

which satisfactory data are available is 33 percent or greater; or

“(B) the number of such children exceeds 10,000.

“(6) HOLOCAUST EDUCATOR.—The term ‘Holocaust educator’ means a school, Holocaust education center, or any other person or entity providing education about the Holocaust.

“(7) LOW-PERFORMING LOCAL EDUCATIONAL AGENCY.—The term ‘low-performing local educational agency’ means—

“(A) a local educational agency that includes a school identified by the agency for school improvement under section 1116(c); or

“(B) a local educational agency that includes a school in which at least 50 percent of the students fail to meet State student performance standards based on assessments the agency is using under part A of title I.

“(8) PROFESSIONAL DEVELOPMENT.—The term ‘professional development’ means sustained and intensive activities that improve teachers’ content knowledge and teaching skills and that—

“(A) enhance the ability of teachers to help all students, including females, minorities, children with disabilities, children with limited English proficiency and economically disadvantaged children, reach high State and local content and student performance standards;

“(B) advance teacher understanding of one or more of the core academic subject areas and effective instructional strategies for improving student achievement in those areas, including technology;

“(C) are directly related to the subject area in which the teacher provides instruction;

“(D) are of sufficient duration to have a positive and lasting impact on classroom instruction;

“(E) are an integral part of broader school and district-wide plans for raising student achievement to State and local standards;

“(F) are aligned with State content and student performance standards;

“(G) are based on the best available research on teaching and learning;

“(H) include professional development activities that involve collaborative groups of teachers and administrators from the same school or district, institutions of higher education, and, to the greatest extent possible, include follow-up and school-based support such as coaching or study groups; and

“(I) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student achievement, with the findings of such evaluations used to improve the quality of professional development.

“(9) TECHNOLOGY DEFICIENT.—The term ‘technology deficient’, when used with respect to a local educational agency or a school, means that the agency or school does not possess the equipment, networking, or skills to use technology to enhance teaching and learning.

“(10) TECHNOLOGY PROFICIENT.—The term ‘technology proficient’, when used with respect to a local educational agency or a school, means that the agency or school possesses the equipment, networking, and skills to use technology to enhance teaching and learning.

“(11) TROOPS-TO-TEACHERS PROGRAM.—The term ‘troops-to-teachers program’ means the teachers and teachers’ aide placement program for separated members of the Armed Forces that was established by the Secretary of Defense, and the Secretary of Transportation with respect to the Coast Guard, under section 1151 of title 10, United States Code.

“(12) UNQUALIFIED TEACHER.—The term ‘unqualified teacher’ means a teacher who is not fully qualified.”.

(c) CONFORMING AMENDMENTS.—

(1) NATIONAL WRITING PROJECT.—Part K of title X of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8331 et seq.) is repealed.

(2) REFERENCE TO NATIONAL CLEARINGHOUSE FOR MATHEMATICS AND SCIENCE EDUCATION.—Section 13302(1) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8672(1)) is amended by striking “2102(b)” and inserting “2032(b)”.

(3) DEFINITION OF COVERED PROGRAM.—Section 14101(10)(C) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801(10)(C)) is amended by striking “(other than section 2103 and part D)” and inserting “(other than subpart 3 of part A)”.

(4) PRIVATE SCHOOL PARTICIPATION.—Section 14503(b)(1)(B) (20 U.S.C. 8893(b)(1)(B)) of such Act is amended by striking “(other than section 2103 and part D of such title)”.

SEC. 3. READING EXCELLENCE ACT.

Section 2260(a) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6661i(a)) is amended by adding at the end the following:

“(3) FISCAL YEARS 2001 TO 2004.—There are authorized to be appropriated to carry out this part \$286,000,000 for fiscal year 2001 and such sums as may be necessary for fiscal years 2002 through 2004.”.

It was decided in the { Yeas ..... 207 negative ..... } Nays ..... 217

81.28 [Roll No. 319] AYES—207

Table of names for the 'AYES' vote, including Abercrombie, Ackerman, Allen, Andrews, Baird, Baldacci, Baldwin, Barcia, Barrett (WI), Becerra, Bentsen, Berkeley, Berman, Berry, Bilbray, Bishop, Blagojevich, Blumenauer, Bonior, Borski, Boswell, Boucher, Boyd, Brady (PA), Brown (FL), Brown (OH), Capps, Capuano, Cardin, Carson, Clay, Clayton, Clement, Clyburn, Condit, Conyers, Costello, Coyne, Cramer, Crowley, Cummings, Danner, Davis (FL), Davis (IL), DeFazio, DeGette, Delahunt, DeLauro, Deutsch, Dicks, Dingell, Dixon, Doggett, Dooley, Doyle, Edwards, Engel, Eshoo, Etheridge, Evans, Farr, Fattah, Filner, Forbes, Ford, Frank (MA), Frost, Gejdenson, Gephardt, Gonzalez, Gordon, Green (TX), Gutierrez, Hall (OH), Hastings (FL), Hill (IN), Hilliard, Hinojosa, Hoeffel, Holt, Hooley, Hoyer, Insee, Jackson (IL), Jackson-Lee, Jefferson, John, Johnson, E. B., Jones (OH), Kanjorski, Kaptur, Kildee, Kilpatrick, Kind (WI), Kleczka, Klink, Kucinich, LaFalce, Lampton, Lantos, Larson, Lee, Levin, Lipinski, Lofgren, Lowey, Lucas (KY), Luther, Maloney (CT), Maloney (NY), Markey, Martinez, Mascara, Matsui, McCarthy (MO), McCarthy (NY), McGovern, McHugh, McIntyre, McKinney, McNulty, Meehan, Meek (FL), Meeks (NY), Menendez, Millender-McDonald, Miller, George, Minge, Mink, Moakley, Mollohan, Moore, Moran (VA), Morella, Murtha, Hoeffel, Nadler, Napolitano, Neal, Oberstar, Obey, Oliver, Ortiz, Owens, Pallone, Pascarell, Pastor, Payne, Pelosi, Peterson (MN), Phelps, Pickett, Pomeroy, Price (NC), Rahall, Rangel, Reyes, Rivers, Rodriguez, Roemer, Rothman, Roybal-Allard, Rush, Sabo, Sanchez, Sanders, Sandlin, Sawyer, Schakowsky, Scott, Serrano, Sherman, Shows, Campbell, Canady, Cannon, Castle, Chabot, Chambliss, Chenoweth, Coble, Coburn, Collins, Combust, Cook, Cooksey, Cox, Crane, Cubin, Cunningham, Davis (VA), Deal, DeLay, DeMint, Diaz-Balart, Dickey, Doolittle, Dreier, Duncan, Dunn, Ehlert, Ehrlich, Emerson, Everett, Ewing, Fletcher, Foley, Fossella, Fowler, Franks (NJ), Frelinghuysen, Gallegly, Ganske, Gekas, Gibbons, Gilchrest, Gillmor, English, Hinchey, Holden, Kennedy, Lewis (GA), McDermott, Peterson (PA), Stark, Young (FL)

Table of names for the 'NOES' vote, including Siskis, Skelton, Slaughter, Smith (WA), Snyder, Spratt, Stabenow, Stenholm, Strickland, Stupak, Tanner, Tauscher, Taylor (MS), Thompson (CA), Thompson (MS), Thurman, Tierney, Towns, Trafficant, Turner, Udall (CO), Udall (NM), Velazquez, Vento, Gilman, Goode, Goodlatte, Goodling, Goss, Graham, Granger, Green (WI), Greenwood, Gutknecht, Hall (TX), Hansen, Hastings (WA), Hayes, Hayworth, Hefley, Herger, Hill (MT), Hilleary, Hobson, Hoekstra, Horn, Hostettler, Houghton, Hulshof, Hunter, Hutchinson, Hyde, Isakson, Istook, Jenkins, Johnson (CT), Johnson, Sam, Jones (NC), Kasich, Kelly, King (NY), Kingston, Knollenberg, Kolbe, Kuykendall, LaHood, Largent, Latham, LaTourette, Lazio, Leach, Lewis (CA), Lewis (KY), Linder, LoBiondo, Lucas (OK), Manzullo, McCollum, McCrery, McInnis, McIntosh, McKeon, Metcalf, Mica, Miller (FL), Miller, Gary, Moran (KS), Myrick, Nethercutt, Ney, Northup, Norwood, Nussle, Ose, Oxley, Packard, Paul, Pease, Petri, Pickering, Pitts, Pombo, Porter, Portman, Pryce (OH), Quinn, Radanovich, Ramstad, Regula, Reynolds, Riley, Rogan, Rogers, Rohrabacher, Ros-Lehtinen, Roukema, Royce, Ryan (WI), Ryun (KS), Salmon, Sanford, Saxton, Scarborough, Schaffer, Sensenbrenner, Sessions, Shadegg, Shaw, Shays, Sherwood, Shimkus, Shuster, Simpson, Skeen, Smith (MI), Smith (NJ), Smith (TX), Souder, Spence, Stearns, Stump, Sununu, Sweeney, Talent, Tancredo, Tauzin, Taylor (NC), Terry, Thomas, Thornberry, Thune, Tiahrt, Toomey, Upton, Vitter, Walden, Walsh, Wamp, Watkins, Watts (OK), Weldon (FL), Weldon (PA), Weller, Whitfield, Wicker, Wilson, Wolf, Young (AK)

NOES—217

NOT VOTING—9

So the amendment was not agreed to. The SPEAKER pro tempore, Mr. PEASE, assumed the Chair. When Mr. GIBBONS, Acting Chairman, pursuant to House Resolution 253, reported the bill back to the House

with an amendment adopted by the Committee.

The previous question having been ordered by said resolution.

The following amendment, reported from the Committee of the Whole House on the state of the Union, was agreed to:

Strike out all after the enacting clause and insert:

**SECTION 1. SHORT TITLE.**

This Act may be cited as the "Teacher Empowerment Act".

**SEC. 2. TEACHER EMPOWERMENT.**

(a) IN GENERAL.—Title II of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6601 et seq.) is amended—

(1) by striking the heading for title II and inserting the following:

**"TITLE II—TEACHER QUALITY";**

(2) by repealing sections 2001 through 2003; and

(3) by amending part A to read as follows:

**"PART A—TEACHER EMPOWERMENT**

**"SEC. 2001. PURPOSE.**

"The purpose of this part is to provide grants to States and local educational agencies in order to assist their efforts to increase student academic achievement through such strategies as improving teacher quality.

**"Subpart 1—Grants to States**

**"SEC. 2011. FORMULA GRANTS TO STATES.**

"(a) IN GENERAL.—In the case of each State that in accordance with section 2013 submits to the Secretary an application for a fiscal year, the Secretary shall make a grant for the year to the State for the uses specified in section 2012. The grant shall consist of the allotment determined for the State under subsection (b).

"(b) DETERMINATION OF AMOUNT OF ALLOTMENT.—

"(1) RESERVATION OF FUNDS.—From the amount made available to carry out this subpart for any fiscal year, the Secretary shall reserve—

"(A) ½ of 1 percent for allotments for the Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands, to be distributed among these outlying areas on the basis of their relative need, as determined by the Secretary in accordance with the purpose of this part; and

"(B) ½ of 1 percent for the Secretary of the Interior for programs under this part for professional development activities for teachers, other staff, and administrators in schools operated or funded by the Bureau of Indian Affairs.

"(2) STATE ALLOTMENTS.—

"(A) HOLD HARMLESS.—

"(i) IN GENERAL.—Subject to subparagraph (B), from the total amount made available to carry out this subpart for any fiscal year and not reserved under paragraph (1), the Secretary shall allot to each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico an amount equal to the total amount that such State received for fiscal year 1999 under—

"(I) section 2202(b) of this Act (as in effect on the day before the date of the enactment of the Teacher Empowerment Act);

"(II) section 307 of the Department of Education Appropriations Act, 1999; and

"(III) section 304(b) of the Goals 2000: Educate America Act.

"(ii) NONPARTICIPATING STATES.—In the case of a State that did not receive any funds for fiscal year 1999 under one or more of the provisions referred to in subclauses (I) through (III) of clause (i), the amount allotted to the State under such clause shall be the total amount that the State would have

received for fiscal year 1999 if it had elected to participate in all of the programs for which it was eligible under each of the provisions referred to in such subclauses.

"(iii) RATABLE REDUCTION.—If the total amount made available to carry out this subpart for any fiscal year and not reserved under paragraph (1) is insufficient to pay the full amounts that all States are eligible to receive under clause (i) for any fiscal year, the Secretary shall ratably reduce such amounts for such fiscal year.

"(B) ALLOTMENT OF ADDITIONAL FUNDS.—

"(i) IN GENERAL.—Subject to clause (ii), for any fiscal year for which the total amount made available to carry out this subpart and not reserved under paragraph (1) exceeds the total amount made available to the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico for fiscal year 1999 under the authorities described in subparagraph (A)(i), the Secretary shall allot such excess amount as follows:

"(I) 50 percent of such excess amount shall be allotted among such States on the basis of their relative populations of individuals aged 5 through 17, as determined by the Secretary on the basis of the most recent satisfactory data.

"(II) 50 percent of such excess amount shall be allotted among such States in proportion to the number of children, aged 5 to 17, who reside within the State from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) applicable to a family of the size involved for the most recent fiscal year for which satisfactory data are available, compared to the number of such individuals who reside in all such States for that fiscal year.

"(ii) EXCEPTION.—No State receiving an allotment under clause (i) may receive less than ½ of 1 percent of the total excess amount allotted under clause (i).

"(3) REALLOTMENT.—If any State does not apply for an allotment under this subsection for any fiscal year, the Secretary shall reallocate such amount to the remaining States in accordance with this subsection.

**"SEC. 2012. WITHIN-STATE ALLOCATIONS.**

"(a) USE OF FUNDS.—Each State receiving a grant under this subpart shall use the funds provided under the grant in accordance with this section to carry out activities for the improvement of teaching and learning.

"(b) REQUIRED AND AUTHORIZED EXPENDITURES.—

"(1) REQUIRED EXPENDITURES.—The Secretary may make a grant to a State under this subpart only if the State agrees to expend at least 95 percent of the amount of the funds provided under the grant for the purpose of making, in accordance with this part, subgrants to local educational agencies under subpart 3 and subgrants to eligible partnerships under subpart 2.

"(2) AUTHORIZED EXPENDITURES.—A State that receives a grant under this subpart may expend not more than 5 percent of the amount of the funds provided under the grant for one or more of the authorized State activities described in subsection (d) of which percent, the State may use up to 5 percent for planning and administration related to carrying out such activities and making subgrants to local educational agencies under subpart 3).

"(c) DISTRIBUTION OF SUBGRANTS.—

"(1) FORMULA FOR 80 PERCENT OF FUNDS.—

"(A) IN GENERAL.—A State receiving a grant under this subpart shall distribute 80 percent of the amount described in subsection (b)(1) through a formula under which—

"(i) 50 percent is allocated to local educational agencies in accordance with the rel-

ative enrollment in public and private non-profit elementary and secondary schools within the boundaries of such agencies; and

"(ii) 50 percent is allocated to local educational agencies in proportion to the number of children, aged 5 to 17, who reside within the geographic area served by such agency from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))) applicable to a family of the size involved for the most recent fiscal year for which satisfactory data are available, compared to the number of such individuals who reside in the geographic areas served by all the local educational agencies in the State for that fiscal year.

"(B) MINIMUM AMOUNT.—

"(i) IN GENERAL.—For any fiscal year for which a local educational agency would receive under subparagraph (A) an amount that is less than the total amount that the agency received for fiscal year 1999 under—

"(I) section 2203(1)(B) of this Act (as in effect on the day before the date of the enactment of the Teacher Empowerment Act); and

"(II) section 307 of the Department of Education Appropriations Act, 1999,

a State receiving a grant under this subpart shall ensure that the local educational agency receives under this paragraph an amount equal to such total amount.

"(ii) SOURCE OF FUNDS.—Notwithstanding paragraph (2), a State shall use such portion of the funds described in paragraph (2)(A) as may be necessary to pay to a local educational agency the difference between the agency's allotment under subparagraph (A) and the allotment to the agency required under clause (i).

"(2) DISTRIBUTION OF 20 PERCENT OF FUNDS.—

"(A) COMPETITIVE PROCESS.—Subject to subparagraph (C), a State receiving a grant under this subpart shall distribute 20 percent of the amount described in subsection (b)(1) (or such portion of such amount as remains after satisfaction of the requirements in subparagraphs (A) and (B)(ii) of paragraph (1)) through a competitive process that results in an equitable distribution by geographic area within the State.

"(B) PARTICIPANTS.—The competitive process under subparagraph (A) shall be open to local educational agencies and eligible partnerships (as defined in section 2021(d)), except that a State shall give priority to local educational agencies that focus on math, science, or reading professional development programs.

"(C) SUBGRANTS TO ELIGIBLE PARTNERSHIPS.—A State receiving a grant under this subpart shall expend at least 3 percent of the amount described in subparagraph (A) for the purpose of making subgrants to eligible partnerships under subpart 2.

"(d) AUTHORIZED STATE ACTIVITIES.—The authorized State activities referred to in subsection (b)(2) are the following:

"(1) Reforming teacher certification, recertification, or licensure requirements to ensure that—

"(A) teachers have the necessary teaching skills and academic content knowledge in the subject areas in which they are assigned to teach;

"(B) they are aligned with the State's challenging State content standards; and

"(C) teachers have the knowledge and skills necessary to help students meet challenging State student performance standards.

"(2) Carrying out programs that—

"(A) include support during the initial teaching experience, such as mentoring programs that—

“(i) provide mentoring to beginning teachers from veteran teachers with expertise in the same subject matter that the beginning teachers will be teaching;

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

“(iii) use standards or assessments for guiding beginning teachers that are consistent with the State’s student performance standards and with the requirements for professional development activities under section 2033.

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

“(3) Developing and implementing effective mechanisms to assist local educational agencies and schools in effectively recruiting and retaining highly qualified and effective teachers and principals.

“(4) Reforming tenure systems and implementing teacher testing and other procedures to expeditiously remove incompetent and ineffective teachers from the classroom.

“(5) Developing enhanced performance systems to measure the effectiveness of specific professional development programs and strategies.

“(6) Providing technical assistance to local educational agencies consistent with this part.

“(7) Funding projects to promote reciprocity of teacher certification or licensure between or among States, except that no reciprocity agreement developed under this paragraph or developed using funds provided under this part may lead to the weakening of any State teaching certification or licensing requirement.

“(8) Developing or assisting local educational agencies or eligible partnerships (as defined in section 2021(d)) in the development and utilization of proven, innovative strategies to deliver intensive professional development programs that are both cost-effective and easily accessible, such as through the use of technology and distance learning.

“(9) Providing assistance to local educational agencies and eligible partnerships (as defined in section 2021(d)) for the development and implementation of innovative professional development programs that train teachers to use technology to improve teaching and learning and are consistent with the requirements of section 2033.

“(e) COMPONENTS OF ALTERNATIVE ROUTES TO STATE CERTIFICATION PROGRAMS.—To the extent appropriate, programs under subsection (d)(2)(B) shall—

“(1) include strong academic and teaching-related course work that provides teachers with the subject matter and teaching knowledge needed to help students reach the States content standards;

“(2) provide intensive field experience in the form of an internship, or student teaching, under the direct daily supervision of an expert, veteran teacher; and

“(3) provide that, before entry into teaching, candidates must be fully qualified.

“(f) COORDINATION.—States receiving grants under section 202 of the Higher Education Act of 1965 shall coordinate the use of such funds with activities carried out under this section.

“(g) PUBLIC ACCOUNTABILITY.—

“(1) IN GENERAL.—A State that receives a grant under this subpart—

“(A) in the event the State provides public State report cards on education, shall in-

clude in such report cards information on the State’s progress with respect to—

“(i) subject to paragraph (2), improving student academic achievement, as defined by the State;

“(ii) closing academic achievement gaps, as defined by the State, between the groups described in paragraph (2)(A)(i);

“(iii) increasing the percentage of classes in core academic areas taught by fully qualified teachers; and

“(iv) reducing class size; or

“(B) in the event the State provides no such report card, shall publicly report the information described in subparagraph (A) through other means.

“(2) DISAGGREGATED DATA.—The information described in paragraph (1)(A)(i) and section 2013(b)(3)(A) shall be—

“(A) disaggregated—

“(i) by minority and non-minority status and by low-income and non-low-income status; and

“(ii) using assessments consistent with section 1111(b)(3); and

“(B) publicly reported in the form of disaggregated data only when such data are statistically sound.

“SEC. 2013. APPLICATIONS BY STATES.

“(a) IN GENERAL.—To be eligible to receive a grant under this subpart, a State shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may reasonably require.

“(b) CONTENTS.—Each application under this section shall include the following:

“(1) A description of how the State will ensure that a local educational agency receiving a subgrant under subpart 3 will comply with the requirements of such subpart, including the required use of funds for mathematics and science programs, professional development, and hiring teachers to reduce class size.

“(2) A plan to ensure all teachers within the State are fully qualified not later than December 31, 2003.

“(3) An assurance that the State will require each local educational agency and school receiving funds under this title to publicly report their annual progress on the agency’s and the school’s performance indicators in the following:

“(A) Subject to section 2012(f)(2), improving student academic achievement, as defined by the State.

“(B) Closing academic achievement gaps, as defined by the State, between the groups described in section 2012(f)(2)(A)(i).

“(C) Increasing the percentage of classes in core academic areas taught by fully qualified teachers.

“(4) A description of how the State will hold local educational agencies and schools accountable for making annual gains in meeting the performance indicators described in paragraph (3).

“(5) A description of how the State will coordinate professional development activities authorized under this part with professional development activities provided under other Federal, State, and local programs, including those authorized under title I, title III, title IV, part A of title VII, and (where applicable) the Individuals with Disabilities Education Act and the Carl D. Perkins Vocational and Technical Education Act. The application shall also describe the comprehensive strategy that the State will take as part of such coordination effort, to ensure that teachers are trained in the utilization of technology so that technology and its applications are effectively used in the classroom to improve teaching and learning in all curriculum and content areas, as appropriate.

“(6) A description of how the State will encourage the development of proven, innova-

tive strategies to deliver intensive professional development programs that are both cost-effective and easily accessible, such as through the use of technology and distance learning.

“(7) A description of how the State will ensure that local educational agencies will comply with the requirement under section 2033(b)(5), especially with respect to ensuring the participation of teachers and parents.

“(c) APPLICATION SUBMISSION.—A State application submitted to the Secretary under this section shall be approved by the Secretary unless the Secretary makes a written determination, within 90 days after receiving the application, that the application is in violation of the provisions of this Act.

#### “Subpart 2—Subgrants to Eligible Partnerships

“SEC. 2021. PARTNERSHIP GRANTS.

“(a) IN GENERAL.—From the amount described in section 2012(c)(2)(C), the State agency for higher education, working in conjunction with the State educational agency (if such agencies are separate), shall award grants on a competitive basis to eligible partnerships to enable such partnerships to carry out activities described in subsection (b). Such grants shall be equitably distributed by geographic area within the State. Not more than 5 percent of the amount made available to an agency to carry out this subpart may be used for planning and administration.

“(b) USE OF FUNDS.—A recipient of funds under this section shall use the funds for—

“(1) professional development activities in core academic subjects to ensure that teachers have content knowledge in the subjects they teach; and

“(2) developing and providing assistance to local educational agencies and the teachers, principals, and administrators, of public and private schools in each such agency, for sustained, high-quality professional development activities which—

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

“(B) may include intensive programs designed to prepare teachers who will return to their school to provide such instruction to other teachers within such school.

“(c) SPECIAL RULE.—No single participant in an eligible partnership may retain more than 50 percent of the funds made available to the partnership under this section.

“(d) ELIGIBLE PARTNERSHIPS.—As used in this section, the term ‘eligible partnerships’ means an entity that—

“(1) shall include—

“(A) a high-need local educational agency;

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

“(C) an institution that prepares teachers; and

“(2) may include other local educational agencies, a public charter school, a public or private elementary or secondary school, an educational service agency, a public or private nonprofit educational organization, or a business.

“(e) COORDINATION.—Partnerships receiving grants under section 203 of the Higher Education Act of 1965 shall coordinate the use of such funds with any related activities carried out by such partnership with funds made available under this section.

#### “Subpart 3—Subgrants to Local Educational Agencies

“SEC. 2031. LOCAL USE OF FUNDS.

“(a) REQUIRED ACTIVITIES.—

“(1) IN GENERAL.—Each local educational agency that receives a subgrant under this subpart shall use the subgrant to carry out the activities described in this subsection.

“(2) MATHEMATICS AND SCIENCE.—

“(A) IN GENERAL.—Of the amount made available to each local educational agency under this subpart for a fiscal year, the agency shall use not less than the amount expended by the agency under section 2206(b) of this Act (as in effect on the day before the date of the enactment of the Teacher Empowerment Act) for the fiscal year preceding such enactment for professional development activities in mathematics and science in accordance with section 2033.

“(B) WAIVER.—

“(i) APPLICATION.—A local educational agency, in consultation with teachers and principals, may seek a waiver of the requirement in subparagraph (A) from a State in order to allow the local educational agency to use such funds for professional development in academic subjects other than mathematics and science.

“(ii) STANDARD FOR GRANTING.—A State may not approve such a waiver unless the local educational agency is able to demonstrate that—

“(I) the professional development needs of mathematics and science teachers, including elementary teachers responsible for teaching mathematics and science, have been adequately served and will continue to be adequately served if the waiver is approved;

“(II) State assessments in mathematics and science demonstrate that each school within the local educational agency has made and will continue to make progress toward meeting the challenging State or local content standards and student performance standards in these areas; and

“(III) State assessments in other academic subjects demonstrate a need to focus on subjects other than mathematics and science.

“(iii) GRANDFATHER OF OLD WAIVERS.—A waiver provided to a local educational agency under part D of title XIV prior to the date of the enactment of the Teacher Empowerment Act shall be deemed effective until such time as it otherwise would have ceased to be effective.

“(3) PROFESSIONAL DEVELOPMENT ACTIVITIES.—Each local educational agency that receives a subgrant under this subpart shall use a portion of such funds for professional development activities that give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State or local content standards and student performance standards. Such activities shall be consistent with sections 2033 and 2034.

“(4) HIRING AND RETAINING WELL-QUALIFIED AND EFFECTIVE TEACHERS.—

“(A) IN GENERAL.—Each local educational agency that receives a subgrant under this subpart shall use a portion of such funds for recruiting, hiring, and training fully qualified teachers, including teachers fully qualified through State and local alternative routes, in order to reduce class size.

“(B) SPECIAL RULE FOR SPECIAL EDUCATION TEACHERS.—Notwithstanding subparagraph (A), a local educational agency may use some or all of the funds described in such subparagraph to hire special education teachers regardless of whether such action reduces class size.

“(C) WAIVER.—

“(i) APPLICATION.—A local educational agency may seek a waiver of the requirement in subparagraph (A) from a State in order to allow the local educational agency to use such funds for purposes other than hiring teachers in order to reduce class size.

“(ii) STANDARD FOR GRANTING.—A State may not approve such a waiver unless the local educational agency is able to demonstrate that—

“(I) such funds will be used to ensure that all instructional staff have the subject matter knowledge, teaching knowledge, and teaching skills necessary to teach effectively

in the content area or areas in which they provide instruction; or

“(II) an initiative to reduce class size would result in having to rely on underqualified teachers, inadequate classroom space, or would have any other negative consequence affecting the efforts of the local educational agency to improve student academic achievement.

“(b) ALLOWABLE ACTIVITIES.—Each local educational agency that receives a subgrant under this subpart may use the subgrant to carry out the following activities:

“(1) Initiatives to assist recruitment of fully qualified teachers who will be assigned teaching positions within their field, including—

“(A) providing signing bonuses or other financial incentives, such as differential pay, for teachers to teach in academic subject areas in which there exists a shortage of such fully qualified teachers within a school or the local educational agency;

“(B) establishing programs that—

“(i) recruit professionals from other fields and provide such professionals with alternative routes to teacher certification, especially in the areas of mathematics and science; and

“(ii) provide increased opportunities for minorities, individuals with disabilities, and other individuals underrepresented in the teaching profession; and

“(C) implementing hiring policies that ensure comprehensive recruitment efforts as a way to expand the applicant pool, such as through identifying teachers certified through alternative routes, coupled with a system of intensive screening designed to hire the most qualified applicant.

“(2) Initiatives to promote retention of highly qualified teachers and principals including—

“(A) programs that provide mentoring to newly hired teachers, such as from master teachers, and to newly hired principals; or

“(B) programs that provide other incentives, including financial incentives, to retain teachers who have a record of success in helping low-achieving students improve their academic success.

“(3) Programs and activities that are designed to improve the quality of the teacher force, such as—

“(A) innovative professional development programs (which may be through partnerships including institutions of higher education), including programs that train teachers to utilize technology to improve teaching and learning, that are consistent with the requirements of section 2033;

“(B) development and utilization of proven, cost-effective strategies for the implementation of professional development activities, such as through the utilization of technology and distance learning;

“(C) tenure reform;

“(D) merit pay;

“(E) testing of elementary and secondary school teachers in the subject areas taught by such teachers;

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

“(G) professional development programs that provide instruction in how best to discipline children in the classroom and identify early and appropriate interventions to help children described in subparagraph (F) learn; and

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

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

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

“(4) Teacher opportunity payments, consistent with section 2034.

“(5) Professional activities designed to improve the quality of principals.

“SEC. 2032. LOCAL APPLICATIONS.

“(a) IN GENERAL.—A local educational agency seeking to receive a subgrant from a State under this subpart shall submit an application to the State—

“(1) at such time as the State shall require; and

“(2) which is coordinated with other programs under this Act, or other Acts, as appropriate.

“(b) LOCAL APPLICATION CONTENTS.—The local application described in subsection (a), shall include, at a minimum, the following:

“(1) A description of how the local educational agency intends to use funds provided under this subpart, including an assurance that the local educational agency will meet the requirements for the use of funds for mathematics and science programs, professional development, and hiring teachers to reduce class size, under section 2031.

“(2) An assurance that the local educational agency will target funds to schools within the jurisdiction of the local educational agency that—

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

“(B) have the largest average class size; or

“(C) are identified for school improvement under section 1116(c).

“(3) A description of how the local educational agency will coordinate professional development activities authorized under this subpart with professional development activities provided through other Federal, State, and local programs, including those authorized under title I, title III, title IV, part A of title VII, and (where applicable) the Individuals with Disabilities Education Act and the Carl D. Perkins Vocational and Technical Education Act.

“(4) A description of how the local educational agency will integrate funds under this subpart with funds received under title III that are used for professional development to train teachers in how to use technology to improve learning and teaching.

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

“(c) PARENTS’ RIGHT-TO-KNOW.—A local educational agency that receives funds under this subpart shall provide, upon request and in an understandable and uniform format, to any parent of a student attending any school receiving funds under this subpart, information regarding the professional qualifications of the student’s classroom teachers, including, at a minimum, the following:

“(1) Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.

“(2) Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.

“(3) The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field or discipline of the certification or degree.

“SEC. 2033. PROFESSIONAL DEVELOPMENT FOR TEACHERS.

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

“(1) IN GENERAL.—Except as provided in paragraph (2), professional development funds under this subpart may not be provided for a teacher and an activity if the activity is not—

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

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

“(2) EXCEPTION.—Paragraph (1) does not apply to funds for professional development activities that instruct in methods of disciplining children.

“(b) OTHER REQUIREMENTS.—Professional development activities funded under this subpart—

“(1) shall be measured, in terms of progress, using the specific performance indicators established by the State in accordance with section 2013(b)(3);

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

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

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

“(5) shall be developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this part and, with respect to any professional development program described in subparagraphs (F) and (G) of section 2031(b)(3), shall, if appropriate, be developed with extensive coordination with, and participation of, professionals with expertise in such types of professional development; and

“(6) shall, to the extent appropriate, provide training for teachers in the use of technology so that technology and its applications are effectively used in the classroom to improve teaching and learning in the curriculum and academic content areas in which those teachers provide instruction.

“(c) ACCOUNTABILITY.—

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

“(2) TECHNICAL ASSISTANCE.—A local educational agency that has been put on notice pursuant to paragraph (1) may request technical assistance from the State in order to provide the opportunity for such local educational agency to comply with the requirements of subsections (a) and (b).

“(3) REQUIREMENT TO PROVIDE TEACHER OPPORTUNITY PAYMENTS.—A local educational agency that has been put on notice by the State pursuant to paragraph (1) during any 2 consecutive fiscal years shall expend under section 2034 for the succeeding fiscal year a proportion of the amount made available to the agency under this subpart equal to the proportion of such amount expended by the agency on professional development for the second fiscal year in which it was put on notice.

“SEC. 2034. TEACHER OPPORTUNITY PAYMENTS.

“(a) IN GENERAL.—A local educational agency receiving funds under this subpart may (or, in the case of a local educational

agency described in section 2033(c)(3), shall provide funds directly to a teacher or a group of teachers seeking opportunities to participate in a professional development activity of their choice.

“(b) NOTICE TO TEACHERS.—Local educational agencies distributing funds under this section shall establish and implement a timely process through which proper notice of availability of funds will be given to all teachers within schools identified by the agency and shall develop a process whereby teachers will be specifically recommended by principals to participate in such program by virtue of—

“(1) their not being fully qualified to teach in the subject or subjects in which they teach; or

“(2) their need for additional assistance to ensure that their students make progress toward meeting challenging State content standards and student performance standards.

“(c) SELECTION OF TEACHERS.—In the event adequate funding is not available to provide payments under this section to all teachers seeking such assistance, or identified as needing such assistance pursuant to subsection (b), a local educational agency shall establish procedures for selecting teachers which provide a priority for those teachers described in paragraph (1) or (2) of subsection (b).

“(d) ELIGIBLE PROGRAM.—Teachers receiving a payment under this section shall have the choice of attending any professional development program that meets the criteria set forth in subsection (a) or (b) of section 2033.

#### “Subpart 4—National Activities

“SEC. 2041. ALTERNATIVE ROUTES TO TEACHING.

“(a) TEACHER EXCELLENCE ACADEMIES.—

“(1) IN GENERAL.—The Secretary may award grants on a competitive basis to eligible consortia to carry out activities described in this subsection.

“(2) USE OF FUNDS.—

“(A) IN GENERAL.—An eligible consortium receiving funds under this subsection shall use the funds to pay the costs associated with the establishment or expansion of a teacher academy in an elementary or secondary school facility that carries out the activities promoting alternative routes to State teacher certification specified in subparagraph (B), the model professional development activities specified in subparagraph (C), or all such activities.

“(B) PROMOTING ALTERNATIVE ROUTES TO TEACHER CERTIFICATION.—The activities promoting alternative routes to State teacher certification specified in this subparagraph are the design and implementation of a course of study and activities providing an alternative route to State teacher certification that—

“(i) provide opportunities to highly qualified individuals with a baccalaureate degree, including mid-career professionals from other occupations, paraprofessionals, former military personnel, and recent college or university graduates with records of academic distinction;

“(ii) provide stipends, for not more than 2 years, to permit individuals described in clause (i) to participate as student teachers able to fill teaching needs in academic subjects in which there is a demonstrated shortage of teachers;

“(iii) provide for the recruitment and hiring of master teachers to mentor and train student teachers within such academies; and

“(iv) include a reasonable service requirement for individuals completing the alternative certification program established by the consortium.

“(C) MODEL PROFESSIONAL DEVELOPMENT.—The model professional development activi-

ties specified in this subparagraph are activities providing ongoing professional development opportunities for teachers, such as—

“(i) innovative programs and model curricula in the area of professional development which may serve as models to be disseminated to other schools and local educational agencies; and

“(ii) developing innovative techniques for evaluating the effectiveness of professional development programs.

“(3) PRIORITY.—The Secretary shall award not less than one grant to a consortium that—

“(A) includes a high-need local educational agency located in a rural area; and

“(B) proposes the extensive use of distance learning in order to provide the applicable course work to student teachers.

“(4) SPECIAL RULE.—No single participant in an eligible consortium may retain more than 50 percent of the funds made available to the consortium under this subsection.

“(5) APPLICATION.—To be eligible to receive a grant under this subsection, an eligible consortium shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may reasonably require.

“(6) ELIGIBLE CONSORTIUM.—In this subsection, the term ‘eligible consortium’ means a consortium for a State that—

“(A) shall include—

“(i) the State agency responsible for certifying teachers;

“(ii) not less than one high-need local educational agency;

“(iii) a school of arts and sciences; and

“(iv) an institution that prepares teachers; and

“(B) may include local educational agencies, public charter schools, public or private elementary or secondary schools, educational service agencies, public or private nonprofit educational organizations, museums, or businesses.

“(b) CONTINUATION OF TROOPS-TO-TEACHERS PROGRAM.—

“(1) PURPOSE.—It is the purpose of this subsection to authorize the continuation after September 30, 2000, of the teachers and teachers’ aide placement program known as the ‘troops-to-teachers program’, which was established by the Secretary of Defense, and the Secretary of Transportation with respect to the Coast Guard, under section 1151 of title 10, United States Code.

“(2) TRANSFER OF FUNDS TO CONTINUE PROGRAM.—Subject to the requirements of this subsection, the Secretary of Education may provide a transfer of funds to the Defense Activity for Non-Traditional Education Support of the Department of Defense to permit the Defense Activity to carry out the troops-to-teachers program under section 1151 of title 10, United States Code, notwithstanding the termination date specified in subsection (c)(1)(A) of such section.

“(3) DEFENSE AND COAST GUARD CONTRIBUTION.—The Secretary of Education may not make a transfer of funds under paragraph (2) unless the Secretary of Defense, and the Secretary of Transportation with respect to the Coast Guard, agree to cover not less than 25 percent of the costs associated with the activities conducted under the troops-to-teachers program. The contributions may be in the form of in-kind contributions or cash expenditures, which may include the use of private contributions made for purposes of the program.

“SEC. 2042. EISENHOWER NATIONAL CLEARINGHOUSE FOR MATHEMATICS AND SCIENCE EDUCATION.

“The Secretary may award a grant or contract, in consultation with the Director of the National Science Foundation, to continue the Eisenhower National Clearing-

house for Mathematics and Science Education.

**"SEC. 2043. PROFESSIONAL DEVELOPMENT FOR PRINCIPALS AS LEADERS OF SCHOOL REFORM.**

"(a) COMPETITIVE GRANTS.—The Secretary shall award grants on a competitive basis to eligible partnerships—

"(1) consisting of—

"(A) one or more institutions of higher education that provide professional development for principals and other school administrators; and

"(B) one or more local educational agencies; and

"(2) that may include other entities, agencies, or organizations, such as a State educational agency, a State agency for higher education, educational service agencies, or professional organizations of principals and teachers.

"(b) APPLICATION.—

"(1) IN GENERAL.—Any eligible partnership that desires to receive a grant under this section shall submit an application at such time, in such manner, and containing such information as the Secretary may require.

"(2) CONTENTS.—Each such application shall include a description of—

"(A) the activities the partnership will carry out to achieve the purpose of this section;

"(B) how those activities will build on, and be coordinated with, other professional development programs and activities, including activities under title I of this Act and title II of the Higher Education Act of 1965; and

"(C) how principals, teachers, and other interested individuals were involved in developing the application and will be involved in planning and carrying out activities under this section.

"(c) USE OF FUNDS.—An eligible partnership that receives a grant under this section shall use the grant funds to provide professional development to principals and other school administrators to enable them to be effective school leaders and prepare all students to achieve to challenging State content and student performance standards, including professional development relating to—

"(1) leadership skills;

"(2) recruitment, assignment, retention, and evaluation of teachers and other staff;

"(3) effective instructional practices, including the use of technology;

"(4) using smaller classes effectively; and

"(5) parental and community involvement.

**"SEC. 2044. NATIONAL CLEARINGHOUSE FOR TEACHER ENTREPRENEURSHIP.**

"The Secretary may award a grant or contract to an organization or institution with substantial experience in entrepreneurship education to establish and operate a National Clearinghouse for Teacher Entrepreneurship to coordinate professional development opportunities for teachers, collect and disseminate curricular materials, and undertake other activities to encourage teacher interest and involvement in entrepreneurship education, particularly for teachers of grades 7 through 12.

**"SEC. 2045. RURAL TEACHERS.**

"(a) IN GENERAL.—The Secretary may award grants on a competitive basis to rural eligible local educational agencies to carry out activities described in subsection (b).

"(b) USE OF FUNDS.—A rural eligible local educational agency that receives a grant under this section may use such funds to develop incentive programs—

"(1) to recruit and retain qualified teachers; and

"(2) to provide high-quality professional development to teachers.

"(c) APPLICATION.—To be eligible to receive a grant under this section, a rural eligible

local educational agency shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may reasonably require.

"(d) DEFINITIONS.—For purposes of this section:

"(1) METROPOLITAN STATISTICAL AREA.—The term 'metropolitan statistical area' has the meaning given such term by the Bureau of the Census.

"(2) RURAL ELIGIBLE LOCAL EDUCATIONAL AGENCY.—The term 'rural eligible local educational agency' means a local educational agency—

"(A) that is not located in a metropolitan statistical area; and

"(B) in which there is a high percentage of individuals from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))).

**"SEC. 2046. TRANSITION TO TEACHING.**

"(a) PURPOSE.—The purpose of this section is to address the need of high-need local educational agencies for highly qualified teachers in particular subject areas, such as mathematics, science, foreign languages, bilingual education, and special education, needed by those agencies, following the model of the successful teachers placement program known as the 'Troops-to-Teachers program', by recruiting, preparing, placing, and supporting career-changing professionals who have knowledge and experience that will help them become such teachers.

"(b) PROGRAM AUTHORIZED.—

"(1) AUTHORITY.—The Secretary is authorized to use funds appropriated under paragraph (2) for each fiscal year to award grants, contracts, or cooperative agreements to institutions of higher education and public and private nonprofit agencies or organizations to carry out programs authorized by this section.

"(2) AUTHORIZATION OF APPROPRIATIONS.—For the purpose of carrying out this section, there are authorized to be appropriated \$9,000,000 for fiscal year 2000 and such sums as may be necessary for each of fiscal years 2001 through 2004.

"(c) APPLICATION.—Each applicant that desires an award under subsection (b)(1) shall submit an application to the Secretary containing such information as the Secretary requires, including—

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

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

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

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

"(A) the program's goals and objectives;

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

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

"(5) such other information and assurances as the Secretary may require.

"(d) USES OF FUNDS AND PERIOD OF SERVICE.—

"(1) AUTHORIZED ACTIVITIES.—Funds under this section may be used for—

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

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

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

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

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

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

"(3) REPAYMENT.—The Secretary shall establish such requirements as the Secretary determines appropriate to ensure that program participants who receive a training stipend or other financial incentive under paragraph (1)(B), but fail to complete their service obligation under paragraph (2), repay all or a portion of such stipend or other incentive.

"(e) EQUITABLE DISTRIBUTION.—To the extent practicable, the Secretary shall make awards under this section that support programs in different geographic regions of the Nation.

"(f) DEFINITIONS.—As used in this section:

"(1) The term 'high-need local educational agency' has the meaning given such term in section 2061.

"(2) The term 'program participants' means career-changing professionals who—

"(A) hold at least a baccalaureate degree;

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

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

**"Subpart 5—Funding**

**"SEC. 2051. AUTHORIZATION OF APPROPRIATIONS.**

"(a) FISCAL YEAR 2000.—For the purpose of carrying out this part (other than section 2043), there are authorized to be appropriated \$2,019,000,000 for fiscal year 2000, of which \$15,000,000 are authorized to be appropriated to carry out subpart 4 (other than section 2043).

"(b) OTHER FISCAL YEARS.—For the purpose of carrying out this part (other than section 2043), there are authorized to be appropriated such sums as may be necessary for fiscal years 2001 through 2004.

**"Subpart 6—General Provisions**

**"SEC. 2061. DEFINITIONS.**

"For purposes of this part—

"(1) ARTS AND SCIENCES.—The term 'arts and sciences' means—

"(A) when referring to an organizational unit of an institution of higher education, any academic unit that offers one or more academic majors in disciplines or content areas corresponding to the academic subject matter areas in which teachers provide instruction; and

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

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

“(A) when used with respect to a public elementary or secondary school teacher (other than a teacher teaching in a public charter school), means that the teacher has obtained State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing exam and holds a license to teach in such State; and

“(B) when used with respect to —

“(i) an elementary school teacher, means that the teacher holds a bachelor’s degree and demonstrates knowledge and teaching skills in reading, writing, mathematics, science, and other areas of the elementary school curriculum; or

“(ii) a middle or secondary school teacher, means that the teacher holds a bachelor’s degree and demonstrates a high level of competency in all subject areas in which he or she teaches through—

“(I) a high level of performance on a rigorous State or local academic subject areas test; or

“(II) completion of an academic major in each of the subject areas in which he or she provides instruction.

“(3) BEGINNING TEACHER.—The term ‘beginning teacher’ means an educator in a public school who has not yet been teaching 3 full school years.

“(4) HIGH-NEED LOCAL EDUCATIONAL AGENCY.—The term ‘high-need local educational agency’ means a local educational agency that serves an elementary school or secondary school located in an area in which there is—

“(A) a high percentage of individuals from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)));

“(B) a high percentage of secondary school teachers not teaching in the content area in which the teachers were trained to teach; or

“(C) a high teacher turnover rate.

“(5) MENTORING PROGRAM.—The term ‘mentoring program’ means to provide professional support and development, instruction, and guidance to beginning teachers, but does not include a teacher or individual who begins to work in a supervisory position.

“(6) PUBLICLY REPORT.—The term ‘publicly report’, when used with respect to the dissemination of information, means that the information is made widely available to the public, including parents and students, through such means as the Internet and major print and broadcast media outlets.

“(7) SCIENTIFICALLY BASED RESEARCH.—The term ‘scientifically based research’—

“(A) means the application of rigorous, systematic, and objective procedures to obtain valid knowledge relevant to professional development of teachers; and

“(B) shall include research that—

“(i) employs systematic, empirical methods that draw on observation or experiment;

“(ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

“(iii) relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and

“(iv) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.”

(1) NATIONAL WRITING PROJECT.—Section 10992(i) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8332(i)) is amended to read as follows:

“(i) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated for the grant to the National Writing Project, such sums as may be necessary for each of fiscal years 2000 through 2004 to carry out the provisions of this section.”

(2) REFERENCE TO NATIONAL CLEARINGHOUSE FOR MATHEMATICS AND SCIENCE EDUCATION.—Section 13302(1) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8672(1)) is amended by striking “‘2102(b)’” and inserting “‘2042’”.

**SEC. 3. AMENDMENTS RELATING TO READING EXCELLENCE ACT.**

(a) REPEAL OF PART B.—Part B of title II of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6641–6651) is repealed.

(b) READING EXCELLENCE ACT.—

(1) PART HEADING.—Part C of title II of such Act is redesignated as part B and the heading for such part B is amended to read as follows:

**“PART B—READING EXCELLENCE ACT”.**

(2) AUTHORIZATION OF APPROPRIATIONS.—Section 2260(a) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6661(a)) is amended by adding at the end the following:

“(3) FISCAL YEARS 2001 TO 2004.—There are authorized to be appropriated to carry out this part \$260,000,000 for fiscal year 2001 and such sums as may be necessary for fiscal years 2002 through 2004.”

**SEC. 4. GENERAL PROVISIONS.**

(a) IN GENERAL.—Title II of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6601 et seq.) is amended—

(1) by repealing part D;

(2) by redesignating part E as part C; and

(3) by striking sections 2401 and 2402 and inserting the following:

**“SEC. 2401. PROHIBITION ON MANDATORY NATIONAL CERTIFICATION OF TEACHERS.**

“(a) PROHIBITION ON MANDATORY TESTING OR CERTIFICATION.—Notwithstanding any other provision of law, the Secretary is prohibited from using Federal funds to plan, develop, implement, or administer any mandatory national teacher test or certification.

“(b) PROHIBITION ON WITHHOLDING FUNDS.—The Secretary is prohibited from withholding funds from any State or local educational agency if such State or local educational agency fails to adopt a specific method of teacher certification.

**“SEC. 2402. PROVISIONS RELATED TO PRIVATE SCHOOLS.**

“The provisions of sections 14503 through 14506 apply to programs under this title.

**“SEC. 2403. HOME SCHOOLS.**

“Nothing in this title shall be construed to permit, allow, encourage, or authorize any Federal control over any aspect of any private, religious, or home school, whether or not a home school is treated as a private school or home school under State law. This section shall not be construed to bar private, religious, or home schools from participation in programs or services under this title.”

(b) CONFORMING AMENDMENTS.—

(1) DEFINITION OF COVERED PROGRAM.—Section 14101(10)(C) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801(10)(C)) is amended by striking “(other than section 2103 and part D)”.

(2) PRIVATE SCHOOL PARTICIPATION.—Section 14503(b)(1)(B) (20 U.S.C. 8893(b)(1)(B)) of such Act is amended by striking “(other than section 2103 and part D of such title)”.

**SEC. 5. SENSE OF THE CONGRESS.**

It is the sense of the Congress that high quality teachers are an important part of the

development of our children and it is essential that Congress work to ensure that the teachers who instruct our children are of the highest quality possible.

The bill, as amended, was ordered to be engrossed and read a third time, was read a third time by title.

The question being put, viva voce,

Will the House pass said bill?

The SPEAKER pro tempore, Mr. PEASE, announced that the yeas had it.

Mr. GOODLING demanded a recorded vote on passage of said bill, which demand was supported by one-fifth of a quorum, so a recorded vote was ordered.

The vote was taken by electronic device.

It was decided in the

Yeas .....	239
affirmative .....	185
Nays .....	

181.29 [Roll No. 320] AYES—239

Aderholt	Fossella	McKeon
Archer	Fowler	Metcalf
Armey	Franks (NJ)	Mica
Bachus	Frelinghuysen	Miller (FL)
Baker	Gallegly	Miller, Gary
Ballenger	Ganske	Miller, George
Barr	Gekas	Mollohan
Barrett (NE)	Gibbons	Moran (KS)
Bartlett	Gilchrest	Myrick
Barton	Gillmor	Nethercutt
Bass	Gilman	Ney
Bateman	Goode	Northup
Bereuter	Goodlatte	Norwood
Biggert	Goodling	Nussle
Bilirakis	Goss	Ose
Bliley	Graham	Oxley
Blunt	Granger	Packard
Boehkert	Green (WI)	Pease
Boehner	Greenwood	Peterson (MN)
Bonilla	Gutknecht	Petri
Bono	Hall (TX)	Pickering
Boyd	Hansen	Pitts
Brady (TX)	Hastert	Pombo
Bryant	Hastings (WA)	Porter
Burr	Hayes	Portman
Burton	Hayworth	Pryce (OH)
Buyer	Hefley	Quinn
Callahan	Herger	Radanovich
Calvert	Hill (MT)	Ramstad
Camp	Hilleary	Regula
Campbell	Hobson	Reynolds
Canady	Hoekstra	Riley
Cannon	Holt	Rivers
Castle	Horn	Roemer
Chabot	Hostettler	Rogan
Chambliss	Houghton	Rogers
Chenoweth	Hulshof	Rohrabacher
Coble	Hunter	Ros-Lehtinen
Coburn	Hutchinson	Roukema
Collins	Hyde	Royce
Combest	Isakson	Ryan (WI)
Condit	Istook	Ryun (KS)
Cook	Jenkins	Sabo
Cooksey	Johnson, Sam	Salmon
Cox	Jones (NC)	Sanford
Crane	Kasich	Saxton
Cubin	Kelly	Scarborough
Cunningham	Kind (WI)	Schaffer
Davis (FL)	King (NY)	Sensenbrenner
Davis (VA)	Kingston	Sessions
Deal	Knollenberg	Shadegg
DeLay	Kolbe	Shaw
DeMint	Kuykendall	Shays
Diaz-Balart	LaHood	Sherwood
Dickey	Largent	Shimkus
Doggett	Latham	Shuster
Dooley	LaTourette	Simpson
Doolittle	Leach	Skeen
Dreier	Lewis (CA)	Smith (MI)
Duncan	Lewis (KY)	Smith (NJ)
Dunn	Linder	Smith (TX)
Ehlers	Lipinski	Smith (WA)
Ehrlich	LoBiondo	Souder
Emerson	Lucas (OK)	Spence
Eshoo	Manullo	Stearns
Everett	McCollum	Stenholm
Ewing	McCrery	Stump
Fletcher	McHugh	Sununu
Foley	McInnis	Sweeney
Forbes	McIntosh	Talent