



**National Center for
Technological Literacy®**

Museum of Science, Boston

May 15, 2008

The Honorable Edward M. Kennedy
Chairman
Committee on Health, Education, Labor
and Pensions
644 Dirksen Senate Office Building
Washington, DC 20510

The Honorable Michael B. Enzi
Ranking Member
Committee on Health, Education, Labor
and Pensions
835 Hart Senate Office Building
Washington, DC 20510

Dear Senators Kennedy and Enzi:

On behalf of the National Center for Technological Literacy (NCTL) at the Museum of Science, Boston, I am writing to thank you for your efforts to improve our nation's elementary and secondary education programs and to ask that you consider the following recommendations as you work to reauthorize the Elementary and Secondary Education Act (ESEA).

We are working to enhance teacher and student knowledge of technology and engineering and to inspire the next generation of engineers, inventors, and innovators. Unique in recognizing that a 21st century curriculum must include today's human-made world, the goal of the NCTL is to introduce engineering as early as elementary school and continue it through high school. NCTL works nationwide with leaders in education, government, and industry to integrate engineering as a new discipline.

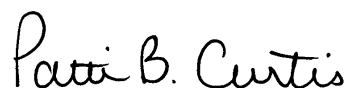
Technology and Engineering education includes curriculum and instruction that: a) develops an understanding of the many fields of engineering and related careers through design skills and the use of materials, tools, processes, and resources; b) teaches innovation and the engineering design process using a variety of technologies; and c) enhances proficiency in abstract ideas and in problem solving techniques. Since our focus is on Technology and Engineering in STEM (science, technology, engineering and mathematics) education and in advancing Technological Literacy, NCTL recommends that any reauthorization of ESEA:

1. Allow informal STEM education centers and other non-profit educational organizations to receive funds to provide teacher professional development;
2. Ensure Technology and Engineering educators are included in professional development opportunities for teachers;
3. Allow Colleges of Technology and Engineering to participate in partnership activities (in addition to current provisions related to Colleges of Arts and Sciences);
4. Include Technology and Engineering instruction in any new provisions dealing with core curriculum development and/or expanded learning time;
5. Allow States to include Technology and Engineering in any definition of "rigorous curricula;"
6. Allow after school program funds to be used for Technology and Engineering activities;

7. Allow States that develop multiple State assessment models or indicators for accountability purposes to include measures related to Technology and Engineering;
8. Support funding for a National Assessment Governing Board (NAGB) initiative to develop a “technological literacy” assessment.
9. Encourage State science assessments to reflect the National Assessment of Educational Progress (NAEP) Science 2009 Framework, which includes “technological design” items; and,
10. To distinguish the difference between the use of the term technology literacy and its broader context within STEM, provisions dealing with “technology literacy” should read “information and communication technology (ICT) literacy” under Title II, Part D.

The NCTL asks that you include these priority provisions as you work to reauthorize ESEA and would welcome the opportunity to discuss them further if you have any questions regarding our recommendations. Please do not hesitate to contact me if I can be of assistance to you in any way.

Sincerely,



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