

# [COMMITTEE PRINT]

JUNE 4, 2003

## (Showing the Text of H.R. 2211 as Reported by the Subcommittee on 21st Century Competitiveness)

1 **SECTION 1. SHORT TITLE.**

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

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

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

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

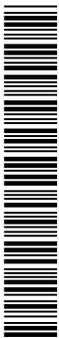
10 **“SEC. 201. PURPOSES; DEFINITIONS.**

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

12 “(1) improve student academic achievement;

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

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



1           “(4) recruit qualified individuals, including mi-  
2           norities and individuals from other occupations, into  
3           the teaching force.

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

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

7                   “(A) when referring to an organizational  
8                   unit of an institution of higher education, any  
9                   academic unit that offers 1 or more academic  
10                  majors in disciplines or content areas cor-  
11                  responding to the academic subject matter  
12                  areas in which teachers provide instruction; and

13                   “(B) when referring to a specific academic  
14                   subject matter area, the disciplines or content  
15                   areas in which academic majors are offered by  
16                   the arts and science organizational unit.

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

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



1           “(4) HIGH-NEED LOCAL EDUCATIONAL AGEN-  
2           CY.—The term “high-need local educational agency”  
3           means a local educational agency—

4                   “(A)(i)(I) that serves not fewer than  
5                   10,000 children from families with incomes  
6                   below the poverty line; or

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

10                   “(ii) that is among those serving the high-  
11                   est number or percentage of children from fam-  
12                   ilies with incomes below the poverty line in the  
13                   State, but this clause applies only in a State  
14                   that has no local educational agency meeting  
15                   the requirements of clause (i); or

16                   “(iii) with a total of less than 600 students  
17                   in average daily attendance at the schools that  
18                   are served by the agency and all of whose  
19                   schools are designated with a school locale code  
20                   of 7, as determined by the Secretary; and

21                   “(B)(i) for which there is a high percent-  
22                   age of teachers not teaching in the academic  
23                   subjects or grade levels that the teachers were  
24                   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;

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

15 “(4) contains such other information and assur-  
16 ances as the Secretary may require.

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



1           “(1) REFORMS.—Ensuring that institutions of  
2 higher education with teacher preparation programs  
3 are preparing teachers who are highly qualified, and  
4 are able to use advanced technology effectively in the  
5 classroom, including use for instructional techniques  
6 to improve student academic achievement, by assist-  
7 ing such institutions—

8                   “(A) to retrain faculty; and

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

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

16                           “(ii) promote strong teaching skills.

17           “(2) CERTIFICATION OR LICENSURE REQUIRE-  
18 MENTS.—Reforming teacher certification (including  
19 recertification) or licensing requirements to ensure  
20 that—

21                   “(A) teachers have the subject matter  
22 knowledge and teaching skills in the academic  
23 subjects that the teachers teach necessary to  
24 help students meet challenging State student  
25 academic achievement standards; and



1           “(B) such requirements are aligned with  
2           challenging State academic content standards.

3           “(3) ALTERNATIVES TO TRADITIONAL TEACHER  
4           PREPARATION AND STATE CERTIFICATION.—Pro-  
5           viding prospective teachers with alternatives to State  
6           certification and traditional preparation to become  
7           highly qualified teachers through—

8           “(A) innovative approaches that reduce un-  
9           necessary barriers to State certification while  
10          producing highly qualified teachers;

11          “(B) programs that provide support to  
12          teachers during their initial years in the profes-  
13          sion; and

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

20          “(4) INNOVATIVE PROGRAMS.—Planning and  
21          implementing innovative and experimental programs  
22          to enhance the ability of institutions of higher edu-  
23          cation to prepare highly qualified teachers, such as  
24          charter colleges of education or university and local  
25          educational agency partnership schools, that—



1           “(A) permit flexibility in meeting State re-  
2           quirements as long as graduates, during their  
3           initial years in the profession, increase student  
4           academic achievement;

5           “(B) provide long-term data gathered from  
6           teachers’ performance over multiple years in the  
7           classroom on the ability to increase student aca-  
8           demic achievement;

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

11          “(D) create performance measures that  
12          can be used to document the effectiveness of in-  
13          novative methods for preparing highly qualified  
14          teachers.

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

17                 “(A) merit-based performance systems that  
18                 reward teachers who increase student academic  
19                 achievement; and

20                 “(B) strategies that provide differential  
21                 and bonus pay in high-need local educational  
22                 agencies to retain—

23                         “(i) principals;



1                   “(ii) teachers in high-need academic  
2                   subjects, such as reading, mathematics,  
3                   and science;

4                   “(iii) special education teachers;

5                   “(iv) teachers specializing in teaching  
6                   limited English proficient children; and

7                   “(v) teachers in urban and rural  
8                   schools or districts.

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

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

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



1 “(9) TEACHER EFFECTIVENESS.—Developing—

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

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

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

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

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

16 “(11) PREKINDERGARTEN TEACHERS.—Devel-  
17 oping strategies to improve—

18 “(A) the qualifications of prekindergarten  
19 teachers; and

20 “(B) prekindergarten teacher preparation  
21 programs.

22 **“SEC. 203. PARTNERSHIP GRANTS.**

23 “(a) GRANTS.—From amounts made available under  
24 section 210(2) for a fiscal year, the Secretary is author-  
25 ized to award grants under this section, on a competitive



1 basis, to eligible partnerships to enable the eligible part-  
2 nerships to carry out the activities described in subsections  
3 (d) and (e).

4 “(b) DEFINITIONS.—

5 “(1) ELIGIBLE PARTNERSHIPS.—In this part,  
6 the term ‘eligible partnership’ means an entity  
7 that—

8 “(A) shall include—

9 “(i) a partner institution;

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

11 “(iii) a high-need local educational  
12 agency; and

13 “(iv) a public or private educational  
14 organization; and

15 “(B) may include a Governor, State edu-  
16 cational agency, the State board of education,  
17 the State agency for higher education, an insti-  
18 tution of higher education not described in sub-  
19 paragraph (A), a public charter school, a public  
20 or private elementary school or secondary  
21 school, a public or private educational organiza-  
22 tion, a business, a science-, mathematics-, or  
23 technology-oriented entity, a faith-based or  
24 community organization, a prekindergarten pro-  
25 gram, a teacher organization, an education



1 service agency, or a consortia of local edu-  
2 cational agencies.

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); or

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

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

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

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



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

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

19          “(3) contain a description of—

20                 “(A) how the partnership will meet the  
21                 purposes of this part;

22                 “(B) how the partnership will carry out  
23                 the activities required under subsection (d) and  
24                 any permissible activities under subsection (e);



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

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

9           “(E) how the partnership will ensure that  
10          teachers in private elementary and secondary  
11          schools located in the geographic areas served  
12          by an eligible partnership under this section will  
13          participate equitably in accordance with section  
14          9501 of the Elementary and Secondary Edu-  
15          cation Act of 1965 (20 U.S.C. 7881).

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

24                 “(1) REFORMS.—Implementing reforms within  
25          teacher preparation programs to ensure that such



1 programs are preparing teachers who are highly  
2 qualified, and are able to use advanced technology  
3 effectively in the classroom, including use for in-  
4 structional techniques to improve student academic  
5 achievement, by—

6 “(A) retraining faculty; and

7 “(B) designing (or redesigning) teacher  
8 preparation programs so they—

9 “(i) are based on rigorous academic  
10 content, scientifically based research (in-  
11 cluding scientifically based reading re-  
12 search), and challenging State student aca-  
13 demic content standards; and

14 “(ii) promote strong teaching skills.

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



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

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

11                   “(A) provide training in how to teach and  
12                   address the needs of students with different  
13                   learning styles, particularly students with dis-  
14                   abilities, limited English proficient students,  
15                   and students with special learning needs; and

16                   “(B) provide training in methods of—

17                           “(i) improving student behavior in the  
18                           classroom; and

19                           “(ii) identifying early and appropriate  
20                           interventions to help students described in  
21                           subparagraph (A) learn.

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



1           “(1) ALTERNATIVES TO TRADITIONAL TEACHER  
2           PREPARATION AND STATE CERTIFICATION.—Pro-  
3           viding prospective teachers with alternatives to State  
4           certification and traditional preparation to become  
5           highly qualified teachers through—

6                   “(A) innovative approaches that reduce un-  
7                   necessary barriers to teacher preparation while  
8                   producing highly qualified teachers;

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

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

17           “(2) DISSEMINATION AND COORDINATION.—  
18           Broadly disseminating information on effective prac-  
19           tices used by the partnership, and coordinating with  
20           the activities of the Governor, State board of edu-  
21           cation, State higher education agency, and State  
22           educational agency, as appropriate.

23           “(3) MANAGERIAL AND LEADERSHIP SKILLS.—  
24           Developing and implementing professional develop-  
25           ment programs for principals and superintendents



1 that enable them to be effective school leaders and  
2 prepare all students to meet challenging State aca-  
3 demic content and student academic achievement  
4 standards.

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

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

18 “(f) SPECIAL RULE.—The high-need local edu-  
19 cational agency included in the eligible partnership shall  
20 retain at least 50 percent of the funds made available to  
21 the partnership under this section. Any entity described  
22 in subsection (b)(1)(A) may be the fiscal agent under this  
23 section.

24 “(g) CONSTRUCTION.—Nothing in this section shall  
25 be construed to prohibit an eligible partnership from using



1 grant funds to coordinate with the activities of more than  
2 one Governor, State board of education, State educational  
3 agency, local educational agency, or State agency for high-  
4 er education.

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

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

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

13 “(1) an eligible State described in section  
14 202(b); or

15 “(2) an eligible partnership described in section  
16 203(b).

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

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



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

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

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

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

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

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

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

23 “(2) to develop and implement effective mecha-  
24 nisms to ensure that high-need local educational



1 agencies and schools are able effectively to recruit  
2 highly qualified teachers.

3 “(e) **ADDITIONAL DISCRETIONARY USE OF**  
4 **FUNDS.**—In addition to the uses described in subsection  
5 (d), each eligible applicant receiving a grant under this  
6 section may use the grant funds to develop and implement  
7 effective mechanisms to recruit employees from high-de-  
8 mand industries, including high technology industries, into  
9 the teaching profession.

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

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

24 **“SEC. 205. ADMINISTRATIVE PROVISIONS.**

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



1           “(1) DURATION.—

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

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

9           “(2) ONE-TIME AWARD.—An eligible partner-  
10          ship may receive a grant under each of sections 203  
11          and 204, as amended by the Ready to Teach Act of  
12          2003, only once.

13           “(3) PAYMENTS.—The Secretary shall make  
14          annual payments of grant funds awarded under this  
15          part.

16          “(b) PEER REVIEW.—

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

23                   “(2) PRIORITY.—In recommending applications  
24          to the Secretary for funding under this part, the  
25          panel shall—



1           “(A) with respect to grants under section  
2           202, give priority to eligible States serving  
3           States that—

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

11                   “(ii) include innovative reforms to  
12                   hold institutions of higher education with  
13                   teacher preparation programs accountable  
14                   for preparing teachers who are highly  
15                   qualified and have strong teaching skills;  
16                   or

17                   “(iii) involve the development of inno-  
18                   vative efforts aimed at reducing the short-  
19                   age of highly qualified teachers in high  
20                   poverty urban and rural areas; and

21           “(B) with respect to grants under section  
22           203—

23                   “(i) give priority to applications from  
24                   broad-based eligible partnerships that in-



1                    involve businesses and community organiza-  
2                    tions; and

3                    “(ii) take into consideration—

4                                       “(I) providing an equitable geo-  
5                                       graphic distribution of the grants  
6                                       throughout the United States; and

7                                       “(II) the potential of the pro-  
8                                       posed activities for creating improve-  
9                                       ment and positive change.

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

18                    “(c) MATCHING REQUIREMENTS.—

19                                       “(1) STATE GRANTS.—Each eligible State re-  
20                                       ceiving a grant under section 202 or 204 shall pro-  
21                                       vide, from non-Federal sources, an amount equal to  
22                                       50 percent of the amount of the grant (in cash or  
23                                       in kind) to carry out the activities supported by the  
24                                       grant.



1           “(2) PARTNERSHIP GRANTS.—Each eligible  
2 partnership receiving a grant under section 203 or  
3 204 shall provide, from non-Federal sources (in cash  
4 or in kind), an amount equal to 25 percent of the  
5 grant for the first year of the grant, 35 percent of  
6 the grant for the second year of the grant, and 50  
7 percent of the grant for each succeeding year of the  
8 grant.

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

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

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

24           “(1) PERCENTAGE OF HIGHLY QUALIFIED  
25 TEACHERS.—Increasing the percentage of highly



1 qualified teachers in the State as required by section  
2 1119 of the Elementary and Secondary Education  
3 Act of 1965 (20 U.S.C. 6319).

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

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

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

15 “(5) DECREASING TEACHER SHORTAGES.—De-  
16 creasing shortages of highly qualified teachers in  
17 poor urban and rural areas.

18 “(6) INCREASING OPPORTUNITIES FOR PROFES-  
19 SIONAL DEVELOPMENT.—Increasing opportunities  
20 for enhanced and ongoing professional development  
21 that—

22 “(A) improves the academic content knowl-  
23 edge of teachers in the subject areas in which  
24 the teachers are certified or licensed to teach or



1 in which the teachers are working toward cer-  
2 tification or licensure to teach; and

3 “(B) promotes strong teaching skills.

4 “(7) TECHNOLOGY INTEGRATION.—Increasing  
5 the number of teachers prepared effectively to inte-  
6 grate technology into curricula and instruction and  
7 who use technology to collect, manage, and analyze  
8 student academic achievement data to improve  
9 teaching, learning, and decisionmaking.

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

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

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

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

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

24 “(5) increasing the number of teachers trained  
25 effectively to integrate technology into curricula and



1 instruction and who use technology to collect, man-  
2 age, and analyze student academic achievement data  
3 to improve teaching, learning, and decisionmaking.

4 “(c) REVOCATION OF GRANT.—

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

11 “(2) REVOCATION.—

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

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



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

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

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

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

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



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

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

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

12 “(4) The percentage of students at an institu-  
13 tion who have completed at least 50 percent of the  
14 coursework required for a teacher preparation pro-  
15 gram of such institution and who have taken and  
16 passed each of the assessments used by the State for  
17 teacher certification and licensure, and the passing  
18 score on each assessment that determines whether a  
19 candidate has passed that assessment.

20 “(5) The percentage of students at an institu-  
21 tion who have completed at least 50 percent of the  
22 coursework required for a teacher preparation pro-  
23 gram of such institution and who have taken and  
24 passed each of the assessments used by the State for  
25 teacher certification and licensure, disaggregated



1 and ranked, by the teacher preparation program in  
2 that State from which the teacher candidate received  
3 the candidate's most recent degree, which shall be  
4 made available widely and publicly.

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

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

17 “(b) REPORT OF THE SECRETARY ON THE QUALITY  
18 OF TEACHER PREPARATION.—

19 “(1) REPORT CARD.—The Secretary shall pro-  
20 vide to Congress, and publish and make widely avail-  
21 able, a report card on teacher qualifications and  
22 preparation in the United States, including all the  
23 information reported in paragraphs (1) through (8)  
24 of subsection (a). Such report shall identify States  
25 for which eligible States and eligible partnerships re-



1 received a grant under this part. Such report shall be  
2 so provided, published and made available annually.

3 “(2) REPORT TO CONGRESS.—The Secretary  
4 shall report to Congress—

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

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

11 “(3) SPECIAL RULE.—In the case of institu-  
12 tions with fewer than 10 students who have com-  
13 pleted at least 50 percent of the coursework required  
14 for a teacher preparation program of such institu-  
15 tion taking any single initial teacher certification or  
16 licensure assessment during an academic year, the  
17 Secretary shall collect and publish information with  
18 respect to an average pass rate on State certification  
19 or licensure assessments taken over a 3-year period.

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



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

3               “(1) REPORT CARD.—Each institution of higher  
4   education that conducts a teacher preparation pro-  
5   gram that enrolls students receiving Federal assist-  
6   ance under this Act shall report annually to the  
7   State and the general public, in a uniform and com-  
8   prehensible manner that conforms with the defini-  
9   tions and methods established by the Secretary, both  
10  for traditional certification or licensure programs  
11  and for alternative certification or licensure pro-  
12  grams, the following information:

13               “(A) PASS RATE.—(i) For the most recent  
14   year for which the information is available, the  
15   pass rate of each student at the institution who  
16   has completed at least 50 percent of the  
17   coursework required for the teacher preparation  
18   program on the teacher certification or licen-  
19   sure assessments of the State in which the in-  
20   stitution is located, but only for those students  
21   who took those assessments within 3 years of  
22   receiving a degree from the institution.

23               “(ii) A comparison of the institution’s pass  
24   rate for students who have completed at least  
25   50 percent of the coursework required for the



1 teacher preparation program with the average  
2 pass rate for institutions in the State.

3 “(iii) A comparison of the institution’s av-  
4 erage score for students who have completed at  
5 least 50 percent of the coursework required for  
6 the teacher preparation program with the aver-  
7 age scores for institutions in the State.

8 “(iv) In the case of institutions with fewer  
9 than 10 students who have completed at least  
10 50 percent of the coursework required for a  
11 teacher preparation program of such institution  
12 taking any single initial teacher certification or  
13 licensure assessment during an academic year,  
14 the institution shall collect and publish informa-  
15 tion with respect to an average pass rate on  
16 State certification or licensure assessments  
17 taken over a 3-year period.

18 “(B) PROGRAM INFORMATION.—The num-  
19 ber of students in the program, the average  
20 number of hours of supervised practice teaching  
21 required for those in the program, and the  
22 number of full-time equivalent faculty and stu-  
23 dents in supervised practice teaching.

24 “(C) STATEMENT.—In States that require  
25 approval or accreditation of teacher education



1 programs, a statement of whether the institu-  
2 tion's program is so approved or accredited,  
3 and by whom.

4 “(D) DESIGNATION AS LOW-PER-  
5 FORMING.—Whether the program has been des-  
6 igned as low-performing by the State under  
7 section 208(a).

8 “(2) REQUIREMENT.—The information de-  
9 scribed in paragraph (1) shall be reported through  
10 publications such as school catalogs and promotional  
11 materials sent to potential applicants, secondary  
12 school guidance counselors, and prospective employ-  
13 ers of the institution's program graduates, including  
14 materials sent by electronic means.

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

21 **“SEC. 208. STATE FUNCTIONS.**

22 “(a) STATE ASSESSMENT.—In order to receive funds  
23 under this Act, a State shall have in place a procedure  
24 to identify and assist, through the provision of technical  
25 assistance, low-performing programs of teacher prepara-



1 tion within institutions of higher education. Such State  
2 shall provide the Secretary an annual list of such low-per-  
3 forming institutions that includes an identification of  
4 those institutions at risk of being placed on such list. Such  
5 levels of performance shall be determined solely by the  
6 State and may include criteria based upon information col-  
7 lected pursuant to this part. Such assessment shall be de-  
8 scribed in the report under section 207(a).

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

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

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

22 **“SEC. 209. GENERAL PROVISIONS.**

23 “(a) **METHODS.**—In complying with sections 207 and  
24 208, the Secretary shall ensure that States and institu-  
25 tions of higher education use fair and equitable methods



1 in reporting and that the reporting methods do not allow  
2 identification of individuals.

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

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

13 “(2) notwithstanding any other provision of this  
14 part, the Secretary shall use such data to carry out  
15 requirements of this part related to assessments or  
16 pass rates.

17 “(c) LIMITATIONS.—

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



1 or home schools from participation in programs or  
2 services under this part.

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

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

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

15 “There are authorized to be appropriated to carry out  
16 this part such sums as may be necessary for fiscal year  
17 2004 and each of the 4 succeeding fiscal years, of which—

18 “(1) 45 percent shall be available for each fiscal  
19 year to award grants under section 202;

20 “(2) 45 percent shall be available for each fiscal  
21 year to award grants under section 203; and

22 “(3) 10 percent shall be available for each fiscal  
23 year to award grants under section 204.”.



1 **SEC. 3. PREPARING TOMORROW'S TEACHERS TO USE TECH-**  
2 **NOLOGY.**

3 (a) PERMISSIBLE USES OF FUNDS.—Section  
4 223(b)(1)(E) of the Higher Education Act of 1965 (20  
5 U.S.C. 1043(b)(1)(E)) is amended—

6 (1) by inserting “student academic achieve-  
7 ment” after “analyze”; and

8 (2) by striking “teaching and” and inserting  
9 “teaching, learning, and”.

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

15 **SEC. 4. CENTERS OF EXCELLENCE.**

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

19 **“PART C—CENTERS OF EXCELLENCE**

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

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

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



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

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

5           “(1) ELIGIBLE INSTITUTION.—The term ‘eligi-  
6 ble institution’ means an institution of higher edu-  
7 cation that has a teacher preparation program that  
8 meets the requirements of section 203(b)(2) and  
9 that is—

10           “(A) a part B institution (as defined in  
11 section 322) or a consortium of such institu-  
12 tions;

13           “(B) a Hispanic-serving institution (as de-  
14 fined in section 502);

15           “(C) a Tribal College or University (as de-  
16 fined in section 316);

17           “(D) an Alaska Native-serving institution  
18 (as defined in section 317(b)); or

19           “(E) a Native Hawaiian-serving institution  
20 (as defined in section 317(b)).

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



1           “(3) SCIENTIFICALLY BASED READING RE-  
2           SEARCH.—The term ‘scientifically based reading re-  
3           search’ has the meaning given such term in section  
4           1208 of the Elementary and Secondary Education  
5           Act of 1965 (20 U.S.C. 6368).

6           “(4) SCIENTIFICALLY BASED RESEARCH.—The  
7           term ‘scientifically based research’ has the meaning  
8           given such term in section 9101 of the Elementary  
9           and Secondary Education Act of 1965 (20 U.S.C.  
10          7801).

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

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

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

20                 “(1) Implementing reforms within teacher prep-  
21                 aration programs to ensure that such programs are  
22                 preparing teachers who are highly qualified, and are  
23                 able to use advanced technology effectively in the  
24                 classroom, including use for instructional techniques  
25                 to improve student academic achievement, by—



1                   “(A) retraining faculty; and

2                   “(B) designing (or redesigning) teacher  
3 preparation programs that—

4                   “(i) prepare teachers to close student  
5 achievement gaps, are based on rigorous  
6 academic content, scientifically based re-  
7 search (including scientifically based read-  
8 ing research), and challenging State stu-  
9 dent academic content standards; and

10                   “(ii) promote strong teaching skills.

11                   “(2) Providing sustained and high-quality  
12 preservice clinical experience, including the men-  
13 toring of prospective teachers by exemplary teachers,  
14 substantially increasing interaction between faculty  
15 at institutions of higher education and new and ex-  
16 perience teachers, principals, and other administra-  
17 tors at elementary schools or secondary schools, and  
18 providing support, including preparation time, for  
19 such interaction.

20                   “(3) Developing and implementing initiatives to  
21 promote retention of highly qualified teachers and  
22 principals, including minority teachers and prin-  
23 cipals, including programs that provide—

24                   “(A) teacher mentoring from exemplary  
25 teachers or principals; or



1           “(B) induction and support for teachers  
2           and principals during their first 3 years of em-  
3           ployment as teachers or principals, respectively;

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

8           “(5) Disseminating information on effective  
9           practices for teacher preparation and successful  
10          teacher certification test preparation strategies.

11          “(6) Activities authorized under sections 202,  
12          203, and 204.

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

17          “(d) REGULATIONS.—The Secretary shall prescribe  
18 such regulations as may be necessary to carry out this  
19 section.

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

21          ““There are authorized to be appropriated to carry out  
22 this part such sums as may be necessary for fiscal year  
23 2004 and each of the 4 succeeding fiscal years.”.



1 **SEC. 5. TRANSITION.**

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

