

108TH CONGRESS  
2D SESSION

# H. R. 4409

To reauthorize title II of the Higher Education Act of 1965.

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## IN THE HOUSE OF REPRESENTATIVES

MAY 20, 2004

Mr. GINGREY (for himself, Mr. BOEHNER, Mr. McKEON, Mr. ISAKSON, Mr. TIBERI, and Mr. WILSON of South Carolina) introduced the following bill; which was referred to the Committee on Education and the Workforce

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## A BILL

To reauthorize title II of the Higher Education Act of 1965.

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 “Teacher Training En-  
5       hancement Act”.

6       **SEC. 2. TEACHER QUALITY ENHANCEMENT GRANTS.**

7       Part A of title II of the Higher Education Act of  
8       1965 (20 U.S.C. 1021 et seq.) is amended to read as fol-  
9       lows:

1     **“PART A—TEACHER QUALITY ENHANCEMENT**  
2         **GRANTS FOR STATES AND PARTNERSHIPS**

3     **“SEC. 201. PURPOSES; DEFINITIONS.**

4         “(a) PURPOSES.—The purposes of this part are to—

5             “(1) improve student academic achievement;

6             “(2) improve the quality of the current and fu-  
7         ture teaching force by improving the preparation of  
8         prospective teachers and enhancing professional de-  
9         velopment activities;

10            “(3) hold institutions of higher education ac-  
11         countable for preparing highly qualified teachers;  
12         and

13            “(4) recruit qualified individuals, including mi-  
14         norities and individuals from other occupations, into  
15         the teaching force.

16         “(b) DEFINITIONS.—In this part:

17            “(1) ARTS AND SCIENCES.—The term ‘arts and  
18         sciences’ means—

19                 “(A) when referring to an organizational  
20             unit of an institution of higher education, any  
21             academic unit that offers 1 or more academic  
22             majors in disciplines or content areas cor-  
23             responding to the academic subject matter  
24             areas in which teachers provide instruction; and

25                 “(B) when referring to a specific academic  
26             subject matter area, the disciplines or content

1 areas in which academic majors are offered by  
2 the arts and science organizational unit.

3 “(2) EXEMPLARY TEACHER.—The term ‘exem-  
4 plary teacher’ has the meaning given such term in  
5 section 9101 of the Elementary and Secondary Edu-  
6 cation Act of 1965 (20 U.S.C. 7801).

7 “(3) HIGHLY QUALIFIED.—The term ‘highly  
8 qualified’ has the meaning given such term in sec-  
9 tion 9101 of the Elementary and Secondary Edu-  
10 cation Act of 1965 (20 U.S.C. 7801).

11 “(4) HIGH-NEED LOCAL EDUCATIONAL AGEN-  
12 CY.—The term ‘high-need local educational agency’  
13 means a local educational agency—

14 “(A)(i)(I) that serves not fewer than  
15 10,000 children from families with incomes  
16 below the poverty line; or

17 “(II) for which not less than 25 percent of  
18 the children served by the agency are from fam-  
19 ilies with incomes below the poverty line;

20 “(ii) that is among those serving the high-  
21 est number or percentage of children from fam-  
22 ilies with incomes below the poverty line in the  
23 State, but this clause applies only in a State  
24 that has no local educational agency meeting  
25 the requirements of clause (i); or

1           “(iii) with a total of less than 600 students  
2           in average daily attendance at the schools that  
3           are served by the agency and all of whose  
4           schools are designated with a school locale code  
5           of 7, as determined by the Secretary; and

6           “(B)(i) for which there is a high percent-  
7           age of teachers not teaching in the academic  
8           subjects or grade levels that the teachers were  
9           trained to teach; or

10           “(ii) for which there is a high percentage  
11           of teachers with emergency, provisional, or tem-  
12           porary certification or licensing.

13           “(5) POVERTY LINE.—The term ‘poverty line’  
14           means the poverty line (as defined by the Office of  
15           Management and Budget, and revised annually in  
16           accordance with section 673(2) of the Community  
17           Services Block Grant Act (42 U.S.C. 9902(2))) ap-  
18           plicable to a family of the size involved.

19           “(6) PROFESSIONAL DEVELOPMENT.—The  
20           term ‘professional development’ has the meaning  
21           given such term in section 9101 of the Elementary  
22           and Secondary Education Act of 1965 (20 U.S.C.  
23           7801).

24           “(7) SCIENTIFICALLY BASED READING RE-  
25           SEARCH.—The term ‘scientifically based reading re-

1 search’ has the meaning given such term in section  
2 1208 of the Elementary and Secondary Education  
3 Act of 1965 (20 U.S.C. 6368).

4 “(8) SCIENTIFICALLY BASED RESEARCH.—The  
5 term ‘scientifically based research’ has the meaning  
6 given such term in section 9101 of the Elementary  
7 and Secondary Education Act of 1965 (20 U.S.C.  
8 7801).

9 “(9) TEACHING SKILLS.—The term ‘teaching  
10 skills’ means skills that—

11 “(A) are based on scientifically based re-  
12 search;

13 “(B) enable teachers to effectively convey  
14 and explain subject matter content;

15 “(C) lead to increased student academic  
16 achievement; and

17 “(D) use strategies that—

18 “(i) are specific to subject matter;

19 “(ii) include ongoing assessment of  
20 student learning;

21 “(iii) focus on identification and tai-  
22 loring of academic instruction to students’s  
23 specific learning needs; and

24 “(iv) focus on classroom management.

1 **“SEC. 202. STATE GRANTS.**

2       “(a) IN GENERAL.—From amounts made available  
3 under section 210(1) for a fiscal year, the Secretary is  
4 authorized to award grants under this section, on a com-  
5 petitive basis, to eligible States to enable the eligible  
6 States to carry out the activities described in subsection  
7 (d).

8       “(b) ELIGIBLE STATE.—

9               “(1) DEFINITION.—In this part, the term ‘eligi-  
10 ble State’ means—

11                       “(A) the Governor of a State; or

12                       “(B) in the case of a State for which the  
13 constitution or law of such State designates an-  
14 other individual, entity, or agency in the State  
15 to be responsible for teacher certification and  
16 preparation activity, such individual, entity, or  
17 agency.

18               “(2) CONSULTATION.—The Governor or the in-  
19 dividual, entity, or agency designated under para-  
20 graph (1)(B) shall consult with the Governor, State  
21 board of education, State educational agency, or  
22 State agency for higher education, as appropriate,  
23 with respect to the activities assisted under this sec-  
24 tion.

25               “(3) CONSTRUCTION.—Nothing in this sub-  
26 section shall be construed to negate or supersede the

1 legal authority under State law of any State agency,  
2 State entity, or State public official over programs  
3 that are under the jurisdiction of the agency, entity,  
4 or official.

5 “(c) APPLICATION.—To be eligible to receive a grant  
6 under this section, an eligible State shall submit an appli-  
7 cation to the Secretary that—

8 “(1) meets the requirement of this section;

9 “(2) demonstrates that the State is in full com-  
10 pliance with sections 207 and 208;

11 “(3) includes a description of how the eligible  
12 State intends to use funds provided under this sec-  
13 tion;

14 “(4) includes measurable objectives for the use  
15 of the funds provided under the grant;

16 “(5) demonstrates the State has submitted and  
17 is actively implementing a plan that meets the re-  
18 quirements of sections 1111(h)(1)(C)(viii) and 1119  
19 of the Elementary and Secondary Education Act of  
20 1965 (20 U.S.C. 6311(h)(1)(C)(viii) and 6319); and

21 “(6) contains such other information and assur-  
22 ances as the Secretary may require.

23 “(d) USES OF FUNDS.—An eligible State that re-  
24 ceives a grant under this section shall use the grant funds  
25 to reform teacher preparation requirements, to coordinate

1 with State activities under section 2113(c) of the Elemen-  
2 tary and Secondary Education Act of 1965 (20 U.S.C.  
3 6613(c)), and to ensure that current and future teachers  
4 are highly qualified, by carrying out one or more of the  
5 following activities:

6 “(1) REFORMS.—Ensuring that all teacher  
7 preparation programs in the State are preparing  
8 teachers who are highly qualified, are able to under-  
9 stand scientifically based research and its applica-  
10 bility, and are able to use advanced technology effec-  
11 tively in the classroom, including use for instruc-  
12 tional techniques to improve student academic  
13 achievement, by assisting such programs—

14 “(A) to retrain faculty; and

15 “(B) to design (or redesign) teacher prepa-  
16 ration programs so they—

17 “(i) are based on rigorous academic  
18 content, scientifically based research (in-  
19 cluding scientifically based reading re-  
20 search), and challenging State student aca-  
21 demic content standards; and

22 “(ii) promote strong teaching skills.

23 “(2) CERTIFICATION OR LICENSURE REQUIRE-  
24 MENTS.—Reforming teacher certification (including



1       recertification) or licensing requirements to ensure  
2       that—

3               “(A) teachers have the subject matter  
4               knowledge and teaching skills in the academic  
5               subjects that the teachers teach that are nec-  
6               essary to help students meet challenging State  
7               student academic achievement standards; and

8               “(B) such requirements are aligned with  
9               challenging State academic content standards.

10              “(3) ALTERNATIVES TO TRADITIONAL TEACHER  
11       PREPARATION AND STATE CERTIFICATION.—Pro-  
12       viding prospective teachers with alternative routes to  
13       State certification and traditional preparation to be-  
14       come highly qualified teachers through—

15              “(A) innovative approaches that reduce un-  
16              necessary barriers to State certification while  
17              producing highly qualified teachers;

18              “(B) programs that provide support to  
19              teachers during their initial years in the profes-  
20              sion; and

21              “(C) alternative routes to State certifi-  
22              cation of teachers for qualified individuals, in-  
23              cluding mid-career professionals from other oc-  
24              cupations, former military personnel, and recent

1 college graduates with records of academic dis-  
2 tinction.

3 “(4) INNOVATIVE PROGRAMS.—Planning and  
4 implementing innovative programs to enhance the  
5 ability of institutions of higher education to prepare  
6 highly qualified teachers, such as charter colleges of  
7 education or university and local educational agency  
8 partnership schools, that—

9 “(A) permit flexibility in meeting State re-  
10 quirements as long as graduates, during their  
11 initial years in the profession, increase student  
12 academic achievement;

13 “(B) provide long-term data gathered from  
14 teachers’ performance over multiple years in the  
15 classroom on the ability to increase student aca-  
16 demic achievement;

17 “(C) ensure high-quality preparation of  
18 teachers from underrepresented groups; and

19 “(D) create performance measures that  
20 can be used to document the effectiveness of in-  
21 novative methods for preparing highly qualified  
22 teachers.

23 “(5) MERIT PAY.—Developing, or assisting  
24 local educational agencies in developing—

1           “(A) merit-based performance systems that  
2           reward teachers who increase student academic  
3           achievement; and

4           “(B) strategies that provide differential  
5           and bonus pay in high-need local educational  
6           agencies to retain—

7                   “(i) principals;

8                   “(ii) highly qualified teachers who  
9                   teach in high-need academic subjects, such  
10                  as reading, mathematics, and science;

11                  “(iii) highly qualified teachers who  
12                  teach in schools identified for school im-  
13                  provement under section 1116(b) of the  
14                  Elementary and Secondary Education Act  
15                  of 1965 (20 U.S.C. 6316(b));

16                  “(iv) special education teachers;

17                  “(v) teachers specializing in teaching  
18                  limited English proficient children; and

19                  “(vi) highly qualified teachers in  
20                  urban and rural schools or districts.

21           “(6) TEACHER ADVANCEMENT.—Developing, or  
22           assisting local educational agencies in developing,  
23           teacher advancement and retention initiatives that  
24           promote professional growth and emphasize multiple  
25           career paths (such as paths to becoming a highly

1 qualified mentor teacher or exemplary teacher) and  
2 pay differentiation.

3 “(7) TEACHER REMOVAL.—Developing and im-  
4 plementing effective mechanisms to ensure that local  
5 educational agencies and schools are able to remove  
6 expeditiously incompetent or unqualified teachers  
7 consistent with procedures to ensure due process for  
8 the teachers.

9 “(8) TECHNICAL ASSISTANCE.—Providing tech-  
10 nical assistance to low-performing teacher prepara-  
11 tion programs within institutions of higher education  
12 identified under section 208(a).

13 “(9) TEACHER EFFECTIVENESS.—Developing—

14 “(A) systems to measure the effectiveness  
15 of teacher preparation programs and profes-  
16 sional development programs; and

17 “(B) strategies to document gains in stu-  
18 dent academic achievement or increases in  
19 teacher mastery of the academic subjects the  
20 teachers teach as a result of such programs.

21 “(10) TEACHER RECRUITMENT AND RETEN-  
22 TION.—Undertaking activities that—

23 “(A) develop and implement effective  
24 mechanisms to ensure that local educational

1 agencies and schools are able effectively to re-  
2 cruit and retain highly qualified teachers; or

3 “(B) are described in section 204(d).

4 “(11) PRESCHOOL TEACHERS.—Developing  
5 strategies—

6 “(A) to improve the qualifications of pre-  
7 school teachers, which may include State certifi-  
8 cation for such teachers; and

9 “(B) to improve and expand preschool  
10 teacher preparation programs.

11 “(e) EVALUATION.—

12 “(1) EVALUATION SYSTEM.—An eligible State  
13 that receives a grant under this section shall develop  
14 and utilize a system to evaluate annually the effec-  
15 tiveness of teacher preparation programs and profes-  
16 sional development activities within the State in pro-  
17 ducing gains in—

18 “(A) the teacher’s annual contribution to  
19 improving student academic achievement, as  
20 measured by State academic assessments re-  
21 quired under section 1111(b)(3) of the Elemen-  
22 tary and Secondary Education Act of 1965 (20  
23 U.S.C. 6311(b)(3)); and

24 “(B) teacher mastery of the academic sub-  
25 jects they teach, as measured by pre- and post-

1 participation tests of teacher knowledge, as ap-  
2 propriate.

3 “(2) USE OF EVALUATION SYSTEM.—Such eval-  
4 uation system shall be used by the State to evalu-  
5 ate—

6 “(A) activities carried out using funds pro-  
7 vided under this section; and

8 “(B) the quality of its teacher education  
9 programs.

10 “(3) PUBLIC REPORTING.—The State shall  
11 make the information described in paragraph (1)  
12 widely available through public means, such as post-  
13 ing on the Internet, distribution to the media, and  
14 distribution through public agencies.

15 **“SEC. 203. PARTNERSHIP GRANTS.**

16 “(a) GRANTS.—From amounts made available under  
17 section 210(2) for a fiscal year, the Secretary is author-  
18 ized to award grants under this section, on a competitive  
19 basis, to eligible partnerships to enable the eligible part-  
20 nerships to carry out the activities described in subsections  
21 (d) and (e).

22 “(b) DEFINITIONS.—

23 “(1) ELIGIBLE PARTNERSHIPS.—In this part,  
24 the term ‘eligible partnership’ means an entity  
25 that—

1 “(A) shall include—

2 “(i) a partner institution;

3 “(ii) a school of arts and sciences;

4 “(iii) a high-need local educational  
5 agency; and

6 “(iv) a public or private educational  
7 organization; and

8 “(B) may include a Governor, State edu-  
9 cational agency, the State board of education,  
10 the State agency for higher education, an insti-  
11 tution of higher education not described in sub-  
12 paragraph (A), a public charter school, a public  
13 or private elementary school or secondary  
14 school, a public or private educational organiza-  
15 tion, a business, a science-, mathematics-, or  
16 technology-oriented entity, a faith-based or  
17 community organization, a prekindergarten pro-  
18 gram, a teacher organization, an education  
19 service agency, a consortia of local educational  
20 agencies, or a nonprofit telecommunications en-  
21 tity.

22 “(2) PARTNER INSTITUTION.—In this section,  
23 the term ‘partner institution’ means an institution of  
24 higher education, the teacher training program of  
25 which demonstrates that—

1           “(A) graduates from the teacher training  
2           program exhibit strong performance on State-  
3           determined qualifying assessments for new  
4           teachers through—

5                   “(i) demonstrating that the graduates  
6                   of the program who intend to enter the  
7                   field of teaching have passed all of the ap-  
8                   plicable State qualification assessments for  
9                   new teachers, which shall include an as-  
10                  sessment of each prospective teacher’s sub-  
11                  ject matter knowledge in the content area  
12                  or areas in which the teacher intends to  
13                  teach; or

14                  “(ii) being ranked among the highest-  
15                  performing teacher preparation programs  
16                  in the State as determined by the State—

17                   “(I) using criteria consistent with  
18                   the requirements for the State report  
19                   card under section 207(a); and

20                   “(II) using the State report card  
21                   on teacher preparation required under  
22                   section 207(a); or

23           “(B) the teacher training program requires  
24           all the students of the program to participate in



1 intensive clinical experience, to meet high aca-  
2 demic standards, and—

3 “(i) in the case of secondary school  
4 candidates, to successfully complete an  
5 academic major in the subject area in  
6 which the candidate intends to teach or to  
7 demonstrate competence through a high  
8 level of performance in relevant content  
9 areas; and

10 “(ii) in the case of elementary school  
11 candidates, to successfully complete an  
12 academic major in the arts and sciences or  
13 to demonstrate competence through a high  
14 level of performance in core academic sub-  
15 ject areas.

16 “(c) APPLICATION.—Each eligible partnership desir-  
17 ing a grant under this section shall submit an application  
18 to the Secretary at such time, in such manner, and accom-  
19 panied by such information as the Secretary may require.  
20 Each such application shall—

21 “(1) contain a needs assessment of all the part-  
22 ners with respect to teaching and learning and a de-  
23 scription of how the partnership will coordinate with  
24 other teacher training or professional development  
25 programs, and how the activities of the partnership

1 will be consistent with State, local, and other edu-  
2 cation reform activities that promote student aca-  
3 demic achievement;

4 “(2) contain a resource assessment that de-  
5 scribes the resources available to the partnership,  
6 the intended use of the grant funds, including a de-  
7 scription of how the grant funds will be used in ac-  
8 cordance with subsection (f), and the commitment of  
9 the resources of the partnership to the activities as-  
10 sisted under this part, including financial support,  
11 faculty participation, time commitments, and con-  
12 tinuation of the activities when the grant ends;

13 “(3) contain a description of—

14 “(A) how the partnership will meet the  
15 purposes of this part;

16 “(B) how the partnership will carry out  
17 the activities required under subsection (d) and  
18 any permissible activities under subsection (e);

19 “(C) the partnership’s evaluation plan pur-  
20 suant to section 206(b);

21 “(D) how faculty of the teacher prepara-  
22 tion program at the partner institution will  
23 serve, over the term of the grant, with highly  
24 qualified teachers in the classrooms of the high-

1           need local educational agency included in the  
2           partnership;

3           “(E) how the partnership will ensure that  
4           teachers, principals, and superintendents in pri-  
5           vate elementary and secondary schools located  
6           in the geographic areas served by an eligible  
7           partnership under this section will participate  
8           equitably in accordance with section 9501 of  
9           the Elementary and Secondary Education Act  
10          of 1965 (20 U.S.C. 7881);

11          “(F) how the partnership will design and  
12          implement a clinical program component that  
13          includes close supervision of student teachers by  
14          faculty of the teacher preparation program at  
15          the partner institution and mentor teachers;

16          “(G) how the partnership will design and  
17          implement an induction program to support all  
18          new teachers through the first 3 years of teach-  
19          ing that includes mentors who are trained and  
20          compensated by the partnership for their work  
21          with new teachers; and

22          “(H) how the partnership will collect, ana-  
23          lyze, and use data on the retention of all teach-  
24          ers in schools located in the geographic areas

1 served by the partnership to evaluate the effective-  
2 tiveness of its teacher support system; and

3 “(4) contain a certification from the high-need  
4 local educational agency included in the partnership  
5 that it has reviewed the application and determined  
6 that the grant proposed will comply with subsection  
7 (f).

8 “(d) REQUIRED USES OF FUNDS.—An eligible part-  
9 nership that receives a grant under this section shall use  
10 the grant funds to reform teacher preparation require-  
11 ments, to coordinate with State activities under section  
12 2113(c) of the Elementary and Secondary Education Act  
13 of 1965 (20 U.S.C. 6613(c)), and to ensure that current  
14 and future teachers are highly qualified, by carrying out  
15 one or more of the following activities:

16 “(1) REFORMS.—Implementing reforms within  
17 teacher preparation programs to ensure that such  
18 programs are preparing teachers who are highly  
19 qualified, are able to understand scientifically based  
20 research and its applicability, and are able to use  
21 advanced technology effectively in the classroom, in-  
22 cluding use for instructional techniques to improve  
23 student academic achievement, by—

24 “(A) retraining faculty; and

1 “(B) designing (or redesigning) teacher  
2 preparation programs so they—

3 “(i) are based on rigorous academic  
4 content, scientifically based research (in-  
5 cluding scientifically based reading re-  
6 search), and challenging State student aca-  
7 demic content standards; and

8 “(ii) promote strong teaching skills.

9 “(2) CLINICAL EXPERIENCE AND INTER-  
10 ACTION.—Providing sustained and high-quality  
11 preservice and in-service clinical experience, includ-  
12 ing the mentoring of prospective teachers by exem-  
13 plary teachers, substantially increasing interaction  
14 between faculty at institutions of higher education  
15 and new and experienced teachers, principals, and  
16 other administrators at elementary schools or sec-  
17 ondary schools, and providing support for teachers,  
18 including preparation time and release time, for such  
19 interaction.

20 “(3) PROFESSIONAL DEVELOPMENT.—Creating  
21 opportunities for enhanced and ongoing professional  
22 development that improves the academic content  
23 knowledge of teachers in the subject areas in which  
24 the teachers are certified to teach or in which the

1 teachers are working toward certification to teach,  
2 and that promotes strong teaching skills.

3 “(4) TEACHER PREPARATION.—Developing, or  
4 assisting local educational agencies in developing,  
5 professional development activities that—

6 “(A) provide training in how to teach and  
7 address the needs of students with different  
8 learning styles, particularly students with dis-  
9 abilities, limited English proficient students,  
10 and students with special learning needs; and

11 “(B) provide training in methods of—

12 “(i) improving student behavior in the  
13 classroom; and

14 “(ii) identifying early and appropriate  
15 interventions to help students described in  
16 subparagraph (A) learn.

17 “(e) ALLOWABLE USES OF FUNDS.—An eligible  
18 partnership that receives a grant under this section may  
19 use such funds to carry out the following activities:

20 “(1) ALTERNATIVES TO TRADITIONAL TEACHER  
21 PREPARATION AND STATE CERTIFICATION.—Pro-  
22 viding prospective teachers with alternative routes to  
23 State certification and traditional preparation to be-  
24 come highly qualified teachers through—

1           “(A) innovative approaches that reduce un-  
2           necessary barriers to teacher preparation while  
3           producing highly qualified teachers;

4           “(B) programs that provide support during  
5           a teacher’s initial years in the profession; and

6           “(C) alternative routes to State certifi-  
7           cation of teachers for qualified individuals, in-  
8           cluding mid-career professionals from other oc-  
9           cupations, former military personnel, and recent  
10          college graduates with records of academic dis-  
11          tinction.

12          “(2) DISSEMINATION AND COORDINATION.—  
13          Broadly disseminating information on effective prac-  
14          tices used by the partnership, and coordinating with  
15          the activities of the Governor, State board of edu-  
16          cation, State higher education agency, and State  
17          educational agency, as appropriate.

18          “(3) MANAGERIAL AND LEADERSHIP SKILLS.—  
19          Developing and implementing professional develop-  
20          ment programs for principals and superintendents  
21          that enable them to be effective school leaders and  
22          prepare all students to meet challenging State aca-  
23          demic content and student academic achievement  
24          standards.

25          “(4) TEACHER RECRUITMENT.—Activities—

1           “(A) to encourage students to become  
2           highly qualified teachers, such as extra-  
3           curricular enrichment activities; and

4           “(B) activities described in section 204(d).

5           “(5) CLINICAL EXPERIENCE IN SCIENCE, MATH-  
6           EMATICS, AND TECHNOLOGY.—Creating opportuni-  
7           ties for clinical experience and training, by participa-  
8           tion in the business, research, and work environ-  
9           ments with professionals, in areas relating to  
10          science, mathematics, and technology for teachers  
11          and prospective teachers, including opportunities for  
12          use of laboratory equipment, in order for the teacher  
13          to return to the classroom for at least 2 years and  
14          provide instruction that will raise student academic  
15          achievement.

16          “(6) COORDINATION WITH COMMUNITY COL-  
17          LEGES.—Coordinating with community colleges to  
18          implement teacher preparation programs, including  
19          through distance learning, for the purposes of allow-  
20          ing prospective teachers—

21                 “(A) to attain a bachelor’s degree and  
22                 State certification or licensure; and

23                 “(B) to become highly qualified teachers.

24          “(7) TEACHER MENTORING.—Establishing or  
25          implementing a teacher mentoring program that—



1           “(A) includes minimum qualifications for  
2           mentors;

3           “(B) provides training and stipends for  
4           mentors;

5           “(C) provides mentoring programs for  
6           teachers in their first 3 years of teaching;

7           “(D) provides regular and ongoing oppor-  
8           tunities for mentors and mentees to observe  
9           each other’s teaching methods in classroom set-  
10          tings during the school day;

11          “(E) establishes an evaluation and ac-  
12          countability plan for activities conducted under  
13          this paragraph that includes rigorous objectives  
14          to measure the impact of such activities; and

15          “(F) provides for a report to the Secretary  
16          on an annual basis regarding the partnership’s  
17          progress in meeting the objectives described in  
18          subparagraph (E).

19          “(8) COMPUTER SOFTWARE FOR MULTI-  
20          LINGUAL EDUCATION.—Training teachers to use  
21          computer software for multilingual education to ad-  
22          dress the needs of limited English proficient stu-  
23          dents.

24          “(f) SPECIAL RULE.—At least 50 percent of the  
25          funds made available to an eligible partnership under this

1 section shall be used directly to benefit the high-need local  
2 educational agency included in the partnership. Any entity  
3 described in subsection (b)(1)(A) may be the fiscal agent  
4 under this section.

5 “(g) CONSTRUCTION.—Nothing in this section shall  
6 be construed to prohibit an eligible partnership from using  
7 grant funds to coordinate with the activities of more than  
8 one Governor, State board of education, State educational  
9 agency, local educational agency, or State agency for high-  
10 er education.

11 “(h) SUPPLEMENT, NOT SUPPLANT.—Funds made  
12 available under this section shall be used to supplement,  
13 and not supplant, other Federal, State, and local funds  
14 that would otherwise be expended to carry out the pur-  
15 poses of this section.

16 **“SEC. 204. TEACHER RECRUITMENT GRANTS.**

17 “(a) PROGRAM AUTHORIZED.—From amounts made  
18 available under section 210(3) for a fiscal year, the Sec-  
19 retary is authorized to award grants, on a competitive  
20 basis, to eligible applicants to enable the eligible applicants  
21 to carry out activities described in subsection (d).

22 “(b) ELIGIBLE APPLICANT DEFINED.—In this part,  
23 the term ‘eligible applicant’ means—

24 “(1) an eligible State described in section  
25 202(b); or

1           “(2) an eligible partnership described in section  
2       203(b).

3           “(c) APPLICATION.—Any eligible applicant desiring  
4 to receive a grant under this section shall submit an appli-  
5 cation to the Secretary at such time, in such form, and  
6 containing such information as the Secretary may require,  
7 including—

8           “(1) a description of the assessment that the el-  
9       igible applicant, and the other entities with whom  
10      the eligible applicant will carry out the grant activi-  
11      ties, have undertaken to determine the most critical  
12      needs of the participating high-need local edu-  
13      cational agencies;

14          “(2) a description of the activities the eligible  
15      applicant will carry out with the grant, including the  
16      extent to which the applicant will use funds to re-  
17      cruit minority students to become highly qualified  
18      teachers; and

19          “(3) a description of the eligible applicant’s  
20      plan for continuing the activities carried out with  
21      the grant, once Federal funding ceases.

22          “(d) USES OF FUNDS.—Each eligible applicant re-  
23 ceiving a grant under this section shall use the grant  
24 funds—

1           “(1)(A) to award scholarships to help students,  
2           such as individuals who have been accepted for their  
3           first year, or who are enrolled in their first or second  
4           year, of a program of undergraduate education at an  
5           institution of higher education, pay the costs of tui-  
6           tion, room, board, and other expenses of completing  
7           a teacher preparation program;

8           “(B) to provide support services, if needed to  
9           enable scholarship recipients—

10                 “(i) to complete postsecondary education  
11                 programs; or

12                 “(ii) to transition from a career outside of  
13                 the field of education into a teaching career;  
14                 and

15           “(C) for followup services provided to former  
16           scholarship recipients during the recipients first 3  
17           years of teaching; or

18           “(2) to develop and implement effective mecha-  
19           nisms to ensure that high-need local educational  
20           agencies and schools are able effectively to recruit  
21           highly qualified teachers.

22           “(e)    ADDITIONAL    DISCRETIONARY    USES    OF  
23   FUNDS.—In addition to the uses described in subsection  
24   (d), each eligible applicant receiving a grant under this  
25   section may use the grant funds—

1           “(1) to develop and implement effective mecha-  
2           nisms to recruit into the teaching profession employ-  
3           ees from—

4                   “(A) high-demand industries, including  
5                   technology industries; and

6                   “(B) the fields of science, mathematics,  
7                   and engineering; and

8           “(2) to conduct outreach and coordinate with  
9           inner city and rural secondary schools to encourage  
10          students to pursue teaching as a career.

11          “(f) SERVICE REQUIREMENTS.—

12                   “(1) IN GENERAL.—The Secretary shall estab-  
13                   lish such requirements as the Secretary determines  
14                   necessary to ensure that recipients of scholarships  
15                   under this section who complete teacher education  
16                   programs—

17                           “(A) subsequently teach in a high-need  
18                           local educational agency for a period of time  
19                           equivalent to—

20                                   “(i) one year; increased by

21                                   “(ii) the period for which the recipient  
22                                   received scholarship assistance; or

23                           “(B) repay the amount of the scholarship.

1           “(2) USE OF REPAYMENTS.—The Secretary  
2           shall use any such repayments to carry out addi-  
3           tional activities under this section.

4           “(g) PRIORITY.—The Secretary shall give priority  
5           under this section to eligible applicants who provide an  
6           assurance that they will recruit a high percentage of mi-  
7           nority students to become highly qualified teachers.

8   **“SEC. 205. ADMINISTRATIVE PROVISIONS.**

9           “(a) DURATION; ONE-TIME AWARDS; PAYMENTS.—

10           “(1) DURATION.—

11           “(A) ELIGIBLE STATES AND ELIGIBLE AP-  
12           PLICANTS.—Grants awarded to eligible States  
13           and eligible applicants under this part shall be  
14           awarded for a period not to exceed 3 years.

15           “(B) ELIGIBLE PARTNERSHIPS.—Grants  
16           awarded to eligible partnerships under this part  
17           shall be awarded for a period of 5 years.

18           “(2) ONE-TIME AWARD.—An eligible partner-  
19           ship may receive a grant under each of sections 203  
20           and 204, as amended by the Teacher Training En-  
21           hancement Act, only once.

22           “(3) PAYMENTS.—The Secretary shall make  
23           annual payments of grant funds awarded under this  
24           part.

25           “(b) PEER REVIEW.—

1           “(1) PANEL.—The Secretary shall provide the  
2           applications submitted under this part to a peer re-  
3           view panel for evaluation. With respect to each ap-  
4           plication, the peer review panel shall initially rec-  
5           ommend the application for funding or for dis-  
6           approval.

7           “(2) PRIORITY.—In recommending applications  
8           to the Secretary for funding under this part, the  
9           panel shall—

10               “(A) with respect to grants under section  
11               202, give priority to eligible States that—

12                       “(i) have initiatives to reform State  
13                       teacher certification requirements that are  
14                       based on rigorous academic content, sci-  
15                       entifically based research, including sci-  
16                       entifically based reading research, and  
17                       challenging State student academic content  
18                       standards;

19                       “(ii) have innovative reforms to hold  
20                       institutions of higher education with teach-  
21                       er preparation programs accountable for  
22                       preparing teachers who are highly qualified  
23                       and have strong teaching skills; or

24                       “(iii) have innovative efforts aimed at  
25                       reducing the shortage of highly qualified

1 teachers in high poverty urban and rural  
2 areas; and

3 “(B) with respect to grants under section  
4 203—

5 “(i) give priority to applications from  
6 broad-based eligible partnerships that in-  
7 volve businesses and community organiza-  
8 tions; and

9 “(ii) take into consideration—

10 “(I) providing an equitable geo-  
11 graphic distribution of the grants  
12 throughout the United States; and

13 “(II) the potential of the pro-  
14 posed activities for creating improve-  
15 ment and positive change.

16 “(3) SECRETARIAL SELECTION.—The Secretary  
17 shall determine, based on the peer review process,  
18 which application shall receive funding and the  
19 amounts of the grants. In determining grant  
20 amounts, the Secretary shall take into account the  
21 total amount of funds available for all grants under  
22 this part and the types of activities proposed to be  
23 carried out.

24 “(c) MATCHING REQUIREMENTS.—



1           “(1) STATE GRANTS.—Each eligible State re-  
2           ceiving a grant under section 202 or 204 shall pro-  
3           vide, from non-Federal sources, an amount equal to  
4           50 percent of the amount of the grant (in cash or  
5           in kind) to carry out the activities supported by the  
6           grant.

7           “(2) PARTNERSHIP GRANTS.—Each eligible  
8           partnership receiving a grant under section 203 or  
9           204 shall provide, from non-Federal sources (in cash  
10          or in kind), an amount equal to 25 percent of the  
11          grant for the first year of the grant, 35 percent of  
12          the grant for the second year of the grant, and 50  
13          percent of the grant for each succeeding year of the  
14          grant.

15          “(d) LIMITATION ON ADMINISTRATIVE EXPENSES.—  
16          An eligible State or eligible partnership that receives a  
17          grant under this part may not use more than 2 percent  
18          of the grant funds for purposes of administering the grant.

19          **“SEC. 206. ACCOUNTABILITY AND EVALUATION.**

20          “(a) STATE GRANT ACCOUNTABILITY REPORT.—An  
21          eligible State that receives a grant under section 202 shall  
22          submit an annual accountability report to the Secretary,  
23          the Committee on Health, Education, Labor, and Pen-  
24          sions of the Senate, and the Committee on Education and  
25          the Workforce of the House of Representatives. Such re-

1 port shall include a description of the degree to which the  
2 eligible State, in using funds provided under such section,  
3 has made substantial progress in meeting the following  
4 goals:

5           “(1) PERCENTAGE OF HIGHLY QUALIFIED  
6       TEACHERS.—Increasing the percentage of highly  
7       qualified teachers in the State as required by section  
8       1119 of the Elementary and Secondary Education  
9       Act of 1965 (20 U.S.C. 6319).

10           “(2) STUDENT ACADEMIC ACHIEVEMENT.—In-  
11       creasing student academic achievement for all stu-  
12       dents as defined by the eligible State.

13           “(3) RAISING STANDARDS.—Raising the State  
14       academic standards required to enter the teaching  
15       profession as a highly qualified teacher.

16           “(4) INITIAL CERTIFICATION OR LICENSURE.—  
17       Increasing success in the pass rate for initial State  
18       teacher certification or licensure, or increasing the  
19       numbers of qualified individuals being certified or li-  
20       censed as teachers through alternative programs.

21           “(5) DECREASING TEACHER SHORTAGES.—De-  
22       creasing shortages of highly qualified teachers in  
23       poor urban and rural areas.

24           “(6) INCREASING OPPORTUNITIES FOR PROFES-  
25       SIONAL DEVELOPMENT.—Increasing opportunities

1 for enhanced and ongoing professional development  
2 that—

3 “(A) improves the academic content knowl-  
4 edge of teachers in the subject areas in which  
5 the teachers are certified or licensed to teach or  
6 in which the teachers are working toward cer-  
7 tification or licensure to teach; and

8 “(B) promotes strong teaching skills.

9 “(7) TECHNOLOGY INTEGRATION.—Increasing  
10 the number of teachers prepared effectively to inte-  
11 grate technology into curricula and instruction and  
12 who use technology to collect, manage, and analyze  
13 data to improve teaching, learning, and decision-  
14 making for the purpose of increasing student aca-  
15 demic achievement.

16 “(b) ELIGIBLE PARTNERSHIP EVALUATION.—Each  
17 eligible partnership applying for a grant under section 203  
18 shall establish, and include in the application submitted  
19 under section 203(c), an evaluation plan that includes  
20 strong performance objectives. The plan shall include ob-  
21 jectives and measures for—

22 “(1) increased student achievement for all stu-  
23 dents, as measured by the partnership;

24 “(2) increased teacher retention in the first 3  
25 years of a teacher’s career;

1           “(3) increased success in the pass rate for ini-  
2           tial State certification or licensure of teachers;

3           “(4) increased percentage of highly qualified  
4           teachers; and

5           “(5) increasing the number of teachers trained  
6           effectively to integrate technology into curricula and  
7           instruction and who use technology to collect, man-  
8           age, and analyze data to improve teaching, learning,  
9           and decisionmaking for the purpose of improving  
10          student academic achievement.

11          “(c) REVOCATION OF GRANT.—

12                 “(1) REPORT.—Each eligible State or eligible  
13                 partnership receiving a grant under section 202 or  
14                 203 shall report annually on the progress of the eli-  
15                 gible State or eligible partnership toward meeting  
16                 the purposes of this part and the goals, objectives,  
17                 and measures described in subsections (a) and (b).

18                 “(2) REVOCATION.—

19                         “(A) ELIGIBLE STATES AND ELIGIBLE AP-  
20                         PLICANTS.—If the Secretary determines that an  
21                         eligible State or eligible applicant is not making  
22                         substantial progress in meeting the purposes,  
23                         goals, objectives, and measures, as appropriate,  
24                         by the end of the second year of a grant under

1           this part, then the grant payment shall not be  
2           made for the third year of the grant.

3           “(B) ELIGIBLE PARTNERSHIPS.—If the  
4           Secretary determines that an eligible partner-  
5           ship is not making substantial progress in  
6           meeting the purposes, goals, objectives, and  
7           measures, as appropriate, by the end of the  
8           third year of a grant under this part, then the  
9           grant payments shall not be made for any suc-  
10          ceeding year of the grant.

11          “(d) EVALUATION AND DISSEMINATION.—The Sec-  
12       retary shall evaluate the activities funded under this part  
13       and report annually the Secretary’s findings regarding the  
14       activities to the Committee on Health, Education, Labor,  
15       and Pensions of the Senate and the Committee on Edu-  
16       cation and the Workforce of the House of Representatives.  
17       The Secretary shall broadly disseminate successful prac-  
18       tices developed by eligible States and eligible partnerships  
19       under this part, and shall broadly disseminate information  
20       regarding such practices that were found to be ineffective.

21       **“SEC. 207. ACCOUNTABILITY FOR PROGRAMS THAT PRE-**  
22               **PARE TEACHERS.**

23          “(a) STATE REPORT CARD ON THE QUALITY OF  
24       TEACHER PREPARATION.—Each State that receives funds  
25       under this Act shall provide to the Secretary annually, in

1 a uniform and comprehensible manner that conforms with  
2 the definitions and methods established by the Secretary,  
3 a State report card on the quality of teacher preparation  
4 in the State, both for traditional certification or licensure  
5 programs and for alternative certification or licensure pro-  
6 grams, which shall include at least the following:

7           “(1) A description of the teacher certification  
8           and licensure assessments, and any other certifi-  
9           cation and licensure requirements, used by the  
10          State.

11          “(2) The standards and criteria that prospec-  
12          tive teachers must meet in order to attain initial  
13          teacher certification or licensure and to be certified  
14          or licensed to teach particular subjects or in par-  
15          ticular grades within the State.

16          “(3) A description of the extent to which the  
17          assessments and requirements described in para-  
18          graph (1) are aligned with the State’s standards and  
19          assessments for students.

20          “(4) The percentage of students who have com-  
21          pleted at least 50 percent of the requirements for a  
22          teacher preparation program at an institution of  
23          higher education or alternative certification program  
24          and who have taken and passed each of the assess-  
25          ments used by the State for teacher certification and

1 licensure, and the passing score on each assessment  
2 that determines whether a candidate has passed that  
3 assessment.

4 “(5) For students who have completed at least  
5 50 percent of the requirements for a teacher prepa-  
6 ration program at an institution of higher education  
7 or alternative certification program, and who have  
8 taken and passed each of the assessments used by  
9 the State for teacher certification and licensure,  
10 each such institution’s and each such program’s av-  
11 erage raw score, ranked by teacher preparation pro-  
12 gram, which shall be made available widely and pub-  
13 licly.

14 “(6) A description of each State’s alternative  
15 routes to teacher certification, if any, and the num-  
16 ber and percentage of teachers certified through  
17 each alternative certification route who pass State  
18 teacher certification or licensure assessments.

19 “(7) For each State, a description of proposed  
20 criteria for assessing the performance of teacher  
21 preparation programs in the State, including indica-  
22 tors of teacher candidate skills and academic content  
23 knowledge and evidence of gains in student academic  
24 achievement.

1           “(8) For each teacher preparation program in  
2           the State, the number of students in the program,  
3           the average number of hours of supervised practice  
4           teaching required for those in the program, and the  
5           number of full-time equivalent faculty and students  
6           in supervised practice teaching.

7           “(b) REPORT OF THE SECRETARY ON THE QUALITY  
8           OF TEACHER PREPARATION.—

9           “(1) REPORT CARD.—The Secretary shall pro-  
10          vide to Congress, and publish and make widely avail-  
11          able, a report card on teacher qualifications and  
12          preparation in the United States, including all the  
13          information reported in paragraphs (1) through (8)  
14          of subsection (a). Such report shall identify States  
15          for which eligible States and eligible partnerships re-  
16          ceived a grant under this part. Such report shall be  
17          so provided, published and made available annually.

18          “(2) REPORT TO CONGRESS.—The Secretary  
19          shall report to Congress—

20                 “(A) a comparison of States’ efforts to im-  
21                 prove teaching quality; and

22                 “(B) regarding the national mean and me-  
23                 dian scores on any standardized test that is  
24                 used in more than 1 State for teacher certifi-  
25                 cation or licensure.



1           “(3) SPECIAL RULE.—In the case of programs  
2           with fewer than 10 students who have completed at  
3           least 50 percent of the requirements for a teacher  
4           preparation program taking any single initial teacher  
5           certification or licensure assessment during an aca-  
6           demic year, the Secretary shall collect and publish  
7           information with respect to an average pass rate on  
8           State certification or licensure assessments taken  
9           over a 3-year period.

10          “(c) COORDINATION.—The Secretary, to the extent  
11          practicable, shall coordinate the information collected and  
12          published under this part among States for individuals  
13          who took State teacher certification or licensure assess-  
14          ments in a State other than the State in which the indi-  
15          vidual received the individual’s most recent degree.

16          “(d) INSTITUTION AND PROGRAM REPORT CARDS ON  
17          QUALITY OF TEACHER PREPARATION.—

18                 “(1) REPORT CARD.—Each institution of higher  
19                 education or alternative certification program that  
20                 conducts a teacher preparation program that enrolls  
21                 students receiving Federal assistance under this Act  
22                 shall report annually to the State and the general  
23                 public, in a uniform and comprehensible manner  
24                 that conforms with the definitions and methods es-  
25                 tablished by the Secretary, both for traditional cer-

1       tification or licensure programs and for alternative  
2       certification or licensure programs, the following in-  
3       formation:

4               “(A) PASS RATE.—(i) For the most recent  
5               year for which the information is available, the  
6               pass rate of each student who has completed at  
7               least 50 percent of the requirements for the  
8               teacher preparation program on the teacher cer-  
9               tification or licensure assessments of the State  
10              in which the institution is located, but only for  
11              those students who took those assessments  
12              within 3 years of receiving a degree from the  
13              institution or completing the program.

14              “(ii) A comparison of the institution or  
15              program’s pass rate for students who have com-  
16              pleted at least 50 percent of the requirements  
17              for the teacher preparation program with the  
18              average pass rate for institutions and programs  
19              in the State.

20              “(iii) A comparison of the institution or  
21              program’s average raw score for students who  
22              have completed at least 50 percent of the re-  
23              quirements for the teacher preparation program  
24              with the average raw scores for institutions and  
25              programs in the State.

1           “(iv) In the case of programs with fewer  
2           than 10 students who have completed at least  
3           50 percent of the requirements for a teacher  
4           preparation program taking any single initial  
5           teacher certification or licensure assessment  
6           during an academic year, the institution shall  
7           collect and publish information with respect to  
8           an average pass rate on State certification or li-  
9           censure assessments taken over a 3-year period.

10           “(B) PROGRAM INFORMATION.—The num-  
11           ber of students in the program, the average  
12           number of hours of supervised practice teaching  
13           required for those in the program, and the  
14           number of full-time equivalent faculty and stu-  
15           dents in supervised practice teaching.

16           “(C) STATEMENT.—In States that require  
17           approval or accreditation of teacher education  
18           programs, a statement of whether the institu-  
19           tion’s program is so approved or accredited,  
20           and by whom.

21           “(D) DESIGNATION AS LOW-PER-  
22           FORMING.—Whether the program has been des-  
23           ignated as low-performing by the State under  
24           section 208(a).

1           “(2) REQUIREMENT.—The information de-  
2       scribed in paragraph (1) shall be reported through  
3       publications such as school catalogs and promotional  
4       materials sent to potential applicants, secondary  
5       school guidance counselors, and prospective employ-  
6       ers of the institution’s program graduates, including  
7       materials sent by electronic means.

8           “(3) FINES.—In addition to the actions author-  
9       ized in section 487(c), the Secretary may impose a  
10      fine not to exceed \$25,000 on an institution of high-  
11      er education for failure to provide the information  
12      described in this subsection in a timely or accurate  
13      manner.

14      “(e) DATA QUALITY.—Either—

15          “(1) the Governor of the State; or

16          “(2) in the case of a State for which the con-  
17      stitution or law of such State designates another in-  
18      dividual, entity, or agency in the State to be respon-  
19      sible for teacher certification and preparation activ-  
20      ity, such individual, entity, or agency;

21      shall attest annually, in writing, as to the reliability, valid-  
22      ity, integrity, and accuracy of the data submitted pursuant  
23      to this section.

1 **“SEC. 208. STATE FUNCTIONS.**

2 “(a) STATE ASSESSMENT.—In order to receive funds  
3 under this Act, a State shall have in place a procedure  
4 to identify and assist, through the provision of technical  
5 assistance, low-performing programs of teacher prepara-  
6 tion within institutions of higher education. Such State  
7 shall provide the Secretary an annual list of such low-per-  
8 forming institutions that includes an identification of  
9 those institutions at risk of being placed on such list. Such  
10 levels of performance shall be determined solely by the  
11 State and may include criteria based upon information col-  
12 lected pursuant to this part. Such assessment shall be de-  
13 scribed in the report under section 207(a).

14 “(b) TERMINATION OF ELIGIBILITY.—Any institu-  
15 tion of higher education that offers a program of teacher  
16 preparation in which the State has withdrawn the State’s  
17 approval or terminated the State’s financial support due  
18 to the low performance of the institution’s teacher prepa-  
19 ration program based upon the State assessment described  
20 in subsection (a)—

21 “(1) shall be ineligible for any funding for pro-  
22 fessional development activities awarded by the De-  
23 partment of Education; and

24 “(2) shall not be permitted to accept or enroll  
25 any student who receives aid under title IV of this  
26 Act in the institution’s teacher preparation program.

1   **“SEC. 209. GENERAL PROVISIONS.**

2           “(a) METHODS.—In complying with sections 207 and  
3   208, the Secretary shall ensure that States and institu-  
4   tions of higher education use fair and equitable methods  
5   in reporting and that the reporting methods do not allow  
6   identification of individuals.

7           “(b) SPECIAL RULE.—For each State in which there  
8   are no State certification or licensure assessments, or for  
9   States that do not set minimum performance levels on  
10  those assessments—

11           “(1) the Secretary shall, to the extent prac-  
12   ticable, collect data comparable to the data required  
13   under this part from States, local educational agen-  
14   cies, institutions of higher education, or other enti-  
15   ties that administer such assessments to teachers or  
16   prospective teachers; and

17           “(2) notwithstanding any other provision of this  
18   part, the Secretary shall use such data to carry out  
19   requirements of this part related to assessments or  
20   pass rates.

21           “(c) LIMITATIONS.—

22           “(1) FEDERAL CONTROL PROHIBITED.—Noth-  
23   ing in this part shall be construed to permit, allow,  
24   encourage, or authorize any Federal control over any  
25   aspect of any private, religious, or home school,  
26   whether or not a home school is treated as a private

1 school or home school under State law. This section  
 2 shall not be construed to prohibit private, religious,  
 3 or home schools from participation in programs or  
 4 services under this part.

5 “(2) NO CHANGE IN STATE CONTROL ENCOUR-  
 6 AGED OR REQUIRED.—Nothing in this part shall be  
 7 construed to encourage or require any change in a  
 8 State’s treatment of any private, religious, or home  
 9 school, whether or not a home school is treated as  
 10 a private school or home school under State law.

11 “(3) NATIONAL SYSTEM OF TEACHER CERTIFI-  
 12 CATION PROHIBITED.—Nothing in this part shall be  
 13 construed to permit, allow, encourage, or authorize  
 14 the Secretary to establish or support any national  
 15 system of teacher certification.

16 **“SEC. 210. AUTHORIZATION OF APPROPRIATIONS.**

17 “There are authorized to be appropriated to carry out  
 18 this part \$300,000,000 for fiscal year 2004 and such sums  
 19 as may be necessary for each of the 4 succeeding fiscal  
 20 years, of which—

21 “(1) 45 percent shall be available for each fiscal  
 22 year to award grants under section 202;

23 “(2) 45 percent shall be available for each fiscal  
 24 year to award grants under section 203; and

1           “(3) 10 percent shall be available for each fiscal  
2           year to award grants under section 204.”.

3   **SEC. 3. PREPARING TOMORROW’S TEACHERS TO USE TECH-**  
4                           **NOLOGY.**

5           (a) **ELIGIBILITY.**—Section 222(a)(3)(D) of the High-  
6   er Education Act of 1965 (20 U.S.C. 1042(a)(3)(D)) is  
7   amended by inserting “nonprofit telecommunications enti-  
8   ty,” after “community-based organization,”.

9           (b) **PERMISSIBLE USES OF FUNDS.**—Section  
10 223(b)(1)(E) of the Higher Education Act of 1965 (20  
11 U.S.C. 1043(b)(1)(E)) is amended to read as follows:

12                       “(E) To use technology to collect, manage,  
13                       and analyze data to improve teaching, learning,  
14                       and decisionmaking for the purpose of increas-  
15                       ing student academic achievement.”.

16           (c) **AUTHORIZATION OF APPROPRIATIONS.**—Section  
17 224 of the Higher Education Act of 1965 (20 U.S.C.  
18 1044) is amended by striking “each of fiscal years 2002  
19 and 2003.” and inserting “fiscal year 2004 and each of  
20 the 4 succeeding fiscal years.”.

21   **SEC. 4. CENTERS OF EXCELLENCE.**

22           Title II of the Higher Education Act of 1965 (20  
23 U.S.C. 1021 et seq.) is amended by adding at the end  
24 the following:



1           **“PART C—CENTERS OF EXCELLENCE**

2   **“SEC. 231. PURPOSES; DEFINITIONS.**

3           “(a) PURPOSES.—The purposes of this part are—

4               “(1) to help recruit and prepare teachers, in-  
5               cluding minority teachers, to meet the national de-  
6               mand for a highly qualified teacher in every class-  
7               room; and

8               “(2) to increase opportunities for Americans of  
9               all educational, ethnic, class, and geographic back-  
10              grounds to become highly qualified teachers.

11          “(b) DEFINITIONS.—As used in this part:

12               “(1) ELIGIBLE INSTITUTION.—The term ‘eligi-  
13              ble institution’ means—

14                       “(A) an institution of higher education  
15                       that has a teacher preparation program that  
16                       meets the requirements of section 203(b)(2)  
17                       and that is—

18                               “(i) a part B institution (as defined in  
19                               section 322);

20                               “(ii) a Hispanic-serving institution (as  
21                               defined in section 502);

22                               “(iii) a Tribal College or University  
23                               (as defined in section 316);

24                               “(iv) an Alaska Native-serving institu-  
25                               tion (as defined in section 317(b)); or

1 “(v) a Native Hawaiian-serving insti-  
2 tution (as defined in section 317(b));

3 “(B) a consortium of institutions described  
4 in subparagraph (A); or

5 “(C) an institution described in subpara-  
6 graph (A), or a consortium described in sub-  
7 paragraph (B), in partnership with any other  
8 institution of higher education, but only if the  
9 center of excellence established under section  
10 232 is located at an institution described in  
11 subparagraph (A).

12 “(2) HIGHLY QUALIFIED.—The term ‘highly  
13 qualified’ has the meaning given such term in sec-  
14 tion 9101 of the Elementary and Secondary Edu-  
15 cation Act of 1965 (20 U.S.C. 7801).

16 “(3) SCIENTIFICALLY BASED READING RE-  
17 SEARCH.—The term ‘scientifically based reading re-  
18 search’ has the meaning given such term in section  
19 1208 of the Elementary and Secondary Education  
20 Act of 1965 (20 U.S.C. 6368).

21 “(4) SCIENTIFICALLY BASED RESEARCH.—The  
22 term ‘scientifically based research’ has the meaning  
23 given such term in section 9101 of the Elementary  
24 and Secondary Education Act of 1965 (20 U.S.C.  
25 7801).

1 **“SEC. 232. CENTERS OF EXCELLENCE.**

2 “(a) PROGRAM AUTHORIZED.—From the amounts  
3 appropriated to carry out this part, the Secretary is au-  
4 thorized to award competitive grants to eligible institu-  
5 tions to establish centers of excellence.

6 “(b) USE OF FUNDS.—Grants provided by the Sec-  
7 retary under this part shall be used to ensure that current  
8 and future teachers are highly qualified, by carrying out  
9 one or more of the following activities:

10 “(1) Implementing reforms within teacher prep-  
11 aration programs to ensure that such programs are  
12 preparing teachers who are highly qualified, are able  
13 to understand scientifically based research, and are  
14 able to use advanced technology effectively in the  
15 classroom, including use for instructional techniques  
16 to improve student academic achievement, by—

17 “(A) retraining faculty; and

18 “(B) designing (or redesigning) teacher  
19 preparation programs that—

20 “(i) prepare teachers to close student  
21 achievement gaps, are based on rigorous  
22 academic content, scientifically based re-  
23 search (including scientifically based read-  
24 ing research), and challenging State stu-  
25 dent academic content standards; and

26 “(ii) promote strong teaching skills.

1           “(2) Providing sustained and high-quality  
2 preservice clinical experience, including the men-  
3 toring of prospective teachers by exemplary teachers,  
4 substantially increasing interaction between faculty  
5 at institutions of higher education and new and ex-  
6 perience teachers, principals, and other administra-  
7 tors at elementary schools or secondary schools, and  
8 providing support, including preparation time, for  
9 such interaction.

10           “(3) Developing and implementing initiatives to  
11 promote retention of highly qualified teachers and  
12 principals, including minority teachers and prin-  
13 cipals, including programs that provide—

14               “(A) teacher or principal mentoring from  
15 exemplary teachers or principals; or

16               “(B) induction and support for teachers  
17 and principals during their first 3 years of em-  
18 ployment as teachers or principals, respectively.

19           “(4) Awarding scholarships based on financial  
20 need to help students pay the costs of tuition, room,  
21 board, and other expenses of completing a teacher  
22 preparation program.

23           “(5) Disseminating information on effective  
24 practices for teacher preparation and successful

1 teacher certification and licensure assessment prepa-  
2 ration strategies.

3 “(6) Activities authorized under sections 202,  
4 203, and 204.

5 “(c) APPLICATION.—Any eligible institution desiring  
6 a grant under this section shall submit an application to  
7 the Secretary at such a time, in such a manner, and ac-  
8 companied by such information the Secretary may require.

9 “(d) MINIMUM GRANT AMOUNT.—The minimum  
10 amount of each grant under this part shall be \$500,000.

11 “(e) LIMITATION ON ADMINISTRATIVE EXPENSES.—  
12 An eligible institution that receives a grant under this part  
13 may not use more than 2 percent of the grant funds for  
14 purposes of administering the grant.

15 “(f) REGULATIONS.—The Secretary shall prescribe  
16 such regulations as may be necessary to carry out this  
17 part.

18 **“SEC. 233. AUTHORIZATION OF APPROPRIATIONS.**

19 “There are authorized to be appropriated to carry out  
20 this part \$10,000,000 for fiscal year 2004 and such sums  
21 as may be necessary for each of the 4 succeeding fiscal  
22 years.”.

1 **SEC. 5. TRANSITION.**

2       The Secretary of Education shall take such actions  
3 as the Secretary determines to be appropriate to provide  
4 for the orderly implementation of this Act.

