

108TH CONGRESS
1ST SESSION

H. R. 2211

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

IN THE HOUSE OF REPRESENTATIVES

MAY 22, 2003

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

A BILL

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

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Ready to Teach Act
5 of 2003”.

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

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

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

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

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

5 “(1) improve student academic achievement;

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

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

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

16 “(b) DEFINITIONS.—In this part:

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

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

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

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

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

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

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

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

17 “(ii) for which not less than 20 percent of
18 the children served by the agency are from fam-
19 ilies with incomes below the poverty line; and

20 “(B)(i) for which there is a high percent-
21 age of teachers not teaching in the academic
22 subjects or grade levels that the teachers were
23 trained to teach; or

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

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

10 “(6) PROFESSIONAL DEVELOPMENT.—The
11 term ‘professional development’ has the meaning
12 given such term in section 9101 of the Elementary
13 and Secondary Education Act of 1965 (20 U.S.C.
14 7801).

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

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

1 **“SEC. 202. STATE GRANTS.**

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

8 “(b) ELIGIBLE STATE.—

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

11 “(A) the Governor of a State; or

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

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

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

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

5 “(c) APPLICATION.—To be eligible to receive a grant
6 under this section, an eligible State shall, at the time of
7 the initial grant application, submit an application to the
8 Secretary that—

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

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

13 “(3) includes measurable objectives for the use
14 of the funds provided under the grant.

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

23 “(1) REFORMS.—Ensuring that institutions of
24 higher education with teacher preparation programs
25 are preparing teachers who are highly qualified, and

1 are able to use advanced technology effectively in the
2 classroom, by assisting such institutions—

3 “(A) to retrain faculty; and

4 “(B) to design (or redesign) teacher prepa-
5 ration programs so they are based on rigorous
6 academic content, scientifically based research
7 (including scientifically based reading research),
8 and challenging State student academic content
9 standards.

10 “(2) CERTIFICATION OR LICENSURE REQUIRE-
11 MENTS.—Reforming teacher certification (including
12 recertification) or licensing requirements to ensure
13 that—

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

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

21 “(3) ALTERNATIVES TO TRADITIONAL TEACHER
22 PREPARATION AND STATE CERTIFICATION.—Pro-
23 viding prospective teachers with alternatives to tradi-
24 tional preparation and State certification 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 and experimental programs
15 to enhance the ability of institutions of higher edu-
16 cation to prepare highly qualified teachers, such as
17 charter colleges of education, that—

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

22 “(B) provide long-term data gathered from
23 teachers’ performance over multiple years in the
24 classroom on the ability to increase student aca-
25 demic achievement;

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

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

7 “(5) MERIT PAY.—Developing, or assisting
8 local educational agencies in developing, merit-based
9 performance systems that include strategies that
10 provide differential and bonus pay for—

11 “(A) principals;

12 “(B) teachers in high-need academic sub-
13 jects, such as reading, mathematics, and
14 science;

15 “(C) special education teachers; and

16 “(D) teachers in high-poverty or rural
17 schools or districts.

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

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

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

11 “(9) TEACHER EFFECTIVENESS.—Developing—

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

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

19 “(10) TEACHER RECRUITMENT.—Undertaking
20 teacher recruitment activities that—

21 “(A) develop and implement effective
22 mechanisms to ensure that local educational
23 agencies and schools are able effectively to re-
24 cruit highly qualified teachers; or

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

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-

1 tion, a business, a faith-based or community or-
2 ganization, or a prekindergarten program.

3 “(2) PARTNER INSTITUTION.—In this section,
4 the term ‘partner institution’ means an institution of
5 higher education, the teacher training program of
6 which demonstrates that—

7 “(A) graduates from the teacher training
8 program exhibit strong performance on State-
9 determined qualifying assessments for new
10 teachers through—

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

20 “(ii) being ranked among the highest-
21 performing teacher preparation programs
22 in the State as determined by the State—

23 “(I) using criteria consistent with
24 the requirements for the State report
25 card under section 207(a); and

1 “(II) using the State report card
2 on teacher preparation required under
3 section 207(a), after the first publica-
4 tion of such report card and for every
5 year thereafter; or

6 “(B) the teacher training program requires
7 all the students of the program to participate in
8 intensive clinical experience, to meet high aca-
9 demic standards, and—

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

17 “(ii) in the case of elementary school
18 candidates, to successfully complete an
19 academic major in the arts and sciences or
20 to demonstrate competence through a high
21 level of performance in core academic sub-
22 ject areas.

23 “(c) APPLICATION.—Each eligible partnership desir-
24 ing a grant under this section shall submit an application
25 to the Secretary at such time, in such manner, and accom-

1 panied by such information as the Secretary may require.

2 Each such application shall—

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

11 “(2) contain a resource assessment that de-
12 scribes the resources available to the partnership,
13 the intended use of the grant funds, including a de-
14 scription of how the grant funds will be fairly dis-
15 tributed in accordance with subsection (f), and the
16 commitment of the resources of the partnership to
17 the activities assisted under this part, including fi-
18 nancial support, faculty participation, time commit-
19 ments, and continuation of the activities when the
20 grant ends; and

21 “(3) contain a description of—

22 “(A) how the partnership will meet the
23 purposes of this part;

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

4 “(C) the partnership’s evaluation plan pur-
5 suant to section 206(b); and

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

12 “(d) REQUIRED USES OF FUNDS.—An eligible part-
13 nership that receives a grant under this section shall use
14 the grant funds to reform teacher preparation require-
15 ments, to coordinate with State activities under section
16 2113(c) of the Elementary and Secondary Education Act
17 of 1965 (20 U.S.C. 6613(c)), and to ensure that current
18 and future teachers are highly qualified, by carrying out
19 one or more of the following activities:

20 “(1) REFORMS.—Implementing reforms within
21 teacher preparation programs to ensure that such
22 programs are preparing teachers who are highly
23 qualified, and are able to use advanced technology
24 effectively in the classroom, by—

25 “(A) retraining faculty; and

1 “(B) designing (or redesigning) teacher
2 preparation programs so they are based on rig-
3 orous academic content, scientifically based re-
4 search (including scientifically based reading re-
5 search), and challenging State student academic
6 content standards.

7 “(2) CLINICAL EXPERIENCE AND INTER-
8 ACTION.—Providing sustained and high-quality
9 preservice clinical experience, including the men-
10 toring of prospective teachers by exemplary teachers,
11 and substantially increasing interaction between fac-
12 ulty at institutions of higher education and new and
13 experienced teachers, principals, and other adminis-
14 trators at elementary schools or secondary schools,
15 and providing support, including preparation time,
16 for such interaction.

17 “(3) PROFESSIONAL DEVELOPMENT.—Creating
18 opportunities for enhanced and ongoing professional
19 development that improves the academic content
20 knowledge of teachers in the subject areas in which
21 the teachers are certified to teach or in which the
22 teachers are working toward certification to teach,
23 and that promotes strong teaching skills.

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

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

9 “(B) provide training in methods of—

10 “(i) improving student behavior in the
11 classroom; and

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

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

18 “(1) ALTERNATIVES TO TRADITIONAL TEACHER
19 PREPARATION AND STATE CERTIFICATION.—Pro-
20 viding prospective teachers with alternatives to tradi-
21 tional preparation and State certification through—

22 “(A) innovative approaches that reduce un-
23 necessary barriers to teacher preparation while
24 producing highly qualified teachers;

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

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

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

15 “(3) MANAGERIAL AND LEADERSHIP SKILLS.—
16 Developing and implementing professional develop-
17 ment programs for principals that enable the prin-
18 cipals to be effective school leaders and prepare all
19 students to meet challenging State academic content
20 and student academic achievement standards.

21 “(4) TEACHER RECRUITMENT.—Activities de-
22 scribed in section 204(d).

23 “(f) SPECIAL RULE.—No individual member of an el-
24 igible partnership shall retain more than 50 percent of the
25 funds made available to the partnership under this section.

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

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

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

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

15 “(1) an eligible State described in section
16 202(b); or

17 “(2) an eligible partnership described in section
18 203(b).

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

24 “(1) a description of the assessment that the el-
25 igible applicant, and the other entities with whom

1 the eligible applicant will carry out the grant activi-
2 ties, have undertaken to determine the most critical
3 needs of the participating high-need local edu-
4 cational agencies;

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

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

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

16 “(1)(A) to award scholarships to help students
17 pay the costs of tuition, room, board, and other ex-
18 penses of completing a teacher preparation program;

19 “(B) to provide support services, if needed to
20 enable scholarship recipients to complete postsec-
21 ondary education programs; and

22 “(C) for follow up services provided to former
23 scholarship recipients during the recipients first 3
24 years of teaching; or

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

5 “(e) SERVICE REQUIREMENTS.—The Secretary shall
6 establish such requirements as the Secretary finds nec-
7 essary to ensure that recipients of scholarships under this
8 section who complete teacher education programs subse-
9 quently teach in a high-need local educational agency, for
10 a period of time equivalent to the period for which the
11 recipients receive scholarship assistance, or repay the
12 amount of the scholarship. The Secretary shall use any
13 such repayments to carry out additional activities under
14 this section.

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

19 **“SEC. 205. ADMINISTRATIVE PROVISIONS.**

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

21 “(1) DURATION.—

22 “(A) ELIGIBLE STATES AND ELIGIBLE AP-
23 PLICANTS.—Grants awarded to eligible States
24 and eligible applicants under this part shall be
25 awarded for a period not to exceed 3 years.

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

4 “(2) ONE-TIME AWARD.—An eligible partner-
5 ship may receive a grant under each of sections 203
6 and 204 only once.

7 “(3) PAYMENTS.—The Secretary shall make
8 annual payments of grant funds awarded under this
9 part.

10 “(b) PEER REVIEW.—

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

17 “(2) PRIORITY.—In recommending applications
18 to the Secretary for funding under this part, the
19 panel shall—

20 “(A) with respect to grants under section
21 202, give priority to eligible States serving
22 States that—

23 “(i) have initiatives to reform State
24 teacher certification requirements that are
25 based on rigorous academic content, sci-

1 entifically based research, including sci-
2 entifically based reading research, and
3 challenging State student academic content
4 standards;

5 “(ii) include innovative reforms to
6 hold institutions of higher education with
7 teacher preparation programs accountable
8 for preparing teachers who are highly
9 qualified and have strong teaching skills;

10 or

11 “(iii) involve the development of inno-
12 vative efforts aimed at reducing the short-
13 age of highly qualified teachers in high
14 poverty urban and rural areas;

15 “(B) with respect to grants under section
16 203—

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

21 “(ii) take into consideration—

22 “(I) providing an equitable geo-
23 graphic distribution of the grants
24 throughout the United States; and

1 “(II) the potential of the pro-
2 posed activities for creating improve-
3 ment and positive change.

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

12 “(c) MATCHING REQUIREMENTS.—

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

19 “(2) PARTNERSHIP GRANTS.—Each eligible
20 partnership receiving a grant under section 203 or
21 204 shall provide, from non-Federal sources (in cash
22 or in kind), an amount equal to 25 percent of the
23 grant for the first year of the grant, 35 percent of
24 the grant for the second year of the grant, and 50

1 percent of the grant for each succeeding year of the
2 grant.

3 “(d) LIMITATION ON ADMINISTRATIVE EXPENSES.—

4 An eligible State or eligible partnership that receives a
5 grant under this part may not use more than 2 percent
6 of the grant funds for purposes of administering the grant.

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

8 “(a) STATE GRANT ACCOUNTABILITY REPORT.—An

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

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

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

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

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

9 “(5) DECREASING TEACHER SHORTAGES.—De-
10 creasing shortages of highly qualified teachers in
11 poor urban and rural areas.

12 “(6) INCREASING OPPORTUNITIES FOR PROFES-
13 SIONAL DEVELOPMENT.—Increasing opportunities
14 for enhanced and ongoing professional development
15 that—

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

21 “(B) promotes strong teaching skills.

22 “(7) TECHNOLOGY INTEGRATION.—Increasing
23 the number of teachers prepared effectively to inte-
24 grate technology into curricula and instruction and
25 who use technology to collect, manage, and analyze

1 student academic achievement data to improve
2 teaching and decisionmaking.

3 “(b) ELIGIBLE PARTNERSHIP EVALUATION.—Each
4 eligible partnership receiving a grant under section 203
5 shall establish, and include in the application submitted
6 under section 203(c), an evaluation plan that includes
7 strong performance objectives. The plan shall include ob-
8 jectives and measures for—

9 “(1) increased student achievement for all stu-
10 dents as measured by the partnership;

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

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

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

17 “(5) increasing the number of teachers trained
18 effectively to integrate technology into curricula and
19 instruction and who use technology to collect, man-
20 age, and analyze student academic achievement data
21 to improve teaching and decisionmaking.

22 “(c) REVOCATION OF GRANT.—

23 “(1) REPORT.—Each eligible State or eligible
24 partnership receiving a grant under this part shall
25 report annually on the progress of the eligible State

1 or eligible partnership toward meeting the purposes
2 of this part and the goals, objectives, and measures
3 described in subsections (a) and (b).

4 “(2) REVOCATION.—

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

13 “(B) ELIGIBLE PARTNERSHIPS.—If the
14 Secretary determines that an eligible partner-
15 ship is not making substantial progress in
16 meeting the purposes, goals, objectives, and
17 measures, as appropriate, by the end of the
18 third year of a grant under this part, then the
19 grant payments shall not be made for any suc-
20 ceeding year of the grant.

21 “(d) EVALUATION AND DISSEMINATION.—The Sec-
22 retary shall evaluate the activities funded under this part
23 and report annually the Secretary’s findings regarding the
24 activities to the Committee on Health, Education, Labor,
25 and Pensions of the Senate and the Committee on Edu-

1 cation and the Workforce of the House of Representatives.
2 The Secretary shall broadly disseminate successful prac-
3 tices developed by eligible States and eligible partnerships
4 under this part, and shall broadly disseminate information
5 regarding such practices that were found to be ineffective.

6 **“SEC. 207. ACCOUNTABILITY FOR PROGRAMS THAT PRE-**
7 **PARE TEACHERS.**

8 “(a) STATE REPORT CARD ON THE QUALITY OF
9 TEACHER PREPARATION.—Each State that receives funds
10 under this Act shall provide to the Secretary annually, in
11 a uniform and comprehensible manner that conforms with
12 the definitions and methods established by the Commis-
13 sioner of the National Center for Education Statistics, a
14 State report card on the quality of teacher preparation
15 in the State, which shall include at least the following:

16 “(1) A description of the teacher certification
17 and licensure assessments, and any other certifi-
18 cation and licensure requirements, used by the
19 State.

20 “(2) The standards and criteria that prospec-
21 tive teachers must meet in order to attain initial
22 teacher certification or licensure and to be certified
23 or licensed to teach particular subjects or in par-
24 ticular grades within the State.

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

5 “(4) The percentage of students at an institu-
6 tion who participated in a teacher preparation pro-
7 gram of such institution for at least 2 semesters who
8 passed each of the assessments used by the State for
9 teacher certification and licensure, and the passing
10 score on each assessment that determines whether a
11 candidate has passed that assessment.

12 “(5) The percentage of students at an institu-
13 tion who participated in a teacher preparation pro-
14 gram of such institution for at least 2 semesters who
15 passed each of the assessments used by the State for
16 teacher certification and licensure, disaggregated
17 and ranked, by the teacher preparation program in
18 that State from which the teacher candidate received
19 the candidate’s most recent degree, which shall be
20 made available widely and publicly.

21 “(6) Information on the extent to which teach-
22 ers in the State are given waivers of State certifi-
23 cation or licensure requirements, including the pro-
24 portion of such teachers distributed across high- and
25 low-poverty school districts and across subject areas.

1 “(7) A description of each State’s alternative
2 routes to teacher certification, if any, and the per-
3 centage of teachers certified through alternative cer-
4 tification routes who pass State teacher certification
5 or licensure assessments.

6 “(8) For each State, a description of proposed
7 criteria for assessing the performance of teacher
8 preparation programs within institutions of higher
9 education in the State, including indicators of teach-
10 er candidate skills and academic content knowledge
11 and evidence of gains in student academic achieve-
12 ment.

13 “(b) REPORT OF THE SECRETARY ON THE QUALITY
14 OF TEACHER PREPARATION.—

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

24 “(2) REPORT TO CONGRESS.—The Secretary
25 shall report to Congress—

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

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

7 “(3) SPECIAL RULE.—In the case of institu-
8 tions with fewer than 10 students who participated
9 in a teacher preparation program of such institution
10 for at least 2 semesters taking any single initial
11 teacher certification or licensure assessment during
12 an academic year, the Secretary shall collect and
13 publish information with respect to an average pass
14 rate on State certification or licensure assessments
15 taken over a 3-year period.

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

22 “(d) INSTITUTIONAL REPORT CARDS ON THE QUAL-
23 ITY OF TEACHER PREPARATION.—

24 “(1) REPORT CARD.—Each institution of higher
25 education that conducts a teacher preparation pro-

1 gram that enrolls students receiving Federal assist-
2 ance under this Act shall report annually to the
3 State and the general public, in a uniform and com-
4 prehensible manner that conforms with the defini-
5 tions and methods established by the Commissioner
6 of the National Center for Education Statistics, the
7 following information:

8 “(A) PASS RATE.—(i) For the most recent
9 year for which the information is available, the
10 pass rate of each student at the institution who
11 participated in the teacher preparation program
12 for at least 2 semesters on the teacher certifi-
13 cation or licensure assessments of the State in
14 which the institution is located, but only for
15 those students who took those assessments
16 within 3 years of receiving a degree from the
17 institution.

18 “(ii) A comparison of the institution’s pass
19 rate for students who participated in the teach-
20 er preparation program for at least 2 semesters
21 with the average pass rate for institutions in
22 the State.

23 “(iii) A comparison of the institution’s av-
24 erage score for students who participated in the
25 teacher preparation program for at least 2 se-

1 mesters with the average scores for institutions
2 in the State.

3 “(iv) In the case of institutions with fewer
4 than 10 students who participated in a teacher
5 preparation program of such institution for at
6 least 2 semesters taking any single initial teach-
7 er certification or licensure assessment during
8 an academic year, the institution shall collect
9 and publish information with respect to an av-
10 erage pass rate on State certification or licen-
11 sure assessments taken over a 3-year period.

12 “(B) PROGRAM INFORMATION.—The num-
13 ber of students in the program, the average
14 number of hours of supervised practice teaching
15 required for those in the program, and the fac-
16 ulty-student ratio in supervised practice teach-
17 ing.

18 “(C) STATEMENT.—In States that approve
19 or accredit teacher education programs, a state-
20 ment of whether the institution’s program is so
21 approved or accredited.

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

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

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

14 **“SEC. 208. STATE FUNCTIONS.**

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

1 lected pursuant to this part. Such assessment shall be de-
2 scribed in the report under section 207(a).

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

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

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

16 **“SEC. 209. GENERAL PROVISIONS.**

17 “(a) **METHODS.**—In complying with sections 207 and
18 208, the Secretary shall ensure that States and institu-
19 tions of higher education use fair and equitable methods
20 in reporting and that the reporting methods do not allow
21 identification of individuals.

22 “(b) **SPECIAL RULE.**—For each State in which there
23 are no State certification or licensure assessments, or for
24 States that do not set minimum performance levels on
25 those assessments—

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

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

11 “(c) LIMITATIONS.—

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

21 “(2) NO CHANGE IN STATE CONTROL ENCOUR-
22 AGED OR REQUIRED.—Nothing in this part shall be
23 construed to encourage or require any change in a
24 State’s treatment of any private, religious, or home

1 school, whether or not a home school is treated as
2 a private school or home school under State law.

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

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

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

12 “(1) 45 percent shall be available for each fiscal
13 year to award grants under section 202;

14 “(2) 45 percent shall be available for each fiscal
15 year to award grants under section 203; and

16 “(3) 10 percent shall be available for each fiscal
17 year to award grants under section 204.”.

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

19 **NOLOGY.**

20 (a) PERMISSIBLE USES OF FUNDS.—Section
21 223(b)(1)(E) of the Higher Education Act of 1965 (20
22 U.S.C. 1043(b)(1)(E)) is amended by inserting “student
23 academic achievement” after “analyze”.

24 (b) AUTHORIZATION OF APPROPRIATIONS.—Section
25 224 of the Higher Education Act of 1965 (20 U.S.C.

1 1044) is amended by striking “each of fiscal years 2002
2 and 2003.” and inserting “fiscal year 2004 and each of
3 the 4 succeeding fiscal years.”.

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