

SEC. 9210. REPORT ON STUDENT HOME ACCESS TO DIGITAL LEARNING RESOURCES.

(a) *IN GENERAL.*—Not later than 18 months after the date of enactment of this Act, the Director of the Institute of Education Sciences shall complete a study on the educational impact of access to digital learning resources outside of the classroom.

(b) *CONTENTS.*—The study described in subsection (a) shall include—

(1) an analysis of student habits related to digital learning resources outside of the classroom, including the location and types of devices and technologies that students use for educational purposes;

(2) an identification of the barriers students face in accessing digital learning resources outside of the classroom;

(3) a description of the challenges students who lack home Internet access face, including challenges related to—

(A) student participation and engagement in the classroom; and

(B) homework completion;

(4) an analysis of how the barriers and challenges such students face impact the instructional practice of educators; and

(5) a description of the ways in which State educational agencies, local educational agencies, schools, and other entities, including partnerships of such entities, have developed effective means to address the barriers and challenges students face in accessing digital learning resources outside of the classroom.

(c) *PUBLIC DISSEMINATION.*—The Director of the Institute of Education Sciences shall widely disseminate the findings of the study described in subsection (a)—

(1) in a timely fashion to the public and the Committee on Education and the Workforce of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate; and

(2) through electronic transfer and other means, such as posting, as available, to the website of the Institute of Education Sciences or the Department of Education.

SEC. 9211. STUDY ON THE TITLE I FORMULA.

(a) *FINDINGS.*—Congress finds the following:

(1) Part A of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311 *et seq.*) provides funding to local educational agencies through four separate formulas that have been added to the law over time, and which have “distinct allocation patterns, providing varying shares of allocated funds to different types of local educational agencies or States,” according to a 2015 report from the Congressional Research Service.

(2) Minimal effort has been made by the Federal Government to determine if the four formulas are adequately delivering funds to local educational agencies with the highest districtwide poverty averages.

(3) The formulas for distributing Targeted Grants and Education Finance Incentive grants use two weighting systems, one based on the percentage of children included in the determination of grants to local educational agencies (percentage weighting), and another based on the absolute number of such