

110TH CONGRESS  
1ST SESSION

**S.** \_\_\_\_\_

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

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IN THE SENATE OF THE UNITED STATES

Mr. BINGAMAN introduced the following bill; which was read twice and  
referred to the Committee on \_\_\_\_\_

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## **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 2007’ 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 schools are  
11   critical to meet the goals of the No Child Left Be-  
12   hind Act of 2001 of raising student achievement,  
13   closing the achievement gap, and ensuring high-qual-  
14   ity teaching, and to ensure that our Nation’s stu-  
15   dents are prepared to compete in the 21st century  
16   knowledge-based global economy.

17           “(2) Increased professional development oppor-  
18   tunities are needed if teachers are to be highly quali-  
19   fied and effective in a 21st century classroom with  
20   today’s digital native students, including in the use  
21   of learning technologies to deliver innovative instruc-  
22   tion and curriculum and to use data to inform in-  
23   struction.

24           “(3) Scientifically based research, conducted  
25   with Federal funding, demonstrates that systemic  
26   redesign initiatives centered around technology have

1 shown great promise in improving teaching and  
2 learning, including the following:

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

13 “(B) In West Virginia, students receiving  
14 access to online foreign language courses per-  
15 formed at least as well as those in face-to-face  
16 versions of the classes, providing comparable  
17 high-quality instruction for those in rural areas  
18 who otherwise would not have access to such  
19 courses.

20 “(C) In Michigan’s Freedom to Learn  
21 technology program, 8th grade mathematics  
22 achievement increased from 31 percent in 2004  
23 to 63 percent in 2005 in 1 middle school, and  
24 science achievement increased from 68 percent

1 of students proficient in 2003 to 80 percent  
2 2004.

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

17 “(E) In Iowa, after connecting teachers  
18 with sustainable professional development and  
19 technology-based curriculum interventions, stu-  
20 dent scores increased by 14 points in 8th grade  
21 mathematics, 16 points in 4th grade mathe-  
22 matics, and 13 points in 4th grade reading  
23 compared with control groups.

24 “(4) Technology and e-learning in our schools  
25 are necessary to meet our science, technology, engi-

1       neering, and mathematics (STEM) education needs  
2       and provide students with 21st century skills, includ-  
3       ing technology literacy, information literacy, commu-  
4       nication, problem solving, and the ability for self-di-  
5       rected lifelong learning.

6               “(5) A 2003 Department of Commerce report  
7       credits United States industry’s investments in in-  
8       formation technology between 1989-2001 with ‘pro-  
9       ducing positive and probably lasting changes in the  
10      nation’s economic potential’, but finds United States  
11      education last in intensity of information technology  
12      of 55 industry sectors.

13              “(6) Many of our Nation’s schools lack the re-  
14      sources necessary for the 21st century classroom  
15      and to meet the needs and expectations of today’s  
16      digital native students, including software, digital  
17      content, broadband, and other technologies.

18              “(7) According to the Department of Edu-  
19      cation’s National Educational Technology Trends  
20      Study (NETTS 2007), insufficient or outdated tech-  
21      nology presented a substantial barrier to technology  
22      use for teaching and learning for more than 40 per-  
23      cent of students, while lack of support specialists  
24      was a barrier to technology use for more than 50  
25      percent of students.

1           “(8) Federal leadership and investment is need-  
2           ed to serve as a catalyst for State and local edu-  
3           cation initiatives aimed at school innovation and im-  
4           proved student achievement through leveraging edu-  
5           cational technologies. According to the Department  
6           of Education’s National Educational Technology  
7           Trends Study (NETTS 2007), ‘Because funds gen-  
8           erated locally through bonds or taxes frequently have  
9           legal restrictions requiring them to be spent on  
10          hardware and connectivity purchases only, Federal  
11          and State funds supporting the use of technology re-  
12          sources fill a critical gap.’.

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

15                 “(1) To ensure that through technology every  
16                 student has access to individualized, rigorous, and  
17                 relevant learning to meet the goals of this Act, and  
18                 to prepare all students and the United States for the  
19                 21st century.

20                 “(2) To evaluate, build upon, and increase the  
21                 use of evidence-based and innovative systemic school  
22                 redesigns that center on the use of technology that  
23                 lead to school improvement and increased student  
24                 achievement.

1           “(3) To increase ongoing, meaningful profes-  
2           sional development around technology that leads to  
3           changes in teaching and curriculum, improves stu-  
4           dent achievement, including in core curricular sub-  
5           jects, and student technology literacy, and is aligned  
6           with professional development activities supported  
7           under section 2123.

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

10           “(1) To improve student academic achievement  
11           on State academic standards through the use of pro-  
12           fessional development and systemic school redesigns  
13           that center on the use of technology and its applica-  
14           tions.

15           “(2) To improve professional development to  
16           ensure every school administrator possesses the lead-  
17           ership skills necessary for effective technology inte-  
18           gration and every teacher possesses the knowledge  
19           and skills to use technology across the curriculum,  
20           to use technology and curriculum redesign as key  
21           components of changing teaching and learning and  
22           improving student achievement, to use technology  
23           for data analysis to enable individualized instruction,  
24           and to use technology to improve student technology  
25           literacy.

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

5           “(4) To improve student engagement, oppor-  
6           tunity, attendance, graduation rates, and technology  
7           access through enhanced or redesigned curriculum  
8           or instruction.

9           “(5) To more effectively use data to inform in-  
10          struction, address individualized student needs, and  
11          support school decision making.

12 **“SEC. 2403. STUDENT TECHNOLOGY LITERACY.**

13          “In this part, the term ‘student technology literacy’  
14          means student knowledge and skills in using contemporary  
15          information, communication, and learning technologies in  
16          a manner necessary for successful employment, life-long  
17          learning and citizenship in the knowledge-based, digital  
18          and global 21st century, which includes, at a minimum,  
19          the ability—

20                 “(1) to effectively communicate and collaborate;

21                 “(2) to analyze and solve problems;

22                 “(3) to access, evaluate, manage, and create in-  
23          formation and otherwise gain information literacy;



1           “(4) to demonstrate creative thinking, construct  
2           knowledge, and develop innovative products and  
3           processes; and

4           “(5) to do so in a safe and ethical manner.

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

6           “(a) IN GENERAL.—There are authorized to be ap-  
7           propriated to carry out this part, \$1,000,000,000 for fiscal  
8           year 2008, and such sums as may be necessary for each  
9           of the 5 succeeding fiscal years.

10          “(b) ALLOCATION OF FUNDS BETWEEN STATE AND  
11          LOCAL AND NATIONAL INITIATIVES.—The amount of  
12          funds made available under subsection (a) for a fiscal year  
13          shall be allocated so that—

14                 “(1) 3 percent of such funds or \$10,000,000,  
15                 whichever amount is less, is made available to carry  
16                 out subpart 2, of which amount—

17                         “(A) \$2,000,000 is made available to carry  
18                         out section 2411(1); and

19                         “(B) 1 1/2 percent of such amount or  
20                         \$4,000,000, whichever amount is less, is made  
21                         available to carry out section 2412; and

22                 “(2) the remainder of such funds is made avail-  
23                 able to carry out subpart 1.

24          “(c) LIMITATION.—

1           “(1) LOCAL ADMINISTRATIVE COSTS.—Of the  
2 amount of funds made available to a local edu-  
3 cational agency under this part for a fiscal year, not  
4 more than 3 percent may be used by the agency for  
5 administrative costs.

6           “(2) STATE ADMINISTRATIVE COSTS.—Of the  
7 amount of funds made available to a State edu-  
8 cational agency under section 2406(a)(1) for admin-  
9 istrative costs and technical assistance, not more  
10 than 60 percent may be used by the agency for ad-  
11 ministrative costs.

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

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

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

17           “(1) the Secretary shall reserve—

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

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

24           “(2) from the remainder of such amount and  
25 subject to subsection (b), the Secretary shall make

1 grants by allotting to each eligible State educational  
2 agency under this subpart an amount that bears the  
3 same relationship to such remainder for such year as  
4 the amount received under part A of title I for such  
5 year by such State educational agency bears to the  
6 amount received under such part for such year by all  
7 State educational agencies.

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

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

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

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

2 “(a) IN GENERAL.—Of the amount provided to a  
3 State educational agency from the agency’s allotment  
4 under section 2405(a)(2) for a fiscal year—

5 “(1) the State educational agency may use 5  
6 percent of such amount or \$100,000, whichever  
7 amount is greater, to carry out activities under sec-  
8 tion 2408(a);

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

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

15 “(A) The State educational agency shall  
16 distribute 60 percent to award subgrants to  
17 local educational agencies for Improving Teach-  
18 ing and Learning through Technology pursuant  
19 to section 2409(c) by allocating to each eligible  
20 local educational agency that has submitted an  
21 application to the State educational agency  
22 under section 2409(c), for the activities de-  
23 scribed in section 2410(b), an amount that  
24 bears the same relationship to 60 percent of the  
25 remainder for such year as the amount received  
26 under part A of title I for such year by such

1 local educational agency bears to the amount  
2 received under such part for such year by all  
3 local educational agencies within the State.

4 “(B) The State educational agency shall  
5 distribute 40 percent to award Systemic School  
6 Redesign through Technology Integration sub-  
7 grants, through a State-determined competitive  
8 process, to eligible local educational agencies  
9 that have submitted applications to the State  
10 educational agency pursuant to section 2409(b)  
11 for the activities described in section 2410(a).

12 “(b) SUFFICIENT AMOUNTS.—

13 “(1) SPECIAL RULE.—In awarding subgrants  
14 under subsection (a)(3)(B), the State educational  
15 agency shall—

16 “(A) ensure subgrants are of sufficient size  
17 and scope to be effective, consistent with the  
18 purposes of this part;

19 “(B) ensure subgrants are of sufficient du-  
20 ration to be effective, consistent with the pur-  
21 poses of this part, including by awarding sub-  
22 grants that will run for not less than 2 years  
23 and may be renewed for not more than a total  
24 of 5 years;

1           “(C) give preference in the awarding of  
2           subgrants to eligible local educational agencies  
3           that serve schools in need of improvement, as  
4           identified under section 1116, including those  
5           with high populations of students with limited  
6           English proficiency or students with disabilities  
7           or other subgroups of students who have not  
8           met the State’s student academic achievement  
9           standards; and

10           “(D) ensure an equitable distribution of  
11           assistance under this subpart among urban and  
12           rural areas of the State, according to the dem-  
13           onstrated need of those local educational agen-  
14           cies serving the areas.

15           “(2) MINIMUM ALLOTMENT.—The amount of  
16           any local educational agency’s allotment under sub-  
17           section (a)(3)(A) for any fiscal year shall be a min-  
18           imum of \$3,000.

19           “(c) REALLOTMENT OF UNUSED FUNDS.—If any  
20           local educational agency does not apply for an allotment  
21           under subsection (a)(3)(A) for a fiscal year, or does not  
22           use its entire allotment under this subpart for that fiscal  
23           year, the State shall reallocate the amount of the local edu-  
24           cational agency’s allotment, or the unused portion of the  
25           allotment, to the remaining local educational agencies that

1 use their entire allotments under this subpart in accord-  
2 ance with this section.

3 **“SEC. 2407. STATE APPLICATIONS.**

4 “(a) IN GENERAL.—To be eligible to receive a grant  
5 under this subpart, a State educational agency shall sub-  
6 mit to the Secretary, at such time and in such manner  
7 as the Secretary may specify, an application containing  
8 the contents described in subsection (b) and such other  
9 information as the Secretary may reasonably require.

10 “(b) CONTENTS.—Each State application submitted  
11 under subsection (a) shall include each of the following:

12 “(1) A description of how the State will support  
13 local educational agencies that receive subgrants  
14 under this subpart in meeting, and help improve  
15 their capacity to meet, the purposes, goals, and re-  
16 quirements of this part, including through technical  
17 assistance.

18 “(2) A description of the State’s long-term  
19 goals and strategies for improving student academic  
20 achievement, including in core academic subjects and  
21 technology literacy, through the effective use of tech-  
22 nology in classrooms and schools throughout the  
23 State.

24 “(3) A description of the priority area upon  
25 which the State will focus its guidance, technical,

1 and other assistance under this part, and other local  
2 support under this part, such that such priority area  
3 shall be identified by the State from among the core  
4 academic subjects, grade levels, and student sub-  
5 group populations that may be causing the most  
6 number of local educational agencies in the State to  
7 not make adequate yearly progress, as defined in  
8 section 1111(b)(2)(C).

9 “(4) A description of how the State will support  
10 local educational agencies that receive subgrants  
11 under this subpart in implementing, and help im-  
12 prove their capacity to implement, professional de-  
13 velopment programs pursuant to section  
14 2410(b)(1)(A).

15 “(5) A description of how the State will ensure  
16 that teachers, paraprofessionals, library and media  
17 personnel, and administrators in a State receiving  
18 funds under this part possess the knowledge and  
19 skills to use technology across the curriculum, to use  
20 technology and curriculum redesign as key compo-  
21 nents of changing teaching and learning and improv-  
22 ing student achievement, to use technology for data  
23 analysis to enable individualized instruction, and to  
24 use technology to improve student technology lit-  
25 eracy.



1           “(6) A description of the process, activities, and  
2 performance measures that the State educational  
3 agency will use to evaluate the impact and effective-  
4 ness of activities funded under this part as required  
5 under section 2408(b).

6           “(7) Identification of the State challenging aca-  
7 demic content standards and challenging student  
8 academic achievement standards that the State will  
9 use to ensure that each student is technology literate  
10 by the end of the 8th grade consistent with the defi-  
11 nition of student technology literacy, and a descrip-  
12 tion of how the State will assess, not less than once  
13 by the end of 8th grade, student performance in  
14 gaining technology literacy only for the purpose of  
15 tracking progress towards achieving the 8th grade  
16 technology literacy goal but not for meeting ade-  
17 quate yearly progress goals, including through em-  
18 bedding such assessment items in other State tests,  
19 performance-based assessments portfolios, or  
20 through other valid and reliable means, such that  
21 nothing in this part shall be construed to require  
22 that States are required to develop a separate test  
23 to assess student technology literacy.

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

4           “(9) A description of how the State educational  
5           agency will, in providing technical and other assist-  
6           ance to local educational agencies, give priority to  
7           those local educational agencies identified by the  
8           State with the highest need of assistance, including  
9           those with the highest percentage or number of stu-  
10          dents from families with incomes below the poverty  
11          line, students not achieving at the State proficiency  
12          level with student populations identified under sec-  
13          tion 2406(b)(1)(C), or schools identified as in need  
14          of improvement under section 1116.

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

23          “(11) A description of how the State edu-  
24          cational agency consulted with local educational  
25          agencies in the development of the State application.

1 **“SEC. 2408. STATE ACTIVITIES.**

2 “(a) IN GENERAL.—From funds made available  
3 under section 2406(a)(1), a State educational agency—

4 “(1) shall carry out the following activities:

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

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

22 “(C) Publish the results of their technology  
23 literacy assessments administered under sub-  
24 paragraph (B) not less than 3 months after the  
25 assessment is administered such that the re-  
26 sults are made widely available to local edu-

1           cational agencies, parents, and citizens, includ-  
2           ing through presentation on the Internet, and  
3           transmit such results to the Secretary.

4           “(D) Provide guidance, technical and other  
5           assistance in the priority area identified by the  
6           State pursuant to section 2407(b)(3) to local  
7           educational agencies receiving grants of less  
8           than \$10,000 under section 2406(a)(3)(A) with  
9           a priority to those in highest need of assistance  
10          pursuant to section 2407(b)(9).

11          “(E) Provide technical assistance to local  
12          educational agencies, with a priority to those  
13          identified by the State in the highest need of  
14          assistance, including those with the highest per-  
15          centage or number of students from families  
16          with incomes below the poverty line, students  
17          not achieving at the State proficiency level, with  
18          student populations identified under section  
19          2406(b)(1)(C), and serving schools identified as  
20          in need of improvement under section 1116, in  
21          the following ways:

22                  “(i) Submitting applications for fund-  
23                  ing under this part.

24                  “(ii) Carrying out activities authorized  
25                  under section 2410, including implementa-

1                   tion of systemic school redesigns as de-  
2                   scribed in section 2409(b).

3                   “(iii) Developing local educational  
4                   technology plans and integrating such  
5                   plans with their plans for improving stu-  
6                   dent achievement under sections 1111 and  
7                   1112, and, if applicable, section 1116.

8                   “(F) Provide guidance, technical and other  
9                   assistance to local educational agencies on their  
10                  plans to assess, and, as needed, update the  
11                  computers, software, servers, and other tech-  
12                  nologies throughout the local educational agen-  
13                  cy in terms of their functional capabilities, age,  
14                  and other specifications, including to ensure  
15                  such technologies can process, at scale, new ap-  
16                  plications and online services such as video con-  
17                  ferencing, video streaming, virtual simulations,  
18                  and distance learning.

19                  “(2) may carry out the following activities:

20                  “(A) State leadership activities and tech-  
21                  nical assistance that assist recipients of funds  
22                  under this part in achieving the purposes and  
23                  goals of this part.

24                  “(B) Assist recipients of funds under this  
25                  part in the development and utilization of re-

1 search-based or innovative strategies for the de-  
2 livery of specialized or rigorous academic  
3 courses and curricula through the use of tech-  
4 nology, including distance learning technologies.

5 “(C) Assisting recipients of funds under  
6 this subpart in providing sustained and inten-  
7 sive, high-quality professional development pur-  
8 suant to section 2410(b)(1)(A), including  
9 through assistance in a review of relevant re-  
10 search.

11 “(b) ACTIVITIES RELATING TO RESEARCH.—From  
12 funds made available under section 2406(a)(2), a State  
13 educational agency shall carry out 1 or more of the fol-  
14 lowing activities:

15 “(1) Conduct scientifically-based or other rig-  
16 orous research to evaluate the impact of 1 or more  
17 programs or activities authorized under this part in  
18 meeting the purposes and goals of this part.

19 “(2) Provide technical assistance to eligible  
20 local educational agencies in carrying out evaluation  
21 research activities as required under section  
22 2410(a)(1).

23 “(3) Create 1 or more evaluation research pro-  
24 tocols, designs, performance measurement systems,  
25 or other tools to assist eligible local educational

1 agencies in carrying out evaluation activities as re-  
2 quired under section 2410(a)(1).

3 “(4) Collect and disseminate the findings of the  
4 evaluation research carried out by eligible local edu-  
5 cational agencies under section 2410(a)(1).

6 **“SEC. 2409. LOCAL APPLICATIONS.**

7 “(a) IN GENERAL.—To be eligible to receive a  
8 subgrant from a State educational agency under this sub-  
9 part, a local educational agency, or consortium of local  
10 educational agencies, shall submit to the State educational  
11 agency an application containing a new or updated local  
12 long-range strategic educational technology plan, and such  
13 other information as the State educational agency may  
14 reasonably require, at such time and in such manner as  
15 the State educational agency may require, which shall in-  
16 clude each of the following:

17 “(1) A description of how the applicant will  
18 align and coordinate its use of funds under this part  
19 to the district technology plan, to the district plans  
20 and activities for improving student achievement, in-  
21 cluding under sections 1111 and 1112 and sections  
22 1116 and 2123, as applicable, and to funds available  
23 from other Federal, State, and local sources.

1           “(2) An assurance that financial assistance pro-  
2           vided under this subpart will supplement, and not  
3           supplant other existing funds.

4           “(3) A description of the process used to assess  
5           and, as needed, update the computers, software,  
6           servers, and other technologies throughout the local  
7           educational agency in terms of their functional capa-  
8           bilities, age, and other specifications, including to  
9           ensure such technologies can process, at scale, new  
10          applications, and online services such as video con-  
11          ferencing, video streaming, virtual simulations, and  
12          distance learning courses.

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

15          “(b) COMPETITIVE GRANTS; SYSTEMIC SCHOOL RE-  
16          DESIGN THROUGH TECHNOLOGY INTEGRATION.—In addi-  
17          tion to components included in subsection (a), eligible local  
18          educational agencies or consortia of local educational  
19          agencies submitting applications for a grants under sec-  
20          tion 2406(a)(3)(B) shall submit to the State educational  
21          agency an application containing the following:

22                 “(1) A description of how the applicant will use  
23                 grant funds to implement systemic school redesign,  
24                 which is a comprehensive set of programs, practices,  
25                 and technologies that collectively lead to school or



1 district change and improvement, including in the  
2 use of technology, and in improved student achieve-  
3 ment and that incorporate all of the following ele-  
4 ments:

5 “(A) Reform or redesign of curriculum, in-  
6 struction, assessment, use of data, or other  
7 standards-based school or classroom practices  
8 through the use of technology, including to in-  
9 crease student learning opportunity, student  
10 technology literacy, access, and engagement.

11 “(B) Improve educator quality, knowledge  
12 and skills through on-going, sustainable, timely,  
13 and contextual professional development pursu-  
14 ant to section 2410(b)(1)(A).

15 “(C) Development of student technology  
16 literacy and other skills necessary for 21st cen-  
17 tury learning and success.

18 “(D) Ongoing use of formative assess-  
19 ments and other timely data sources and data  
20 systems to more effectively identify individual  
21 student learning needs and guide personalized  
22 instruction, learning, and appropriate interven-  
23 tions that address those personalized student  
24 learning needs.

1                   “(E) Engagement of district and school  
2                   leaders as well as classroom educators.

3                   “(F) Are either research-based or innova-  
4                   tive, or both, such that research-based systemic  
5                   redesigns are based on a review of the best  
6                   available research evidence, and innovative sys-  
7                   temic redesigns are based on development and  
8                   use of new redesigns, programs, practices, and  
9                   technologies.

10                  “(2) An assurance that the applicant will use  
11                  not less than 25 percent of funds to implement a  
12                  program of professional development pursuant to  
13                  section 2410(b)(1)(A).

14                  “(3) A description of how the applicant will  
15                  evaluate the impact of 1 or more programs or activi-  
16                  ties authorized under this part in meeting 1 or more  
17                  of the purposes and goals of this part.

18                  “(c) FORMULA GRANTS; IMPROVING TEACHING AND  
19                  LEARNING THROUGH TECHNOLOGY.—In addition to com-  
20                  ponents included in subsection (a), eligible local edu-  
21                  cational agencies or consortia of local educational agencies  
22                  that submit an application for a grant under section  
23                  2406(a)(3)(A) shall submit to the State educational agen-  
24                  cy an application containing the following:

1           “(1) An assurance that the applicant will use  
2 not less than 40 percent of funds for professional  
3 development pursuant to section 2410(b)(1)(A) and  
4 for technology tools, applications, and other re-  
5 sources related specifically to such professional de-  
6 velopment activities.

7           “(2) A description of how the applicant will im-  
8 plement a program of professional development as  
9 required under paragraph (1).

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

16           “(4) A description of the priority area upon  
17 which the local educational agency will focus its  
18 grant funds under this part, such that such priority  
19 area shall be identified from among the core content  
20 areas, grade levels, and student subgroup popu-  
21 lations in which the most number of students are  
22 not proficient.

23           “(d) COMBINED APPLICATIONS.—An eligible local  
24 educational agency that submits an application to the  
25 State educational agency for funds awarded under section

1 2406(a)(3)(B) may, upon notice to the State educational  
2 agency, submit a single application that will also be con-  
3 sidered by the State educational agency as an application  
4 for funds awarded under section 2406(a)(3)(A), provided  
5 its application addresses each application requirement.

6 “(e) CONSORTIUM APPLICATIONS.—For any fiscal  
7 year, a local educational agency applying for financial as-  
8 sistance described in section 2406(a)(3) may apply as part  
9 of a consortium in which more than 1 local educational  
10 agency jointly submits a grant application under this part,  
11 except that no local educational agency may receive more  
12 than 1 grant under this part.

13 **“SEC. 2410. LOCAL ACTIVITIES.**

14 “(a) COMPETITIVE GRANTS; SYSTEMIC SCHOOL RE-  
15 DESIGN THROUGH TECHNOLOGY INTEGRATION.—From  
16 funds made available to a local educational agency under  
17 section 2406(a)(3)(B), the local educational agency—

18 “(1) shall use not less than 5 percent of such  
19 funds to evaluate the impact of 1 or more programs  
20 or activities carried out under the subgrant in meet-  
21 ing 1 or more of the purposes and goals of this part  
22 as approved by the State educational agency as part  
23 of the local application as described under section  
24 2409(b)(3); and

1           “(2) shall use the remaining funds to imple-  
2           ment a plan for systemic school redesign, which may  
3           take place in 1 or more schools or across the entire  
4           local educational agency, pursuant to section  
5           2409(b)(1), including each of the following:

6                   “(A) Using not less than 25 percent of  
7                   funds to improve teacher quality and skills  
8                   through support for the following:

9                           “(i) Professional development activi-  
10                           ties, as described under subsection  
11                           (b)(1)(A).

12                           “(ii) The acquisition and implementa-  
13                           tion of technology tools, applications, and  
14                           other resources to be employed in the pro-  
15                           fessional development activities described  
16                           in clause (i).

17                   “(B) Acquiring and effectively imple-  
18                   menting technology tools, applications, and  
19                   other resources in conjunction with enhancing  
20                   or redesigning the curriculum or instruction in  
21                   order to—

22                           “(i) increase student learning oppor-  
23                           tunity or access, student engagement in  
24                           learning, or student attendance or gradua-  
25                           tion rates;

1                   “(ii) improve student achievement in  
2                   1 or more of the core academic subject  
3                   areas; and

4                   “(iii) improve student technology lit-  
5                   eracy.

6                   “(C) Acquiring and effectively imple-  
7                   menting technology tools, applications, and  
8                   other resources to—

9                   “(i) conduct ongoing formative assess-  
10                  ments and use other timely data sources  
11                  and data systems to more effectively iden-  
12                  tify individual student learning needs and  
13                  guide personalized instruction, learning,  
14                  and appropriate interventions that address  
15                  those personalized student learning needs;

16                  “(ii) support individualized student  
17                  learning, including through instructional  
18                  software and digital content that supports  
19                  the learning needs of each student, or  
20                  through providing access to high-quality  
21                  courses and instructors, including mathe-  
22                  matics, science, and foreign language  
23                  courses, often not available except through  
24                  technology and online learning, especially  
25                  in rural and high-poverty schools; and

1                   “(iii) conduct such other activities as  
2                   appropriate consistent with the goals and  
3                   purposes of research-based and innovative  
4                   systemic school redesign, including to in-  
5                   crease parental involvement through im-  
6                   proved communication with teachers and  
7                   access to student assignments and grades.

8                   “(b) FORMULA GRANTS; IMPROVING TEACHING AND  
9 LEARNING THROUGH TECHNOLOGY.—From funds made  
10 available to a local educational agency under section  
11 2406(a)(3)(A), the local educational agency shall carry out  
12 activities to improve student learning, student technology  
13 literacy, and achievement in the area of priority identified  
14 by the local educational agency as required under section  
15 2409(c)(4), including that such local educational agency  
16 shall comply with the following:

17                   “(1) The local educational agency shall use not  
18                   less than 40 percent of funds for professional devel-  
19                   opment activities that are aligned with activities sup-  
20                   ported under section 2123 to improve teacher qual-  
21                   ity and skills through support for the following:

22                   “(A) Training of teachers, paraprofes-  
23                   sionals, library and media personnel, and ad-  
24                   ministrators, which—

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

3 “(I) training that is ongoing, sus-  
4 tainable, timely, and directly related  
5 to current teaching content areas;

6 “(II) training in strategies and  
7 pedagogy in the core curriculum areas  
8 that involve use of technology and  
9 curriculum redesign as key compo-  
10 nents of changing teaching and learn-  
11 ing and improving student achieve-  
12 ment;

13 “(III) training in the use of tech-  
14 nology to ensure every educator is  
15 technologically literate, including pos-  
16 sessing the knowledge and skills to  
17 use technology across the curriculum,  
18 to use technology and curriculum re-  
19 design as key components of inno-  
20 vating teaching and learning and im-  
21 proving student achievement, to use  
22 technology for data analysis to enable  
23 individualized instruction, and to use  
24 technology to improve student tech-  
25 nology literacy; and



1                   “(IV) training that includes on-  
2                   going communication and follow-up  
3                   with instructors, facilitators, and  
4                   peers; and

5                   “(ii) may include—

6                   “(I) use of instructional tech-  
7                   nology specialists, mentors, or coaches  
8                   to work directly with teachers, includ-  
9                   ing through the preparation of 1 or  
10                  more teachers as technology leaders or  
11                  master teachers who are provided with  
12                  the means to serve as experts and  
13                  train other teachers in the effective  
14                  use of technology; and

15                  “(II) use of technology such as  
16                  distance learning and online virtual  
17                  educator-to-educator peer commu-  
18                  nities as a means for delivering pro-  
19                  fessional development.

20                  “(B) The acquisition and implementation  
21                  of technology tools, applications, and other re-  
22                  sources to be employed in the professional de-  
23                  velopment activities described under subpara-  
24                  graph (A).

1           “(2) The local educational agency shall use the  
2 remaining funds to acquire or implement technology  
3 tools, applications, and other resources to improve  
4 student learning, student technology literacy, and  
5 achievement in the area of priority identified by the  
6 local educational agency, including through 1 or  
7 more of the following:

8           “(A) Conducting on-going formative as-  
9 sessment and using other timely data sources  
10 and data systems to more effectively identify in-  
11 dividual student learning needs and guide per-  
12 sonalized instruction, learning, and appropriate  
13 interventions that address those personalized  
14 student learning needs.

15           “(B) Supporting individualized student  
16 learning, including through instructional soft-  
17 ware and digital content that supports the  
18 learning needs of each student, or through pro-  
19 viding access to high-quality courses and in-  
20 structors, including mathematics, science, and  
21 foreign language courses, often not available ex-  
22 cept through technology and online learning, es-  
23 pecially in rural and high-poverty schools.

1           “(C) Increasing parental involvement  
2 through improved communication with teachers  
3 and access to student assignments and grades.

4           “(D) Enhancing accountability, instruc-  
5 tion, and data-driven decision making through  
6 data systems that allow for management, anal-  
7 ysis, and disaggregating of student, teacher,  
8 and school data.

9           “(E) Such other activities as appropriate  
10 consistent with the goals and purposes of this  
11 part.

12       “(c) MULTIPLE GRANTS.—A local educational agency  
13 that receives a grant under both subparagraph (A) and  
14 subparagraph (B) of section 2406(a)(3) may use all such  
15 grant funds for activities authorized under subsection (a).

16           **“Subpart 2—National Activities**

17       **“SEC. 2411. NATIONAL ACTIVITIES.**

18       “From the amount made available to carry out na-  
19 tional activities under section 2404(b)(1), the Secretary,  
20 working through and in coordination with the Director of  
21 the Office of Educational Technology and collaborating,  
22 as appropriate, with the National Center for Achievement  
23 Through Technology authorized under section 2412, shall  
24 carry out the following activities:

1           “(1) NATIONAL REPORT.—The Secretary shall  
2           annually conduct and publish a national report on  
3           student technology literacy to determine the extent  
4           to which students have gained student technology  
5           literacy by the end of the 8th grade. In conducting  
6           the study, the Secretary shall—

7                   “(A) consult first with experts and stake-  
8                   holders, including educators and education lead-  
9                   ers, education technology experts from edu-  
10                  cation and industry, and the business and high-  
11                  er education communities seeking high school  
12                  graduates with these skills; and

13                   “(B) employ a random stratified sample  
14                   methodology of student technology literacy per-  
15                   formance using a cost-effective assessment that  
16                   is a readily available, valid, and reliable assess-  
17                   ment instrument.

18           “(2) STUDENT TECHNOLOGY LITERACY.—The  
19           Secretary shall publish each year the results of the  
20           State technology literacy assessments pursuant to  
21           section 2408(a)(1)(C).

22           “(3) NATIONAL EDUCATION TECHNOLOGY  
23           PLAN.—The Secretary shall update not less often  
24           than once every 5 years the National Education  
25           Technology Plan to promote understanding and

1 awareness of the role of technology and e-learning in  
2 meeting the Nation’s education goals and needs, and  
3 shall implement such a plan.

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

8 “(A) Support efforts to increase student  
9 technology literacy, including through outreach  
10 to education, business, and elected leaders  
11 aimed at building understanding of the knowl-  
12 edge and skills students need to succeed in the  
13 21st century through use of technology for life-  
14 long learning, citizenship, and workplace suc-  
15 cess.

16 “(B) Support the work of the National  
17 Center for Achievement Through Technology in  
18 serving as a national resource for the improve-  
19 ment of technology implementation in education  
20 through identification and dissemination of  
21 promising practices and exemplary programs  
22 that effectively use educational technologies.

23 “(C) Support efforts to increase the capac-  
24 ity of State and local education officials to  
25 budget for technology acquisition and imple-

1           mentation, including taking into account the  
2           long-term costs, how technology investments  
3           could increase effectiveness and efficiencies that  
4           ultimately save other educational costs or pro-  
5           vide improved outcomes, and how spending for  
6           technology in education should be considered in  
7           a comprehensive cost-benefit analysis and not  
8           simply as a supplemental expense.

9           “(D) Support staff at the Department of  
10          Education and other Federal agencies in their  
11          understanding of education technology, its role  
12          in Federal education programs, and how Fed-  
13          eral grantees can be supported in integrating  
14          education technologies into their programs as  
15          appropriate.

16          “(E) Convene stakeholders in an effort to  
17          outline and support a national research and de-  
18          velopment agenda aimed at supporting public-  
19          private partnerships to leverage evolving tech-  
20          nologies to meet evolving educational needs.

21          “(F) Convene practitioners and leaders  
22          from local and State education, business and in-  
23          dustry, higher education, and other stakeholder  
24          communities to carry out the activities under  
25          this section, including convening an annual

1 forum on leadership to integrate technology,  
2 classroom technology best practices, and to oth-  
3 erwise address challenges and opportunities in  
4 the use of technology to improve teaching,  
5 learning, teacher quality, student achievement,  
6 student technology literacy, the efficiency and  
7 productivity of the education enterprise, and to  
8 otherwise support school innovation and the  
9 Nation’s competitiveness.

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

21 “(H) Support efforts to assist principals,  
22 superintendents, and other senior school and  
23 district administrators in adapting to, and lead-  
24 ing their schools with, 21st century technology

1 tools and 21st century skills, including the fol-  
2 lowing:

3 “(i) Developing a blueprint for both  
4 the job skills required and the coursework  
5 and experience necessary to be prepared  
6 for school leadership.

7 “(ii) Supporting the development of  
8 professional development and training pro-  
9 grams that help education leaders obtain  
10 these skills, including through collaborative  
11 efforts with existing programs and institu-  
12 tions.

13 “(iii) Developing materials, resources,  
14 self-assessments, and other tools to meet  
15 these goals.

16 “(I) To undertake other activities that lead  
17 to the improvement of the Nation’s educational  
18 system in both using educational technologies to  
19 improve teaching, learning, and student  
20 achievement, as well as in improving student  
21 technology literacy and related 21st century col-  
22 lege preparedness and workforce competitive-  
23 ness and that complement other such efforts  
24 being undertaken by public and private agencies  
25 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, consistent with this part, 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 student  
10 achievement and technology literacy as well as teach-  
11 er quality;

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

24 “(3) provides an annual report to Congress syn-  
25 thesizing the promising practices and exemplary pro-  
26 grams that effectively use educational technologies

1 to improve teaching and learning, as described in  
2 paragraph (2), including the related research and re-  
3 search on the conditions and practices that support  
4 the effective use of technology in education.

5 “(b) ESTABLISHMENT.—

6 “(1) IN GENERAL.—The Secretary, acting  
7 through the Director of the Office of Educational  
8 Technology, shall award a grant, on a competitive  
9 basis, to an eligible entity to establish a National  
10 Center for Achievement Through Technology (in this  
11 section referred to as the ‘Center’).

12 “(2) COORDINATION WITH THE INSTITUTE.—  
13 The Director of the Office of Educational Tech-  
14 nology shall award the grant under paragraph (1) in  
15 coordination with the Director of the Institute of  
16 Education Sciences, but the Director of the Office of  
17 Educational Technology shall administer the grant  
18 program under this section.

19 “(3) CONDITIONS.—

20 “(A) ELIGIBLE ENTITIES.—An entity shall  
21 be eligible to receive the grant under this sec-  
22 tion if the entity is—

23 “(i) a research organization or re-  
24 search institution with education tech-

1 nology as one of the organization or insti-  
2 tution’s primary areas of focus; or

3 “(ii) a partnership that consists of a  
4 research organization or research institu-  
5 tion described in clause (i) and 1 or more  
6 education institutions or agencies, non-  
7 profit organizations, or research organiza-  
8 tions or institutions.

9 “(B) DURATION.—The grant awarded  
10 under this section shall be 5 years in duration,  
11 and shall be renewable at the discretion of the  
12 Director of the Office of Educational Tech-  
13 nology for not more than an additional 3 years.

14 “(C) PEER REVIEW.—In awarding the  
15 grant under this section, the Director of the Of-  
16 fice of Educational Technology shall consider  
17 the recommendations of a peer review panel,  
18 which shall be composed of representatives of  
19 the following stakeholder communities:

20 “(i) Teachers and other educators  
21 who use technologies.

22 “(ii) Local and State education lead-  
23 ers who administer programs employing  
24 technologies.

1                   “(iii) Businesses that develop edu-  
2                   cational technologies.

3                   “(iv) Researchers who study edu-  
4                   cational technologies.

5                   “(v) Related education, educational  
6                   technology, and business organizations.

7           “(c) NATIONAL CENTER FOR ACHIEVEMENT  
8 THROUGH TECHNOLOGY ACTIVITIES.—In order to pro-  
9 vide leadership for the effective use of technology in edu-  
10 cation, the eligible entity awarded the grant under this  
11 section shall establish the Center, which shall carry out  
12 the following activities:

13                   “(1) PROMISING PRACTICES, EXEMPLARY PRO-  
14                   GRAMS AND RESEARCH.—The Center shall identify  
15                   and compile promising practices, exemplary pro-  
16                   grams, quantitative and qualitative research, and  
17                   other information and evidence demonstrating the  
18                   broad uses and positive impacts of technology in ele-  
19                   mentary and secondary education as well as the fac-  
20                   tors and steps important to its improvement and ef-  
21                   fective use—

22                   “(A) on the following uses of technology,  
23                   such that specific technologies are considered in  
24                   the context of the comprehensive educational  
25                   program or practice in which they are used:

1                   “(i) Across the curriculum to improve  
2                   teaching, learning and student achieve-  
3                   ment, including in the core academic sub-  
4                   ject areas of reading, mathematics, science,  
5                   and history or social studies.

6                   “(ii) To support the teaching and  
7                   learning of student technology literacy as  
8                   student knowledge and skills in using con-  
9                   temporary information, communication,  
10                  and learning technologies in a manner nec-  
11                  essary for successful life-long learning and  
12                  citizenship in the knowledge-based, digital,  
13                  and global 21st century, which includes the  
14                  abilities to effectively communicate and  
15                  collaborate, to analyze and solve problems,  
16                  to access, evaluate, manage, and create in-  
17                  formation and otherwise gain information  
18                  literacy, and to do so in a safe and ethical  
19                  manner.

20                  “(iii) For formative and summative  
21                  assessment, including to inform instruction  
22                  and data-driven decision making, to indi-  
23                  vidualize instruction, and for accountability  
24                  purposes.

1                   “(iv) To improve student learning and  
2                   achievement, including through improving  
3                   student interest and engagement, student  
4                   access to courses and instructors through  
5                   distance learning, and student learning  
6                   time, and through individualizing cur-  
7                   riculum and instruction to meet unique  
8                   student learning needs, styles, and pace.

9                   “(v) To improve teacher quality, in-  
10                  cluding for professional development and  
11                  for timely and ongoing training and sup-  
12                  port.

13                  “(vi) To improve the efficiency and  
14                  productivity of the classroom and school  
15                  enterprise, including through data manage-  
16                  ment and analysis, resource management,  
17                  and communications.

18                  “(B) on the policies, budgeting, technology  
19                  infrastructure, conditions, practices, teacher  
20                  training, school leadership, and other implemen-  
21                  tation factors important to improving the effec-  
22                  tiveness of technology in elementary and sec-  
23                  ondary education as outlined in subparagraph  
24                  (A), including in—

1           “(i) the knowledge and skills teachers  
2           and other educators need to teach in the  
3           21st century through the use of tech-  
4           nology, including that necessary to use  
5           technology and curriculum redesign as key  
6           components of changing teaching and  
7           learning, to use technology for data anal-  
8           ysis to enable individualized instruction,  
9           and to use technology to improve student  
10          technology literacy;

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

19          “(iii) the budgeting for technology ac-  
20          quisition and implementation, including  
21          taking into account the long-term costs,  
22          how technology investments could increase  
23          effectiveness and efficiencies that ulti-  
24          mately save other educational costs or pro-  
25          vide improved outcomes, and how spending

1           for technology in education should be con-  
2           sidered in a comprehensive cost-benefit  
3           analysis and not simply as a supplemental  
4           expense.

5           “(2) ORIGINAL RESEARCH.—The Center may  
6           conduct, directly or through grants and contracts,  
7           original research as necessary to fill important gaps  
8           in existing research necessary to address the areas  
9           described in paragraph (1) with a focus on the poli-  
10          cies, budgeting, technology infrastructure, condi-  
11          tions, practices, teacher training, school leadership,  
12          and other implementation factors important to im-  
13          proving the effectiveness of technology in elementary  
14          and secondary education.

15          “(3) OUTREACH.—The Center shall consult  
16          with appropriate stakeholders, including at least  
17          those described in subsection (b)(3)(C), in deter-  
18          mining priorities pursuant to paragraph (1), in gath-  
19          ering information pursuant to paragraph (1), and in  
20          determining the need for original research pursuant  
21          to paragraph (2). The Center shall establish 1 or  
22          more informal advisory groups to provide this con-  
23          sultation.

24          “(4) DISSEMINATION.—The Center shall dis-  
25          seminate widely the information identified and com-



1       piled pursuant to paragraph (1) to teachers and  
2       other educators, local, regional, State, and Federal  
3       education leaders, public and elected officials, the ex-  
4       isting network of federally funded educational re-  
5       source centers and labs, businesses that develop edu-  
6       cational technologies, colleges of teacher education  
7       and teacher accrediting agencies, researchers who  
8       study educational technologies, other interested  
9       stakeholders, and related educator, education leader,  
10      and business organizations, including through—

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

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

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

19      “(d) CENTER OPERATIONS.—

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

1 out the activities of the Center, including that the  
2 Center shall do so with regard to dissemination of  
3 the Center's findings pursuant to subsection  
4 (c)(4)(C).

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