

108TH CONGRESS
1ST SESSION

H. R. 2211

AN ACT

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

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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,*

1 **SECTION 1. SHORT TITLE.**

2 This Act may be cited as the “Ready to Teach Act
3 of 2003”.

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

5 Part A of title II of the Higher Education Act of
6 1965 (20 U.S.C. 1021 et seq.) is amended to read as fol-
7 lows:

8 **“PART A—TEACHER QUALITY ENHANCEMENT**
9 **GRANTS FOR STATES AND PARTNERSHIPS**

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

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

12 “(1) improve student academic achievement;

13 “(2) improve the quality of the current and fu-
14 ture teaching force by improving the preparation of
15 prospective teachers and enhancing professional de-
16 velopment activities;

17 “(3) hold institutions of higher education ac-
18 countable for preparing highly qualified teachers;
19 and

20 “(4) recruit qualified individuals, including mi-
21 norities and individuals from other occupations, into
22 the teaching force.

23 “(b) DEFINITIONS.—In this part:

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

1 “(A) when referring to an organizational
2 unit of an institution of higher education, any
3 academic unit that offers 1 or more academic
4 majors in disciplines or content areas cor-
5 responding to the academic subject matter
6 areas in which teachers provide instruction; and

7 “(B) when referring to a specific academic
8 subject matter area, the disciplines or content
9 areas in which academic majors are offered by
10 the arts and science organizational unit.

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

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

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

22 “(A)(i)(I) that serves not fewer than
23 10,000 children from families with incomes
24 below the poverty line; or

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

4 “(ii) that is among those serving the high-
5 est number or percentage of children from fam-
6 ilies with incomes below the poverty line in the
7 State, but this clause applies only in a State
8 that has no local educational agency meeting
9 the requirements of clause (i); or

10 “(iii) with a total of less than 600 students
11 in average daily attendance at the schools that
12 are served by the agency and all of whose
13 schools are designated with a school locale code
14 of 7, as determined by the Secretary; and

15 “(B)(i) for which there is a high percent-
16 age of teachers not teaching in the academic
17 subjects or grade levels that the teachers were
18 trained to teach; or

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

22 “(5) POVERTY LINE.—The term ‘poverty line’
23 means the poverty line (as defined by the Office of
24 Management and Budget, and revised annually in
25 accordance with section 673(2) of the Community

1 Services Block Grant Act (42 U.S.C. 9902(2))) ap-
2 plicable to a family of the size involved.

3 “(6) PROFESSIONAL DEVELOPMENT.—The
4 term ‘professional development’ has the meaning
5 given such term in section 9101 of the Elementary
6 and Secondary Education Act of 1965 (20 U.S.C.
7 7801).

8 “(7) SCIENTIFICALLY BASED READING RE-
9 SEARCH.—The term ‘scientifically based reading re-
10 search’ has the meaning given such term in section
11 1208 of the Elementary and Secondary Education
12 Act of 1965 (20 U.S.C. 6368).

13 “(8) SCIENTIFICALLY BASED RESEARCH.—The
14 term ‘scientifically based research’ has the meaning
15 given such term in section 9101 of the Elementary
16 and Secondary Education Act of 1965 (20 U.S.C.
17 7801).

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

20 “(A) are based on scientifically based re-
21 search;

22 “(B) enable teachers to effectively convey
23 and explain subject matter content;

24 “(C) lead to increased student academic
25 achievement; and

1 “(D) use strategies that—

2 “(i) are specific to subject matter;

3 “(ii) include ongoing assessment of
4 student learning;

5 “(iii) focus on identification and tai-
6 loring of academic instruction to students’s
7 specific learning needs; and

8 “(iv) focus on classroom management.

9 **“SEC. 202. STATE GRANTS.**

10 “(a) IN GENERAL.—From amounts made available
11 under section 210(1) for a fiscal year, the Secretary is
12 authorized to award grants under this section, on a com-
13 petitive basis, to eligible States to enable the eligible
14 States to carry out the activities described in subsection
15 (d).

16 “(b) ELIGIBLE STATE.—

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

19 “(A) the Governor of a State; or

20 “(B) in the case of a State for which the
21 constitution or law of such State designates an-
22 other individual, entity, or agency in the State
23 to be responsible for teacher certification and
24 preparation activity, such individual, entity, or
25 agency.

1 “(2) CONSULTATION.—The Governor or the in-
2 dividual, entity, or agency designated under para-
3 graph (1)(B) shall consult with the Governor, State
4 board of education, State educational agency, or
5 State agency for higher education, as appropriate,
6 with respect to the activities assisted under this sec-
7 tion.

8 “(3) CONSTRUCTION.—Nothing in this sub-
9 section shall be construed to negate or supersede the
10 legal authority under State law of any State agency,
11 State entity, or State public official over programs
12 that are under the jurisdiction of the agency, entity,
13 or official.

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

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

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

20 “(3) includes a description of how the eligible
21 State intends to use funds provided under this sec-
22 tion;

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

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

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

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

16 “(1) REFORMS.—Ensuring that all teacher
17 preparation programs in the State are preparing
18 teachers who are highly qualified, are able to under-
19 stand scientifically based research and its applica-
20 bility, and are able to use advanced technology effec-
21 tively in the classroom, including use for instruc-
22 tional techniques to improve student academic
23 achievement, by assisting such programs—

24 “(A) to retrain faculty; and

1 “(B) to design (or redesign) teacher prepa-
2 ration 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) CERTIFICATION OR LICENSURE REQUIRE-
10 MENTS.—Reforming teacher certification (including
11 recertification) or licensing requirements to ensure
12 that—

13 “(A) teachers have the subject matter
14 knowledge and teaching skills in the academic
15 subjects that the teachers teach that are nec-
16 essary to help students meet challenging State
17 student academic achievement standards; and

18 “(B) such requirements are aligned with
19 challenging State academic content standards.

20 “(3) 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 State certification while
3 producing highly qualified teachers;

4 “(B) programs that provide support to
5 teachers during their initial years in the profes-
6 sion; and

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

13 “(4) INNOVATIVE PROGRAMS.—Planning and
14 implementing innovative programs to enhance the
15 ability of institutions of higher education to prepare
16 highly qualified teachers, such as charter colleges of
17 education or university and local educational agency
18 partnership schools, that—

19 “(A) permit flexibility in meeting State re-
20 quirements as long as graduates, during their
21 initial years in the profession, increase student
22 academic achievement;

23 “(B) provide long-term data gathered from
24 teachers’ performance over multiple years in the

1 classroom on the ability to increase student aca-
2 demic achievement;

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

5 “(D) create performance measures that
6 can be used to document the effectiveness of in-
7 novative methods for preparing highly qualified
8 teachers.

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

11 “(A) merit-based performance systems that
12 reward teachers who increase student academic
13 achievement; and

14 “(B) strategies that provide differential
15 and bonus pay in high-need local educational
16 agencies to retain—

17 “(i) principals;

18 “(ii) highly qualified teachers who
19 teach in high-need academic subjects, such
20 as reading, mathematics, and science;

21 “(iii) highly qualified teachers who
22 teach in schools identified for school im-
23 provement under section 1116(b) of the
24 Elementary and Secondary Education Act
25 of 1965 (20 U.S.C. 6316(b));

1 “(iv) special education teachers;

2 “(v) teachers specializing in teaching
3 limited English proficient children; and

4 “(vi) highly qualified teachers in
5 urban and rural schools or districts.

6 “(6) TEACHER ADVANCEMENT.—Developing, or
7 assisting local educational agencies in developing,
8 teacher advancement and retention initiatives that
9 promote professional growth and emphasize multiple
10 career paths (such as paths to becoming a highly
11 qualified mentor teacher or exemplary teacher) and
12 pay differentiation.

13 “(7) TEACHER REMOVAL.—Developing and im-
14 plementing effective mechanisms to ensure that local
15 educational agencies and schools are able to remove
16 expeditiously incompetent or unqualified teachers
17 consistent with procedures to ensure due process for
18 the teachers.

19 “(8) TECHNICAL ASSISTANCE.—Providing tech-
20 nical assistance to low-performing teacher prepara-
21 tion programs within institutions of higher education
22 identified under section 208(a).

23 “(9) TEACHER EFFECTIVENESS.—Developing—

1 “(A) systems to measure the effectiveness
2 of teacher preparation programs and profes-
3 sional development programs; and

4 “(B) strategies to document gains in stu-
5 dent academic achievement or increases in
6 teacher mastery of the academic subjects the
7 teachers teach as a result of such programs.

8 “(10) TEACHER RECRUITMENT AND RETEN-
9 TION.—Undertaking activities that—

10 “(A) develop and implement effective
11 mechanisms to ensure that local educational
12 agencies and schools are able effectively to re-
13 cruit and retain highly qualified teachers; or

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

15 “(11) PRESCHOOL TEACHERS.—Developing
16 strategies—

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

20 “(B) to improve and expand preschool
21 teacher preparation programs.

22 “(e) EVALUATION.—

23 “(1) EVALUATION SYSTEM.—An eligible State
24 that receives a grant under this section shall develop
25 and utilize a system to evaluate annually the effec-

1 tiveness of teacher preparation programs and profes-
2 sional development activities within the State in pro-
3 ducing gains in—

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

10 “(B) teacher mastery of the academic sub-
11 jects they teach, as measured by pre- and post-
12 participation tests of teacher knowledge, as ap-
13 propriate.

14 “(2) USE OF EVALUATION SYSTEM.—Such eval-
15 uation system shall be used by the State to
16 evaluate—

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

19 “(B) the quality of its teacher education
20 programs.

21 “(3) PUBLIC REPORTING.—The State shall
22 make the information described in paragraph (1)
23 widely available through public means, such as post-
24 ing on the Internet, distribution to the media, and
25 distribution through public agencies.

1 **“SEC. 203. PARTNERSHIP GRANTS.**

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

8 “(b) DEFINITIONS.—

9 “(1) ELIGIBLE PARTNERSHIPS.—In this part,
10 the term ‘eligible partnership’ means an entity
11 that—

12 “(A) shall include—

13 “(i) a partner institution;

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

15 “(iii) a high-need local educational
16 agency; and

17 “(iv) a public or private educational
18 organization; and

19 “(B) may include a Governor, State edu-
20 cational agency, the State board of education,
21 the State agency for higher education, an insti-
22 tution of higher education not described in sub-
23 paragraph (A), a public charter school, a public
24 or private elementary school or secondary
25 school, a public or private educational organiza-
26 tion, a business, a science-, mathematics-, or

1 technology-oriented entity, a faith-based or
2 community organization, a prekindergarten pro-
3 gram, a teacher organization, an education
4 service agency, a consortia of local educational
5 agencies, or a nonprofit telecommunications en-
6 tity.

7 “(2) PARTNER INSTITUTION.—In this section,
8 the term ‘partner institution’ means an institution of
9 higher education, the teacher training program of
10 which demonstrates that—

11 “(A) graduates from the teacher training
12 program exhibit strong performance on State-
13 determined qualifying assessments for new
14 teachers through—

15 “(i) demonstrating that the graduates
16 of the program who intend to enter the
17 field of teaching have passed all of the ap-
18 plicable State qualification assessments for
19 new teachers, which shall include an as-
20 sessment of each prospective teacher’s sub-
21 ject matter knowledge in the content area
22 or areas in which the teacher intends to
23 teach; or

1 “(ii) being ranked among the highest-
2 performing teacher preparation programs
3 in the State as determined by the State—

4 “(I) using criteria consistent with
5 the requirements for the State report
6 card under section 207(a); and

7 “(II) using the State report card
8 on teacher preparation required under
9 section 207(a); or

10 “(B) the teacher training program requires
11 all the students of the program to participate in
12 intensive clinical experience, to meet high aca-
13 demic standards, and—

14 “(i) in the case of secondary school
15 candidates, to successfully complete an
16 academic major in the subject area in
17 which the candidate intends to teach or to
18 demonstrate competence through a high
19 level of performance in relevant content
20 areas; and

21 “(ii) in the case of elementary school
22 candidates, to successfully complete an
23 academic major in the arts and sciences or
24 to demonstrate competence through a high

1 level of performance in core academic sub-
2 ject areas.

3 “(c) APPLICATION.—Each eligible partnership desir-
4 ing a grant under this section shall submit an application
5 to the Secretary at such time, in such manner, and accom-
6 panied by such information as the Secretary may require.
7 Each such application shall—

8 “(1) contain a needs assessment of all the part-
9 ners with respect to teaching and learning and a de-
10 scription of how the partnership will coordinate with
11 other teacher training or professional development
12 programs, and how the activities of the partnership
13 will be consistent with State, local, and other edu-
14 cation reform activities that promote student aca-
15 demic achievement;

16 “(2) contain a resource assessment that de-
17 scribes the resources available to the partnership,
18 the intended use of the grant funds, including a de-
19 scription of how the grant funds will be used in ac-
20 cordance with subsection (f), and the commitment of
21 the resources of the partnership to the activities as-
22 sisted under this part, including financial support,
23 faculty participation, time commitments, and con-
24 tinuation of the activities when the grant ends;

25 “(3) contain a description of—

1 “(A) how the partnership will meet the
2 purposes of this part;

3 “(B) how the partnership will carry out
4 the activities required under subsection (d) and
5 any permissible activities under subsection (e);

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

8 “(D) how faculty of the teacher prepara-
9 tion program at the partner institution will
10 serve, over the term of the grant, with highly
11 qualified teachers in the classrooms of the high-
12 need local educational agency included in the
13 partnership;

14 “(E) how the partnership will ensure that
15 teachers, principals, and superintendents in pri-
16 vate elementary and secondary schools located
17 in the geographic areas served by an eligible
18 partnership under this section will participate
19 equitably in accordance with section 9501 of
20 the Elementary and Secondary Education Act
21 of 1965 (20 U.S.C. 7881);

22 “(F) how the partnership will design and
23 implement a clinical program component that
24 includes close supervision of student teachers by

1 faculty of the teacher preparation program at
2 the partner institution and mentor teachers;

3 “(G) how the partnership will design and
4 implement an induction program to support all
5 new teachers through the first 3 years of teach-
6 ing that includes mentors who are trained and
7 compensated by the partnership for their work
8 with new teachers; and

9 “(H) how the partnership will collect, ana-
10 lyze, and use data on the retention of all teach-
11 ers in schools located in the geographic areas
12 served by the partnership to evaluate the effec-
13 tiveness of its teacher support system; and

14 “(4) contain a certification from the high-need
15 local educational agency included in the partnership
16 that it has reviewed the application and determined
17 that the grant proposed will comply with subsection
18 (f).

19 “(d) REQUIRED USES OF FUNDS.—An eligible part-
20 nership that receives a grant under this section shall use
21 the grant funds to reform teacher preparation require-
22 ments, to coordinate with State activities under section
23 2113(c) of the Elementary and Secondary Education Act
24 of 1965 (20 U.S.C. 6613(c)), and to ensure that current

1 and future teachers are highly qualified, by carrying out
2 one or more of the following activities:

3 “(1) REFORMS.—Implementing reforms within
4 teacher preparation programs to ensure that such
5 programs are preparing teachers who are highly
6 qualified, are able to understand scientifically based
7 research and its applicability, and are able to use
8 advanced technology effectively in the classroom, in-
9 cluding use for instructional techniques to improve
10 student academic achievement, by—

11 “(A) retraining faculty; and

12 “(B) designing (or redesigning) teacher
13 preparation programs so they—

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

19 “(ii) promote strong teaching skills.

20 “(2) CLINICAL EXPERIENCE AND INTER-
21 ACTION.—Providing sustained and high-quality
22 preservice and in-service clinical experience, includ-
23 ing the mentoring of prospective teachers by exem-
24 plary teachers, substantially increasing interaction
25 between faculty at institutions of higher education

1 and new and experienced teachers, principals, and
2 other administrators at elementary schools or sec-
3 ondary schools, and providing support for teachers,
4 including preparation time and release time, for such
5 interaction.

6 “(3) PROFESSIONAL DEVELOPMENT.—Creating
7 opportunities for enhanced and ongoing professional
8 development that improves the academic content
9 knowledge of teachers in the subject areas in which
10 the teachers are certified to teach or in which the
11 teachers are working toward certification to teach,
12 and that promotes strong teaching skills.

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

16 “(A) provide training in how to teach and
17 address the needs of students with different
18 learning styles, particularly students with dis-
19 abilities, limited English proficient students,
20 and students with special learning needs; and

21 “(B) provide training in methods of—

22 “(i) improving student behavior in the
23 classroom; and

1 “(ii) identifying early and appropriate
2 interventions to help students described in
3 subparagraph (A) learn.

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

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

12 “(A) innovative approaches that reduce un-
13 necessary barriers to teacher preparation while
14 producing highly qualified teachers;

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

17 “(C) alternative routes to State certifi-
18 cation of teachers for qualified individuals, in-
19 cluding mid-career professionals from other oc-
20 cupations, former military personnel, and recent
21 college graduates with records of academic dis-
22 tinction.

23 “(2) DISSEMINATION AND COORDINATION.—
24 Broadly disseminating information on effective prac-
25 tices used by the partnership, and coordinating with

1 the activities of the Governor, State board of edu-
2 cation, State higher education agency, and State
3 educational agency, as appropriate.

4 “(3) MANAGERIAL AND LEADERSHIP SKILLS.—
5 Developing and implementing professional develop-
6 ment programs for principals and superintendents
7 that enable them to be effective school leaders and
8 prepare all students to meet challenging State aca-
9 demic content and student academic achievement
10 standards.

11 “(4) TEACHER RECRUITMENT.—Activities—
12 “(A) to encourage students to become
13 highly qualified teachers, such as extra-
14 curricular enrichment activities; and

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

16 “(5) CLINICAL EXPERIENCE IN SCIENCE, MATH-
17 EMATICS, AND TECHNOLOGY.—Creating opportuni-
18 ties for clinical experience and training, by participa-
19 tion in the business, research, and work environ-
20 ments with professionals, in areas relating to
21 science, mathematics, and technology for teachers
22 and prospective teachers, including opportunities for
23 use of laboratory equipment, in order for the teacher
24 to return to the classroom for at least 2 years and

1 provide instruction that will raise student academic
2 achievement.

3 “(6) COORDINATION WITH COMMUNITY COL-
4 LEGES.—Coordinating with community colleges to
5 implement teacher preparation programs, including
6 through distance learning, for the purposes of allow-
7 ing prospective teachers—

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

10 “(B) to become highly qualified teachers.

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

13 “(A) includes minimum qualifications for
14 mentors;

15 “(B) provides training and stipends for
16 mentors;

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

19 “(D) provides regular and ongoing oppor-
20 tunities for mentors and mentees to observe
21 each other’s teaching methods in classroom set-
22 tings during the school day;

23 “(E) establishes an evaluation and ac-
24 countability plan for activities conducted under

1 this paragraph that includes rigorous objectives
2 to measure the impact of such activities; and

3 “(F) provides for a report to the Secretary
4 on an annual basis regarding the partnership’s
5 progress in meeting the objectives described in
6 subparagraph (E).

7 “(8) COMPUTER SOFTWARE FOR MULTI-
8 LINGUAL EDUCATION.—Training teachers to use
9 computer software for multilingual education to ad-
10 dress the needs of limited English proficient stu-
11 dents.

12 “(f) SPECIAL RULE.—At least 50 percent of the
13 funds made available to an eligible partnership under this
14 section shall be used directly to benefit the high-need local
15 educational agency included in the partnership. Any entity
16 described in subsection (b)(1)(A) may be the fiscal agent
17 under this section.

18 “(g) CONSTRUCTION.—Nothing in this section shall
19 be construed to prohibit an eligible partnership from using
20 grant funds to coordinate with the activities of more than
21 one Governor, State board of education, State educational
22 agency, local educational agency, or State agency for high-
23 er education.

24 “(h) SUPPLEMENT, NOT SUPPLANT.—Funds made
25 available under this section shall be used to supplement,

1 and not supplant, other Federal, State, and local funds
2 that would otherwise be expended to carry out the pur-
3 poses of this section.

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

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

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

12 “(1) an eligible State described in section
13 202(b); or

14 “(2) an eligible partnership described in section
15 203(b).

16 “(c) APPLICATION.—Any eligible applicant desiring
17 to receive a grant under this section shall submit an appli-
18 cation to the Secretary at such time, in such form, and
19 containing such information as the Secretary may require,
20 including—

21 “(1) a description of the assessment that the el-
22 ible applicant, and the other entities with whom
23 the eligible applicant will carry out the grant activi-
24 ties, have undertaken to determine the most critical

1 needs of the participating high-need local edu-
2 cational agencies;

3 “(2) a description of the activities the eligible
4 applicant will carry out with the grant, including the
5 extent to which the applicant will use funds to re-
6 cruit minority students to become highly qualified
7 teachers; and

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

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

14 “(1)(A) to award scholarships to help students,
15 such as individuals who have been accepted for their
16 first year, or who are enrolled in their first or second
17 year, of a program of undergraduate education at an
18 institution of higher education, pay the costs of tui-
19 tion, room, board, and other expenses of completing
20 a teacher preparation program;

21 “(B) to provide support services, if needed to
22 enable scholarship recipients—

23 “(i) to complete postsecondary education
24 programs; or

1 “(ii) to transition from a career outside of
2 the field of education into a teaching career;
3 and

4 “(C) for followup services provided to former
5 scholarship recipients during the recipients first 3
6 years of teaching; or

7 “(2) to develop and implement effective mecha-
8 nisms to ensure that high-need local educational
9 agencies and schools are able effectively to recruit
10 highly qualified teachers.

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

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

18 “(A) high-demand industries, including
19 technology industries; and

20 “(B) the fields of science, mathematics,
21 and engineering; and

22 “(2) to conduct outreach and coordinate with
23 inner city and rural secondary schools to encourage
24 students to pursue teaching as a career.

25 “(f) SERVICE REQUIREMENTS.—

1 “(1) IN GENERAL.—The Secretary shall estab-
2 lish such requirements as the Secretary determines
3 necessary to ensure that recipients of scholarships
4 under this section who complete teacher education
5 programs—

6 “(A) subsequently teach in a high-need
7 local educational agency for a period of time
8 equivalent to—

9 “(i) one year; increased by

10 “(ii) the period for which the recipient
11 received scholarship assistance; or

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

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

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

20 **“SEC. 205. ADMINISTRATIVE PROVISIONS.**

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

22 “(1) DURATION.—

23 “(A) ELIGIBLE STATES AND ELIGIBLE AP-
24 PLICANTS.—Grants awarded to eligible States

1 and eligible applicants under this part shall be
2 awarded for a period not to exceed 3 years.

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

6 “(2) ONE-TIME AWARD.—An eligible partner-
7 ship may receive a grant under each of sections 203
8 and 204, as amended by the Ready to Teach Act of
9 2003, only once.

10 “(3) PAYMENTS.—The Secretary shall make
11 annual payments of grant funds awarded under this
12 part.

13 “(b) PEER REVIEW.—

14 “(1) PANEL.—The Secretary shall provide the
15 applications submitted under this part to a peer re-
16 view panel for evaluation. With respect to each ap-
17 plication, the peer review panel shall initially rec-
18 ommend the application for funding or for dis-
19 approval.

20 “(2) PRIORITY.—In recommending applications
21 to the Secretary for funding under this part, the
22 panel shall—

23 “(A) with respect to grants under section
24 202, give priority to eligible States that—

1 “(i) have initiatives to reform State
2 teacher certification requirements that are
3 based on rigorous academic content, sci-
4 entifically based research, including sci-
5 entifically based reading research, and
6 challenging State student academic content
7 standards;

8 “(ii) have innovative reforms to hold
9 institutions of higher education with teach-
10 er preparation programs accountable for
11 preparing teachers who are highly qualified
12 and have strong teaching skills; or

13 “(iii) have innovative efforts aimed at
14 reducing the shortage of highly qualified
15 teachers in high poverty urban and rural
16 areas; and

17 “(B) with respect to grants under section
18 203—

19 “(i) give priority to applications from
20 broad-based eligible partnerships that in-
21 volve businesses and community organiza-
22 tions; and

23 “(ii) take into consideration—

1 “(I) providing an equitable geo-
2 graphic distribution of the grants
3 throughout the United States; and

4 “(II) the potential of the pro-
5 posed activities for creating improve-
6 ment and positive change.

7 “(3) SECRETARIAL SELECTION.—The Secretary
8 shall determine, based on the peer review process,
9 which application shall receive funding and the
10 amounts of the grants. In determining grant
11 amounts, the Secretary shall take into account the
12 total amount of funds available for all grants under
13 this part and the types of activities proposed to be
14 carried out.

15 “(c) MATCHING REQUIREMENTS.—

16 “(1) STATE GRANTS.—Each eligible State re-
17 ceiving a grant under section 202 or 204 shall pro-
18 vide, from non-Federal sources, an amount equal to
19 50 percent of the amount of the grant (in cash or
20 in kind) to carry out the activities supported by the
21 grant.

22 “(2) PARTNERSHIP GRANTS.—Each eligible
23 partnership receiving a grant under section 203 or
24 204 shall provide, from non-Federal sources (in cash
25 or in kind), an amount equal to 25 percent of the

1 grant for the first year of the grant, 35 percent of
2 the grant for the second year of the grant, and 50
3 percent of the grant for each succeeding year of the
4 grant.

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

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

10 “(a) STATE GRANT ACCOUNTABILITY REPORT.—An
11 eligible State that receives a grant under section 202 shall
12 submit an annual accountability report to the Secretary,
13 the Committee on Health, Education, Labor, and Pen-
14 sions of the Senate, and the Committee on Education and
15 the Workforce of the House of Representatives. Such re-
16 port shall include a description of the degree to which the
17 eligible State, in using funds provided under such section,
18 has made substantial progress in meeting the following
19 goals:

20 “(1) PERCENTAGE OF HIGHLY QUALIFIED
21 TEACHERS.—Increasing the percentage of highly
22 qualified teachers in the State as required by section
23 1119 of the Elementary and Secondary Education
24 Act of 1965 (20 U.S.C. 6319).

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

4 “(3) RAISING STANDARDS.—Raising the State
5 academic standards required to enter the teaching
6 profession as a highly qualified teacher.

7 “(4) INITIAL CERTIFICATION OR LICENSURE.—
8 Increasing success in the pass rate for initial State
9 teacher certification or licensure, or increasing the
10 numbers of qualified individuals being certified or li-
11 censed as teachers through alternative programs.

12 “(5) DECREASING TEACHER SHORTAGES.—De-
13 creasing shortages of highly qualified teachers in
14 poor urban and rural areas.

15 “(6) INCREASING OPPORTUNITIES FOR PROFES-
16 SIONAL DEVELOPMENT.—Increasing opportunities
17 for enhanced and ongoing professional development
18 that—

19 “(A) improves the academic content knowl-
20 edge of teachers in the subject areas in which
21 the teachers are certified or licensed to teach or
22 in which the teachers are working toward cer-
23 tification or licensure to teach; and

24 “(B) promotes strong teaching skills.

1 “(7) TECHNOLOGY INTEGRATION.—Increasing
2 the number of teachers prepared effectively to inte-
3 grate technology into curricula and instruction and
4 who use technology to collect, manage, and analyze
5 data to improve teaching, learning, and decision-
6 making for the purpose of increasing student aca-
7 demic achievement.

8 “(b) ELIGIBLE PARTNERSHIP EVALUATION.—Each
9 eligible partnership applying for a grant under section 203
10 shall establish, and include in the application submitted
11 under section 203(c), an evaluation plan that includes
12 strong performance objectives. The plan shall include ob-
13 jectives and measures for—

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

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

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

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

22 “(5) increasing the number of teachers trained
23 effectively to integrate technology into curricula and
24 instruction and who use technology to collect, man-
25 age, and analyze data to improve teaching, learning,

1 and decisionmaking for the purpose of improving
2 student academic achievement.

3 “(c) REVOCATION OF GRANT.—

4 “(1) REPORT.—Each eligible State or eligible
5 partnership receiving a grant under section 202 or
6 203 shall report annually on the progress of the eli-
7 gible State or eligible partnership toward meeting
8 the purposes of this part and the goals, objectives,
9 and measures described in subsections (a) and (b).

10 “(2) REVOCATION.—

11 “(A) ELIGIBLE STATES AND ELIGIBLE AP-
12 PPLICANTS.—If the Secretary determines that an
13 eligible State or eligible applicant is not making
14 substantial progress in meeting the purposes,
15 goals, objectives, and measures, as appropriate,
16 by the end of the second year of a grant under
17 this part, then the grant payment shall not be
18 made for the third year of the grant.

19 “(B) ELIGIBLE PARTNERSHIPS.—If the
20 Secretary determines that an eligible partner-
21 ship is not making substantial progress in
22 meeting the purposes, goals, objectives, and
23 measures, as appropriate, by the end of the
24 third year of a grant under this part, then the

1 grant payments shall not be made for any suc-
2 ceeding year of the grant.

3 “(d) **EVALUATION AND DISSEMINATION.**—The Sec-
4 retary shall evaluate the activities funded under this part
5 and report annually the Secretary’s findings regarding the
6 activities to the Committee on Health, Education, Labor,
7 and Pensions of the Senate and the Committee on Edu-
8 cation and the Workforce of the House of Representatives.
9 The Secretary shall broadly disseminate successful prac-
10 tices developed by eligible States and eligible partnerships
11 under this part, and shall broadly disseminate information
12 regarding such practices that were found to be ineffective.

13 **“SEC. 207. ACCOUNTABILITY FOR PROGRAMS THAT PRE-
14 PARE TEACHERS.**

15 “(a) **STATE REPORT CARD ON THE QUALITY OF
16 TEACHER PREPARATION.**—Each State that receives funds
17 under this Act shall provide to the Secretary annually, in
18 a uniform and comprehensible manner that conforms with
19 the definitions and methods established by the Secretary,
20 a State report card on the quality of teacher preparation
21 in the State, both for traditional certification or licensure
22 programs and for alternative certification or licensure pro-
23 grams, which shall include at least the following:

24 “(1) A description of the teacher certification
25 and licensure assessments, and any other certifi-

1 cation and licensure requirements, used by the
2 State.

3 “(2) The standards and criteria that prospec-
4 tive teachers must meet in order to attain initial
5 teacher certification or licensure and to be certified
6 or licensed to teach particular subjects or in par-
7 ticular grades within the State.

8 “(3) A description of the extent to which the
9 assessments and requirements described in para-
10 graph (1) are aligned with the State’s standards and
11 assessments for students.

12 “(4) The percentage of students who have com-
13 pleted at least 50 percent of the requirements for a
14 teacher preparation program at an institution of
15 higher education or alternative certification program
16 and who have taken and passed each of the assess-
17 ments used by the State for teacher certification and
18 licensure, and the passing score on each assessment
19 that determines whether a candidate has passed that
20 assessment.

21 “(5) For students who have completed at least
22 50 percent of the requirements for a teacher prepa-
23 ration program at an institution of higher education
24 or alternative certification program, and who have
25 taken and passed each of the assessments used by

1 the State for teacher certification and licensure,
2 each such institution's and each such program's av-
3 erage raw score, ranked by teacher preparation pro-
4 gram, which shall be made available widely and pub-
5 licly.

6 “(6) A description of each State's alternative
7 routes to teacher certification, if any, and the num-
8 ber and percentage of teachers certified through
9 each alternative certification route who pass State
10 teacher certification or licensure assessments.

11 “(7) For each State, a description of proposed
12 criteria for assessing the performance of teacher
13 preparation programs in the State, including indica-
14 tors of teacher candidate skills and academic content
15 knowledge and evidence of gains in student academic
16 achievement.

17 “(8) For each teacher preparation program in
18 the State, the number of students in the program,
19 the average number of hours of supervised practice
20 teaching required for those in the program, and the
21 number of full-time equivalent faculty and students
22 in supervised practice teaching.

23 “(b) REPORT OF THE SECRETARY ON THE QUALITY
24 OF TEACHER PREPARATION.—

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

10 “(2) REPORT TO CONGRESS.—The Secretary
11 shall report to Congress—

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

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

18 “(3) SPECIAL RULE.—In the case of programs
19 with fewer than 10 students who have completed at
20 least 50 percent of the requirements for a teacher
21 preparation program taking any single initial teacher
22 certification or licensure assessment during an aca-
23 demic year, the Secretary shall collect and publish
24 information with respect to an average pass rate on

1 State certification or licensure assessments taken
2 over a 3-year period.

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

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

11 “(1) REPORT CARD.—Each institution of higher
12 education or alternative certification program that
13 conducts a teacher preparation program that enrolls
14 students receiving Federal assistance under this Act
15 shall report annually to the State and the general
16 public, in a uniform and comprehensible manner
17 that conforms with the definitions and methods es-
18 tablished by the Secretary, both for traditional cer-
19 tification or licensure programs and for alternative
20 certification or licensure programs, the following in-
21 formation:

22 “(A) PASS RATE.—(i) For the most recent
23 year for which the information is available, the
24 pass rate of each student who has completed at
25 least 50 percent of the requirements for the

1 teacher preparation program on the teacher cer-
2 tification or licensure assessments of the State
3 in which the institution is located, but only for
4 those students who took those assessments
5 within 3 years of receiving a degree from the
6 institution or completing the program.

7 “(ii) A comparison of the institution or
8 program’s pass rate for students who have com-
9 pleted at least 50 percent of the requirements
10 for the teacher preparation program with the
11 average pass rate for institutions and programs
12 in the State.

13 “(iii) A comparison of the institution or
14 program’s average raw score for students who
15 have completed at least 50 percent of the re-
16 quirements for the teacher preparation program
17 with the average raw scores for institutions and
18 programs in the State.

19 “(iv) In the case of programs with fewer
20 than 10 students who have completed at least
21 50 percent of the requirements for a teacher
22 preparation program taking any single initial
23 teacher certification or licensure assessment
24 during an academic year, the institution shall
25 collect and publish information with respect to

1 an average pass rate on State certification or li-
2 censure assessments taken over a 3-year period.

3 “(B) PROGRAM INFORMATION.—The num-
4 ber of students in the program, the average
5 number of hours of supervised practice teaching
6 required for those in the program, and the
7 number of full-time equivalent faculty and stu-
8 dents in supervised practice teaching.

9 “(C) STATEMENT.—In States that require
10 approval or accreditation of teacher education
11 programs, a statement of whether the institu-
12 tion’s program is so approved or accredited,
13 and by whom.

14 “(D) DESIGNATION AS LOW-PER-
15 FORMING.—Whether the program has been des-
16 ignated as low-performing by the State under
17 section 208(a).

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

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

7 “(e) DATA QUALITY.—Either—

8 “(1) the Governor of the State; or

9 “(2) in the case of a State for which the con-
10 stitution or law of such State designates another in-
11 dividual, entity, or agency in the State to be respon-
12 sible for teacher certification and preparation activ-
13 ity, such individual, entity, or agency;
14 shall attest annually, in writing, as to the reliability, valid-
15 ity, integrity, and accuracy of the data submitted pursuant
16 to this section.

17 **“SEC. 208. STATE FUNCTIONS.**

18 “(a) STATE ASSESSMENT.—In order to receive funds
19 under this Act, a State shall have in place a procedure
20 to identify and assist, through the provision of technical
21 assistance, low-performing programs of teacher prepara-
22 tion within institutions of higher education. Such State
23 shall provide the Secretary an annual list of such low-per-
24 forming institutions that includes an identification of
25 those institutions at risk of being placed on such list. Such

1 levels of performance shall be determined solely by the
2 State and may include criteria based upon information col-
3 lected pursuant to this part. Such assessment shall be de-
4 scribed in the report under section 207(a).

5 “(b) TERMINATION OF ELIGIBILITY.—Any institu-
6 tion of higher education that offers a program of teacher
7 preparation in which the State has withdrawn the State’s
8 approval or terminated the State’s financial support due
9 to the low performance of the institution’s teacher prepa-
10 ration program based upon the State assessment described
11 in subsection (a)—

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

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

18 **“SEC. 209. GENERAL PROVISIONS.**

19 “(a) METHODS.—In complying with sections 207 and
20 208, the Secretary shall ensure that States and institu-
21 tions of higher education use fair and equitable methods
22 in reporting and that the reporting methods do not allow
23 identification of individuals.

24 “(b) SPECIAL RULE.—For each State in which there
25 are no State certification or licensure assessments, or for

1 States that do not set minimum performance levels on
2 those assessments—

3 “(1) the Secretary shall, to the extent prac-
4 ticable, collect data comparable to the data required
5 under this part from States, local educational agen-
6 cies, institutions of higher education, or other enti-
7 ties that administer such assessments to teachers or
8 prospective teachers; and

9 “(2) notwithstanding any other provision of this
10 part, the Secretary shall use such data to carry out
11 requirements of this part related to assessments or
12 pass rates.

13 “(c) LIMITATIONS.—

14 “(1) FEDERAL CONTROL PROHIBITED.—Noth-
15 ing in this part shall be construed to permit, allow,
16 encourage, or authorize any Federal control over any
17 aspect of any private, religious, or home school,
18 whether or not a home school is treated as a private
19 school or home school under State law. This section
20 shall not be construed to prohibit private, religious,
21 or home schools from participation in programs or
22 services under this part.

23 “(2) NO CHANGE IN STATE CONTROL ENCOUR-
24 AGED OR REQUIRED.—Nothing in this part shall be
25 construed to encourage or require any change in a

1 State’s treatment of any private, religious, or home
2 school, whether or not a home school is treated as
3 a private school or home school under State law.

4 “(3) NATIONAL SYSTEM OF TEACHER CERTIFI-
5 CATION PROHIBITED.—Nothing in this part shall be
6 construed to permit, allow, encourage, or authorize
7 the Secretary to establish or support any national
8 system of teacher certification.

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

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

14 “(1) 45 percent shall be available for each fiscal
15 year to award grants under section 202;

16 “(2) 45 percent shall be available for each fiscal
17 year to award grants under section 203; and

18 “(3) 10 percent shall be available for each fiscal
19 year to award grants under section 204.”.

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

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

1 (b) PERMISSIBLE USES OF FUNDS.—Section
2 223(b)(1)(E) of the Higher Education Act of 1965 (20
3 U.S.C. 1043(b)(1)(E)) is amended to read as follows:

4 “(E) To use technology to collect, manage,
5 and analyze data to improve teaching, learning,
6 and decisionmaking for the purpose of increas-
7 ing student academic achievement.”.

8 (c) AUTHORIZATION OF APPROPRIATIONS.—Section
9 224 of the Higher Education Act of 1965 (20 U.S.C.
10 1044) is amended by striking “each of fiscal years 2002
11 and 2003.” and inserting “fiscal year 2004 and each of
12 the 4 succeeding fiscal years.”.

13 **SEC. 4. CENTERS OF EXCELLENCE.**

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

17 **“PART C—CENTERS OF EXCELLENCE**

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

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

20 “(1) to help recruit and prepare teachers, in-
21 cluding minority teachers, to meet the national de-
22 mand for a highly qualified teacher in every class-
23 room; and

1 “(2) to increase opportunities for Americans of
2 all educational, ethnic, class, and geographic
3 backgrounds to become highly qualified teachers.

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

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

7 “(A) an institution of higher education
8 that has a teacher preparation program that
9 meets the requirements of section 203(b)(2)
10 and that is—

11 “(i) a part B institution (as defined in
12 section 322);

13 “(ii) a Hispanic-serving institution (as
14 defined in section 502);

15 “(iii) a Tribal College or University
16 (as defined in section 316);

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

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

21 “(B) a consortium of institutions described
22 in subparagraph (A); or

23 “(C) an institution described in subpara-
24 graph (A), or a consortium described in sub-
25 paragraph (B), in partnership with any other

1 institution of higher education, but only if the
2 center of excellence established under section
3 232 is located at an institution described in
4 subparagraph (A).

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

9 “(3) SCIENTIFICALLY BASED READING RE-
10 SEARCH.—The term ‘scientifically based reading re-
11 search’ has the meaning given such term in section
12 1208 of the Elementary and Secondary Education
13 Act of 1965 (20 U.S.C. 6368).

14 “(4) SCIENTIFICALLY BASED RESEARCH.—The
15 term ‘scientifically based research’ has the meaning
16 given such term in section 9101 of the Elementary
17 and Secondary Education Act of 1965 (20 U.S.C.
18 7801).

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

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

24 “(b) USE OF FUNDS.—Grants provided by the Sec-
25 retary under this part shall be used to ensure that current

1 and future teachers are highly qualified, by carrying out
2 one or more of the following activities:

3 “(1) Implementing reforms within teacher prep-
4 aration programs to ensure that such programs are
5 preparing teachers who are highly qualified, are able
6 to understand scientifically based research, and are
7 able to use advanced technology effectively in the
8 classroom, including use for instructional techniques
9 to improve student academic achievement, by—

10 “(A) retraining faculty; and

11 “(B) designing (or redesigning) teacher
12 preparation programs that—

13 “(i) prepare teachers to close student
14 achievement gaps, are based on rigorous
15 academic content, scientifically based re-
16 search (including scientifically based read-
17 ing research), and challenging State stu-
18 dent academic content standards; and

19 “(ii) promote strong teaching skills.

20 “(2) Providing sustained and high-quality
21 preservice clinical experience, including the men-
22 toring of prospective teachers by exemplary teachers,
23 substantially increasing interaction between faculty
24 at institutions of higher education and new and ex-
25 perienced teachers, principals, and other administra-

1 tors at elementary schools or secondary schools, and
2 providing support, including preparation time, for
3 such interaction.

4 “(3) Developing and implementing initiatives to
5 promote retention of highly qualified teachers and
6 principals, including minority teachers and prin-
7 cipals, including programs that provide—

8 “(A) teacher or principal mentoring from
9 exemplary teachers or principals; or

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

13 “(4) Awarding scholarships based on financial
14 need to help students pay the costs of tuition, room,
15 board, and other expenses of completing a teacher
16 preparation program.

17 “(5) Disseminating information on effective
18 practices for teacher preparation and successful
19 teacher certification and licensure assessment prepa-
20 ration strategies.

21 “(6) Activities authorized under sections 202,
22 203, and 204.

23 “(c) APPLICATION.—Any eligible institution desiring
24 a grant under this section shall submit an application to

1 the Secretary at such a time, in such a manner, and ac-
2 companied by such information the Secretary may require.

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

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

9 “(f) REGULATIONS.—The Secretary shall prescribe
10 such regulations as may be necessary to carry out this
11 part.

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

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

17 **SEC. 5. TRANSITION.**

18 The Secretary of Education shall take such actions
19 as the Secretary determines to be appropriate to provide
20 for the orderly implementation of this Act.

Passed the House of Representatives July 9, 2003.

Attest:

Clerk.