

characteristics. For example, China contains about one-quarter of the human race while the State of the Vatican City contains a little fewer than 1,000 citizens.

Moreover, this Nation, the United States, is exponentially larger in physical size and political stature than, say, Bangladesh; however, both nations have equal status under international law.

Frances Kissling, president of Catholics for a Free Choice, said the Holy See sitting at the U.N. was like "Euro-Disney sitting on the Security Council." Can you imagine? Surely, any person, American or not, would recoil at the irreverence of this statement and the ignorance, frankly, of the invaluable work the Holy See has undertaken to foster peace between fellow nations.

Highly respected U.N. leaders, such as Dag Hammarskjold, have, in fact, recognized the unique sovereign status of the State of the Vatican City and insisted on the presence of the Holy See at the U.N. In addition, U.N. Secretary General U Thant attempted to establish an increased stability of relations between the Holy See and the U.N.

Catholics for a Free Choice—I use that term loosely—a leading organization in the movement to remove the Holy See from the U.N., has set forth the following statement in their own web site:

What place does a religious body—claiming to possess the universal "objective truth" and speak infallibly on moral matters—have in an intergovernmental institution like the United Nations?

I would like to point out that above the doors of the U.S. House Chamber are the reliefs of great lawmakers who had a profound impact on the moral and legal origins of this Nation. The most important lawmaker is Moses; his relief is placed higher, in the center of the Chamber, facing the Chair.

Why didn't anyone question the sovereignty of the Soviet Union and its Politburo, with the Communist ideology that it espoused, and the manner in which it imposed its will upon the satellite states of Eastern Europe under its control? I did not hear any criticism of them.

Should theocracies, such as Iran or even Israel, be threatened in the same manner if some extremist organization, opposed to their religious and social views, came forth?

The elected head of the Catholic Church, Pope John Paul II, has recently made trips to Cuba and Angola, where he was received by multitudes, millions of people, supporting his message of peace, the rule of law, and freedom represented by the Catholic Church and, indeed, by many other citizens, as well.

I am proud to say, in submitting this resolution, that as original cosponsors I have Senators COVERDELL, SANTORUM, LANDRIEU, HELMS, ASHCROFT, INHOFE, MCCAIN, STEVENS, and BROWNBACK. A bipartisan group has become original cosponsors. I urge my colleagues, in

the name of what is right, to join with us in sponsoring this legislation.

AMENDMENTS SUBMITTED

THE AFFORDABLE EDUCATION ACT OF 1999

BINGAMAN AMENDMENT NO. 2863

Mr. BINGAMAN proposed an amendment to the bill (S. 1134) to amend the Internal Revenue Code of 1986 to allow tax-free expenditures from education individual retirement accounts for elementary and secondary school expenses, to increase the maximum annual amount of contributions to such accounts, and for other purposes; as follows:

Strike section 101 and insert the following:
"SEC. 101 FUNDS FOR ACCOUNTABILITY AND SCHOOL IMPROVEMENT.

"(a) **AUTHORIZATION OF APPROPRIATIONS.**—For the purpose of carrying out this section, there are authorized to be appropriated \$275,000,000 for fiscal year 2001 and such sums as may be necessary for each of the succeeding fiscal years.

"(b) **NATIONAL ACTIVITIES.**—From the amount appropriated for any fiscal year under subsection (a), the Secretary of Education ('the Secretary') may reserve not more than 3 percent to conduct evaluations and studies, collect data, and carry out other activities relevant to sections 1116 and 1117 of the Elementary and Secondary Education Act of 1965 (hereafter in this section referred to as "the ESEA").

"(c) **ALLOCATIONS TO STATES.**—The Secretary shall allocate the amount appropriated for any fiscal year under subsection (a) and not reserved under subsection (b) among the States in the same proportion in which funds are allocated among the States under part A of title I of the ESEA.

"(d) **STATE USE OF FUNDS.**—

(1) **IN GENERAL.**—Each State educational agency shall use funds received under subsection (c) to—

"(A) make allotments under paragraph (2); and

"(B) carry out its responsibilities under sections 1116 and 1117 of the ESEA, including establishing and supporting the State educational agency's statewide system of technical assistance and support for local educational agencies.

"(2) **ALLOTMENTS TO LOCAL EDUCATIONAL AGENCIES.**—

"(A) **IN GENERAL.**—Each State educational agency shall allot at least 70 percent of the amount received under this section to local educational agencies in the State.

"(B) **PRIORITIES.**—In making allotments under this paragraph, the State educational agency shall—

"(i) give first priority to schools and local educational agencies with schools identified for corrective action under section 1116(c)(5) of the ESEA; and

"(ii) give second priority to schools and local educational agencies with other schools identified for school improvement under section 1116(c)(1) of the ESEA.

"(e) **LOCAL USE OF FUNDS.**—

"(1) **CORRECTIVE ACTION.**—Each local educational agency receiving an allotment under subsection (d)(2)(B)(i) shall use the allotment to carry out effective corrective action in the schools identified for corrective action.

"(2) **SCHOOL IMPROVEMENT.**—Each local educational agency receiving an allotment

under subsection (d)(2)(B)(ii) shall use the allotment to achieve substantial improvement in the performance of the schools identified for school improvement."

GRAHAM (AND OTHERS) AMENDMENT NO. 2864

Mr. GRAHAM (for himself, Mr. ROBB, and Mr. BINGMAN) proposed an amendment to the bill, S. 1134, supra; as follows:

At the appropriate place, add the following:

TITLE —TRANSITION TO TEACHING

SEC. 1. SHORT TITLE.

This title may be cited as the "Transition to Teaching Act".

SEC. 2. FINDINGS.

The Congress finds as follows:

(1) School districts will need to hire more than 2,000,000 teachers in the next decade. The need for teachers in the areas of mathematics, science, foreign languages, special education, and bilingual education, and for those able to teach in high-poverty school districts will be particularly high. To meet this need, talented Americans of all ages should be recruited to become successful, qualified teachers.

(2) Nearly 28 percent of teachers of academic subjects have neither an undergraduate major nor minor in their main assignment fields. This problem is more acute in high-poverty schools, where the out-of-field percentage is 39 percent.

(3) The Third International Math and Science Study (TIMSS) ranked United States high school seniors last among 16 countries in physics and next to last in mathematics. It is also evident, mainly from the TIMSS data, that based on academic scores, a stronger emphasis needs to be placed on the academic preparation of our children in mathematics and science.

(4) One-fourth of high-poverty schools find it very difficult to fill bilingual teaching positions, and nearly half of public school teachers have students in their classrooms for whom English is a second language.

(5) Many career-changing professionals with strong content-area skills are interested in a teaching career, but need assistance in getting the appropriate pedagogical training and classroom experience.

(6) The Troops to Teachers model has been highly successful in linking high-quality teachers to teach in high-poverty districts.

SEC. 3. PURPOSE.

The purpose of this title is to address the need of high-poverty school districts for highly qualified teachers in particular subject areas, such as mathematics, science, foreign languages, bilingual education, and special education, needed by those school districts, by recruiting, preparing, placing, and supporting career-changing professionals who have knowledge and experience that will help them become such teachers.

SEC. 4. PROGRAM AUTHORIZED.

(a) **AUTHORITY.**—The Secretary is authorized to use funds appropriated under subsection (b) for each fiscal year to award grants, contracts, or cooperative agreements to institutions of higher education and public and private nonprofit agencies or organizations to carry out programs authorized by this title.

(b) **AUTHORIZATION OF APPROPRIATIONS.**—For the purpose of carrying out this title, there are authorized to be appropriated \$25,000,000 for each of fiscal years 2001 through 2006.

SEC. 5. APPLICATION.

Each applicant that desires an award under section 4(a) shall submit an application

to the Secretary containing such information as the Secretary requires, including—

(1) a description of the target group of career-changing professionals upon which the applicant will focus in carrying out its program under this title, including a description of the characteristics of that target group that shows how the knowledge and experience of its members are relevant to meeting the purpose of this title;

(2) a description of how the applicant will identify and recruit program participants;

(3) a description of the training that program participants will receive and how that training will relate to their certification as teachers;

(4) a description of how the applicant will ensure that program participants are placed and teach in high-poverty local educational agencies;

(5) a description of the teacher induction services (which may be provided through existing induction programs) the program participants will receive throughout at least their first year of teaching;

(6) a description of how the applicant will collaborate, as needed, with other institutions, agencies, or organizations to recruit, train, place, and support program participants under this title, including evidence of the commitment of those institutions, agencies, or organizations to the applicant's program;

(7) a description of how the applicant will evaluate the progress and effectiveness of its program, including—

(A) the program's goals and objectives;

(B) the performance indicators the applicant will use to measure the program's progress; and

(C) the outcome measures that will be used to determine the program's effectiveness; and

(8) an assurance that the applicant will provide to the Secretary such information as the Secretary determines necessary to determine the overall effectiveness of programs under this title.

SEC. 6. USES OF FUNDS AND PERIOD OF SERVICE.

(a) **AUTHORIZED ACTIVITIES.**—Funds under this title may be used for—

(1) recruiting program participants, including informing them of opportunities under the program and putting them in contact with other institutions, agencies, or organizations that would train, place, and support them;

(2) training stipends and other financial incentives for program participants, not to exceed \$5,000 per participant;

(3) assisting institutions of higher education or other providers of teacher training to tailor their training to meet the particular needs of professionals who are changing their careers to teaching;

(4) placement activities, including identifying high-poverty local educational agencies with a need for the particular skills and characteristics of the newly trained program participants and assisting those participants to obtain employment in those local educational agencies; and

(5) post-placement induction or support activities for program participants.

(b) **PERIOD OF SERVICE.**—A program participant in a program under this title who completes his or her training shall serve in a high-poverty local educational agency for at least 3 years.

(c) **REPAYMENT.**—The Secretary shall establish such requirements as the Secretary determines appropriate to ensure that program participants who receive a training stipend or other financial incentive under subsection (a)(2), but fail to complete their service obligation under subsection (b), repay all

or a portion of such stipend or other incentive.

SEC. 7. EQUITABLE DISTRIBUTION.

To the extent practicable, the Secretary shall make awards under this title that support programs in different geographic regions of the Nation.

SEC. 8. DEFINITIONS.

In this title:

(1) **HIGH-POVERTY LOCAL EDUCATIONAL AGENCY.**—The term "high-poverty local educational agency" means a local educational agency in which the percentage of children, ages 5 through 17, from families below the poverty level is 20 percent or greater, or the number of such children exceeds 10,000.

(2) **PROGRAM PARTICIPANTS.**—The term "program participants" means career-changing professionals who—

(A) hold at least a baccalaureate degree;

(B) demonstrate interest in, and commitment to, becoming a teacher; and

(C) have knowledge and experience that are relevant to teaching a high-need subject area in a high-need local educational agency.

WELLSTONE AMENDMENT NO. 2865

Mr. WELLSTONE proposed an amendment to the bill, S. 1134, supra; as follows:

At the appropriate place add the following:

SEC. . REPORT TO CONGRESS REGARDING EXTENT AND SEVERITY OF CHILD POVERTY.

(a) **IN GENERAL.**—Not later than June 1, 2001 and prior to any reauthorization of the temporary assistance to needy families program under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) for any fiscal year after fiscal year 2002, the Secretary of Health and Human Services (in this section referred to as the "Secretary") shall report to Congress on the extent and severity of child poverty in the United States. Such report shall, at a minimum—

(1) determine for the period since the enactment of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (Public Law 104-193; 110 Stat. 2105)—

(A) whether the rate of child poverty in the United States has increased;

(B) whether the children who live in poverty in the United States have gotten poorer; and

(C) how changes in the availability of cash and non-cash benefits to poor families have affected child poverty in the United States;

(2) identify alternative methods for defining child poverty that are based on consideration of factors other than family income and resources, including consideration of a family's work-related expenses; and

(3) contain multiple measures of child poverty in the United States that may include the child poverty gap and the extreme poverty rate.

(b) **LEGISLATIVE PROPOSAL.**—If the Secretary determines that during the period since the enactment of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (Public Law 104-193; 110 Stat. 2105) the extent or severity of child poverty in the United States has increased to any extent, the Secretary shall include with the report to Congress required under subsection (a) a legislative proposal addressing the factors that led to such increase.

KERRY AMENDMENT NO. 2866

(Ordered to lie on the table.)

Mr. KERRY submitted an amendment intended to be proposed by him to the bill, S. 1135, supra; as follows:

At the appropriate place, add the following:

TITLE —AMENDMENTS TO THE HIGHER EDUCATION ACT OF 1965

SEC. 01. SCHOLARSHIPS FOR FUTURE TEACHERS.

Part A of title IV of the Higher Education Act of 1965 (20 U.S.C. 1070 et seq.) is amended by adding at the end the following:

"SUBPART 9—SCHOLARSHIPS FOR FUTURE TEACHERS

"SEC. 420L. STATEMENT OF PURPOSE.

"It is the purpose of this subpart to establish a scholarship program to promote student excellence and achievement and to encourage students to make a commitment to teaching.

"SEC. 420M. SCHOLARSHIPS AUTHORIZED.

"(a) **PROGRAM AUTHORITY.**—The Secretary is authorized, in accordance with the provisions of this subpart, to make grants to States to enable the States to award scholarships to individuals who have demonstrated outstanding academic achievement and who make a commitment to become State certified teachers in elementary schools or secondary schools that are served by local educational agencies.

"(b) **PERIOD OF AWARD.**—Scholarships under this section shall be awarded for a period of not less than 1 and not more than 4 years during the first 4 years of study at any institution of higher education eligible to participate in any program assisted under this title. The State educational agency administering the scholarship program in a State shall have discretion to determine the period of the award (within the limits specified in the preceding sentence).

"(c) **USE AT ANY INSTITUTION PERMITTED.**—A student awarded a scholarship under this subpart may attend any institution of higher education.

"SEC. 420N. ALLOCATION AMONG STATES.

"(a) **ALLOCATION FORMULA.**—From the sums appropriated under section 420U for any fiscal year, the Secretary shall allocate to each State that has an agreement under section 420O an amount that bears the same relation to the sums as the amount the State received under part A of title I of the Elementary and Secondary Education Act of 1965 bears to the amount received under such part A by all States.

"(b) **AMOUNT OF SCHOLARSHIPS.**—The Secretary shall promulgate regulations setting forth the amount of scholarships awarded under this subpart.

"SEC. 420O. AGREEMENTS.

"The Secretary shall enter into an agreement with each State desiring to participate in the scholarship program authorized by this subpart. Each such agreement shall include provisions designed to ensure that—

"(1) the State educational agency will administer the scholarship program authorized by this subpart in the State;

"(2) the State educational agency will comply with the eligibility and selection provisions of this subpart;

"(3) the State educational agency will conduct outreach activities to publicize the availability of scholarships under this subpart to all eligible students in the State, with particular emphasis on activities designed to assure that students from low-income and moderate-income families have access to the information on the opportunity for full participation in the scholarship program authorized by this subpart; and

"(4) the State educational agency will pay to each individual in the State who is awarded a scholarship under this subpart an amount determined in accordance with regulations promulgated under section 420N(b).

"SEC. 420P. ELIGIBILITY OF SCHOLARS.

"(a) **SECONDARY SCHOOL GRADUATION OR EQUIVALENT AND ADMISSION TO INSTITUTION**

REQUIRED.—Each student awarded a scholarship under this subpart shall—

“(1) have a secondary school diploma or its recognized equivalent;

“(2) have a score on a nationally recognized college entrance exam, such as the Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT), that is in the top 20 percent of all scores achieved by individuals in the secondary school graduating class of the student, or have a grade point average that is in the top 20 percent of all students in the secondary school graduating class of the student;

“(3) have been admitted for enrollment at an institution of higher education; and

“(4) make a commitment to become a State certified elementary school or secondary school teacher for a period of 5 years.

“(b) SELECTION BASED ON COMMITMENT TO TEACHING.—Each student awarded a scholarship under this subpart shall demonstrate outstanding academic achievement and show promise of continued academic achievement.

“SEC. 420Q. SELECTION OF SCHOLARS.

“(a) ESTABLISHMENT OF CRITERIA.—The State educational agency is authorized to establish the criteria for the selection of scholars under this subpart.

“(b) ADOPTION OF PROCEDURES.—The State educational agency shall adopt selection procedures designed to ensure an equitable geographic distribution of scholarship awards within the State.

“(c) CONSULTATION REQUIREMENT.—In carrying out its responsibilities under subsections (a) and (b), the State educational agency shall consult with school administrators, local educational agencies, teachers, counselors, and parents.

“(d) TIMING OF SELECTION.—The selection process shall be completed, and the awards made, prior to the end of each secondary school academic year.

“SEC. 420R. SCHOLARSHIP CONDITION.

“The State educational agency shall establish procedures to assure that a scholar awarded a scholarship under this subpart pursues a course of study at an institution of higher education that is related to a career in teaching.

“SEC. 420S. RECRUITMENT.

“In carrying out a scholarship program under this section, a State may use not less than 5 percent of the amount awarded to the State under this subpart to carry out recruitment programs through local educational agencies. Such programs shall target liberal arts, education and technical institutions of higher education in the State.

“SEC. 420T. INFORMATION.

“The Secretary shall develop additional programs or strengthen existing programs to publicize information regarding the programs assisted under this title and teaching careers in general.

“SEC. 420U. APPROPRIATIONS.

“There are authorized to be appropriated, and there are appropriated, to carry out this subpart \$10,000,000 for each of the fiscal years 2001 through 2005, of which not more than 0.5 percent shall be used by the Secretary in any fiscal year to carry out section 420T.”

SEC. 02. LOAN FORGIVENESS AND CANCELLATION FOR TEACHERS.

(a) FEDERAL STAFFORD LOANS.—Section 428J of Higher Education Act of 1965 (20 U.S.C. 1078-10) is amended—

(1) in the matter preceding subparagraph (A) of subsection (b)(1), by striking “for 5 consecutive complete school years”;

(2) by amending paragraph (1) of subsection (c) to read as follows:

“(1) AMOUNT.—

“(A) IN GENERAL.—The Secretary shall repay—

“(i) not more than \$5,000 in the aggregate of the loan obligation on a loan made under section 428 or 428H that is outstanding after the completion of the second complete school year of teaching described in subsection (b)(1); and

“(ii) not more than \$5,000 in the aggregate of such loan obligation that is outstanding after the fifth complete school year of teaching described in subsection (b)(1).

“(B) SPECIAL RULE.—No borrower may receive a reduction of loan obligations under both this section and section 460.”; and

(3) by adding at the end the following:

“(i) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated, and there are appropriated, to carry out this section \$50,000,000 for each of the fiscal years 2001 through 2005.”.

(b) DIRECT LOANS.—Section 460 of the Higher Education Act of 1965 (20 U.S.C. 1087j) is amended—

(1) in the matter preceding clause (i) of subsection (b)(1)(A), by striking “for 5 consecutive complete school years”;

(2) by amending paragraph (1) of subsection (c) to read as follows:

“(1) IN GENERAL.—The Secretary shall repay—

“(A) not more than \$5,000 in the aggregate of the loan obligation on a Federal Direct Stafford Loan or a Federal Direct Unsubsidized Stafford Loan that is outstanding after the completion of the second complete school year of teaching described in subsection (b)(1)(A); and

“(B) not more than \$5,000 in the aggregate of such loan obligation that is outstanding after the fifth complete school year of teaching described in subsection (b)(1)(A).”; and

(3) by adding at the end the following:

“(i) APPROPRIATIONS.—There are authorized to be appropriated, and there are appropriated, to carry out this section \$50,000,000 for each of the fiscal years 2001 through 2005.”.

**LANDRIEU (AND LIEBERMAN)
AMENDMENT NO. 2867**

(Ordered to lie on the table.)

Mrs. LANDRIEU (for herself and Mr. LIEBERMAN) submitted an amendment to be proposed by them to the bill, S. 1134, *supra*; as follows:

At the appropriate place, insert the following:

TITLE —TEACHER AND PRINCIPAL QUALITY AND PROFESSIONAL DEVELOPMENT

SEC. 1. TEACHER AND PRINCIPAL QUALITY AND PROFESSIONAL DEVELOPMENT.

(a) SHORT TITLE.—This title may be cited as the “Public Education Reinvestment, Re-invention, and Responsibility Act”.

(b) PROGRAMS.—Title II of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6601 et seq.) is amended to read as follows:

“TITLE II—TEACHER AND PRINCIPAL QUALITY AND PROFESSIONAL DEVELOPMENT

“SEC. 2001. PURPOSE.

“The purpose of this title is to provide grants to State educational agencies and local educational agencies in order to assist their efforts to increase student academic achievement through such strategies as improving teacher and principal quality and increasing professional development.

“SEC. 2002. DEFINITIONS.

“In this title:

“(1) FULLY QUALIFIED.—The term ‘fully qualified’ means—

“(A) in the case of an elementary school teacher (other than a teacher teaching in a

public charter school), a teacher who, at a minimum—

“(i) has obtained State certification (which may include certification obtained through alternative means), or a State license, to teach in the State in which the teacher teaches;

“(ii) holds a bachelor’s degree from an institution of higher education; and

“(iii) demonstrates subject matter knowledge, teaching knowledge, and the teaching skills required to teach effectively reading, writing, mathematics, science, social studies, and other elements of a liberal arts education; and

“(B) in the case of a secondary school teacher (other than a teacher teaching in a public charter school), a teacher who, at a minimum—

“(i) has obtained State certification (which may include certification obtained through alternative means), or a State license, to teach in the State in which the teacher teaches;

“(ii) holds a bachelor’s degree from an institution of higher education;

“(iii) demonstrates a high level of competence in all subject areas in which the teacher teaches through—

“(I) completion of an academic major (or courses totaling an equivalent number of credit hours) in each of the subject areas in which the teacher provides instruction; or

“(II) achievement of a high level of performance in other professional employment experience in subject areas relevant to the subject areas in which the teacher provides instruction; and

“(iv) achieves a high level of performance on rigorous academic subject area tests administered by the State in which the teacher teaches.

“(2) INSTITUTION OF HIGHER EDUCATION.—The term ‘institution of higher education’ means an institution of higher education, as defined in section 101 of the Higher Education Act of 1965, that—

“(A) has not been identified as low performing under section 208 of the Higher Education Act of 1965; and

“(B) is in full compliance with the public reporting requirements described in section 207 of the Higher Education Act of 1965.

“(3) OUTLYING AREA.—The term ‘outlying area’ means the United States Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands.

“(4) POVERTY LINE.—The term ‘poverty line’ means the poverty line (as defined by the Office of Management and Budget, and revised annually in accordance with section 673(2) of the Community Services Block Grant Act) applicable to a family of the size involved, for the most recent year.

“(5) SCHOOL-AGE POPULATION.—The term ‘school-age population’ means the population aged 5 through 17, as determined on the basis of the most recent satisfactory data.

“(6) STATE.—The term ‘State’ means each of the several States in the United States, the District of Columbia, and the Commonwealth of Puerto Rico.

“SEC. 2003. PROGRAM AUTHORIZED.

“(a) GRANTS AUTHORIZED.—The Secretary shall award a grant, from allotments made under subsection (b), to each State having a State plan approved under section 2005, to enable the State to raise the quality of, and provide professional development opportunities for, public elementary school and secondary school teachers, principals, and administrators.

“(b) RESERVATIONS AND ALLOTMENTS.—

“(1) RESERVATIONS.—From the amount appropriated under section 2015 to carry out this title for each fiscal year, the Secretary shall reserve—

“(A) ½ of 1 percent of such amount for payments to the Bureau of Indian Affairs for activities, approved by the Secretary, consistent with this title;

“(B) ½ of 1 percent of such amount for payments to outlying areas, to be allotted in accordance with their respective needs as determined by the Secretary, for activities, approved by the Secretary, consistent with this title; and

“(C) such sums as may be necessary to continue to support any multiyear partnership program award made under parts A, C, and D of this title and under title IV of the Goals 2000: Educate America Act (as such titles and Act were in effect on the day preceding the date of enactment of the Public Education Reinvestment, Reinvention, and Responsibility Act) until the termination of the multiyear award.

“(2) STATE ALLOTMENTS.—From the amount appropriated under section 2015 for a fiscal year and remaining after the Secretary makes reservations under paragraph (1), the Secretary shall allot to each State having a State plan approved under section 2005 the sum of—

“(A) an amount that bears the same relationship to 50 percent of the remainder as the school-age population from families with incomes below the poverty line in the State bears to the school-age population from families with incomes below the poverty line in all States; and

“(B) an amount that bears the same relationship to 50 percent of the remainder as the school-age population in the State bears to the school-age population in all States.

“(c) STATE MINIMUM.—For any fiscal year, no State shall be allotted under this section an amount that is less than ½ of 1 percent of the total amount allotted to all States under subsection (b)(2).

“(d) HOLD-HARMLESS AMOUNTS.—For fiscal year 2001, notwithstanding subsection (b)(2), the amount allotted to each State under this section shall be not less than 100 percent of the total amount the State was allotted under part B of this title (as this title was in effect on the day preceding the date of enactment of the Public Education Reinvestment, Reinvention, and Responsibility Act) for the preceding fiscal year.

“(e) RATABLE REDUCTIONS.—If the sums made available under subsection (b)(2) for any fiscal year are insufficient to pay the full amounts that all States are eligible to receive under subsection (d) for such year, the Secretary shall ratably reduce such amounts for such year.

“SEC. 2004. WITHIN STATE ALLOCATION.

“(a) IN GENERAL.—Each State educational agency for a State receiving a grant under section 2003(a) shall—

“(1) set aside 10 percent of the grant funds to award educator partnership grants under section 2013;

“(2) set aside not more than 5 percent of the grant funds to carry out activities described in the State plan submitted under section 2005; and

“(3) using the remaining 85 percent of the grant funds, make subgrants by allocating to each local educational agency in the State the sum of—

“(A) an amount that bears the same relationship to 60 percent of the remainder as the school-age population from families with incomes below the poverty line in the area served by the local educational agency bears to the school-age population from families with incomes below the poverty line in the area served by all local educational agencies in the State; and

“(B) an amount that bears the same relationship to 40 percent of the remainder as the school-age population in the area served

by the local educational agency bears to the school-age population in the area served by all local educational agencies in the State.

“(b) HOLD-HARMLESS AMOUNTS.—

“(1) FISCAL YEAR 2001.—For fiscal year 2001, notwithstanding subsection (a), the amount allocated to each local educational agency under this section shall be not less than 100 percent of the total amount the local educational agency was allocated under this title (as this title was in effect on the day preceding the date of enactment of the Public Education Reinvestment, Reinvention, and Responsibility Act) for fiscal year 2000.

“(2) FISCAL YEAR 2002.—For fiscal year 2002, notwithstanding subsection (a), the amount allocated to each local educational agency under this section shall be not less than 85 percent of the amount allocated to the local educational agency under this section for fiscal year 2001.

“(3) FISCAL YEARS 2003–2005.—For each of fiscal years 2003 through 2005, notwithstanding subsection (a), the amount allocated to each local educational agency under this section shall be not less than 70 percent of the amount allocated to the local educational agency under this section for the previous fiscal year.

“(c) RATABLE REDUCTIONS.—If the sums made available under subsection (a)(3) for any fiscal year are insufficient to pay the full amounts that all local educational agencies are eligible to receive under subsection (b) for such year, the State educational agency shall ratably reduce such amounts for such year.

“SEC. 2005. STATE PLANS.

“(a) PLAN REQUIRED.—

“(1) IN GENERAL.—

“(A) COMPREHENSIVE STATE PLAN.—The State educational agency for each State desiring a grant under this title shall submit a State plan, developed in consultation with the entity or agency, if other than the State educational agency, that is responsible for teacher certification or licensing in the State, to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may require.

“(B) TEACHER CERTIFICATION OR LICENSURE.—The entity, or agency, if other than the State educational agency, that is responsible for teacher certification or licensing in the State, shall develop, in consultation with the State educational agency, and submit to the State educational agency the portion of the State plan described in subparagraph (A) that addresses teacher certification or licensure.

“(2) CONSOLIDATED PLAN.—A State plan submitted under paragraph (1) may be submitted as part of a consolidated plan under section 14302.

“(b) CONTENTS.—Each plan submitted under subsection (a) shall—

“(1) describe how the State is taking reasonable steps to—

“(A) reform teacher certification, recertification, or licensure requirements to ensure that—

“(i) teachers have the necessary teaching skills and academic content knowledge in the academic subjects in which the teachers are assigned to teach;

“(ii) such requirements are aligned with the challenging State content standards;

“(iii) teachers have the knowledge and skills necessary to help students meet the challenging State student performance standards;

“(iv) such requirements take into account the need, as determined by the State, for greater access to, and participation in, the teaching profession by individuals from historically underrepresented groups; and

“(v) teachers have the necessary technological skills to integrate more effectively

technology in the teaching of content required by State and local standards in all academic subjects in which the teachers provide instruction;

“(B) develop and implement rigorous testing procedures for all teachers to ensure that the teachers have teaching skills and academic content knowledge necessary to teach effectively the content called for by State and local standards in all academic subjects in which the teachers provide instruction;

“(C) establish, expand, or improve alternative routes to State certification of teachers, especially in the areas of mathematics and science, for highly qualified individuals with a baccalaureate degree, including mid-career professionals from other occupations, paraprofessionals, former military personnel, and recent college or university graduates who have records of academic distinction and who demonstrate the potential to become highly effective teachers;

“(D) reduce emergency teacher certification;

“(E) develop and implement effective programs, and provide financial assistance, to assist local educational agencies, elementary schools, and secondary schools in effectively recruiting and retaining fully qualified teachers and principals, particularly in schools that have the lowest proportion of fully qualified teachers or the highest proportion of low-performing students;

“(F) provide professional development programs that meet the requirements described in section 2011;

“(G) provide programs that are designed to assist new teachers during their first 3 years of teaching, such as mentoring programs that—

“(i) provide mentoring to new teachers from veteran teachers with expertise in the same subject matter as the new teachers are teaching;

“(ii) provide mentors time for activities such as coaching, observing, and assisting teachers who are being mentored; and

“(iii) use standards or assessments that are consistent with the State's student performance standards and the requirements for professional development activities described in section 2011 in order to guide the new teachers;

“(H) provide technical assistance to local educational agencies in developing and implementing activities described in section 2010; and

“(I) ensure that programs in core academic subjects, particularly in mathematics and science, will take into account the need for greater access to, and participation in, such core academic subjects by students from historically underrepresented groups, including females, minorities, individuals with limited English proficiency, the economically disadvantaged, and individuals with disabilities, by incorporating pedagogical strategies and techniques that meet such students' educational needs;

“(2) describe the activities for which assistance is sought under the grant, and how such activities will improve students' academic achievement and close academic achievement gaps of low-income, minority, and limited English proficient students;

“(3) describe how the State will establish annual numerical performance objectives under section 2006 for improving the qualifications of teachers and the professional development of teachers, principals, and administrators;

“(4) contain an assurance that the State consulted with local educational agencies, education-related community groups, nonprofit organizations, parents, teachers, school administrators, local school boards, institutions of higher education in the State, and content specialists in establishing the

performance objectives described in section 2006;

“(5) describe how the State will hold local educational agencies, elementary schools, and secondary schools accountable for meeting the performance objectives described in section 2006 and for reporting annually on the local educational agencies’ and schools’ progress in meeting the performance objectives;

“(6) describe how the State will ensure that a local educational agency receiving a subgrant under section 2004 will comply with the requirements of this title;

“(7) provide an assurance that the State will require each local educational agency, elementary school, or secondary school receiving funds under this title to report publicly the local educational agency’s or school’s annual progress with respect to the performance objectives described in section 2006; and

“(8) describe how the State will coordinate professional development activities authorized under this title with professional development activities provided under other Federal, State, and local programs, including programs authorized under titles I and III and, where appropriate, the Individuals with Disabilities Education Act and the Carl D. Perkins Vocational and Technical Education Act of 1998.

“(c) SECRETARY APPROVAL.—The Secretary shall, using a peer review process, approve a State plan if the plan meets the requirements of this section.

“(d) DURATION OF THE PLAN.—

“(1) IN GENERAL.—Each State plan shall—

“(A) remain in effect for the duration of the State’s participation under this title; and

“(B) be periodically reviewed and revised by the State, as necessary, to reflect changes to the State’s strategies and programs carried out under this title.

“(2) ADDITIONAL INFORMATION.—If a State receiving a grant under this title makes significant changes to the State plan, such as the adoption of new performance objectives, the State shall submit information regarding the significant changes to the Secretary.

“SEC. 2006. PERFORMANCE OBJECTIVES.

“(a) IN GENERAL.—Each State receiving a grant under this title shall establish annual numerical performance objectives with respect to progress in improving the qualifications of teachers and the professional development of teachers, principals, and administrators. For each annual numerical performance objective established, the State shall specify an incremental percentage increase for the objective to be attained for each of the fiscal years for which the State receives a grant under this title, relative to the preceding fiscal year.

“(b) REQUIRED OBJECTIVES.—At a minimum, the annual numerical performance objectives described in subsection (a) shall include an incremental increase in the percentage of—

“(1) classes in core academic subjects that are being taught by teachers who have degrees from institutions of higher education, and who are fully certified or licensed by the State in the academic subjects that the teachers are assigned to teach;

“(2) new teachers and principals receiving professional development support, including mentoring for teachers, during the teachers’ first 3 years of teaching;

“(3) teachers, principals, and administrators participating in high quality professional development programs that are consistent with section 2011; and

“(4) fully qualified teachers teaching in the State, to ensure that all teachers teaching in such State are fully qualified by December 31, 2005.

“(c) REQUIREMENT FOR FULLY QUALIFIED TEACHERS.—Each State receiving a grant under this title shall ensure that all public elementary school and secondary school teachers in the State are fully qualified not later than December 31, 2005.

“(d) ACCOUNTABILITY.—

“(1) IN GENERAL.—Each State receiving a grant under this title shall be held accountable for—

“(A) meeting the State’s annual numerical performance objectives; and

“(B) meeting reporting requirements specified by the Secretary.

“(2) SANCTIONS.—Any State that fails to meet the requirement described in paragraph (1)(A) shall be subject to sanctions. The Secretary shall reduce by an appropriate percentage the amount the State is entitled to receive for administrative expenses. The Secretary shall provide technical assistance, if sought, to a State subjected to the sanctions.

“(e) SPECIAL RULE.—Notwithstanding any other provision of law, the provisions of subsection (c) shall not supersede State laws governing public charter schools.

“(f) COORDINATION.—Each State that receives a grant under this title and a grant under section 202 of the Higher Education Act of 1965 shall coordinate the activities the State carries out under such section 202 with the activities the State carries out under this section.

“SEC. 2007. OPTIONAL ACTIVITIES.

“Each State receiving a grant under section 2003(a) may use the grant funds—

“(1) to develop and implement a system to measure the effectiveness of specific professional development programs and strategies;

“(2) to increase the portability of teacher pensions and reciprocity of teaching certification or licensure among States, except that no reciprocity agreement developed under this section may lead to the weakening of any State teacher certification or licensing requirement;

“(3) to reform tenure systems;

“(4) to develop or assist local educational agencies in the development and utilization of proven, innovative strategies to deliver intensive professional development programs that are cost effective and easily accessible, such as programs offered through the use of technology and distance learning;

“(5) to provide assistance to local educational agencies for the development and implementation of innovative professional development programs that train teachers to use technology to improve teaching and learning and that are consistent with the requirements of section 2011;

“(6) to provide professional development to enable teachers to ensure that female students, minority students, limited English proficient students, students with disabilities, and economically disadvantaged students have the full opportunity to achieve challenging State content and performance standards in the core academic subjects;

“(7) to increase the number of women, minorities, and individuals with disabilities who teach in the State and who are fully qualified and provide instruction in core academic subjects in which such individuals are underrepresented; and

“(8) to increase the number of highly qualified women, minorities, and individuals from other underrepresented groups who are involved in the administration of elementary schools and secondary schools within the State.

“SEC. 2008. STATE ADMINISTRATIVE EXPENSES.

“Each State receiving a grant under section 2003(a) may use not more than 5 percent of the amount set aside in section 2004(a)(2) for the cost of—

“(1) planning and administering the activities described in section 2005(b); and

“(2) making subgrants to local educational agencies under section 2004.

“SEC. 2009. LOCAL PLANS.

“(a) IN GENERAL.—Each local educational agency desiring a grant from the State under section 2004(a)(3) shall submit a local plan to the State educational agency—

“(1) at such time, in such manner, and accompanied by such information as the State educational agency may require; and

“(2) that describes how the local educational agency will coordinate the activities for which assistance is sought under this title with other programs carried out under this Act, or other Acts, as appropriate.

“(b) LOCAL PLAN CONTENTS.—The local plan described in subsection (a) shall, at a minimum—

“(1) describe how the local educational agency will use the grant funds to meet the State performance objectives for teacher qualifications and professional development described in section 2006;

“(2) describe how the local educational agency will hold elementary schools and secondary schools accountable for meeting the requirements described in this title;

“(3) contain an assurance that the local educational agency will target funds to elementary schools and secondary schools served by the local educational agency that—

“(A) have the lowest proportion of fully qualified teachers; and

“(B) are identified for school improvement under section 1116;

“(4) describe how the local educational agency will coordinate professional development activities authorized under section 2010(a) with professional development activities provided through other Federal, State, and local programs, including those authorized under titles I and III and, where applicable, the Individuals with Disabilities Education Act and the Carl D. Perkins Vocational and Technical Education Act of 1998; and

“(5) describe how the local educational agency has collaborated with teachers, principals, parents, and administrators in the preparation of the local plan.

“SEC. 2010. LOCAL ACTIVITIES.

“(a) IN GENERAL.—Each local educational agency receiving a grant under section 2004(a)(3) shall use the grant funds to—

“(1) support professional development activities, consistent with section 2011, for—

“(A) teachers, in at least the areas of reading, mathematics, and science; and

“(B) teachers, principals, and administrators in order to provide such individuals with the knowledge and skills to provide all students, including female students, minority students, limited English proficient students, students with disabilities, and economically disadvantaged students, with the opportunity to meet challenging State content and student performance standards;

“(2) provide professional development to teachers, principals, and administrators to enhance the use of technology within elementary schools and secondary schools in order to deliver more effective curricula instruction;

“(3) recruit and retain fully qualified teachers and highly qualified principals, particularly for elementary schools and secondary schools located in areas with high percentages of low-performing students and students from families below the poverty line;

“(4) recruit and retain fully qualified teachers and high quality principals to serve in the elementary schools and secondary schools with the highest proportion of low-performing students, such as through—

“(A) mentoring programs for newly hired teachers, including programs provided by master teachers, and for newly hired principals; and

“(B) programs that provide other incentives, including financial incentives, to retain—

“(i) teachers who have a record of success in helping low-performing students improve those students’ academic success; and

“(ii) principals who have a record of improving the performance of all students, or significantly narrowing the gaps between minority students and nonminority students, and economically disadvantaged students and noneconomically disadvantaged students, within the elementary schools or secondary schools served by the principals; and

“(5) provide professional development that incorporates effective strategies, techniques, methods, and practices for meeting the educational needs of diverse groups of students, including female students, minority students, students with disabilities, limited English proficient students, and economically disadvantaged students.

“(b) **OPTIONAL ACTIVITIES.**—Each local educational agency receiving a grant under section 2004(a)(3) may use the subgrant funds—

“(1) to provide a signing bonus or other financial incentive, such as differential pay for—

“(A) a teacher to teach in an academic subject for which there exists a shortage of fully qualified teachers within the elementary school or secondary school in which the teacher teaches or within the elementary schools and secondary schools served by the local educational agency; or

“(B) a highly qualified principal in a school in which there is a large percentage of children—

“(i) from low-income families; or

“(ii) with high percentages of low-performing scores on State assessments;

“(2) to establish programs that—

“(A) recruit professionals into teaching from other fields and provide such professionals with alternative routes to teacher certification, especially in the areas of mathematics, science, and English language arts; and

“(B) provide increased teaching and administration opportunities for fully qualified females, minorities, individuals with disabilities, and other individuals underrepresented in the teaching or school administration professions;

“(3) to establish programs and activities that are designed to improve the quality of the teacher and principal force, such as innovative professional development programs (which may be provided through partnerships, including partnerships with institutions of higher education), and including programs that—

“(A) train teachers and principals to utilize technology to improve teaching and learning; and

“(B) are consistent with the requirements of section 2011;

“(4) for tenure reform;

“(5) to provide collaboratively designed performance pay systems for teachers and principals that encourage teachers and principals to work together to raise student performance;

“(6) to establish professional development programs that provide instruction in how to teach children with different learning styles, particularly children with disabilities and children with special learning needs (including children who are gifted and talented);

“(7) to establish professional development programs that provide instruction in how best to discipline children in the classroom, and to identify early and appropriate inter-

ventions to help children described in paragraph (6) learn;

“(8) to provide professional development programs that provide instruction in how to teach character education in a manner that—

“(A) reflects the values of parents, teachers, and local communities; and

“(B) incorporates elements of good character, including honesty, citizenship, courage, justice, respect, personal responsibility, and trustworthiness;

“(9) to provide scholarships or other incentives to assist teachers in attaining national board certification;

“(10) to support activities designed to provide effective professional development for teachers of limited English proficient students; and

“(11) to establish other activities designed—

“(A) to improve professional development for teachers, principals, and administrators that are consistent with section 2011; and

“(B) to recruit and retain fully qualified teachers and highly qualified principals.

“(c) **ADMINISTRATIVE EXPENSES.**—Each local educational agency receiving a grant under section 2004(a)(3) may use not more than 1.5 percent of the grant funds for any fiscal year for the cost of administering activities under this title.

“SEC. 2011. PROFESSIONAL DEVELOPMENT FOR TEACHERS.

“(a) **LIMITATION RELATING TO CURRICULUM AND CONTENT AREAS.**—

“(1) **IN GENERAL.**—Except as provided in paragraph (2), a local educational agency may not use grant funds allocated under section 2004(a)(3) to support a professional development activity for a teacher that is not—

“(A) directly related to the curriculum for which and content areas in which the teacher provides instruction; or

“(B) designed to enhance the ability of the teacher to understand and use the State’s challenging content standards for the academic subject in which the teacher provides instruction.

“(2) **EXCEPTION.**—Paragraph (1) shall not apply to professional development activities that provide instruction in methods of disciplining children.

“(b) **PROFESSIONAL DEVELOPMENT ACTIVITY.**—A professional development activity carried out under this title shall—

“(1) be measured, in terms of progress described in section 2006(a), using the specific performance indicators established by the State in accordance with section 2006;

“(2) be tied to challenging State or local content standards and student performance standards;

“(3) be tied to scientifically based research demonstrating the effectiveness of such activities in increasing student achievement or substantially increasing the knowledge and teaching skills of teachers;

“(4) be of sufficient intensity and duration (such as not to include 1-day or short-term workshops and conferences) to have a positive and lasting impact on teachers’ performance in the classroom, except that this paragraph shall not apply to an activity that is 1 component described in a long-term comprehensive professional development plan established by a teacher and the teacher’s supervisor, and based upon an assessment of the needs of the teacher, the teacher’s students, and the local educational agency;

“(5) be developed with extensive participation of teachers, principals, parents, administrators, and local school boards of elementary schools and secondary schools to be served under this title, and institutions of higher education in the State, and, with respect to any professional development pro-

gram described in paragraph (6) or (7) of section 2010(b), shall, if applicable, be developed with extensive coordination with, and participation of, professionals with expertise in such type of professional development;

“(6) to the extent appropriate, provide training for teachers regarding using technology and applying technology effectively in the classroom to improve teaching and learning concerning the curriculum and academic content areas, in which those teachers provide instruction; and

“(7) be directly related to the content areas in which the teachers provide instruction and the State content standards.

“(c) **ACCOUNTABILITY.**—

“(1) **IN GENERAL.**—A State shall notify a local educational agency that the agency may be subject to the action described in paragraph (3) if, after any fiscal year, the State determines that the programs or activities funded by the agency under this title fail to meet the requirements of subsections (a) and (b).

“(2) **TECHNICAL ASSISTANCE.**—A local educational agency that has received notification pursuant to paragraph (1) may request technical assistance from the State and an opportunity for such local educational agency to comply with the requirements of subsections (a) and (b).

“(3) **STATE EDUCATIONAL AGENCY ACTION.**—If a State educational agency determines that a local educational agency failed to carry out the local educational agency’s responsibilities under this section, the State educational agency shall take such action as the agency determines to be necessary, consistent with this section, to provide, or direct the local educational agency to provide, high-quality professional development for teachers, principals, and administrators.

“SEC. 2012. PARENTS’ RIGHT TO KNOW.

“Each local educational agency receiving a grant under section 2004(a)(3) shall annually report to the State in which the agency is located information, in the aggregate, on the professional qualifications of teachers in schools served by the agency, including the percentage of such teachers teaching with emergency or provisional credentials, the percentage of class sections in such schools that are not taught by fully qualified teachers, and the percentage of teachers in such schools who are fully qualified.

“SEC. 2013. STATE REPORTS AND GAO STUDY.

“(a) **STATE REPORTS.**—Each State educational agency receiving a grant under this title shall annually provide a report to the Secretary describing—

“(1) the progress the State is making in increasing the percentages of fully qualified teachers in the State to ensure that all teachers are fully qualified not later than December 31, 2005, including information regarding—

“(A) the percentage increase over the previous fiscal year in the number of fully qualified teachers teaching in elementary schools and secondary schools served by local educational agencies receiving funds under title I; and

“(B) the percentage increase over the previous fiscal year in the number of core classes being taught by fully qualified teachers in elementary schools and secondary schools being served under title I;

“(2) the activities undertaken by the State educational agency and local educational agencies in the State to attract and retain fully qualified teachers, especially in geographic areas and content subject areas in which a shortage of such teachers exist; and

“(3) the approximate percentage of Federal, State, local, and nongovernmental resources being expended to carry out activities described in paragraph (2).

“(b) GAO STUDY.—Not later than September 30, 2004, the Comptroller General of the United States shall prepare and submit to the Committee on Education and the Workforce of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate a study setting forth information regarding the progress of States’ compliance in increasing the percentage of fully qualified teachers, as defined in section 2002(1), for fiscal years 2000 through 2003.

“SEC. 2014. EDUCATOR PARTNERSHIP GRANTS.

“(a) SUBGRANTS.—

“(1) IN GENERAL.—A State receiving a grant under section 2003(a) shall award subgrants, on a competitive basis, from amounts made available under section 2004(a)(1), to local educational agencies, elementary schools, or secondary schools that have formed educator partnerships, for the design and implementation of programs that will enhance professional development opportunities for teachers, principals, and administrators, and will increase the number of fully qualified teachers.

“(2) ALLOCATIONS.—A State awarding subgrants under this subsection shall allocate the subgrant funds on a competitive basis and in a manner that results in an equitable distribution of the subgrant funds by geographic areas within the State.

“(3) ADMINISTRATIVE EXPENSES.—Each educator partnership receiving a subgrant under this subsection may use not more than 5 percent of the subgrant funds for any fiscal year for the cost of planning and administering programs under this section.

“(b) EDUCATOR PARTNERSHIPS.—An educator partnership described in subsection (a) includes a cooperative arrangement between—

“(1) a public elementary school or secondary school (including a charter school), or a local educational agency; and

“(2) 1 or more of the following:

“(A) An institution of higher education.

“(B) An educational service agency.

“(C) A public or private not-for-profit education organization.

“(D) A for-profit education organization.

“(E) An entity from outside the traditional education arena, including a corporation or consulting firm.

“(c) USE OF FUNDS.—An educator partnership receiving a subgrant under this section shall use the subgrant funds for—

“(1) developing and enhancing of professional development activities for teachers in core academic subjects to ensure that the teachers have content knowledge in the academic subjects in which the teachers provide instruction;

“(2) developing and providing assistance to local educational agencies and elementary schools and secondary schools for sustained, high-quality professional development activities for teachers, principals, and administrators, that—

“(A) ensure that teachers, principals, and administrators are able to use State content standards, performance standards, and assessments to improve instructional practices and student achievement; and

“(B) may include intensive programs designed to prepare a teacher who participates in such a program to provide professional development instruction to other teachers within the participating teacher’s school;

“(3) increasing the number of fully qualified teachers available to provide high-quality education to limited English proficient students by—

“(A) working with institutions of higher education that offer degree programs, to attract more people into such programs, and to prepare better new, English language teach-

ers to provide effective language instruction to limited English proficient students; and

“(B) supporting development and implementation of professional development programs for language instruction teachers to improve the language proficiency of limited English proficient students;

“(4) developing and implementing professional development activities for principals and administrators to enable the principals and administrators to be effective school leaders and to improve student achievement on challenging State content and student performance standards, including professional development relating to—

“(A) leadership skills;

“(B) recruitment, assignment, retention, and evaluation of teachers and other staff;

“(C) effective instructional practices, including the use of technology; and

“(D) parental and community involvement; and

“(5) providing activities that enhance professional development opportunities for teachers, principals, and administrators or will increase the number of fully qualified teachers.

“(d) APPLICATION REQUIRED.—Each educator partnership desiring a subgrant under this section shall submit an application to the appropriate State educational agency at such time, in such manner, and accompanied by such information as the State educational agency may reasonably require.

“(e) COORDINATION.—Each educator partnership that receives a subgrant under this section and a grant under section 203 of the Higher Education Act of 1965 shall coordinate the activities carried out under such section 203 with any related activities carried out under this section.

“SEC. 2015. AUTHORIZATION OF APPROPRIATIONS.

“There are authorized to be appropriated to carry out this title \$1,600,000,000 for fiscal year 2001 and such sums as may be necessary for each of the 4 succeeding fiscal years.”.

NOTICES OF HEARINGS

COMMITTEE ON INDIAN AFFAIRS

Mr. CAMPBELL. Mr. President, I would like to announce that the Senate Committee on Indian Affairs will conduct an oversight hearing on Wednesday, March 1, 2000 on the Report prepared by the National Academy of Public Administration entitled “A Study of Management and Administration: The Bureau of Indian Affairs.” The hearing will be held in the Committee room, 485 Russell Senate Building and will begin at 9:30 a.m.

COMMITTEE ON INDIAN AFFAIRS

Mr. CAMPBELL. Mr. President, I would like to announce that the Senate Committee on Indian Affairs will meet during the session of the Senate on Wednesday, March 8, 2000 at 9:30 a.m. to conduct a hearing on draft legislation to reauthorize the Indian Health Care Improvement Act of 1976. The hearing will be held in the Committee room, 485 Russell Senate Building.

COMMITTEE ON RULES AND ADMINISTRATION

Mr. MCCONNELL. Mr. President, I wish to announce that the Committee on Rules and Administration will meet at 9:30 a.m., Wednesday, March 8, 2000, in Room SR-301 Russell Senate Office Building, to conduct a hearing, followed by an executive session, on the nominations of:

Danny Lee McDonald, of Oklahoma, to be a member of the Federal Election Commission for a term expiring April 30, 2005 (reappointment); and

Bradley A. Smith, of Ohio, to be a member of the Federal Election Commission for a term expiring April 30, 2005, vice Lee Ann Elliott, resigned.

For further information concerning this meeting, please contact Hunter Bates at the Rules Committee on 4-6352.

COMMITTEE ON ENERGY AND NATURAL RESOURCES

Mr. MURKOWSKI. Mr. President, I would like to announce that a full committee hearing has been scheduled before the Committee on Energy and Natural Resources.

The hearing will take place Wednesday, March 8, 2000, at 9:30 a.m. in room SD-366 of the Dirksen Senate Office Building in Washington, D.C.

The purpose of this hearing is to examine energy supply and demand issues relating to crude oil, heating oil, and transportation fuels in light of the rise in price of these fuels.

Those who wish to submit written testimony should write to the Committee on Energy and Natural Resources, U.S. Senate, Washington, D.C. 20510. Presentation of oral testimony is by Committee invitation only. For further information, please contact Jo Meuse or Brian Malnak at (202) 224-6730.

SUBCOMMITTEE ON NATIONAL PARKS, HISTORIC PRESERVATION, AND RECREATION

Mr. THOMAS. Mr. President, I would like to announce for the information of the Senate and the public that H.R. 1615, a bill to amend the Wild and Scenic Rivers Act to extend the designation of a portion of the Lamprey River in New Hampshire as a recreational river to include an additional river segment, has been added to the list of bills scheduled for a hearing by the Subcommittee on March 8, 2000 at 2:30 p.m.

The hearing will take place on Wednesday, March 8 at 2:30 p.m. in room SD-366 of the Dirksen Senate Office Building in Washington, DC.

For further information, please contact Jim O’Toole or Kevin Clark of the Committee staff at (202) 224-6969.

AUTHORITY FOR COMMITTEES TO MEET

COMMITTEE ON AGRICULTURE, NUTRITION, AND FORESTRY

Mr. COVERDELL. Mr. President, I ask unanimous consent that the Committee on Agriculture, Nutrition, and Forestry, be allowed to meet during the session of the Senate on Wednesday, March 1, 2000. The purpose of this meeting will be to discuss the Agriculture Trade Agreement with China.

The PRESIDENT OFFICER. Without objection, it is so ordered.

COMMITTEE ON ARMED SERVICES

Mr. COVERDELL. Mr. President, I ask unanimous consent that the Committee on Armed Services be authorized to meet during the session of the