

**AMENDMENT IN THE NATURE OF A SUBSTITUTE  
TO H.R. 2211  
OFFERED BY MR. GINGREY**

Strike all after the enacting clause and insert the following:

**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

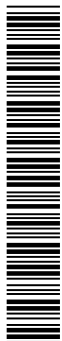
9                   “(B) to design (or redesign) teacher prepa-  
10 ration programs so they—

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; and

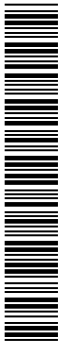
5                   “(iv) teachers in rural schools or dis-  
6                   tricts.

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

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

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

24                  “(9) TEACHER EFFECTIVENESS.—Developing—



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

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

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

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

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

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

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

19           “(B) prekindergarten teacher preparation  
20 programs.

21 **“SEC. 203. PARTNERSHIP GRANTS.**

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



1 nerships to carry out the activities described in subsections  
2 (d) and (e).

3 “(b) DEFINITIONS.—

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

7 “(A) shall include—

8 “(i) a partner institution;

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

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

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

14 “(B) may include a Governor, State edu-  
15 cational agency, the State board of education,  
16 the State agency for higher education, an insti-  
17 tution of higher education not described in sub-  
18 paragraph (A), a public charter school, a public  
19 or private elementary school or secondary  
20 school, a public or private educational organiza-  
21 tion, a business, a faith-based or community or-  
22 ganization, a prekindergarten program, a teach-  
23 er organization, an education service agency, or  
24 a consortia of local educational agencies.



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

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

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

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

21                                   “(I) using criteria consistent with  
22                                   the requirements for the State report  
23                                   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 clinical experience, including the men-  
18 toring of prospective teachers by exemplary teachers,  
19 and substantially increasing interaction between fac-  
20 ulty at institutions of higher education and new and  
21 experienced teachers, principals, and other adminis-  
22 trators at elementary schools or secondary schools,  
23 and providing support, including preparation time,  
24 for such 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 that enable the prin-



1 principals to be effective school leaders and prepare all  
2 students to meet challenging State academic content  
3 and student academic achievement standards.

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

6 “(f) **SPECIAL RULE.**—The high-need local edu-  
7 cational agency included in the eligible partnership shall  
8 retain at least 50 percent of the funds made available to  
9 the partnership under this section. Any entity described  
10 in subsection (b)(1)(A) may be the fiscal agent under this  
11 section.

12 “(g) **CONSTRUCTION.**—Nothing in this section shall  
13 be construed to prohibit an eligible partnership from using  
14 grant funds to coordinate with the activities of more than  
15 one Governor, State board of education, State educational  
16 agency, local educational agency, or State agency for high-  
17 er education.

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

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

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



1           “(1) an eligible State described in section  
2           202(b); or

3           “(2) an eligible partnership described in section  
4           203(b).

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

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

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

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



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

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

7               “(B) to provide support services, if needed to  
8 enable scholarship recipients to complete postsec-  
9 ondary education programs; and

10              “(C) for follow up services provided to former  
11 scholarship recipients during the recipients first 3  
12 years of teaching; or

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

17       “(e) SERVICE REQUIREMENTS.—The Secretary shall  
18 establish such requirements as the Secretary finds nec-  
19 essary to ensure that recipients of scholarships under this  
20 section who complete teacher education programs subse-  
21 quently teach in a high-need local educational agency, for  
22 a period of time equivalent to the period for which the  
23 recipients receive scholarship assistance, or repay the  
24 amount of the scholarship. The Secretary shall use any



1 such repayments to carry out additional activities under  
2 this section.

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

7 **“SEC. 205. ADMINISTRATIVE PROVISIONS.**

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

9 “(1) DURATION.—

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

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

17 “(2) ONE-TIME AWARD.—An eligible partner-  
18 ship may receive a grant under each of sections 203  
19 and 204, as amended by the Ready to Teach Act of  
20 2003, only once.

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

24 “(b) PEER REVIEW.—



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

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

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

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

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





1                   “(iii) involve the development of inno-  
2                   vative efforts aimed at reducing the short-  
3                   age of highly qualified teachers in high  
4                   poverty urban and rural areas;

5                   “(B) with respect to grants under section  
6                   203—

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

11                  “(ii) take into consideration—

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

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

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



1 “(c) MATCHING REQUIREMENTS.—

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

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

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

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

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



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

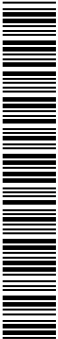
6           “(1) PERCENTAGE OF HIGHLY QUALIFIED  
7           TEACHERS.—Increasing the percentage of highly  
8           qualified teachers in the State as required by section  
9           1119 of the Elementary and Secondary Education  
10          Act of 1965 (20 U.S.C. 6319).

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

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

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

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



1           “(6) INCREASING OPPORTUNITIES FOR PROFES-  
2           SIONAL DEVELOPMENT.—Increasing opportunities  
3           for enhanced and ongoing professional development  
4           that—

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

10                   “(B) promotes strong teaching skills.

11           “(7) TECHNOLOGY INTEGRATION.—Increasing  
12           the number of teachers prepared effectively to inte-  
13           grate technology into curricula and instruction and  
14           who use technology to collect, manage, and analyze  
15           student academic achievement data to improve  
16           teaching, learning, and decisionmaking.

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

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



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

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

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

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

12           “(c) REVOCATION OF GRANT.—

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

19           “(2) REVOCATION.—

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



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

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

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

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

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



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

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

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

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

20           “(4) The percentage of students 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 passed each of the  
24          assessments used by the State for teacher certifi-  
25          cation and licensure, and the passing score on each

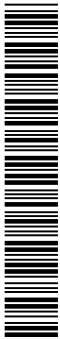


1 assessment that determines whether a candidate has  
2 passed that assessment.

3 “(5) The percentage of students at an institu-  
4 tion who have completed at least 50 percent of the  
5 coursework required for a teacher preparation pro-  
6 gram of such institution and who passed each of the  
7 assessments used by the State for teacher certifi-  
8 cation and licensure, disaggregated and ranked, by  
9 the teacher preparation program in that State from  
10 which the teacher candidate received the candidate’s  
11 most recent degree, which shall be made available  
12 widely and publicly.

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

18 “(7) For each State, a description of proposed  
19 criteria for assessing the performance of teacher  
20 preparation programs within institutions of higher  
21 education in the State, including indicators of teach-  
22 er candidate skills and academic content knowledge  
23 and evidence of gains in student academic achieve-  
24 ment.





1           “(b) REPORT OF THE SECRETARY ON THE QUALITY  
2 OF TEACHER PREPARATION.—

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

12           “(2) REPORT TO CONGRESS.—The Secretary  
13 shall report to Congress—

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

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

20           “(3) SPECIAL RULE.—In the case of institu-  
21 tions with fewer than 10 students who have com-  
22 pleted at least 50 percent of the coursework required  
23 for a teacher preparation program of such institu-  
24 tion taking any single initial teacher certification or  
25 licensure assessment during an academic year, the



1 Secretary shall collect and publish information with  
2 respect to an average pass rate on State certification  
3 or licensure assessments taken over a 3-year period.

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

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

12 “(1) REPORT CARD.—Each institution of higher  
13 education that conducts a teacher preparation pro-  
14 gram that enrolls students receiving Federal assist-  
15 ance under this Act shall report annually to the  
16 State and the general public, in a uniform and com-  
17 prehensible manner that conforms with the defini-  
18 tions and methods established by the Secretary, both  
19 for traditional certification or licensure programs  
20 and for alternative certification or licensure pro-  
21 grams, the following information:

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



1 coursework required for the teacher preparation  
2 program on the teacher certification or licen-  
3 sure assessments of the State in which the in-  
4 stitution is located, but only for those students  
5 who took those assessments within 3 years of  
6 receiving a degree from the institution.

7 “(ii) A comparison of the institution’s pass  
8 rate for students who have completed at least  
9 50 percent of the coursework required for the  
10 teacher preparation program with the average  
11 pass rate for institutions in the State.

12 “(iii) A comparison of the institution’s av-  
13 erage score for students who have completed at  
14 least 50 percent of the coursework required for  
15 the teacher preparation program with the aver-  
16 age scores for institutions in the State.

17 “(iv) In the case of institutions with fewer  
18 than 10 students who have completed at least  
19 50 percent of the coursework required for a  
20 teacher preparation program of such institution  
21 taking any single initial teacher certification or  
22 licensure assessment during an academic year,  
23 the institution shall collect and publish informa-  
24 tion with respect to an average pass rate on



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

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

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

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

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



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

7   **“SEC. 208. STATE FUNCTIONS.**

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

20          “(b) TERMINATION OF ELIGIBILITY.—Any institu-  
21          tion of higher education that offers a program of teacher  
22          preparation in which the State has withdrawn the State’s  
23          approval or terminated the State’s financial support due  
24          to the low performance of the institution’s teacher prepa-



1 ration program based upon the State assessment described  
2 in subsection (a)—

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

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

9 **“SEC. 209. GENERAL PROVISIONS.**

10 “(a) METHODS.—In complying with sections 207 and  
11 208, the Secretary shall ensure that States and institu-  
12 tions of higher education use fair and equitable methods  
13 in reporting and that the reporting methods do not allow  
14 identification of individuals.

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

19 “(1) the Secretary shall, to the extent prac-  
20 ticable, collect data comparable to the data required  
21 under this part from States, local educational agen-  
22 cies, institutions of higher education, or other enti-  
23 ties that administer such assessments to teachers or  
24 prospective teachers; and



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

5           “(c) LIMITATIONS.—

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

15           “(2) NO CHANGE IN STATE CONTROL ENCOUR-  
16 AGED OR REQUIRED.—Nothing in this part shall be  
17 construed to encourage or require any change in a  
18 State’s treatment of any private, religious, or home  
19 school, whether or not a home school is treated as  
20 a private school or home school under State law.

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



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

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

5 “(1) 45 percent shall be available for each fiscal  
6 year to award grants under section 202;

7 “(2) 45 percent shall be available for each fiscal  
8 year to award grants under section 203; and

9 “(3) 10 percent shall be available for each fiscal  
10 year to award grants under section 204.”.

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

13 (a) PERMISSIBLE USES OF FUNDS.—Section  
14 223(b)(1)(E) of the Higher Education Act of 1965 (20  
15 U.S.C. 1043(b)(1)(E)) is amended—

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

18 (2) by striking “teaching and” and inserting  
19 “teaching, learning, and”.

20 (b) AUTHORIZATION OF APPROPRIATIONS.—Section  
21 224 of the Higher Education Act of 1965 (20 U.S.C.  
22 1044) is amended by striking “each of fiscal years 2002  
23 and 2003.” and inserting “fiscal year 2004 and each of  
24 the 4 succeeding fiscal years.”.





1 **SEC. 4. 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.

