

106TH CONGRESS  
1ST SESSION

# H. R. 2390

To amend the Elementary and Secondary Education Act of 1965 to create small, manageable, accountable classrooms with qualified teachers.

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## IN THE HOUSE OF REPRESENTATIVES

JUNE 30, 1999

Mr. MARTINEZ (for himself, Mr. CLAY, Mr. GEORGE MILLER of California, Mr. KILDEE, Mr. OWENS, Mr. PAYNE, Mrs. MINK of Hawaii, Mr. ANDREWS, Mr. ROEMER, Mr. SCOTT, Ms. WOOLSEY, Mr. ROMERO-BARCELÓ, Mr. FATTAH, Mr. HINOJOSA, Mrs. MCCARTHY of New York, Mr. TIERNEY, Mr. KIND, Ms. SANCHEZ, Mr. FORD, Mr. KUCINICH, and Mr. WU) introduced the following bill; which was referred to the Committee on Education and the Workforce, and in addition to the Committee on Armed Services, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned

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## A BILL

To amend the Elementary and Secondary Education Act of 1965 to create small, manageable, accountable classrooms with qualified teachers.

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. SHORT TITLE.**

4 This Act may be cited as the “Smart Classrooms  
5 Act”.

1 **SEC. 2. SMART CLASSROOMS.**

2 (a) IN GENERAL.—Title II of the Elementary and  
3 Secondary Education Act of 1965 (20 U.S.C. 6601 et  
4 seq.) is amended—

5 (1) by striking the heading for title II and in-  
6 serting the following:

7 **“TITLE II—SMART**  
8 **CLASSROOMS”;**

9 (2) by striking sections 2001 through 2003;

10 (3) by striking parts A, B, and D;

11 (3) by redesignating part C as part D; and

12 (4) by inserting after the title heading the fol-  
13 lowing:

14 **“PART A—QUALIFIED TEACHERS IN EVERY**  
15 **CLASSROOM**

16 **“Subpart 1—Findings; Purpose; Authorization of**  
17 **Appropriations**

18 **“SEC. 2001. FINDINGS.**

19 “The Congress finds as follows:

20 “(1) All students can learn and achieve to high  
21 standards.

22 “(2) States that have shown the most success  
23 in improving student achievement are those that  
24 have developed challenging content and student per-  
25 formance standards, have aligned curricula and as-  
26 sessments with those standards, have prepared edu-

1 cators to teach to those standards, and have held  
2 schools accountable for the achievement of all stu-  
3 dents against those standards.

4 “(3) Increased teachers’ knowledge of academic  
5 content and effective teaching skills is associated  
6 with increases in student achievement. While other  
7 factors also influence learning, teacher quality makes  
8 a critical difference in how well students learn,  
9 across all categories of students. For example, recent  
10 research has found that teachers’ expertise has a  
11 greater impact on students’ achievement in reading  
12 than any other in-school factor.

13 “(4) A crucial component of an effective strat-  
14 egy for achieving high standards is ensuring,  
15 through professional development, that all teachers  
16 provide their students with challenging learning ex-  
17periences in the core academic subjects.

18 “(5) Recent research has found that teachers  
19 who participate in sustained curriculum-centered  
20 professional development are much more likely to re-  
21port that their teaching is aligned with high stand-  
22ards than are teachers who have not received such  
23training.

24 “(6) Research has found that high-quality pro-  
25fessional development is—

1           “(A) linked to high standards: professional  
2           development activities should improve the abil-  
3           ity of teachers to help all students, including fe-  
4           males, minorities, children with disabilities, chil-  
5           dren with limited English proficiency, and eco-  
6           nomically disadvantaged children, reach high  
7           State academic standards;

8           “(B) focused on content: professional de-  
9           velopment activities should advance teacher un-  
10          derstanding of 1 or more of the core academic  
11          subject areas and effective instructional strate-  
12          gies for improving student achievement in those  
13          areas;

14          “(C) collaborative: professional develop-  
15          ment activities should involve collaborative  
16          groups of teachers, principals, administrators,  
17          and other school staff from the same school or  
18          district;

19          “(D) sustained: professional development  
20          activities should be of sufficient duration to  
21          have a positive and lasting impact on classroom  
22          instruction and, to the greatest extent possible,  
23          should include follow-up and school-based sup-  
24          port such as coaching or study groups;

1           “(E) embedded in a plan: professional de-  
2           velopment activities should be embedded in  
3           school and district-wide plans designed to raise  
4           student achievement to State academic stand-  
5           ards; and

6           “(F) informed by research: professional de-  
7           velopment activities should be based on the best  
8           available research on teaching and learning.

9           “(7) Students who attend schools with large  
10          numbers of poor children are less likely to be taught  
11          by teachers who have met all State requirements for  
12          certification or licensure or who have a solid aca-  
13          demic background in the subject matter they are  
14          teaching.

15          “(8) Despite the fact that every year the Na-  
16          tion’s colleges and universities produce many more  
17          teachers than are hired and that over 2,000,000 in-  
18          dividuals who possess education degrees are cur-  
19          rently engaged in activities other than teaching,  
20          many school districts experience difficulty recruiting  
21          and hiring enough fully qualified teachers. Among  
22          the reasons researchers have found for districts hir-  
23          ing less than fully qualified teachers are—

1           “(A) cumbersome and poorly coordinated  
2           State licensing procedures and local hiring  
3           practices;

4           “(B) the lack of reciprocity of teacher cre-  
5           dentials, pensions, and credited years of experi-  
6           ence across State and school district lines;

7           “(C) a lack of support for new teachers,  
8           such as high-quality mentoring programs, that  
9           can help reduce the attrition rate and the num-  
10          ber of new teachers that school districts must  
11          hire every year; and

12          “(D) compensation systems that do not  
13          adequately reward teachers for improving their  
14          knowledge and skills.

15   **“SEC. 2002. PURPOSE.**

16          “The purpose of this part is to support the improve-  
17          ment of classroom instruction, so that all students are able  
18          to achieve to challenging State content and student per-  
19          formance standards in the core academic subjects, by pro-  
20          viding assistance to State and local educational agencies  
21          in their efforts to recruit and retain a fully qualified in-  
22          structional staff by—

23               “(1) supporting States and local educational  
24               agencies in continuing the task of developing chal-  
25               lenging content and student performance standards

1 and aligned assessments, revising curricula and  
2 teacher certification requirements, and using chal-  
3 lenging content and student performance standards  
4 to improve teaching and learning;

5 “(2) assisting high-poverty local educational  
6 agencies and low-performing local educational agen-  
7 cies that have the greatest difficulty in recruiting  
8 and retaining fully qualified teachers;

9 “(3) supporting States and local educational  
10 agencies in recruiting and retaining teachers in sub-  
11 ject areas in which the State has determined there  
12 to be a shortage of teachers;

13 “(4) ensuring that all instructional staff have  
14 the subject matter knowledge and teaching skills  
15 necessary to teach effectively in all subjects in which  
16 they provide instruction;

17 “(5) providing assistance to new teachers dur-  
18 ing their first 3 years in the classroom; and

19 “(6) ensuring that teachers, principals, admin-  
20 istrators, and other school staff have access to pro-  
21 fessional development that is aligned with chal-  
22 lenging State content and student performance  
23 standards in the core academic subjects.

1 **“SEC. 2003. AUTHORIZATION OF APPROPRIATIONS.**

2 “(a) SUBPART 2.—For the purpose of carrying out  
3 subpart 2, there are authorized to be appropriated  
4 \$1,000,000,000 for fiscal year 2000, \$1,250,000,000 for  
5 fiscal year 2001, \$1,500,000,000 for fiscal year 2002,  
6 \$1,750,000,000 for fiscal year 2003, and \$2,000,000,000  
7 for fiscal year 2004.

8 “(b) SUBPART 3.—For the purpose of carrying out  
9 subpart 3, there are authorized to be appropriated  
10 \$40,000,000 for fiscal year 2000 and such sums as may  
11 be necessary for each of fiscal years 2001 through 2004.

12 **“Subpart 2—State and Local Activities**

13 **“SEC. 2011. ALLOCATIONS TO STATES.**

14 “(a) IN GENERAL.—In the case of each State that  
15 in accordance with section 2013 submits to the Secretary  
16 an application for a fiscal year, and has that application  
17 approved under section 2013(c), the Secretary shall make  
18 a grant for the year to the State for the uses specified  
19 in section 2012. The grant shall consist of the allocation  
20 determined for the State under subsection (b) or (c).

21 “(b) RESERVATION OF FUNDS.—From the amount  
22 made available to carry out this subpart for any fiscal  
23 year, the Secretary shall reserve—

24 “(1)  $\frac{1}{2}$  of 1 percent to provide assistance to the  
25 Virgin Islands, Guam, American Samoa, and the  
26 Commonwealth of the Northern Mariana Islands, to



1 be distributed among these outlying areas on the  
2 basis of their relative need, as determined by the  
3 Secretary in accordance with the purpose of this  
4 part; and

5 “(2)  $\frac{1}{2}$  of 1 percent for the Secretary of the In-  
6 terior for activities under this subpart for teachers,  
7 principals, administrators, and other school staff in  
8 schools operated or funded by the Bureau of Indian  
9 Affairs.

10 “(c) STATE ALLOCATIONS.—

11 “(1) IN GENERAL.—After reserving funds  
12 under subsection (b), the Secretary shall allocate the  
13 remaining amount made available to carry out this  
14 subpart for any fiscal year among the 50 States, the  
15 District of Columbia, and the Commonwealth of  
16 Puerto Rico as follows:

17 “(A) 50 percent of such amount shall be  
18 allocated among such States on the basis of  
19 their relative populations of individuals aged 5  
20 through 17, as determined by the Secretary on  
21 the basis of the most recent satisfactory data.

22 “(B) 50 percent of such amount shall be  
23 allocated among such States in proportion to  
24 the number of children, aged 5 to 17, who re-  
25 side within the State from families with in-

comes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))) applicable to a family of the size involved for the most recent fiscal year for which satisfactory data are available, compared to the number of such individuals who reside in all such States for that fiscal year.

“(2) MINIMUM ALLOCATION.—No State receiving an allocation under paragraph (1) may receive less than  $\frac{1}{4}$  of 1 percent of the total amount made available to carry out this subpart for any fiscal year and not reserved under subsection (b).

**“SEC. 2012. WITHIN-STATE ALLOCATIONS.**

“(a) SUBGRANTS TO LOCAL EDUCATIONAL AGENCIES.—

“(1) IN GENERAL.—Each State receiving a grant under this subpart shall expend at least 92 percent of the amount of the funds provided under the grant for the purpose of making subgrants to local educational agencies as follows:

“(A) subject to paragraph (2), 80 percent of such amount shall be allocated as follows:

1           “(i) 60 percent shall be allocated  
2           among local educational agencies having an  
3           approved application under section 2017 in  
4           proportion to the number of children, aged  
5           5 to 17, who reside within the jurisdiction  
6           served by the agency from families with in-  
7           comes below the poverty line (as defined by  
8           the Office of Management and Budget as  
9           revised annually in accordance with section  
10          673(2) of the Community Services Block  
11          Grant Act (42 U.S.C. 9902(2))) applicable  
12          to a family of the size involved for the  
13          most recent fiscal year for which satisfac-  
14          tory data are available, compared to the  
15          number of such children who reside in all  
16          such jurisdictions for that fiscal year.

17          “(ii) 40 percent shall be allocated  
18          among local educational agencies having an  
19          approved application under section 2017  
20          on the basis of their relative populations of  
21          children aged 5 to 17, as determined by  
22          the Secretary on the basis of the most re-  
23          cent satisfactory data.

24          “(B) 20 percent of such amount shall be  
25          used to provide additional funds to local edu-

1           cational agencies, and partnerships described in  
2           section 2016(b)(1), having an approved applica-  
3           tion under section 2018 in accordance with  
4           such section.

5           “(2)   MINIMUM    AMOUNT.—Notwithstanding  
6           paragraph (1)(A), a local educational agency may  
7           not receive an allocation under such paragraph for  
8           any fiscal year that is less than its allocation for fis-  
9           cal year 1999 under section 2203(1) of this Act (as  
10          in effect on the day before the date of the enactment  
11          of the Smart Classrooms Act). If the amount avail-  
12          able for allocations under paragraph (1)(A) is insuf-  
13          ficient to satisfy the preceding sentence, each alloca-  
14          tion under such paragraph shall be ratably reduced.

15          “(b) SUBGRANTS TO PARTNERSHIPS.—Each State  
16          receiving a grant under this subpart shall expend at least  
17          2 percent of the amount of the funds provided under the  
18          grant for the purpose of making subgrants to partnerships  
19          under section 2016.

20          “(c) STATE-LEVEL ACTIVITIES.—Each State receiv-  
21          ing a grant under this part may expend not more than  
22          6 percent of the amount of the funds provided under the  
23          grant for one or more of the State-level activities described  
24          in section 2015.

1 “(d) ADMINISTRATION AND EVALUATIONS.—Subject  
 2 to section 2023, each State receiving a grant under this  
 3 subpart or part C shall expend not more than  $\frac{1}{6}$  of its  
 4 allocation under subsection (c) for—

5 “(1) its costs of administering this subpart and  
 6 part C;

7 “(2) evaluations of the effectiveness of activities  
 8 under this subpart and part C, including effective-  
 9 ness as measured using the indicators of program  
 10 performance described in section 2401; and

11 “(3) reports required under section 2208, if the  
 12 State receives funds under part C.

13 **“SEC. 2013. STATE APPLICATION.**

14 “(a) APPLICATIONS REQUIRED.—

15 “(1) IN GENERAL.—Each State desiring to re-  
 16 ceive its allocation under this subpart shall submit,  
 17 through its State educational agency, an application  
 18 to the Secretary at such time, in such form, and  
 19 containing such information as the Secretary reason-  
 20 ably may require.

21 “(2) CONSULTATION.—The State educational  
 22 agency shall develop the State application—

23 “(A) in consultation with the State agency  
 24 for higher education, community-based and  
 25 other nonprofit organizations of demonstrated

1 effectiveness in professional development, and  
2 institutions of higher education; and

3 “(B) with the extensive participation of  
4 teachers, teacher educators, school administra-  
5 tors, and content specialists.

6 “(b) CONTENTS.—Each such application shall in-  
7 clude the following:

8 “(1) A description of how the State educational  
9 agency will use all funds received under this subpart  
10 to implement State plans or policies that support  
11 comprehensive standards-based education reform  
12 through the following strategies:

13 “(A) Supporting the alignment of curricula  
14 and assessments with challenging State content  
15 and student performance standards.

16 “(B) Supporting local educational agencies  
17 in their efforts to recruit and retain fully quali-  
18 fied teachers, with special consideration given to  
19 recruiting highly qualified teachers from minor-  
20 ity and other historically underrepresented  
21 groups, including bilingual teachers.

22 “(C) Ensuring that teachers employed by  
23 local educational agencies are proficient in con-  
24 tent knowledge and teaching skills in all sub-  
25 jects in which they provide instruction.

1           “(D) Providing professional development,  
2           aligned with State content and student per-  
3           formance standards, in core academic subjects.

4           “(2) A plan for ensuring that all teachers  
5           teaching in schools served under this part are fully  
6           qualified not later than November 1, 2003.

7           “(3) An assurance that teacher aides or other  
8           paraprofessionals who are not fully qualified teach-  
9           ers provide instruction to students only under the di-  
10          rect and immediate supervision of a fully qualified  
11          teacher, and have received the professional develop-  
12          ment necessary to perform their duties.

13          “(4) A description of the process the State edu-  
14          cational agency will use to make competitive awards  
15          to local educational agencies under section 2018, in-  
16          cluding a description of—

17               “(A) the State’s criteria for classifying  
18               local educational agencies as among those hav-  
19               ing the greatest need for services provided  
20               under this subpart and its justification for  
21               those criteria;

22               “(B) the State’s strategies for ensuring  
23               that local educational agencies that have his-  
24               torically had little success in competing for

1 funds are provided a reasonable opportunity to  
2 compete for subgrants;

3 “(C) the State’s criteria for determining  
4 the amounts that it will award to recipients and  
5 the criteria for providing noncompetitive renew-  
6 als of subgrants; and

7 “(D) the technical assistance that the  
8 State educational agency will provide, under  
9 section 2018(e)(2), to local educational agencies  
10 that it identifies as having the greatest need for  
11 services and that fail to receive an award under  
12 section 2018.

13 “(5) A description of how the State educational  
14 agency will ensure that all recipients of funds under  
15 this subpart will report on their level of performance  
16 based on the program performance indicators de-  
17 scribed in section 2401.

18 “(6) A list of any additional indicators of pro-  
19 gram performance, beyond those described in section  
20 2401, on which the State educational agency and the  
21 State agency for higher education will require recipi-  
22 ents to report.

23 “(7) A set of specific, numerical, annual goals  
24 for each of the performance indicators required  
25 under section 2401 and for any additional indicators



1       that the State elects to use for measuring the  
2       progress of the State and local educational agencies  
3       receiving funds under this subpart.

4               “(8) A description of how the State will coordi-  
5       nate professional development activities authorized  
6       under this subpart with professional development ac-  
7       tivities provided under other Federal, State, and  
8       local programs, including those authorized under  
9       title I, title III, title IV, part A of title VII, and  
10      (where applicable) the Individuals with Disabilities  
11      Education Act and the Carl D. Perkins Vocational  
12      and Technical Education Act. The application shall  
13      also describe the comprehensive strategy that the  
14      State will take as part of such coordination effort,  
15      to ensure that teachers are trained in the utilization  
16      of technology so that technology and its applications  
17      are effectively used in the classroom to improve  
18      teaching and learning in all curriculum and content  
19      areas, as appropriate.

20           “(c) APPROVAL.—The Secretary shall, using a peer-  
21   review process, approve a State application if it meets the  
22   requirements of this section and holds reasonable promise  
23   of achieving the purpose described in section 2002.

1 **“SEC. 2014. STATE ACCOUNTABILITY.**

2 “(a) ANNUAL REPORTS.—Each State educational  
3 agency that receives funds under this subpart and part  
4 C shall, beginning in fiscal year 2002, annually compile,  
5 publish, submit to the Secretary, and distribute to the  
6 public, a report including the following information:

7 “(1) The percentage of teachers teaching in the  
8 State who have not met State qualifications and li-  
9 censing criteria for the grade levels and subject  
10 areas in which they provide instruction.

11 “(2) The percentage of teachers teaching in the  
12 State under emergency or other provisional status  
13 through which State qualifications or licensing cri-  
14 teria have been waived.

15 “(3) The percentage of teachers teaching in the  
16 State who do not hold a postsecondary degree with  
17 a major in the subject areas in which they provide  
18 instruction.

19 “(4) The average class size.

20 “(5) The percentage of teachers with certifi-  
21 cation from the National Board for Professional  
22 Teaching Standards.

23 “(6) Information on the progress of recipients  
24 of subgrants under this subpart, measured based on  
25 the program performance indicators described in

1 section 2041 and any additional indicators included  
2 in the State’s application.

3 “(7) Such other information as the Secretary  
4 may reasonably require.

5 “(b) DISAGGREGATED DATA.—Data collected for the  
6 purpose of carrying out this section shall be disaggregated  
7 by State, local educational agency, and school.

8 **“SEC. 2015. STATE-LEVEL ACTIVITIES.**

9 “Each State shall use funds it reserves under section  
10 2012(c) to carry out activities described in its approved  
11 application that promote high-quality classroom instruc-  
12 tion, such as—

13 “(1) supporting the continued improvement of  
14 State content and student performance standards  
15 and assessments aligned with those standards;

16 “(2) providing technical assistance and other  
17 services to increase the capacity of local educational  
18 agencies and schools to develop and implement sys-  
19 temic local improvement plans, implement State and  
20 local assessments, and develop curricula consistent  
21 with State content and performance standards;

22 “(3) supporting the development and implemen-  
23 tation, at the local educational agency and school-  
24 building level, of improved systems for recruiting, se-  
25 lecting, hiring, mentoring, supporting, evaluating,

1 and rewarding principals and fully qualified teach-  
2 ers;

3 “(4) redesigning and strengthening professional  
4 licensure systems for educators;

5 “(5) developing performance-based assessment  
6 systems for full teacher licensure;

7 “(6) establishing, expanding, or improving rig-  
8 orous alternative routes to State certification or li-  
9 censure that lead to certification within 2 years and  
10 require applicants to meet the same standards and  
11 pass the same tests as other applicants;

12 “(7) developing or strengthening assessments to  
13 test the content knowledge and teaching skills of  
14 new teachers;

15 “(8) developing and implementing professional  
16 development opportunities for teachers, principals,  
17 administrators, and other school staff based on  
18 State content and student performance standards;

19 “(9) operating a teacher academy that estab-  
20 lishes and demonstrates models for local educational  
21 agencies to improve teaching and learning through  
22 activities such as—

23 “(A) using master teachers to mentor and  
24 train student teachers; and

1                   “(B) providing ongoing professional devel-  
2                   opment opportunities and support for teachers;

3                   “(10) providing professional development pro-  
4                   grams that enable teachers to effectively commu-  
5                   nicate with parents in the education process to sup-  
6                   port classroom instruction and work effectively with  
7                   parent volunteers;

8                   “(11) executing policies and practices that will  
9                   ensure that low-income and minority students are  
10                  not taught by emergency certified or unqualified  
11                  teachers at rates higher than other students; and

12                  “(12) increasing the portability of teacher pen-  
13                  sions and reciprocity of teaching credentials across  
14                  State lines.

15   **“SEC. 2016. SUBGRANTS TO PARTNERSHIPS.**

16                  “(a) ADMINISTRATION.—From the funds made avail-  
17                  able to it under section 2012(b) for any fiscal year, a State  
18                  agency for higher education may use not more than 5 per-  
19                  cent for its expenses in administering this section, includ-  
20                  ing conducting evaluations and reporting under subsection  
21                  (g).

22                  “(b) SUBGRANTS TO PARTNERSHIPS.—

23                         “(1) IN GENERAL.—

24                                 “(A) PARTNERSHIPS.—For the purpose of  
25                                 providing professional development to elemen-

1 tary and secondary school teachers in a local  
2 educational agency that is both a high-poverty  
3 local educational agency and a low-performing  
4 local educational agency, a State agency for  
5 higher education, subject to subsection (a) and  
6 in conjunction with the State educational agen-  
7 cy, shall use the funds made available to it  
8 under section 2012(b) for any fiscal year to  
9 make subgrants to partnerships consisting of—

10 “(i) one or more institutions of higher  
11 education (including historically Black col-  
12 leges and universities and Hispanic-serving  
13 institutions), or nonprofit organizations of  
14 demonstrated effectiveness in providing  
15 professional development in the core aca-  
16 demic subjects; and

17 “(ii) a local educational agency that is  
18 both a high-poverty local educational agen-  
19 cy and a low-performing local educational  
20 agency, or more than one such agency.

21 “(B) REQUIREMENT FOR INSTITUTIONS OF  
22 HIGHER EDUCATION.—Participating institutions  
23 of higher education shall meet the criteria  
24 under section 203(a)(2)(A)(i) of the Higher  
25 Education Act of 1965.

1           “(2) SIZE, DURATION, AND PEER REVIEW.—

2       Each subgrant under this section shall be—

3           “(A) of sufficient size and duration to  
4       carry out the purpose of this subpart effec-  
5       tively; and

6           “(B) awarded, using a peer-review process,  
7       on a competitive basis.

8           “(3) PRIORITY.—In making subgrants under  
9       this section, a State agency for higher education  
10      shall give a priority to projects that focus on induc-  
11      tion programs for new teachers.

12          “(4) OTHER FACTORS.—In making subgrants  
13      under this section, a State agency for higher edu-  
14      cation shall consider—

15          “(A) the need for the proposed professional  
16      development activities in the jurisdiction of the  
17      local educational agency; and

18          “(B) the quality of the proposed program  
19      and its likelihood of success in improving class-  
20      room instruction and student academic achieve-  
21      ment.

22          “(c) PARTNERSHIP AGREEMENTS.—No institution of  
23      higher education or nonprofit organization may receive a  
24      subgrant under this section unless it enters into a written  
25      agreement with at least one local educational agency that

1 is both a high-poverty local educational agency and a low-  
 2 performing local educational agency to provide profes-  
 3 sional development to elementary and secondary school  
 4 teachers in the schools of that agency in the core academic  
 5 subjects. Each such agreement shall identify specific goals  
 6 for how the professional development that the subgrantee  
 7 provides will enhance the ability of those teachers to pre-  
 8 pare all students, including females, minorities, students  
 9 with disabilities, students with limited English proficiency,  
 10 and economically disadvantaged students, to achieve to  
 11 challenging State content and student performance stand-  
 12 ards in all subjects in which those teachers provide in-  
 13 struction.

14       “(d) COORDINATION.—Any professional development  
 15 activities carried out under this section by a partnership  
 16 shall be coordinated with activities carried out under title  
 17 II of the Higher Education Act of 1965 (20 U.S.C. 1021  
 18 et seq.), if any member of the partnership is participating  
 19 in programs funded under that title.

20       “(e) JOINT EFFORTS WITHIN INSTITUTIONS OF  
 21 HIGHER EDUCATION.—In the case of a partnership that  
 22 includes an institution of higher education, each activity  
 23 assisted under this section shall involve the joint effort of  
 24 the institution’s school or department of education and the  
 25 schools or departments responsible for the specific dis-



1 ciplines in which the professional development will be pro-  
2 vided.

3 “(f) USES OF FUNDS.—A recipient of funds under  
4 this section shall use those funds for—

5 “(1) research-based programs to assist new  
6 teachers during their first 3 years in the classroom,  
7 which may include—

8 “(A) mentoring and coaching by appro-  
9 priately trained and certified teachers;

10 “(B) team teaching with experienced  
11 teachers;

12 “(C) observation by, and consultation with,  
13 experienced teachers;

14 “(D) assignment of fewer course prepara-  
15 tions; and

16 “(E) provision of additional time for prep-  
17 aration;

18 “(2) professional development in the core aca-  
19 demic subjects, aligned with State content and stu-  
20 dent performance standards, for teams of teachers  
21 from a school or local educational agency and, where  
22 appropriate, principals, administrators, and other  
23 school staff; and

1           “(3) providing technical assistance to school  
2           and local educational agency staff for planning, im-  
3           plementing, and evaluating professional development.

4           “(g) ANNUAL REPORTS.—

5           “(1) IN GENERAL.—Beginning with fiscal year  
6           2002, each subgrantee under this section shall sub-  
7           mit an annual report to the State agency for higher  
8           education, by a date set by that agency, on its  
9           progress, as measured using the indicators of part-  
10          nership performance described in section 2041.

11          “(2) CONTENT.—Each such report—

12                  “(A) shall include a copy of each written  
13                  agreement required by subsection (c); and

14                  “(B) shall describe how the partners have  
15                  collaborated to achieve the specific goals set out  
16                  in the agreement, and the results of that col-  
17                  laboration.

18          “(3) COPY.—The State agency for higher edu-  
19          cation shall provide the State educational agency  
20          with a copy of each subgrantee’s annual report.

21          “(h) SPECIAL RULE.—No single participant in a  
22          partnership receiving a subgrant under this section may  
23          retain more than 50 percent of the funds made available  
24          to the partnership under this section.

1 **“SEC. 2017. LOCAL APPLICATIONS FOR FORMULA SUB-**  
2 **GRANTS.**

3 “(a) APPLICATION REQUIRED.—Each local edu-  
4 cational agency desiring to receive its allocation from  
5 funds made available under section 2012(a)(1)(A) for any  
6 fiscal year shall submit an application to the State edu-  
7 cational agency at such time, in such form, and containing  
8 such information as the State educational agency reason-  
9 ably may require. Each such application shall include an  
10 agency-wide plan for raising student achievement against  
11 State standards through each of the following strategies:

12 “(1) Supporting the alignment of curricula, as-  
13 sessments, classroom instructional strategies, and  
14 professional development with challenging State con-  
15 tent and student performance standards.

16 “(2) Carrying out activities to recruit fully  
17 qualified teachers, particularly in subject areas and  
18 in schools in which there is a shortage of such teach-  
19 ers with special consideration given to recruiting  
20 fully qualified teachers from minority and other his-  
21 torically underrepresented groups, including bilin-  
22 gual teachers.

23 “(3) Ensuring that teachers employed by the  
24 local educational agency are proficient in teaching  
25 skills and in the content knowledge necessary to ef-  
26 fectively teach the content called for by State and

1 local standards in all subjects in which they provide  
2 instruction and are prepared to integrate technology  
3 into the classroom.

4 “(4) Targeting funds to schools within the ju-  
5 risdiction of the local educational agency that—

6 “(A) have the highest proportion of teach-  
7 ers who are not fully qualified;

8 “(B) have the largest average class size; or

9 “(C) are identified for school improvement  
10 under section 1116(c).

11 “(5) Carrying out activities to assist new teach-  
12 ers during their first 3 years in the classroom.

13 “(6) Providing professional development in core  
14 academic subjects.

15 “(b) ADDITIONAL CONTENTS.—Each such applica-  
16 tion shall also—

17 “(1) identify specific, measurable goals for  
18 achieving the purpose described in section 2002  
19 that, at a minimum, reflect the performance indica-  
20 tors described in section 2041;

21 “(2) describe how the local educational agency  
22 will use funds received under this subpart to help  
23 implement the plan described in subsection (a);

24 “(3) include an assurance that the local edu-  
25 cational agency will collect data that measure

1 progress toward the indicators of program perform-  
2 ance described in section 2041;

3 “(4) describe how the local educational agency  
4 will address the needs of high-poverty, low-per-  
5 forming schools within its jurisdiction;

6 “(5) describe how the local educational agency  
7 will address the needs of teachers of students with  
8 limited English proficiency and other students with  
9 special needs; and

10 “(6) describe how the local educational agency  
11 will coordinate funds under this subpart with the  
12 professional development activities funded through  
13 other State and Federal programs.

14 “(c) APPROVAL.—Notwithstanding section  
15 2012(a)(1)(A), a State educational agency shall approve  
16 a local educational agency’s application under this section  
17 only if the application satisfies the requirements of this  
18 section and the State educational agency determines that  
19 the application holds reasonable promise of achieving the  
20 purpose described in section 2002.

21 “(d) CONSOLIDATED APPLICATION.—Local edu-  
22 cational agencies may consolidate applications under this  
23 section and section 2018.

1 **“SEC. 2018. LOCAL APPLICATIONS FOR COMPETITIVE SUB-**  
2 **GRANTS.**

3 “(a) IN GENERAL.—Each State educational agency  
4 shall use the funds described in section 2012(A)(1)(B) for  
5 competitive grants to local educational agencies, and part-  
6 nerships described in section 2016(b)(1), that focus pri-  
7 marily on those agencies and partnerships with the great-  
8 est need for—

9 “(1) activities related to the development, and  
10 effective implementation, of curricula aligned with  
11 state content and student performance standards;  
12 and

13 “(2) professional development activities that are  
14 aligned with those standards.

15 “(b) SELECTION PROCESS.—

16 “(1) IN GENERAL.—The State educational  
17 agency shall award subgrants under this section  
18 through a peer-review process that includes review-  
19 ers who are knowledgeable in the academic content  
20 areas.

21 “(2) PUBLIC AVAILABILITY.—The State edu-  
22 cational agency—

23 “(A) shall provide local educational agen-  
24 cies and the general public with a list of the se-  
25 lection criteria that the State educational agen-

1           cy will use in making subgrants under this sec-  
2           tion; and

3           “(B) at the completion of the awards proc-  
4           ess, make public a complete list of applicants  
5           and of the applicants that received awards.

6           “(c) DEMONSTRATION OF NEED.—The State edu-  
7           cational agency shall identify the applicants with the  
8           greatest need for services, based on the following objective  
9           data supplied by the applicant:

10           “(1) The number or percentage of children who  
11           fail to meet State performance standards on assess-  
12           ments used for part A of title I.

13           “(2) The number or percentage of schools iden-  
14           tified for school improvement under section 1116(c).

15           “(3) The number or percentage of teachers em-  
16           ployed who have not received full State certification  
17           or licensure.

18           “(4) The number or percentage of secondary  
19           school teachers who do not have an academic major  
20           in a subject area directly related to the area in  
21           which they provide instruction.

22           “(5) The number or percentage of students liv-  
23           ing in poverty.

24           “(6) The number or percentage of students who  
25           have limited English proficiency.

1           “(7) The applicant’s fiscal capacity to fund pro-  
2           grams described in section 2019 without Federal as-  
3           sistance.

4           “(d) SELECTION OF SUBGRANTEES.—The State edu-  
5           cational agency shall make awards to applicants based  
6           on—

7           “(1) the quality of the applicant’s proposal and  
8           the likelihood of its success in improving classroom  
9           instruction and student academic achievement;

10           “(2) the demonstrated need of the applicant  
11           under subsection (c); and

12           “(3) the applicant’s need for professional devel-  
13           opment in mathematics and science.

14           “(e) OPPORTUNITY TO COMPETE.—

15           “(1) STRATEGIES.—To ensure that local edu-  
16           cational agencies that have the greatest need are  
17           provided a reasonable opportunity to compete for an  
18           award, State educational agencies shall adopt at  
19           least one of the following strategies:

20           “(A) Holding more than one competition  
21           for funds for a fiscal year and, before each such  
22           competition, providing technical assistance in  
23           developing a high-quality application to local  
24           educational agencies that have demonstrated



1 the greatest need but were unsuccessful in the  
2 previous grant competition.

3 “(B) Holding a competition restricted to  
4 local educational agencies that it has identified  
5 under subsection (c) as having the greatest  
6 need for services.

7 “(C) Requiring recipients seeking a re-  
8 newal of a subgrant under this section to form  
9 a partnership with an applicant that applied  
10 for, but failed to receive, such a subgrant.

11 “(D) Providing a competitive priority to  
12 those local educational agencies the State edu-  
13 cational agency has identified under subsection  
14 (c) as having the greatest need for services.

15 “(2) TECHNICAL ASSISTANCE.—At a minimum,  
16 a State educational agency shall, after the comple-  
17 tion of an award cycle and before the start of the  
18 next cycle, provide technical assistance in developing  
19 a high-quality application for future competitions to  
20 any local educational agency identified under sub-  
21 section (c) as having the greatest need for services  
22 that did not receive a subgrant.

23 “(f) SCOPE OF PROJECTS.—The State educational  
24 agency shall award a subgrant under this section only for

1 projects that are of sufficient size, scope, and quality to  
2 achieve the purpose of this part.

3 **“SEC. 2019. USES OF FUNDS.**

4 “(a) PRIORITY FOR PROFESSIONAL DEVELOPMENT  
5 IN MATHEMATICS AND SCIENCE.—

6 “(1) APPROPRIATION EQUAL TO OR LESS THAN  
7 \$300,000,000.—Except as provided in section  
8 2020(d), in any fiscal year for which the amount ap-  
9 propriated for this subpart is \$300,000,000 or less,  
10 each local educational agency shall ensure that all  
11 funds received by the agency under this subpart are  
12 used for professional development in mathematics  
13 and science.

14 “(2) APPROPRIATION GREATER THAN  
15 \$300,000,000.—Except as provided in section  
16 2020(d), in any fiscal year for which the amount ap-  
17 propriated for this subpart is greater than  
18 \$300,000,000, each local educational agency shall  
19 ensure that the amount of funds under this subpart  
20 that the agency uses for professional development in  
21 mathematics and science is at least as much as the  
22 amount that would have been made available to the  
23 agency if the amount appropriated had been  
24 \$300,000,000.

1           “(3)    INTERDISCIPLINARY    ACTIVITIES.—In  
2           meeting the requirement under paragraph (1) or (2),  
3           a local educational agency may use funds under this  
4           subpart for activities that focus on more than one  
5           core academic subject if those activities focus pre-  
6           dominantly on improving instruction in mathematics  
7           or science.

8           “(4) WAIVER.—

9                   “(A) APPLICATION.—A local educational  
10           agency, in consultation with teachers and prin-  
11           cipals, may seek a waiver of the requirements  
12           under paragraph (1) or (2) from a State in  
13           order to allow the local educational agency to  
14           use such funds for professional development in  
15           academic subjects other than mathematics and  
16           science.

17                   “(B) STANDARD FOR GRANTING.—A State  
18           may not approve such a waiver unless the local  
19           educational agency is able to demonstrate  
20           that—

21                           “(i) the professional development  
22                           needs of mathematics and science teachers,  
23                           including elementary teachers responsible  
24                           for teaching mathematics and science, have  
25                           been adequately met and will continue to

1 be adequately met if the waiver is ap-  
2 proved;

3 “(ii) State assessments in mathe-  
4 matics and science demonstrate that each  
5 school within the local educational agency  
6 has made and will continue to make  
7 progress toward meeting the challenging  
8 State content standards and student per-  
9 formance standards in these areas; and

10 “(iii) State assessments in other aca-  
11 demic subjects demonstrate a need to focus  
12 on subjects other than mathematics and  
13 science.

14 “(C) GRANDFATHER OF OLD WAIVERS.—A  
15 waiver provided to a local educational agency  
16 under part D of title XIV prior to the date of  
17 the enactment of the Smart Classrooms Act  
18 shall be deemed effective until such time as it  
19 otherwise would have ceased to be effective.

20 “(b) OTHER PROFESSIONAL DEVELOPMENT ACTIVI-  
21 TIES.—Each local educational agency shall ensure that  
22 funds under this subpart that the agency uses for profes-  
23 sional development, in areas other than mathematics or  
24 science, are used to provide professional development ac-  
25 tivities in one or more of the other core academic subjects.

1       “(c) OTHER USES OF FUNDS.—Subject to subsection  
2 (a), a local educational agency that receives funds under  
3 this subpart may use those funds for activities to raise  
4 student achievement against challenging State standards,  
5 in accordance with its plan described in section 2017(a),  
6 which may include the following:

7           “(1) Activities to recruit fully qualified teach-  
8 ers, including teachers from historically underrep-  
9 resented groups, such as the provision of signing bo-  
10 nuses and other financial incentives.

11          “(2) Providing the necessary education and  
12 training, including paying (for programs that meet  
13 the criteria under section 203(b)(2)(A)(i) of the  
14 Higher Education Act of 1965 (20 U.S.C.  
15 1023(b)(2)(A)(i))) the costs of college tuition and  
16 other student fees to assist current teachers or other  
17 school personnel who are not fully qualified teachers  
18 to become fully qualified, except that, to receive  
19 funds under this paragraph, an individual must be  
20 within 2 years of completing an undergraduate de-  
21 gree and must agree to teach in a high-poverty, low-  
22 performing school for a period of at least 3 years.

23          “(3) Programs to assist new teachers during  
24 their first 3 years in the classroom, such as—

1                   “(A) mentoring and coaching by trained  
2           mentor teachers;

3                   “(B) team teaching with experienced  
4           teachers;

5                   “(C) observation by, and consultation with,  
6           experienced teachers;

7                   “(D) assignment of fewer course prepara-  
8           tions; and

9                   “(E) provision of additional time for prep-  
10          aration.

11                  “(4) Provision of professional development  
12          aligned with State content and student performance  
13          standards.

14                  “(5) Provision of professional development pro-  
15          grams that enable teachers to effectively commu-  
16          nicate with parents and involve parents in the edu-  
17          cational process to support classroom instruction  
18          and to work effectively with parent volunteers.

19                  “(6) Participation by teams of teachers in sum-  
20          mer institutes and summer immersion activities that  
21          focus on preparing teachers to bring all students to  
22          high standards in one or more of the core academic  
23          subjects.

1           “(7) Subsidizing fees for teachers who partici-  
2           pate in the assessment process of the National  
3           Board for Professional Teaching Standards.

4           “(8) Teacher participation in working groups,  
5           task forces, or committees, charged with adapting  
6           and implementing high standards for all students,  
7           including district-wide and school-based teams of  
8           teachers charged with aligning curricula and lesson  
9           plans with State content and student performance  
10          standards and assessments.

11          “(9) Programs to implement peer-assistance  
12          peer-review processes for teachers, principals, admin-  
13          istrators, and other school staff.

14          “(10) Establishment and maintenance of local  
15          professional networks that provide a forum for inter-  
16          action among teachers and that allow for the ex-  
17          change of information on advances in content and  
18          pedagogy.

19          “(11) Development of incentives to encourage  
20          teachers employed by the agency, and other qualified  
21          individuals, to obtain proficiency in content knowl-  
22          edge in a core academic subject area identified by  
23          the agency as having a shortage of qualified teach-  
24          ers.

1           “(12) Development and acquisition of curricular  
2           materials and other instructional aids, if they are  
3           not normally provided by the local educational agen-  
4           cy or the State as part of the regular instructional  
5           program, that will advance local reform efforts to  
6           raise student achievement against State content and  
7           student performance standards.

8           “(13) Providing increased opportunities for mi-  
9           norities, individuals with disabilities, and other indi-  
10          viduals underrepresented in the teaching profession.

11   **“SEC. 2020. LOCAL ACCOUNTABILITY.**

12          “(a) ANNUAL REPORTS.—Each local educational  
13          agency that receives funds under this subpart shall, begin-  
14          ning in fiscal year 2002, annually compile, publish, and  
15          submit to the State educational agency a report on its ac-  
16          tivities under this subpart, at such time, in such form,  
17          and containing such information as the State educational  
18          agency may reasonably require.

19          “(b) CONTENTS.—Each report shall include the fol-  
20          lowing information:

21               “(1) The percentage of teachers teaching in the  
22               jurisdiction of the agency who have not met State  
23               qualifications and licensing criteria for the grade lev-  
24               els and subject areas in which they provide instruc-  
25               tion.



1           “(2) The percentage of teachers teaching in the  
2           jurisdiction of the agency under emergency or other  
3           provisional status through which State qualifications  
4           or licensing criteria have been waived.

5           “(3) The percentage of teachers teaching in the  
6           jurisdiction of the agency who do not hold a postsec-  
7           ondary degree with a major in the subject areas in  
8           which they provide instruction.

9           “(4) The average class size.

10          “(5) Information on the progress of schools and  
11          teachers under this subpart, measured based on the  
12          program performance indicators described in section  
13          2041 and any additional indicators included in the  
14          local educational agency’s application.

15          “(6) Such other information as the State edu-  
16          cational agency may reasonably require.

17          “(c) DISAGGREGATED DATA.—Data collected for the  
18          purpose of carrying out this section shall be disaggregated  
19          by local educational agency and school.

20          “(d) FUNDING.—A local educational agency may re-  
21          serve up to 5 percent of the amount it receives under sec-  
22          tion 2012(a)(1)(A) to carry out this section.

23          **“SEC. 2021. PARENTS’ RIGHT TO KNOW.**

24          “Each local educational agency that receives funds  
25          under this subpart shall provide, upon request, to any par-

ent of a student attending any school receiving funds under this subpart, in an understandable and uniform format, information regarding the professional qualifications of the student’s teacher, including—

“(1) whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;

“(2) whether the teacher is teaching under emergency or other provisional status through which the State qualifications or licensing criteria have been waived;

“(3) the college major of the teacher and any other graduate certification or degree held by the teacher, and the field or discipline of the certificate or degree; and

“(4) the school or local educational agency’s hiring policy.

**“SEC. 2022. TECHNICAL ASSISTANCE.**

“The State educational agency shall provide technical assistance to local educational agencies receiving a subgrant under this subpart that fail for 2 consecutive years to meet their goals, as measured using the performance indicators described in section 2041.

1 **“SEC. 2023. CORRECTIVE ACTION.**

2 “The State educational agency shall take corrective  
3 action, against any local educational agency that does not  
4 make sufficient effort to comply with this subpart within  
5 the time specified. In a case in which a State fails to take  
6 corrective action, the Secretary shall withhold funds from  
7 such State up to an amount equal to that described in  
8 section 2012(d).

9 **“SEC. 2024. MAINTENANCE OF EFFORT.**

10 “No funds may be provided to a local educational  
11 agency for a fiscal year under this subpart unless the  
12 State educational agency is satisfied that the local edu-  
13 cational agency will spend, from other sources, at least  
14 as much for activities described in this subpart as the av-  
15 erage amount it spent from other sources for those activi-  
16 ties over the previous 3 fiscal years.

17 **“SEC. 2025. EQUIPMENT AND TEXTBOOKS.**

18 “A local educational agency may not use subgrant  
19 funds under this subpart for equipment, computer hard-  
20 ware, textbooks, telecommunications fees, or other items,  
21 that would otherwise be provided by the local educational  
22 agency, the State, or a private school whose students re-  
23 ceive services under this part.

24 **“SEC. 2026. SUPPLEMENT, NOT SUPPLANT.**

25 “A local educational agency that receives funds under  
26 this subpart shall use those funds only to supplement the

1 amount of funds or resources that would, in the absence  
 2 of those Federal funds, be made available from non-Fed-  
 3 eral sources for the purposes of the program authorized  
 4 under this subpart, and not to supplant those non-Federal  
 5 funds or resources.

6 **“Subpart 3—National Activities for the Improvement**  
 7 **of Teaching and School Leadership**

8 **“SEC. 2031. ACTIVITIES OF NATIONAL SIGNIFICANCE.**

9 “(a) IN GENERAL.—The Secretary may make grants  
 10 to, and enter into contracts and cooperative agreements  
 11 with, local educational agencies, educational service agen-  
 12 cies, State educational agencies, State agencies for higher  
 13 education, institutions of higher education, and other pub-  
 14 lic and private nonprofit agencies, organizations, and insti-  
 15 tutions to carry out subsection (b).

16 “(b) ACTIVITIES.—The Secretary—

17 “(1) may support activities of national signifi-  
 18 cance that are not supported through other sources  
 19 and that the Secretary determines will contribute to  
 20 the improvement of teaching and school leadership  
 21 in the Nation’s schools, such as—

22 “(A) supporting collaborative efforts by  
 23 States, or consortia of States, to review and  
 24 benchmark the quality, rigor, and alignment of  
 25 State standards and assessments;

1           “(B) supporting collaborative efforts by  
2           States, or consortia of States, to develop per-  
3           formance-based systems for assessing content  
4           knowledge and teaching skills prior to full  
5           teacher licensure;

6           “(C) efforts to increase the portability of  
7           teacher pensions and reciprocity of teaching  
8           credentials across State lines; and

9           “(D) research, evaluation, and dissemina-  
10          tion activities related to effective strategies for  
11          increasing the portability of teachers’ credited  
12          years of experience across State and local edu-  
13          cational agency lines;

14          “(2) may support activities of national signifi-  
15          cance that the Secretary determines will contribute  
16          to the recruitment and retention of fully qualified  
17          teachers and principals in high-poverty local edu-  
18          cational agencies and low-performing local edu-  
19          cational agencies, such as—

20               “(A) providing States with assistance in  
21               the development of alternative certification pro-  
22               grams that lead to certification within 2 years  
23               and require applicants to meet the same stand-  
24               ards and pass the same tests as other appli-  
25               cants;

1 “(B) the development and implementation  
2 of a national teacher recruitment clearinghouse  
3 and job bank, which shall be coordinated and,  
4 to the extent feasible, integrated with the Amer-  
5 ica’s Job Bank administered by the Secretary  
6 of Labor—

7 “(i) to disseminate information and  
8 resources nationwide on entering the  
9 teaching profession to persons interested in  
10 becoming teachers;

11 “(ii) to serve as a national resource  
12 center for effective practices in teacher re-  
13 cruitment and retention;

14 “(iii) to link prospective teachers to  
15 local educational agencies and training re-  
16 sources with particular attention to high-  
17 poverty local educational agencies and low-  
18 performing local educational agencies with  
19 critical teacher shortages; and

20 “(iv) to provide information and tech-  
21 nical assistance to prospective teachers  
22 about certification and other State and  
23 local requirements related to teaching; and

24 “(C) the development and implementation,  
25 or expansion, of programs that recruit talented

1 individuals to become principals, including such  
 2 programs that employ alternative routes to  
 3 State certification, and that prepare both new  
 4 and experienced principals to serve as instruc-  
 5 tional leaders, which may include the creation  
 6 and operation of a national center for the prep-  
 7 aration and support of principals as leaders of  
 8 school reform; and

9 “(3) may support the National Board for Pro-  
 10 fessional Teaching Standards.

11 **“SEC. 2032. PROFESSIONAL DEVELOPMENT FOR PRIN-**  
 12 **CIPALS AS LEADERS OF SCHOOL REFORM.**

13 “(a) COMPETITIVE GRANTS.—The Secretary may re-  
 14 serve not more than 5 percent of the amount appropriated  
 15 under section 2003(b) for competitive grants to eligible  
 16 partnerships—

17 “(1) consisting of—

18 “(A) one or more institutions of higher  
 19 education that provide professional development  
 20 for principals and other school administrators;  
 21 and

22 “(B) one or more local educational agen-  
 23 cies; and

24 “(2) that may include other entities, agencies,  
 25 and organizations, such as a State educational agen-

1 cy, a State agency for higher education, or profes-  
2 sional organizations for principals, administrators,  
3 teachers, and parents.

4 “(b) APPLICATION.—An eligible partnership that de-  
5 sires to receive a grant under this section shall submit an  
6 application at such time, in such form, and containing  
7 such information as the Secretary may require. Each such  
8 application shall include—

9 “(1) a description of the activities the partner-  
10 ship will carry out to meet the purpose of this part;

11 “(2) a description of how those activities will  
12 build on and be coordinated with other professional  
13 development activities, including activities under this  
14 title and title II of the Higher Education Act of  
15 1965;

16 “(3) a description of how principals, teachers,  
17 and other interested parties were involved in devel-  
18 oping the application and will be involved in plan-  
19 ning and carrying out the activities under this sec-  
20 tion; and

21 “(4) a description of how the professional devel-  
22 opment will result in the acquisition of a license, de-  
23 gree, or continuing education unit.

24 “(c) USE OF FUNDS.—An eligible partnership that  
25 receives a grant under this section shall use the grant



1 funds to provide professional development to principals  
2 and other school administrators to enable them to be effective school leaders and prepare all students to achieve to  
3 challenging State content and student performance standards, including professional development on—

4 “(1) comprehensive school reform;

5 “(2) leadership skills;

6 “(3) recruitment, assignment, retention and  
7 evaluation of teacher and other instructional staff;

8 “(4) State content standards;

9 “(5) effective instructional practice;

10 “(6) using smaller classes effectively; and

11 “(7) parental and community involvement.

12 **“SEC. 2033. SCHOOL TECHNOLOGY CENTERS.**

13 “(a) COMPETITIVE GRANTS.—The Secretary may re-  
14 serve not more than 5 percent of the amount appropriated  
15 under section 2003(b) for competitive grants to eligible  
16 partnerships consisting of—

17 “(1) one or more institutions of higher edu-  
18 cation;

19 “(2) one or more technology-deficient local edu-  
20 cational agencies or schools;

21 “(3) one or more technology-proficient local  
22 educational agencies or schools; and

1           “(4) such other entities, agencies, and organiza-  
2           tions, such as a State educational agency, a State  
3           agency for higher education, nonprofit organizations,  
4           or businesses, as the partners described in para-  
5           graphs (1), (2), and (3) determine to be appropriate.

6           “(b) APPLICATION.—An eligible partnership that de-  
7           sires to receive a grant under this section shall submit an  
8           application at such time, in such form, and containing  
9           such information as the Secretary may require. Each such  
10          application shall include—

11           “(1) a description of the activities the partner-  
12          ship will carry out under this section;

13           “(2) a description of how the partners will work  
14          together to build the capacity to use technology to  
15          improve teaching and learning in the partners de-  
16          scribed in subsection (a)(2); and

17           “(3) a description of the goals of each partner  
18          and how progress toward those goals will be meas-  
19          ured.

20           “(c) USE OF FUNDS.—An eligible partnership that  
21          receives a grant under this section shall use the grant  
22          funds to develop or expand a technology center serving  
23          the partners described in subsection (a)(2).

1 **“SEC. 2034. EISENHOWER NATIONAL CLEARINGHOUSE FOR**  
2 **MATHEMATICS AND SCIENCE EDUCATION.**

3 “(a) ESTABLISHMENT OF CLEARINGHOUSE.—The  
4 Secretary shall award a competitive grant or contract to  
5 establish the Eisenhower National Clearinghouse for  
6 Mathematics and Science Education (hereafter in this sec-  
7 tion referred to as the ‘Clearinghouse’).

8 “(b) AUTHORIZED ACTIVITIES.—

9 “(1) APPLICATION AND AWARD BASIS.—

10 “(A) IN GENERAL.—Each entity desiring  
11 to establish and operate the Clearinghouse shall  
12 submit an application to the Secretary at such  
13 time, in such manner, and containing such in-  
14 formation as the Secretary may require.

15 “(B) PEER REVIEW.—The Secretary shall  
16 establish a peer review process to make rec-  
17 ommendations on the recipient of the award for  
18 the Clearinghouse.

19 “(C) MERIT.—The Secretary shall make  
20 the award for the Clearinghouse on the basis of  
21 merit.

22 “(2) DURATION.—The Secretary shall award  
23 the grant or contract for the Clearinghouse for a pe-  
24 riod of 5 years.

25 “(3) ACTIVITIES.—The award recipient shall  
26 use the award funds to—

1           “(A) maintain a permanent collection of  
2           such mathematics and science education in-  
3           structional materials and programs for elemen-  
4           tary and secondary schools as the Secretary  
5           finds appropriate, with a priority for such mate-  
6           rials and programs that have been identified as  
7           promising or exemplary, through a systematic  
8           approach such as the use of expert panels re-  
9           quired under the Educational Research, Devel-  
10          opment, Dissemination, and Improvement Act  
11          of 1994;

12          “(B) disseminate the materials and pro-  
13          grams described in paragraph (1) to the public,  
14          State educational agencies, local educational  
15          agencies, and schools (particularly high-poverty,  
16          low-performing schools), including through the  
17          maintenance of an interactive national elec-  
18          tronic information management and retrieval  
19          system accessible through the Worldwide Web  
20          and other advanced communications tech-  
21          nologies;

22          “(C) coordinate with other databases con-  
23          taining mathematics and science curriculum  
24          and instructional materials, including Federal,

1 non-Federal, and, where feasible, international  
2 databases;

3 “(D) support the development and dissemi-  
4 nation of model professional development mate-  
5 rials in mathematics and science education;

6 “(E) contribute materials or information,  
7 as appropriate, to other national repositories or  
8 networks; and

9 “(F) gather qualitative and evaluative data  
10 on submissions to the Clearinghouse, and dis-  
11 seminate that data widely, including through  
12 the use of electronic dissemination networks.

13 “(4) SUBMISSION TO CLEARINGHOUSE.—Each  
14 Federal agency or department that develops mathe-  
15 matics or science education instructional materials  
16 or programs, including the National Science Foun-  
17 dation and the Department, shall submit copies of  
18 that material and those programs to the Clearing-  
19 house.

20 “(5) STEERING COMMITTEE.—The Secretary  
21 may appoint a steering committee to recommend  
22 policies and activities for the Clearinghouse.

23 “(6) APPLICATION OF COPYRIGHT LAWS.—

24 “(A) IN GENERAL.—Nothing in this sec-  
25 tion shall be construed to allow the use or copy-

ing, in any medium, of any material collected by the Clearinghouse that is protected under the copyright laws of the United States unless the permission of the owner of the copyright is obtained.

“(B) COMPLIANCE.—In carrying out this section, the Clearinghouse shall ensure compliance with title 17 of the United States Code.

**“SEC. 2035. DISSEMINATION OF INFORMATION ON RESEARCH-BASED PROFESSIONAL DEVELOPMENT.**

“The Secretary shall gather and disseminate information related to comprehensive, research-based professional development.

**“SEC. 2036. SCHOOL COUNSELING PROGRAM.**

“(a) IN GENERAL.—The Secretary may award grants under this section to establish or expand elementary and secondary school counseling programs.

“(b) PRIORITY.—In awarding grants under this section, the Secretary shall give special consideration to applications describing programs that—

“(1) demonstrate the greatest need for new or additional counseling services among the children in the elementary and secondary schools served by the applicant;

1           “(2) propose the most promising and innovative  
2           approaches for initiating or expanding elementary  
3           and secondary school counseling; and

4           “(3) show the greatest potential for replication  
5           and dissemination.

6   **“PART B—TRANSITION OF CAREER-CHANGING**  
7       **PROFESSIONALS TO TEACHING; TROOPS TO**  
8       **TEACHERS**

9   **“SEC. 2101. FINDINGS.**

10       “The Congress finds as follows:

11           “(1) School districts will need to hire more than  
12           2,000,000 teachers during the first decade of the  
13           21st century.

14           “(2) The need for teachers in the areas of  
15           math, science, foreign languages, special education,  
16           and bilingual education, and for teachers able to  
17           teach in high-poverty school districts, will be particu-  
18           larly high. To meet this need, talented Americans of  
19           all ages should be recruited to become successful,  
20           qualified teachers.

21           “(3) Nearly 13 percent of teachers of academic  
22           subjects have neither an undergraduate major nor  
23           minor in their main assignment fields. This problem  
24           is most acute in high-poverty local educational agen-

1       cies, where the out-of-field teaching percentage is 22  
2       percent.

3           “(4) The Third International Math and Science  
4       Study (TIMSS) ranked United States high school  
5       seniors last among 16 countries in physics and next  
6       to last in math. It is also evident, mainly from the  
7       TIMSS data, that based on academic scores, a  
8       stronger emphasis needs to be placed on the aca-  
9       demic preparation of our children in math and  
10      science.

11          “(5) One-fourth of high-poverty local edu-  
12      cational agencies find it very difficult to fill bilingual  
13      teaching positions, and nearly half of public school  
14      teachers have students in their classrooms for whom  
15      English is a second language.

16          “(6) Many career-changing professionals with  
17      strong content-area skills are interested in a teach-  
18      ing career, but they need assistance in getting the  
19      appropriate pedagogical training and classroom ex-  
20      perience.

21          “(7) The teacher placement program known as  
22      the ‘troops-to-teachers program’, which was estab-  
23      lished by the Secretary of Defense and the Secretary  
24      of Transportation under section 1151 of title 10,  
25      United States Code, has been highly successful in



1       securing high-quality teachers for teaching positions  
2       in high-poverty local educational agencies.

3   **“SEC. 2102. PURPOSE.**

4       “The purpose of this part is to address the need of  
5   local educational agencies that are high-poverty local edu-  
6   cational agencies or low-performing local educational  
7   agencies for fully qualified teachers in particular subject  
8   areas, such as mathematics, science, foreign languages, bi-  
9   lingual education, and special education, by—

10           “(1) continuing and enhancing the troops-to-  
11   teachers program for recruiting and supporting the  
12   placement of former members of the Armed Forces  
13   as teachers in such local educational agencies; and  
14           “(2) recruiting, preparing, placing, and sup-  
15   porting career-changing professionals who have  
16   knowledge and experience that will help them be-  
17   come such teachers.

18   **“SEC. 2103. CONTINUATION AND SUPPORT FOR TROOPS-TO-**  
19           **TEACHERS PROGRAM.**

20       “(a) CONTINUATION.—The Secretary may enter into  
21   a written agreement with the Secretary of Defense and  
22   the Secretary of Transportation, or take such other steps  
23   as the Secretary determines are appropriate, to ensure ef-  
24   fective continuation of the troops-to-teachers program,

1 notwithstanding the duration of the program specified in  
2 section 1151(c)(1)(A) of title 10, United States Code.

3 “(b) SUPPORT.—Before providing any assistance  
4 under section 2104 for a fiscal year, the Secretary shall  
5 first—

6 “(1) consult with the Secretary of Defense and  
7 the Secretary of Transportation regarding the ap-  
8 propriate amount of funding needed to continue and  
9 enhance the troops-to-teachers program; and

10 “(2) upon agreement, transfer that amount to  
11 the Secretary of Defense to carry out the troops-to-  
12 teachers program.

13 **“SEC. 2104. TRANSITION OF CAREER-CHANGING PROFES-**  
14 **SIONALS TO TEACHING.**

15 “(a) AUTHORITY TO SUPPORT TRANSITION PRO-  
16 GRAMS.—The Secretary may use funds appropriated pur-  
17 suant to the authorization of appropriations in section  
18 2108 to award grants to, and enter into contracts or coop-  
19 erative agreements with, institutions of higher education,  
20 including historically Black colleges and universities and  
21 Hispanic-serving institutions, and public and private non-  
22 profit agencies or organizations to recruit, prepare, place,  
23 and support career-changing professionals as teachers in  
24 local educational agencies that are high-poverty local edu-

1 cational agencies or low-performing local educational  
2 agencies.

3 “(b) APPLICATION.—Each entity described in sub-  
4 section (a) that desires assistance under subsection (a)  
5 shall submit an application to the Secretary containing  
6 such information as the Secretary may require,  
7 including—

8 “(1) a description of the target group of career-  
9 changing professionals upon which the applicant will  
10 focus in carrying out its program under this part,  
11 including a description of the characteristics of that  
12 target group that shows how the knowledge and ex-  
13 perience of its members are relevant to meeting the  
14 purpose of this part;

15 “(2) a description of how the applicant will  
16 identify and recruit career-changing professional for  
17 its program under this part;

18 “(3) a description of the training that career-  
19 changing professionals will receive in the program  
20 and how that training will relate to their certifi-  
21 cation as teachers;

22 “(4) a description of how the applicant will en-  
23 sure that career-changing professionals are placed  
24 and teach in high-poverty local educational agencies  
25 or low-performing local educational agencies;

1           “(5) a description of the teacher induction serv-  
2           ices (which may be provided through existing induc-  
3           tion programs) that the career-changing profes-  
4           sionals in the program will receive throughout at  
5           least their first year of teaching;

6           “(6) a description of how the applicant will col-  
7           laborate, as needed, with other institutions, agencies,  
8           or organizations to recruit, train, place, and support  
9           career-changing professionals under this part, in-  
10          cluding evidence of the commitment of those institu-  
11          tions, agencies, or organizations to the applicant’s  
12          program;

13          “(7) a description of how the applicant will  
14          evaluate the progress and effectiveness of its pro-  
15          gram, including—

16               “(A) the program’s goals and objectives;

17               “(B) the performance indicators the appli-  
18               cant will use to measure the program’s  
19               progress; and

20               “(C) the outcome measures that will be  
21               used to determine the program’s effectiveness;  
22               and

23          “(8) an assurance that the applicant will pro-  
24          vide to the Secretary such information as the Sec-

1       retary determines necessary to determine the overall  
2       effectiveness of programs under this part.

3       **“SEC. 2105. USES OF FUNDS AND PERIOD OF SERVICE.**

4       “(a) AUTHORIZED ACTIVITIES.—Funds provided  
5       under section 2104 may be used for—

6               “(1) recruiting career-changing professionals,  
7       including informing them of opportunities under the  
8       program and putting them in contact with other in-  
9       stitutions, agencies, or organizations that would  
10      train, place, and support them;

11              “(2) training stipends and other financial incen-  
12      tives for career-changing professional in the pro-  
13      gram, such as moving expenses, not to exceed  
14      \$5,000, in the aggregate, per participant;

15              “(3) assisting institutions of higher education  
16      or other providers of teacher training to tailor their  
17      training to meet the particular needs of career-  
18      changing professionals;

19              “(4) placement activities, including identifying  
20      high-poverty, low-performing local educational agen-  
21      cies with needs for the particular skills and charac-  
22      teristics of the newly trained career-changing profes-  
23      sionals and assisting those persons to obtain employ-  
24      ment in those local educational agencies; and

1           “(5) post-placement induction or support activi-  
2       ties.

3       “(b) PERIOD OF SERVICE.—A career-changing pro-  
4       fessional selected to participant in a program under this  
5       part who completes his or her training shall serve in a  
6       high-poverty local educational agency or a low-performing  
7       local educational agency for at least three years.

8       “(c) REPAYMENT.—The Secretary shall establish  
9       such requirements as the Secretary determines appro-  
10      priate to ensure that career-changing professionals who  
11      receive a training stipend or other financial incentive  
12      under subsection (a)(2), but who fail to complete their  
13      service obligation under subsection (b), repay all or a por-  
14      tion of such stipend or other incentive.

15   **“SEC. 2106. EQUITABLE DISTRIBUTION.**

16       “To the extent practicable, the Secretary shall make  
17      awards and enter into contracts and cooperative agree-  
18      ments under section 2104 to support teacher placement  
19      programs for career-changing professionals in different  
20      geographic regions of the United States.

21   **“SEC. 2107. AUTHORIZATION OF APPROPRIATIONS.**

22       “For the purpose of carrying out this part, there is  
23      authorized to be appropriated to the Secretary  
24      \$18,000,000 for each of fiscal years 2001 through 2005.

1                   **“PART C—CLASS SIZE REDUCTION**

2   **“SEC. 2201. FINDINGS.**

3           “The Congress finds as follows:

4                   “(1) Rigorous research has shown that students  
5           attending small classes in the early grades make  
6           more rapid educational progress than students in  
7           larger classes, and that these achievement gains per-  
8           sist through at least the elementary grades.

9                   “(2) The benefits of smaller classes are greatest  
10          for lower achieving, minority, poor, and inner-city  
11          children. One study found that urban fourth-graders  
12          in smaller-than-average classes were 3/4 of a school  
13          year ahead of their counterparts in larger-than-aver-  
14          age classes.

15                  “(3) Teachers in small classes can provide stu-  
16          dents with more individualized attention, spend more  
17          time on instruction and lesson other tasks, cover  
18          more material effectively, and are better able to  
19          work with parents to further their children’s edu-  
20          cation.

21                  “(4) Smaller classes allow teachers to identify  
22          and work more effectively with students who have  
23          learning disabilities and, potentially, can reduce  
24          those students’ need for special education services in  
25          the later grades.

1           “(5) Students in smaller classes are able to be-  
2           come more actively engaged in learning than their  
3           peers in large classes.

4           “(6) Efforts to improve educational achieve-  
5           ment by reducing class sizes in the early grades are  
6           likely to be more successful if—

7                   “(A) well-prepared teachers are hired and  
8                   appropriately assigned to fill additional class-  
9                   room positions; and

10                   “(B) teachers receive intensive, continuing  
11                   training in working effectively in smaller class-  
12                   room settings.

13           “(7) Several States have begun a serious effort  
14           to reduce class sizes in the early elementary grades,  
15           but these actions may be impeded by financial limi-  
16           tations or difficulties in hiring well-prepared teach-  
17           ers.

18           “(8) The Federal Government can assist in this  
19           effort by providing funding for class-size reductions  
20           in grades 1 through 3, and by helping to ensure that  
21           the new teachers brought into the classroom are well  
22           prepared.

23   **“SEC. 2202. PURPOSE.**

24           “The purpose of this part is to help States and local  
25   educational agencies recruit, train, and hire 100,000 addi-



1 tional fully qualified teachers over a 7-year period in order  
2 to—

3 “(1) reduce class sizes nationally, in grades 1  
4 through 3, to an average of 18 students per class-  
5 room; and

6 “(2) improve teaching in the early grades so  
7 that all students can learn to read independently  
8 and well by the end of the third grade.

9 **“SEC. 2203. PROGRAM AUTHORIZED.**

10 “(a) AUTHORIZATION OF APPROPRIATIONS.—For the  
11 purpose of carrying out this part, there are authorized to  
12 be appropriated, \$1,400,000,000 for fiscal year 2000,  
13 \$1,500,000,000 for fiscal year 2001, \$1,700,000,000 for  
14 fiscal year 2002, \$1,735,000,000 for fiscal year 2003,  
15 \$2,300,000,000 for fiscal year 2004, and \$2,800,000,000  
16 for fiscal year 2005.

17 “(b) ALLOTMENTS.—From the amount appropriated  
18 under subsection (a) for a fiscal year, the Secretary—

19 “(1) shall make a total of 1 percent available to  
20 the Secretary of the Interior (on behalf of the Bu-  
21 reau of Indian Affairs) and the outlying areas for  
22 activities that meet the purpose of this part; and

23 “(2) shall allot to each State the same percent-  
24 age of the remaining funds as the percentage it re-  
25 ceived of funds allocated to States for the previous

1       fiscal year under section 1122 or section 2011(c)  
2       (or, as applicable, section 2202(b) (as in effect on  
3       the day before the date of the enactment of the  
4       Smart Classrooms Act)), whichever percentage is  
5       greater, except that such allotments shall be ratably  
6       decreased as necessary.

7       “(c) WITHIN-STATE DISTRIBUTION.—

8               “(1) IN GENERAL.—Each State that receives an  
9       allotment under this section shall distribute the  
10      amount of the allotted funds that remain after using  
11      funds in accordance with subsection (b)(3) to local  
12      educational agencies in the State, of which—

13               “(A) 80 percent of such remainder shall be  
14      allocated to such local educational agencies in  
15      proportion to the relative number of children,  
16      aged 5 to 17, who reside in the jurisdiction  
17      served by such local educational agency and are  
18      from families with incomes below the poverty  
19      line (as defined by the Office of Management  
20      and Budget and revised annually in accordance  
21      with section 673(2) of the Community Services  
22      Block Grant Act (42 U.S.C. 9902(2)) applica-  
23      ble to a family of the size involved) for the most  
24      recent fiscal year for which satisfactory data is  
25      available compared to the number of such indi-

1           viduals who reside in the jurisdictions served by  
2           all the local educational agencies in the State  
3           for that fiscal year; and

4                 “(B) 20 percent of such remainder shall be  
5           allocated to such local educational agencies in  
6           accordance with the relative enrollments of chil-  
7           dren, aged 5 to 17, in public and private non-  
8           profit elementary schools and secondary schools  
9           in the jurisdictions within the boundaries of  
10          such agencies.

11          “(2) AWARD RULE.—Notwithstanding para-  
12       graph (1), if the award to a local educational agency  
13       under this section is less than the starting salary for  
14       a new teacher in that agency, the State shall not  
15       make the award unless—

16                 “(A) the local educational agency agrees to  
17       form a consortium with not less than 1 other  
18       local educational agency for the purpose of re-  
19       ducing class size;

20                 “(B) the local educational agency agrees to  
21       supplement the award with non-Federal funds  
22       sufficient to pay the cost of hiring a teacher; or

23                 “(C) the local educational agency agrees to  
24       use the funds for professional development re-  
25       lated to teaching smaller classes.

1   **“SEC. 2204. USE OF FUNDS.**

2           “(a) IN GENERAL.—Each local educational agency  
3 that receives funds under this part shall use such funds  
4 to carry out effective approaches to reducing class size  
5 with fully qualified teachers to improve educational  
6 achievement for both regular and special-needs children,  
7 with particular consideration given to reducing class size  
8 in the early elementary grades for which research has  
9 shown class size reduction is most effective.

10          “(b) CLASS REDUCTION.—

11                 “(1) IN GENERAL.—Each such local educational  
12 agency may pursue the goal of reducing class size  
13 through—

14                         “(A) recruiting, hiring, and training fully  
15 qualified regular and special education teachers  
16 and teachers of special-needs children;

17                         “(B) testing new teachers for academic  
18 content knowledge, and to meet the State quali-  
19 fications and licensing criteria in the areas in  
20 which they teach; and

21                         “(C) providing professional development to  
22 teachers, including special education teachers  
23 and teachers of special-needs children.

24                 “(2) RESTRICTION(S).—A local educational  
25 agency may use not more than a total of 15 percent  
26 of the funds received under this part for each of the

1       fiscal years 2000 through 2005, to carry out activi-  
2       ties described in subparagraphs (B) and (C) of sec-  
3       tion 2204(b)(1).

4               “(3) SPECIAL RULE.—A local educational agen-  
5       cy that has already reduced class size in the early  
6       grades to 18 or fewer children may use funds re-  
7       ceived under this part—

8               “(A) to make further class-size reductions  
9       in grades 1 through 3;

10              “(B) to reduce class size in kindergarten  
11       or other grades; or

12              “(C) to carry out activities to improve  
13       teacher quality, including providing—

14              “(i) professional development;

15              “(ii) financial incentives to new or vet-  
16       eran fully qualified teachers to join the in-  
17       structional staff of schools in which at  
18       least 50 percent of the students are from  
19       low-income families; and

20              “(iii) financial incentives to fully  
21       qualified teachers who are currently teach-  
22       ing in schools in which at least 50 percent  
23       of the students are from low-income fami-  
24       lies,

1       “(c) SUPPLEMENT NOT SUPPLANT.—A local edu-  
2 cational agency shall use funds under this part only to  
3 supplement, and not to supplant, State and local funds  
4 that, in the absence of such funds, would otherwise be  
5 spent for activities under this part.

6       “(d) PROFESSIONAL DEVELOPMENT.—If a local edu-  
7 cational agency uses funds made available under this part  
8 for professional development activities, the agency shall  
9 ensure the equitable participation of private nonprofit ele-  
10 mentary and secondary schools in such activities.

11       “(e) ADMINISTRATIVE EXPENSES.—A local edu-  
12 cational agency that receives funds under this part may  
13 use not more than 3 percent of such funds for local admin-  
14 istrative expenses.

15       “(f) CONSORTIA REQUIREMENT.—Notwithstanding  
16 subsection (b)(3), if a local educational agency has already  
17 reduced class size in the early grades to 18 or fewer chil-  
18 dren and intends to use funds provided under this section  
19 to carry out professional development activities, including  
20 activities to improve teacher quality, then the State shall  
21 make the award under subsection (b) to the local edu-  
22 cational agency without requiring the formation of a con-  
23 sortium.

1 **“SEC. 2205. COST-SHARING REQUIREMENT.**

2 “(a) FEDERAL SHARE.—The Federal share of the  
3 cost of activities carried out under this part—

4 “(1) may be up to 100 percent in local edu-  
5 cational agencies with child-poverty levels of 50 per-  
6 cent or greater; and

7 “(2) shall be no more than 65 percent for local  
8 educational agencies with child-poverty rates of less  
9 than 50 percent.

10 “(b) LOCAL SHARE.—A local educational agency  
11 shall provide the non-Federal share of a project under this  
12 part through cash expenditures from non-Federal sources,  
13 except that if an agency has allocated funds under section  
14 1113(c) to one or more schoolwide programs under section  
15 1114, it may use those funds for the non-Federal share  
16 of activities under this program that benefit those  
17 schoolwide programs, to the extent consistent with section  
18 1120A(c) and notwithstanding section 1114(a)(3)(B).

19 **“SEC. 2206. REQUEST FOR FUNDS.**

20 “Each local educational agency that desires to receive  
21 funds under this part shall include in the application sub-  
22 mitted under section 2017 a description of the agency’s  
23 program under this part to reduce class size by hiring ad-  
24 ditional fully qualified teachers.

1 **“SEC. 2207. REPORTS.**

2 “Each State educational agency receiving funds  
3 under this part shall report on activities in the State under  
4 this section as a part of its report under section 2014.”.

5 (b) NATIONAL WRITING PROJECT; SABBATICAL  
6 LEAVE FOR PROFESSIONAL DEVELOPMENT; GENERAL  
7 PROVISIONS.—Title II of such Act is amended by striking  
8 part E and inserting the following:

9 **“PART E—NATIONAL WRITING PROJECT**

10 **“SEC. 2301. FINDINGS AND PURPOSES.**

11 “(a) FINDINGS.—Congress finds that—

12 “(1) the United States faces a continuing crisis  
13 in writing in schools and in the workplace;

14 “(2) the writing problem has been magnified by  
15 the rapidly changing student population, the growing  
16 number of at-risk students due to limited English  
17 proficiency, the shortage of adequately trained  
18 teachers, and the specialized knowledge required of  
19 teachers to teach students with special needs who  
20 are now part of mainstream classrooms;

21 “(3) nationwide reports from universities and  
22 colleges show that entering students are unable to  
23 meet the demands of college level writing, almost all  
24 2-year institutions of higher education offer remedial  
25 writing courses, and three-quarters of public 4-year  
26 institutions of higher education and half of all pri-



1 vate 4-year institutions of higher education must  
2 provide remedial courses in writing;

3 “(4) American businesses and corporations are  
4 concerned about the limited writing skills of both  
5 entry-level workers and executives whose promotions  
6 are denied due to inadequate writing abilities;

7 “(5) writing is fundamental to learning, includ-  
8 ing learning to read, yet writing has been neglected  
9 historically in schools and in teacher training institu-  
10 tions;

11 “(6) writing is a central feature in State and  
12 school district education standards in all disciplines;

13 “(7) since 1973, the only national program to  
14 address the writing problem in the Nation’s schools  
15 has been the National Writing Project, a network of  
16 collaborative university-school programs the goals of  
17 which are to improve student achievement in writing  
18 and student learning through improving the teaching  
19 and uses of writing at all grade levels and in all dis-  
20 ciplines;

21 “(8) the National Writing Project is a nation-  
22 ally recognized and honored nonprofit organization  
23 that improves the quality of teaching and teachers  
24 through developing teacher leaders who teach other  
25 teachers in summer and school year programs;

1           “(9) evaluations of the National Writing  
2       Project document the positive impact the project has  
3       had on improving the teaching of writing, student  
4       performance in writing, and student learning;

5           “(10) the National Writing Project has become  
6       a model for programs to improve teaching in such  
7       other fields as mathematics, science, history, reading  
8       and literature, performing arts and foreign lan-  
9       guages;

10          “(11) each year over 150,000 participants ben-  
11       efit from National Writing Project programs in 1 of  
12       156 United States sites located in 46 States and the  
13       Commonwealth of Puerto Rico; and

14          “(12) the National Writing Project is a cost-ef-  
15       fective program and leverages over 6 dollars for  
16       every 1 Federal dollar.

17       “(b) PURPOSE.—It is the purpose of this part—

18           “(1) to support and promote the expansion of  
19       the National Writing Project network of sites so  
20       that teachers in every region of the United States  
21       will have access to a National Writing Project pro-  
22       gram;

23           “(2) to ensure the consistent high quality of the  
24       sites through ongoing review, evaluation and tech-  
25       nical assistance;

1           “(3) to support and promote the establishment  
2           of programs to disseminate effective practices and  
3           research findings about the teaching of writing; and  
4           “(4) to coordinate activities assisted under this  
5           part with activities assisted under this Act.

6   **“SEC. 2302. AUTHORIZATION.**

7           “(a) AUTHORIZATION.—The Secretary is authorized  
8           to make a grant to the National Writing Project (hereafter  
9           in this section referred to as the ‘grantee’), a nonprofit  
10          educational organization that has as its primary purpose  
11          the improvement of the quality of student writing and  
12          learning, to improve the teaching and uses of writing to  
13          learn in our Nation’s classrooms.

14          “(b) REQUIREMENTS OF GRANT.—The grant shall  
15          provide that—

16               “(1) the grantee will enter into contracts with  
17               institutions of higher education or other nonprofit  
18               educational providers (hereafter in this section re-  
19               ferred to as ‘contractors’) under which the contrac-  
20               tors will agree to establish, operate, and provide the  
21               non-Federal share of the cost of teacher training  
22               programs in effective approaches and processes for  
23               the teaching of writing;

24               “(2) funds made available by the Secretary to  
25               the grantee pursuant to any contract entered into

1 under this section will be used to pay the Federal  
2 share of the cost of establishing and operating teach-  
3 er training programs as provided in paragraph (1);  
4 and

5 “(3) the grantee will meet such other conditions  
6 and standards as the Secretary determines to be  
7 necessary to assure compliance with the provisions  
8 of this section and will provide such technical assist-  
9 ance as may be necessary to carry out the provisions  
10 of this section.

11 “(c) TEACHER TRAINING PROGRAMS.—The teacher  
12 training programs authorized in subsection (a) shall—

13 “(1) be conducted during the school year and  
14 during the summer months;

15 “(2) train teachers who teach grades kinder-  
16 garten through college;

17 “(3) select teachers to become members of a  
18 National Writing Project teacher network whose  
19 members will conduct writing workshops for other  
20 teachers in the area served by each National Writing  
21 Project site; and

22 “(4) encourage teachers from all disciplines to  
23 participate in such teacher training programs.

24 “(d) FEDERAL SHARE.—

1           “(1) IN GENERAL.—Except as provided in para-  
2           graph (2) or (3) and for purposes of subsection (a),  
3           the term ‘Federal share’ means, with respect to the  
4           costs of teacher training programs authorized in  
5           subsection (a), 50 percent of such costs to the con-  
6           tractor.

7           “(2) WAIVER.—The Secretary may waive the  
8           provisions of paragraph (1) on a case-by-case basis  
9           if the National Advisory Board described in sub-  
10          section (e) determines, on the basis of financial  
11          need, that such waiver is necessary.

12          “(3) MAXIMUM.—The Federal share of the  
13          costs of teacher training programs conducted pursu-  
14          ant to subsection (a) may not exceed \$100,000 for  
15          any one contractor, or \$200,000 for a statewide pro-  
16          gram administered by any one contractor in at least  
17          five sites throughout the State.

18          “(e) NATIONAL ADVISORY BOARD.—

19                 “(1) ESTABLISHMENT.—The National Writing  
20                 Project shall establish and operate a National Advi-  
21                 sory Board.

22                 “(2) COMPOSITION.—The National Advisory  
23                 Board established pursuant to paragraph (1) shall  
24                 consist of—

25                         “(A) national educational leaders;

1 “(B) leaders in the field of writing; and

2 “(C) such other individuals as the National  
3 Writing Project deems necessary.

4 “(3) DUTIES.—The National Advisory Board  
5 established pursuant to paragraph (1) shall—

6 “(A) advise the National Writing Project  
7 on national issues related to student writing  
8 and the teaching of writing;

9 “(B) review the activities and programs of  
10 the National Writing Project; and

11 “(C) support the continued development of  
12 the National Writing Project.

13 “(f) EVALUATION.—

14 “(1) IN GENERAL.—The Secretary shall con-  
15 duct an independent evaluation by grant or contract  
16 of the teacher training programs administered pur-  
17 suant to this Act in accordance with section 14701.  
18 Such evaluation shall specify the amount of funds  
19 expended by the National Writing Project and each  
20 contractor receiving assistance under this section for  
21 administrative costs. The results of such evaluation  
22 shall be made available to the appropriate commit-  
23 tees of the Congress.

24 “(2) FUNDING LIMITATION.—The Secretary  
25 shall reserve not more than \$150,000 from the total

1 amount appropriated pursuant to the authority of  
2 subsection (h) for fiscal year 1994 and the four suc-  
3 ceeding fiscal years to conduct the evaluation de-  
4 scribed in paragraph (1).

5 “(g) APPLICATION REVIEW.—

6 “(1) REVIEW BOARD.—The National Writing  
7 Project shall establish and operate a National Re-  
8 view Board that shall consist of—

9 “(A) leaders in the field of research in  
10 writing; and

11 “(B) such other individuals as the Na-  
12 tional Writing Project deems necessary.

13 “(2) DUTIES.—The National Review Board  
14 shall—

15 “(A) review all applications for assistance  
16 under this subsection; and

17 “(B) recommend applications for assist-  
18 ance under this subsection for funding by the  
19 National Writing Project.

20 “(h) AUTHORIZATION OF APPROPRIATIONS.—There  
21 are authorized to be appropriated for the grant to the Na-  
22 tional Writing Project, \$15,000,000 for fiscal year 2000  
23 and such sums as may be necessary for each of fiscal years  
24 2001 through 2004.

1           **“PART F—SABBATICAL LEAVE FOR**

2                   **PROFESSIONAL DEVELOPMENT**

3   **“SEC. 2351. GRANTS FOR SALARY DURING SABBATICAL**

4                   **LEAVE.**

5           “(a) PROGRAM AUTHORIZED.—The Secretary may  
6 make grants to State educational agencies and local edu-  
7 cational agencies to pay such agencies for one-half of the  
8 amount of the salary that otherwise would be earned by  
9 an eligible teacher described in subsection (b), if, in lieu  
10 of fulfilling the teacher’s ordinary teaching assignment,  
11 the teacher completes a course of study described in sub-  
12 section (c) during a sabbatical term described in sub-  
13 section (d).

14          “(b) ELIGIBLE TEACHERS.—An eligible teacher de-  
15 scribed in this subsection is a teacher who—

16               “(1) has been employed for the 3 previous years  
17 by a local educational agency that is both a high-  
18 poverty local educational agency and a low-per-  
19 forming local educational agency;

20               “(2) has secured from such agency, and any  
21 other person or agency whose approval is required  
22 under State law, approval to take sabbatical leave  
23 for a sabbatical term described in subsection (d);  
24 and

25               “(3) has submitted to the agency an application  
26 for a subgrant at such time, in such manner, and



1 containing such information as the agency may re-  
2 quire, including—

3 “(A) written proof—

4 “(i) of the approval described in para-  
5 graph (2); and

6 “(ii) of the teacher’s having been ac-  
7 cepted for enrollment in a course of study  
8 described in subsection (c); and

9 “(B) assurances that the teacher—

10 “(i) will notify the agency in writing  
11 within a reasonable time if the teacher ter-  
12 minates enrollment in the course of study  
13 described in subsection (c) for any reason;

14 “(ii) in the discretion of the agency,  
15 will reimburse to the agency some or all of  
16 the amount of the subgrant if the teacher  
17 fails to complete the course of study; and

18 “(iii) otherwise will provide the agency  
19 with proof of having completed such course  
20 of study not later than 60 days after such  
21 completion;

22 “(4) has agreed to continue teaching in the  
23 high-poverty, low-performing local educational agen-  
24 cy for a period of 3 years following the sabbatical;

1           “(5) has agreed to collaborate with other teach-  
2           ers of the same subject in the local educational agen-  
3           cy following the sabbatical to share the skills and  
4           knowledge obtained through the sabbatical; and

5           “(6) has been selected by the agency to receive  
6           a subgrant based on the agency’s plan for meeting  
7           its classroom needs.

8           “(c) COURSE OF STUDY.—A course of study de-  
9           scribed in this subsection is a course of study at an institu-  
10          tion of higher education that—

11           “(1) requires not less than one academic semes-  
12          ter and not more than one academic year to com-  
13          plete;

14           “(2) is open for enrollment for professional de-  
15          velopment purposes to an eligible teacher described  
16          in subsection (b); and

17           “(3) is designed to improve the classroom  
18          teaching of such teachers through academic and  
19          child development studies.

20           “(d) SABBATICAL TERM.—A sabbatical term de-  
21          scribed in this subsection is a leave of absence from teach-  
22          ing duties granted to an eligible teacher for not less than  
23          one academic semester and not more than one academic  
24          year, during which period the teacher receives—

1           “(1) one-half of the amount of the salary that  
2 otherwise would be earned by the teacher, if the  
3 teacher had not been granted a leave of absence,  
4 from State or local funds made available by a State  
5 educational agency or a local educational agency;  
6 and

7           “(2) one-half of such amount from Federal  
8 funds received by such agency through a grant  
9 under this section.

10       “(e) PAYMENTS.—

11           “(1) TO ELIGIBLE TEACHERS.—In making a  
12 subgrant to an eligible teacher under this section, a  
13 State educational agency or a local educational agen-  
14 cy shall agree to pay the teacher, for tax and admin-  
15 istrative purposes, as if the teacher’s regular em-  
16 ployment and teaching duties had not been sus-  
17 pended.

18           “(2) REPAYMENT OF SECRETARY.—A State  
19 educational agency or a local educational agency re-  
20 ceiving a grant under this section shall agree to pay  
21 over to the Secretary the Federal share of any  
22 amount recovered by the agency pursuant to sub-  
23 section (b)(3)(B)(ii).

24       “(f) FUNDING.—For the purpose of carrying out this  
25 section, there are authorized to be appropriated

1 \$20,000,000 for fiscal year 2000 and such sums as may  
2 be necessary for fiscal years 2001 through 2004.

3 **“PART G—GENERAL PROVISIONS**

4 **“SEC. 2401. PERFORMANCE INDICATORS.**

5 “(a) MINIMUM INDICATORS.—At a minimum, the in-  
6 dicators of program performance under this title, against  
7 which recipients of funds under this title shall report their  
8 progress in such manner as the Secretary may determine,  
9 are the following:

10 “(1) Improvement in student achievement.

11 “(2) Closing of the achievement gap between  
12 groups of students.

13 “(3) An increase in the percentage of fully  
14 qualified teachers, including teachers from minority  
15 and other historically underrepresented groups.

16 “(4) An equalization, between high- and low-  
17 poverty schools in a local educational agency, of  
18 classes in core academic areas taught by fully quali-  
19 fied teachers.

20 “(5) An increase in the percentage of new  
21 teachers receiving support during their first 3 years  
22 of teaching.

23 “(6) An increase in the percentage of teachers  
24 participating in high-quality professional develop-  
25 ment.

1           “(7) An increase in the percentage of para-  
2 professionals enrolled in certification programs.

3           “(8) A decrease in the average class size.

4   **“SEC. 2402. DEFINITIONS.**

5       “As used in this title:

6           “(1) CAREER-CHANGING PROFESSIONAL.—The  
7 term ‘career-changing professional’ means a person  
8 who—

9           “(A) holds at least a baccalaureate degree;

10           “(B) demonstrates a commitment to  
11 changing the person’s current professional ca-  
12 reer and becoming a teacher; and

13           “(C) has knowledge and experience that is  
14 relevant to teaching a high-need subject area in  
15 a high-poverty local educational agency.

16           “(2) CORE ACADEMIC SUBJECTS.—The term  
17 ‘core academic subjects’ means—

18           “(A) mathematics;

19           “(B) science;

20           “(C) reading (or language arts) and  
21 English;

22           “(D) social studies (history, civics/govern-  
23 ment, geography, and economics);

24           “(E) foreign languages; and

1           “(F) fine arts (music, dance, drama, and  
2           the visual arts).

3           “(3) FULLY QUALIFIED.—The term ‘fully  
4           qualified’—

5           “(A) when used with respect to an elemen-  
6           tary or secondary school teacher, means that  
7           the teacher has obtained certification or passed  
8           the State licensing exam and holds a license;  
9           and

10          “(B) when used with respect to—

11               “(i) an elementary school teacher,  
12               means that the teacher holds a bachelor’s  
13               degree and demonstrates general knowl-  
14               edge, teaching skill, and subject matter  
15               knowledge required to teach at the elemen-  
16               tary school level the academic subjects de-  
17               scribed in subparagraphs (A) through (D)  
18               of paragraph (2); or

19               “(ii) a middle or secondary school  
20               teacher, means that the teacher holds a  
21               bachelor’s degree and demonstrates a high  
22               level of competency in all subject areas in  
23               which he or she teaches through—

1                   “(I) a high level of performance  
2                   on a rigorous academic subject area  
3                   test; or

4                   “(II) completion of an academic  
5                   major in each of the subject areas in  
6                   which he or she provides instruction.

7                   “(4) HIGH-POVERTY LOCAL EDUCATIONAL  
8                   AGENCY.—The term ‘high-poverty local educational  
9                   agency’ means a local educational agency in which—

10                   “(A) the percentage of children, ages 5  
11                   through 17, from families below the poverty  
12                   level (as defined by the Office of Management  
13                   and Budget and revised annually in accordance  
14                   with section 673(2) of the Community Services  
15                   Block Grant Act (42 U.S.C. 9902(2))) applica-  
16                   ble to a family of the size involved for the most  
17                   recent fiscal year for which satisfactory data  
18                   are available is 33 percent or greater; or

19                   “(B) the number of such children exceeds  
20                   10,000.

21                   “(5) LOW-PERFORMING LOCAL EDUCATIONAL  
22                   AGENCY.—The term ‘low-performing local edu-  
23                   cational agency’ means—

1           “(A) a local educational agency that in-  
 2           cludes a school identified by the agency for  
 3           school improvement under section 1116(c); or

4           “(B) a local educational agency that in-  
 5           cludes a school in which at least 50 percent of  
 6           the students fail to meet State student perform-  
 7           ance standards based on assessments the agen-  
 8           cy is using under part A of title I.

9           “(6)    PROFESSIONAL    DEVELOPMENT.—The  
 10          term ‘professional development’ means sustained and  
 11          intensive activities that improve teachers’ content  
 12          knowledge and teaching skills and that—

13               “(A) enhance the ability of teachers to help  
 14               all students, including females, minorities, chil-  
 15               dren with disabilities, children with limited  
 16               English proficiency and economically disadvan-  
 17               taged children, reach high State and local con-  
 18               tent and student performance standards;

19               “(B) advance teacher understanding of one  
 20               or more of the core academic subject areas and  
 21               effective instructional strategies for improving  
 22               student achievement in those areas, including  
 23               technology;

24               “(C) are directly related to the subject  
 25               area in which the teacher provides instruction;



1           “(D) are of sufficient duration to have a  
2           positive and lasting impact on classroom in-  
3           struction;

4           “(E) are an integral part of broader school  
5           and district-wide plans for raising student  
6           achievement to State and local standards;

7           “(F) are aligned with State content and  
8           student performance standards;

9           “(G) are based on the best available re-  
10          search on teaching and learning;

11          “(H) include professional development ac-  
12          tivities that involve collaborative groups of  
13          teachers and administrators from the same  
14          school or district and, to the greatest extent  
15          possible, include follow-up and school-based  
16          support such as coaching or study groups; and

17          “(I) as a whole, are regularly evaluated for  
18          their impact on increased teacher effectiveness  
19          and improved student achievement, with the  
20          findings of such evaluations used to improve the  
21          quality of professional development.

22          “(7) TECHNOLOGY DEFICIENT.—The term  
23          ‘technology deficient’, when used with respect to a  
24          local educational agency or a school, means that the  
25          agency or school does not possess the equipment,

1       networking, or skills to use technology to enhance  
2       teaching and learning.

3               “(8) TECHNOLOGY PROFICIENT.—The term  
4       ‘technology proficient’, when used with respect to a  
5       local educational agency or a school, means that the  
6       agency or school possesses the equipment, net-  
7       working, and skills to use technology to enhance  
8       teaching and learning.

9               “(9) TROOPS-TO-TEACHERS PROGRAM.—The  
10       term ‘troops-to-teachers program’ means the teach-  
11       ers and teachers’ aide placement program for sepa-  
12       rated members of the Armed Forces that was estab-  
13       lished by the Secretary of Defense, and the Sec-  
14       retary of Transportation with respect to the Coast  
15       Guard, under section 1151 of title 10, United States  
16       Code.

17               “(10) UNQUALIFIED TEACHER.—The term ‘un-  
18       qualified teacher’ means a teacher who is not fully  
19       qualified.”.

20       (c) CONFORMING AMENDMENTS.—

21               (1) NATIONAL WRITING PROJECT.—Part K of  
22       title X of the Elementary and Secondary Education  
23       Act of 1965 (20 U.S.C. 8331 et seq.) is repealed.

24               (2) REFERENCE TO NATIONAL CLEARINGHOUSE  
25       FOR MATHEMATICS AND SCIENCE EDUCATION.—Sec-

1       tion 13302(1) of the Elementary and Secondary  
 2       Education Act of 1965 (20 U.S.C. 8672(1)) is  
 3       amended by striking “2102(b)” and inserting  
 4       “2032(b)”.

5           (3) DEFINITION OF COVERED PROGRAM.—Sec-  
 6       tion 14101(10)(C) of the Elementary and Secondary  
 7       Education Act of 1965 (20 U.S.C. 8801(10)(C)) is  
 8       amended by striking “(other than section 2103 and  
 9       part D)” and inserting “(other than subpart 3 of  
 10      part A)”.

11          (4) PRIVATE SCHOOL PARTICIPATION.—Section  
 12      14503(b)(1)(B) (20 U.S.C. 8893(b)(1)(B)) of such  
 13      Act is amended by striking “(other than section  
 14      2103 and part D of such title)”.

15   **SEC. 3. READING EXCELLENCE ACT.**

16       Section 2260 of the Elementary and Secondary Edu-  
 17      cation Act of 1965 (20 U.S.C. 6661i) is amended by add-  
 18      ing at the end the following:

19           “(3) FISCAL YEARS 2001 TO 2004.—There are  
 20      authorized to be appropriated to carry out this part  
 21      \$286,000,000 for fiscal year 2001 and such sums as  
 22      may be necessary for fiscal years 2002 through  
 23      2004.”.

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