**Reestablish a Dedicated Ed Tech Program in ESEA Reauthorization**

**Urgent Need to Enact TETA (HR521) or ATTAIN**

**MESSAGE**

Support a dedicated educational technology program in any ESEA Reauthorization bill or bills. Such legislation has been proposed in the current and prior Congressional sessions:

**House –HR 521 (113th Congress), the Transforming Education Through Technology Act (TETA). We urge House members to co-sponsors this measure**

**Senate – S. 1178 (112th Congress), the Achievement Through Technology and Innovation Act (ATTAIN). We urge the reintroduction of this bill in the House and Senate.**

**BACKGROUND**

Technology is critical to meeting the central goals of the Elementary and Secondary Education Act (ESEA) – ensuring that students are college and career ready, educator effectiveness is improved, data systems are integrated, and low performing schools are aided. The current version of ESEA, called the No Child Left Behind Act (NCLB), is overdue for reauthorization and may be considered by Congress in 2013. When NCLB was enacted in 2001, Congress and the Administration recognized technology’s value to education by establishing a separate, directed funding program focused on improving education through technology: Title IID or the Enhancing Education Through Technology (EETT) program. Congress and the President supported EETT because it recognized that technology has an important role to play in achieving key national goals – raising student achievement, ensuring high quality teaching, and increasing parental involvement – among others. Unfortunately, the Obama Administration’s ESEA reauthorization blueprint proposed to consolidate EETT with a number of programs, which has left classroom technology with no direct federal Department of Education funding source. Since FY2011, EETT has received no federal funding and the Administration’s current proposed budget would continue this trend.

Authorized at $1 billion, EETT provided schools with funding to improve and innovate their curricula, instruction, educator skills, assessment, use of data and other core education components through the use of technology. EETT allocated funds by formula to states which, in turn, reallocated 50% of those funds to local districts by Title I formula and 50% competitively. While the program required eligible local entities to reserve at least 25% of EETT funds to provide teacher professional development in the use of technology, surveys indicated that most EETT recipients allocated more than the required 25%.  Surveys also showed that grant recipients used EETT flexibility to target funds towards: implementing 21st Century learning environments; using data for continuous improvement; providing on-going professional development; and fostering innovative efforts with smart computing devices and digital resources.

A dedicated federal funding stream for classroom technology is more important than ever before. K-12 education is beginning a shift from print to digital textbooks to create rich, more robust and more engaging content. Teachers are increasingly capitalizing on online professional development and students are taking advantage of online courses and blended learning. And many states are preparing to administer Common Core Online Assessments in 2014, which will entail many districts ramping up their purchases of bandwidth, hardware, software and professional development.

CoSN, ISTE, SETDA and SIIA support the following legislation, which we urge Congress to include in final ESEA reauthorization legislation:

**The** **Transforming Education Through Technology Act, introduced by Rep. George Miller in this Congress as HR 521.** This bill would establish two programs:

* **A $500 million formula grant program focused on school district infrastructure and professional development needs**. Districts receiving competitively awarded subgrants from states would be required to: expend 40% of funds received to fulfill infrastructure needs, such as purchasing devices, equipment, software, and improving connectivity; and 35% for in-depth professional learning opportunities for teachers, administrators, and other integral staff in using technology within the curriculum, utilizing real-time data to individualize instruction, and prepare school leaders to promote and implement digital learning environments. Focusing squarely on school readiness for online assessments, the bill would require that 90% of a state’s districts complete technology readiness surveys.
* **A $250 million competitive grant program** that would award grants to partnerships which propose using technology to individualize learning, improve teacher and school leadership, help at-risk student populations access educational opportunities, or improve the reach and efficiency of education.

**The** **Achievement Through Technology and Innovation Act (ATTAIN), which was included in the Senate HELP Committee passed version of ESEA reauthorization in the last Congress.** Depending on the level of appropriation, ATTAIN would:

* For annual appropriations above $300 million, ATTAIN would –
  + provide a combination of formula and competitive funds to every state and school district to ensure every student has access to personalized, rigorous, and relevant learning to raise student achievement, close the achievement gap, ensure highly effective teaching, and to prepare all students to be technologically literate and college and career ready for the 21st century digital economy;
  + increase EETT’s set aside for professional development in the formula grant program to 40%; and
  + establish a minimum formula grant of $3,000.
* For annual appropriations less than $300 million, the program would convert from a block grant to a national competitive grant program operated out of the Department of Education, with:
  + either individual states (House) or consortia of states (Senate) applying for grants;
  + a focus on advancing digital learning goals, including removing barriers to online learning, incorporating digital literacy standards into state standards and assessments, and ensuring adequate infrastructure to support online assessments; and
  + require districts in participating states to receive no less than 75% of funds awarded.

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**The Consortium for School Networking (CoSN)** is the premier professional association for school system technology leaders. The mission of CoSN is to empower educational leaders to leverage technology to realize engaging learning environments. Visit [www.cosn.org](http://www.cosn.org)

**The International Society for Technology in Education (ISTE®)** is the premier membership association for educators and education leaders engaged in advancing excellence in learning and teaching through the innovative and effective uses of technology in PK–12 and teacher education. Home to ISTE’s Annual Conference and Exposition and the widely adopted NETS, ISTE represents more than 100,000 professionals worldwide. For more information, please visit iste.org.

**The Software & Information Industry Association (SIIA)** is the principal trade association for the software and digital content industry. SIIA provides global services in government relations, business development, corporate education, and intellectual property protection to more than 700 leading software and information companies. For more information, visit [www.siia.net/education](http://www.siia.net/education)

**The State Educational Technology Directors Association (SETDA)**, founded in 2001, is the national non-profit association representing the interests of U.S. state and territorial educational technology leadership. SETDA’s mission is to build and increase the capacity of state and national leaders to improve education through technology policy and practice. For more information, please visit [www.setda.org](http://www.setda.org" \t "_blank).