

## HR 1004

Achievement Through Technology and Innovation Reauthorization Act of 2015

**Congress:** 114 (2015–2017, Ended)

**Chamber:** House

**Policy Area:** Education

**Introduced:** Feb 13, 2015

**Current Status:** Referred to the Subcommittee on Early Childhood, Elementary, and Secondary Education.

**Latest Action:** Referred to the Subcommittee on Early Childhood, Elementary, and Secondary Education. (Apr 29, 2015)

**Official Text:** <https://www.congress.gov/bill/114th-congress/house-bill/1004>

### Sponsor

**Name:** Rep. Roybal-Allard, Lucille [D-CA-40]

**Party:** Democratic • **State:** CA • **Chamber:** House

### Cosponsors (4 total)

Cosponsor	Party / State	Role	Date Joined
Rep. Johnson, Henry C. "Hank," Jr. [D-GA-4]	D · GA		Feb 25, 2015
Rep. Rangel, Charles B. [D-NY-13]	D · NY		Feb 25, 2015
Rep. Ellison, Keith [D-MN-5]	D · MN		Feb 27, 2015
Rep. Lofgren, Zoe [D-CA-19]	D · CA		Jul 14, 2015

### Committee Activity

Committee	Chamber	Activity	Date
Education and Workforce Committee	House	Referred to	Apr 29, 2015

### Subjects & Policy Tags

#### Policy Area:

Education

### Related Bills

*No related bills are listed.*

## **Achievement Through Technology and Innovation Reauthorization Act of 2015**

Amends title II of the Elementary and Secondary Education Act of 1965 (ESEA) to rename part D (Achievement through Technology and Innovation) as the Achievement Through Technology and Innovation Act of 2015 or the ATTAIN Act and to reauthorize it through FY2020.

Authorizes the Secretary of Education to reserve a portion of the part D funding to provide states with technical assistance and information in adopting evidence-based best practices for using technology to transform learning.

Directs the Secretary to allot part D grants to states on the basis of each state's share of school improvement funds under part A of title I of the ESEA.

Requires state grantees to develop and implement challenging academic content and achievement standards to ensure that students are technologically literate. Declares that such standards are only for tracking technological literacy and not for assessing adequate yearly progress (AYP) under title I. Permits the assessment of student performance in gaining technology literacy through embedding assessment items in other state tests or performance-based assessments portfolios or through other valid and reliable means.

Directs states to use the bulk of their allotment to award competitive subgrants to local educational agencies (LEAs) to improve student learning, technology literacy, and achievement. Requires that priority be given to LEAs serving schools that have been identified as needing improvement.

Require an LEA to: (1) include a new or updated local long-range strategic educational technology plan in its subgrant application, (2) use up to 5% of its subgrant to evaluate its use of the subgrant, and (3) use its remaining subgrant to implement a plan for systemic school redesign through technology integration in at least one of its schools.

Requires the plans for systemic school redesign to include: (1) professional development activities for educators; (2) the acquisition and application of technology, in conjunction with curricular or instructional changes, to improve students' learning opportunities, academic achievement, and technical literacy; and (3) the acquisition and application of technology to identify individual student learning needs and support personalized learning.

## **Actions Timeline**

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- **Apr 29, 2015:** Referred to the Subcommittee on Early Childhood, Elementary, and Secondary Education.
- **Feb 13, 2015:** Introduced in House
- **Feb 13, 2015:** Referred to the House Committee on Education and the Workforce.