under this title, and shall determine the extent and nature of pedagogical uses of digital tools, in a manner that is consistent with the judgments of teachers of record about what is developmentally appropriate for students.

SEC. 907. DATA COLLECTION AND EVALUATION.

(a) In General.—Each eligible partnership receiving a grant under this title shall require its evaluation partner to complete an independent, comprehensive, well-designed, and well-implemented evaluation that meets the standards of the What Works Clearinghouse after the third year of implementation of the grant to measure the effect of the practice, tool, strategy, or course on—

(1) growth in student achievement, as measured by high quality assessments that provide objective, valid, reliable measures of student academic growth and information on whether a student is on-track to graduate ready for college and career;
(2) costs and savings to the school partner; and

(3) at least one of the following:

(A) Student achievement gaps.

(B) Graduation and dropout rates.

(C) College enrollment.

(D) College persistence.

(E) College completion.

(F) Placement in a living-wage job.

(G) Enhanced teacher or principal effectiveness as measured by valid, reliable, and multiple measures of student achievement and other appropriate measures.

(b) EVALUATION.—The Secretary shall—

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

(A) evaluate the implementation and impact of the activities supported under the grant program authorized under this section; and

(B) identify best practices; and

(2) disseminate, in consultation with the regional educational laboratories established under part D of the Education Sciences Reform Act of 2002 and comprehensive centers established under the Educational Technical Assistance Act of 2002, research on best practices in school leadership.
(c) IMPLEMENTATION EVALUATION.—An evaluation partner may use funds under this title to carry out an implementation evaluation designed to provide information that may be useful for schools, local educational agencies, States, consortia of schools, and charter school networks seeking to implement similar practices, tools, strategies, or courses in the future.

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

(1) submit a report of the results of the evaluation to the Secretary; and

(2) make publicly available such results.

SEC. 908. DEFINITIONS.

In this title:

(1) ELIGIBLE PARTNERSHIP.—The term “eligible partnership” means a partnership that includes a school partner and not less than 1—

(A) digital learning partner, except that in a case in which a school partner or evaluation partner demonstrates expertise in digital learning to the Secretary; and

(B) evaluation partner.

(2) SCHOOL PARTNER.—The term “school partner” means a—
(A) local educational agency;
(B) a charter school network that does not include virtual schools;
(C) a consortium of public elementary schools or secondary schools;
(D) a regional educational service agency or similar regional educational service provider;
(E) a consortium of the entities described in subparagraphs (A) through (D).

(3) \textbf{Digital Learning Partner.}—The term “digital learning partner” means an organization with expertise in the technology required to develop or implement the digital learning practices, tools, strategies, or courses proposed by the school partner with which the digital learning partner will partner or has partnered under this title, such as—

(A) an institution of higher education;
(B) a nonprofit organization; or
(C) an organization with school development or turnaround experience.

(4) \textbf{Evaluation Partner.}—The term “evaluation partner” means a partner that has the expertise and ability to carry out the evaluation of a grant received under this title, such as—
(A) an institution of higher education;
(B) a nonprofit organization with expertise in evaluation; or
(C) an evaluation firm.

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

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

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