

**[MILLER-MCKEON DISCUSSION DRAFT]****1 TITLE II—[TO BE SUPPLIED]****2 SEC. 201. TEACHER EXCELLENCE FOR ALL CHILDREN.**

3 Title II (20 U.S.C. 6601 et seq.) is amended to read  
4 as follows:

5 “TITLE II—TEACHER EXCELLENCE FOR ALL  
6 CHILDREN

## “TITLE II—TEACHER EXCELLENCE FOR ALL CHILDREN

## “PART A—IMPROVING TEACHER AND PRINCIPAL QUALITY

“Sec. 2101. Definitions.

“Sec. 2102. Authorization of appropriations.

## “SUBPART 1—CLOSING THE TEACHER DISTRIBUTION GAP

“Sec. 2111. Premium Pay.

“Sec. 2112. Career ladders for teachers program.

“Sec. 2113. Teacher residency program grants.

## “SUBPART 2—PORTABLE PERFORMANCE-BASED TEACHER ASSESSMENT

“Sec. 2121. Study on developing a portable performance-based teacher assess-  
ment.

“Sec. 2122. Improving professional development opportunities.

## “PART B—TEACHER AND PRINCIPAL QUALITY STATE GRANTS

“Sec. 2201. Purpose.

“Sec. 2202. Definitions.

## “SUBPART 1—GRANTS TO STATES

“Sec. 2211. Assurance of reasonable progress toward equitable access to teach-  
er quality.

“Sec. 2212. Allotments to States.

“Sec. 2213. State needs assessment.

“Sec. 2214. State plan.

“Sec. 2215. State applications.

“Sec. 2216. State use of funds.

## “SUBPART 2—SUBGRANTS TO LOCAL EDUCATIONAL AGENCIES

“Sec. 2221. Allocations to local educational agencies.

“Sec. 2222. Local needs assessment; local application.

“Sec. 2223. Local use of funds.

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## “SUBPART 3—SUBGRANTS TO ELIGIBLE PARTNERSHIPS

- “Sec. 2231. Definition.
- “Sec. 2232. Subgrants.
- “Sec. 2233. Applications.
- “Sec. 2234. Use of funds.

## “SUBPART 4—NATIONAL ACTIVITIES

- “Sec. 2241. National activities of demonstrated effectiveness.

“PART C—PARTNERSHIPS FOR MATHEMATICS AND SCIENCE TEACHER  
QUALITY IMPROVEMENT

- “Sec. 2301. Purpose; definitions.
- “Sec. 2302. Grants for partnerships for mathematics and science teacher quality improvement.
- “Sec. 2303. Authorization of appropriations.

## “PART D—MATH SUCCESS FOR ALL

- “Sec. 2401. Mathematics success.

## “PART E—INNOVATION FOR TEACHER QUALITY

## “SUBPART 1—TRANSITIONS TO TEACHING

## “CHAPTER A—TROOPS-TO-TEACHERS PROGRAM

- “Sec. 2501. Definitions.
- “Sec. 2502. Authorization of Troops-to-Teachers Program.
- “Sec. 2503. Recruitment and selection of Program participants.
- “Sec. 2504. Participation agreement and financial assistance.
- “Sec. 2505. Participation by States.
- “Sec. 2506. Support of innovative preretirement teacher certification programs.

## “CHAPTER B—TRANSITION TO TEACHING PROGRAM

- “Sec. 2511. Purposes.
- “Sec. 2512. Definitions.
- “Sec. 2513. Grant program.
- “Sec. 2514. Evaluation and accountability for recruiting and retaining teachers.

## “CHAPTER C—GENERAL PROVISIONS

- “Sec. 2521. Authorization of appropriations.

## “SUBPART 2—NATIONAL WRITING PROJECT

- “Sec. 2531. Purposes.
- “Sec. 2532. National Writing Project.

## “PART F—ACHIEVEMENT THROUGH TECHNOLOGY AND INNOVATION

- “Sec. 2601. Purposes and goals.
- “Sec. 2602. Definition.
- “Sec. 2603. Authorization of appropriations.

## “SUBPART 1—STATE AND LOCAL GRANTS

- “Sec. 2611. Allotment and reallocation.

## 3

“Sec. 2612. Use of allotment by State.

“Sec. 2613. State applications.

“Sec. 2614. State activities.

“Sec. 2615. Local applications.

“Sec. 2616. Local activities.

“SUBPART 2—NATIONAL TECHNOLOGY ACTIVITIES

“Sec. 2621. National activities.

“SUBPART 3—READY-TO-LEARN TELEVISION

“Sec. 2631. Ready-to-learn television.

“SUBPART 4—LIMITATION ON AVAILABILITY OF CERTAIN FUNDS FOR  
SCHOOLS

“Sec. 2641. Internet safety.

“PART G—JOHN GLENN ACADEMIES

“Sec. 2701. Statement of purpose.

“Sec. 2702. Definition.

“Sec. 2703. Program authorized.

“Sec. 2704. Establishment and selection.

“Sec. 2705. Functions of academies.

“SUBPART 1—JOHN GLENN ACADEMY SUMMER WORKSHOPS

“Sec. 2711. Program authorized.

“Sec. 2712. Allowable activities.

“Sec. 2713. Requirements for John Glenn Academy Summer Workshops.

“Sec. 2714. Credit for participation.

“Sec. 2715. Authorization of appropriations.

“SUBPART 2—THE JOHN GLENN FELLOWSHIP PROGRAM

“Sec. 2721. Program authorized.

“Sec. 2722. Allowable activities.

“Sec. 2723. Requirements for John Glenn Academy Fellowships.

“Sec. 2724. District hiring of Glenn fellows.

“Sec. 2725. Authorization of appropriations.

1 “PART A—IMPROVING TEACHER AND PRINCIPAL  
2 QUALITY

3 “SEC. 2101. DEFINITIONS.

4 “In this part:

5 [“(1) The term ‘high-need local educational  
6 agency’ means a local educational agency—]

1           【“(A) that serves not fewer than 10,000  
2 children from families with incomes below the  
3 poverty line, or for which not less than 20 per-  
4 cent of the children served by the agency are  
5 from families with incomes below the poverty  
6 line; and】

7           【“(B) that is having or expected to have  
8 difficulty filling teacher vacancies or hiring new  
9 teachers who are highly qualified.】

10          【“(2) The term ‘value-added longitudinal data  
11 system’ means a longitudinal data system for deter-  
12 mining value-added student achievement gains.】

13          【“(3) The term ‘value-added student achieve-  
14 ment gains’ means student achievement gains deter-  
15 mined by means of a system that—】

16               【“(A) is sufficiently sophisticated and  
17 valid—】

18                   【“(i) to deal with the problem of stu-  
19 dents with incomplete records;】

20                   【“(ii) to enable estimates to be pre-  
21 cise and to use all the data for all students  
22 in multiple years, regardless of sparseness,  
23 in order to avoid measurement error in  
24 test scores (such as by using multivariate,  
25 longitudinal analyses); and】

1                   【“(iii) to protect against inappro-  
2                   priate testing practices or improprieties in  
3                   test administration;】

4                   【“(B) includes a way to acknowledge the  
5                   existence of influences on student growth, such  
6                   as pull-out programs for support beyond stand-  
7                   ard delivery of instruction, so that affected  
8                   teachers do not receive an unfair advantage;  
9                   and】

10                  【“(C) has the capacity to assign various  
11                  proportions of student growth to multiple teach-  
12                  ers when the classroom reality, such as team  
13                  teaching and departmentalized instruction,  
14                  makes such type of instruction an issue.】

15 **“SEC. 2102. AUTHORIZATION OF APPROPRIATIONS.**

16                  “【To Be Supplied】

17                  “SUBPART 1—CLOSING THE TEACHER DISTRIBUTION  
18    GAP

19 **“SEC. 2111. PREMIUM PAY.**

20                  “(a) GRANTS.—The Secretary shall make grants to  
21                  local educational agencies to provide higher salaries to ex-  
22                  emplary, highly qualified principals and exemplary, highly  
23                  qualified teachers with at least 3 years of experience, in-  
24                  cluding teachers certified by the National Board for Pro-  
25                  fessional Teaching Standards, if the principal or teacher

1 agrees to serve full-time for a period of 4 consecutive  
2 school years at a public high-need elementary school or  
3 a public high-need secondary school.

4 “(b) USE OF FUNDS.—A local educational agency  
5 that receives a grant under this section may use funds  
6 made available through the grant—

7 “(1) to provide to exemplary, highly qualified  
8 principals up to \$15,000 as an annual bonus for  
9 each of 4 consecutive school years if the principal  
10 commits to work full-time for such period in a public  
11 high-need elementary school or a public high-need  
12 secondary school; and

13 “(2) to provide to exemplary, highly qualified  
14 teachers—

15 “(A) up to \$10,000 as an annual bonus for  
16 each of 4 consecutive school years if the teacher  
17 commits to work full-time for such period in a  
18 public high-need elementary school or a public  
19 high-need secondary school; or

20 “(B) up to \$12,500 as an annual bonus  
21 for each of 4 consecutive school years if the  
22 teacher commits to work full-time for such pe-  
23 riod teaching a subject for which there is a doc-  
24 umented shortage of teachers in a public high-

1           need elementary school or a public high-need  
2           secondary school.

3           “(c) TIMING OF PAYMENT.—A local educational  
4 agency providing an annual bonus to a principal or teacher  
5 under subsection (b) shall pay the bonus on completion  
6 of the service requirement by the principal or teacher for  
7 the applicable year.

8           “(d) GRANT PERIOD.—The Secretary shall make  
9 grants under this section in yearly installments for a total  
10 period of 4 years.

11          “(e) OBSERVATION, FEEDBACK, AND EVALUA-  
12 TION.—The Secretary may make a grant to a local edu-  
13 cational agency under this section only if the State in  
14 which the agency is located or the agency has in place  
15 or proposes a plan, developed on a collaborative basis with  
16 the local teacher organization, to develop a system in  
17 which principals and, if available, master teachers rate  
18 teachers as exemplary. Such a system shall be—

19           “(1) based on strong learning gains for stu-  
20 dents;

21           “(2) based on classroom observation and feed-  
22 back at least four times annually;

23           “(3) conducted by multiple sources, including  
24 master teachers and principals; and

1           “(4) evaluated against research-validated ru-  
2           bries that use planning, instructional, and learning  
3           environment standards to measure teaching perform-  
4           ance.

5           “(f) APPLICATION REQUIREMENTS.—To seek a grant  
6           under this section, a local educational agency shall submit  
7           an application at such time, in such manner, and con-  
8           taining such information as the Secretary reasonably re-  
9           quires. At a minimum, the application shall include the  
10          following:

11           “(1) A description of the agency’s proposed new  
12          teacher hiring timeline, including interim goals for  
13          any phase-in period.

14           “(2) An assurance that the agency will—

15           “(A) pay matching funds for the program  
16          carried out with the grant, which matching  
17          funds may be derived from funds received under  
18          other provisions of this title;

19           “(B) commit to making the program sus-  
20          tainable over time;

21           “(C) create incentives to bring a critical  
22          mass of exemplary, highly qualified teachers to  
23          each school whose teachers will receive assist-  
24          ance under this section;



1           “(D) improve the school’s working condi-  
2           tions through activities that may include but  
3           are not limited to—

4                   “(i) reducing class size;

5                   “(ii) ensuring availability of classroom  
6           materials, textbooks, and other supplies;

7                   “(iii) improving or modernizing facili-  
8           ties; and

9                   “(iv) upgrading safety; and

10           “(E) accelerate the timeline for hiring new  
11           teachers in order to minimize the withdrawal of  
12           high-quality teacher applicants and secure the  
13           best new teacher talent for their hardest-to-  
14           staff schools.

15           “(3) An assurance that, in identifying exem-  
16           plary teachers, the system described in paragraph  
17           (1) will take into consideration—

18                   “(A) growth of the teacher’s students on  
19           any tests required by the State educational  
20           agency;

21                   “(B) value-added student achievement  
22           gains if such teacher is in a State that uses  
23           value-added longitudinal data system;

24                   “(C) National Board for Professional  
25           Teaching Standards certification; and

1           “(D) evidence of teaching skill documented  
2           in performance-based assessments.

3           “(g) **HIRING HIGHLY QUALIFIED TEACHERS EARLY**  
4 **AND IN A TIMELY MANNER.—**

5           “(1) **IN GENERAL.—**In addition to the require-  
6           ments of subsection (f), an application under such  
7           subsection shall include a description of the steps  
8           the local educational agency will take to enable all  
9           or a subset of the agency’s schools to hire new high-  
10          ly qualified teachers early and in a timely manner,  
11          including—

12           “(A) requiring a clear and early notifica-  
13          tion date for retiring teachers that is no later  
14          than March 15 each year;

15           “(B) providing schools with their staffing  
16          allocations no later than April of the preceding  
17          school year;

18           “(C) enabling schools to consider external  
19          candidates at the same time as internal can-  
20          didates for available positions;

21           “(D) moving up the teacher transfer pe-  
22          riod to April and not requiring schools to hire  
23          transferring or ‘excessed’ teachers from other  
24          schools without selection and consent; and

1           “(E) establishing and implementing a new  
2           principal accountability framework to ensure  
3           that principals with increased hiring authority  
4           are improving teacher quality.

5           “(2) RULE OF CONSTRUCTION.—Nothing in  
6           this subsection shall be construed to alter or other-  
7           wise affect the rights, remedies, and procedures af-  
8           forded school or district employees under Federal,  
9           State, or local laws (including applicable regulations  
10          or court orders) or under the terms of collective bar-  
11          gaining agreements, memoranda of understanding,  
12          or other agreements between such employees and  
13          their employers.

14          “(h) PRIORITY.—In providing higher salaries to prin-  
15          cipals and teachers under this section, a local educational  
16          agency shall give priority to principals and teachers at  
17          schools identified under section **[1116]** for school im-  
18          provement, corrective action, or restructuring.

19          “(i) DEFINITIONS.—In this section:

20                 “(1) The term ‘high-need’ means, with respect  
21                 to an elementary school or a secondary school, a  
22                 school that serves an eligible school attendance area  
23                 in which not less than 65 percent of the children are  
24                 from low-income families, based on the number of  
25                 children eligible for free and reduced priced lunches

1 under the Richard B. Russell National School Lunch  
2 Act, or in which not less than 65 percent of the chil-  
3 dren enrolled are from such families.

4 “(2) The term ‘documented shortage of teach-  
5 ers’—

6 “(A) means a shortage of teachers docu-  
7 mented in the needs assessment submitted  
8 under section **[2222]** by the local educational  
9 agency involved or some other official dem-  
10 onstration of shortage by the local educational  
11 agency; and

12 “(B) may include such a shortage in math-  
13 ematics, science, a foreign language, special  
14 education, bilingual education, or reading.

15 “(3) The term ‘exemplary, highly qualified prin-  
16 cipal’ means a principal who—

17 “(A) demonstrates a belief that every stu-  
18 dent can achieve at high levels;

19 “(B) demonstrates an ability to drive sub-  
20 stantial gains in academic achievement for all  
21 students while closing the achievement gap for  
22 those farthest from meeting standards;

23 “(C) uses data to drive instructional im-  
24 provement;

1           “(D) provides ongoing support and devel-  
2           opment for teachers; and

3           “(E) builds a positive school community,  
4           treating every student with respect and rein-  
5           forcing high expectations for all.

6           “(4) The term ‘exemplary, highly qualified  
7           teacher’ means a highly qualified teacher who is  
8           rated as exemplary pursuant to a system described  
9           in subsection (e).

10 **“SEC. 2112. CAREER LADDERS FOR TEACHERS PROGRAM.**

11           “(a) GRANTS.—The Secretary may make grants to  
12 local educational agencies to establish and implement a  
13 Career Ladders for Teachers Program in which the agen-  
14 cy—

15           “(1) augments the salary of teachers in high-  
16 need elementary schools and secondary schools to  
17 correspond to the increasing responsibilities and  
18 leadership roles assumed by the teachers as they  
19 take on new professional roles (such as serving on  
20 school leadership teams, serving as instructional  
21 coaches, and serving in hybrid roles), including by—

22           “(A) providing up to \$10,000 as an annual  
23 augmentation to master teachers (including  
24 teachers serving as master teachers as part of

1 a state-of-the-art teacher induction program  
2 under section **[2122]**); and

3 “(B) providing up to \$5,000 as an annual  
4 augmentation to mentor teachers (including  
5 teachers serving as mentor teachers as part of  
6 a state-of-the-art teacher induction program  
7 under section **[2122]**);

8 “(2) provides up to \$4,000 as an annual bonus  
9 to all career teachers, master teachers, and mentor  
10 teachers in high-need elementary schools and sec-  
11 ondary schools based on a combination of—

12 “(A) at least 3 classroom evaluations over  
13 the course of the year; and

14 “(B) the performance of the teacher’s stu-  
15 dents as determined by—

16 “(i) student growth on any test that is  
17 required by the State educational agency  
18 or local educational agency and is adminis-  
19 tered to the teacher’s students; and

20 “(ii) in States or local educational  
21 agencies with value-added longitudinal  
22 data systems, whole-school value-added  
23 student achievement gains and classroom-  
24 level value-added student achievement  
25 gains; or

1           “(3) provides up to \$4,000 as an annual bonus  
2 to principals in elementary schools and secondary  
3 schools based on the performance of the school’s stu-  
4 dents, taking into consideration whole-school value-  
5 added student achievement gains in States that have  
6 value-added longitudinal data systems and in which  
7 information on whole-school value-added student  
8 achievement gains is available.

9           “(b) DEMONSTRATED LEVEL OF PROFICIENCY.—

10           “(1) REQUIREMENT.—A local educational agen-  
11 cy may not use a grant to augment a teacher’s sal-  
12 ary through a performance bonus under subsection  
13 (a)(2) unless the teacher demonstrates an increased  
14 level of proficiency as demonstrated through—

15           “(A) in States without value-added longitu-  
16 dinal data systems, multiple annual evaluations  
17 described in paragraph (2); and

18           “(B) in States with value-added longitu-  
19 dinal data systems, value-added student  
20 achievement gains.

21           “(2) EVALUATIONS.—An evaluation described  
22 in this paragraph shall—

23           “(A) be conducted by multiple evaluators,  
24 including master teachers and the principal;

1           “(B) be based on classroom observation at  
2           least 3 times annually; and

3           “(C) be evaluated against research-vali-  
4           dated benchmarks that use planning, instruc-  
5           tional, and learning environment standards to  
6           measure teacher performance.

7           “(c) ELIGIBILITY REQUIREMENT.—A local edu-  
8           cational agency may not use any funds under this section  
9           to establish or implement a Career Ladders for Teachers  
10          Program unless—

11           “(1) the percentage of teachers required by pre-  
12          vailing union rules votes affirmatively to adopt the  
13          program; or

14           “(2) in States that do not recognize collective  
15          bargaining between local educational agencies and  
16          teacher organizations, at least 75 percent of the  
17          teachers in the local educational agency must vote  
18          affirmatively to adopt the program.

19          “(d) DEFINITIONS.—In this section:

20           “(1) The term ‘career teacher’ means a teacher  
21          who has a bachelor’s degree and full credentials or  
22          alternative certification including a passing level on  
23          elementary or secondary subject matter assessments  
24          and professional knowledge assessments.



1           “(2) The term ‘mentor teacher’ means a teach-  
2           er who—

3                   “(A) has a bachelor’s degree and full cre-  
4                   dentials or alternative certification including a  
5                   passing level on any applicable elementary or  
6                   secondary subject matter assessments and pro-  
7                   fessional knowledge assessments;

8                   “(B) has a portfolio and a classroom dem-  
9                   onstration showing instructional excellence;

10                   “(C) has an ability, as demonstrated by  
11                   student data, to increase student achievement  
12                   through utilizing specific instructional strate-  
13                   gies;

14                   “(D) has a minimum of 3 years of teach-  
15                   ing experience;

16                   “(E) is recommended by the principal and  
17                   other current master and mentor teachers;

18                   “(F) is an excellent instructor and commu-  
19                   nicator with an understanding of how to facili-  
20                   tate growth in the teachers they are mentoring;  
21                   and

22                   “(G) performs well as a mentor in estab-  
23                   lished induction and peer review and mentoring  
24                   programs.

1           “(3) The term ‘master teacher’ means a teacher  
2           who—

3                   “(A) holds a master’s degree in the rel-  
4                   evant academic discipline;

5                   “(B) has at least 5 years of successful  
6                   teaching experience, as measured by perform-  
7                   ance evaluations, a portfolio of work, or Na-  
8                   tional Board for Professional Teaching Stand-  
9                   ards certification;

10                   “(C) demonstrates expertise in content,  
11                   curriculum development, student learning, test  
12                   analysis, mentoring, and professional develop-  
13                   ment, as demonstrated by an advanced degree,  
14                   advanced training, career experience, or Na-  
15                   tional Board for Professional Teaching Stand-  
16                   ards certification;

17                   “(D) presents student data that illustrates  
18                   the teacher’s ability to increase student achieve-  
19                   ment through utilizing specific instructional  
20                   interventions;

21                   “(E) has instructional expertise dem-  
22                   onstrated through model teaching, team teach-  
23                   ing, video presentations, student achievement  
24                   gains, or National Board for Professional  
25                   Teaching Standards certification;

1           “(F) may hold a valid National Board for  
2           Professional Teaching Standards certificate,  
3           may have passed another rigorous standard, or  
4           may have been selected as a school, district, or  
5           State teacher of the year; and

6           “(G) is currently participating, or has pre-  
7           viously participated, in a professional develop-  
8           ment program that supports classroom teachers  
9           as mentors.

10          “(4) The term ‘high-need’, with respect to an  
11          elementary school or a secondary school, has the  
12          meaning given to that term in section 2111.

13          **“SEC. 2113. TEACHER RESIDENCY PROGRAM GRANTS.**

14          “(a) IN GENERAL.—From funds reserved under sec-  
15          tion **【2102(b)(2)(C)】**, the Secretary shall make grants on  
16          a competitive basis to high-need local educational agencies  
17          to assist such agencies to establish and support teacher  
18          residency programs. Such agencies are encouraged to work  
19          with non-profit community-based organizations that have  
20          experience in teacher residency programs.

21          “(b) TEACHER RESIDENCY PROGRAMS.—

22                  “(1) DEFINITION.—For purposes of this sec-  
23          tion, the term ‘teacher residency program’ means a  
24          school-based teacher preparation program in which a  
25          prospective teacher—

1           “(A) teaches alongside a teacher of record  
2           (who is designated as the mentor teacher) for  
3           at least 1 academic year;

4           “(B) receives coursework in the teaching of  
5           the content area in which the teacher will be-  
6           come certified to teach;

7           “(C) receives instruction in planning, con-  
8           tent, pedagogy, student learning, assessment,  
9           management of the classroom environment, and  
10          professional responsibilities, including inter-  
11          action with families and colleagues and use of  
12          assessment data to modify and improve instruc-  
13          tion;

14          “(D) attains full State certification to  
15          teach prior to completion of the program; and

16          “(E) receives a midpoint review.

17          “(2) DESIGN.—To receive assistance under this  
18          section, a teacher residency program shall include  
19          the following characteristics:

20                 “(A) Pedagogy and classroom practice  
21                 shall be integrated by—

22                         【“(i) partnering with institutions of  
23                         higher education to ensure residents en-  
24                         gage in rigorous coursework while under-

1 taking a guided teaching apprenticeship;  
2 and】

3 “(ii) using lessons learned from the  
4 residency program to inform teacher train-  
5 ing at the institution of higher education.

6 “(B) Residents shall teach alongside an ex-  
7 perience mentor teacher (who may receive ad-  
8 ditional compensation for participating in the  
9 program), so that classroom clinical practice is  
10 tightly aligned with coursework.

11 “(C) Programs shall appoint experienced  
12 mentor teachers who shall—

13 “(i) serve as—

14 “(I) teacher leaders;

15 “(II) mentors for residents; and

16 “(III) teacher coaches during the  
17 induction of novice teachers; and

18 “(ii) perform additional responsibil-  
19 ities that shall include establishing within  
20 the program a learning community in  
21 which all individuals are expected to con-  
22 tinually improve their capacity to advance  
23 student learning.

1           “(D) The criteria shall be established by  
2 the director of the program for the selection of  
3 experienced mentor teachers that—

4                   “(i) shall be based on measures of  
5 teacher effectiveness and appropriate sub-  
6 ject area knowledge; and

7                   “(ii) shall include an evaluation of  
8 prospective mentor teachers’ effectiveness  
9 based on observation of domains that in-  
10 clude—

11                           “(I) planning and preparation,  
12 including demonstrated knowledge of  
13 content, pedagogy, and assessment,  
14 including the use of formative assess-  
15 ment to improve student learning;

16                           “(II) appropriate instruction that  
17 engages students with different learn-  
18 ing styles, including students with dis-  
19 abilities and English language learn-  
20 ers;

21                           “(III) collaboration with col-  
22 leagues to improve instruction; and

23                           “(IV) appropriate and fair anal-  
24 ysis of gains in student learning,  
25 which shall include, when feasible,

1                   valid and reliable objective measures  
2                   of the influence of teachers on the  
3                   rate of student academic progress.

4                   “(E) Teacher candidates shall be grouped  
5                   in cohorts to facilitate professional collaboration  
6                   among residents.

7                   “(F) Admissions goals and priorities shall  
8                   be developed in concert with the hiring objec-  
9                   tives of the local educational agency, which  
10                  shall commit to hire graduates from the resi-  
11                  dency program.

12                  “(G) Residents shall learn to teach in the  
13                  same local educational agency in which they will  
14                  work, learning the instructional initiatives and  
15                  curriculum of the agency.

16                  “(H) Residents, once they are hired as  
17                  teachers of record, shall be supported and shall  
18                  continue to receive professional development  
19                  and networking opportunities through their  
20                  first years of teaching, which shall be coordi-  
21                  nated with the professional development pro-  
22                  vided in the local education agency operated  
23                  within the local educational agency pursuant to  
24                  subsection (b).

1           “(3) EXPERIENCED MENTOR TEACHER DE-  
2 FINED.—In this section, the term ‘experienced men-  
3 tor teacher’ means a teacher who has at least five  
4 years teaching experience teaching in a school in the  
5 high-need local educational agency that is the recipi-  
6 ent of a grant under this section.

7           【“(c) PERSONS ELIGIBLE TO PARTICIPATE.—To be  
8 eligible to participate in a teacher residency program  
9 under this section, a mid-career professional or recent col-  
10 lege graduate shall become enrolled simultaneously in edu-  
11 cation or teaching in a postsecondary institution that—  
12 】

13           【“(1) has entered into a written agreement re-  
14 lating to such program with the high-need local edu-  
15 cational agency that is the recipient of a grant under  
16 this section; and】

17           【“(2) is accredited by the Council of Higher  
18 Education Accreditation and the accrediting agency  
19 in the State in which the high-need local educational  
20 agency is located, if any.】

21           “(d) PARTICIPANTS TO RECEIVE PRACTICAL EXPE-  
22 RIENCE.—A participant in a teacher residency program  
23 under this section shall, under the supervision of an expe-  
24 rienced mentor teacher, complete not fewer than ten  
25 months teaching a class containing not more than 30 stu-



1 dents in a school chosen by the high-need local educational  
2 agency that is the recipient of a grant under this section.

3       “(e) PARTICIPANT TO AGREE TO BE PLACED IN A  
4 SCHOOL.—A participant in a teacher residency program  
5 under this section shall agree in writing to be placed, after  
6 successfully completing the program, as a teacher in a  
7 school chosen by the high-need local educational agency.  
8 Such placement shall be for a period of at least 5 academic  
9 years, beginning with the academic year that begins after  
10 the participant successfully completes the program. The  
11 school chosen for the placement shall be in a high-need,  
12 underserved area. **[A participant who fails to complete the**  
13 **period of the placement (or the first 5 academic years of**  
14 **the placement, if the period is more than 5 academic**  
15 **years) shall be required to pay back the cost of the train-**  
16 **ing.]**

17       “(f) AMOUNT, NUMBER, AND DISTRIBUTION OF  
18 GRANTS.—

19       **[“(1) AMOUNT.—A grant under this section**  
20 **shall be for a period of three years, and shall include**  
21 **a minimum of \$2,500,000 for the first year,**  
22 **\$1,500,000 for the second year, and \$1,000,000 for**  
23 **the third year.]**

1           “(2) NUMBER.—The Secretary may not make  
2 more than ten such grants each fiscal year, begin-  
3 ning with fiscal year 2008.

4           “(3) DISTRIBUTION.—A high-need local edu-  
5 cational agency may receive not more than one grant  
6 under this section.

7           “(g) APPLICATION.—To receive a grant under this  
8 section, a high-need local educational agency shall submit  
9 to the Secretary an application at such time, in such man-  
10 ner, and containing such information as the Secretary may  
11 prescribe.

12       **【“(h) EVALUATION.—】**

13           “(1) IN GENERAL.—Of the amounts made  
14 available to carry out this section, the Secretary  
15 shall reserve up to **【5】** percent for an evaluation of  
16 the effectiveness of the program established under  
17 this section in relation to the effectiveness of other  
18 programs that prepare teachers for employment with  
19 high-need schools and high-need local educational  
20 agencies.

21           “(2) LEARNING GAINS.— The evaluation under  
22 paragraph (1) shall include, where feasible, value-  
23 added measures of **【student achievement gains】**  
24 taught by graduates of each teacher residency pro-  
25 gram.

1           “(3) ENTITY.—The evaluation shall be con-  
2           ducted by the Institute of Education Sciences, the  
3           National Science Foundation, or the National Acad-  
4           emy of Sciences, at the direction of the Secretary.

5           “(4) PUBLICATION OF RESULTS.—Not later  
6           than 5 years after the date of the enactment of this  
7           section, the Secretary shall make the results of the  
8           evaluation public.

9           “(i) MATCHING FUNDS.—A high-need local edu-  
10          cational agency that receives a grant under this section  
11          shall provide matching funds in an amount equal to 50  
12          percent of grant funds provided to the agency under this  
13          section to carry out the activities supported by the grant,  
14          which may be provided by community partners, institu-  
15          tions of higher education, or others.

16          【“(j) HIGH-NEED LOCAL EDUCATIONAL AGENCY  
17          DEFINED.—In this section, the term ‘high-need local edu-  
18          cational agency’ means a local educational agency—】

19                 【“(1) that is among the highest 20 percent of  
20          local educational agencies in the State in terms of  
21          percentage of students from families with incomes  
22          below the poverty line (as defined in section  
23          9101(33) of the Elementary and Secondary Edu-  
24          cation Act of 1965 (20 U.S.C. 7801(33)));】

1           【“(2) that is among the lowest 20 percent of  
2 local educational agencies in the State on assess-  
3 ments required under part A of title I, or, where fea-  
4 sible, the lowest 20 percent of local educational  
5 agencies in the State in terms of measures of teach-  
6 ing effectiveness; and】

7           【“(3) for which there is a high percentage of  
8 classes taught by teachers not teaching in the aca-  
9 demic subjects or grade levels that the teachers were  
10 prepared to teach.】

11           “SUBPART 2—PORTABLE PERFORMANCE-BASED  
12                                   TEACHER ASSESSMENT

13           **“SEC. 2121. STUDY ON DEVELOPING A PORTABLE PER-  
14                                   FORMANCE-BASED TEACHER ASSESSMENT.**

15           “(a) STUDY.—

16                   “(1) IN GENERAL.—The Secretary shall enter  
17 into an arrangement with an objective evaluation  
18 firm to conduct a study to assess the validity of any  
19 test used for teacher certification or licensure by  
20 multiple States, taking into account the passing  
21 scores adopted by multiple States. The study shall  
22 determine the following:

23                           “(A) The extent to which tests of content  
24 knowledge represent of the subject matter  
25 teacher candidates are licensed to teach.

1           “(B) Whether tests of pedagogy reflect the  
2           latest research on student learning and effective  
3           teaching.

4           “(C) The relationship, if any, between  
5           teachers’ scores on licensure and certification  
6           exams and other measures of teacher effective-  
7           ness, including learning gains achieved by the  
8           teachers’ students.

9           “(2) REPORT.—The Secretary shall submit a  
10          report to the Congress on the results of the study  
11          conducted under this subsection.

12          “(b) GRANT TO CREATE A MODEL PERFORMANCE-  
13          BASED ASSESSMENT.—

14                 “(1) GRANT.—The Secretary may make 1  
15          grant to an eligible partnership to create and pilot  
16          a model performance-based assessment of teaching  
17          skills that reliably evaluates teaching skills in prac-  
18          tice and can be used to facilitate the portability of  
19          teacher credentials and licensing from one State to  
20          another. The performance-based assessment will  
21          measure the teacher’s ability to teach subject matter  
22          content effectively and to work effectively with di-  
23          verse learners, including English language learners  
24          and students with disabilities. It should assess  
25          standards and teaching practices that are associated

1 with student learning and incorporate teacher con-  
2 tributions to student learning.

3 “(2) CONSIDERATION OF STUDY.—In creating a  
4 model performance-based assessment of teaching  
5 skills, the recipient of a grant under this section  
6 shall take into consideration the results of the study  
7 conducted under subsection (a).

8 “(3) ELIGIBLE PARTNERSHIP.—In this section,  
9 the term ‘eligible partnership’ means a partnership  
10 of—

11 “(A) an independent professional organiza-  
12 tion; and

13 “(B) an organization that represents ad-  
14 ministrators of State educational agencies.

15 **“SEC. 2122. IMPROVING PROFESSIONAL DEVELOPMENT OP-  
16 PORTUNITIES.**

17 “(a) GRANTS.—The Secretary may make grants to  
18 eligible entities for the establishment and operation of new  
19 teacher centers or the support of existing teacher centers.

20 “(b) SPECIAL CONSIDERATION.—In making grants  
21 under this section, the Secretary shall give special consid-  
22 eration to any application submitted by an eligible entity  
23 that is—

24 “(1) a high-need local educational agency; or

1           “(2) a consortium that includes at least one  
2           high-need local educational agency.

3           “(c) DURATION.—Each grant under this section shall  
4           be for a period of 3 years.

5           “(d) REQUIRED ACTIVITIES.—A teacher center re-  
6           ceiving assistance under this section shall carry out each  
7           of the following activities:

8           “(1) Providing high-quality professional devel-  
9           opment to teachers to assist them in improving their  
10          knowledge, skills, and teaching practices in order to  
11          help students to improve their achievement and meet  
12          State academic standards.

13          “(2) Providing teachers with information on de-  
14          velopments in curricula, assessments, and edu-  
15          cational research, including the manner in which the  
16          research and data can be used to improve teaching  
17          skills and practice.

18          “(3) Providing training and support for new  
19          teachers.

20          “(e) PERMISSIBLE ACTIVITIES.—A teacher center  
21          may use assistance under this section for any of the fol-  
22          lowing:

23          “(1) Assessing the professional development  
24          needs of the teachers and other instructional school

1 employees, such as librarians, counselors, and para-  
2 professionals, to be served by the center.

3 “(2) Providing intensive support to staff to im-  
4 prove instruction in literacy, math, science, and  
5 other curricular areas necessary to provide a well-  
6 rounded education to students.

7 “(3) Providing support to mentors working with  
8 new teachers.

9 “(4) Providing training in effective instructional  
10 services and classroom management strategies for  
11 mainstream teachers serving students with disabil-  
12 ities and students with limited English proficiency.

13 “(5) Enabling teachers to engage in study  
14 groups and other collaborative activities and collegial  
15 interactions regarding instruction.

16 “(6) Paying for release time and substitute  
17 teachers in order to enable teachers to participate in  
18 the activities of the teacher center.

19 “(7) Creating libraries of professional materials  
20 and educational technology.

21 “(8) Providing high-quality professional devel-  
22 opment for other instructional staff, such as para-  
23 professionals, librarians, and counselors.

24 “(9) Assisting teachers to become highly quali-  
25 fied and paraprofessionals to become teachers.



1           “(10) Assisting paraprofessionals to meet the  
2 requirements of section **[1119]**.

3           “(11) Developing curricula.

4           “(12) Incorporating additional on-line profes-  
5 sional development resources for participants.

6           “(13) Providing funding for individual- or  
7 group-initiated classroom projects.

8           “(14) Developing partnerships with businesses  
9 and community-based organizations.

10           “(15) Establishing a teacher center site.

11           “(f) **TEACHER CENTER POLICY BOARD.**—

12           “(1) **IN GENERAL.**—A teacher center receiving  
13 assistance under this section shall be operated under  
14 the supervision of a teacher center policy board.

15           “(2) **MEMBERSHIP.**—

16           “(A) **TEACHER REPRESENTATIVES.**—The  
17 majority of the members of a teacher center  
18 policy board shall be representatives of, and se-  
19 lected by, the elementary and secondary school  
20 teachers to be served by the teacher center.  
21 Such representatives shall be selected through  
22 the teacher organization, or if there is no teach-  
23 er organization, by the teachers directly.

24           “(B) **OTHER REPRESENTATIVES.**—The  
25 members of a teacher center policy board—

1           “(i) shall include at least two mem-  
2           bers who are representative of, or des-  
3           ignated by, the school board of the local  
4           educational agency to be served by the  
5           teacher center;

6           “(ii) shall include at least one member  
7           who is a representative of, and is des-  
8           ignated by, the institutions of higher edu-  
9           cation (with departments or schools of edu-  
10          cation) located in the area; and

11          “(iii) may include paraprofessionals.

12          “(g) APPLICATION.—

13           “(1) IN GENERAL.—To seek a grant under this  
14           section, an eligible entity shall submit an application  
15           at such time, in such manner, and accompanied by  
16           such information as the Secretary may reasonably  
17           require.

18           “(2) ASSURANCE OF COMPLIANCE.—An appli-  
19           cation under paragraph (1) shall include an assur-  
20           ance that the applicant will require any teacher cen-  
21           ter receiving assistance through the grant to comply  
22           with the requirements of this section.

23           “(3) TEACHER CENTER POLICY BOARD.—An  
24           application under paragraph (1) shall include the  
25           following:

1 “(A) An assurance that—

2 “(i) the applicant has established a  
3 teacher center policy board;

4 “(ii) the board participated fully in  
5 the preparation of the application; and

6 “(iii) the board approved the applica-  
7 tion as submitted.

8 “(B) A description of the membership of  
9 the board and the method of its selection.

10 “(h) DEFINITIONS.—In this section:

11 “(1) The term ‘eligible entity’ means a local  
12 educational agency or a consortium of 2 or more  
13 local educational agencies.

14 “(2) The term ‘high-need’ means **【TO BE**  
15 **SUPPLIED】**.

16 “(3) The term ‘teacher center policy board’  
17 means a teacher center policy board described in  
18 subsection (f).

19 “(i) AUTHORIZATION OF APPROPRIATIONS.—To  
20 carry out this section, there are authorized to be appro-  
21 priated **【TO BE SUPPLIED】** for fiscal year 2008 and  
22 such sums as may be necessary for each of the 5 suc-  
23 ceeding fiscal years.

1 “PART B—TEACHER AND PRINCIPAL QUALITY STATE  
2 GRANTS

3 **“SEC. 2201. PURPOSE.**

4 “The purpose of this part is to provide grants to  
5 State educational agencies, local educational agencies,  
6 State agencies for higher education, and eligible partner-  
7 ships in order to—

8 “(1) increase student academic achievement by  
9 improving teacher and principal quality and increas-  
10 ing the number of highly qualified teachers and ef-  
11 fective principals in schools; and

12 “(2) promote the equitable distribution of expe-  
13 rienced teachers and highly qualified teachers be-  
14 tween schools serving high percentages of low-in-  
15 come students and students who are racial and eth-  
16 nic minorities, and schools serving low percentages  
17 of such students.

18 **“SEC. 2202. DEFINITIONS.**

19 “In this part:

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

22 “(A) when referring to an organizational  
23 unit of an institution of higher education, any  
24 academic unit that offers one or more academic  
25 majors in disciplines or content areas cor-

1           responding to the academic subjects in which  
2           teachers teach; and

3           “(B) when referring to a specific academic  
4           subject, the disciplines or content areas in  
5           which an academic major is offered by an orga-  
6           nizational unit described in subparagraph (A).

7           **【“(2) HIGH-NEED LOCAL EDUCATIONAL AGEN-  
8           CY.—The term ‘high-need local educational agency’  
9           means a local educational agency—】**

10           **【“(A)(i) that serves not fewer than 10,000  
11           children from families with incomes below the  
12           poverty line; or】**

13           **【“(ii) in which not less than 20 percent of  
14           the children served by the agency are from fam-  
15           ilies with incomes below the poverty line; and】**

16           **【“(B)(i) which, as compared to the aver-  
17           age for the State as a whole, has a higher pro-  
18           portion of teachers who are not teaching in core  
19           academic subjects or at grade levels for which  
20           they are highly qualified; or】**

21           **【“(ii) that according to the local needs as-  
22           sessment in section 2222 exceeds the State av-  
23           erage in 3 or more of the following:】**

24                   **【“(I) Proportion of first year  
25                   teachers.】**

1                   【“(II) Proportion of second and  
2                   third year teachers.】

3                   【“(III) Teacher attrition rate.】

4                   【“(IV) Proportion of teachers  
5                   with emergency, provisional, or tem-  
6                   porary teaching credentials.】

7                   “(3) HIGHLY QUALIFIED PARAPROFES-  
8                   SIONAL.—The term ‘highly qualified paraprofes-  
9                   sional’ means a paraprofessional who has not less  
10                  than 2 years of—

11                  “(A) experience in a classroom; and

12                  “(B) postsecondary education or dem-  
13                  onstrated competence in a field or academic  
14                  subject for which there is a significant shortage  
15                  of qualified teachers.

16                  “(4) OUT-OF-FIELD TEACHER.—The term ‘out-  
17                  of-field teacher’ means a teacher who is teaching an  
18                  academic subject or a grade level for which the  
19                  teacher is not highly qualified.

20                  “(5) PRINCIPAL.—The term ‘principal’ includes  
21                  both principals and assistant principals.

1                   “SUBPART 1—GRANTS TO STATES

2   **“SEC. 2211. ASSURANCE OF REASONABLE PROGRESS TO-**  
3                   **WARD EQUITABLE ACCESS TO TEACHER**  
4                   **QUALITY.**

5           “(a) IN GENERAL.—The Secretary may not provide  
6 any assistance to a State educational agency under this  
7 part unless, in the State educational agency’s application  
8 for such assistance, the State educational agency—

9                   “(1) provides the plan required by [section  
10           1111(b)(11)(C)] and at least one public report pur-  
11           suant to that section;

12                   “(2) clearly articulates the measures the State  
13           educational agency is using to determine whether  
14           poor and minority students are being taught dis-  
15           proportionately by teachers who are inexperienced,  
16           out-of-field, or not highly qualified;

17                   “(3) includes an evaluation of the success of the  
18           State educational agency’s plan required by [section  
19           1111(b)(11)(C)] in addressing any such disparities;

20                   “(4) with respect to any such disparities, pro-  
21           poses modifications to such plan; and

22                   “(5) includes a description of the State edu-  
23           cational agency’s activities to monitor the compli-  
24           ance of local educational agencies in the State with  
25           section [1112(c)(1)(M)].

1       “(b) EFFECTIVE DATE.—This section applies with  
2 respect to any assistance under this [part] for which an  
3 application is submitted after the date of the enactment  
4 of this section.

5       “(c) SECRETARIAL OBLIGATION.—The Secretary  
6 shall withhold funds under this part from a State edu-  
7 cational agency that—

8               “(1) fails in a timely way to submit a full accu-  
9 rate report as required by this section; or

10              “(2) fails to provide evidence through the re-  
11 ports required by this section that the State edu-  
12 cational agency is implementing policies designed to  
13 eliminate disparities in teacher assignments and  
14 school staffing between and within school districts in  
15 teacher assignments and school staffing.

16 **“SEC. 2212. ALLOTMENTS TO STATES.**

17       “(a) IN GENERAL.—The Secretary shall make grants  
18 to States with applications approved under section [2215]  
19 to pay for the Federal share of the cost of carrying out  
20 the activities specified in section 2216. Each grant shall  
21 consist of the allotment determined for a State under sub-  
22 section (b).

23       “(b) DETERMINATION OF ALLOTMENTS.—

24               “(1) RESERVATION OF FUNDS.—From the total  
25 amount made available to carry out this part under



1 section **【2102(c)】** for a fiscal year, the Secretary  
2 shall reserve—

3 “(A) one-half of 1 percent for allotments  
4 for the United States Virgin Islands, Guam,  
5 American Samoa, and the Commonwealth of  
6 the Northern Mariana Islands, to be distributed  
7 among those outlying areas on the basis of their  
8 relative need, as determined by the Secretary,  
9 in accordance with the purpose of this part;

10 “(B) one-half of 1 percent for the Sec-  
11 retary of the Interior for programs under this  
12 part in schools operated or funded by the **【Bu-  
13 reau of Indian Affairs】**; and

14 “(C) one-half of 1 percent, to be used in  
15 accordance with section **【2234(c)】**.

16 “(2) ALLOTMENT OF ADDITIONAL FUNDS.—

17 “(A) IN GENERAL.—Subject to subpara-  
18 graph (B), from the funds made available under  
19 section **【2102(c)】** and not reserved under para-  
20 graph (1), the Secretary shall allot to each of  
21 the 50 States, the District of Columbia, and the  
22 Commonwealth of Puerto Rico the sum of—

23 “(i) an amount that bears the same  
24 relationship to 35 percent of the available  
25 amount as the number of individuals age 5

1 through 17 in the State, as determined by  
2 the Secretary on the basis of the most re-  
3 cent satisfactory data, bears to the number  
4 of those individuals in all such States, as  
5 so determined; and

6 “(ii) an amount that bears the same  
7 relationship to 65 percent of the available  
8 amount as the number of individuals age 5  
9 through 17 from families with incomes  
10 below the poverty line, in the State, as de-  
11 termined by the Secretary on the basis of  
12 the most recent satisfactory data, bears to  
13 the number of those individuals in all such  
14 States, as so determined.

15 “(B) EXCEPTION.—No State receiving an  
16 allotment under subparagraph (A) may receive  
17 less than one-half of 1 percent of the total  
18 amount allotted under such subparagraph for a  
19 fiscal year.

20 “(3) REALLOTMENT.—If any State does not  
21 apply for an allotment under this subsection for any  
22 fiscal year, the Secretary shall reallocate the amount of  
23 the allotment to the remaining States in accordance  
24 with this subsection.

1 **“SEC. 2213. STATE NEEDS ASSESSMENT.**

2 “(a) IN GENERAL.—For a State to receive a grant  
3 under this part, the State educational agency shall, not  
4 later than **[1 year]** after the date of the enactment of  
5 the **[insert short title]** prepare a teacher needs assess-  
6 ment that will be used to determine which local edu-  
7 cational agencies have the most acute need for teachers  
8 and professional development. The State educational agen-  
9 cy shall—

10 “(1) submit the needs assessment to the Sec-  
11 retary in such a manner as the Secretary may rea-  
12 sonably require;

13 “(2) make the needs assessment available to  
14 parents and the public by publishing it on the State  
15 educational agency’s website; and

16 “(3) include teacher input in developing the  
17 needs assessment.

18 “(b) CONTENTS.—Each needs assessments under  
19 this section shall include the following information, re-  
20 ported separately for each local educational agency:

21 “(1) The number and percentage of highly-  
22 qualified teachers.

23 “(2) The number and percentage of classes in  
24 core academic subjects taught by teachers who are  
25 not highly qualified in the subjects they are teach-  
26 ing.

1           “(3) The number and percentage of first year  
2 teachers.

3           “(4) The number and percentage of second and  
4 third year teachers.

5           “(5) The number and percentage of teachers  
6 teaching with emergency, provisional, or temporary  
7 credentials, [or other teaching credentials that do  
8 not meet the requirements for full State certifi-  
9 cation].

10           “(6) Teacher attrition rates, averaged over the  
11 most recent 3-year period.

12           “(7) The information required in paragraphs  
13 (1) through (6) for each school in the State des-  
14 ignated as Priority or High Priority under section  
15 [1116].

16           “(8) Such other information as the Secretary  
17 may reasonably require.

18 **“SEC. 2214. STATE PLAN.**

19           “(a) IN GENERAL.—Not later than 18 months after  
20 the date of the enactment of the [INSERT SHORT  
21 TITLE], State educational agencies desiring to receive a  
22 grant under this part shall prepare, publish, and submit  
23 to the Secretary, in such a manner as the Secretary may  
24 reasonably require, a plan to address the needs identified  
25 by the needs assessment required under section [2213].

1       “(b) SECRETARIAL OBLIGATION.—Effective 18  
2 months after the date of the enactment of this Act, the  
3 Secretary shall not grant funds under this part to any  
4 State educational agency that has failed to submit the  
5 plan required under this section.

6       “(c) CONTENTS.—The plan required under this sec-  
7 tion shall contain the following:

8           “(1) A description of how funds provided, and  
9 activities required, under this part will be used to  
10 address needs identified in the needs assessment re-  
11 quired under section **[2213]**.

12           “(2) An assurance that a majority of funds pro-  
13 vided under this part will be spent on activities spe-  
14 cifically intended to address the needs identified in  
15 the needs assessment, until such time as the State  
16 has achieved an equitable distribution of teachers, as  
17 described in section **[1111(b)(11)(C)]**.

18           “(3) Specific, measurable, and quantifiable an-  
19 nual goals for achieving an equitable distribution of  
20 highly qualified teachers between local educational  
21 agencies and schools in the top and bottom quartiles  
22 of enrollment of students who are low income, who  
23 are from minority racial and ethnic groups, or who  
24 are proficient in reading and mathematics as deter-

1 mined by assessments required by section  
2 **【1111(b)(3)】**.

3 “(4) Specific, measurable, and quantifiable an-  
4 nual goals for reducing the disparity in teacher attri-  
5 tion rates between local educational agencies and  
6 schools in the top and bottom quartiles of enrollment  
7 of students who are low income, who are from mi-  
8 nority racial and ethnic groups, or who are pro-  
9 ficient in reading and mathematics as determined by  
10 assessments required by section **【1111(b)(3)】**.

11 “(5) A description of how the State educational  
12 agency will upgrade the professional development in  
13 order to better meet the needs of teachers and prin-  
14 cipals working in local educational agencies in which  
15 the following measures are higher than average (as  
16 compared to other local educational agencies in the  
17 State):

18 “(A) Rates of teacher attrition.

19 “(B) Rates of out-of-field teaching.

20 “(C) Proportions of novice teachers.

21 “(D) Proportions of teachers teaching with  
22 emergency, provisional, or temporary  
23 credentials**【**, or other teaching credentials that  
24 do not meet the requirements for full State cer-  
25 tification**】**.

1           “(6) A description of how the State educational  
2           agency will encourage the development of effective  
3           strategies to deliver intensive professional develop-  
4           ment programs that are cost-effective and easily ac-  
5           cessible, such as those that involve delivery through  
6           the use of technology, coaching, and peer networks.

7           “(7) A description of any additional activities  
8           the State educational agency will undertake with  
9           State funds to address the needs identified in the  
10          needs assessment required under section **[2213]**.

11          “(8) Such other information as the Secretary  
12          may reasonably require.

13          “(d) REPORTING.—The State shall annually update  
14          the plan required under this section and publicly report  
15          on progress in meeting the goals described in paragraphs  
16          (3) and (4) of subsection (c).

17          **“SEC. 2215. STATE APPLICATIONS.**

18          “(a) IN GENERAL.—For a State to be eligible to re-  
19          ceive a grant under this subpart, the State educational  
20          agency shall submit an application to the Secretary at  
21          such time, in such manner, and containing such informa-  
22          tion as the Secretary may reasonably require.

23          “(b) CONTENTS.—Each application shall include, at  
24          a minimum, the following:

1           “(1) A description of how the activities carried  
2 out by the State educational agency will address the  
3 needs identified on the needs assessment to ensure  
4 an equitable distribution of teachers.

5           “(2) A description of how the State educational  
6 agency will implement the plan and the technical as-  
7 sistance it will provide.

8           “(3) A description of how the State edu-  
9 cational agency will evaluate the activities supported  
10 under this part in accordance with section  
11 **【2216(c)(1)(C)】**.

12           “(4) A description of how the State educational  
13 agency will use funds under this part to support  
14 local educational agencies in recruiting and retaining  
15 highly qualified teachers.

16           “(5) A description of how the State educational  
17 agency will ensure that activities assisted under this  
18 part are aligned with challenging State academic  
19 content standards and student academic achieve-  
20 ment standards, State assessments, and State and  
21 local curricula.

22           “(6) A description of how the State educationl  
23 agency will facilitate the development of effective  
24 strategies to deliver intensive professional develop-



1       ment programs that allow for ongoing support and  
2       follow-up.

3               “(7) A description of how the State educational  
4       agency will encourage the use of strategies based on  
5       scientifically valid research and intervention models  
6       that include high-quality instruction, data-based de-  
7       cisionmaking, use of formative assessments, progress  
8       monitoring, and research-based interventions  
9       matched to student needs.

10       “(c) PEER REVIEW AND SECRETARIAL APPROVAL.—  
11       The Secretary shall review applications submitted by a  
12       State educational agency pursuant to subsection (a) based  
13       on the peer review process established under section  
14       **[1111(e)]**. The Secretary shall, within 120 days of receiv-  
15       ing the application, finally approve or disapprove it.

16       “(d) NOTIFICATION.—If the Secretary finds that the  
17       application is not in compliance, in whole or in part, with  
18       this subpart, the Secretary shall notify the State edu-  
19       cational agency of the finding of noncompliance and, in  
20       such notification, shall—

21               “(1) cite the specific reasons for the finding of  
22       noncompliance; and

23               “(2) request additional information needed to  
24       make the application compliant.

1           “(e) RESPONSE.—If the State educational agency re-  
2 sponds to the Secretary’s notification described in sub-  
3 section (d) during the 45-day period beginning on the date  
4 on which the agency received the notification, and resub-  
5 mits the application with the requested information de-  
6 scribed in subsection (d)(2), the Secretary shall approve  
7 or disapprove such application prior to the later of—

8           “(1) the expiration of the 45-day period begin-  
9 ning on the date on which the application is resub-  
10 mitted; or

11           “(2) the expiration of the 120-day period de-  
12 scribed in subsection (c).

13           “(f) FAILURE TO RESPOND.—If the State edu-  
14 cational agency does not respond to the Secretary’s notifi-  
15 cation described in subsection (d) during the 45-day pe-  
16 riod beginning on the date on which the agency received  
17 the notification, such application shall be deemed to be  
18 disapproved.

19           “(g) PUBLIC NOTICE.—All approved applications  
20 shall be posted on the Department’s website within one  
21 week of approval.

22           **【“(h) HEARING.—If the Secretary disapproves an**  
23 **application, the Secretary shall give the State educational**  
24 **agency notice and an opportunity for a hearing.】**

1 **“SEC. 2216. STATE USE OF FUNDS.**

2 “(a) IN GENERAL.—A State educational agency that  
3 receives a grant under this subpart shall—

4 “(1) reserve 95 percent of the funds made  
5 available through the grant to make subgrants to  
6 local educational agencies as described in subpart 2;

7 “(2) reserve 2.5 percent (or, for a fiscal year  
8 described in subsection (b), the percentage deter-  
9 mined under subsection (b)) of the funds to make  
10 subgrants to local partnerships as described in sub-  
11 part 3; and

12 “(3) use the remainder of the funds for State  
13 activities described in subsection (c).

14 “(b) SPECIAL RULE.—For any fiscal year for which  
15 the total amount that would be reserved by all State edu-  
16 cational agencies under subsection (a)(2), if such agencies  
17 applied a 3 percentage rate, exceeds \$125,000,000, the  
18 Secretary shall determine an alternative percentage that  
19 such agencies shall apply for that fiscal year under sub-  
20 section (a)(2) so that the total amount reserved by all such  
21 agencies under subsection (a)(2) equals \$125,000,000.

22 “(c) STATE ACTIVITIES.—

23 “(1) MANDATORY ACTIVITIES.—The State edu-  
24 cational agency for a State that receives a grant  
25 under this subpart shall use the funds described in  
26 subsection (a)(3) to carry out the following activi-

1 ties, which may be carried out through a grant or  
2 contract with a for-profit or nonprofit entity:

3 “(A) Providing technical assistance—

4 “(i) to local educational agencies that  
5 receive a subgrant under subpart 2 in the  
6 development and implementation of the ac-  
7 tivities described in section 2223;

8 “(ii) to all local educational agencies  
9 in the State, but with a focus on high-need  
10 local educational agencies and those local  
11 educational agencies with significant num-  
12 bers of schools designated for school im-  
13 provement and assistance or redesign  
14 under section [1116], in the development  
15 and implementation of intensive profes-  
16 sional development activities and strategies  
17 for teachers and principals, including—

18 “(I) strategies that involve train-  
19 ing educators in effectively using data,  
20 including data from formative assess-  
21 ments when such assessments are  
22 used and data collected pursuant to  
23 section [1123,] to improve teaching  
24 and learning;

1                   “(II) strategies that involve  
2 training educators in effectively teach-  
3 ing students with diverse learning  
4 needs such as students with disabil-  
5 ities and English language learners;

6                   “(III) strategies that involve  
7 training educators in literacy develop-  
8 ment across content areas; and

9                   “(IV) delivery of professional de-  
10 velopment through the use of tech-  
11 nology, peer networks, school-based  
12 coaching in coordination with inten-  
13 sive, ongoing professional develop-  
14 ment, and distance learning;

15                   “(iii) on recruiting and retaining ef-  
16 fective teachers to local educational agen-  
17 cies and schools with acute needs for  
18 teachers as determined by the local needs  
19 assessment required by section **[2222]**;  
20 and

21                   “(iv) on developing and implementing  
22 professional development programs for  
23 principals that enable principals to be ef-  
24 fective school leaders and prepare all stu-  
25 dents to meet challenging standards.

1           “(B) Developing and implementing mecha-  
2           nisms to assist local educational agencies in  
3           constructing and reporting, in a uniform man-  
4           ner and format that allows for district-to-dis-  
5           trict comparisons and comparisons within  
6           school districts, of each required data element  
7           of the local needs assessment required under  
8           section **[2222]**.

9           “(C) Developing and implementing systems  
10          that measure the effectiveness of specific pro-  
11          fessional development programs and activities,  
12          including those carried out by local educational  
13          agencies under section **[2223]** to document  
14          gains in student academic achievement, im-  
15          provements in teaching practice, and increases  
16          in teacher mastery of the core academic sub-  
17          jects the teachers teach.

18          “(2) AUTHORIZED ACTIVITIES.—The State edu-  
19          cational agency for a State that receives a grant  
20          under this subpart may use the funds described in  
21          subsection (a)(3) to carry out one or more of the fol-  
22          lowing activities, which may be carried out through  
23          a grant or contract with a nonprofit or for-profit en-  
24          tity:

1           “(A) Developing or assisting local edu-  
2           cational agencies in developing performance pay  
3           programs or programs that reward teachers  
4           who teach in schools that have acute learning  
5           needs as determined by the local needs assess-  
6           ment, if such activities have the demonstrated  
7           support of teachers in such local educational  
8           agencies and that such programs are not based  
9           primarily on student test scores.

10           “(B) Developing or assisting local edu-  
11           cational agencies in developing teacher advance-  
12           ment initiatives that promote multiple career  
13           paths for teachers (such as becoming a career  
14           teacher, mentor teacher, or master teacher).

15           “(C) Reforming teacher and principal cer-  
16           tification (including recertification) or licensing  
17           requirements—

18                   “(i) to ensure that—

19                           “(I) teachers have the necessary  
20                           subject matter knowledge and teach-  
21                           ing skills in the academic subjects  
22                           that they teach to help students meet  
23                           challenging student academic achieve-  
24                           ment standards;

1                   “(II) principals have the instruc-  
2                   tional leadership skills to help teach-  
3                   ers teach and students learn; and

4                   “(III) teacher certification (in-  
5                   cluding recertification) or licensing re-  
6                   quirements are aligned with chal-  
7                   lenging State academic content stand-  
8                   ards; and

9                   “(ii) to include a performance-based  
10                  assessment of the subject matter knowl-  
11                  edge and teaching skills of new teachers  
12                  that can be used to evaluate teacher prepa-  
13                  ration programs in the State.

14                  “(D) Developing teacher diversity work-  
15                  force initiatives that—

16                  “(i) recruit underrepresented groups,  
17                  such as minority students, including Afri-  
18                  can-American men and Native Americans,  
19                  into educator preparation programs;

20                  “(ii) support preparation programs at  
21                  minority-serving institutions and tribally  
22                  controlled colleges and universities; or

23                  “(iii) use funds for loan forgiveness  
24                  and other incentives to recruit diverse  
25                  teacher and principal candidates.



1           “(E) Carrying out programs that establish,  
2           expand, or improve alternative routes for State  
3           certification of teachers and principals, espe-  
4           cially in areas of mathematics, science, and  
5           other shortage areas for highly qualified indi-  
6           viduals with a baccalaureate or master’s degree,  
7           including midcareer professionals from other oc-  
8           cupations, paraprofessionals, former military  
9           personnel, and recent college or university grad-  
10          uates with records of academic distinction who  
11          demonstrate the potential to become highly suc-  
12          cessful teachers or principals.

13           “(F) Funding projects and activities that  
14          promote reciprocity of teacher and principal  
15          certification or licensing between or among  
16          States, except that no reciprocity agreement de-  
17          veloped under this paragraph or developed  
18          using funds provided under this part may lead  
19          to the weakening of any State teacher certifi-  
20          cation or licensing requirement.

21           “(G) Reforming tenure systems, imple-  
22          menting teacher testing for subject matter  
23          knowledge, and implementing teacher testing  
24          for State certification or licensing, consistent

1 with title II of the Higher Education Act of  
2 1965.

3 “(d) ADMINISTRATIVE COSTS.—A State educational  
4 agency or State agency for higher education receiving a  
5 grant under this part may use not more than 1 percent  
6 of the grant funds for planning and administration related  
7 to carrying out activities under subsection (c) and subpart  
8 3.

9 “(e) COORDINATION.—A State educational agency  
10 that receives a grant to carry out this subpart and a grant  
11 under section 202 of the Higher Education Act of 1965  
12 shall coordinate the activities carried out under this sub-  
13 part and the activities carried out under that section.

14 “(f) SUPPLEMENT, NOT SUPPLANT.—Funds received  
15 under this subpart shall be used to supplement, and not  
16 supplant, non-Federal funds that would otherwise be used  
17 for activities authorized under this subpart.

18 “SUBPART 2—SUBGRANTS TO LOCAL EDUCATIONAL  
19 AGENCIES

20 “**SEC. 2221. ALLOCATIONS TO LOCAL EDUCATIONAL AGEN-**  
21 **CIES.**

22 “(a) SUBGRANTS TO LOCAL EDUCATIONAL AGEN-  
23 CIES.—

24 “(1) IN GENERAL.—The Secretary may make a  
25 grant to a State under subpart 1 only if the State

1 educational agency agrees to distribute the funds de-  
2 scribed in this subsection as subgrants to local edu-  
3 cational agencies under this subpart.

4 “(2) HOLD HARMLESS.—

5 “(A) IN GENERAL.—**【TO BE SUP-**  
6 **PLIED】**.

7 “(B) NONPARTICIPATING AGENCIES.—  
8 **【TO BE SUPPLIED】**.

9 “(C) RATABLE REDUCTION.—If the funds  
10 described in subparagraph (A) are insufficient  
11 to pay the full amounts that all local edu-  
12 cational agencies in the State are eligible to re-  
13 ceive under subparagraph (A) for any fiscal  
14 year, the State educational agency shall ratably  
15 reduce such amounts for the fiscal year.

16 “(3) ALLOCATION OF ADDITIONAL FUNDS.—  
17 For any fiscal year for which the funds reserved by  
18 a State educational agency under section  
19 **【2216(a)(1)】** exceed the total amount required to  
20 make allocations under paragraph (2), the State  
21 educational agency shall allocate to each of the eligi-  
22 ble local educational agencies in the State the sum  
23 of—

24 “(A) an amount that bears the same rela-  
25 tionship to 20 percent of the excess amount as

1 the number of individuals age 5 through 17 in  
2 the geographic area served by the agency, as  
3 determined by the Secretary on the basis of the  
4 most recent satisfactory data, bears to the num-  
5 ber of those individuals in the geographic areas  
6 served by all the local educational agencies in  
7 the State, as so determined; and

8 “(B) an amount that bears the same rela-  
9 tionship to 80 percent of the excess amount as  
10 the number of individuals age 5 through 17  
11 from families with incomes below the poverty  
12 line in the geographic area served by the agen-  
13 cy, as determined by the Secretary on the basis  
14 of the most recent satisfactory data, bears to  
15 the number of those individuals in the geo-  
16 graphic areas served by all the local educational  
17 agencies in the State, as so determined.

18 **“SEC. 2222. LOCAL NEEDS ASSESSMENT; LOCAL APPLICA-**  
19 **TION.**

20 “(a) LOCAL NEEDS ASSESSMENT.—

21 “(1) IN GENERAL.—To receive a subgrant  
22 under this subpart, a local educational agency shall  
23 within 1 year of the date of enactment of [short  
24 title] conduct and publish an assessment that in-  
25 cludes a school-by-school breakdown of the distribu-

1 tion of highly qualified and experienced teachers and  
2 local needs for professional development and hiring,  
3 as identified by the local educational agency and  
4 school staff.

5 “(2) REQUIREMENTS.—Such needs assessment  
6 shall be—

7 “(A) conducted using measures that are  
8 uniform and allow for school-to-school compari-  
9 sons;

10 “(B) conducted with the involvement of  
11 teachers, including teachers participating in  
12 programs under part A of title I, teachers of  
13 English language learners, teachers of students  
14 with disabilities, and teachers who teach Native  
15 American students in local educational agencies  
16 where there are subgroups consisting of these  
17 populations; and

18 “(C) assess the subject matter knowledge  
19 and teaching skills of teachers and the instruc-  
20 tional leadership and management skills of  
21 principals to provide students with the oppor-  
22 tunity to meet challenging State student aca-  
23 demic achievement standards.

24 “(3) CONTENT.—Each local educational agen-  
25 cy’s needs assessment shall include the following in-

1 formation reported separately for each school within  
2 the local educational agency, including an indication,  
3 if any, of each school's designation under section  
4 **【1116(b)】**:

5 “(A) First-year teachers, first and second-  
6 year teachers, and teacher attrition averaged  
7 over the most recent 3 years for which data are  
8 available;

9 “(B) teachers on emergency credentials or  
10 state certificate waivers;

11 “(C) classes taught by teachers who are  
12 not highly qualified.

13 “(4) COMPARISON.—The local educational  
14 agency shall publicly release a comparison of teach-  
15 er-quality data elements in schools designated as  
16 Priority or High Priority under section **【1116】** to  
17 teacher-quality data elements for schools not so des-  
18 ignated. The data in the resulting comparison shall  
19 be reported and addressed in school improvement  
20 and assistance plans as required by section  
21 **【1116(b)】**.

22 “(b) LOCAL APPLICATION.—

23 “(1) IN GENERAL.—To receive a subgrant  
24 under this subpart, a local educational agency shall  
25 submit an application to the State educational agen-

1       cy at such time, in such manner, and containing  
2       such information as the State educational agency  
3       may reasonably require.

4           “(2) CONTENTS.—Each application submitted  
5       under this subsection shall be based on the needs as-  
6       sessment required in subsection (a) and shall include  
7       the following:

8           “(A) A description of how funds provided  
9       under this part will be used to address the  
10       needs identified by the local assessment.

11          “(B) A description of how the activities  
12       carried out under this subpart will have a sub-  
13       stantial, measurable, and positive impact on  
14       student academic achievement and how the ac-  
15       tivities will be used as part of a broader strat-  
16       egy to close the academic achievement gap.

17          “(C) An assurance that the local edu-  
18       cational agency will prioritize professional devel-  
19       opment to teachers at schools within the juris-  
20       diction of the local educational agency that—

21           “(i) have the lowest proportion of  
22       highly qualified teachers;

23           【“(ii) are identified for school im-  
24       provement under section **[1116(b)]**; and】

1           “(iii) have the lowest proportion of  
2 teachers with more than 3 years of experi-  
3 ence teaching in the academic subject area  
4 and at the grade level for which they are  
5 highly qualified.

6           “(D) A description of the teacher and prin-  
7 cipal professional development activities that  
8 the local educational agency will carry out  
9 under section **[2223(b)]**, including—

10           “(i) a description of the high-quality  
11 teacher induction and mentoring programs  
12 and other high-quality professional devel-  
13 opment activities that will be carried out;

14           “(ii) a description of how such activi-  
15 ties will be aligned with—

16           “(I) challenging State academic  
17 content standards and student aca-  
18 demic achievement standards, and  
19 State assessments; and

20           “(II) the curricula and programs  
21 tied to the standards described in sub-  
22 clause (I); and

23           “(iii) a description of how such activi-  
24 ties are based on scientifically valid re-  
25 search.



1           “(E) Specific, measurable and quantifiable  
2           annual goals for achieving an equitable distribu-  
3           tion of highly qualified teachers between schools  
4           in the top and bottom quartiles of enrollment of  
5           students who are low-income or who are from  
6           minority racial and ethnic groups, or who are  
7           proficient in reading and mathematics as deter-  
8           mined by assessments required by section  
9           **【1111(b)(3)】**.

10           “(F) A description of how the local edu-  
11           cational agency will coordinate professional de-  
12           velopment activities authorized under this sub-  
13           part with professional development activities  
14           provided through other Federal, State, and  
15           local programs.

16           “(G) A description of how the local edu-  
17           cational agency will provide training to enable  
18           teachers—

19                   “(i) to teach and address the needs of  
20                   students with different learning styles, par-  
21                   ticularly students with disabilities, students  
22                   with special learning needs (including stu-  
23                   dents who are gifted and talented), and  
24                   students with limited English proficiency;

1                   “(ii) to improve student behavior in  
2                   the classroom and identify early and ap-  
3                   propriate interventions to help students de-  
4                   scribed in clause (i) learn;

5                   “(iii) to involve parents in their child’s  
6                   education; and

7                   “(iv) to understand and use data and  
8                   assessments to improve classroom practice  
9                   and student learning.

10                  “(H) A description of how the local edu-  
11                  cational agency will integrate funds under this  
12                  subpart with funds received under part E to  
13                  train teachers to integrate technology into cur-  
14                  ricula and instruction to improve teaching,  
15                  learning, and technology literacy.

16                  “(I) A description of how the local edu-  
17                  cational agency, teachers, principals, other rel-  
18                  evant school personnel, and parents have col-  
19                  laborated in the planning of activities to be car-  
20                  ried out under this subpart and in the prepara-  
21                  tion of the application.

22                  “(J) An assurance that the local edu-  
23                  cational agency will comply with section **[9501]**  
24                  (regarding participation by private school chil-  
25                  dren and teachers).

1           “(K) A description of how the local edu-  
2           cational agency will develop and implement sys-  
3           tems that measure the effectiveness of specified  
4           professional development programs and activi-  
5           ties, including those carried out under section  
6           **【2223】** to document gains in student academic  
7           achievement, improvements in teaching practice,  
8           and increases in teacher mastery of the core  
9           academic subjects the teachers teach.

10 **“SEC. 2223. LOCAL USE OF FUNDS.**

11           “(a) **TEACHER AND PRINCIPAL PROFESSIONAL DE-**  
12 **VELOPMENT.**—A subgrant received by a local educational  
13 agency under section **【2221】** shall be used to deliver high-  
14 quality professional development to teachers, principals,  
15 paraprofessionals, and specialized instructional support  
16 personnel in the local educational agency.

17           “(b) **TEACHER AND PRINCIPAL PROFESSIONAL DE-**  
18 **VELOPMENT ACTIVITIES.**—In delivering the professional  
19 development described in subsection (a), the local edu-  
20 cational agency **【may】** carry out the following activities:

21           “(1) **STATE-OF-THE-ART TEACHER INDUCTION**  
22 **PROGRAMS.**—A coordinated state-of-the-art teacher  
23 induction program within the local educational agen-  
24 cy that—

1           “(A) is designed to provide support for,  
2           and improve the professional performance and  
3           advance the retention in the teaching field of,  
4           new teachers;

5           “(B) provides new teachers a minimum of  
6           2 years of extensive, high-quality, comprehen-  
7           sive induction into the field of teaching;

8           “(C) includes—

9                   “(i) structured mentoring from high-  
10                  ly-qualified master or mentor teachers who  
11                  are certified, have teaching experience  
12                  similar to the grade level or subject assign-  
13                  ment of the new teacher, and are trained  
14                  to mentor new teachers;

15                   “(ii) at least 90 minutes each week of  
16                  common meeting time for a new teacher to  
17                  discuss student work and teaching with  
18                  veteran teaching colleagues;

19                   “(iii) a regular classroom observation  
20                  in the new teacher’s classroom;

21                   “(iv) observation by the new teacher  
22                  of the mentor teacher’s classroom;

23                   “(v) intensive professional develop-  
24                  ment for new teachers that is based on sci-  
25                  entifically valid research;

1           “(vi) training in effective instructional  
2 services and classroom management strate-  
3 gies for general education teachers serving  
4 students with disabilities and English lan-  
5 guage learners;

6           “(vii) structured and formal observa-  
7 tion of teachers and feedback at least 4  
8 times each school year by multiple eval-  
9 uators, including master teachers and the  
10 principal, using valid and reliable bench-  
11 marks of teaching skills and standards  
12 that are developed with input from teach-  
13 ers;

14           “(viii) paid release time for the men-  
15 tor teacher for mentoring, or, in the case  
16 of a local educational agency receiving a  
17 grant under section **[2112,]** salary supple-  
18 ments in accordance with such section, for  
19 mentoring new teachers at a ratio of not  
20 less than one full-time mentor to every 12  
21 new teachers;

22           “(ix) a transition year to the class-  
23 room that includes a reduced workload for  
24 beginning teachers;

1                   “(x) a standards-based assessment of  
2                   every beginning teacher to identify the  
3                   strengths and weaknesses of each teacher  
4                   and whether the teacher should move for-  
5                   ward in the teaching profession, which as-  
6                   sessment may include examination of prac-  
7                   tice and a measure of gains in student  
8                   learning; and

9                   “(xi) training in the application of in-  
10                  structional practices that are based on sci-  
11                  entifically valid research and in the use of  
12                  data to inform instruction; and

13                  “(D) is evaluated regularly by the local  
14                  educational agency to determine the impact of  
15                  the induction program on teacher quality and  
16                  student academic achievement.

17                  “(2) PEER MENTORING AND REVIEW PRO-  
18                  GRAMS.—**[TO BE SUPPLIED]**

19                  “(3) HIGH-QUALITY PROFESSIONAL DEVELOP-  
20                  MENT.—A coordinated and intensive program of  
21                  professional development that—

22                  “(A) provides high-quality professional de-  
23                  velopment to teachers to assist them in improv-  
24                  ing their knowledge, skills, and teaching prac-

1 tices in order to help students meet challenging  
2 State academic achievement standards;

3 “(B) provides teachers with current infor-  
4 mation on developments in curricula, assess-  
5 ments, and educational research, including the  
6 manner in which the research and data can be  
7 used to improve teaching skills and practice;

8 “(C) assesses the professional development  
9 needs of the teachers and other instructional  
10 school employees, such as librarians, counselors,  
11 and paraprofessionals;

12 “(D) oversees the provision of training and  
13 support for new teachers, except in such cases  
14 where this function is effectively conducted by  
15 a separate agency;

16 “(E) provides intensive support to staff to  
17 improve instruction in literacy, mathematics,  
18 science, and other curricular areas necessary to  
19 provide a well-rounded education to students;

20 “(F) provides high-quality professional de-  
21 velopment to assistant principals and principals  
22 to improve instructional leadership and school  
23 management skills;

24 “(G) develops and implement mechanisms  
25 to assist schools in effectively recruiting and re-

1           taining highly qualified teachers, including spe-  
2           cialists in core academic subjects, and prin-  
3           cipals;

4           “(H) provides training in effective instruc-  
5           tional services and classroom management  
6           strategies for general education teachers serving  
7           students with disabilities and students with lim-  
8           ited English proficiency, as well as specialist  
9           teachers of such students;

10          “(I) provides professional development to  
11          improve teacher and principal knowledge of ef-  
12          fective instructional strategies, including im-  
13          provement of student behavior in the classroom  
14          through methods employing positive reinforce-  
15          ment, appropriate training in classroom man-  
16          agement, and culturally competent methods of  
17          classroom management that reduce the dis-  
18          proportionate percentage of African-American  
19          boys referred for disciplinary infractions;

20          “(J) provides high-quality professional de-  
21          velopment for other instructional staff, such as  
22          paraprofessionals, librarians, and counselors;

23          “(K) incorporates additional on-line profes-  
24          sional development resources for participants;



1           “(L) provides financial incentives for  
2 teachers to teach in core academic subjects in  
3 high-need schools in cases in which there exists  
4 a shortage of highly-qualified teachers within a  
5 school or local educational agency;

6           “(M) assists in the recruitment of qualified  
7 professionals from other fields, including math-  
8 ematics and science, and provide such profes-  
9 sionals with alternative routes to teacher certifi-  
10 cation using a system of intensive screening de-  
11 signed to hire the most qualified applicants;

12           “(N) reforms tenure systems;

13           “(O) hires teachers to reduce class size to  
14 18 or fewer students in kindergarten through  
15 third grade in high-need local educational agen-  
16 cies, except that a local educational agency may  
17 pay (in whole or in part) a teacher’s salary pur-  
18 suant to this subparagraph if that teacher’s sal-  
19 ary was paid (in whole or in part) using funds  
20 under this title in school year 2006-2007;

21           “(P) provides induction or peer mentoring  
22 programs for school leaders in their first [two  
23 or three] years of service that emphasize school  
24 leadership practices and evaluate principals on

1           their use of data to improve student and teach-  
2           er performance; and

3                   “(Q) provides specialized training for new  
4           principals leading schools with high populations  
5           of students with disabilities or English language  
6           learners.

7           “(c) LIMITATION.—Local educational agencies may  
8           use not more than **[X]** percent of funds provided under  
9           this subpart for activities described in subsection  
10          (b)(3)(S).

11          “(d) COORDINATION.—In carrying out the teacher  
12          and principal professional development activities under  
13          this section, the local educational agency shall ensure that  
14          such activities are provided through a structured, inten-  
15          sive, coordinated system of professional development to  
16          teachers, principals, and other instructional staff within  
17          the area served by the agency.

18          “SUBPART 3—SUBGRANTS TO ELIGIBLE PARTNERSHIPS

19          “**SEC. 2231. DEFINITION.**

20                 “In this subpart, the term ‘eligible partnership’  
21                 means an entity that—

22                         “(1) includes—

23                                 “(A) an institution of higher education and  
24                                 the division of such institution that prepares  
25                                 teachers and principals;

1                   “(B) a school of arts and sciences; and

2                   “(C) a high-need local educational agency;

3                   and

4                   “(2) may include another local educational  
5                   agency, a public charter school, an elementary school  
6                   or secondary school, an educational service agency,  
7                   one or more nonprofit organizations, another institu-  
8                   tion of higher education, a school of arts and  
9                   sciences within such an institution, the division of  
10                  such an institution that prepares teachers and prin-  
11                  cipals, an entity carrying out a prekindergarten pro-  
12                  gram, a teacher organization, a principal organiza-  
13                  tion, or a business.

14 **【“SEC. 2232. SUBGRANTS.**

15               **【“(a) IN GENERAL.—**The State agency for higher  
16               education for a State that receives a grant under section  
17               **【2212】**, working in conjunction with the State edu-  
18               cational agency (if such agencies are separate), shall use  
19               the funds reserved under section **【2216(a)(2)】** to make  
20               subgrants, on a competitive basis, to eligible partnerships  
21               to enable such partnerships to carry out the activities de-  
22               scribed in section 2234.】

23               **【“(b) DISTRIBUTION.—**The State agency for higher  
24               education shall ensure that—】

1           【“(1) such subgrants are equitably distributed  
2           by geographic area within a State; or】

3           【“(2) eligible partnerships in all geographic  
4           areas within the State are served through the sub-  
5           grants.】

6           【“(c) SPECIAL RULE.—No single participant in an  
7           eligible partnership may use more than 50 percent of the  
8           funds made available to the partnership under this sec-  
9           tion.】

10 **【“SEC. 2233. APPLICATIONS.**

11           “To be eligible to receive a subgrant under this sub-  
12           part, an eligible partnership shall submit an application  
13           to the State agency for higher education at such time, in  
14           such manner, and containing such information as the  
15           agency may require.】

16 **“SEC. 2234. USE OF FUNDS.**

17           “(a) IN GENERAL.—An eligible partnership that re-  
18           ceives a subgrant under section 【2232】shall use the  
19           subgrant funds for—

20                   “(1) professional development activities in core  
21                   academic subjects to ensure that—

22                           “(A) teachers and paraprofessionals have  
23                           subject matter knowledge in the academic sub-  
24                           jects that the teachers teach and for which the  
25                           paraprofessionals provide support, including the

1 use of technology to enhance student learning;  
2 and

3 “(B) principals have the instructional lead-  
4 ership skills that will help such principals work  
5 most effectively with teachers to help students  
6 master core academic subjects; and

7 “(2) developing and providing assistance to  
8 local educational agencies and individuals who are  
9 teachers or principals of schools served by such  
10 agencies, for sustained, high-quality professional de-  
11 velopment activities that—

12 “(A) ensure that the individuals are able to  
13 use challenging State academic content stand-  
14 ards and student academic achievement stand-  
15 ards, and State assessments, to improve in-  
16 structional practices and improve student aca-  
17 demic achievement;

18 “(B) may include intensive programs de-  
19 signed to prepare such individuals who will re-  
20 turn to a school to provide instruction related  
21 to the professional development described in  
22 subparagraph (A) to other such individuals  
23 within such school; and

24 “(C) may include activities of partnerships  
25 between one or more local educational agencies,

1 one or more schools served by such local edu-  
2 cational agencies, and one or more institutions  
3 of higher education for the purpose of improv-  
4 ing teaching and learning at schools designated  
5 for school improvement and assistance and re-  
6 design under section **[1116]**.

7 “(b) COORDINATION.—An eligible partnership that  
8 receives a subgrant to carry out this subpart and a grant  
9 under section 203 of the Higher Education Act of 1965  
10 shall coordinate the activities carried out under this sub-  
11 part and the activities carried out under that section 203.

12 “(c) HIGH-NEED SCHOOL PRINCIPALS.—

13 “(1) IN GENERAL.—From funds reserved under  
14 section **[2212(b)(1)(C)]**, the Secretary shall make a  
15 multi-year grant to an eligible grantee to carry out  
16 the mandatory activities described in paragraph (2).

17 “(2) MANDATORY ACTIVITIES.—

18 “(A) IN GENERAL.—The grantee shall use  
19 grant funds provided under this section for the  
20 following:

21 “(i) To provide rigorous training, de-  
22 velopment, and coaching to new principals  
23 who will be needed annually for high-need  
24 schools during a year-long pre-service resi-

1                   dency, and ongoing support and profes-  
2                   sional development.

3                   “(ii) To rigorously research, evaluate,  
4                   and report on the activities described in  
5                   this subparagraph in order to create—

6                   “(I) a national research and  
7                   knowledge base to inform the recruit-  
8                   ment, selection, and training of prin-  
9                   cipals for high-need schools;

10                  “(II) a model of a performance-  
11                  based program under which Federal  
12                  funding to maintain and expand ac-  
13                  tivities will be contingent on a rig-  
14                  orous demonstration of substantial  
15                  impact on student achievement.

16                  “(B) SPECIFIC ACTIVITIES.—The activities  
17                  described in clause (i) of subparagraph (A)  
18                  shall include the following:

19                  “(i) Recruiting, selecting, and pro-  
20                  viding pre-service training to individuals  
21                  who aspire to be principals in high-need  
22                  schools.

23                  “(ii) Providing additional in-service  
24                  professional development and training to  
25                  such individuals after they commence work

1 as a principal of a high-need school, with  
2 a focus on—

3 “(I) teaching and learning;

4 “(II) school culture; and

5 “(III) management and oper-  
6 ations.

7 “(iii) Development and delivery of  
8 **【high-quality, differentiated, school-level】**  
9 support services to meet the specific needs  
10 of high-need schools led by such individ-  
11 uals, including—

12 “(I) support for data-driven de-  
13 sign of school-wide improvement  
14 plans;

15 “(II) support in conducting suc-  
16 cessful school-wide assessments; and

17 “(III) other assistance from—

18 “(aa) content expert coaches  
19 to support professional develop-  
20 ment; and

21 “(bb) data and assessment  
22 specialists.

23 “(3) ELIGIBILITY REQUIREMENT.—To be eligi-  
24 ble to receive a grant under this subsection, an eligi-  
25 ble grantee shall enter into a partnership with at



1 least one local educational agency. Such local edu-  
2 cational agency shall work with the grantee to carry  
3 out the activities described in paragraph (2).

4 “(4) APPLICATION.—To receive a grant under  
5 this subsection, an eligible grantee shall submit to  
6 the Secretary an application at such time, in such  
7 manner, and containing such information as the Sec-  
8 retary may require.

9 “(5) MATCHING REQUIREMENT; SUPPLEMENT,  
10 NOT SUPPLANT.—

11 “(A) MATCHING REQUIREMENT.—To be el-  
12 igible to receive a grant under this subsection,  
13 an eligible grantee shall contribute to the activi-  
14 ties assisted under such grant non-Federal  
15 matching funds in an amount equal to not less  
16 than 200 percent of the amount of the grant.  
17 Such matching requirement may be met by con-  
18 tributions that are in cash or in kind.

19 “(B) WAIVER.—The Secretary may waive  
20 **【part of】** the matching requirement described  
21 in subparagraph (A) if—

22 “(i) the grantee demonstrates a com-  
23 mitment to provide an amount equal to not  
24 less than 150 percent of the amount of the

1 grant and provides a plan for providing the  
2 remainder; or

3 “(ii) the Secretary determines that  
4 applying the matching requirement would  
5 result in serious hardship or an inability to  
6 carry out the activities described in para-  
7 graph (2).

8 “(C) SUPPLEMENT, NOT SUPPLANT.—  
9 Grant funds provided under this subsection  
10 shall be used to supplement, and not supplant,  
11 any other Federal, State, or local funds other-  
12 wise available to carry out the activities de-  
13 scribed in paragraph (2).

14 “(6) PERFORMANCE-BASED TRIGGERS OF  
15 FUNDING DECISIONS.—

16 “(A) IN GENERAL.—

17 “(i) RESEARCH, EVALUATION, AND  
18 REPORTING PROGRAM.—The Secretary  
19 shall work with the grantee and a major  
20 research or evaluation organization develop  
21 a research, evaluation, and reporting pro-  
22 gram by which the academic achievement  
23 results in high-need schools led (for not  
24 less than 2 years) by principals who have  
25 received training, development, and coach-

1           ing from the grantee with funds made  
2           available under this section may be used to  
3           evaluate the effectiveness of the program.

4           “(ii) SPECIFIC ACTIVITIES.—The pro-  
5           gram described in clause (i) shall accom-  
6           plish the following:

7                   “(I) Assess the impact of the  
8                   grantee’s program, including exam-  
9                   ining gains in student achievement in  
10                  high-need schools led (for not less  
11                  than 2 years) by principals who have  
12                  received training, development, and  
13                  coaching from the grantee with funds  
14                  made available under the grant, as  
15                  compared to other schools.

16                  “(II) Identify factors that foster  
17                  or hinder the successful implementa-  
18                  tion of the grantee’s program.

19                  “(III) Develop understanding of  
20                  the internal and external factors (in-  
21                  cluding principal characteristics and  
22                  skills) that need to be aligned in order  
23                  to improve student learning.

1                   “(IV) Rigorously evaluate the  
2                   school-level support provided through  
3                   the grantee;

4                   “(V) Generate and disseminate  
5                   information for the field about what  
6                   types of principal recruitment, selec-  
7                   tion, training, and supports correlate  
8                   to substantial student achievement  
9                   gains.

10                   “(B) PERFORMANCE-BASED INCREASE.—  
11                   Beginning after the end of the 3rd full school  
12                   year in which the grant is being implemented,  
13                   the Secretary shall only provide any increase in  
14                   funding required by section **【2212(b)(1)(C)】** if  
15                   the program described in subparagraph (A)  
16                   demonstrates that students in high-need schools  
17                   led (for not less than 2 years) by principals who  
18                   have received training, development, and coach-  
19                   ing from the grantee with funds made available  
20                   under the grant are making substantially more  
21                   progress in academic achievement than com-  
22                   parable students elsewhere.

23                   “(C) GRANT TERMINATION.—The Sec-  
24                   retary shall terminate the grant to the grantee  
25                   if students in high-need schools led (for not less

1 than 2 years) by principals who have received  
2 training, development, and coaching from the  
3 grantee with funds made available under the  
4 grant are not making substantially more  
5 progress in academic achievement than com-  
6 parable students elsewhere by the end of the  
7 4th full school year in which the grant is being  
8 implemented.

9 “(D) REPORT TO CONGRESS.—The Sec-  
10 retary shall report to the Congress annually the  
11 lessons learned through this performance-based  
12 approach to Federal funding and the implica-  
13 tions for ensuring a performance-orientation in  
14 other Federal education programs.

15 “(7) ANNUAL REPORT.—The grantee shall pro-  
16 vide to the Congress and the Secretary an annual re-  
17 port that includes—

18 “(A) data on the number and characteris-  
19 tics of the aspiring principals trained for high-  
20 need schools through the grant under this sub-  
21 section; and

22 “(B) levels of academic achievement  
23 growth for students in high-need schools led  
24 (for not less than 2 years) by principals who  
25 have received training, development, and coach-

1 ing from the grantee with funds made available  
2 under the grant.

3 **【“(8) DEFINITIONS.—In this subsection:】**

4 **【“(A) ELIGIBLE GRANTEE.—The term ‘eli-**  
5 **gible grantee’ means 【to be supplied】.】**

6 **“SUBPART 4—NATIONAL ACTIVITIES**

7 **“SEC. 2241. NATIONAL ACTIVITIES OF DEMONSTRATED EF-**  
8 **ECTIVENESS.**

9 **“(a) PARTNERSHIP GRANTS FOR PRINCIPALS AS**  
10 **SCHOOL LEADERS.—**

11 **“(1) IN GENERAL.—The Secretary shall estab-**  
12 **lish a national competitive grant program to award**  
13 **grants to—**

14 **“(A) develop recommendations, on the**  
15 **basis of the best available scientifically valid re-**  
16 **search and State needs assessments, for im-**  
17 **proving the rigor of current State school leader**  
18 **and licensure processes in order to develop high**  
19 **quality school leader certification and licensure**  
20 **processes at the State level and implement pilot**  
21 **programs in high-need local educational agen-**  
22 **cies or consortia of high-need local educational**  
23 **agencies;**

1           “(B) develop and incorporate standards of  
2 instructional leadership into the State’s school  
3 leader certification and licensure processes; and

4           “(C) carry out evaluations based on sci-  
5 entifically valid research to examine the effec-  
6 tiveness of new requirements for school leader  
7 certification or licensure in recruiting, training,  
8 and retaining effective school leaders who im-  
9 prove student achievement at schools that re-  
10 ceive funding under part A of title I.

11           “(2) GRANTS.—The Secretary shall carry out  
12 this section by making 5-year grants, on a competi-  
13 tive basis, to State educational agencies that estab-  
14 lish a partnership—

15           “(A) that includes at least one high-need  
16 local educational agency, at least one institution  
17 of higher education, and at least one non-profit  
18 organization with demonstrated success in de-  
19 veloping effective school leaders; and

20           “(B) that may also include other nonprofit  
21 organizations.

22           “(3) APPLICATION.—An eligible partnership de-  
23 siring a grant under this section shall submit an ap-  
24 plication to the Secretary at such time, in such man-  
25 ner, and containing such information as the Sec-

1       retary may require. The application shall dem-  
2       onstrate that the partnership—

3               “(A) has reviewed the best available na-  
4               tional and State research, analyzed any addi-  
5               tional State data available, and conducted a  
6               State needs assessment

7               “(B) will use such research, data, and  
8               needs assessment to drive improvements in the  
9               State certification or licensure process;

10              “(C) will leverage existing funds to carry  
11              out a rigorous evaluation of the activities car-  
12              ried out under this subpart;

13              “(D) has received commitment to school  
14              leadership from school superintendents, teach-  
15              ers, parents, and the local community, including  
16              business and higher education leaders; and

17              “(E) will leverage existing funds to carry  
18              out the recommendations that result from the  
19              evaluation.

20              “(4) REQUIRED ACTIVITIES.—Funds made  
21              available under this section shall be used for the fol-  
22              lowing activities:

23                      “(A) IMPROVING SCHOOL LEADER LICENS-  
24                      ING AND CERTIFICATION PROCESSES.—



1           “(i) IN GENERAL.—Developing rec-  
2           ommendations for how the State edu-  
3           cational agency shall improve its school  
4           leader licensing and certification processes,  
5           developing a plan for incorporating these  
6           recommendations, and implementing pilot  
7           programs in high-need local educational  
8           agencies or consortia of high-need local  
9           educational agencies based on such plan.

10           “(ii) MANDATORY ACTIVITIES.—The  
11           plan and pilot program under clause (i)  
12           shall include—

13                   “(I) induction or peer mentoring  
14                   programs for school leaders in their  
15                   first **[three]** years of service that em-  
16                   phasize school leadership practices  
17                   and evaluate principals on their use of  
18                   data to improve student and teacher  
19                   performance; and

20                   “(II) specialized training for new  
21                   principals leading schools with high  
22                   populations of students with disabil-  
23                   ities or English language learners.

1                   “(iii) AUTHORIZED ACTIVITIES.—The  
2                   plan and pilot program under clause (i)  
3                   may include—

4                   “(I) experimental training pro-  
5                   grams for individuals within the  
6                   teaching profession and from other  
7                   fields to enable individuals to become  
8                   effective school leaders;

9                   “(II) ongoing professional devel-  
10                  opment programs with track records  
11                  of demonstrated gains in student  
12                  achievement for all school leaders; and

13                  “(III) innovative recruitment and  
14                  selection programs, including new reg-  
15                  ulations for accrediting school leader-  
16                  ship programs at institutions of high-  
17                  er education.

18                  “(B) INCORPORATING STANDARDS OF IN-  
19                  STRUCTIONAL LEADERSHIP INTO SCHOOL  
20                  LEADER CERTIFICATION AND LICENSURE PROC-  
21                  ESSES.—Developing and incorporating stand-  
22                  ards of instructional leadership into the State  
23                  educational agency’s school leader certification  
24                  and licensure processes.

25                  “(C) EVALUATION.—

1                   “(i) IN GENERAL.—Contracting with  
2                   an external agency that is experienced in  
3                   conducting research to carry out a re-  
4                   search-based evaluation of the new school  
5                   leader certification or licensure process and  
6                   the effect of such process on student  
7                   achievement and school leadership.

8                   “(ii) DEVELOPMENT.—The evaluation  
9                   described in clause (i) shall be developed in  
10                  collaboration with groups such as—

11                   “(I) veteran school leaders with  
12                   track records of demonstrated student  
13                   learning gains;

14                   “(II) institutions of higher edu-  
15                   cation involved with school leadership  
16                   development located within the State;  
17                   and

18                   “(III) organizations that rep-  
19                   resent school leaders.

20                  “(D) MEASUREMENT.—The evaluation de-  
21                  scribed in subparagraph (C) shall measure the  
22                  effectiveness of State requirements for school  
23                  leaders on the basis of the following indicators:

24                   “(i) Student achievement on the State  
25                   academic assessments described in section

1           **【1111(b)(3)】** and progress towards closing  
2           the achievement gap.

3           “(ii) Secondary school graduation  
4           rates, if applicable.

5           “(iii) Retention rates for school lead-  
6           ers, particularly in schools that have not  
7           made adequate yearly progress (as defined  
8           in section **【1111(b)(2)(C)】**) for 1 or more  
9           of the school years following the date of  
10          enactment of the **【short title】**.

11          “(iv) Student attendance rates.

12          “(v) The degree of community and  
13          parental involvement

14          “(vi) Enrollment rates in **【Advanced**  
15          **Placement/International Baccalaureate】**  
16          courses.

17          “(vii) College enrollment rates.

18          “(E) SUBMISSION OF EVALUATION.—

19                 “(i) IN GENERAL.—The evaluation de-  
20                 scribed in paragraph **【paragraph (4)(C)】**  
21                 shall be submitted for approval under  
22                 **【clause (ii)】** upon completion.

23                 “(ii) APPROVAL.—The Secretary shall  
24                 review an evaluation submitted under  
25                 clause (i), and shall approve or disapprove

1           the evaluation based on the extent the  
2           evaluation meets the criteria described in  
3           this paragraph.

4           “(5) REPORT.—Not later than 60 days after  
5           the last day of the grant period, a grantee receiving  
6           assistance under this section shall prepare and sub-  
7           mit to the Secretary an analysis of the effectiveness  
8           of the grant based on evidence of the effect on stu-  
9           dent achievement.

10          “(6) NATIONAL STUDY ON EFFECTIVENESS.—  
11          Not later than 4 years after the date of the enact-  
12          ment of the **[INSERT SHORT TITLE]**, the Sec-  
13          retary shall enter into a contract with an external  
14          agency experienced in conducting research to con-  
15          duct a study, in consultation with representatives of  
16          **[the eligible partnerships receiving a grant under**  
17          **this section]**, to evaluate the effectiveness of pro-  
18          grams developed under this section in the recruit-  
19          ment, training, and retraining of school leaders, and  
20          the effects on student achievement to compare the  
21          effectiveness of school leaders at similar schools  
22          served by **[local educational agencies not partici-**  
23          **parting in such a partnership]**.

24          “(7) AUTHORIZATION OF APPROPRIATIONS.—  
25          There are authorized to be appropriated to carry out

1 this [subsection] [TO BE SUPPLIED] for fiscal  
2 years 2008 through 2013.

3 “(b) INNOVATIVE TEACHER RETENTION PRO-  
4 GRAMS.—

5 “(1) IN GENERAL.—The Secretary shall estab-  
6 lish and carry out a teacher retention program to as-  
7 sist State educational agencies and local educational  
8 agencies in developing and implementing innovative  
9 teacher retention programs. The program shall sup-  
10 port the development of model programs and best  
11 practices in retaining quality teachers in the class-  
12 room and shall facilitate the dissemination of inno-  
13 vative teacher retention programs to local edu-  
14 cational agencies throughout the United States.

15 “(2) GRANTS.—The Secretary shall carry out  
16 paragraph (1) by making grants to eligible entities  
17 to develop and implement innovative teacher reten-  
18 tion programs, including activities such as—

19 “(A) pairing teachers with professionals in  
20 research or industry;

21 “(B) research, travel, or fellowship oppor-  
22 tunities that expand their subject matter knowl-  
23 edge; and

24 “(C) high-quality and innovative profes-  
25 sional development programs.

1           “(3) ELIGIBLE ENTITIES.—In this subsection,  
2 the term ‘eligible entity’ includes—

3           “(A) local educational agencies;

4           “(B) State educational agencies; and

5           “(C) partnerships of local educational  
6 agencies, nonprofit organizations, and institu-  
7 tions of higher education.

8           “(4) GRANT TERMS.—Grants under this sub-  
9 section shall be awarded for periods of not more  
10 than 5 years and on a competitive basis. Grants  
11 awarded under this subsection may be renewed.

12           [“(5) SECRETARY’S DUTY TO IDENTIFY MOST  
13 PROMISING TEACHER RETENTION APPROACHES.—  
14 The Secretary shall identify the most promising  
15 teacher retention approaches, including those al-  
16 ready working and those developed through grants  
17 funded under this subsection, and disseminate infor-  
18 mation about those approaches to States and local  
19 educational agencies around the country. The Sec-  
20 retary shall transmit to the Committee on Education  
21 and Labor of the House of Representatives and the  
22 Committee on Health, Education, Labor, and Pen-  
23 sions of the Senate, not later than 9 months after  
24 the date of the enactment of this subsection, and an-  
25 nually thereafter, a report that describes the meth-

1 odology by which the most promising teacher reten-  
2 tion programs are identified and the Secretary's ef-  
3 forts to disseminate information regarding such pro-  
4 grams to State departments of education and local  
5 educational agencies throughout the United States.】

6 “(c) ADVANCED CERTIFICATION OR ADVANCED  
7 CREDENTIALING.—

8 “(1) IN GENERAL.—The Secretary is authorized  
9 to support activities to encourage and support teach-  
10 ers seeking advanced certification or advanced  
11 credentialing through high quality professional  
12 teacher enhancement programs designed to improve  
13 teaching and learning.

14 “(2) IMPLEMENTATION.—In carrying out para-  
15 graph (1), the Secretary shall make grants to eligi-  
16 ble entities to—

17 “(A) develop teacher standards that in-  
18 clude measures tied to increased student aca-  
19 demic achievement; and

20 “(B) promote outreach, teacher recruit-  
21 ment, teacher subsidy, or teacher support pro-  
22 grams, related to teacher certification or  
23 credentialing by nationally recognized teacher  
24 certification or credentialing organizations.



1           “(3) ELIGIBLE ENTITIES.—In this subsection,  
2 the term ‘eligible entity’ includes—

3           “(A) a State educational agency;

4           “(B) a local educational agency;

5           “(C) a nationally recognized certification  
6 or credentialing organization in partnership  
7 with a high-need local educational agency or a  
8 State educational agency.

9           “(d) EARLY CHILDHOOD EDUCATOR PROFESSIONAL  
10 DEVELOPMENT.—

11           “(1) PURPOSE.—The purpose of this subsection  
12 is to enhance the school readiness of young children,  
13 particularly disadvantaged young children, and to  
14 prevent young children from encountering difficulties  
15 once the children enter school, by improving the  
16 knowledge and skills of early childhood educators  
17 who work in communities that have high concentra-  
18 tions of children living in poverty.

19           “(2) PROGRAM AUTHORIZED.—

20           “(A) GRANTS TO PARTNERSHIPS.—The  
21 Secretary is authorized to carry out the purpose  
22 of this subsection by awarding grants, on a  
23 competitive basis, to partnerships consisting  
24 of—

1                   “(i)(I) one or more institutions of  
2 higher education that provide professional  
3 development for early childhood educators  
4 who work with children from low-income  
5 families in high-need communities; or

6                   “(II) another public or private entity  
7 that provides such professional develop-  
8 ment;

9                   “(ii) one or more public agencies (in-  
10 cluding local educational agencies, State  
11 educational agencies, State human services  
12 agencies, and State and local agencies ad-  
13 ministering programs under the Child Care  
14 and Development Block Grant Act of 1990  
15 (42 U.S.C. 9858 et seq.), Head Start  
16 agencies, or private organizations; and

17                   “(iii) to the extent feasible, an entity  
18 with demonstrated experience in providing  
19 training to educators in early childhood  
20 education programs concerning identifying  
21 and preventing behavior problems or work-  
22 ing with children identified as or suspected  
23 to be victims of abuse.

24                   “(B) DURATION AND NUMBER OF  
25 GRANTS.—

1                   “(i) DURATION.—The Secretary shall  
2                   award grants under this subsection for pe-  
3                   riods of not more than 4 years.

4                   “(ii) NUMBER.—No partnership may  
5                   receive more than one grant under this  
6                   subsection.

7                   “(3) APPLICATIONS.—

8                   “(A) APPLICATIONS REQUIRED.—Any  
9                   partnership that desires to receive a grant  
10                  under this subsection shall submit an applica-  
11                  tion to the Secretary at such time, in such man-  
12                  ner, and containing such information as the  
13                  Secretary may require.

14                  “(B) CONTENTS.—Each such application  
15                  shall include—

16                         “(i) a description of the high-need  
17                         community to be served by the project pro-  
18                         posed to be carried out through the grant,  
19                         including such demographic and socio-  
20                         economic information as the Secretary may  
21                         request;

22                         “(ii) information on the quality of the  
23                         early childhood educator professional devel-  
24                         opment program currently conducted (as of  
25                         the date of the submission of the applica-

1                   tion) by the institution of higher education  
2                   or another provider in the partnership;

3                   “(iii) the results of a needs assess-  
4                   ment that the entities in the partnership  
5                   have undertaken to determine the most  
6                   critical professional development needs of  
7                   the early childhood educators to be served  
8                   by the partnership and in the broader com-  
9                   munity, and a description of how the pro-  
10                  posed project will address those needs;

11                  “(iv) a description of how the pro-  
12                  posed project will be carried out, including  
13                  a description of—

14                         “(I) how individuals will be se-  
15                         lected to participate;

16                         “(II) the types of professional de-  
17                         velopment activities, based on scientif-  
18                         ically based research, that will be car-  
19                         ried out;

20                         “(III) how research on effective  
21                         professional development and on adult  
22                         learning will be used to design and de-  
23                         liver project activities;

24                         “(IV) how the project will be co-  
25                         ordinated with and build on, and will

1 not supplant or duplicate, early child-  
2 hood education professional develop-  
3 ment activities in the high-need com-  
4 munity;

5 “(V) how the project will train  
6 early childhood educators to provide  
7 developmentally appropriate school-  
8 readiness services that are based on  
9 the best available research on early  
10 childhood pedagogy and child develop-  
11 ment and learning domains;

12 “(VI) how the project will train  
13 early childhood educators to meet the  
14 diverse educational needs of children  
15 in the community, including children  
16 who have limited English proficiency,  
17 children with disabilities, or children  
18 with other special needs; and

19 “(VII) how the project will train  
20 early childhood educators in identi-  
21 fying and preventing behavioral prob-  
22 lems in children or working with chil-  
23 dren identified as or suspected to be  
24 victims of abuse;

25 “(v) a description of—

1                   “(I) the specific objectives that  
2                   the partnership will seek to attain  
3                   through the project, and the methods  
4                   that the partnership will use to meas-  
5                   ure progress toward attainment of  
6                   those objectives; and

7                   “(II) how the objectives and the  
8                   measurement methods align with the  
9                   achievement indicators established by  
10                  the Secretary under paragraph (6)(A);

11                  “(vi) a description of the partnership’s  
12                  plan for continuing the activities carried  
13                  out under the project after Federal fund-  
14                  ing ceases;

15                  “(vii) an assurance that, where appli-  
16                  cable, the project will provide appropriate  
17                  professional development to volunteers  
18                  working directly with young children, as  
19                  well as to paid staff; and

20                  “(viii) an assurance that, in devel-  
21                  oping the application and in carrying out  
22                  the project, the partnership has consulted  
23                  with, and will consult with, relevant agen-  
24                  cies, early childhood educator organiza-

1           tions, and early childhood providers that  
2           are not members of the partnership.

3           “(4) SELECTION OF GRANT RECIPIENTS.—

4           “(A) CRITERIA.—The Secretary shall se-  
5           lect partnerships to receive grants under this  
6           subsection on the basis of the degree to which  
7           the communities proposed to be served require  
8           assistance and the quality of the applications  
9           submitted under paragraph (3).

10           “(B) GEOGRAPHIC DISTRIBUTION.—In se-  
11           lecting partnerships to receive grants under this  
12           subsection, the Secretary shall seek to ensure  
13           that communities in different regions of the Na-  
14           tion, as well as both urban and rural commu-  
15           nities, are served.

16           “(5) USES OF FUNDS.—

17           “(A) IN GENERAL.—Each partnership re-  
18           ceiving a grant under this subsection shall use  
19           the grant funds to carry out activities that will  
20           improve the knowledge and skills of early child-  
21           hood educators who are working in early child-  
22           hood programs that are located in high-need  
23           communities and serve concentrations of chil-  
24           dren from low-income families.

1           “(B) ALLOWABLE ACTIVITIES.—Such ac-  
2           tivities may include—

3                   “(i) professional development for early  
4           childhood educators, particularly to famil-  
5           iarize those educators with the application  
6           of recent research on child, language, and  
7           literacy development and on early child-  
8           hood pedagogy;

9                   “(ii) professional development for  
10          early childhood educators in working with  
11          parents, so that the educators and parents  
12          can work together to provide and support  
13          developmentally appropriate school-readi-  
14          ness services that are based on scientif-  
15          ically based research on early childhood  
16          pedagogy and child development and learn-  
17          ing domains;

18                  “(iii) professional development for  
19          early childhood educators to work with  
20          children who have limited English pro-  
21          ficiency, children with disabilities, and chil-  
22          dren with other special needs;

23                  “(iv) professional development to train  
24          early childhood educators in identifying  
25          and preventing behavioral problems in chil-



1           dren or working with children identified as  
2           or suspected to be victims of abuse;

3           “(v) activities that assist and support  
4           early childhood educators during their first  
5           3 years in the field;

6           “(vi) development and implementation  
7           of early childhood educator professional de-  
8           velopment programs that make use of dis-  
9           tance learning and other technologies;

10          “(vii) professional development activi-  
11          ties related to the selection and use of  
12          screening and diagnostic assessments to  
13          improve teaching and learning; and

14          “(viii) data collection, evaluation, and  
15          reporting needed to meet the requirements  
16          of paragraph (6) relating to accountability.

17          “(6) ACCOUNTABILITY.—

18          “(A) ACHIEVEMENT INDICATORS.—On the  
19          date on which the Secretary first issues a notice  
20          soliciting applications for grants under this sub-  
21          section, the Secretary shall announce achieve-  
22          ment indicators for this subsection, which shall  
23          be designed—

1 “(i) to measure the quality and acces-  
2 sibility of the professional development  
3 provided;

4 “(ii) to measure the impact of that  
5 professional development on the early  
6 childhood education provided by the indi-  
7 viduals who receive the professional devel-  
8 opment; and

9 “(iii) to provide such other measures  
10 of program impact as the Secretary deter-  
11 mines to be appropriate.

12 “(B) ANNUAL REPORTS; TERMINATION.—

13 “(i) ANNUAL REPORTS.—Each part-  
14 nership receiving a grant under this sub-  
15 section shall report annually to the Sec-  
16 retary on the partnership’s progress to-  
17 ward attaining the achievement indicators.

18 “(ii) TERMINATION.—The Secretary  
19 may terminate a grant under this sub-  
20 section at any time if the Secretary deter-  
21 mines that the partnership receiving the  
22 grant is not making satisfactory progress  
23 toward attaining the achievement indica-  
24 tors.

25 “(7) COST-SHARING.—

1           “(A) IN GENERAL.—Each partnership car-  
2           rying out a project through a grant awarded  
3           under this subsection shall provide, from  
4           sources other than the program carried out  
5           under this subsection, which may include Fed-  
6           eral sources—

7                   “(i) at least 50 percent of the total  
8                   cost of the project for the grant period;  
9                   and

10                   “(ii) at least 20 percent of the project  
11                   cost for each year.

12           “(B) ACCEPTABLE CONTRIBUTIONS.—A  
13           partnership may meet the requirements of sub-  
14           paragraph (A) by providing contributions in  
15           cash or in kind, fairly evaluated, including  
16           plant, equipment, and services.

17           “(C) WAIVERS.—The Secretary may waive  
18           or modify the requirements of subparagraph  
19           (A) for partnerships in cases of demonstrated  
20           financial hardship.

21           “(8) FEDERAL COORDINATION.—The Secretary  
22           and the Secretary of Health and Human Services  
23           shall coordinate activities carried out through pro-  
24           grams under this subsection with activities carried  
25           out through other early childhood programs adminis-

1 tered by the Secretary or the Secretary of Health  
2 and Human Services.

3 “(9) DEFINITIONS.—In this subsection:

4 “(A) EARLY CHILDHOOD EDUCATOR.—The  
5 term ‘early childhood educator’ means a person  
6 providing, or employed by a provider of, non-  
7 residential child care services (including center-  
8 based, family-based, and in-home child care  
9 services) that is legally operating under State  
10 law, and that complies with applicable State  
11 and local requirements for the provision of child  
12 care services to children at any age from birth  
13 through the age at which a child may start kin-  
14 dergarten in that State.

15 “(B) HIGH-NEED COMMUNITY.—

16 “(i) IN GENERAL.—The term ‘high-  
17 need community’ means—

18 “(I) a political subdivision of a  
19 State, or a portion of a political sub-  
20 division of a State, in which at least  
21 50 percent of the children are from  
22 low-income families; or

23 “(II) a political subdivision of a  
24 State that is among the 10 percent of  
25 political subdivisions of the State hav-

1                   ing the greatest numbers of such chil-  
2                   dren.

3                   “(ii) DETERMINATION.—In deter-  
4                   mining which communities are described in  
5                   clause (i), the Secretary shall use such  
6                   data as the Secretary determines are most  
7                   accurate and appropriate.

8                   “(C) LOW-INCOME FAMILY.—The term  
9                   ‘low-income family’ means a family with an in-  
10                  come below the poverty line for the most recent  
11                  fiscal year for which satisfactory data are avail-  
12                  able.

13                  “PART C—PARTNERSHIPS FOR MATHEMATICS AND  
14                  SCIENCE TEACHER QUALITY IMPROVEMENT

15                  “**SEC. 2301. PURPOSE; DEFINITIONS.**

16                  “(a) PURPOSE.—The purpose of this part is to im-  
17                  prove the academic achievement of students in the areas  
18                  of mathematics and science (including technology and pre-  
19                  engineering) by encouraging State educational agencies,  
20                  institutions of higher education, businesses, local edu-  
21                  cational agencies, elementary schools, and secondary  
22                  schools to participate in programs that—

23                  “(1) improve and upgrade the status and stat-  
24                  ure of mathematics and science teaching by encour-  
25                  aging institutions of higher education to assume

1 greater responsibility for improving mathematics and  
2 science teacher education through the establishment  
3 of a comprehensive, integrated system of training  
4 and advising mathematics and science teachers;

5 “(2) focus on the education of mathematics and  
6 science teachers as a career-long process that con-  
7 tinuously stimulates teachers’ intellectual growth  
8 and upgrades teachers’ knowledge and skills;

9 “(3) bring mathematics and science teachers in  
10 elementary schools and secondary schools together  
11 with scientists, mathematicians, and engineers to in-  
12 crease the subject matter knowledge of mathematics  
13 and science teachers and improve such teachers’  
14 teaching skills through the use of sophisticated lab-  
15 oratory equipment and work space, computing facili-  
16 ties, libraries, and other resources that institutions  
17 of higher education are better able to provide than  
18 the elementary schools and secondary schools;

19 “(4) develop more rigorous mathematics and  
20 science curricula that are aligned with challenging  
21 State and local academic content standards and with  
22 the standards expected for postsecondary study in  
23 engineering, mathematics, and science;

24 “(5) improve and expand training of mathe-  
25 matics and science teachers, including training such

1 teachers in the effective integration of technology  
2 into curricula and instruction; and

3 “(6) replicate and apply effective model mathe-  
4 matics and science professional development pro-  
5 grams on a broader scale.

6 “(b) DEFINITIONS.—In this part:

7 “(1) ELIGIBLE PARTNERSHIP.—The term ‘eligi-  
8 ble partnership’ means a partnership that—

9 “(A) shall include—

10 “(i) an engineering, mathematics, or  
11 science department of an institution of  
12 higher education;

13 “(ii) a teacher training department of  
14 an institution of higher education; and

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

17 “(B) may include—

18 “(i) additional local educational agen-  
19 cies, public charter schools, public or pri-  
20 vate elementary schools or secondary  
21 schools, or a consortium of such schools;

22 “(ii) a business or consortium of busi-  
23 nesses; or

24 “(iii) a nonprofit or for-profit organi-  
25 zation of demonstrated effectiveness in im-

1           proving the quality of mathematics and  
2           science teachers.

3           “(2) SUMMER WORKSHOP OR INSTITUTE.—The  
4           term ‘summer workshop or institute’ means a work-  
5           shop or institute, conducted during the summer,  
6           that—

7                   “(A) is conducted for a period of not less  
8                   than 2 weeks;

9                   “(B) includes, as a component, a program  
10                  that provides direct interaction between stu-  
11                  dents and faculty; and

12                  “(C) provides for followup training during  
13                  the academic year that is conducted in the  
14                  classroom for a period of not less than three  
15                  consecutive or nonconsecutive days, except  
16                  that—

17                          “(i) if the workshop or institute is  
18                          conducted during a 2-week period, the fol-  
19                          lowup training shall be conducted for a pe-  
20                          riod of not less than 4 days; and

21                          “(ii) if the followup training is for  
22                          teachers in rural school districts, the fol-  
23                          lowup training may be conducted through  
24                          distance learning.



1 **“SEC. 2302. GRANTS FOR PARTNERSHIPS FOR MATHE-**  
2 **MATICS AND SCIENCE TEACHER QUALITY IM-**  
3 **PROVEMENT.**

4 “(a) GRANTS AUTHORIZED.—

5 “(1) GRANTS TO STATE EDUCATIONAL AGEN-  
6 CIES.—

7 “(A) IN GENERAL.—The Secretary is au-  
8 thorized to award grants to State educational  
9 agencies to enable such agencies to award sub-  
10 grants, on a competitive basis, to eligible part-  
11 nerships to carry out the authorized activities  
12 described in subsection (d).

13 “(B) PREVIOUS GRANTEES.—If an eligible  
14 partnership in the State was previously awarded  
15 a grant and the grant period has not ended, the  
16 Secretary shall reserve funds in a sufficient  
17 amount to make payments to the partnership in  
18 accordance with the terms of the grant.

19 “(C) ALLOTMENT.—The Secretary shall  
20 allot the amount made available under this part  
21 for a fiscal year and not reserved under sub-  
22 paragraph (B) or section 2303(b) among the  
23 State educational agencies in proportion to the  
24 number of children, aged 5 to 17, who are from  
25 families with incomes below the poverty line  
26 and reside in a State for the most recent fiscal

1 year for which satisfactory data are available,  
2 as compared to the number of such children  
3 who reside in all such States for such year.

4 “(D) MINIMUM ALLOTMENT.—The amount  
5 of any State educational agency’s allotment  
6 under subparagraph (C) for any fiscal year may  
7 not be less than one-half of 1 percent of the  
8 amount made available under this part for such  
9 year.

10 “(2) DURATION.—The Secretary shall award  
11 grants under this part for a period of 3 years.

12 “(3) SUPPLEMENT, NOT SUPPLANT.—Funds re-  
13 ceived under this part shall be used to supplement,  
14 and not supplant, funds that would otherwise be  
15 used for activities authorized under this part.

16 “(b) APPLICATION REQUIREMENTS.—

17 “(1) IN GENERAL.—Each eligible partnership  
18 desiring a subgrant under this part shall submit an  
19 application to the State educational agency, at such  
20 time, in such manner, and accompanied by such in-  
21 formation as the State educational agency may re-  
22 quire.

23 “(2) CONTENTS.—Each application submitted  
24 pursuant to paragraph (1) shall include—

1           “(A) the results of a comprehensive assess-  
2           ment of the teacher quality and professional de-  
3           velopment needs of any schools, local edu-  
4           cational agencies, and State educational agen-  
5           cies that comprise the eligible partnership with  
6           respect to the teaching and learning of mathe-  
7           matics and science;

8           “(B) a description of how the activities to  
9           be carried out by the eligible partnership will be  
10          aligned with challenging State academic content  
11          and student academic achievement standards in  
12          mathematics and science and with other edu-  
13          cational reform activities that promote student  
14          academic achievement in mathematics and  
15          science;

16          “(C) a description of how the activities to  
17          be carried out by the eligible partnership will be  
18          based on a review of scientifically valid research  
19          or modeled after programs supported by the Di-  
20          rector of the National Science Foundation that  
21          have been demonstrated, through such research,  
22          to be effective in improving student academic  
23          achievement and strengthening the quality of  
24          mathematics and science instruction;

25          “(D) a description of—

1 “(i) how the eligible partnership will  
2 carry out the authorized activities de-  
3 scribed in subsection (d); and

4 “(ii) the eligible partnership’s evalua-  
5 tion and accountability plan described in  
6 subsection (f);

7 “(E) a description of how the eligible part-  
8 nership will continue the activities funded under  
9 this part after the original grant or subgrant  
10 period has expired; and

11 “(F) a description of how the eligible part-  
12 nership will ensure that the evaluation and ac-  
13 countability requirements of subsection (f) will  
14 be met.

15 “(c) PRIORITY.—In awarding subgrants under this  
16 part, a State educational agency shall give priority to eligi-  
17 ble partnerships that carry out activities described in sub-  
18 section (b)(2)(C).

19 “(d) AUTHORIZED ACTIVITIES.—An eligible partner-  
20 ship shall use funds provided under this part for one or  
21 more of the following activities related to elementary  
22 schools or secondary schools:

23 “(1) Creating opportunities for enhanced and  
24 ongoing professional development of mathematics  
25 and science teachers that improves the subject mat-

1 ter knowledge of such teachers, including activities  
2 to replicate model mathematics and science profes-  
3 sional development programs.

4 “(2) Promoting strong teaching skills for math-  
5 ematics and science teachers and teacher educators,  
6 including integrating reliable teaching methods  
7 based on scientifically valid research and technology-  
8 based teaching methods into the curriculum.

9 “(3) Establishing and operating mathematics  
10 and science summer workshops or institutes, includ-  
11 ing followup training, for elementary school and sec-  
12 ondary school mathematics and science teachers  
13 that—

14 “(A) shall—

15 “(i) directly relate to the curriculum  
16 and academic areas in which the teacher  
17 provides instruction, and focus only sec-  
18 ondarily on pedagogy;

19 “(ii) enhance the ability of the teacher  
20 to understand and use the challenging  
21 State academic content standards for  
22 mathematics and science and to select ap-  
23 propriate curricula; and

24 “(iii) train teachers to use curricula  
25 that are—

1                   “(I) based on scientifically valid  
2                   research;

3                   “(II) aligned with challenging  
4                   State academic content standards;  
5                   and

6                   “(III) object-centered, experi-  
7                   ment-oriented, and concept- and con-  
8                   tent-based; and

9                   “(B) may include—

10                   “(i) programs that provide teachers  
11                   and prospective teachers with opportunities  
12                   to work under the guidance of experienced  
13                   teachers and college faculty;

14                   “(ii) instruction in the use of data  
15                   and assessments to inform and instruct  
16                   classroom practice; and

17                   “(iii) professional development activi-  
18                   ties, including supplemental and followup  
19                   activities, such as curriculum alignment,  
20                   distance learning, and activities that train  
21                   teachers to utilize technology in the class-  
22                   room.

23                   “(4) Establishing distance learning programs  
24                   for mathematics and science teachers using curricula  
25                   that are innovative, content-based, and based on re-

1 search that is current as of the date of the program  
2 involved.

3 “(5) Designing programs to prepare a mathe-  
4 matics or science teacher, including an exemplary  
5 teacher or the principal, at a school to provide pro-  
6 fessional development to other mathematics or  
7 science teachers at the school and to assist begin-  
8 ning and other teachers at the school, including (if  
9 applicable) a mechanism to integrate the teacher’s  
10 experiences from a summer workshop or institute  
11 into the provision of professional development and  
12 assistance.

13 “(6) Establishing and operating programs to  
14 bring mathematics and science teachers into contact  
15 with working scientists, mathematicians, and engi-  
16 neers, to expand such teachers’ subject matter  
17 knowledge of and research in science and mathe-  
18 matics.

19 “(7) Designing programs to identify and de-  
20 velop exemplary mathematics and science teachers in  
21 the kindergarten through grade 8 classrooms.

22 “(8) Training mathematics and science teachers  
23 and developing programs to encourage young women  
24 and other underrepresented individuals in mathe-  
25 matics and science careers (including engineering

1 and technology) to pursue postsecondary degrees in  
2 majors leading to such careers.

3 “(e) COORDINATION AND CONSULTATION.—

4 “(1) PARTNERSHIP GRANTS.—An eligible part-  
5 nership receiving a grant under section 203 of the  
6 Higher Education Act of 1965 shall coordinate the  
7 use of such funds with any related activities carried  
8 out by such partnership with funds made available  
9 under this part.

10 “(2) NATIONAL SCIENCE FOUNDATION.—In  
11 carrying out the activities authorized by this part,  
12 the Secretary shall—

13 “(A) consult and coordinate with the Di-  
14 rector of the National Science Foundation, par-  
15 ticularly with respect to the appropriate roles  
16 for the Department and the Foundation in the  
17 conduct of summer workshops, institutes, or  
18 partnerships to improve mathematics and  
19 science teaching in elementary schools and sec-  
20 ondary schools; and

21 “(B) collaborate with the Director of the  
22 National Science Foundation to assist State  
23 educational agencies in providing information to  
24 eligible partnerships on activities described in  
25 subsection (b)(2)(C).



1 “(f) EVALUATION AND ACCOUNTABILITY PLAN.—

2 “(1) IN GENERAL.—Each eligible partnership  
3 receiving a subgrant under this part shall develop an  
4 evaluation and accountability plan based on scientif-  
5 ically valid research for activities assisted under this  
6 part that includes rigorous objectives that measure  
7 the impact of activities funded under this part.

8 “(2) CONTENTS.—The plan developed pursuant  
9 to paragraph (1)—

10 “(A) shall include measurable objectives to  
11 increase the number of mathematics and  
12 science teachers who participate in content-  
13 based professional development activities;

14 “(B) shall include measurable objectives  
15 for improved student academic achievement on  
16 State mathematics and science assessments or,  
17 where applicable, an International Mathematics  
18 and Science Study assessment; and

19 “(C) may include objectives and measures  
20 for—

21 “(i) increased participation by stu-  
22 dents in advanced courses in mathematics  
23 and science;

24 “(ii) increased percentages of elemen-  
25 tary school teachers with academic majors

1 or minors, or group majors or minors, in  
2 mathematics, engineering, or the sciences;  
3 and

4 “(iii) increased percentages of sec-  
5 ondary school classes in mathematics and  
6 science taught by teachers with academic  
7 majors in mathematics, engineering, and  
8 science.

9 “(3) REPORT.—Each eligible partnership re-  
10 ceiving a subgrant under this part shall report annu-  
11 ally to the State regarding the eligible partnership’s  
12 progress in meeting the objectives described in the  
13 accountability plan of the partnership under this  
14 subsection.

15 “(4) REVOCATION OF GRANT.—If the Secretary  
16 determines that an eligible partnership is not mak-  
17 ing substantial progress in meeting the objectives de-  
18 scribed in the accountability plan of the partnership  
19 under this subsection, as appropriate, by the end of  
20 the second year of the subgrant under this part,  
21 then the subgrant payment shall not be made for the  
22 third year of the subgrant.

23 “(g) REPORT TO CONGRESS.—The Secretary shall  
24 annually report to the appropriate committees of the Con-  
25 gress, including the Education and Labor Committee of

1 the House of Representatives and the Health, Education,  
2 Labor, and Pensions Committee of the Senate, regarding  
3 the activities carried out under this part. Such report shall  
4 be posted on the Department's Web site and include—

5           “(1) a compilation of the information received  
6           from each eligible partnership under subsection  
7           (f)(3);

8           “(2) a description, in consultation with the Di-  
9           rector of the National Science Foundation, of how  
10           the program authorized under this part has been  
11           and will be coordinated with the National Science  
12           Foundation's Mathematics and Science Education  
13           Partnerships; and

14           “(3) a description, in consultation with appro-  
15           priate entities, of how this program has been and  
16           will be coordinated with other similar Federal pro-  
17           grams.

18 **“SEC. 2303. AUTHORIZATION OF APPROPRIATIONS.**

19           “(a) IN GENERAL.—There are authorized to be ap-  
20           propriated to carry out this part **[TO BE SUPPLIED]**  
21           for fiscal year 2008 and such sums as may be necessary  
22           for each of the 5 succeeding fiscal years.

23           “(b) RESERVATION.—Of the funds appropriated  
24           under subsection (a), the Secretary shall reserve up to  
25           one-half of 1 percent to provide training and technical as-

1 sistance to eligible partnerships receiving subgrants under  
2 this part to enable such partnerships to conduct the eval-  
3 uation required under subsection (f).

4 **【“PART D—MATH SUCCESS FOR ALL】**

5 **【“SEC. 2401. MATHEMATICS SUCCESS.**

6 **【“(a) PURPOSES.—The purposes of this section**  
7 **are—】**

8 **【“(1) to improve instruction in mathematics for**  
9 **students in kindergarten through secondary school**  
10 **through the implementation of mathematics pro-**  
11 **grams and the support of comprehensive mathe-**  
12 **matics initiatives that are based on the best avail-**  
13 **able evidence of effectiveness;】**

14 **【“(2) to provide targeted help to low-income**  
15 **students who are struggling with mathematics and**  
16 **whose achievement is significantly below grade**  
17 **level;】**

18 **【“(3) to provide in-service training for mathe-**  
19 **matics coaches who can assist elementary and sec-**  
20 **ondary school teachers to utilize research-based**  
21 **mathematics instruction to develop and improve stu-**  
22 **dents’ mathematical abilities and knowledge, and as-**  
23 **sist teachers in assessing and improving student aca-**  
24 **demic achievement; and】**

1           【“(4) to provide assistance to State educational  
2 agencies and local educational agencies in imple-  
3 menting effective research-based mathematics pro-  
4 grams for students in kindergarten through sec-  
5 ondary school, including students with disabilities  
6 and English language learners.】

7           【“(b) DEFINITIONS.—In this section:】

8           【“(1) ELIGIBLE LOCAL EDUCATIONAL AGEN-  
9 CY.—The term ‘eligible local educational agency’  
10 means a high-need local educational agency serving  
11 1 or more schools—】

12           【“(A) with significant numbers or percent-  
13 ages of students whose mathematics skills are  
14 below grade level;】

15           【“(B) that are not making adequate yearly  
16 progress in mathematics under section  
17 【1111(b)(2)】; or】

18           【“(C) in which students are receiving in-  
19 struction in mathematics from teachers who do  
20 not have mathematical content knowledge or ex-  
21 pertise in the teaching of mathematics.】

22           【“(2) MATHEMATICS COACH.—The term ‘math-  
23 ematics coach’ means a certified or licensed teacher,  
24 with a demonstrated effectiveness in teaching mathe-  
25 matics to students with specialized needs in mathe-

1        matics and improving student academic achievement  
2        in mathematics, a command of mathematical content  
3        knowledge, and the ability to work with classroom  
4        teachers to improve the teachers' instructional tech-  
5        niques to support mathematics improvement, who  
6        works on site at a school—】

7                【“(A) to train teachers to better assess  
8                student learning in mathematics;】

9                【“(B) to train teachers to assess students'  
10                mathematics skills and identify students who  
11                need remediation; and】

12                【“(C) to provide or assess remedial mathe-  
13                matics instruction, including for—】

14                        【“(i) students in after-school and  
15                        summer school programs;】

16                        【“(ii) students requiring additional  
17                        instruction;】

18                        【“(iii) students with disabilities; and】

19                        【“(iv) English language learners.】

20        【“(c) PROGRAM AUTHORIZED.—】

21                【“(1) IN GENERAL.—From the amounts appro-  
22                priated under subsection (l) for any fiscal year, the  
23                Secretary is authorized to award grants, on a com-  
24                petitive basis, for not more than 5 years, to State  
25                educational agencies to enable the State educational

1 agencies to award grants to eligible local educational  
2 agencies to carry out the activities described in sub-  
3 section (g).】

4 【“(2) PRIORITY.—In awarding grants under  
5 this section, the Secretary shall give priority to ap-  
6 plications for projects that will implement statewide  
7 strategies for improving mathematics instruction  
8 and raising the mathematics achievement of stu-  
9 dents.】

10 【“(3) MINIMUM GRANT.—The Secretary shall  
11 ensure that the minimum grant made to any State  
12 educational agency under this section shall be not  
13 less than \$500,000.】

14 【“(d) STATE USES OF FUNDS.—】

15 【“(1) IN GENERAL.—Each State educational  
16 agency that receives a grant under this section for  
17 a fiscal year—】

18 【“(A) shall expend not more than a total  
19 of 10 percent of the grant funds to carry out  
20 the activities described in paragraphs (2) and  
21 (3) for the fiscal year; and】

22 【“(B) shall use not less than 90 percent of  
23 the grant funds to award grants, on a competi-  
24 tive basis, to eligible local educational agencies  
25 to enable the eligible local educational agencies

1 to carry out the activities described in sub-  
2 section (g) for the fiscal year.】

3 【“(2) MANDATORY USES OF FUNDS.—A State  
4 educational agency shall use the grant funds made  
5 available under paragraph (1)(A) to carry out each  
6 of the following activities:】

7 【“(A) PLANNING AND ADMINISTRATION.—  
8 Planning and administration, including—】

9 【“(i) evaluating applications from eli-  
10 gible local educational agencies using peer  
11 review teams described in subsection  
12 (h)(1)(B);】

13 【“(ii) administering the distribution  
14 of grants to eligible local educational agen-  
15 cies; and】

16 【“(iii) assessing and evaluating, on a  
17 regular basis, eligible local educational  
18 agency activities assisted under this sec-  
19 tion, with respect to whether the activities  
20 have been effective in increasing the num-  
21 ber of children—】

22 【“(I) making progress toward  
23 meeting grade-level mathematics  
24 achievement; and】



1                   【“(II) meeting or exceeding  
2                   grade-level mathematics achieve-  
3                   ment.”】

4                   【“(B) REPORTING.—Annually providing  
5                   the Secretary with a report on the implementa-  
6                   tion of this section, as described in subsection  
7                   (k).”】

8                   【“(3) PERMISSIVE USE OF FUNDS; TECHNICAL  
9                   ASSISTANCE.—”】

10                  【“(A) IN GENERAL.—A State educational  
11                  agency may use the grant funds made available  
12                  under paragraph (1)(A) for 1 or more of the  
13                  following technical assistance activities that as-  
14                  sist an eligible local educational agency, upon  
15                  request by the eligible local educational agency,  
16                  in accomplishing the tasks required to design  
17                  and implement a project under this section, in-  
18                  cluding assistance in—”】

19                    【“(i) selecting and implementing a  
20                    program of mathematics instruction, or  
21                    materials and interventions, based on the  
22                    best available evidence of effectiveness;”】

23                    【“(ii) evaluating and selecting diag-  
24                    nostic and classroom-based instructional  
25                    mathematics assessments; and”】

1                   【“(iii) identifying eligible professional  
2                   development providers to conduct the pro-  
3                   fessional development activities described  
4                   in 【subsection (g)(1)(E)].】

5                   【“(B) GUIDANCE.—The technical assist-  
6                   ance described in subparagraph (A) shall be  
7                   guided by researchers with expertise in the ped-  
8                   agogy of mathematics, mathematicians, and  
9                   mathematics educators from high-risk, high-  
10                  achievement schools and eligible local edu-  
11                  cational agencies.】

12                  【“(e) RESERVATION OF FUNDS BY THE SEC-  
13                  RETARY.—From amounts appropriated under subsection  
14                  (1) for a fiscal year, the Secretary may reserve—】

15                  【“(1) not more than 3 percent of such amounts  
16                  to fund national activities in support of the pro-  
17                  grams assisted under this section, such as research  
18                  and dissemination of best practices, except that the  
19                  Secretary may not use the reserved funds to award  
20                  grants directly to local educational agencies; and】

21                  【“(2) not more than 1/2 of 1 percent of such  
22                  amounts for the Bureau of Indian Affairs of the De-  
23                  partment of the Interior to carry out the services  
24                  and activities described in 【subsection (1)(3)] for In-  
25                  dian children.】

1       **[(f) SUPPLEMENT NOT SUPPLANT.—**Each State  
2 educational agency receiving a grant under this section  
3 shall use the grant funds to supplement, not supplant,  
4 State funding for activities authorized under this section  
5 or for other educational activities.]

6       **[(g) SUBGRANTS TO ELIGIBLE LOCAL EDU-**  
7 **CATIONAL AGENCIES.—]**

8           **[(1) IN GENERAL.—**Each eligible local edu-  
9 cational agency desiring a grant under this section  
10 shall submit an application to the State educational  
11 agency at such time and in such manner as the  
12 State educational agency may require. Each applica-  
13 tion shall include—]

14           **[(A) an assurance that the eligible local**  
15 **educational agency will provide assistance to 1**  
16 **or more schools that are—]**

17           **[(i) served by the eligible local edu-**  
18 **cational agency; and]**

19           **[(ii) described in [section**  
20 **3201(b)];]**

21           **[(B) a description of the grades and of**  
22 **the schools, that will be served;]**

23           **[(C) information, on an aggregate basis,**  
24 **on each school to be served by the project, in-**  
25 **cluding such demographic, socioeconomic, and**

1 mathematics achievement data as the State  
2 educational agency may request;】

3 【“(D) a description of the core mathe-  
4 matics instructional program, supplemental in-  
5 structional materials, and intervention pro-  
6 grams or strategies that will be used for the  
7 project, including an assurance that the pro-  
8 grams or strategies are research-based and re-  
9 flect a demonstrated record of effectiveness and  
10 are aligned with State academic achievement  
11 standards;】

12 【“(E) a description of the activities that  
13 will be carried out under the grant, including a  
14 description of the professional development that  
15 will be provided to teachers, and, if appropriate,  
16 administrators and other school staff, and a de-  
17 scription of how the activities will support  
18 achievement of the purpose of this section;】

19 【“(F) an assurance that the eligible local  
20 educational agency will report to the State edu-  
21 cational agency all data on student academic  
22 achievement that is necessary for the State edu-  
23 cational agency’s report under subsection (k);】

24 【“(G) a description of the eligible entity’s  
25 plans for evaluating the impact of professional

1 development and leadership activities in mathe-  
2 matics on the content knowledge and expertise  
3 of teachers, administrators, or other school  
4 staff; and】

5 【“(H) any other information the State  
6 educational agency may reasonably require.】

7 【“(2) CONSORTIA.—Consistent with State law,  
8 an eligible local educational agency may apply to the  
9 State educational agency for a subgrant as a mem-  
10 ber of a consortium of local educational agencies if  
11 each member of the consortium is an eligible local  
12 educational agency.】

13 【“(3) AWARD BASIS.—】

14 【“(A) PRIORITY FOR AWARDS FOR SEC-  
15 ONDARY SCHOOLS.—A State educational agency  
16 awarding subgrants for activities described in  
17 paragraph (4) shall give priority to eligible local  
18 educational agencies that—】

19 【“(i) are among the local educational  
20 agencies in the State with the lowest grad-  
21 uation rates, as described in section  
22 【1111(b)(2)(C)(vi)】; and】

23 【“(ii) have the highest number or per-  
24 centage of students who are counted under  
25 section 【1124(c)】.】

1           **【“(B) PRIORITY FOR AWARDS FOR ELE-**  
2           **MENTARY SCHOOLS.—A State educational agen-**  
3           **cy awarding subgrants for activities described**  
4           **in paragraph (4) shall give priority to eligible**  
5           **local educational agencies that 【to be sup-**  
6           **plied】.】**

7           **【“(C) AMOUNT OF GRANTS.—Subgrants**  
8           **under this subsection shall be of sufficient size**  
9           **and scope to enable eligible local educational**  
10          **agencies to fully implement activities assisted**  
11          **under this subsection.】**

12          **【“(4) LOCAL USES OF FUNDS AT THE SEC-**  
13          **ONDARY SCHOOL LEVEL.—Each eligible local edu-**  
14          **cational agency receiving a subgrant under this sub-**  
15          **section shall use the subgrant funds to carry out, at**  
16          **the secondary school level, the following services and**  
17          **activities:】**

18               **【“(A) Hiring mathematics coaches and**  
19               **providing professional development for mathe-**  
20               **matics coaches—】**

21                       **【“(i) at a level to provide effective**  
22                       **coaching to classroom teachers;】**

23                       **【“(ii) to work with classroom teachers**  
24                       **to better assess student academic achieve-**  
25                       **ment in mathematics;】**

1           【“(iii) to work with classroom teach-  
2           ers to identify students with mathematics  
3           problems and, where appropriate, refer  
4           students to available programs for remedi-  
5           ation and additional services;】

6           【“(iv) to work with classroom teach-  
7           ers to diagnose and remediate mathematics  
8           difficulties of the lowest-performing stu-  
9           dents, so that those teachers can provide  
10          intensive, research-based instruction, in-  
11          cluding during after-school and summer  
12          sessions, geared toward ensuring that  
13          those students can access and be successful  
14          in rigorous academic coursework; and】

15          【“(v) to assess and organize student  
16          data on mathematics and communicate  
17          that data to school administrators to in-  
18          form school reform efforts.】

19          【“(B) Reviewing, analyzing, developing,  
20          and, where possible, adapting curricula to make  
21          sure mathematics skills are taught within other  
22          core academic subjects.】

23          【“(C) Providing mathematics professional  
24          development for all relevant teachers in sec-  
25          ondary school, as necessary, that addresses both

1 remedial and higher level mathematics skills for  
2 students in the applicable curriculum.】

3 【“(D) Providing professional development  
4 for teachers, administrators, and paraprofes-  
5 sionals serving secondary schools to help the  
6 teachers, administrators, and paraprofessionals  
7 improve student academic achievement in math-  
8 ematics.】

9 【“(E) Procuring and implementing pro-  
10 grams and instructional materials based on  
11 mathematics research, including software and  
12 other education technology related to mathe-  
13 matics instruction with demonstrated effective-  
14 ness in improving mathematics instruction and  
15 student academic achievement.】

16 【“(F) Building on and promoting coordi-  
17 nation among mathematics programs in the eli-  
18 gible local educational agency to increase overall  
19 effectiveness in—】

20 【“(i) improving mathematics instruc-  
21 tion; and】

22 【“(ii) increasing student academic  
23 achievement, including for students with  
24 disabilities and English language learn-  
25 ers.】



1           **【“(G) Evaluating the effectiveness of the**  
2           **instructional strategies, teacher professional de-**  
3           **velopment programs, and other interventions**  
4           **that are implemented under the subgrant.】**

5           **【“(H) Measuring improvement in student**  
6           **academic achievement, including through**  
7           **progress monitoring or other assessments.】**

8           **【“(5) LOCAL USES OF FUNDS AT THE ELEMEN-**  
9           **TARY SCHOOL LEVEL.—Each eligible local edu-**  
10          **cational agency receiving a subgrant under this sub-**  
11          **section shall use the subgrant funds to carry out, at**  
12          **the elementary school level, the following services**  
13          **and activities:】**

14           **【“(A) Implementing mathematics pro-**  
15           **grams or comprehensive mathematics initia-**  
16           **tives—】**

17           **【“(i) for students in the grades of a**  
18           **participating school, as identified in the**  
19           **application submitted under 【paragraph**  
20           **(1)】; and】**

21           **【“(ii) that are research-based and re-**  
22           **flect a demonstrated record of effective-**  
23           **ness.】**

24           **【“(B) Providing professional development**  
25           **and instructional leadership activities for teach-**

1           ers and, if appropriate, for administrators and  
2           other school staff, on the implementation of  
3           comprehensive mathematics initiatives de-  
4           signed—】

5                   【“(i) to improve the achievement of  
6                   students performing significantly below  
7                   grade level;】

8                   【“(ii) to improve the mathematical  
9                   content knowledge of the teachers, admin-  
10                  istrators, and other school staff;】

11                  【“(iii) to increase the use of effective  
12                  instructional practices; and】

13                  【“(iv) to monitor student progress.】

14                  【“(C) To conduct continuous progress  
15                  monitoring, which may include the adoption and  
16                  use of assessments that—】

17                   【“(i) measure student progress and  
18                   identify areas in which students need help  
19                   in learning mathematics;】

20                   【“(ii) reflect mathematics content  
21                   that is consistent with State academic  
22                   achievement standards in mathematics de-  
23                   scribed in section 【1111(b)】.】

24                  【“(6) PERMISSIVE LOCAL USES OF FUNDS.—

25                  Each eligible local educational agency receiving a

1 subgrant under this subsection may use the  
2 subgrant funds—】

3 【“(A) adopt and use mathematics instruc-  
4 tional materials and assessments;】

5 【“(B) implement classroom-based assess-  
6 ments, including diagnostic or formative assess-  
7 ments;】

8 【“(C) provide remedial coursework and  
9 interventions for students, which may be pro-  
10 vided before or after school;】

11 【“(D) provide small groups with individ-  
12 ualized instruction in mathematics;】

13 【“(E) conduct activities designed to im-  
14 prove the content knowledge and expertise of  
15 teachers, such as the use of a mathematics  
16 coach, enrichment activities, and interdiscipli-  
17 nary methods of mathematics instruction; or】

18 【“(F) collect and report performance.】

19 【“(7) SUPPLEMENT NOT SUPPLANT.—Each eli-  
20 gible local educational agency receiving a subgrant  
21 under this subsection shall use the subgrant funds  
22 to supplement, not supplant, the eligible local edu-  
23 cational agency’s funding for activities authorized  
24 under this section or for other educational activi-  
25 ties.】

1           【“(8) NEW SERVICES AND ACTIVITIES.—  
2           Subgrant funds provided under this subsection may  
3           be used only to provide services and activities au-  
4           thorized under this section that were not provided on  
5           the day before the date of the enactment of the 【In-  
6           sert short title】.】

7           【“(9) EVALUATIONS.—Each eligible local edu-  
8           cational agency receiving a subgrant under this sub-  
9           section shall participate, as requested by the State  
10          educational agency or the Secretary, in reviews and  
11          evaluations of the programs of the eligible local edu-  
12          cational agency and the effectiveness of such pro-  
13          grams, and shall provide such reports as are re-  
14          quested by the State educational agency and the  
15          Secretary.】

16          【“(h) APPLICATIONS.—In order to receive a grant  
17          under this section, a State educational agency shall submit  
18          an application to the Secretary at such time, in such man-  
19          ner, and accompanied by such information as the Sec-  
20          retary may require. Each such application shall meet the  
21          following conditions:】

22                 【“(1) A State educational agency shall not in-  
23                 clude the application for assistance under this sec-  
24                 tion in a consolidated application submitted under  
25                 section 【9302】.】

1           【“(2) The application shall include assurances  
2 that such application and any technical assistance  
3 provided by the State will be guided by a peer review  
4 team, which shall consist of—】

5                   【“(A) researchers with expertise in the  
6 pedagogy of mathematics;】

7                   【“(B) mathematicians; and】

8                   【“(C) mathematics educators serving high-  
9 risk, high-achievement schools and eligible local  
10 educational agencies.】

11           【“(3) It shall include an assurance that the  
12 State educational agency will participate, if re-  
13 quested, in any evaluation of the State educational  
14 agency’s program under this section.】

15           【“(4) It shall include a program plan that con-  
16 tains a description of the following:】

17                   【“(A) How the State educational agency  
18 will assist eligible local educational agencies in  
19 implementing subgrants, including providing  
20 ongoing professional development for mathe-  
21 matics coaches, teachers, paraprofessionals, and  
22 administrators.】

23                   【“(B) How the State educational agency  
24 will help eligible local educational agencies iden-  
25 tify high-quality screening, diagnostic, and

1 classroom-based instructional mathematics as-  
2 sessments.】

3 【“(C) How the State educational agency  
4 will help eligible local educational agencies iden-  
5 tify high-quality research-based mathematics  
6 materials and programs.】

7 【“(D) How the State educational agency  
8 will help eligible local educational agencies iden-  
9 tify appropriate and effective materials, pro-  
10 grams, and assessments for students with dis-  
11 abilities and English language learners.】

12 【“(E) How the State educational agency  
13 will ensure that professional development fund-  
14 ed under this section—】

15 【“(i) is based on mathematics re-  
16 search;】

17 【“(ii) will effectively improve instruc-  
18 tional practices for mathematics for sec-  
19 ondary school students;】

20 【“(iii) will improve student academic  
21 achievement in mathematics; and】

22 【“(iv) is coordinated with professional  
23 development activities funded through  
24 other programs, including 【section 2113】

1           **【This is a reference to current law section**  
2           **2113, so needs to be updated】.**】

3           **【“(F) How funded activities will help**  
4           **teachers and other instructional staff to imple-**  
5           **ment research-based components of mathe-**  
6           **tics instruction and improve student aca-**  
7           **demie achievement.】**】

8           **【“(G) The subgrant process the State edu-**  
9           **catinal agency will use to ensure that eligible**  
10          **local educational agencies receiving subgrants**  
11          **implement programs and practices based on**  
12          **mathematics research.】**】

13          **【“(H) How the State educational agency**  
14          **will build on and promote coordination among**  
15          **mathematics programs in the State to increase**  
16          **overall effectiveness in improving mathematics**  
17          **instruction and student academic achievement,**  
18          **including for students with disabilities and**  
19          **English language learners.】**】

20          **【“(I) How the State educational agency**  
21          **will regularly assess and evaluate the effective-**  
22          **ness of the eligible local educational agency ac-**  
23          **tivities funded under this section.】**】

24          **【“(J) How the State will establish a proc-**  
25          **ess to safeguard against conflicts of interest,**

1           **【consistent with subsection (g)(2)】**, for individ-  
2           uals providing technical assistance on behalf of  
3           the State educational agency or participating in  
4           the State peer review process under this sec-  
5           tion.】

6           **【“(i) PROHIBITIONS.—】**

7           **【“(1) IN GENERAL.—In implementing this sec-**  
8           **tion, the Secretary shall not—】**

9                   **【“(A) endorse, approve, or sanction any**  
10                   **mathematics curriculum designed for use in any**  
11                   **school; or】**

12                   **【“(B) engage in oversight, technical assist-**  
13                   **ance, or activities that will require the adoption**  
14                   **of a specific mathematics program or instruc-**  
15                   **tional materials by a State, local educational**  
16                   **agency, or school.】**

17           **【“(2) RULE OF CONSTRUCTION.—Nothing in**  
18           **this section shall be construed to authorize or permit**  
19           **the Secretary, Department of Education, or a De-**  
20           **partment of Education contractor, to mandate, di-**  
21           **rect, control, or suggest the selection of a mathe-**  
22           **matics curriculum, supplemental instructional mate-**  
23           **rials, or program of instruction by a State, local**  
24           **educational agency, or school.】**

25           **【“(j) MATCHING REQUIREMENTS.—】**



1           【“(1) STATE EDUCATIONAL AGENCY REQUIRE-  
2           MENTS.—A State educational agency that receives a  
3           grant under this section shall provide, from non-  
4           Federal sources, an amount equal to 50 percent of  
5           the amount of the grant, in cash or in-kind, to carry  
6           out the activities supported by the grant, of which  
7           not more than 20 percent of such 50 percent may  
8           be provided by local educational agencies within the  
9           State.】

10           【“(2) WAIVER.—The Secretary may waive all  
11           or a portion of the matching requirements described  
12           in paragraph (1) for any fiscal year, if the Secretary  
13           determines that—】

14                   【“(A) the application of the matching re-  
15                   quirement will result in serious hardship for the  
16                   State educational agency; or】

17                   【“(B) providing a waiver best serves the  
18                   purpose of the program assisted under this sec-  
19                   tion.】

20           【“(k) PROGRAM PERFORMANCE AND ACCOUNT-  
21           ABILITY.—】

22           【“(1) INFORMATION.—Each State educational  
23           agency receiving a grant under this section shall col-  
24           lect and report to the Secretary annually such infor-  
25           mation on the results of the grant as the Secretary

1 may reasonably require, including information on—  
2 **】**

3 **【**“(A) mathematics achievement data that  
4 show the progress of students participating in  
5 projects under this section (including, to the ex-  
6 tent practicable, comparable data from students  
7 not participating in such projects), based pri-  
8 marily on the results of State, school district-  
9 wide, or classroom-based monitoring reports or  
10 assessments, including—**】**

11 **【**“(i) specific identification of those  
12 schools and eligible local educational agen-  
13 cies that report the largest gains in mathe-  
14 matics achievement; and**】**

15 **【**“(ii) evidence on whether the State  
16 educational agency and eligible local edu-  
17 cational agencies within the State have—**】**

18 **【**“(I) significantly increased the  
19 number of students achieving at the  
20 proficient or advanced level on the  
21 State student academic achievement  
22 standards in mathematics under sec-  
23 tion **【1111(b)(1)(D)(ii)】;****】**

24 **【**“(II) significantly increased the  
25 percentages of students described in

1 section **【1111(b)(2)(C)(v)(II)】** who  
2 are achieving proficiency or advanced  
3 levels on such State academic content  
4 standards in mathematics;】

5 **【“(III) significantly increased**  
6 **the number of students making sig-**  
7 **nificant progress toward meeting such**  
8 **State academic content and achieve-**  
9 **ment standards in mathematics; and】**

10 **【“(IV) successfully implemented**  
11 **this section;】**

12 **【“(B) the percentage of students in the**  
13 **schools served by the eligible local educational**  
14 **agency who enroll in advanced mathematics**  
15 **courses in grades 9 through 12, including the**  
16 **percentage of such students who pass such**  
17 **courses; and】**

18 **【“(C) the progress made in increasing the**  
19 **quality and accessibility of professional develop-**  
20 **ment and leadership activities in mathematics,**  
21 **especially activities resulting in greater content**  
22 **knowledge and expertise of teachers, adminis-**  
23 **trators, and other school staff, except that the**  
24 **Secretary shall not require such information**

1           until after the third year of a grant awarded  
2           under this section.】

3           【“(2) REPORTING AND DISAGGREGATION.—The  
4           information required under paragraph (1) shall be—  
5           】

6                   【“(A) reported in a manner that allows for  
7                   a comparison of aggregated score differentials  
8                   of student academic achievement before (to the  
9                   extent feasible) and after implementation of the  
10                  project assisted under this section; and】

11                   【“(B) disaggregated in the same manner  
12                   as information is disaggregated under section  
13                  【1111(h)(1)(C)(i)].】

14           【“(1) AUTHORIZATION OF APPROPRIATIONS.—There  
15           are authorized to be appropriated to carry out this section  
16           【TO BE SUPPLIED】 for fiscal year 2008 and each of  
17           the 5 succeeding fiscal years.】

18           “PART E—INNOVATION FOR TEACHER QUALITY

19                   “SUBPART 1—TRANSITIONS TO TEACHING

20           **“CHAPTER A—TROOPS-TO-TEACHERS PROGRAM**

21           **“SEC. 2501. DEFINITIONS.**

22           “In this chapter:

23                   “(1) ARMED FORCES.—The term ‘Armed  
24                   Forces’ means the Army, Navy, Air Force, Marine  
25                   Corps, and Coast Guard.

1           “(2) MEMBER OF THE ARMED FORCES.—The  
2 term ‘member of the Armed Forces’ includes a  
3 former member of the Armed Forces.

4           “(3) PROGRAM.—The term ‘Program’ means  
5 the Troops-to-Teachers Program authorized by this  
6 chapter.

7           “(4) RESERVE COMPONENT.—The term ‘reserve  
8 component’ means—

9                   “(A) the Army National Guard of the  
10 United States;

11                   “(B) the Army Reserve;

12                   “(C) the Navy Reserve;

13                   “(D) the Marine Corps Reserve;

14                   “(E) the Air National Guard of the United  
15 States;

16                   “(F) the Air Force Reserve; and

17                   “(G) the Coast Guard Reserve.

18           “(5) SECRETARY CONCERNED.—The term ‘Sec-  
19 retary concerned’ means—

20                   “(A) the Secretary of the Army, with re-  
21 spect to matters concerning a reserve compo-  
22 nent of the Army;

23                   “(B) the Secretary of the Navy, with re-  
24 spect to matters concerning reserve components

1 named in subparagraphs (C) and (D) of para-  
2 graph (4);

3 “(C) the Secretary of the Air Force, with  
4 respect to matters concerning a reserve compo-  
5 nent of the Air Force; and

6 “(D) the Secretary of Homeland Security,  
7 with respect to matters concerning the Coast  
8 Guard Reserve.

9 **“SEC. 2502. AUTHORIZATION OF TROOPS-TO-TEACHERS**  
10 **PROGRAM.**

11 “(a) PURPOSE.—The purpose of this section is to au-  
12 thorize a mechanism for the funding and administration  
13 of the Troops-to-Teachers Program, which was originally  
14 established by the Troops-to-Teachers Program Act of  
15 1999 (title XVII of the National Defense Authorization  
16 Act for Fiscal Year 2000) (20 U.S.C. 9301 et seq.).

17 “(b) PROGRAM AUTHORIZED.—The Secretary may  
18 carry out a program (to be known as the ‘Troops-to-  
19 Teachers Program’)—

20 “(1) to assist eligible members of the Armed  
21 Forces described in section 2503 to obtain certifi-  
22 cation or licensing as elementary school teachers,  
23 secondary school teachers, or career or technical  
24 teachers, and to become highly qualified teachers;  
25 and

1           “(2) to facilitate the employment of such mem-  
2       bers—

3           “(A) by local educational agencies or pub-  
4       lic charter schools that the Secretary identifies  
5       as—

6           “(i) receiving grants under part A of  
7       title I as a result of having within their ju-  
8       risdictions concentrations of children from  
9       low-income families; or

10          “(ii) experiencing a shortage of highly  
11       qualified teachers, in particular a shortage  
12       of science, mathematics, special education,  
13       or career or technical teachers; and

14          “(B) in elementary schools or secondary  
15       schools, or as career or technical teachers.

16          “(c) ADMINISTRATION OF PROGRAM.—The Secretary  
17       shall enter into a memorandum of agreement with the Sec-  
18       retary of Defense under which the Secretary of Defense,  
19       acting through the Defense Activity for Non-Traditional  
20       Education Support of the Department of Defense, will  
21       perform the actual administration of the Program, other  
22       than section 2506. Using funds appropriated to the Sec-  
23       retary to carry out this chapter, the Secretary shall trans-  
24       fer to the Secretary of Defense such amounts as may be

1 necessary to administer the Program pursuant to the  
2 memorandum of agreement.

3 “(d) INFORMATION REGARDING PROGRAM.—The  
4 Secretary shall provide to the Secretary of Defense infor-  
5 mation regarding the Program and applications to partici-  
6 pate in the Program, for distribution as part of  
7 prepreparation counseling provided under section 1142 of  
8 title 10, United States Code, to members of the Armed  
9 Forces described in section 2503.

10 “(e) PLACEMENT ASSISTANCE AND REFERRAL SERV-  
11 ICES.—The Secretary may, with the agreement of the Sec-  
12 retary of Defense, provide placement assistance and refer-  
13 ral services to members of the Armed Forces who meet  
14 the criteria described in section 2503, including meeting  
15 education qualification requirements under subsection  
16 2503(c)(2). Such members shall not be eligible for finan-  
17 cial assistance under subsections (c) and (d) of section  
18 2504.

19 **“SEC. 2503. RECRUITMENT AND SELECTION OF PROGRAM**  
20 **PARTICIPANTS.**

21 “(a) ELIGIBLE MEMBERS.—The following members  
22 of the Armed Forces are eligible for selection to partici-  
23 pate in the Program:

24 “(1) Any member who—



1           “(A) on or after October 1, 1999, becomes  
2 entitled to retired or retainer pay in the manner  
3 provided in title 10 or title 14, United States  
4 Code;

5           “(B) has an approved date of retirement  
6 that is within 1 year after the date on which  
7 the member submits an application to partici-  
8 pate in the Program; or

9           “(C) has been transferred to the Retired  
10 Reserve.

11           “(2) Any member who, on or after the date of  
12 enactment of the [insert short title]—

13           “(A)(i) is separated or released from active  
14 duty after 6 or more years of continuous active  
15 duty immediately before the separation or re-  
16 lease; or

17           “(ii) has completed a total of at least 10  
18 years of active duty service, 10 years of service  
19 computed under section 12732 of title 10,  
20 United States Code, or 10 years of any com-  
21 bination of such service; and

22           “(B) executes a reserve commitment agree-  
23 ment for a period of not less than 3 years  
24 under subsection (e)(2).

1           “(3) Any member who, on or after the date of  
2           enactment of the [insert short title], is retired or  
3           separated for physical disability under chapter 61 of  
4           title 10, United States Code.

5           “(b) SUBMISSION OF APPLICATIONS.—

6           “(1) FORM AND SUBMISSION.—Selection of eli-  
7           gible members of the Armed Forces to participate in  
8           the Program shall be made on the basis of applica-  
9           tions submitted to the Secretary within the time pe-  
10          riods specified in paragraph (2). An application shall  
11          be in such form and contain such information as the  
12          Secretary may require.

13          “(2) TIME FOR SUBMISSION.—An application  
14          shall be considered to be submitted on a timely basis  
15          under paragraph (1) if the application is submitted  
16          not later than 4 years after the date on which the  
17          member is retired or separated or released from ac-  
18          tive duty, whichever applies to the member.

19          “(c) SELECTION CRITERIA.—

20          “(1) ESTABLISHMENT.—Subject to paragraphs  
21          (2) and (3), the Secretary shall prescribe the criteria  
22          to be used to select eligible members of the Armed  
23          Forces to participate in the Program.

24          “(2) EDUCATIONAL BACKGROUND.—

1           “(A) ELEMENTARY OR SECONDARY  
2 SCHOOL TEACHER.—If a member of the Armed  
3 Forces described in paragraph (1), (2), or (3)  
4 of subsection (a) is applying for assistance for  
5 placement as an elementary school or secondary  
6 school teacher, the Secretary shall require the  
7 member to have received a baccalaureate or ad-  
8 vanced degree from an accredited institution of  
9 higher education.

10           “(B) CAREER OR TECHNICAL TEACHER.—  
11 If a member of the Armed Forces described in  
12 paragraph (1), (2), or (3) of subsection (a) is  
13 applying for assistance for placement as a ca-  
14 reer or technical teacher, the Secretary shall re-  
15 quire the member—

16           “(i) to have received the equivalent of  
17 1 year of college from an accredited insti-  
18 tution of higher education and have 6 or  
19 more years of military experience in a ca-  
20 reer or technical field; or

21           “(ii) to otherwise meet the certifi-  
22 cation or licensing requirements for a ca-  
23 reer or technical teacher in the State in  
24 which the member seeks assistance for  
25 placement under the Program.

1           “(3) HONORABLE SERVICE.—A member of the  
2     Armed Forces is eligible to participate in the Pro-  
3     gram only if the member’s last period of service in  
4     the Armed Forces was honorable, as characterized  
5     by the Secretary concerned (as defined in section  
6     101(a)(9) of title 10, United States Code). A mem-  
7     ber selected to participate in the Program before the  
8     retirement of the member or the separation or re-  
9     lease of the member from active duty may continue  
10    to participate in the Program after the retirement,  
11    separation, or release only if the member’s last pe-  
12    riod of service is characterized as honorable by the  
13    Secretary concerned (as so defined).

14          “(d) SELECTION PRIORITIES.—In selecting eligible  
15    members of the Armed Forces to receive assistance under  
16    the Program, the Secretary shall give priority to members  
17    who have educational or military experience in science,  
18    mathematics, special education, or career or technical sub-  
19    jects and agree to seek employment as science, mathe-  
20    matics, or special education teachers in elementary schools  
21    or secondary schools or in other schools under the jurisdic-  
22    tion of a local educational agency.

23          “(e) OTHER CONDITIONS ON SELECTION.—

24                 “(1) SELECTION SUBJECT TO FUNDING.—The  
25    Secretary may not select an eligible member of the

1 Armed Forces to participate in the Program under  
2 this section and receive financial assistance under  
3 section 2504 unless the Secretary has sufficient ap-  
4 propriations for the Program available at the time of  
5 the selection to satisfy the obligations to be incurred  
6 by the United States under section [2504] with re-  
7 spect to the member.

8 “(2) RESERVE COMMITMENT AGREEMENT.—  
9 The Secretary may not select an eligible member of  
10 the Armed Forces described in subsection (a)(2)(A)  
11 to participate in the Program under this section and  
12 receive financial assistance under section [2504]  
13 unless—

14 “(A) the Secretary notifies the Secretary  
15 concerned and the member that the Secretary  
16 has reserved a full stipend or bonus under sec-  
17 tion [2504] for the member; and

18 “(B) the member executes a written agree-  
19 ment with the Secretary concerned to serve as  
20 a member of the Selected Reserve of a reserve  
21 component of the Armed Forces for a period of  
22 not less than 3 years (in addition to any other  
23 reserve commitment the member may have).

1 **“SEC. 2504. PARTICIPATION AGREEMENT AND FINANCIAL**  
2 **ASSISTANCE.**

3 “(a) PARTICIPATION AGREEMENT.—

4 “(1) IN GENERAL.—An eligible member of the  
5 Armed Forces selected to participate in the Program  
6 under section [2503] and receive financial assist-  
7 ance under this section shall be required to enter  
8 into an agreement with the Secretary in which the  
9 member agrees—

10 “(A) within such time as the Secretary  
11 may require, to obtain certification or licensing  
12 as an elementary school teacher, secondary  
13 school teacher, or career or technical teacher,  
14 and to become a highly qualified teacher (if oth-  
15 erwise required by this Act to be highly quali-  
16 fied); and

17 “(B) to accept an offer of full-time employ-  
18 ment as an elementary school teacher, sec-  
19 ondary school teacher, or career or technical  
20 teacher for not less than 3 school years, com-  
21 mencing the school year after obtaining such  
22 certification or licensing, with a high-need local  
23 educational agency or public charter school, or,  
24 if there is no high-need local educational agency  
25 or public charter school for which the member  
26 is qualified to teach within a 50-mile radius of

1           the member's residence, then under cir-  
2           cumstances described in section 2502(b)(2).

3           “(2) WAIVER.—The Secretary may waive the 3-  
4           year commitment described in paragraph (1)(B) for  
5           a participant if the Secretary determines such waiver  
6           to be appropriate. If the Secretary provides the  
7           waiver, the participant shall not be considered to be  
8           in violation of the agreement and shall not be re-  
9           quired to provide reimbursement under subsection  
10          (f), for failure to meet the 3-year commitment.

11          “(b) VIOLATION OF PARTICIPATION AGREEMENT;  
12          EXCEPTIONS.—A participant in the Program shall not be  
13          considered to be in violation of the participation agree-  
14          ment entered into under subsection (a) during any period  
15          in which the participant—

16               “(1) is pursuing a full-time course of study re-  
17               lated to the field of teaching at an institution of  
18               higher education;

19               “(2) is serving on active duty as a member of  
20               the Armed Forces;

21               “(3) is temporarily totally disabled for a period  
22               of time not to exceed 3 years as established by  
23               sworn affidavit of a qualified physician;

1           “(4) is unable to secure employment for a pe-  
2           riod not to exceed 12 months by reason of the care  
3           required by a spouse who is disabled;

4           “(5) is a highly qualified teacher who is seeking  
5           and unable to find full-time employment as a teacher  
6           in an elementary school or secondary school or as a  
7           career or technical teacher for a single period not to  
8           exceed 27 months; or

9           “(6) satisfies the provisions of additional reim-  
10          bursement exceptions that may be prescribed by the  
11          Secretary.

12          “(c) STIPEND FOR PARTICIPANTS.—

13           “(1) STIPEND AUTHORIZED.—Subject to para-  
14          graph (2), the Secretary may pay to a participant in  
15          the Program selected under section **[2503]** a sti-  
16          pend in an amount of not more than \$5,000.

17           “(2) LIMITATION.—The total number of sti-  
18          pends that may be paid under paragraph (1) in any  
19          fiscal year may not exceed 5,000.

20          “(d) BONUS FOR PARTICIPANTS.—

21           “(1) BONUS AUTHORIZED.—Subject to para-  
22          graph (2), the Secretary may, in lieu of paying a sti-  
23          pend under subsection (c), pay a bonus of \$10,000  
24          to a participant in the Program selected under sec-  
25          tion **[2503]** who agrees in the participation agree-



1 ment under subsection (a) to become a highly quali-  
2 fied (if otherwise required by this Act to be highly  
3 qualified) teacher and to accept full-time employ-  
4 ment as an elementary school teacher, secondary  
5 school teacher, or career or technical teacher for not  
6 less than 3 school years in a high-need school.

7 “(2) LIMITATION.—The total number of bo-  
8 nuses that may be paid under paragraph (1) in any  
9 fiscal year may not exceed 3,000.

10 “(3) HIGH-NEED SCHOOL DEFINED.—In this  
11 subsection, the term ‘high-need school’ means a pub-  
12 lic elementary school, public secondary school, or  
13 public charter school that meets one or more of the  
14 following criteria:

15 “(A) LOW-INCOME CHILDREN.—At least  
16 50 percent of the students enrolled in the school  
17 were from low-income families (as described in  
18 section 2502(b)(2)(A)(i)).

19 “(B) CHILDREN WITH DISABILITIES.—The  
20 school has a large percentage of students who  
21 qualify for assistance under part B of the Indi-  
22 viduals with Disabilities Education Act.

23 “(e) TREATMENT OF STIPEND AND BONUS.—A sti-  
24 pend or bonus paid under this section to a participant in  
25 the Program shall be taken into account in determining

1 the eligibility of the participant for Federal student finan-  
2 cial assistance provided under title IV of the Higher Edu-  
3 cation Act of 1965.

4 “(f) REIMBURSEMENT UNDER CERTAIN CIR-  
5 CUMSTANCES.—

6 “(1) REIMBURSEMENT REQUIRED.—A partici-  
7 pant in the Program who is paid a stipend or bonus  
8 under this section shall be required to repay the sti-  
9 pend or bonus under the following circumstances:

10 “(A) FAILURE TO OBTAIN QUALIFICATIONS  
11 OR EMPLOYMENT.—The participant fails to ob-  
12 tain teacher certification or licensing, to become  
13 a highly qualified teacher, or to obtain employ-  
14 ment as an elementary school teacher, sec-  
15 ondary school teacher, or career or technical  
16 teacher as required by the participation agree-  
17 ment under subsection (a).

18 “(B) TERMINATION OF EMPLOYMENT.—  
19 The participant voluntarily leaves, or is termi-  
20 nated for cause from, employment as an ele-  
21 mentary school teacher, secondary school teach-  
22 er, or career or technical teacher during the 3  
23 years of required service in violation of the par-  
24 ticipation agreement.

1           “(C) FAILURE TO COMPLETE SERVICE  
2           UNDER RESERVE COMMITMENT AGREEMENT.—

3           The participant executed a written agreement  
4           with the Secretary concerned under section  
5           **【2503(e)(2)】** to serve as a member of a reserve  
6           component of the Armed Forces for a period of  
7           3 years and fails to complete the required term  
8           of service.

9           “(2) AMOUNT OF REIMBURSEMENT.—A partici-  
10          pant required to reimburse the Secretary for a sti-  
11          pend or bonus paid to the participant under this sec-  
12          tion shall pay an amount that bears the same ratio  
13          to the amount of the stipend or bonus as the  
14          unserved portion of required service bears to the 3  
15          years of required service. Any amount owed by the  
16          participant shall bear interest at the rate equal to  
17          the highest rate being paid by the United States on  
18          the day on which the reimbursement is determined  
19          to be due for securities having maturities of 90 days  
20          or less and shall accrue from the day on which the  
21          participant is first notified of the amount due.

22          “(3) TREATMENT OF OBLIGATION.—The obliga-  
23          tion to reimburse the Secretary under this sub-  
24          section is, for all purposes, a debt owing the United  
25          States. A discharge in bankruptcy under title 11,

1 United States Code, shall not release a participant  
2 from the obligation to reimburse the Secretary under  
3 this subsection.

4 “(4) EXCEPTIONS TO REIMBURSEMENT RE-  
5 QUIREMENT.—A participant shall be excused from  
6 reimbursement under this subsection if the partici-  
7 pant becomes permanently totally disabled as estab-  
8 lished by sworn affidavit of a qualified physician.  
9 The Secretary may also waive the reimbursement in  
10 cases of extreme hardship to the participant, as de-  
11 termined by the Secretary.

12 “(g) RELATIONSHIP TO EDUCATIONAL ASSISTANCE  
13 UNDER MONTGOMERY GI BILL.—The receipt by a partici-  
14 ipant in the Program of a stipend or bonus under this  
15 section shall not reduce or otherwise affect the entitlement  
16 of the participant to any benefits under chapter 30 of title  
17 38, United States Code, or chapter 1606 of title 10,  
18 United States Code.

19 **“SEC. 2505. PARTICIPATION BY STATES.**

20 “(a) DISCHARGE OF STATE ACTIVITIES THROUGH  
21 CONSORTIA OF STATES.—The Secretary may permit  
22 States participating in the Program to carry out activities  
23 authorized for such States under the Program through  
24 one or more consortia of such States.

25 “(b) ASSISTANCE TO STATES.—

1           “(1) GRANTS AUTHORIZED.—Subject to para-  
2           graph (2), the Secretary may make grants to States  
3           participating in the Program, or to consortia of such  
4           States, in order to permit such States or consortia  
5           of States to operate offices for purposes of recruiting  
6           eligible members of the Armed Forces for participa-  
7           tion in the Program and facilitating the employment  
8           of participants in the Program as elementary school  
9           teachers, secondary school teachers, and career or  
10          technical teachers.

11           “(2) LIMITATION.—The total amount of grants  
12          made under paragraph (1) in any fiscal year may  
13          not exceed \$5,000,000.

14   **“SEC. 2506. SUPPORT OF INNOVATIVE PRERETIREMENT**  
15                           **TEACHER CERTIFICATION PROGRAMS.**

16          “(a) PURPOSE.—The purpose of this section is to  
17          provide funding to develop, implement, and demonstrate  
18          teacher certification programs.

19          “(b) DEVELOPMENT, IMPLEMENTATION AND DEM-  
20          ONSTRATION.—The Secretary may enter into a memo-  
21          randum of agreement with a State educational agency, an  
22          institution of higher education, or a consortia of State  
23          educational agencies or institutions of higher education,  
24          to develop, implement, and demonstrate teacher certifi-  
25          cation programs for members of the Armed Forces de-

1 scribed in section 2503(a)(1)(B) for the purpose of assist-  
2 ing such members to consider and prepare for a career  
3 as a highly qualified elementary school teacher, secondary  
4 school teacher, or career or technical teacher upon retire-  
5 ment from the Armed Forces.

6 “(c) PROGRAM ELEMENTS.—A teacher certification  
7 program under subsection (b) shall—

8 “(1) provide recognition of military experience  
9 and training as related to certification or licensing  
10 requirements;

11 “(2) provide courses of instruction that may be  
12 conducted on or near a military installation;

13 “(3) incorporate alternative approaches to  
14 achieve teacher certification, such as innovative  
15 methods to gaining field-based teaching experiences,  
16 and assessment of background and experience as re-  
17 lated to skills, knowledge, and abilities required of  
18 elementary school teachers, secondary school teach-  
19 ers, or career or technical teachers;

20 “(4) provide for courses to be delivered via dis-  
21 tance education methods; and

22 “(5) address any additional requirements or  
23 specifications established by the Secretary.

24 “(d) APPLICATION PROCEDURES.—

1           “(1) IN GENERAL.—A State educational agency  
2           or institution of higher education (or a consortium  
3           of State educational agencies or institutions of high-  
4           er education) that desires to enter into a memo-  
5           randum under subsection (b) shall prepare and sub-  
6           mit to the Secretary a proposal, at such time, in  
7           such manner, and containing such information as  
8           the Secretary may require, including an assurance  
9           that the State educational agency, institution, or  
10          consortium is operating a program leading to State  
11          approved teacher certification.

12           “(2) PREFERENCE.—The Secretary shall give  
13          preference to State educational agencies, institu-  
14          tions, and consortia that submit proposals that pro-  
15          vide for cost sharing with respect to the program in-  
16          volved.

17           “(e) CONTINUATION OF PROGRAMS.—Upon success-  
18          ful completion of the demonstration phase of teacher cer-  
19          tification programs funded under this section, the contin-  
20          ued operation of the teacher certification programs shall  
21          not be the responsibility of the Secretary. A State edu-  
22          cational agency, institution, or consortium that desires to  
23          continue a program that is funded under this section after  
24          such funding is terminated shall use amounts derived from  
25          tuition charges to continue such program.

1 “(f) FUNDING LIMITATION.—The total amount obli-  
2 gated by the Secretary under this section for any fiscal  
3 year may not exceed \$10,000,000.

4 **“CHAPTER B—TRANSITION TO TEACHING**  
5 **PROGRAM**

6 **“SEC. 2511. PURPOSES.**

7 **【“The purposes of this chapter are—】**

8 **【“(1) to establish a program to recruit and re-**  
9 **tain talented mid-career professionals and high-**  
10 **achieving recent graduates of an institution of high-**  
11 **er education, as teachers in high-need schools, in-**  
12 **cluding recruiting teachers through alternative**  
13 **routes to certification; and】**

14 **【“(2) to encourage the development and expan-**  
15 **sion of alternative routes to certification under**  
16 **State-approved programs that enable individuals to**  
17 **be eligible for teacher certification within a reduced**  
18 **period of time, relying on the experience, expertise,**  
19 **and academic qualifications of an individual, or**  
20 **other factors in lieu of traditional course work in the**  
21 **field of education.】**

22 **“SEC. 2512. DEFINITIONS.**

23 **“In this chapter:**

24 **“(1) ELIGIBLE PARTICIPANT.—The term ‘eligi-**  
25 **ble participant’ means—**



1           “(A) an individual with substantial, de-  
2           monstrable career experience; or

3           “(B) an individual who is a graduate of an  
4           institution of higher education who—

5                   “(i) has graduated not more than 3  
6                   years before applying to an eligible entity  
7                   to teach under this chapter; and

8                   “(ii) in the case of an individual wish-  
9                   ing to teach in a secondary school, has  
10                  completed an academic major (or courses  
11                  totaling an equivalent number of credit  
12                  hours), or has passed the State com-  
13                  petency examination, in the academic sub-  
14                  ject that the individual will teach.

15           “(2) HIGH-NEED LOCAL EDUCATIONAL AGEN-  
16           CY.—The term ‘high-need local educational agency’  
17           has the meaning given the term in section 2202.

18           【“(3) HIGH-NEED SCHOOL.—The term ‘high-  
19           need school’ means a school that—】

20                   【“(A) is located in an area in which the  
21                   percentage of students from families with in-  
22                   comes below the poverty line is 30 percent or  
23                   more; or】

1           【“(B)(i) is located in an area with a high  
2           percentage of out-of-field teachers, as defined in  
3           section 2202;】

4           【“(ii) is within the top quartile of elemen-  
5           tary schools and secondary schools statewide, as  
6           ranked by the number of unfilled, available  
7           teacher positions at the schools;】

8           【“(iii) is located in an area in which there  
9           is a high teacher turnover rate; or】

10          【“(iv) is located in an area in which there  
11          is a high percentage of teachers who are not  
12          certified or licensed.】

13   **“SEC. 2513. GRANT PROGRAM.**

14          “(a) IN GENERAL.—The Secretary may establish a  
15          program to make grants on a competitive basis to eligible  
16          entities to develop State and local teacher corps or other  
17          programs to establish, expand, or enhance teacher recruit-  
18          ment and retention efforts.

19          “(b) ELIGIBLE ENTITY.—To be eligible to receive a  
20          grant under this section, an entity shall be—

21                 “(1) a State educational agency;

22                 “(2) a high-need local educational agency;

23                 “(3) a for-profit or nonprofit organization that  
24          has a proven record of effectively recruiting and re-  
25          taining highly qualified teachers or principals, in a

1 partnership with a high-need local educational agen-  
2 cy or with a State educational agency;

3 “(4) an institution of higher education, in a  
4 partnership with a high-need local educational agen-  
5 cy or with a State educational agency;

6 “(5) a regional consortium of State educational  
7 agencies; or

8 “(6) a consortium of high-need local edu-  
9 cational agencies.

10 “(c) PRIORITY.—In making such a grant, the Sec-  
11 retary shall give priority to a partnership or consortium  
12 that includes a high-need local educational agency.

13 “(d) APPLICATION.—

14 “(1) IN GENERAL.—To be eligible to receive a  
15 grant under this section, an entity described in sub-  
16 section (b) shall submit an application to the Sec-  
17 retary at such time, in such manner, and containing  
18 such information as the Secretary may require.

19 “(2) CONTENTS.—The application shall de-  
20 scribe—

21 “(A) one or more target recruitment  
22 groups on which the applicant will focus its re-  
23 cruitment efforts;

24 “(B) the characteristics of each such tar-  
25 get group that—

1                   “(i) show the knowledge and experi-  
2                   ence of the group’s members; and

3                   “(ii) demonstrate that the members  
4                   are eligible to achieve the objectives of this  
5                   section;

6                   “(C) how the applicant will use funds re-  
7                   ceived under this section to develop a teacher  
8                   corps or other program to recruit and retain  
9                   talented midcareer professionals, recent college  
10                  graduates, and recent graduate school grad-  
11                  uates, as outstanding teachers in high-need  
12                  schools operated by high-need local educational  
13                  agencies;

14                  “(D) how the program carried out under  
15                  the grant will meet the relevant State laws (in-  
16                  cluding regulations) related to teacher certifi-  
17                  cation or licensing and facilitate the certifi-  
18                  cation or licensing of such teachers;

19                  “(E) how the grant will increase the num-  
20                  ber of outstanding teachers, in high-need  
21                  schools operated by high-need local educational  
22                  agencies (in urban or rural school districts),  
23                  and in high-need academic subjects, in the ju-  
24                  risdiction served by the applicant;

1           “(F) how the applicant will collaborate, as  
2           needed, with other institutions, agencies, or or-  
3           ganizations to recruit (particularly through ac-  
4           tivities that have proven effective in retaining  
5           highly qualified teachers), train, place, support,  
6           and provide teacher induction programs to pro-  
7           gram participants under this chapter, including  
8           providing evidence of the commitment of the in-  
9           stitutions, agencies, or organizations to the ap-  
10          plicant’s programs; and

11           “(G) how the applicant will recruit and re-  
12          tain teachers in high-need schools.

13          “(e) DURATION OF GRANTS.—The Secretary may  
14          make grants under this section for periods of 5 years. At  
15          the end of the 5-year period for such a grant, the grant  
16          recipient may apply for an additional grant under this sec-  
17          tion.

18          “(f) EQUITABLE DISTRIBUTION.—To the extent  
19          practicable, the Secretary shall ensure an equitable geo-  
20          graphic distribution of grants under this section among  
21          the regions of the United States.

22          “(g) USES OF FUNDS.—

23                 “(1) IN GENERAL.—An entity that receives a  
24                 grant under this section shall use the funds made  
25                 available through the grant to develop a teacher

1 corps or other program in order to establish, expand,  
2 or enhance a teacher recruitment and retention pro-  
3 gram for talented midcareer professionals and high-  
4 achieving recent graduates of an institution of high-  
5 er education, who are eligible participants, including  
6 activities that provide alternative routes to teacher  
7 certification.

8 “(2) AUTHORIZED ACTIVITIES.—The entity  
9 shall use the funds to carry out a program that in-  
10 cludes two or more of the following activities that  
11 are aligned with the entity’s plan under subsection  
12 (d)(2)(G):

13 “(A) Providing performance pay, if it has  
14 the demonstrated support of teachers in such  
15 local educational agency and it is not based pri-  
16 marily on student test scores.【scholarships, sti-  
17 pends, bonuses, and other financial incentives  
18 for activities that have proven effective in re-  
19 cruiting and retaining teachers in high-need  
20 schools operated by high-need local educational  
21 agencies, to all eligible participants, in an  
22 amount not to exceed \$15,000 per participant  
23 per year.】

24 “(B) Carrying out teacher induction and  
25 mentoring professional development activities

1           that have proven effective in recruiting and re-  
2           taining teachers.

3           “(C) Redesigning policies and practices to  
4           ensure the placement of high-quality teachers in  
5           the highest need schools.

6           “(D) Developing long-term recruitment  
7           and retention strategies, such as—

8                   “(i) reciprocity agreements among  
9                   States for the certification or licensing of  
10                  teachers;

11                  “(ii) administrative structures that  
12                  develop or expand alternative routes to  
13                  teacher certification; and

14                  “(iii) administrative structures that  
15                  encourage dual certification or endorse-  
16                  ments in high-need subject areas.

17           “(3) EFFECTIVE PROGRAMS.—The entity shall  
18           use the funds only for programs that have proven to  
19           be effective in both recruiting, retaining, and im-  
20           proving distribution of teachers.

21           “(h) REQUIREMENTS.—

22                  “(1) TARGETING.—An entity that receives a  
23                  grant under this section to carry out a program  
24                  shall ensure that participants in the program re-  
25                  cruited with funds made available under this section

1 are placed in high-need schools operated by high-  
2 need local educational agencies. In placing the par-  
3 ticipants in the schools, the entity shall give priority  
4 to the schools that are located in areas with the  
5 highest percentages of students from families with  
6 incomes below the poverty line.

7 “(2) SUPPLEMENT, NOT SUPPLANT.—Funds  
8 made available under this section shall be used to  
9 supplement, and not supplant, State and local public  
10 funds expended for teacher recruitment and reten-  
11 tion programs, including programs to recruit the  
12 teachers through alternative routes to certification.

13 “(3) PARTNERSHIPS AND CONSORTIA OF LOCAL  
14 EDUCATIONAL AGENCIES.—In the case of a partner-  
15 ship established by a local educational agency to  
16 carry out a program under this chapter, or a consor-  
17 tium of such agencies established to carry out a pro-  
18 gram under this chapter, the local educational agen-  
19 cy or consortium shall not be eligible to receive  
20 funds through a State program under this chapter.

21 “(i) PERIOD OF SERVICE.—A program participant in  
22 a program under this chapter who receives training  
23 through the program shall serve a high-need school oper-  
24 ated by a high-need local educational agency for at least  
25 3 years.



1       “(j) REPAYMENT.—The Secretary shall establish  
2 such requirements as the Secretary determines to be ap-  
3 propriate to ensure that program participants who receive  
4 a stipend or other financial incentive under subsection  
5 (g)(2)(A), but fail to complete their service obligation  
6 under subsection (i), repay all or a portion of such stipend  
7 or other incentive.

8       “(k) ADMINISTRATIVE FUNDS.—No entity that re-  
9 ceives a grant under this section shall use more than 5  
10 percent of the funds made available through the grant for  
11 the administration of a program under this chapter car-  
12 ried out under the grant.

13 **“SEC. 2514. EVALUATION AND ACCOUNTABILITY FOR RE-**  
14 **CRUITING AND RETAINING TEACHERS.**

15       “(a) EVALUATION.—Each entity that receives a grant  
16 under this chapter shall conduct—

17               “(1) an interim evaluation of the program fund-  
18 ed under the grant at the end of the third year of  
19 the grant period; and

20               “(2) a final evaluation of the program at the  
21 end of the fifth year of the grant period.

22       “(b) CONTENTS.—In conducting the evaluation, the  
23 entity shall describe the extent to which local educational  
24 agencies that received funds through the grant have met

1 the goals relating to teacher recruitment and retention de-  
2 scribed in the application.

3 “(c) **REPORTS.**—The entity shall prepare and submit  
4 to the Secretary and to Congress interim and final reports  
5 containing the results of the interim and final evaluations,  
6 respectively.

7 “(d) **REVOCATION.**—If the Secretary determines that  
8 the recipient of a grant under this chapter has not made  
9 substantial progress in meeting such goals and the objec-  
10 tives of the grant by the end of the third year of the grant  
11 period, the Secretary—

12 “(1) shall revoke the payment made for the  
13 fourth year of the grant period; and

14 “(2) shall not make a payment for the fifth  
15 year of the grant period.

16 **“CHAPTER C—GENERAL PROVISIONS**

17 **“SEC. 2521. AUTHORIZATION OF APPROPRIATIONS.**

18 “(a) **IN GENERAL.**—There are authorized to be ap-  
19 propriated to carry out this subpart **[X]** for fiscal year  
20 2008 and such sums as may be necessary for each of the  
21 5 succeeding fiscal years.

22 “(b) **RESERVATION.**—From the funds appropriated  
23 to carry out this subpart for fiscal year 2008, the Sec-  
24 retary shall reserve not more than **[X]** to carry out chap-  
25 ter A.

1 “SUBPART 2—NATIONAL WRITING PROJECT

2 **“SEC. 2531. PURPOSES.**

3 “The purposes of this subpart are—

4 “(1) to support and promote the expansion of  
5 the National Writing Project network of sites so  
6 that teachers in every region of the United States  
7 will have access to a National Writing Project pro-  
8 gram;

9 “(2) to ensure the consistent high quality of the  
10 sites through ongoing review, evaluation, and tech-  
11 nical assistance;

12 “(3) to support and promote the establishment  
13 of programs to disseminate effective practices and  
14 research findings about the teaching of writing; and

15 “(4) to coordinate activities assisted under this  
16 subpart with activities assisted under this Act.

17 **“SEC. 2532. NATIONAL WRITING PROJECT.**

18 “(a) AUTHORIZATION.—The Secretary is authorized  
19 to award a grant to the National Writing Project, a non-  
20 profit educational organization that has as its primary  
21 purpose the improvement of the quality of student writing  
22 and learning (hereafter in this section referred to as the  
23 ‘grantee’) to improve the teaching of writing and the use  
24 of writing as a part of the learning process in our Nation’s  
25 classrooms.

1       “(b) REQUIREMENTS OF GRANT.—The grant shall  
2 provide that—

3           “(1) the grantee will enter into contracts with  
4 institutions of higher education or other nonprofit  
5 educational providers (hereafter in this section re-  
6 ferred to as ‘contractors’) under which the contrac-  
7 tors will agree to establish, operate, and provide the  
8 non-Federal share of the cost of teacher training  
9 programs in effective approaches and processes for  
10 the teaching of writing;

11           “(2) funds made available by the Secretary to  
12 the grantee pursuant to any contract entered into  
13 under this section will be used to pay the Federal  
14 share of the cost of establishing and operating teach-  
15 er training programs as provided in paragraph (1);  
16 and

17           “(3) the grantee will meet such other conditions  
18 and standards as the Secretary determines to be  
19 necessary to assure compliance with the provisions  
20 of this section and will provide such technical assist-  
21 ance as may be necessary to carry out the provisions  
22 of this section.

23       “(c) TEACHER TRAINING PROGRAMS.—The teacher  
24 training programs authorized in subsection (a) shall—

1           “(1) be conducted during the school year and  
2 during the summer months;

3           “(2) train teachers who teach grades kinder-  
4 garten through college;

5           “(3) select teachers to become members of a  
6 National Writing Project teacher network whose  
7 members will conduct writing workshops for other  
8 teachers in the area served by each National Writing  
9 Project site; and

10           “(4) encourage teachers from all disciplines to  
11 participate in such teacher training programs.

12           “(d) FEDERAL SHARE.—

13           “(1) IN GENERAL.—Except as provided in para-  
14 graph (2) or (3) and for purposes of subsection (a),  
15 the term ‘Federal share’ means, with respect to the  
16 costs of teacher training programs authorized in  
17 subsection (a), 50 percent of such costs to the con-  
18 tractor.

19           “(2) WAIVER.—The Secretary may waive the  
20 provisions of paragraph (1) on a case-by-case basis  
21 if the National Advisory Board described in sub-  
22 section (e) determines, on the basis of financial  
23 need, that such waiver is necessary.

24           “(3) MAXIMUM.—The Federal share of the  
25 costs of teacher training programs conducted pursu-

1 ant to subsection (a) may not exceed \$150,000 for  
2 any one contractor, or \$300,000 for a statewide pro-  
3 gram administered by any one contractor in at least  
4 five sites throughout the State.

5 “(e) NATIONAL ADVISORY BOARD.—

6 “(1) ESTABLISHMENT.—The National Writing  
7 Project shall establish and operate a National Advi-  
8 sory Board.

9 “(2) COMPOSITION.—The National Advisory  
10 Board established pursuant to paragraph (1) shall  
11 consist of—

12 “(A) national educational leaders;

13 “(B) leaders in the field of writing; and

14 “(C) such other individuals as the National  
15 Writing Project determines necessary.

16 “(3) DUTIES.—The National Advisory Board  
17 established pursuant to paragraph (1) shall—

18 “(A) advise the National Writing Project  
19 on national issues related to student writing  
20 and the teaching of writing;

21 “(B) review the activities and programs of  
22 the National Writing Project; and

23 “(C) support the continued development of  
24 the National Writing Project.

25 “(f) EVALUATION.—

1           “(1) IN GENERAL.—The Secretary shall con-  
2           duct an independent evaluation by grant or contract  
3           of the teacher training programs administered pur-  
4           suant to this subpart. Such evaluation shall specify  
5           the amount of funds expended by the National Writ-  
6           ing Project and each contractor receiving assistance  
7           under this section for administrative costs. The re-  
8           sults of such evaluation shall be made available to  
9           the appropriate committees of Congress.

10           “(2) FUNDING LIMITATION.—The Secretary  
11           shall reserve not more than \$150,000 from the total  
12           amount appropriated pursuant to the authority of  
13           subsection (h) for fiscal year 2008 and such sums as  
14           may be necessary for each of the 5 succeeding fiscal  
15           years to conduct the evaluation described in para-  
16           graph (1).

17           “(g) APPLICATION REVIEW.—

18           “(1) REVIEW BOARD.—The National Writing  
19           Project shall establish and operate a National Re-  
20           view Board that shall consist of—

21                   “(A) leaders in the field of research in  
22                   writing; and

23                   “(B) such other individuals as the Na-  
24                   tional Writing Project deems necessary.

1           “(2) DUTIES.—The National Review Board  
2 shall—

3                   “(A) review all applications for assistance  
4 under this subsection; and

5                   “(B) recommend applications for assist-  
6 ance under this subsection for funding by the  
7 National Writing Project.

8           “(h) AUTHORIZATION OF APPROPRIATIONS.—There  
9 are authorized to be appropriated to carry out this subpart  
10 **【\$\_\_\_\_\_】** for fiscal year 2008 and such sums as may  
11 be necessary for each of the 5 succeeding fiscal years.

12           “PART F—ACHIEVEMENT THROUGH TECHNOLOGY AND  
13                           INNOVATION

14           “**SEC. 2601. PURPOSES AND GOALS.**

15                   “(a) PURPOSES.—The purposes of this part are the  
16 following:

17                   “(1) To ensure that through technology every  
18 student has access to individualized, rigorous, and  
19 relevant learning to meet the goals established by  
20 the state’s challenging academic content and student  
21 academic achievement standards and to prepare all  
22 students and the United States for the 21st century.

23                   “(2) To evaluate, build upon and increase the  
24 use of research-based and innovative systemic school  
25 reforms that center on the use of technology and



1 lead to school improvement and increase student  
2 achievement.

3 “(3) To increase on-going, meaningful profes-  
4 sional development around technology that leads to  
5 changes in teaching and curriculum, and which im-  
6 proves student achievement, including but not lim-  
7 ited to core academic subjects, and student tech-  
8 nology literacy.

9 “(b) GOALS.—The goals of this part are the fol-  
10 lowing:

11 “(1) To improve student academic achievement  
12 on State academic standards through the use of pro-  
13 fessional development, research-based and innovative  
14 systemic school reforms, data, and other technology  
15 uses and applications.

16 “(2) To improve teacher professional develop-  
17 ment to ensure every teacher and administrator is  
18 technologically literate, including possessing the  
19 knowledge and skills to use technology across the  
20 curriculum, to use technology and curriculum rede-  
21 sign as key components of changing teaching and  
22 learning and improving student achievement, to use  
23 technology for data analysis to enable individualized  
24 instruction, and to use technology to improve stu-  
25 dent technology literacy.

1           “(3) To ensure that every student is techno-  
2           logically literate by **【graduation】**, regardless of the  
3           student’s race, ethnicity, gender, family income, geo-  
4           graphic location, or disability.

5           “(4) To improve student engagement, oppor-  
6           tunity, attendance, graduation rates, and technology  
7           access through enhanced or redesigned curriculum  
8           or instruction.

9           **“SEC. 2602. DEFINITION.**

10          “In this part, the term ‘student technology literacy’  
11          means student knowledge and skills in using contemporary  
12          information, communication and learning technologies in  
13          a manner necessary for successful life-long learning and  
14          citizenship in the knowledge-based, digital, and global 21st  
15          century, which includes the abilities to effectively commu-  
16          nicate and collaborate; to analyze and solve problems; to  
17          access, evaluate, manage and create information; and to  
18          do so in a safe and ethical manner.

19          **“SEC. 2603. AUTHORIZATION OF APPROPRIATIONS.**

20          “(a) **IN GENERAL.**—There are authorized to be ap-  
21          propriated to carry out this part, **【\$\_\_\_\_\_】** for fiscal  
22          year 2008, and such sums as may be necessary for each  
23          of the 5 succeeding fiscal years.

24          “(b) **ALLOCATION OF FUNDS BETWEEN STATE AND**  
25          **LOCAL AND NATIONAL INITIATIVES.**—The amount of

1 funds made available under subsection (a) for a fiscal year  
2 shall be allocated so that—

3 “(1) not more than the lesser of 2 percent or  
4 \$10,000,000 is made available to carry out subpart  
5 2, including not more than \$2,000,000 annually to  
6 carry out section 2621(1); and

7 “(2) the remainder of funds is made available  
8 to carry out subpart 1.

9 “(c) LIMITATION.—

10 “(1) Of the amount of funds made available to  
11 a local educational agency under this part for a fis-  
12 cal year, not more than 5 percent may be used by  
13 the recipient for administrative costs or technical as-  
14 sistance, of which not more than 60 percent may be  
15 used by the recipient for administrative costs.

16 “(2) Of the amount of funds made available to  
17 a State educational agency under section  
18 **[2612(a)(1)]** for administrative costs and technical  
19 assistance, not more than 60 percent may be used  
20 by the recipient for administrative costs.

21 “SUBPART 1—STATE AND LOCAL GRANTS

22 **“SEC. 2611. ALLOTMENT AND REALLOTMENT.**

23 “(a) RESERVATIONS AND ALLOTMENT.—From the  
24 amount made available to carry out this part under section  
25 **[2603(b)(2)]** for a fiscal year—

1 “(1) the Secretary shall reserve—

2 “(A) three-fourths of 1 percent for the  
3 Secretary of the Interior for programs under  
4 this subpart for schools operated or funded by  
5 the Bureau of Indian Affairs;

6 “(B) one-half of 1 percent to provide as-  
7 sistance under this subpart to the outlying  
8 areas; and

9 “(2) from the remainder of such amount and  
10 subject to subsection (b), the Secretary shall make  
11 grants by allotting to each eligible State educational  
12 agency under this subpart an amount that bears the  
13 same relationship to such remainder for such year as  
14 the amount received under part A of title I for such  
15 year by such State educational agency bears to the  
16 amount received under such part for such year by all  
17 State educational agencies.

18 “(b) MINIMUM ALLOTMENT.—The amount of any  
19 State educational agency’s allotment under subsection  
20 (a)(2) for any fiscal year may not be less than one-half  
21 of 1 percent of the amount made available for allotments  
22 to States under this part for such year.

23 “(c) REALLOTMENT OF UNUSED FUNDS.—If any  
24 State educational agency does not apply for an allotment  
25 under this subpart for a fiscal year, or does not use its

1 entire allotment under this subpart for that fiscal year,  
2 the Secretary shall reallocate the amount of the State edu-  
3 cational agency's allotment, or the unused portion of the  
4 allotment, to the remaining State educational agencies  
5 that use their entire allotments under this subpart in ac-  
6 cordance with this section.

7 “(d) STATE EDUCATIONAL AGENCY DEFINED.—In  
8 this section, the term ‘State educational agency’ does not  
9 include an agency of an outlying area or the Bureau of  
10 Indian Affairs.

11 **“SEC. 2612. USE OF ALLOTMENT BY STATE.**

12 “(a) IN GENERAL.—Of the amount provided to a  
13 State educational agency from the agency's allotment  
14 under section **【2611(a)(2)】** for a fiscal year—

15 “(1) the State educational agency may use up  
16 to 3.33 percent to carry out activities under section  
17 **【2614(a)】**;

18 “(2) the State educational agency may use up  
19 to 1.67 percent to carry out activities under section  
20 **【2614(b)】**; and

21 “(3) the State educational agency shall dis-  
22 tribute the remainder as follows:

23 “(A) 60 percent shall be used to award  
24 subgrants to local educational agencies for im-  
25 proving teaching and learning through tech-

1 nology pursuant to section **[2615(c)]** by allo-  
2 eating to each eligible local educational agency  
3 that has submitted an application to the State  
4 educational agency under such section, for the  
5 activities described in section **[2616(b)]**, an  
6 amount that bears the same relationship to 60  
7 percent of the remainder for such year as the  
8 amount received under part A of title I for such  
9 year by such local educational agency bears to  
10 the amount received under such part for such  
11 year by all local educational agencies within the  
12 State.

13 “(B) 40 percent shall be used to award  
14 systemic school reform through technology inte-  
15 gration subgrants pursuant to section  
16 **[2616(a)]**, through a State-determined com-  
17 petitive process, to eligible local educational  
18 agencies that have submitted applications to the  
19 State educational agency under section  
20 **[2615(b)]**.

21 “(b) SUFFICIENT AMOUNTS.—

22 “(1) SPECIAL RULE.—In awarding subgrants  
23 under subsection (a)(3)(B), the State educational  
24 agency shall—

1           “(A) ensure grants are of sufficient size  
2           and scope to be effective, consistent with the  
3           purposes of this part;

4           “(B) ensure grants are of sufficient dura-  
5           tion to be effective, consistent with the purposes  
6           of this part;

7           “(C) give preference in the awarding of  
8           grants to eligible local educational agencies that  
9           include schools in need of improvement and as-  
10          sistance as identified under section **[1116]**;  
11          and

12          “(D) ensure an equitable distribution of  
13          assistance under this subpart among urban and  
14          rural areas of the State, according to the dem-  
15          onstrated need of those local educational agen-  
16          cies serving the areas.

17          “(2) MINIMUM ALLOTMENT.—The State edu-  
18          cational agency shall provide technical assistance to  
19          any local educational agency whose allotment under  
20          subsection (a)(3)(A) for any fiscal year is less than  
21          \$3,000 to enable such local educational agency to  
22          collaborate with other local educational agencies in  
23          the use of such funds.

24          “(c) REALLOTMENT OF UNUSED FUNDS.—If any  
25          local educational agency does not apply for an allotment

1 under this subpart for a fiscal year, or does not use its  
2 entire allotment under this subpart for that fiscal year,  
3 the State shall reallocate the amount of the local educational  
4 agency's allotment, or the unused portion of the allotment,  
5 to the remaining local educational agencies that use their  
6 entire allotments under this subpart in accordance with  
7 this section.

8 **“SEC. 2613. STATE APPLICATIONS.**

9 “(a) IN GENERAL.—To be eligible to receive a grant  
10 under this subpart, a State educational agency shall submit  
11 to the Secretary, at such time and in such manner  
12 as the Secretary may specify, an application containing  
13 the contents described in subsection (b) and such other  
14 information as the Secretary may reasonably require.

15 “(b) CONTENTS.—Each State application submitted  
16 under subsection (a) shall include each of the following:

17 “(1) A description of how the State will support  
18 local grant recipients in meeting, and help improve  
19 their capacity to meet, the purposes, goals, and re-  
20 quirements of this part, including through technical  
21 assistance.

22 “(2) A description of the State's long-term  
23 goals and strategies for improving student academic  
24 achievement, including core curricular areas and  
25 technology literacy, through the effective use of tech-



1 nology in classrooms and schools throughout the  
2 State.

3 “(3) A description of the priority areas on  
4 which the State will focus its guidance, technical as-  
5 sistance, and other local support under this part, as  
6 identified by the State from among the core content  
7 areas, grade levels, and student subgroup popu-  
8 lations that may be causing the most number of  
9 local educational agencies in the State to not make  
10 adequate yearly progress (as described in section  
11 **【1111】**).

12 “(4) A description of how the State will support  
13 local grant recipients in implementing, and help im-  
14 prove their capacity to implement, professional de-  
15 velopment programs pursuant to section  
16 **【2616(b)(1)(A)】**.

17 “(5) A description of how the State will ensure  
18 that teachers, paraprofessionals, library and media  
19 personnel, and administrators in the State are tech-  
20 nologically literate.

21 “(6) A description of the process, activities, and  
22 performance measures that the State educational  
23 agency will use to evaluate the impact and effective-  
24 ness of activities funded under this part as required  
25 under section **【2614(b)】**.

1           “(7) A description of the measures the State  
2 will use to assess its progress toward ensuring that  
3 every student is technologically literate by the end of  
4 8th grade, including specific goals.

5           “(8) A description of how the State educational  
6 agency will encourage the development and utiliza-  
7 tion of innovative strategies for the delivery of spe-  
8 cialized or rigorous academic courses and curricula  
9 through the use of technology, including distance  
10 learning technologies, particularly for those areas of  
11 the State that would not otherwise have access to  
12 such courses and curricula due to geographical isola-  
13 tion or insufficient resources.

14           “(9) An assurance that financial assistance pro-  
15 vided under this subpart will supplement, and not  
16 supplant, State and local funds.

17           “(10) A description of how the State edu-  
18 cational agency will, in providing technical and other  
19 assistance to local educational agencies, give priority  
20 to agencies identified by the State as in the highest  
21 need of assistance, including those with the highest  
22 percentage or number of students from families with  
23 incomes below the poverty line, students with dis-  
24 abilities, students who are English language learn-  
25 ers, students not achieving at the State proficiency

1 level, or schools identified as in need of improvement  
2 and assistance under section **[1116]**.

3 “(11) A description of how the State edu-  
4 cational agency will ensure that each subgrant  
5 awarded under section **[2612(a)(3)(B)]** is of suffi-  
6 cient size, scope, and duration to be effective as re-  
7 quired under section **[2612(b)]**, and that such sub-  
8 grants are appropriately targeted and equitably dis-  
9 tributed as required under section **[2612(b)]** to  
10 carry out the purposes of this part effectively.

11 “(12) A description of how the State edu-  
12 cational agency consulted with local educational  
13 agencies in the development of the State application.

14 **“SEC. 2614. STATE ACTIVITIES.**

15 “(a) IN GENERAL.—From funds made available  
16 under section **[2612(a)(1)]**, a State educational agency—

17 “(1) shall—

18 “(A) carry out activities to assess the  
19 State’s progress toward ensuring that all stu-  
20 dents are technologically literate by the end of  
21 8th grade;

22 “(B) with priority given to local edu-  
23 cational agencies identified under section  
24 **[2613(b)(10)]**, provide guidance, technical as-  
25 sistance, and other support—

1 “(i) in the priority areas identified by  
2 the State pursuant to section 2613(b)(3);

3 “(ii) in submitting applications for  
4 funding under this part;

5 “(iii) in carrying out activities author-  
6 ized under section **[2616]**, including im-  
7 plementation of systemic school reforms as  
8 described in section 2615(b);

9 “(iv) in developing local educational  
10 technology plans and integrating such  
11 plans with their plans for improving stu-  
12 dent achievement under sections **[1111**  
13 **and 1112]** and, if applicable, section  
14 **[1116]**; and

15 “(v) on their plans to update com-  
16 puters and servers, including the types of  
17 functionalities that elementary and sec-  
18 ondary schools should seek in purchasing  
19 new computers and servers and the  
20 amount of time that schools should use  
21 computers and servers before replacing  
22 them; and

23 “(2) may carry out the following activities:

24 “(A) Assisting recipients of funds under  
25 this part in the development and utilization of

1 research-based or innovative strategies for the  
2 delivery of specialized or rigorous academic  
3 courses and curricula through the use of tech-  
4 nology, including distance learning technologies.

5 “(B) Assisting recipients of funds under  
6 this subpart in providing sustained and inten-  
7 sive, high-quality professional development pur-  
8 suant to section 2616(b)(1)(A), including  
9 through assistance in a review of relevant re-  
10 search.

11 “(C) Collaborating with other State edu-  
12 cational agencies on distance learning, including  
13 making specialized or rigorous academic courses  
14 and curricula available to students in areas that  
15 would not otherwise have access to such courses  
16 and curricula.

17 “(D) Other State leadership activities that  
18 assist recipients of funds under this part in  
19 achieving the purposes and goals of this part.

20 “(b) EVALUATION.—From funds made available  
21 under section **[2612(a)(2)]**, a State educational agency  
22 shall carry out one or more of the following activities:

23 “(1) Conducting evidence-based or other rig-  
24 orous research to evaluate the impact of programs

1 or activities carried out under this part in meeting  
2 the purposes and goals of this part.

3 “(2) Providing technical assistance to eligible  
4 local educational agencies in carrying out evaluation  
5 research activities as required under section  
6 **【2616(a)(1)】**.

7 “(3) Creating one or more evaluation research  
8 protocols, designs, performance measurement sys-  
9 tems or other tools to assist eligible local educational  
10 agencies in carrying out evaluation activities as re-  
11 quired under section **【2616(a)(1)】**.

12 “(4) Collecting and disseminating the findings  
13 of the evaluation research carried out by eligible  
14 local educational agencies under section  
15 **【2616(a)(1)】**.

16 **“SEC. 2615. LOCAL APPLICATIONS.**

17 “(a) IN GENERAL.—To be eligible to receive a  
18 subgrant from a State educational agency under this sub-  
19 part, a local educational agency, or consortium of local  
20 educational agencies, shall submit to the State educational  
21 agency an application containing a new or updated local  
22 long-range strategic educational technology plan, and such  
23 other information as the State educational agency may  
24 reasonably require, at such time and in such manner as

1 the State educational agency may require, which shall in-  
2 clude each of the following:

3           “(1) A description of how the applicant will  
4 align and coordinate its use of funds under this part  
5 to the district technology plan, to the district plans  
6 and activities for improving student achievement, in-  
7 cluding under sections **[1111, 1112]**, and if applica-  
8 ble, section **[1116]**, and to funds available from  
9 other Federal, State and local sources.

10           “(2) An assurance that financial assistance pro-  
11 vided under this subpart will supplement, and not  
12 supplant other existing funds.

13           “(3) A description of plans to ensure that the  
14 local educational agency’s computers and servers will  
15 have the functional capabilities that the local edu-  
16 cational agency determines are necessary for it to  
17 meet the purposes and goals of this part, such as to  
18 process new online applications and services, such as  
19 video conferencing, video streaming, virtual simula-  
20 tions, and distance learning courses.

21           “(b) **COMPETITIVE GRANTS FOR SYSTEMIC SCHOOL**  
22 **REFORM THROUGH TECHNOLOGY INTEGRATION.**—In ad-  
23 dition to components included in subsection (a), eligible  
24 local educational agencies or consortiums of local edu-  
25 cational agencies submitting application for a grant under

1 section **[2612(a)(3)(B)]** shall submit to the State edu-  
2 cational agency an application containing the following:

3 “(1) A description of how the applicant will use  
4 grant funds to complement systemic school reform  
5 efforts through—

6 “(A) reform or redesign of curriculum, in-  
7 struction, assessment, use of data, or other  
8 school or classroom practices through the use of  
9 technology, including to increase student learn-  
10 ing opportunity, technology literacy, access, and  
11 engagement;

12 “(B) improving educator quality, knowl-  
13 edge, and skills through on-going, sustainable,  
14 timely, and contextual professional development  
15 pursuant to section 2616(b)(1)(A);

16 “(C) developing student technology literacy  
17 and other skills necessary for 21st century  
18 learning and success;

19 “(D) on-going use of formative assess-  
20 ments and other timely data sources and data  
21 systems to more effectively identify individual  
22 student learning needs and guide personalized  
23 instruction and learning and appropriate inter-  
24 ventions that address those personalized stu-  
25 dent learning needs; or



1           “(E) engagement of agency and school  
2           leaders, as well as classroom educators.

3           “(2) Efforts described in paragraph (1) shall be  
4           either research-based, innovative, or both, such that  
5           research-based systemic reforms are based on a re-  
6           view of the best available research evidence, and in-  
7           novative systemic reforms are based on development  
8           and use of new reforms, programs, practices and  
9           technologies.

10          “(3) An assurance that the applicant will use at  
11          least 30 percent of funds to implement a program of  
12          professional development pursuant to section  
13          2616(b)(1)(A).

14          “(4) A description of how the applicant will  
15          evaluate the impact of programs or activities carried  
16          out under this part in meeting one or more of the  
17          purposes and goals of this part.

18          “(c) FORMULA GRANTS FOR IMPROVING TEACHING  
19          AND LEARNING THROUGH TECHNOLOGY.—In addition to  
20          components included in subsection (a), eligible local edu-  
21          cational agencies or consortiums of local educational agen-  
22          cies that submit an application for a grant under section  
23          **【2612(a)(3)(A)】** shall submit to the State educational  
24          agency an application containing the following:

1           “(1) An assurance that the applicant will use at  
2           least 30 percent of funds for professional develop-  
3           ment pursuant to section **[2616(b)(1)(A)]** and for  
4           technology tools, applications, and other resources  
5           related specifically to such professional development  
6           activities.

7           “(2) A description of how the applicant will im-  
8           plement a program of professional development as  
9           required under paragraph (1).

10           “(3) A description of how the local educational  
11           agency will employ technology tools, applications,  
12           and other resources in professional development and  
13           to improve student learning and achievement in the  
14           areas of priority identified by the local educational  
15           agency pursuant to paragraph (4).

16           “(4) A description of the priority areas upon  
17           which the local educational agency will focus its  
18           grant funds under this part, such that such priority  
19           areas shall be identified from among the core con-  
20           tent areas, grade levels and student subgroup popu-  
21           lations in which the most number of students are  
22           not proficient.

23           “(d) COMBINED APPLICATIONS.—An eligible local  
24           educational agency that submits an application to the  
25           State educational agency for funds awarded under section

1 **【2612(a)(3)(B)】** may, upon notice to the State edu-  
2 cational agency, submit a single application that will also  
3 be considered by the State educational agency as an appli-  
4 cation for funds awarded under section **【2612(a)(3)(A)】**,  
5 if the application addresses each application requirement.

6 “(e) CONSORTIUM APPLICATIONS.—For any fiscal  
7 year, a local educational agency applying for financial as-  
8 sistance described in section **【2612(a)(3)】** may apply as  
9 part of a consortium that includes other local educational  
10 agencies, institutions of higher education, educational  
11 service agencies, libraries, or other appropriate edu-  
12 cational entities.

13 **“SEC. 2616. LOCAL ACTIVITIES.**

14 “(a) COMPETITIVE GRANTS FOR SYSTEMIC SCHOOL  
15 REFORM THROUGH TECHNOLOGY INTEGRATION.—From  
16 funds made available to a local educational agency under  
17 section **【2612(a)(3)(B)】**, the local educational agency—

18 “(1) shall evaluate the impact of programs or  
19 activities carried out under this grant in meeting one  
20 or more of the purposes and goals of this part as ap-  
21 proved by the State educational agency as part of  
22 the local application as described under section  
23 **【2615(b)(4)】**;

1           “(2) shall implement a plan to complement sys-  
2           temic school reform efforts pursuant to section  
3           2615(b)(1), including—

4                   “(A) using at least 25 percent of funds to  
5           improve teacher quality and skills through sup-  
6           port for—

7                           “(i) professional development activi-  
8                           ties described in subsection (b)(1)(A); and

9                           “(ii) the acquisition and implementa-  
10                          tion of technology tools, applications and  
11                          other resources to be employed in the pro-  
12                          fessional development activities described  
13                          in clause (i);

14                          “(B) acquiring and effectively imple-  
15                          menting technology tools, applications and other  
16                          resources to—

17                                  “(i) increase student learning oppor-  
18                                  tunity or access, student engagement in  
19                                  learning, or student attendance or gradua-  
20                                  tion rates;

21                                  “(ii) improve student achievement in  
22                                  one or more of the core academic subject  
23                                  areas;

24                                  “(iii) improve student technology lit-  
25                                  eracy;

1                   “(iv) support on-going formative as-  
2                   sessments, as appropriate, and use other  
3                   timely data sources and data systems to  
4                   more effectively identify individual stu-  
5                   dents learning needs and guide personal-  
6                   ized instruction, learning and appropriate  
7                   interventions that address those personal-  
8                   ized student learning needs;

9                   “(v) support individualized student  
10                  learning, including through instructional  
11                  software and digital content that supports  
12                  the learning needs of each student, or  
13                  through providing access to high-quality  
14                  courses and instructors, including mathe-  
15                  matics, science and foreign language  
16                  courses especially in rural and high-poverty  
17                  schools; and

18                  “(vi) such other activities as appro-  
19                  priate consistent with the goals and pur-  
20                  poses of research-based and innovative sys-  
21                  temic school reform, including to increase  
22                  parental involvement through improved  
23                  communication with teachers and access to  
24                  student assignments and grades.

1           “(b) FORMULA GRANTS FOR IMPROVING TEACHING  
2 AND LEARNING THROUGH TECHNOLOGY.—From funds  
3 made available to a local educational agency under section  
4 **[2612(a)(3)(A)]**, the local educational agency shall carry  
5 out activities to improve student learning, technology lit-  
6 eracy, and achievement in the area of priority identified  
7 by the State under section **[2613(b)(1)]**, including the  
8 following:

9           “(1) Use of at least 30 percent of such funds  
10 for professional development to improve teacher  
11 quality and skills through support for—

12                   “(A) training of teachers, paraprofes-  
13 sionals, library and media personnel, and ad-  
14 ministrators that—

15                           “(i) shall include the development, ac-  
16 quisition or delivery of —

17                                   “(I) training that is on-going,  
18 sustainable, timely, and directly re-  
19 lated to current teaching content  
20 areas;

21                                   “(II) training in strategies and  
22 pedagogy in the core curriculum areas  
23 that involve use of technology and  
24 curriculum redesign as key compo-  
25 nents of changing teaching and learn-

1 ing and improving student achieve-  
2 ment;

3 “(III) training in the use of tech-  
4 nology to ensure every educator is  
5 technologically literate, including pos-  
6 sessed the knowledge and skills to  
7 use technology across the curriculum,  
8 to use technology and curriculum re-  
9 design as key components of inno-  
10 vating teaching and learning and im-  
11 proving student achievement, to use  
12 technology for data analysis to enable  
13 individualized instruction, and to use  
14 technology to improve student tech-  
15 nology literacy; and

16 “(IV) training that includes on-  
17 going communication and follow-up  
18 with instructors, facilitators, and  
19 peers; and

20 “(ii) may include—

21 “(I) use of instructional tech-  
22 nology specialists, mentors or coaches  
23 to work directly with teachers, includ-  
24 ing through the preparing of one or  
25 more teachers as technology leaders or

1 master teachers who are provided with  
2 the means to serve as experts and  
3 train other teachers in the effective  
4 use of technology; and

5 “(II) use of technology such as  
6 distance learning and online virtual  
7 educator-to-educator peer commu-  
8 nities as a means for delivering pro-  
9 fessional development; and

10 “(B) the acquisition and implementation of  
11 technology tools, applications, and other re-  
12 sources to be employed in the professional de-  
13 velopment activities described in subparagraph  
14 (A).

15 “(2) Use of the remaining funds to acquire or  
16 implement technology tools, applications and other  
17 resources to improve student learning, technology lit-  
18 eracy and achievement in the areas of priority iden-  
19 tified by the local educational agency, including one  
20 or more of the following:

21 “(A) Conducting on-going formative as-  
22 sessments and using other timely data sources  
23 and data systems to more effectively identify in-  
24 dividual student learning needs and guide per-  
25 sonalized instruction, learning and appropriate



1 interventions that address those personalized  
2 student learning needs.

3 “(B) Supporting individualized student  
4 learning, including through instructional soft-  
5 ware and digital content that supports the  
6 learning needs of each student, or through pro-  
7 viding access to high-quality courses and in-  
8 structors including mathematics, science and  
9 foreign language courses.

10 “(C) Increasing parental involvement  
11 through improved communication with teachers  
12 and access to student assignments and grades.

13 “(D) Enhancing accountability, instruction  
14 and data-driven decision making through data  
15 systems that allow for management, analysis  
16 and disaggregating of student, teacher and  
17 school data.

18 “(E) Such other activities as appropriate  
19 consistent with the goals and purposes of this  
20 part.

21 “(c) MULTIPLE GRANTS.—Local educational agen-  
22 cies receiving grant awards under section  
23 **【2612(a)(3)(A)】** and section **【2612(a)(3)(B)】** may use  
24 all such funds for activities authorized under subsection  
25 (a).

1 “SUBPART 2—NATIONAL TECHNOLOGY ACTIVITIES

2 “SEC. 2621. NATIONAL ACTIVITIES.

3 “From the amount made available to carry out na-  
4 tional activities under section **【2603(b)(1)】**, the Secretary  
5 shall carry out the following activities:

6 “(1) NATIONAL STUDY.—The Secretary shall  
7 annually conduct a national study on student tech-  
8 nology literacy to determine the extent to which stu-  
9 dents have gained technology literacy, as defined in  
10 section 2602, including by the end of the 8th grade.

11 In conducting the study, the Secretary shall—

12 “(A) consult first with experts and stake-  
13 holders, including educators and education lead-  
14 ers, education technology experts from edu-  
15 cation and industry, and the business and high-  
16 er education communities seeking high school  
17 graduates with these skills; and

18 “(B) employ a random stratified sample  
19 methodology of student technology literacy per-  
20 formance using an existing assessment instru-  
21 ment.

22 “(2) NATIONAL EDUCATION TECHNOLOGY  
23 PLAN.—The Secretary shall update at least once  
24 every five years the National Education Technology  
25 Plan to promote understanding and awareness of the

1       role of technology and e-learning in meeting the Na-  
2       tion's education goals and needs.

3               “(3) OTHER NATIONAL ACTIVITIES.—From the  
4       remaining funds, the Secretary shall carry out one  
5       or more of the following activities:

6               “(A) Supporting efforts to increase student  
7       technology literacy as defined in section 2602.

8               “(B) Supporting and disseminating re-  
9       search to examine and identify the conditions  
10       and practices that support the effective use of  
11       technology in education to improve teaching,  
12       learning, teacher quality, student achievement,  
13       student technology literacy, and the efficiency  
14       and productivity of the education enterprise.

15              “(C) Supporting efforts to increase the ca-  
16       pacity of State and local education officials to  
17       efficiently and effectively budget for technology  
18       acquisition and implementation.

19              “(D) Convening stakeholders in an effort  
20       to outline and support a national research and  
21       development agenda aimed at supporting pub-  
22       lic-private partnerships to leverage evolving  
23       technologies to meet evolving educational needs.

24              “(E) Convening practitioners and leaders  
25       from local and State education, business and in-

1           dustry, higher education, and other stakeholder  
2           communities to carry out the activities de-  
3           scribed in this paragraph, including convening  
4           an annual forum on classroom technology best  
5           practices, and to otherwise address challenges  
6           and opportunities in the use of technology to  
7           improve teaching, learning, teacher quality, stu-  
8           dent achievement, student technology literacy,  
9           the efficiency and productivity of the education  
10          enterprise and to otherwise support school inno-  
11          vation and the Nation’s competitiveness.

12          “SUBPART 3—READY-TO-LEARN TELEVISION

13      **“SEC. 2631. READY-TO-LEARN TELEVISION.**

14          “(a) PROGRAM AUTHORIZED.—

15              “(1) IN GENERAL.—The Secretary is authorized  
16              to award grants to, or enter into contracts or coop-  
17              erative agreements with, eligible entities described in  
18              paragraph (3) to enable such entities—

19                  “(A) to develop, produce, and distribute  
20                  educational and instructional digital content  
21                  and services for preschool and elementary  
22                  school children and their parents, educators,  
23                  and caregivers in order to facilitate student aca-  
24                  demic achievement;

1           “(B) to facilitate the development, directly  
2 or through contracts with producers of children  
3 and family educational digital content and serv-  
4 ices, of educational digital content and services  
5 for preschool and elementary school children,  
6 and the accompanying support materials and  
7 services that promote the effective use of such  
8 programming;

9           “(C) to facilitate the development of edu-  
10 cational digital content and services containing  
11 Ready-to-Learn-based children’s educational  
12 digital content and services and resources for  
13 parents and caregivers that is specially designed  
14 for nationwide distribution over public television  
15 stations’ digital broadcasting channels, the  
16 Internet, and other high-tech delivery plat-  
17 forms;

18           “(D) to contract with entities (such as  
19 public telecommunications entities) so that edu-  
20 cational digital content and services developed  
21 under this section are disseminated and distrib-  
22 uted to the widest possible audience appropriate  
23 to be served by the programming, and through  
24 the use of the most appropriate distribution  
25 technologies; and

1           “(E) to develop and disseminate education  
2           and training materials, including interactive  
3           programs and programs adaptable to distance  
4           learning technologies, that are designed—

5                   “(i) to promote school readiness for  
6                   all children; and

7                   “(ii) to promote the effective use of  
8                   materials developed under subparagraphs  
9                   (B) and (C) among parents, teachers,  
10                  Head Start providers, Even Start pro-  
11                  viders, Early Reading First and Reading  
12                  First program providers, Reading is Fun-  
13                  damental program providers, providers of  
14                  family literacy services, child care pro-  
15                  viders, early childhood development per-  
16                  sonnel, elementary school teachers, public  
17                  libraries, and after-school program per-  
18                  sonnel caring for preschool and elementary  
19                  school children.

20                  “(2) AVAILABILITY.—In awarding grants, con-  
21                  tracts, or cooperative agreements under this section,  
22                  the Secretary shall ensure that eligible entities make  
23                  educational digital content and services widely avail-  
24                  able, with support materials as appropriate, to  
25                  young children, parents, teachers, child care work-

1       ers, Head Start providers, Even Start providers,  
2       Early Reading First and Reading First program  
3       providers, Reading is Fundamental program pro-  
4       viders, providers of family literacy services, child  
5       care providers, public libraries, and after-school pro-  
6       grams to increase the effective use of such edu-  
7       cational digital content and services.

8               “(3) ELIGIBLE ENTITIES.—To be eligible to re-  
9       ceive a grant, contract, or cooperative agreements  
10       under this section, an entity shall be a public tele-  
11       communications entity that is able to demonstrate  
12       each of the following:

13               “(A) A capacity for the development and  
14       national distribution of high-quality educational  
15       digital content and services that are accessible  
16       by a large majority of disadvantaged preschool  
17       and elementary school children.

18               “(B) A capacity to leverage the distribu-  
19       tion infrastructure of public television.

20               “(C) A capacity to contract with the pro-  
21       ducers of children’s educational digital content  
22       and services for the purpose of developing con-  
23       tent and services of high quality.

24               “(D) A capacity, consistent with the enti-  
25       ty’s mission and nonprofit nature, to negotiate

1 such contracts in a manner that returns to the  
2 entity an appropriate share of any ancillary in-  
3 come from sales of any content-related products  
4 to support continuing development and delivery  
5 of educational digital content and services sup-  
6 ported by this subpart.

7 “(E) A capacity to localize educational dig-  
8 ital content, services and materials to meet spe-  
9 cific State and local needs and to provide edu-  
10 cational outreach at the local level.

11 “(F) A capacity to partner with early edu-  
12 cation research organizations to ensure that the  
13 educational digital content and services sup-  
14 ported by this subpart are of high quality.

15 “(4) COORDINATION OF ACTIVITIES.—An entity  
16 receiving a grant, contract, or cooperative agreement  
17 under this section shall consult with the Secretary  
18 and the Secretary of Health and Human Services—

19 “(A) to maximize the utilization of high-  
20 quality educational digital content and services  
21 by preschool and elementary school children,  
22 and make such programming widely available to  
23 federally funded programs serving such popu-  
24 lations; and



1           “(B) to coordinate activities with Federal  
2           programs that have major training components  
3           for early childhood development, including pro-  
4           grams under the Head Start Act (42 U.S.C.  
5           9831 et seq.) and Even Start, Early Reading  
6           First, and State training activities funded  
7           under the Child Care and Development Block  
8           Grant Act of 1990 (42 U.S.C. 9858 et seq.), re-  
9           garding the availability and utilization of mate-  
10          rials developed under subparagraphs (B) and  
11          (E) of paragraph (1) to enhance parent and  
12          child care provider skills in early childhood de-  
13          velopment and education.

14          “(b) APPLICATIONS.—To be eligible to receive a  
15          grant, contract, or cooperative agreement under sub-  
16          section (a), an entity shall submit to the Secretary an ap-  
17          plication at such time, in such manner, and containing  
18          such information as the Secretary may reasonably require.

19          “(c) REPORTS AND EVALUATIONS.—

20                 “(1) ANNUAL REPORT TO THE SECRETARY.—  
21          An entity receiving a grant, contract, or cooperative  
22          agreement under this section shall prepare and sub-  
23          mit to the Secretary an annual report that contains  
24          such information as the Secretary may require. At  
25          a minimum, the report shall describe the program

1 activities undertaken with funds received under the  
2 grant, contract, or cooperative agreement, including  
3 each of the following:

4 “(A) The educational digital content and  
5 services that have been developed, directly or in-  
6 directly, by the eligible entity, and the target  
7 population of the programs developed.

8 “(B) The support and training materials  
9 that have been developed to accompany the edu-  
10 cational digital content and services, and the  
11 method by which the materials are distributed  
12 to consumers and users of the educational dig-  
13 ital content and services.

14 “(C) The means by which educational dig-  
15 ital content and services developed under this  
16 section have been distributed, including the dis-  
17 tance learning technologies that have been uti-  
18 lized to make programming available, and the  
19 geographic distribution achieved through such  
20 technologies.

21 “(D) The initiatives undertaken by the en-  
22 tity to develop public-private partnerships to se-  
23 cure non-Federal support for the development,  
24 distribution, and broadcast of educational dig-  
25 ital content and services.

1           “(E) The impact of the educational digital  
2           content and services on teaching and learning,  
3           including on improving children’s school readi-  
4           ness skills.

5           “(2) REPORT TO CONGRESS.—The Secretary  
6           shall prepare and submit to the relevant committees  
7           of the Congress a biannual report that includes the  
8           following:

9           “(A) A summary of the activities assisted  
10          under subsection (a).

11          “(B) A description of the education and  
12          training materials made available under sub-  
13          paragraphs (B) and (E) of subsection (a)(1),  
14          the manner in which outreach has been con-  
15          ducted to inform parents and child care pro-  
16          viders of the availability of such materials, and  
17          the manner in which such materials have been  
18          distributed in accordance with such subsection.

19          “(d) ADMINISTRATIVE COSTS.—An entity that re-  
20          ceives a grant, contract, or cooperative agreement under  
21          this section may use up to 5 percent of the amount re-  
22          ceived under the grant, contract, or agreement for the nor-  
23          mal and customary expenses of administering the grant,  
24          contract, or agreement.

25          “(e) AUTHORIZATION OF APPROPRIATIONS.—

1           “(1) IN GENERAL.—There are authorized to be  
2 appropriated to carry out this section \$40,000,000  
3 for fiscal year 2008, and such sums as may be nec-  
4 essary for each of the 5 succeeding fiscal years.

5           “(2) FUNDING RULE.—Not less than 60 per-  
6 cent of the amount appropriated under paragraph  
7 (1) for each fiscal year shall be used to carry out ac-  
8 tivities under subparagraphs (B) through (D) of  
9 subsection (a)(1).

10           “SUBPART 4—LIMITATION ON AVAILABILITY OF  
11   CERTAIN FUNDS FOR SCHOOLS

12           “**SEC. 2641. INTERNET SAFETY.**

13           “(a) IN GENERAL.—No funds made available under  
14 this part to a local educational agency for an elementary  
15 school or secondary school that does not receive services  
16 at discount rates under section **【264(h)(5)】** of the Com-  
17 munications Act of 1934 (47 U.S.C. 254(h)(5)) may be  
18 used to purchase computers used to access the Internet,  
19 or to pay for direct costs associated with accessing the  
20 Internet, for such school unless the school, school board,  
21 local educational agency, or other authority with responsi-  
22 bility for administration of such school both—

23           “(1)(A) has in place a policy of Internet safety  
24 for minors that includes the operation of a tech-  
25 nology protection measure with respect to any of its

1 computers with Internet access that protects against  
2 access through such computers to visual depictions  
3 that are—

4 “(i) obscene;

5 “(ii) child pornography; or

6 “(iii) harmful to minors; and

7 “(B) is enforcing the operation of such tech-  
8 nology protection measure during any use of such  
9 computers by minors; and

10 “(2)(A) has in place a policy of Internet safety  
11 that includes the operation of a technology protec-  
12 tion measure with respect to any of its computers  
13 with Internet access that protects against access  
14 through such computers to visual depictions that  
15 are—

16 “(i) obscene; or

17 “(ii) child pornography; and

18 “(B) is enforcing the operation of such tech-  
19 nology protection measure during any use of such  
20 computers.

21 “(b) TIMING AND APPLICABILITY OF IMPLEMENTA-  
22 TION.—

23 “(1) IN GENERAL.—The local educational agen-  
24 cy with responsibility for a school covered by sub-  
25 section (a) shall certify the compliance of such

1 school with the requirements of subsection (a) as  
2 part of the application process for each program  
3 funding year.

4 “(2) PROCESS.—

5 “(A) SCHOOLS WITH INTERNET SAFETY  
6 POLICIES AND TECHNOLOGY PROTECTION  
7 MEASURES IN PLACE.—A local educational  
8 agency with responsibility for a school covered  
9 by subsection (a) that has in place an Internet  
10 safety policy meeting the requirements of sub-  
11 section (a) shall certify its compliance with sub-  
12 section (a) during each annual program applica-  
13 tion cycle under this Act.

14 “(B) INELIGIBILITY.—Any school covered  
15 by subsection (a) for which the local educational  
16 agency concerned is unable to certify compli-  
17 ance with such requirements shall be ineligible  
18 for all funding under this part until such time  
19 as such school comes into compliance with such  
20 requirements.

21 “(c) DISABLING DURING CERTAIN USE.—An admin-  
22 istrator, supervisor, or person authorized by the respon-  
23 sible authority under subsection (a) may disable the tech-  
24 nology protection measure concerned to enable access for  
25 bona fide research or other lawful purposes.

1 “(d) NONCOMPLIANCE.—

2 “(1) USE OF GENERAL EDUCATION PROVISIONS  
3 ACT REMEDIES.—Whenever the Secretary has reason  
4 to believe that any recipient of funds under this part  
5 is failing to comply substantially with the require-  
6 ments of this section, the Secretary may—

7 “(A) withhold further payments to the re-  
8 cipient under this part;

9 “(B) issue a complaint to compel compli-  
10 ance of the recipient through a cease and desist  
11 order; or

12 “(C) enter into a compliance agreement  
13 with a recipient to bring it into compliance with  
14 such requirements,  
15 in same manner as the Secretary is authorized to  
16 take such actions under sections 455, 456, and 457,  
17 respectively, of the General Education Provisions  
18 Act.

19 “(2) RECOVERY OF FUNDS PROHIBITED.—The  
20 actions authorized by paragraph (1) are the exclu-  
21 sive remedies available with respect to the failure of  
22 a school to comply substantially with a provision of  
23 this section, and the Secretary shall not seek a re-  
24 covery of funds from the recipient for such failure.

1           “(3) RECOMMENCEMENT OF PAYMENTS.—  
2           Whenever the Secretary determines (whether by cer-  
3           tification or other appropriate evidence) that a re-  
4           cipient of funds who is subject to the withholding of  
5           payments under paragraph (1)(A) has cured the fail-  
6           ure providing the basis for the withholding of pay-  
7           ments, the Secretary shall cease the withholding of  
8           payments to the recipient under that paragraph.

9           “(e) DEFINITIONS.—In this subpart:

10           “(1) COMPUTER.—The term ‘computer’ in-  
11           cludes any hardware, software, or other technology  
12           attached or connected to, installed in, or otherwise  
13           used in connection with a computer.

14           “(2) ACCESS TO INTERNET.—A computer shall  
15           be considered to have access to the Internet if such  
16           computer is equipped with a modem or is connected  
17           to a computer network that has access to the Inter-  
18           net.

19           “(3) ACQUISITION OR OPERATION.—An elemen-  
20           tary school or secondary school shall be considered  
21           to have received funds under this part for the acqui-  
22           sition or operation of any computer if such funds are  
23           used in any manner, directly or indirectly—

24           “(A) to purchase, lease, or otherwise ac-  
25           quire or obtain the use of such computer; or



1           “(B) to obtain services, supplies, software,  
2           or other actions or materials to support, or in  
3           connection with, the operation of such com-  
4           puter.

5           “(4) MINOR.—The term ‘minor’ means an indi-  
6           vidual who has not attained the age of 17.

7           “(5) CHILD PORNOGRAPHY.—The term ‘child  
8           pornography’ has the meaning given that term in  
9           section 2256 of title 18, United States Code.

10          “(6) HARMFUL TO MINORS.—The term ‘harm-  
11          ful to minors’ means any picture, image, graphic  
12          image file, or other visual depiction that—

13               “(A) taken as a whole and with respect to  
14               minors, appeals to a prurient interest in nudity,  
15               sex, or excretion;

16               “(B) depicts, describes, or represents, in a  
17               patently offensive way with respect to what is  
18               suitable for minors, an actual or simulated sex-  
19               ual act or sexual contact, actual or simulated  
20               normal or perverted sexual acts, or a lewd exhi-  
21               bition of the genitals; and

22               “(C) taken as a whole, lacks serious lit-  
23               erary, artistic, political, or scientific value as to  
24               minors.

1           “(7) OBSCENE.—The term ‘obscene’ has the  
2 meaning applicable to that term under section 1460  
3 of title 18, United States Code.

4           “(8) SEXUAL ACT AND SEXUAL CONTACT.—The  
5 terms ‘sexual act’ and ‘sexual contact’ have the  
6 meanings given those terms in section 2246 of title  
7 18, United States Code.

8           “(f) SEVERABILITY.—If any provision of this section  
9 is held invalid, the remainder of this section shall not be  
10 affected thereby.

11           “PART G—JOHN GLENN ACADEMIES

12           “**SEC. 2701. STATEMENT OF PURPOSE.**

13           “‘The purpose of this part is to establish 15 John  
14 Glenn Academies, 1 in each of the 10 Federal regions des-  
15 ignated by the Secretary of Education, with 5 more strate-  
16 gically located, as determined by the Secretary, to facili-  
17 tate summer workshops for STEM education teachers and  
18 to provide intensive, year-long fellowships for 3,000 indi-  
19 viduals to prepare them to meet State certification re-  
20 quirements for STEM education in grades 7 through 12.  
21 The number of academies established each year is based  
22 on amount of funds appropriated for this section.

1 **“SEC. 2702. DEFINITION.**

2 “For purposes of this part, the term ‘STEM edu-  
3 cation’ means science, technology, engineering, and math-  
4 ematics education.

5 **“SEC. 2703. PROGRAM AUTHORIZED.**

6 “The Secretary, in cooperation with the Director of  
7 the National Science Foundation, shall provide assistance  
8 for the creation and support of regional centers for the  
9 improvement of teaching in STEM education (hereinafter  
10 in this title referred to as ‘John Glenn Academies’).

11 **“SEC. 2704. ESTABLISHMENT AND SELECTION.**

12 “(a) ADVISORY BOARD.—

13 “(1) ESTABLISHMENT.—A John Glenn Acad-  
14 emies Advisory Board shall be established to work in  
15 concert with the Secretary of Education and the Di-  
16 rector of NSF (who both shall also sit on the Advi-  
17 sory Board) on the establishment and oversight of  
18 the John Glenn Academies and its functions.

19 “(2) MEMBERS OF THE ADVISORY BOARD.—

20 The Advisory Board shall include, at a minimum,  
21 the following:

22 “(A) The Secretary of Education.

23 “(B) The Director of the National Science  
24 Foundation.

25 “(C) Two or more members from business  
26 or industry.

1           “(D) Two or more members from the  
2 teaching professional societies of the STEM  
3 fields

4           “(E) Two or more STEM teachers who are  
5 established in the field and have at least 10  
6 years teaching experience.

7           “(F) Two or more members from the  
8 Schools of Education with established expertise  
9 in the preparation of STEM teachers.

10          “(3) DUTIES.—Duties of the Board shall in-  
11 clude—

12           “(A) review of applications for the estab-  
13 lishment of a Glenn Academy;

14           “(B) oversight of Glenn Academies, includ-  
15 ing participating in the grant renewal process;

16           “(C) coordination and collaboration with  
17 Federal agencies, professional societies, aca-  
18 demia, industry, and other key stakeholders in  
19 STEM educations, STEM professions, and in  
20 teacher preparation to augment and continually  
21 improve at the Glenn Academy program and the  
22 Glenn Academy Summer Workshops for STEM  
23 teachers’ professional development;

24           “(D) other duties developed as the Board,  
25 with the concurrence of the Secretary of Edu-

1 cation and the Director of the National Science  
2 Foundation; and

3 “(E) when possible, coordination and col-  
4 laboration with the State’s **[P-16 Councils]**.

5 “(4) TERMS OF SERVICE.—Each Board mem-  
6 ber, with the exception of Secretary of Education  
7 and the Director of the National Science Foundation  
8 shall serve a term of 3 years, with the first rotation  
9 beginning with 1 member of the groups described in  
10 paragraph (1) leaving after 2 years, with the next  
11 rotation the following year (fulfilling the 3 year com-  
12 mitment fully).

13 “(5) PAYMENT.— Member of the Board can  
14 only receive reimbursement for travel costs incurred  
15 while attending Advisory Board events.

16 “(b) PROGRAM ADMINISTRATION.—

17 “(1) PROPOSED RULES.—The Secretary, after  
18 consultation with the Director of the National  
19 Science Foundation and the Advisory Board, shall  
20 publish in the Federal Register, not later than 90  
21 days after the date of the enactment of this Act,  
22 proposed rules for the program to establish John  
23 Glenn Academies, including—

1           “(A) a description of the program, includ-  
2           ing the summer workshops and John Glenn  
3           Academy Fellowships;

4           “(B) the procedure to be followed by appli-  
5           cants; and

6           “(C) the criteria for determining qualified  
7           applicants.

8           “(2) FINAL RULES.—The Secretary shall pub-  
9           lish final rules in the Federal Register for the pro-  
10          gram under this part after the expiration of a 30-  
11          day comment period on such proposed rules.

12         “(c) SELECTION.—

13           “(1) APPLICATIONS REQUIRED.—

14           “(A) IN GENERAL.—Any undergraduate  
15           institution of higher education, consortia of  
16           such institutions, nonprofit organizations, or  
17           groups thereof may submit an application to re-  
18           ceive funding to establish a John Glenn Acad-  
19           emy under this part in accordance with the pro-  
20           cedures established by the Secretary, in con-  
21           sultation with the Director of the National  
22           Science Foundation.

23           “(B) ASSURANCES.—

24           “(i) IN GENERAL.—In order to receive  
25           funding under this part, an applicant shall

1 provide adequate assurances that it will  
2 contribute not less than the following per-  
3 centages of the proposed Academy's capital  
4 and annual operating and maintenance  
5 costs:

6 “(I) 20 percent the first year.

7 “(II) 30 percent the second year.

8 “(III) 40 percent the third year.

9 “(IV) 50 percent in any subse-  
10 quent year.

11 “(ii) SOURCES.—Required contribu-  
12 tions under clause (i) may be derived from  
13 State or local funds or private contribu-  
14 tions, including in-kind contributions, fair-  
15 ly determined.

16 “(2) SELECTION.—The Secretary, in conjunc-  
17 tion with the Director of the National Science Foun-  
18 dation, shall subject each application to competitive,  
19 merit review. In making a decision regarding wheth-  
20 er to approve such application and provide funding  
21 under this part, the Secretary shall consider, at a  
22 minimum—

23 “(A) the merits of the application, particu-  
24 larly those portions of the application regarding

1 the ability to adapt teacher training in STEM  
2 education to the needs of particular regions;

3 “(B) the quality of service to be provided;

4 “(C) the makeup of the groups or institu-  
5 tions, which may include a business, applying  
6 for such funding; and

7 “(D) the percentage of funding and  
8 amount of in-kind commitment from other  
9 sources.

10 “(3) EVALUATION.—Each John Glenn Academy  
11 which receives financial assistance under this part  
12 shall be evaluated during its third year of operation  
13 by an evaluation panel appointed by the Secretary  
14 that includes at least 3 members of the Advisory  
15 Board. Each evaluation panel shall measure each  
16 Academy’s performance against the objectives speci-  
17 fied in this section. The panel shall recommend to  
18 the Secretary whether funding should be renewed  
19 based on such evaluation.

20 **“SEC. 2705. FUNCTIONS OF ACADEMIES.**

21 “(a) ESTABLISHMENT.—John Glenn Academies may  
22 be developed by an institution of higher education in ac-  
23 cordance with this part, and shall be comprised of a con-  
24 sortium of at least 1 institution of higher education, 1  
25 community college, neighboring school districts, business



1 partners, and may include the participation of nonprofit  
2 entities, organizations, or groups thereof.

3 “(b) OBJECTIVES OF ACADEMIES.—The objective of  
4 the John Glenn Academies is to enhance the teaching of  
5 STEM education through through the activities described  
6 in subsection (c).

7 “(c) ACTIVITIES OF ACADEMIES.—The activities of  
8 the John Glenn Academies shall include the following:

9 “(1) DISSEMINATION OF INFORMATION.—The  
10 John Glenn Academies shall disseminate information  
11 to State educational agencies, local educational  
12 agencies, school administrators, school boards,  
13 Schools of Education, and STEM education teach-  
14 ers, including through the Internet and emerging  
15 technologies, information on—

16 “(A) professional development opportuni-  
17 ties for STEM education teachers;

18 “(B) the skill set required for high-wage,  
19 highly skilled highly technical jobs gathered  
20 from business, industries, and other sources, to  
21 inform teaching methods and practices to pre-  
22 pare students to be prepared to acquire these  
23 positions;

24 “(C) internships and summer positions in  
25 industry, business, institutions of higher edu-

1            education, the national laboratories for STEM edu-  
2            cation teachers to learn the practice and proc-  
3            ess of a particular STEM education discipline;

4            “(D) the process of becoming National  
5            Board Certified;

6            “(E) programs which provide instruction  
7            on teaching methods for underrepresented mi-  
8            norities, children with disabilities, and those  
9            with special learning needs, including gifted and  
10           talented students;

11           “(F) mentor programs, including those to  
12           train STEM education teachers to serve as  
13           mentors to pre-service teachers and those teach-  
14           ers in their first five years of their career;

15           “(G) successful and proven professional de-  
16           velopment opportunities for teachers, curricular  
17           materials, and other activities to encourage  
18           teacher interest and involvement in professional  
19           development; and

20           “(H) other information as determined by  
21           the administrators of the individual Glenn  
22           Academies or the Advisory Board.

23           “(2) TRAINING.—The ongoing training of  
24           STEM education teachers in elementary and sec-  
25           ondary schools.

1           “(3) WORKSHOPS.—Summer workshops as de-  
2           scribed in subpart 1.

3           “(4) ADDITIONAL TRAINING.—The training of  
4           John Glenn fellows as described in subpart 2.

5           “(5) SUPPORT SERVICES.—Support services to  
6           teachers, administrators, and school board members  
7           as agreed upon by John Glenn Academies represent-  
8           atives and local school authorities.

9           “(6) SKILL STANDARDS.—The advising of  
10          teachers, administrators, and school board members  
11          on current skill standards employed by private in-  
12          dustry.

13          “SUBPART 1—JOHN GLENN ACADEMY SUMMER  
14    WORKSHOPS

15          **“SEC. 2711. PROGRAM AUTHORIZED.**

16          “From amounts made available to carry out this sub-  
17          part, the Secretary is authorized to make grants to the  
18          15 John Glenn Academies for summer workshops de-  
19          scribed in section [2712.]

20          **“SEC. 2712. ALLOWABLE ACTIVITIES.**

21          “Each recipient of funds under section [2711] shall  
22          use the funds for the following:

23                  “(1) The establishment and operation of mathe-  
24                  matics and science summer workshops within the  
25                  John Glenn Academies that provide professional de-

1 velopment to elementary and secondary school teach-  
2 ers. Such workshops shall be content-based, based  
3 on school year curricula, innovative teaching meth-  
4 ods, including those based on the most recent re-  
5 search into cognitive development, and focus only  
6 secondarily on pedagogy.

7 “(2) To provide teachers with travel expense re-  
8 imbursement, a stipend, or classroom materials re-  
9 lated to attending such a workshop.

10 “(3) The establishment of a mechanism to pro-  
11 vide supplemental assistance and followup training  
12 during the school year for summer workshop grad-  
13 uates, including establishing a network of learning  
14 communities amongst STEM education teachers to  
15 further their professional development through inter-  
16 acting with other teachers.

17 **“SEC. 2713. REQUIREMENTS FOR JOHN GLENN ACADEMY**  
18 **SUMMER WORKSHOPS.**

19 “The summer workshops—

20 “(1) shall use curricula that are object-cen-  
21 tered, experiment-oriented, content-based, and  
22 grounded in current research;

23 “(2) shall be conducted during a period of a  
24 minimum of 2 weeks;

1           “(3) shall provide for direct interaction between  
2 students and faculty; and

3           “(4) shall provide for followup training in the  
4 classroom during the academic year for a period of  
5 a minimum of 3 days, which shall not be required  
6 to be consecutive, except that—

7                   “(A) if the summer workshop is for a pe-  
8 riod of only 2 weeks, the followup training shall  
9 be for a period of more than 3 days; and

10                   “(B) for teachers in rural school districts,  
11 followup training through the Internet may be  
12 used.

13 **“SEC. 2714. CREDIT FOR PARTICIPATION.**

14           “Participation in a John Glenn Academy Summer  
15 Workshop supported under this subpart shall earn credit  
16 toward—

17                   “(1) State continuing education requirements  
18 for teachers; or

19                   “(2) a postbaccalaureate degree program at an  
20 institution of higher education.

21 **“SEC. 2715. AUTHORIZATION OF APPROPRIATIONS.**

22           “There are authorized to be appropriated [ \$\_\_\_\_\_ ]  
23 for fiscal year 2008 and such sums as may be necessary  
24 for the 5 succeeding fiscal years to carry out the provisions  
25 of this subpart.

1 “SUBPART 2—THE JOHN GLENN FELLOWSHIP  
2 PROGRAM

3 **“SEC. 2721. PROGRAM AUTHORIZED.**

4 “From amounts made available to carry out this sub-  
5 part, the Secretary is authorized to make grants to the  
6 15 John Glenn Academies for a fellowship program de-  
7 signed to train 3,000 mid-career professionals in the effec-  
8 tive teaching of mathematics or science in grades 7  
9 through 12 of public elementary and secondary schools.

10 **“SEC. 2722. ALLOWABLE ACTIVITIES.**

11 “Each recipient of funds under section [2721] shall  
12 use the funds for the following:

13 “(1) The establishment and operation of an in-  
14 tensive, year-long fellowship program in mathematics  
15 or science within the John Glenn Academies that  
16 provide training and development to become mathe-  
17 matics or science teachers in grades 7 through 12 of  
18 public elementary and secondary schools. Such fel-  
19 lowships shall be content-based and be designed in  
20 a way to get the fellowship graduate certification by  
21 the State for teaching.

22 “(2) To provide fellowship recipients with a sti-  
23 pend of \$30,000, living arrangements for the year,  
24 and classroom materials related to such a program.

1           “(3) The establishment of a mechanism to pro-  
2           vide supplemental assistance and followup training  
3           during the school year for John Glenn Academy Fel-  
4           lowship graduates.

5   **“SEC. 2723. REQUIREMENTS FOR JOHN GLENN ACADEMY**  
6                           **FELLOWSHIPS.**

7           “The John Glenn Fellowship program—

8           “(1) shall be conducted during a period of a  
9           minimum of 1 year;

10           “(2) shall provide for direct interaction between  
11           John Glenn Fellows and current mathematics and  
12           science teachers;

13           “(3) shall include school-based internships and  
14           supervised teaching;

15           “(4) shall provide for followup training in the  
16           classroom during the next 2 academic years for a pe-  
17           riod of a minimum of 2 weeks; and

18           “(5) shall include a commitment to teach in a  
19           high-need school for 5 years.

20   **“SEC. 2724. DISTRICT HIRING OF GLENN FELLOWS.**

21           “A school district that hires a John Glenn fellow who  
22           has successfully completed the John Glenn Academy Fel-  
23           lowship program supported under this subpart shall re-  
24           ceive \$10,000 in Federal funds to assist in the hiring of  
25           such fellow for a period of 3 academic years which may

1 supplement the salary of the teacher, or may be used to  
2 purchase instructional tool such as lab equipment or  
3 chemicals, or other instructional aids for the courses to  
4 be taught by the Glenn Fellow at the school.

5 **“SEC. 2725. AUTHORIZATION OF APPROPRIATIONS.**

6 “There are authorized to be appropriated [ \$ \_\_\_\_\_ ]  
7 for fiscal year 2008 and such sums as may be necessary  
8 for each of the 5 succeeding fiscal years to carry out the  
9 provisions of this subpart.”.