

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Committee on Appropriations

BILL: CS/CS/SB 1264

INTRODUCER: Appropriations Committee (Recommended by Appropriations Subcommittee on Education); Education Pre-K - 12 Committee; and Senator Legg

SUBJECT: Digital Classrooms

DATE: April 23, 2015

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Bailey</u>	<u>Klebacha</u>	<u>ED</u>	<u>Fav/CS</u>
2.	<u>Sikes</u>	<u>Elwell</u>	<u>AED</u>	<u>Recommend: Fav/CS</u>
3.	<u>Sikes</u>	<u>Kynoch</u>	<u>AP</u>	<u>Fav/CS</u>

Please see Section IX. for Additional Information:

COMMITTEE SUBSTITUTE - Substantial Changes

I. Summary:

CS/CS/SB 1264 provides a mechanism for comparing the status of digital readiness of school districts and public schools, which is independently verified, based on technology infrastructure standards identified by the Agency for State Technology (AST or agency) or a professional organization that the agency contracts with (contracted organization). The digital readiness of school districts must be assessed using a digital readiness scorecard and uniform definitions of technology infrastructure components established by the Department of Education (DOE) in consultation with the agency.

Specifically, the bill requires the AST, or a contracted organization, to consult with the DOE to identify technology infrastructure standards for the successful implementation of digital classrooms in Florida. The bill also specifies that the AST must collaborate with the DOE and the Department of Management Services (DMS) to identify state term contract or other local procurement options, and shared services available to school districts.

The bill also authorizes district school boards to adopt rules regarding procurement practices, including the use of online procurement and electronic auction services. The term “electronic auction services” is defined. The bill also authorizes district school boards and district schools to use electronic auction services and other efficient procurement tools for specified purchases.

The bill requires the AST, or a contracted organization, to perform a digital classrooms implementation and compliance assessment, provide planning guidance to address identified gaps, and recommend cost efficiency improvements. The estimated cost of these requirements is \$10 million.

The bill provides an effective date of July 1, 2015.

II. Present Situation:

Florida Digital Classrooms Allocation

In 2014, the Legislature elevated policy and funding for technology-enhanced classroom teaching and learning by creating the Florida digital classrooms allocation (allocation) to support efforts and strategies of school districts and public schools in integrating technology into classroom instruction to improve student performance outcomes.¹ In response to the 2014 legislation that created the allocation,² the Department of Education (DOE or department) adopted a Strategic Technology Plan establishing the general parameters for digital classrooms which are used by the by the district school boards to adopt their district digital classrooms plan.³ For the 2014-2015 fiscal year, the Legislature appropriated \$40 million to school districts to support digital classrooms.⁴ A minimum of \$250,000 was provided to each school district and the remaining balance was allocated based on each district's share of the state's total unweighted student enrollment.⁵

State Digital Classrooms Plan

The Office of Technology and Information Services, within the DOE, is responsible for developing a 5-year strategic plan (state plan) that must:⁶

- Describe how technology will be integrated into classroom teaching and learning to improve student performance outcomes and prepare students to be digital learners.
- Establish minimum technology requirements that include specifications for hardware, software, devices, networking, security, and bandwidth capacity and guidelines for the ratio of students per device.
- Establish minimum requirements for professional development opportunities and training to assist district instructional personnel staff with integrating technology into classroom teaching.
- Identify the types of digital tools and resources that can assist district instructional personnel and staff in management, assessment, and monitoring of student learning and performance.

¹ Section 1011.62(12)(a), F.S.

² Sections 5 and 27, ch. 2014-56, L.O.F.

³ Florida Department of Education, *FDOE Digital Classrooms Plan*, <http://www.fldoe.org/about-us/division-of-technology-info-services/bureau-of-edu-tech.stml> (last visited March 6, 2015); see ss. 1001.20(4) and 1011.62(12)(b), F.S. The Department of Education (DOE) has provided to school districts, technical assistance memo and guidance document regarding digital classrooms. Florida Department of Education, *Digital Classrooms Plan (DCP) and Allocation*, <http://www.fldoe.org/about-us/division-of-technology-info-services/bureau-of-edu-tech.stml> (last visited March 9, 2015).

⁴ Specific Appropriation 96, s. 2, ch. 2014-51, LO.F.

⁵ *Id.*

⁶ Section 1001.20(4)(a)1., F.S.

The DOE must update the state plan annually by January 1st.⁷

Technology Integration Matrix

To assist with integrating technology into curriculum, the DOE has prepared a Technology Integration Matrix (TIM)⁸ for teachers to use technology to enhance learning by:⁹

- Providing a framework for defining and evaluating technology integration;
- Setting a clear vision for effective teaching with technology;
- Giving teachers and administrators a common language for setting goals; and
- Helping target professional development resources effectively.

District Digital Classrooms Plan

The 2014 legislation required each district school board to adopt a district digital classrooms plan (DCP) that meets the unique needs of students, schools, and personnel and submit the district DCP to the DOE for approval.¹⁰ By permitting the customization of district digital classrooms plan to meet local needs, the legislation promoted local control of targeted and purposeful technology enhancements in Florida's classrooms. At a minimum, the district DCPs must be updated annually to include the following:¹¹

- Measurable student performance outcomes, including the outcomes for students with disabilities.
- Digital learning and technology infrastructure purchases and operational activities including, but not limited to, connectivity, broadband access, wireless capacity, internet speed, and data security, all of which must meet or exceed the minimum requirements and protocols established by the department.
- Professional development purchases and operational activities including, but not limited to, using technology in the classroom and improving digital literacy and competency.
- Digital tool purchases and operational activities including, but not limited to, competency-based credentials that measure and demonstrate digital competency and certifications; third-party assessments that demonstrate acquired knowledge and use of digital applications; and devices that meet or exceed the minimum requirements and protocols established by the department.
- Online assessment-related purchases and operational activities including, but not limited to, expanding the capacity to administer assessments and compatibility with minimum assessment requirements and protocols established by the department.

⁷ Section 1001.20(4)(a)1., F.S.

⁸ Florida Department of Education, *Presentation to the Florida Senate Appropriations Subcommittee on Education* (March 4, 2015), available at http://www.flsenate.gov/PublishedContent/Committees/2014-2016/AED/MeetingRecords/MeetingPacket_2873.pdf, at 115 of 120.

⁹ Florida Department of Education, *The Technology Integration Matrix*, <http://fcit.usf.edu/matrix/index.php> (last visited March 10, 2015). The five interdependent characteristics of meaningful learning environments are: active, constructive, goal directed (i.e., reflective), authentic, and collaborative. The five levels of technology integration (i.e., entry, adoption, adaptation, infusion, and transformation) with each of the five characteristics of meaningful learning environments. Together, the five levels of technology integration and the five characteristics of meaningful learning environments create a matrix of 25 cells to set a clear vision for effective teaching with technology. Florida Department of Education, *The Technology Integration Matrix* (March 9, 2015), available at <http://fcit.usf.edu/matrix/matrix.php>.

¹⁰ Section 1011.62(12)(b), F.S.

¹¹ *Id.*

Each district superintendent must certify to the Commissioner of Education (commissioner) that “the district school board has approved a comprehensive district digital classrooms plan that supports the fidelity of implementation of the Florida digital classrooms allocation.”¹² In addition, each district’s DCP must include a formal verification of the district superintendent’s approval of the DCP for each charter school in the district.¹³ The DOE must approve the DCPs before distributing the allocation funds to the school districts.¹⁴

For the 2014-2015 school year, the deadline for submitting district DCPs was October 1, 2014.¹⁵ All 67 district school boards have submitted their district DCP and the DOE has approved all district DCPs.¹⁶ For the 2015-2016 school year and each year thereafter, the district school boards must submit their district DCPs annually by March 1.¹⁷

In addition to submitting DCPs, beginning in the 2015-2016 fiscal year, each district school board must report to the department its use of allocation funds and student performance outcomes.¹⁸ The department may contract with an independent third-party entity to conduct an annual independent verification of the district’s use of allocation funds in accordance with the district’s DCP.¹⁹ If an independent third-party verification is not conducted, the Auditor General must, during scheduled operational audits of school districts, verify compliance of the use of allocation funds in accordance with the district’s DCP.²⁰

Annually, by October 1, beginning in the 2015-2016 fiscal year, the commissioner must provide to the Governor, President of the Senate, and Speaker of the House of Representatives, a summary of each district’s use of funds, student performance outcomes, and progress toward meeting statutory requirements and timelines.²¹

State Agency Procurement

Chapter 287, F.S., regulates state agency²² procurement of personal property and services.²³ Agencies may use a variety of procurement methods, depending on the cost and characteristics of the needed good or service, the complexity of the procurement, and the number of available vendors. These include the following:

¹² Section 1011.62(12)(c), F.S.

¹³ Section 1011.62(12)(b)5(c), F.S.

¹⁴ *Id.*

¹⁵ Section 1011.62(12)(b), F.S.

¹⁶ Florida Department of Education, *Approved Districts’ Digital Classroom Plans*, <http://www.fldoe.org/about-us/division-of-technology-info-services/dcp.stml> (last visited March 6, 2015).

¹⁷ Section 1011.62(12)(b), F.S.

¹⁸ Section 1011.62(12)(e), F.S.

¹⁹ *Id.*

²⁰ *Id.*

²¹ *Id.*

²² As defined in s. 287.012(1), F.S., “agency” means any of the various state officers, departments, boards, commissions, divisions, bureaus, and councils and any other unit of organization, however designated, of the executive branch of state government. “Agency” does not include the university and college boards of trustees or the state universities and colleges.

²³ Local governments are not subject to the provisions of ch. 287, F.S. Local governmental units may look to the chapter for guidance in the procurement of goods and services, but many have local policies or ordinances to address competitive solicitations.

- "Single source contracts," which are used when an agency determines that only one vendor is available to provide a commodity or service at the time of purchase;
- "Invitations to bid (ITB)," which are used when an agency determines that standard services or goods will meet needs, wide competition is available, and the vendor's experience will not greatly influence the agency's results;
- "Requests for proposals (RFP)," which are used when the procurement requirements allow for consideration of various solutions and the agency believes more than two or three vendors exist who can provide the required goods or services; and
- "Invitations to negotiate (ITN)," which are used when negotiations are determined to be necessary to obtain the best value and involve a request for high complexity, customized, mission-critical services, by an agency dealing with a limited number of vendors.²⁴

Contracts for commodities or contractual services in excess of \$35,000 must be procured utilizing a competitive solicitation process.²⁵ However, specified contractual services and commodities are not subject to competitive-solicitation requirements.²⁶

The chapter establishes a process by which a person may file an action protesting a decision or intended decision pertaining to contracts administered by the Department of Management Services (DMS), a water management district, or state agencies.²⁷

Online Procurement of Commodities and Contractual Services

Pursuant to s. 287.057(22), F.S., the DMS is required to maintain a program for online procurement of commodities and contractual services in consultation with the Chief Financial Officer (Department of Financial Services) and the Agency for State Technology (AST). The DMS has authority to contract for equipment and services to develop and implement online procurement in consultation with the AST and in compliance with standards of AST.²⁸ The DMS is required to adopt rules for the administration of the program for online procurement.²⁹ The DMS may also impose and collect fees for use of the online procurement system.³⁰

The DMS's online procurement program is MyFloridaMarketPlace (MFMP). MFMP is used by the Division of State Purchasing for formal solicitations (ITB, RFP, and ITN) and by state

²⁴ See ss. 287.012(6) and 287.057, F.S.

²⁵ Section 287.057(1), F.S., requires all projects that exceed the Category Two (\$35,000) threshold contained in s. 287.017, F.S., to be competitively bid. As defined in s. 287.012(6), F.S., "competitive solicitation" means the process of requesting and receiving two or more sealed bids, proposals, or replies submitted by responsive vendors in accordance with the terms of a competitive process, regardless of the method of procurement.

²⁶ See s. 287.057(3)(e), F.S.

²⁷ See ss. 287.042(2)(c) and 120.57(3), F.S.

²⁸ Section 287.057(22)(a), F.S. Also, see s. 282.0051(4), F.S. (AST has responsibility to perform project oversight on all state agency information technology project costs of \$10 million or more that are funded in the General Appropriations Act or other law.)

²⁹ Section 287.057(22)(b), F.S. See Rules 60A-1.030-1.033, F.A.C.

³⁰ Section 287.057(22)(c), F.S.

agencies for informal quotes and electronic invoicing.³¹ MFMP has been in operation for more than ten years.³²

Local Capital Improvement Revenue for Computer Hardware and Enterprise Software

School districts are authorized to use local improvement revenue to purchase, lease-purchase, or lease:

- New and replacement equipment;
- Computer hardware; and
- Enterprise resource software applications that are classified as capital assets, have a useful life of at least 5 years, and are used to support districtwide administration or state-mandated reporting requirements.

III. Effect of Proposed Changes:

The bill provides a mechanism for assessing and comparing the status of digital readiness of school districts and public schools based on technology infrastructure standards identified by the Agency for State Technology (AST or agency) or a professional organization that the agency contracts with (contracted organization). The digital readiness of school districts must be assessed using a digital readiness scorecard and uniform definitions of technology infrastructure components established by the Department of Education (DOE or department) in consultation with the agency.

Specifically, the bill requires the AST, or a contracted organization, to consult with the department to identify technology infrastructure standards for the successful implementation of digital classrooms. These standards must include, but are not limited to, device recommendations, security and connectivity requirements, and browser expectations.

This provision will likely facilitate a collaboration between the AST, the agency that establishes the standards for the most efficient use of state's information technology resources,³³ and the DOE, the department that is familiar with public schools' instructional needs.

Requirements for the Agency for State Technology

The AST was established in 2014 by the Legislature to oversee the state's essential technology projects and is responsible for establishing standards and processes for information technology (IT).³⁴ The agency is responsible for establishing technology architecture standards to provide

³¹ Analysis from the DMS dated February 3, 2015, on file with the Committee on Governmental Oversight and Accountability.

³² See http://www.dms.myflorida.com/business_operations/state_purchasing.

³³ Section 282.0051(2), F.S. The Agency for State Technology is responsible for developing and publishing "information technology policy for the management of the state's information technology resources." Section 282.0051(1), F.S.

³⁴ Section 10, ch. 2014-221, L.O.F.; Agency for State Technology, *About Us*, <http://www.ast.myflorida.com/about.asp> (lasted visited March 9, 2015) Information technology means "equipment, hardware, software, firmware, programs, systems, networks, infrastructure, media, and related material used to automatically, electronically, and wirelessly collect, receive, access, transmit, display, store, record, retrieve, analyze, evaluate, process, classify, manipulate, manage, assimilate, control, communicate, exchange, convert, converge, interface, switch, or disseminate information of any kind or form." Section 282.0041, F.S.

the most efficient use of the state's IT resources which must include, but not be limited to, performance measurements and metrics that objectively reflect the status of an IT project based on a defined and documented scope, cost, and schedule.³⁵

In addition to identifying the technology infrastructure standards and targets, the bill requires the AST, or a contracted organization, to:

- Perform an annual assessment of the DOE's 5-year strategic plan for establishing Florida digital classrooms and the districts' and charter schools' digital classrooms plans for the 2015-2016 school year, and annually thereafter, to determine the status of technology infrastructure and digital readiness of school districts. The retrospective analyses will likely provide the state with an independent assessment of the districts' and schools' technology infrastructure and digital readiness status and needs. Currently, technology readiness data are self-reported by the school districts. In addition, the retrospective analyses will likely assist with identifying gaps in technology infrastructure relative to the identified standards and targets. The bill requires school districts to be assessed using a digital readiness scorecard to provide a mechanism for comparing the status of school districts' digital readiness.
- Provide prospective planning guidance and technical assistance to the department, school districts, and public schools regarding identified gaps in technology infrastructure and recommended improvements to meet the standards identified by the AST or a contracted organization. The guidance and technical assistance will likely help the DOE, school districts, and public schools to make strategic and purposeful investments in technology infrastructure.
- Submit a report by May 1, 2016, for the 2015-2016 school year, and annually by December 1 thereafter, to the Governor, President of the Senate, and Speaker of the House of Representatives, summarizing the status of technology infrastructure and recommending strategies for improving cost efficiencies and maximizing the state's and school districts' investments in technology to establish digital classrooms. The annual report, which the AST must provide to the Commissioner of Education (commissioner) by November 1 of each year, will likely help to inform the state about the school districts' and public schools' technology infrastructure status and progress toward meeting the technology infrastructure standards and targets that are identified by the AST or a contracted organization in consultation with the DOE. Additionally, the recommendations regarding cost efficiencies may help inform strategic budgetary investments in technology infrastructure.
- Collaborate with the DOE and the Department of Management Services (DMS) to identify:
 - State term contract or other local procurement options available to school districts that provide information technology commodities, consultant services, or staff augmentation contractual services that support the information technology architecture standards applicable to digital classrooms.
 - Shared services available to school districts through the State Data Center to facilitate the implementation of school district digital classrooms plans.

Requirements for the Department of Education

The bill specifies requirements for the DOE regarding incorporating the identified technology infrastructure standards and targets in the department's 5-year strategic plan (state plan),

³⁵ Section 282.0051(2)-(3), F.S.

establishing uniform definitions of technology infrastructure components, creating a digital readiness scorecard, and providing access to statewide procurement service agreements:

- The DOE must include the identified technology infrastructure standards and targets in the state plan for successful implementation of digital classrooms to improve student performance outcomes. In addition to the components that must be included in the state plan, which are specified in law,³⁶ the bill clarifies that the state plan must also identify minimum technology infrastructure requirements in consultation with the AST. The minimum technology infrastructure requirements will likely help the school districts and public schools strategically plan for technology investments and allocate funds purposefully.
- The DOE must coordinate with the AST to facilitate school districts' access to statewide procurement service agreements. Access to competitively procured service agreements may result in cost savings and efficiencies for the school districts.
- The DOE must consult with the AST to establish uniform definitions of technology infrastructure components which must be incorporated into the state plan. The uniform definitions must also be used by charter schools that seek Florida digital classrooms allocation funds and by each district school board in the technology information submitted annually to the DOE. Uniform definitions will allow for comparability of technology infrastructure components across school districts to assess the status of districts' digital readiness.
- The DOE must consult with the AST to create a digital readiness scorecard to compare the digital readiness of school districts within the state. The scorecard must use the uniform definitions and identified technology infrastructure standards and targets identified by the department in consultation with the AST. At a minimum, the scorecard must include the student-to-device ratio, the percentage of schools within each district that meet bandwidth standards, the percentage of classrooms within each district that must meet wireless standards, the refresh rate of devices, network capacity, information storage capacity, and information security services.
- The DOE must provide each school district with their information technology architecture standards compliance status by June 1, 2016, for the 2015-2016 school year, and annually by January 1 thereafter.
- The DOE, if it determines the administration of online assessments after January 1, 2015, does not comply with the minimum assessment protocols and requirements it established, must contract with an independent, auditing entity that has expertise in the area to evaluate the extent of the noncompliance and provide recommendations to remediate the noncompliance in future administrations of online assessments.

Requirements for School Districts

Beginning in the 2016-2017 school year, each school district must undergo an annual assessment and independent verification of its use of Florida digital classrooms allocation funds (digital classrooms funds) for the district to be eligible to receive digital classrooms funds. An independent assessment of the districts' use of digital classrooms funds will likely help inform the state about school districts' technology needs and investments to improve student performance outcomes. Access to such information will also likely assist the state with budgetary

³⁶ Section 1001.20(4)(a)1., F.S.

decisions concerning school districts' and public schools' preparedness to integrate technology into classroom teaching and learning and administer computer-based assessments.

The bill also modifies district digital classrooms plan requirements by specifying that efforts to improve student performance be tied to the use of an instructional delivery system that increases the depth of student and teacher engagement through the interactive and collaborative use of classroom devices, digital curriculum, and assessments.

Requirements for Submitting Digital Classrooms Plans

The bill also makes modifications to the format and deadline for submitting digital classrooms plans:

- The DOE must develop a streamlined format for charter schools to use for submitting their digital classrooms plan. This process may result in creating a precise accountability measurement tool matching the charter school's mission, program, goals, students served, methods of assessment and ways to measure success of charter schools.³⁷
- The commissioner must implement an online, web-based portal for school districts and charter schools to submit their digital classrooms plan. The online submission system may result in a cost-effective method for the school districts to timely report their digital classrooms plan information to the department.
- District school boards must submit their digital classrooms plan annually to the DOE by August 1, instead of the March 1 deadline which is the current statutory deadline. The August 1 deadline will likely assist the districts with budgetary planning by taking into consideration allocation funds appropriated for the next school year.

Finally, the bill clarifies that the annual report the commissioner must provide to the Governor, President of the Senate, and Speaker of the House of Representatives, by October 1 of each year, include a summary of each district's:

- Student performance goals and outcomes; and
- Use of funds in support of such goals and outcomes.

The clarification emphasizes that improving student performance outcomes should be the goal that drives technology integration in classroom teaching and learning.

Electronic Auction Services

The bill authorizes district school boards to adopt rules regarding procurement practices, including the use of online procurement and electronic auction services. The term "electronic auction services" is defined as a competitive procurement conducted on a centralized website using third-party software, jointly managed by an approved vendor and the district school board, for the purpose of obtaining competitive prices in an auction environment.

The bill also authorizes district school boards to use electronic auction services or other efficient procurement tools for purchasing buses, equipment and supplies. District schools are also

³⁷ Florida Department of Education, *General Information* (March 9, 2015), available at <http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-faqs.stml>.

authorized to use electronic auction services or other efficient procurement tools for such purchases.

Local Capital Improvement Revenue for Computer Hardware and Enterprise Software

School districts are currently authorized to purchase enterprise resource software with their local capital improvement revenue, however, it is unclear as to whether annual license fees, maintenance fees, or lease agreements for enterprise resource software are authorized uses of these funds. The bill specifically authorizes school districts to use their local capital improvement revenue for enterprise resource software annual license fees, maintenance fees, or lease agreements.

The bill provides an effective date of July 1, 2015.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

CS/CS/SB 1264 requires the Agency for State Technology (AST), or a contracted organization, to perform a digital classrooms implementation and compliance assessment, provide planning guidance to address identified gaps, and recommend cost efficiency improvements. The estimated cost of these requirements is \$10 million.

Procurement through electronic auction services or other efficient procurement tools may result in costs savings for district school boards, but the extent of those potential cost savings is not known.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends the following sections of the Florida Statutes: 282.0051, 282.00515, 1001.20, 1001.42, 1006.27, 1011.62, and 1011.71.

This bill creates section 282.0052 of the Florida Statutes.

IX. Additional Information:

- A. **Committee Substitute – Statement of Substantial Changes:**
(Summarizing differences between the Committee Substitute and the prior version of the bill.)

CS/CS by Appropriations on April 21, 2015:

The committee substitute:

- Requires the Agency for State Technology (AST) to:
 - Establish information technology architecture standards for purposes of implementing digital classrooms, including but not limited to, device recommendations, security requirements, connectivity requirements, and browser expectations.
 - Collaborate with the Department of Education (DOE) and the Department of Management Services (DMS) to identify state term contract or other local procurement options, and shared services options for school districts.
 - Include, in the annual assessment of the DOE, the status of statewide implementation of digital classrooms and recommendations for improving cost efficiencies.
 - Perform an annual assessment of state and school district digital classrooms plans.
- Requires the DOE to contract with independent auditing entity to make recommendations to remediate technology infrastructure issues associated with the administration of 2014-15 online assessments.
- Authorizes school districts to use their local capital improvement revenue for enterprise resource software annual license fees, maintenance fees, or lease agreements.
- Modifies district digital classrooms plan requirements by specifying that efforts to improve student performance be tied to the use of an instructional delivery system that increases the depth of student and teacher engagement through the interactive and collaborative use of classroom devices, digital curriculum, and assessments.
- Authorizes district school boards to adopt rules regarding procurement practices, including the use of online procurement and electronic auction services and authorizes district school boards and district schools to use electronic auction services and other efficient procurement tools for specified purchases.

CS by Education Pre-K – 12 on March 18, 2015:

The committee substitute maintains the original substance of SB 1264 with the following modifications:

- Requires the Department of Education’s technology office to consult with the Agency for State Technology (AST) to:
 - Establish uniform definitions of technology infrastructure components. The uniform definitions must be incorporated into the state and local digital classrooms plans and technology resources inventory.
 - Create a digital readiness scorecard to compare school districts’ digital readiness and include specified information in the scorecard.
- Modifies a requirement in the bill that requires the AST, or an independent organization that the agency contracts with, to perform retrospective analyses of the state and local digital classrooms plans by clarifying that the retrospective analyses must also include an assessment of the digital readiness of school districts using the digital readiness scorecard.

B. Amendments:

None.