

111TH CONGRESS
1ST SESSION

S. 818

To reauthorize the Enhancing Education Through Technology Act of 2001,
and for other purposes.

IN THE SENATE OF THE UNITED STATES

APRIL 2, 2009

Mr. BINGAMAN (for himself, Mr. BURR, Mr. KENNEDY, Mr. HATCH, and Mrs. MURRAY) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To reauthorize the Enhancing Education Through
Technology Act of 2001, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. ACHIEVEMENT THROUGH TECHNOLOGY AND**
4 **INNOVATION.**

5 Part D of title II of the Elementary and Secondary
6 Education Act of 1965 (20 U.S.C. 6751 et seq.) is amend-
7 ed to read as follows:

1 **“PART D—ACHIEVEMENT THROUGH**
2 **TECHNOLOGY AND INNOVATION**

3 **“SEC. 2401. SHORT TITLE.**

4 “‘This part may be cited as the ‘Achievement Through
5 Technology and Innovation Act of 2009’ or the ‘ATTAIN
6 Act’.

7 **“SEC. 2402. FINDINGS, PURPOSES, AND GOALS.**

8 “(a) FINDINGS.—Congress makes the following find-
9 ings:

10 “(1) Learning technologies in our Nation’s
11 schools are critical—

12 “(A) to meet the goals of the No Child
13 Left Behind Act of 2001 of raising student
14 achievement, closing the achievement gap, and
15 ensuring high-quality teaching; and

16 “(B) to ensure that our Nation’s students
17 are prepared to compete in the 21st century
18 knowledge-based global economy.

19 “(2) Increased professional development oppor-
20 tunities are needed if teachers are to be highly quali-
21 fied and effective in a 21st century classroom with
22 today’s digital native students, including professional
23 development opportunities—

24 “(A) in the use of learning technologies to
25 deliver innovative instruction and curriculum;
26 and

1 “(B) to use data to inform instruction.

2 “(3) Scientifically based research, conducted
3 with Federal funding, demonstrates that systemic
4 redesign initiatives centered around technology have
5 shown great promise in improving teaching and
6 learning, including the following:

7 “(A) In Utah, Missouri, and Maine, the
8 eMINTS program provides schools and teachers
9 with educational technology tools, curriculum,
10 and more than 200 hours of professional devel-
11 opment to change how teachers teach and stu-
12 dents learn. In classrooms in the same school (1
13 with eMINTS and 1 without), the student
14 achievement of students in the eMINTS class-
15 room was repeatedly over 10 percent higher
16 than the control classroom.

17 “(B) In West Virginia, students receiving
18 access to online foreign language courses per-
19 formed at least as well as students in face-to-
20 face versions of the classes, providing com-
21 parable high-quality instruction for students in
22 rural areas who otherwise would not have ac-
23 cess to such courses.

24 “(C) In Michigan’s Freedom to Learn
25 technology program, proficiency on Michigan

1 Education Assessment Program (MEAP) tests
2 of 8th grade mathematics increased from 31
3 percent in 2004 to 63 percent in 2005 in 1
4 middle school, and science achievement in-
5 creased from 68 percent of students proficient
6 in 2003 to 80 percent in 2004.

7 “(D) In Texas, the Technology Immersion
8 Pilot (TIP), implemented in middle schools,
9 demonstrated that discipline referrals went
10 down by more than $\frac{1}{2}$ with the changes in
11 teaching and learning; while in 1 school, the
12 percentage of 6th graders who passed the read-
13 ing portion of the 2006 State assessment
14 (TAKS) test was up 17 points from 2004, and
15 the percentage of 7th graders who passed the
16 mathematics portion of the TAKS rose 13
17 points. The students participating in the Tech-
18 nology Immersion Pilot have become more re-
19 sponsible for their learning, more engaged in
20 the classroom, and much more knowledgeable
21 about the role of technology in problem solving
22 and learning.

23 “(E) In Iowa, after connecting teachers
24 with sustainable professional development and
25 technology-based curriculum interventions, stu-

1 dents taught by such teachers had scores that
2 increased by 14 points in 8th grade mathe-
3 matics, 16 points in 4th grade mathematics,
4 and 13 points in 4th grade reading compared
5 with control groups.

6 “(4) Technology and e-learning in our Nation’s
7 schools are necessary to meet our Nation’s science,
8 technology, engineering, and mathematics (STEM)
9 education needs and to provide students with 21st
10 century skills, including technology literacy, informa-
11 tion literacy, communication skills, problem solving
12 skills, and the ability for self-directed life-long learn-
13 ing.

14 “(5) A 2003 Department of Commerce report
15 credits United States industry’s investments in in-
16 formation technology between 1989 and 2001 with
17 ‘producing positive and probably lasting changes in
18 the Nation’s economic potential’, but finds United
19 States education last in intensity of information
20 technology in 55 industry sectors.

21 “(6) Many of our Nation’s schools lack the re-
22 sources necessary for the 21st century classroom
23 and to meet the needs and expectations of today’s
24 digital native students, including—

1 “(A) software, digital content, and
2 broadband resources; and

3 “(B) other technologies.

4 “(7) According to the Department of Edu-
5 cation’s National Educational Technology Trends
6 Study (NETTS 2007), insufficient or outdated tech-
7 nology presented a substantial barrier to technology
8 use for teaching and learning for more than 40 per-
9 cent of students, while the lack of support specialists
10 was a barrier to technology use for more than 50
11 percent of students.

12 “(8) Federal leadership and investment is need-
13 ed to serve as a catalyst for State and local edu-
14 cation initiatives aimed at school innovation and im-
15 proved student achievement through leveraging edu-
16 cational technologies. According to the Department
17 of Education’s National Educational Technology
18 Trends Study (NETTS 2007), ‘Because funds gen-
19 erated locally through bonds or taxes frequently have
20 legal restrictions requiring them to be spent on
21 hardware and connectivity purchases only, Federal
22 and State funds supporting the use of technology re-
23 sources fill a critical gap.’.

24 “(b) PURPOSES.—The purposes of this part are the
25 following:

1 “(1) To ensure that through technology every
2 student has access to individualized, rigorous, and
3 relevant learning to meet the goals of this part, and
4 to prepare all students and the United States for the
5 21st century.

6 “(2) To evaluate, build upon, and increase the
7 use of evidence-based and innovative systemic school
8 redesigns that center on the use of technology that
9 leads to school improvement and increased student
10 achievement.

11 “(3) To increase ongoing, meaningful profes-
12 sional development around technology that—

13 “(A) leads to changes in teaching and cur-
14 rriculum;

15 “(B) improves student achievement, in-
16 cluding in core academic subjects;

17 “(C) improves student technology literacy;
18 and

19 “(D) is aligned with professional develop-
20 ment activities supported under section 2123.

21 “(c) GOALS.—The goals of this part are the fol-
22 lowing:

23 “(1) To improve student academic achievement
24 with respect to State academic standards through
25 the use of professional development and systemic

1 school redesigns that center on the use of technology
2 and the applications of technology.

3 “(2) To improve professional development to
4 ensure every school administrator—

5 “(A) possesses the leadership skills nec-
6 essary for effective technology integration and
7 every teacher possesses the knowledge and skills
8 to use technology across the curriculum;

9 “(B) uses technology and curriculum rede-
10 sign as key components of changing teaching
11 and learning and improving student achieve-
12 ment;

13 “(C) uses technology for data analysis to
14 enable individualized instruction; and

15 “(D) uses technology to improve student
16 technology literacy.

17 “(3) To ensure that every student is techno-
18 logically literate by the end of 8th grade, regardless
19 of the student’s race, ethnicity, gender, family in-
20 come, geographic location, or disability.

21 “(4) To improve student engagement, oppor-
22 tunity, attendance, graduation rates, and technology
23 access through enhanced or redesigned curriculum
24 or instruction.

1 “(5) To more effectively use data to inform in-
2 struction, address individualized student needs, and
3 support school decisionmaking.

4 **“SEC. 2403. DEFINITION OF STUDENT TECHNOLOGY LIT-**
5 **ERACY.**

6 “In this part:

7 “(1) LOCAL EDUCATIONAL AGENCY.—

8 “(A) IN GENERAL.—The term ‘local edu-
9 cational agency’ includes a consortium of local
10 educational agencies.

11 “(B) IMPLEMENTING REGULATIONS.—The
12 Secretary shall promulgate regulations imple-
13 menting subparagraph (A).

14 “(2) STUDENT TECHNOLOGY LITERACY.—The
15 term ‘student technology literacy’ means student
16 knowledge and skills in using contemporary informa-
17 tion, communication, and learning technologies in a
18 manner necessary for successful employment, life-
19 long learning, and citizenship in the knowledge-
20 based, digital, and global 21st century, which in-
21 cludes, at a minimum, the ability—

22 “(A) to effectively communicate and col-
23 laborate;

24 “(B) to analyze and solve problems;

1 “(C) to access, evaluate, manage, and cre-
2 ate information and otherwise gain information
3 literacy;

4 “(D) to demonstrate creative thinking,
5 construct knowledge, and develop innovative
6 products and processes; and

7 “(E) to do so in a safe and ethical manner.

8 **“SEC. 2404. AUTHORIZATION OF APPROPRIATIONS.**

9 “(a) IN GENERAL.—There are authorized to be ap-
10 propriated to carry out this part, \$1,000,000,000 for fiscal
11 year 2010, and such sums as may be necessary for each
12 of the 5 succeeding fiscal years.

13 “(b) ALLOCATION OF FUNDS BETWEEN STATE AND
14 LOCAL AND NATIONAL INITIATIVES.—Of the funds made
15 available under subsection (a) for a fiscal year—

16 “(1) 3 percent or \$10,000,000, whichever
17 amount is less, shall be available to carry out sub-
18 part 2, of which—

19 “(A) \$2,000,000 shall be available to carry
20 out section 2411(1); and

21 “(B) 1.5 percent or \$4,000,000, whichever
22 amount is less, shall be available to carry out
23 section 2412; and

1 “(2) the remainder of the funds made available
2 under subsection (a) shall be available to carry out
3 subpart 1.

4 “(c) LIMITATION.—

5 “(1) LOCAL ADMINISTRATIVE COSTS.—Of the
6 funds made available to a local educational agency
7 under this part for a fiscal year, not more than 3
8 percent may be used by the local educational agency
9 for administrative costs.

10 “(2) STATE ADMINISTRATIVE COSTS.—Of the
11 funds made available to a State educational agency
12 under section 2406(a)(1), not more than 60 percent
13 may be used by the State educational agency for ad-
14 ministrative costs.

15 **“Subpart 1—State and Local Grants**

16 **“SEC. 2405. ALLOTMENT AND REALLOTMENT.**

17 “(a) RESERVATIONS AND ALLOTMENT.—From the
18 amount made available to carry out this subpart under
19 section 2404(b)(2) for a fiscal year—

20 “(1) the Secretary shall reserve—

21 “(A) $\frac{3}{4}$ of 1 percent for the Secretary of
22 the Interior for programs under this subpart
23 for schools operated or funded by the Bureau of
24 Indian Affairs; and

1 “(B) $\frac{1}{2}$ of 1 percent to provide assistance
2 under this subpart to the outlying areas; and

3 “(2) subject to subsection (b), the Secretary
4 shall use the remainder to award grants by allotting
5 to each State educational agency an amount that
6 bears the same relationship to such remainder for
7 such year as the amount received under part A of
8 title I for such year by such State educational agen-
9 cy bears to the amount received under such part for
10 such year by all State educational agencies.

11 “(b) MINIMUM ALLOTMENT.—The amount of any
12 State educational agency’s allotment under subsection
13 (a)(2) for any fiscal year shall not be less than $\frac{1}{2}$ of 1
14 percent of the amount made available for allotments to
15 State educational agencies under this part for such year.

16 “(c) REALLOTMENT OF UNUSED FUNDS.—If any
17 State educational agency does not apply for an allotment
18 under this subpart for a fiscal year, or does not use the
19 State educational agency’s entire allotment under this
20 subpart for that fiscal year, the Secretary shall reallocate the
21 amount of the State educational agency’s allotment, or the
22 unused portion of the allotment, to the remaining State
23 educational agencies that use their entire allotments under
24 this subpart in accordance with this section.

1 “(d) STATE EDUCATIONAL AGENCY DEFINED.—In
2 this section, the term ‘State educational agency’ does not
3 include an agency of an outlying area or the Bureau of
4 Indian Affairs.

5 **“SEC. 2406. USE OF ALLOTMENT BY STATE.**

6 “(a) IN GENERAL.—Of the amount provided to a
7 State educational agency under section 2405(a)(2) for a
8 fiscal year—

9 “(1) the State educational agency may use not
10 more than 5 percent of such amount or \$100,000,
11 whichever amount is greater, to carry out activities
12 under section 2408(a);

13 “(2) the State educational agency shall use 2.5
14 percent of such amount or \$50,000, whichever
15 amount is greater, to carry out activities under sec-
16 tion 2408(b); and

17 “(3) the State educational agency shall dis-
18 tribute the remainder as follows:

19 “(A) The State educational agency shall
20 use 60 percent of the remainder to award Im-
21 proving Teaching and Learning through Tech-
22 nology subgrants to local educational agencies
23 having applications approved under section
24 2409(c) for the activities described in section
25 2410(b) by allotting to each such local edu-

1 cational agency an amount that bears the same
2 relationship to 60 percent of the remainder for
3 such year as the amount received under part A
4 of title I for such year by such local educational
5 agency bears to the amount received under such
6 part for such year by all local educational agen-
7 cies within the State, subject to subsection
8 (b)(2).

9 “(B) The State educational agency shall
10 use 40 percent of the remainder to award Sys-
11 temic School Redesign through Technology In-
12 tegration subgrants, through a State-deter-
13 mined competitive process, to local educational
14 agencies having applications approved under
15 section 2409(b) for the activities described in
16 section 2410(a).

17 “(b) SUFFICIENT AMOUNTS.—

18 “(1) SPECIAL RULE.—In awarding subgrants
19 under subsection (a)(3)(B), the State educational
20 agency shall—

21 “(A) ensure the subgrants are of sufficient
22 size and scope to be effective, consistent with
23 the purposes of this part;

24 “(B) ensure subgrants are of sufficient du-
25 ration to be effective, consistent with the pur-

1 poses of this part, including by awarding sub-
2 grants for a period of not less than 2 years that
3 may be renewed for not more than an addi-
4 tional 3 years;

5 “(C) give preference in the awarding of
6 subgrants to local educational agencies that
7 serve schools in need of improvement, as identi-
8 fied under section 1116, including those schools
9 with high populations of—

10 “(i) students with limited English pro-
11 ficiency;

12 “(ii) students with disabilities; or

13 “(iii) other subgroups of students who
14 have not met the State’s student academic
15 achievement standards; and

16 “(D) ensure an equitable distribution of
17 subgrants under subsection (a)(3)(B) among
18 urban and rural areas of the State, according
19 to the demonstrated need for assistance under
20 this subpart of the local educational agencies
21 serving the areas.

22 “(2) MINIMUM SUBGRANT.—The amount of any
23 local educational agency’s subgrant under subsection
24 (a)(3)(A) for any fiscal year shall be not less than
25 \$3,000.

1 “(c) REALLOTMENT OF UNUSED FUNDS.—If any
2 local educational agency does not apply for a subgrant
3 under subsection (a)(3)(A) for a fiscal year, or does not
4 use the local educational agency’s entire allotment under
5 this subpart for that fiscal year, the State shall reallo-
6 the amount of the local educational agency’s allotment, or
7 the unused portion of the allotment, to the remaining local
8 educational agencies that use their entire allotments under
9 this subpart in accordance with this section.

10 **“SEC. 2407. STATE APPLICATIONS.**

11 “(a) IN GENERAL.—To be eligible to receive a grant
12 under this subpart, a State educational agency shall sub-
13 mit to the Secretary, at such time and in such manner
14 as the Secretary may specify, an application containing
15 the contents described in subsection (b) and such other
16 information as the Secretary may reasonably require.

17 “(b) CONTENTS.—Each State educational agency ap-
18 plication submitted under subsection (a) shall include each
19 of the following:

20 “(1) A description of how the State educational
21 agency will support local educational agencies that
22 receive subgrants under this subpart in meeting, and
23 help improve the local educational agencies’ capacity
24 to meet, the purposes and goals of this part and the

1 requirements of this subpart, including through
2 technical assistance.

3 “(2) A description of the State educational
4 agency’s long-term goals and strategies for improv-
5 ing student academic achievement, including in core
6 academic subjects and in student technology literacy,
7 through the effective use of technology in classrooms
8 and schools throughout the State.

9 “(3) A description of the priority area upon
10 which the State educational agency will focus the
11 State educational agency’s guidance, technical as-
12 sistance, and other assistance under this subpart,
13 and other local support under this subpart, such
14 that the priority area shall be identified by the State
15 educational agency from among the core academic
16 subjects, grade levels, and student subgroup popu-
17 lations that may be causing the most number of
18 local educational agencies in the State to not make
19 adequate yearly progress, as defined in section
20 1111(b)(2)(C).

21 “(4) A description of how the State educational
22 agency will support local educational agencies that
23 receive subgrants under this subpart in imple-
24 menting, and will help improve the local educational

1 agency’s capacity to implement, professional develop-
2 ment programs pursuant to section 2410(b)(1)(A).

3 “(5) A description of how the State educational
4 agency will ensure that teachers, paraprofessionals,
5 library and media personnel, and administrators
6 served by the State educational agency possess the
7 knowledge and skills—

8 “(A) to use technology across the cur-
9 riculum;

10 “(B) to use technology and curriculum re-
11 design as key components of changing teaching
12 and learning and improving student achieve-
13 ment;

14 “(C) to use technology for data analysis to
15 enable individualized instruction; and

16 “(D) to use technology to improve student
17 technology literacy.

18 “(6) A description of the process, activities, and
19 performance measures that the State educational
20 agency will use to evaluate the impact and effective-
21 ness of activities described in section 2408(b).

22 “(7) Identification of the State challenging aca-
23 demic content standards and challenging student
24 academic achievement standards that the State edu-
25 cational agency will use to ensure that each student

1 is technology literate by the end of the 8th grade
2 consistent with the definition of student technology
3 literacy, and a description of how the State edu-
4 cational agency will assess, not less than once by the
5 end of 8th grade, student performance in gaining
6 technology literacy only for the purpose of tracking
7 progress towards achieving the 8th grade technology
8 literacy goal but not for meeting adequate yearly
9 progress goals, including through embedding such
10 assessment items in other State tests or perform-
11 ance-based assessments portfolios, or through other
12 valid and reliable means, except that nothing in this
13 subpart shall be construed to require States to de-
14 velop a separate test to assess student technology lit-
15 eracy.

16 “(8) An assurance that financial assistance pro-
17 vided under this subpart will supplement, and not
18 supplant, State and local funds.

19 “(9) A description of how the State educational
20 agency will, in providing technical and other assist-
21 ance to local educational agencies, give priority to
22 those local educational agencies identified by the
23 State educational agency as having the highest need
24 for assistance under this subpart, including those

1 local educational agencies with the highest percent-
2 age or number—

3 “(A) of students from families with in-
4 comes below the poverty line;

5 “(B) of students not achieving at the State
6 proficiency level;

7 “(C) of student populations identified
8 under section 2406(b)(1)(C); or

9 “(D) of schools identified as in need of im-
10 provement under section 1116.

11 “(10) A description of how the State edu-
12 cational agency will ensure that each subgrant
13 awarded under section 2406(a)(3)(B) is of sufficient
14 size, scope, and duration to be effective as required
15 under section 2406(b), and that such subgrants are
16 appropriately targeted and equitably distributed as
17 required under section 2406(b) to carry out the pur-
18 poses of this part effectively.

19 “(11) A description of how the State edu-
20 cational agency consulted with local educational
21 agencies in the development of the State application.

22 **“SEC. 2408. STATE ACTIVITIES.**

23 “(a) MANDATORY AND PERMISSIVE ACTIVITIES.—

24 “(1) MANDATORY ACTIVITIES.—From funds
25 made available under section 2406(a)(1), a State

1 educational agency shall carry out each of the fol-
2 lowing activities:

3 “(A) Identify the State challenging aca-
4 demic content standards and challenging stu-
5 dent academic achievement standards that the
6 State educational agency will use to ensure that
7 each student is technology literate by the end of
8 the 8th grade consistent with the definition of
9 student technology literacy.

10 “(B) Assess not less than once by the end
11 of the 8th grade student performance in gain-
12 ing technology literacy consistent with subpara-
13 graph (A), including through embedding such
14 assessment items in other State tests, perform-
15 ance-based assessments, or portfolios, or
16 through other means, except that such assess-
17 ments shall be used only to track student tech-
18 nology literacy and shall not be used to deter-
19 mine adequate yearly progress.

20 “(C) Publish the results of the State edu-
21 cational agency’s technology literacy assessment
22 administered under subparagraph (B) not less
23 than 3 months after the assessment is adminis-
24 tered such that the results are made widely
25 available to local educational agencies, parents,

1 and citizens, including through presentation on
2 the Internet, and transmit such results to the
3 Secretary.

4 “(D) Provide guidance, technical assist-
5 ance, and other assistance in the priority area
6 identified by the State pursuant to section
7 2407(b)(3) to local educational agencies receiv-
8 ing subgrants of less than \$10,000 under sec-
9 tion 2406(a)(3)(A) with a priority given to
10 those local educational agencies with the high-
11 est need for assistance described in section
12 2407(b)(9).

13 “(E) Provide technical assistance to local
14 educational agencies, with a priority given to
15 those local educational agencies identified by
16 the State as having the highest need for assist-
17 ance under this subpart, including those local
18 educational agencies with the highest percent-
19 age or number of (i) students from families
20 with incomes below the poverty line, (ii) stu-
21 dents not achieving at the State proficiency
22 level, (iii) student populations described in sec-
23 tion 2406(b)(1)(C), and (iv) schools identified
24 as in need of improvement under section 1116,
25 in the following ways:

1 “(i) Submitting applications for fund-
2 ing under this part.

3 “(ii) Carrying out activities authorized
4 under section 2410, including implementa-
5 tion of systemic school redesigns as de-
6 scribed in section 2409(b).

7 “(iii) Developing local educational
8 technology plans and integrating such
9 plans with the local educational agency’s
10 plans for improving student achievement
11 under sections 1111 and 1112, and, if ap-
12 plicable, section 1116.

13 “(F) Provide guidance, technical assist-
14 ance, and other assistance to local educational
15 agencies regarding the local educational agen-
16 cy’s plans to assess, and, as needed, update the
17 computers, software, servers, and other tech-
18 nologies throughout the local educational agen-
19 cy in terms of the functional capabilities, age,
20 and other specifications of the technology, in-
21 cluding to ensure such technologies can process,
22 at scale, new applications and online services
23 such as video conferencing, video streaming,
24 virtual simulations, and distance learning.

1 “(2) PERMISSIVE ACTIVITIES.—From funds
2 made available under section 2406(a)(1), a State
3 educational agency may carry out 1 or more of the
4 following activities:

5 “(A) State leadership activities and tech-
6 nical assistance that assist local educational
7 agencies that receive subgrants under this sub-
8 part in achieving the purposes and goals of this
9 part.

10 “(B) Assist local educational agencies that
11 receive subgrants under this subpart in the de-
12 velopment and utilization of research-based or
13 innovative strategies for the delivery of special-
14 ized or rigorous academic courses and curricula
15 through the use of technology, including dis-
16 tance learning technologies.

17 “(C) Assisting local educational agencies
18 that receive subgrants under this subpart in
19 providing sustained and intensive, high-quality
20 professional development pursuant to section
21 2410(b)(1)(A), including through assistance in
22 a review of relevant research.

23 “(b) ACTIVITIES RELATING TO RESEARCH.—From
24 funds made available under section 2406(a)(2), a State

1 educational agency shall carry out 1 or more of the fol-
2 lowing activities:

3 “(1) Conduct scientifically based or other rig-
4 orous research to evaluate the impact of 1 or more
5 programs or activities carried out under subsection
6 (a) in meeting the purposes and goals of this part.

7 “(2) Provide technical assistance to local edu-
8 cational agencies in carrying out evaluation research
9 activities as required under section 2410(a)(1).

10 “(3) Create 1 or more evaluation research pro-
11 tocols, designs, performance measurement systems,
12 or other tools to assist local educational agencies in
13 carrying out evaluation activities as required under
14 section 2410(a)(1).

15 “(4) Collect and disseminate the findings of the
16 evaluation research activities carried out by local
17 educational agencies under paragraphs (1), (2), and
18 (3).

19 **“SEC. 2409. LOCAL APPLICATIONS.**

20 “(a) IN GENERAL.—Each local educational agency
21 desiring a subgrant from a State educational agency under
22 this subpart shall submit to the State educational agency
23 an application containing a new or updated local long-
24 range strategic educational technology plan, and such
25 other information as the State educational agency may

1 reasonably require, at such time and in such manner as
2 the State educational agency may require. The application
3 shall contain each of the following:

4 “(1) A description of how the local educational
5 agency will align and coordinate the local edu-
6 cational agency’s use of funds under this subpart
7 with—

8 “(A) the school district technology plan;

9 “(B) the school district plans and activities
10 for improving student achievement, including
11 plans and activities under sections 1111 and
12 1112, and sections 1116 and 2123, as applica-
13 ble; and

14 “(C) funds available from other Federal,
15 State, and local sources.

16 “(2) An assurance that financial assistance pro-
17 vided under this subpart will supplement, and not
18 supplant other funds available to carry out activities
19 assisted under this section.

20 “(3) A description of the process used to assess
21 and, as needed, update the computers, software,
22 servers, and other technologies throughout the local
23 educational agency in terms of their functional capa-
24 bilities, age, and other specifications, in order to en-
25 sure technologies can process, at scale, new applica-

1 tions and online services, such as video conferencing,
2 video streaming, virtual simulations, and distance
3 learning courses.

4 “(4) Such other information as the State edu-
5 cational agency may reasonably require.

6 “(b) COMPETITIVE GRANTS; SYSTEMIC SCHOOL RE-
7 DESIGN THROUGH TECHNOLOGY INTEGRATION.—In addi-
8 tion to components included in subsection (a), a local edu-
9 cational agency submitting an application for a subgrant
10 under section 2406(a)(3)(B) shall submit to the State
11 educational agency an application containing each of the
12 following:

13 “(1) A description of how the local educational
14 agency will use the subgrant funds to implement
15 systemic school redesign, which is a comprehensive
16 set of programs, practices, and technologies that—

17 “(A) collectively lead to school or school
18 district change and improvement, including in
19 the use of technology and in improved student
20 achievement; and

21 “(B) incorporate all of the following ele-
22 ments:

23 “(i) Reform or redesign of curriculum,
24 instruction, assessment, use of data, or
25 other standards-based school or classroom

1 practices through the use of technology in
2 order to increase student learning oppor-
3 tunity, student technology literacy, student
4 access to technology, and student engage-
5 ment in learning.

6 “(ii) Improvement of educator quality,
7 knowledge and skills through ongoing, sus-
8 tainable, timely, and contextual profes-
9 sional development described in section
10 2410(b)(1)(A).

11 “(iii) Development of student tech-
12 nology literacy and other skills necessary
13 for 21st century learning and success.

14 “(iv) Ongoing use of formative assess-
15 ments and other timely data sources and
16 data systems to more effectively identify
17 individual student learning needs and
18 guide personalized instruction, learning,
19 and appropriate interventions that address
20 individual student learning needs.

21 “(v) Engagement of school district
22 leaders, school leaders, and classroom edu-
23 cators.

24 “(vi) Programs, practices, and tech-
25 nologies that are research-based or innova-

1 tive, such that research-based systemic re-
2 designs are based on a review of the best
3 available research evidence, and innovative
4 systemic redesigns are based on develop-
5 ment and use of new redesigns, programs,
6 practices, and technologies.

7 “(2) An assurance that the local educational
8 agency will use not less than 25 percent of the
9 subgrant funds to implement a program of profes-
10 sional development described in section
11 2410(b)(1)(A).

12 “(3) A description of how the local educational
13 agency will evaluate the impact of 1 or more pro-
14 grams or activities carried out under this subpart in
15 meeting 1 or more of the purposes or goals of this
16 part.

17 “(c) FORMULA GRANTS; IMPROVING TEACHING AND
18 LEARNING THROUGH TECHNOLOGY.—In addition to com-
19 ponents included in subsection (a), a local educational
20 agency that submits an application for a subgrant under
21 section 2406(a)(3)(A) shall submit to the State edu-
22 cational agency an application containing each of the fol-
23 lowing:

1 “(1) An assurance that the local educational
2 agency will use not less than 40 percent of the
3 subgrant funds for—

4 “(A) professional development described in
5 section 2410(b)(1)(A); and

6 “(B) technology tools, applications, and
7 other resources related specifically to such pro-
8 fessional development activities.

9 “(2) A description of how the local educational
10 agency will implement a program of professional de-
11 velopment required under paragraph (1)(A).

12 “(3) A description of how the local educational
13 agency will employ technology tools, applications,
14 and other resources in professional development and
15 to improve student learning and achievement in the
16 area of priority identified by the local educational
17 agency pursuant to paragraph (4).

18 “(4) A description of the priority area upon
19 which the local educational agency will focus the
20 subgrant funds provided under this subpart, such
21 that such priority area shall be identified from
22 among the core academic subjects, grade levels, and
23 student subgroup populations in which the most
24 number of students served by the local educational
25 agency are not proficient.

1 “(d) COMBINED APPLICATIONS.—A local educational
2 agency that submits an application to the State edu-
3 cational agency for subgrant funds awarded under section
4 2406(a)(3)(B) may, upon notice to the State educational
5 agency, submit a single application that will also be con-
6 sidered by the State educational agency as an application
7 for subgrant funds awarded under section 2406(a)(3)(A),
8 if the application addresses each application requirement
9 under subsections (a), (b), and (c).

10 “(e) CONSORTIUM APPLICATIONS.—For any fiscal
11 year, a local educational agency applying for a subgrant
12 described in section 2406(a)(3) may apply as part of a
13 consortium in which more than 1 local educational agency
14 jointly submits a subgrant application under this subpart,
15 except that no local educational agency may receive more
16 than 1 subgrant under this subpart.

17 **“SEC. 2410. LOCAL ACTIVITIES.**

18 “(a) COMPETITIVE GRANTS; SYSTEMIC SCHOOL RE-
19 DESIGN THROUGH TECHNOLOGY INTEGRATION.—From
20 subgrant funds made available to a local educational agen-
21 cy under section 2406(a)(3)(B), the local educational
22 agency—

23 “(1) shall use not less than 5 percent of such
24 subgrant funds to evaluate the impact of 1 or more
25 programs or activities carried out under the

1 subgrant in meeting 1 or more of the purposes or
2 goals of this part as approved by the State edu-
3 cational agency as part of the local application de-
4 scribed in section 2409(b)(3); and

5 “(2) shall use the remaining funds to imple-
6 ment a plan for systemic school redesign, which may
7 take place in 1 or more schools served by the local
8 educational agency or across all schools served by
9 the local educational agency, in accordance with sec-
10 tion 2409(b)(1), including each of the following:

11 “(A) Using not less than 25 percent of
12 subgrant funds to improve teacher quality and
13 skills through support for the following:

14 “(i) Professional development activi-
15 ties, as described in subsection (b)(1)(A).

16 “(ii) The acquisition and implementa-
17 tion of technology tools, applications, and
18 other resources to be employed in the pro-
19 fessional development activities described
20 in clause (i).

21 “(B) Acquiring and effectively imple-
22 menting technology tools, applications, and
23 other resources in conjunction with enhancing
24 or redesigning the curriculum or instruction in
25 order to—

1 “(i) increase student learning oppor-
2 tunity or access, student engagement in
3 learning, or student attendance or gradua-
4 tion rates;

5 “(ii) improve student achievement in
6 1 or more of the core academic subjects;
7 and

8 “(iii) improve student technology lit-
9 eracy.

10 “(C) Acquiring and effectively imple-
11 menting technology tools, applications, and
12 other resources to—

13 “(i) conduct ongoing formative assess-
14 ments and use other timely data sources
15 and data systems to more effectively iden-
16 tify individual student learning needs and
17 guide personalized instruction, learning,
18 and appropriate interventions that address
19 those individualized student learning
20 needs;

21 “(ii) support individualized student
22 learning, including through instructional
23 software and digital content that supports
24 the learning needs of each student, or
25 through providing access to high-quality

1 courses and instructors, including mathe-
2 matics, science, and foreign language
3 courses, often not available except through
4 technology and online learning, especially
5 in rural and high-poverty schools; and

6 “(iii) conduct such other activities as
7 appropriate consistent with the goals and
8 purposes of research-based and innovative
9 systemic school redesign, including activi-
10 ties that increase parental involvement
11 through improved communication with
12 teachers and access to student assignments
13 and grades.

14 “(b) FORMULA GRANTS; IMPROVING TEACHING AND
15 LEARNING THROUGH TECHNOLOGY.—From funds made
16 available to a local educational agency under section
17 2406(a)(3)(A), the local educational agency shall carry out
18 activities to improve student learning, student technology
19 literacy, and achievement in the area of priority identified
20 by the local educational agency under section 2409(c)(4),
21 including each of the following:

22 “(1) The local educational agency shall use not
23 less than 40 percent of subgrant funds for profes-
24 sional development activities that are aligned with
25 activities supported under section 2123 to improve

1 teacher quality and skills through support for the
2 following:

3 “(A) Training of teachers, paraprofes-
4 sionals, library and media personnel, and ad-
5 ministrators, which—

6 “(i) shall include the development, ac-
7 quisition, or delivery of—

8 “(I) training that is ongoing, sus-
9 tainable, timely, and directly related
10 to up-to-date teaching content areas;

11 “(II) training in strategies and
12 pedagogy in the core academic sub-
13 jects that involve use of technology
14 and curriculum redesign as key com-
15 ponents of changing teaching and
16 learning and improving student
17 achievement;

18 “(III) training in the use of tech-
19 nology to ensure every educator is
20 technologically literate, including pos-
21 sessed the knowledge and skills—

22 “(aa) to use technology
23 across the curriculum;

24 “(bb) to use technology and
25 curriculum redesign as key com-

1 ponents of innovating teaching
2 and learning and improving stu-
3 dent achievement;

4 “ (cc) to use technology for
5 data analysis to enable individ-
6 ualized instruction; and

7 “ (dd) to use technology to
8 improve student technology lit-
9 eracy; and

10 “ (IV) training that includes on-
11 going communication and follow-up
12 with instructors, facilitators, and
13 peers; and

14 “ (ii) may include—

15 “ (I) the use of instructional tech-
16 nology specialists, mentors, or coaches
17 to work directly with teachers, includ-
18 ing through the preparation of 1 or
19 more teachers as technology leaders or
20 master teachers who are provided with
21 the means to serve as experts and
22 train other teachers in the effective
23 use of technology; and

24 “ (II) the use of technology, such
25 as distance learning and online virtual

1 educator-to-educator peer commu-
2 nities, as a means for delivering pro-
3 fessional development.

4 “(B) The acquisition and implementation
5 of technology tools, applications, and other re-
6 sources to be employed in the professional de-
7 velopment activities described in subparagraph
8 (A).

9 “(2) The local educational agency shall use the
10 funds that remain after application of paragraph (1)
11 to acquire or implement technology tools, applica-
12 tions, and other resources to improve student learn-
13 ing, student technology literacy, and student
14 achievement in the area of priority identified by the
15 local educational agency, including through 1 or
16 more of the following:

17 “(A) Conducting ongoing formative assess-
18 ment and using other timely data sources and
19 data systems to more effectively identify indi-
20 vidual student learning needs and guide person-
21 alized instruction, learning, and appropriate
22 interventions that address those individualized
23 student learning needs.

24 “(B) Supporting individualized student
25 learning, including through instructional soft-

1 ware and digital content that supports the
2 learning needs of each student served by the
3 local educational agency under the subgrant, or
4 through providing access to high-quality courses
5 and instructors, including mathematics, science,
6 and foreign language courses, often not avail-
7 able except through technology such as online
8 learning, especially in rural and high-poverty
9 schools.

10 “(C) Increasing parental involvement
11 through improved communication with teachers
12 and access to student assignments and grades.

13 “(D) Enhancing accountability, instruc-
14 tion, and data-driven decisionmaking through
15 data systems that allow for management, anal-
16 ysis, and disaggregating of student, teacher,
17 and school data.

18 “(E) Such other activities as are appro-
19 priate and consistent with the goals and pur-
20 poses of this part.

21 “(c) MULTIPLE GRANTS.—A local educational agency
22 that receives a grant under subparagraph (A) and sub-
23 paragraph (B) of section 2406(a)(3) may use all such
24 grant funds for activities authorized under subsection (a).

1 **“Subpart 2—National Activities**

2 **“SEC. 2411. NATIONAL ACTIVITIES.**

3 “From the amount made available to carry out na-
4 tional activities under section 2404(b)(1) (other than the
5 amounts made available to carry out subparagraphs (A)
6 and (B) of section 2404(b)(1)), the Secretary, working
7 through and in coordination with the Director of the Of-
8 fice of Educational Technology and collaborating, as ap-
9 propriate, with the National Center for Achievement
10 Through Technology authorized under section 2412, shall
11 carry out the following activities:

12 “(1) NATIONAL REPORT.—The Secretary shall
13 annually conduct and publish a national report on
14 student technology literacy to determine the extent
15 to which students have gained student technology
16 literacy by the end of the 8th grade. In conducting
17 the study, the Secretary shall—

18 “(A) consult first with experts and stake-
19 holders, including educators and education lead-
20 ers, education technology experts from edu-
21 cation and industry, and the business and high-
22 er education communities seeking secondary
23 school graduates with student technology lit-
24 eracy; and

25 “(B) employ a random stratified sample
26 methodology of student technology literacy per-

1 formance using a cost-effective assessment that
2 is a readily available, valid, and reliable assess-
3 ment instrument.

4 “(2) STUDENT TECHNOLOGY LITERACY.—The
5 Secretary shall publish each year the results of the
6 State technology literacy assessments carried out
7 under section 2408(a)(1)(C).

8 “(3) NATIONAL EDUCATION TECHNOLOGY
9 PLAN.—Based on the Nation’s progress and an as-
10 sessment by the Secretary of the continuing and fu-
11 ture needs of the Nation’s schools in effectively
12 using technology to provide all students the oppor-
13 tunity to meet challenging State academic content
14 and student academic achievement standards, the
15 Secretary shall update and publish, in a form readily
16 accessible to the public, a national long-range tech-
17 nology plan not less often than once every 5 years,
18 and shall implement such plan.

19 “(4) OTHER NATIONAL ACTIVITIES.—From the
20 funds remaining after carrying out paragraphs (1),
21 (2), and (3), the Secretary shall carry out 1 or more
22 of the following activities:

23 “(A) Support efforts to increase student
24 technology literacy, including through outreach
25 to education, business, and elected leaders

1 aimed at building understanding of the knowl-
2 edge and skills students need to succeed in the
3 21st century through the use of technology for
4 life-long learning, citizenship, and workplace
5 success.

6 “(B) Support the work of the National
7 Center for Achievement Through Technology in
8 serving as a national resource for the improve-
9 ment of technology implementation in education
10 through identification and dissemination of
11 promising practices and exemplary programs
12 that effectively use educational technologies.

13 “(C) Support efforts to increase the capaci-
14 ty of State and local education officials to
15 budget for technology acquisition and imple-
16 mentation, including taking into account the
17 long-term costs of such acquisition and imple-
18 mentation, how technology investments may in-
19 crease effectiveness and efficiencies that ulti-
20 mately save other educational costs or provide
21 improved outcomes, and how spending for tech-
22 nology in education shall be considered in a
23 comprehensive cost-benefit analysis and not
24 simply as a supplemental expense.

1 “(D) Support staff at the Department and
2 other Federal agencies in their understanding
3 of education technology, the role of technology
4 in Federal education programs, and how Fed-
5 eral grantees can be supported in integrating
6 education technologies into the grantees’ pro-
7 grams as appropriate.

8 “(E) Convene stakeholders in an effort to
9 outline and support a national research and de-
10 velopment agenda aimed at supporting public-
11 private partnerships to leverage evolving tech-
12 nologies to meet evolving educational needs.

13 “(F) Convene practitioners and leaders
14 from local and State education, business and in-
15 dustry, higher education, or other stakeholder
16 communities—

17 “(i) to carry out the activities under
18 this paragraph, including convening an an-
19 nual forum on leadership and classroom
20 technology best practices;

21 “(ii) to otherwise address challenges
22 and opportunities in the use of technology
23 to improve teaching, learning, teacher
24 quality, student achievement, student tech-

1 nology literacy, and the efficiency and pro-
2 ductivity of the education enterprise; and

3 “(iii) to otherwise support school in-
4 novation and our Nation’s competitiveness.

5 “(G) Support efforts to ensure teachers
6 and other educators have the knowledge and
7 skills to teach in the 21st century through the
8 use of technology, including by providing assist-
9 ance to and sharing information with State ac-
10 crediting agencies, colleges of teacher education,
11 and other educational institutions and govern-
12 ment entities involved in the preparation and
13 certification of teachers, to ensure such teach-
14 ers possess the knowledge and skills prior to en-
15 tering the teaching force.

16 “(H) Support efforts to assist principals,
17 superintendents, and other senior school and
18 school district administrators in adapting to,
19 and leading their schools with, 21st century
20 technology tools and 21st century knowledge
21 and skills, including the following:

22 “(i) Developing a blueprint for the job
23 skills required and the coursework and ex-
24 perience necessary to be prepared for
25 school leadership.

1 “(ii) Supporting the development of
2 professional development and training pro-
3 grams that help education leaders obtain
4 the knowledge and skills, including through
5 collaborative efforts with up-to-date pro-
6 grams and institutions.

7 “(iii) Developing materials, resources,
8 self-assessments, and other tools to meet
9 the activities described in clauses (i) and
10 (ii).

11 “(I) Undertake other activities that—

12 “(i) lead to the improvement of—

13 “(I) our Nation’s educational
14 system in using educational tech-
15 nologies to improve teaching, learning,
16 and student achievement; and

17 “(II) student technology literacy
18 and related 21st century college pre-
19 paredness and workforce competitive-
20 ness; and

21 “(ii) complement other such efforts
22 undertaken by public and private agencies
23 and organizations.

1 **“SEC. 2412. NATIONAL CENTER FOR ACHIEVEMENT**
2 **THROUGH TECHNOLOGY.**

3 “(a) PURPOSE.—The purpose of this section is to es-
4 tablish a National Center for Achievement Through Tech-
5 nology that—

6 “(1) provides national leadership regarding im-
7 provement in the use of technology in education,
8 with a focus on elementary and secondary education,
9 including technology’s role in improving—

10 “(A) student achievement;

11 “(B) student technology literacy; and

12 “(C) teacher quality;

13 “(2) serves as a national resource for the im-
14 provement of technology implementation in edu-
15 cation through identification and dissemination of
16 promising practices and exemplary programs that ef-
17 fectively use educational technologies to improve
18 teaching and learning, teacher quality, student en-
19 gagement and opportunity, student achievement and
20 technology literacy, and the efficiency and produc-
21 tivity of the education enterprise, including serving
22 as a national resource for the related research and
23 research on the conditions and practices that sup-
24 port the effective use of technology in education; and

25 “(3) provides an annual report to Congress
26 that—

1 “(A) synthesizes the promising practices
2 and exemplary programs that effectively use
3 educational technologies to improve the teach-
4 ing and learning described in paragraph (2);
5 and

6 “(B) includes the related research and re-
7 search on the conditions and practices that sup-
8 port the effective use of technology in education
9 described in paragraph (2).

10 “(b) ESTABLISHMENT.—

11 “(1) IN GENERAL.—From amounts made avail-
12 able under section 2404(b)(1)(B), the Director of
13 the Office of Educational Technology shall award a
14 grant, on a competitive basis, to an eligible entity to
15 enable the eligible entity to establish a National Cen-
16 ter for Achievement Through Technology (in this
17 section referred to as the ‘Center’).

18 “(2) COORDINATION WITH THE INSTITUTE.—
19 The Director of the Office of Educational Tech-
20 nology shall award the grant under paragraph (1) in
21 coordination with the Director of the Institute of
22 Education Sciences, but the Director of the Office of
23 Educational Technology shall administer the grant
24 program under this section.

1 “(3) DEFINITION OF ELIGIBLE ENTITY.—In
2 this section the term ‘eligible entity’ means an entity
3 that is—

4 “(A) a research organization or research
5 institution with education technology as one of
6 the organization or institution’s primary areas
7 of focus; or

8 “(B) a partnership that consists of a re-
9 search organization or research institution de-
10 scribed in subparagraph (A) and 1 or more edu-
11 cation institutions or agencies, nonprofit organi-
12 zations, or research organizations or institu-
13 tions.

14 “(4) DURATION.—The grant awarded under
15 this section shall be not less than 2 years in dura-
16 tion, and shall be renewable at the discretion of the
17 Director of the Office of Educational Technology for
18 not more than an additional 3 years.

19 “(5) PEER REVIEW.—In awarding the grant
20 under this section, the Director of the Office of Edu-
21 cational Technology shall consider the recommenda-
22 tions of a peer review panel, which shall be com-
23 posed of representatives of the following stakeholder
24 communities:

1 “(A) Teachers and other educators who
2 use technologies.

3 “(B) Local and State education leaders
4 who administer programs employing tech-
5 nologies.

6 “(C) Businesses that develop educational
7 technologies.

8 “(D) Researchers who study educational
9 technologies.

10 “(E) Related education, educational tech-
11 nology, and business organizations.

12 “(c) NATIONAL CENTER FOR ACHIEVEMENT
13 THROUGH TECHNOLOGY ACTIVITIES.—The Center shall
14 carry out the following activities:

15 “(1) PROMISING PRACTICES, EXEMPLARY PRO-
16 GRAMS AND RESEARCH.—The Center shall identify
17 and compile promising practices, exemplary pro-
18 grams, quantitative and qualitative research, and
19 other information and evidence demonstrating—

20 “(A) the broad uses and positive impacts
21 of technology in elementary and secondary edu-
22 cation; and

23 “(B) the factors and steps important to
24 technology’s improvement and to the effective
25 use of technology with students so that specific

1 technologies are considered in the context of the
2 comprehensive educational program or practice
3 in which the technologies are used—

4 “(i) across a curriculum to improve
5 teaching, learning, and student achieve-
6 ment, including in the core academic sub-
7 jects;

8 “(ii) to support the teaching and
9 learning of student technology literacy;

10 “(iii) for formative and summative as-
11 sessment, including to inform instruction
12 and data-driven decisionmaking, to individ-
13 ualize instruction, and for accountability
14 purposes;

15 “(iv) to improve student learning and
16 achievement, including through—

17 “(I) improving student interest
18 and engagement;

19 “(II) increasing student access to
20 courses and instructors through dis-
21 tance learning and expanded student
22 learning time; and

23 “(III) individualizing curriculum
24 and instruction to meet unique stu-

1 dent learning needs, learning styles,
2 and pace;

3 “(v) to improve teacher quality, in-
4 cluding through professional development
5 and timely and ongoing training and sup-
6 port; and

7 “(vi) to improve the efficiency and
8 productivity of the classroom and school
9 enterprise, including through data manage-
10 ment and analysis, resource management,
11 and communications; and

12 “(C) the policies, budgeting, technology in-
13 frastructure, conditions, practices, teacher
14 training, school leadership, and other implemen-
15 tation factors important to improving the effec-
16 tiveness of technology in elementary and sec-
17 ondary education as outlined in subparagraph
18 (B), including in—

19 “(i) the knowledge and skills teachers
20 and other educators need to teach in the
21 21st century through the use of tech-
22 nology, including knowledge and skills nec-
23 essary—

1 “(I) to use technology and cur-
2 riculum redesign as key components
3 of changing teaching and learning;

4 “(II) to use technology for data
5 analysis to enable individualized in-
6 struction; and

7 “(III) to use technology to im-
8 prove student technology literacy;

9 “(ii) the knowledge and skills prin-
10 cipals, superintendents, and other senior
11 school and school district administrators
12 need to effectively lead in 21st century
13 schools using technology, including the job
14 skills required and the coursework and ex-
15 perience necessary to be prepared for
16 school leadership; and

17 “(iii) the budgeting for technology ac-
18 quisition and implementation, including
19 taking into account the long-term costs of
20 such acquisition and implementation, how
21 technology investments may increase effec-
22 tiveness and efficiencies that ultimately
23 save other educational costs or provide im-
24 proved outcomes, and how spending for
25 technology in education shall be considered

1 in a comprehensive cost-benefit analysis
2 and not simply as a supplemental expense.

3 “(2) ORIGINAL RESEARCH.—The Center may
4 conduct, directly or through grants, contracts, or co-
5 operative agreements, original research as necessary
6 to fill important gaps in research necessary to ad-
7 dress the areas described in paragraph (1) with a
8 focus on the policies, budgeting, technology infra-
9 structure, conditions, practices, teacher training,
10 school leadership, and other implementation factors
11 important to improving the effectiveness of tech-
12 nology in elementary and secondary education.

13 “(3) OUTREACH.—The Center shall consult
14 with appropriate stakeholders, including at least the
15 stakeholders described in subsection (b)(5), in deter-
16 mining priorities for the activities described in para-
17 graph (1), in gathering information pursuant to
18 paragraph (1), and in determining the need for
19 original research pursuant to paragraph (2). The
20 Center shall establish 1 or more informal advisory
21 groups to provide the consultation.

22 “(4) DISSEMINATION.—The Center shall dis-
23 seminate widely the information identified and com-
24 piled pursuant to paragraph (1) to teachers and
25 other educators, local, regional, State, and Federal

1 education leaders, public and elected officials, the
2 network of federally funded educational resource
3 centers and labs, businesses that develop educational
4 technologies, colleges of teacher education and teach-
5 er accrediting agencies, researchers who study edu-
6 cational technologies, other interested stakeholders,
7 and related educator, education leader, and business
8 organizations, including through—

9 “(A) development and ongoing update of a
10 database accessed through the Internet;

11 “(B) development, distribution, and deliv-
12 ery of reports, tools, best practices, conference
13 presentations, and other publications; and

14 “(C) partnerships with organizations rep-
15 resenting stakeholders, including educators,
16 education leaders, and technology providers.

17 “(d) CENTER OPERATIONS.—

18 “(1) GRANTS, CONTRACTS, AND COOPERATIVE
19 AGREEMENTS.—As appropriate, the Center shall
20 award grants to, or enter into contracts or coopera-
21 tive agreements with, individuals, public or private
22 institutions, agencies, organizations, or consortia of
23 such institutions, agencies, or organizations to carry
24 out the activities of the Center, including awarding
25 a grant or entering into a contract or cooperative

1 agreement to disseminate the Center’s findings pur-
2 suant to subsection (c)(4).

3 “(2) REPORT.—The Center shall submit an an-
4 nual report on March 1 to the Committee on Health,
5 Education, Labor, and Pensions of the Senate and
6 the Committee on Education and Labor of the
7 House of Representatives that provides a summary
8 synthesis of promising and exemplary practices and
9 programs, and related research, that effectively use
10 educational technologies to improve teaching and
11 learning as described in subsection (c)(1), including
12 the conditions and practices that support the effec-
13 tive use of technology in education, in order to in-
14 form Federal education policymaking and over-
15 sight.”.

○