

109TH CONGRESS
2^D SESSION

S. 3502

To modernize the education system of the United States, to arm individuals with 21st century knowledge and skills in order to preserve the economic and national security of the United States, and for other purposes.

IN THE SENATE OF THE UNITED STATES

JUNE 13, 2006

Mr. KENNEDY (for himself, Mrs. CLINTON, and Mr. KERRY) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To modernize the education system of the United States, to arm individuals with 21st century knowledge and skills in order to preserve the economic and national security of the United States, and for other purposes.

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

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “New National Defense
5 Education Act of 2006”.

6 **SEC. 2. FINDINGS.**

7 Congress finds the following:

1 (1) Throughout our Nation’s history, the skills
2 and education of our workforce have been a major
3 determinant of the standard of living of the people
4 of the United States.

5 (2) Spurred into action by the launch of Sput-
6 nik, Congress passed the National Defense Edu-
7 cation Act of 1958 (Public Law 85–864, 72 Stat.
8 1580). The law, now nearly 50 years old, declared
9 a national “educational emergency”, and Federal ex-
10 penditures for education more than doubled in the 4
11 years after its passage. The programs authorized
12 under the Act helped the United States to improve
13 rapidly in mathematics, science, engineering, tech-
14 nology, and foreign languages and led to our domi-
15 nance in the arms race and the global economy.

16 (3) Today, our Nation once again faces an
17 international challenge in education: we must con-
18 front a shortage of highly skilled and educated work-
19 ers, especially in mathematics, science, engineering,
20 technology, and critical-need foreign languages. As a
21 percentage of total first university degrees granted,
22 the United States produced fewer graduates in
23 mathematics, science, and engineering in 2002 than
24 the Nation did in 1985. Currently, the United States
25 Government requires 34,000 employees with foreign

1 language skills in 100 languages across more than
2 80 Federal agencies. These trends pose a threat to
3 our national security and our economic security.

4 (4) Student achievement in mathematics and
5 science in elementary school and secondary school
6 lags behind other nations, according to the Trends
7 in International Mathematics and Science study and
8 other studies, including the Programme for Inter-
9 national Student Assessment, that recently ranked
10 United States secondary school students 28th out of
11 40 first- and second-world nations, and tied with
12 Latvia, in mathematics performance and problem
13 solving.

14 (5) According to the most recent National As-
15 sessment of Educational Progress, less than 40 per-
16 cent of the students in grade 4 and 30 percent of
17 the students in grade 8, and only 17 percent of the
18 students in grade 12, reach the proficient level in
19 mathematics, and approximately $\frac{1}{3}$ of the students
20 in grades 4 and 8, and nearly $\frac{1}{2}$ of the students in
21 grade 12, do not reach the basic level in science.

22 (6) A State-by-State comparison of the 2005
23 National Assessment of Educational Progress aver-
24 age scale scores for 8th grade mathematics reveals
25 that 31 States—more than $\frac{1}{2}$ of the States in the

1 Nation—scored more than 10 points (about 1 grade
2 level) below the highest scoring State, Massachu-
3 setts.

4 (7) More than 200,000,000 children in China
5 are studying English, a compulsory subject for all
6 Chinese primary school students. By comparison,
7 only about 24,000 of approximately 54,000,000 ele-
8 mentary and secondary school children in the United
9 States are studying Chinese.

10 (8) There is a significant shortage of trained
11 and qualified mathematics and science teachers in
12 the United States. According to the National Science
13 Board, in 2002, between 17 and 28 percent of public
14 secondary school science teachers (depending on the
15 specific scientific field), and 20 percent of public sec-
16 ondary school mathematics teachers, lacked full cer-
17 tification in their teaching field.

18 (9) More than $\frac{1}{2}$ of the 20 fastest growing oc-
19 cupations require postsecondary degrees in mathe-
20 matics or science. According to the National Science
21 Board, out of more than 15,000,000 college stu-
22 dents, less than 400,000 Americans a year graduate
23 with a bachelor's degree in mathematics, science, en-
24 gineering, or technology. According to the National
25 Science Foundation, only 75,000 American under-

1 graduate students obtain a master's degree in math-
2 ematics, science, engineering, or technology.

3 (10) In a 2002 Government Accountability Of-
4 fice report, the United States Army reported that it
5 was experiencing serious shortfalls of translators and
6 interpreters in 5 of its 6 critical languages: Arabic,
7 Korean, Mandarin Chinese, Persian-Farsi, and Rus-
8 sian. According to the Modern Language Associa-
9 tion, enrollment in foreign languages declined from
10 16 percent of college students in 1965 to 8 percent
11 in 1974, rebounding to just 8.6 percent in 2002.
12 Less commonly taught languages accounted for only
13 12 percent of all language enrollments. This means
14 that 1 percent of American undergraduate students
15 are studying these critical languages.

16 (11) In 2002, 79 percent of Americans agreed
17 that students should have a study-abroad experience
18 sometime during college. Only 1 percent of all
19 United States undergraduate students studied
20 abroad in the 2001–2002 school year.

21 (12) The Government Accountability Office es-
22 timates that the number of students enrolled in
23 science, technology, engineering, or mathematics
24 doctoral degree programs at United States institu-
25 tions of higher education declined from 217,395 dur-

1 ing the 1995–1996 academic year to 198,504 during
2 the 2003–2004 academic year.

3 (13) The extent of this crisis requires a coordi-
4 nated Federal response and an increased Federal in-
5 vestment in programs of the Department of Edu-
6 cation and the National Science Foundation.

7 **TITLE I—MODERNIZING**
8 **AMERICA’S EDUCATION SYSTEM**
9 **Subtitle A—Prekindergarten**
10 **Through Grade 16 Education**

11 **SEC. 111. PURPOSES.**

12 The purposes of this subtitle are the following:

13 (1) To ensure students receive an education
14 competitive with other industrialized countries.

15 (2) To assist States in improving the rigor of
16 standards and assessments.

17 (3) To provide for the establishment of pre-
18 kindergarten through grade 16 student preparedness
19 councils to better link early childhood education and
20 school readiness with elementary school success, ele-
21 mentary student skills with success in secondary
22 school, and secondary student skills and curricula,
23 especially with respect to reading, mathematics, and
24 science, with the demands of higher education, the

1 21st century workforce, and the Armed Forces, in
 2 order to—

3 (A) ensure that greater number of stu-
 4 dents, especially low-income and minority stu-
 5 dents, complete secondary school with the
 6 coursework and skills necessary to enter—

7 (i) credit-bearing coursework in higher
 8 education without the need for remedi-
 9 ation;

10 (ii) high-paying employment in the
 11 21st century workforce; or

12 (iii) the Armed Forces.

13 (4) To establish a system that encourages local
 14 educational agencies to adopt a curriculum that
 15 meets State academic content standards and student
 16 academic achievement standards and prepares all
 17 students for success in elementary school, secondary
 18 school, and post-secondary endeavors in the 21st
 19 century.

20 **SEC. 112. DEFINITIONS.**

21 In this subtitle:

22 (1) IN GENERAL.—The terms “elementary
 23 school”, “limited English proficient”, “local edu-
 24 cational agency”, “scientifically based research”,
 25 “secondary school”, “Secretary”, and “State edu-

1 cational agency” have the meanings given such
2 terms in section 9101 of the Elementary and Sec-
3 ondary Education Act of 1965 (20 U.S.C. 7801).

4 (2) ACADEMIC CONTENT STANDARDS; STUDENT
5 ACADEMIC ACHIEVEMENT STANDARDS.—The terms
6 “academic content standards” and “student aca-
7 demic achievement standards”, when used with re-
8 spect to a particular State, mean the academic con-
9 tent standards and student academic achievement
10 standards adopted by a State under section
11 1111(b)(1) of the Elementary and Secondary Edu-
12 cation Act of 1965 (20 U.S.C. 6311(b)(1)).

13 (3) 21ST CENTURY CURRICULUM.—The term
14 “21st century curriculum” means a course of study
15 identified by a State as preparing secondary school
16 students for entrance into credit-bearing coursework
17 in higher education without the need for remedi-
18 ation, employment in the 21st century workforce, or
19 entrance into the Armed Forces. A State shall define
20 the 21st century curriculum in terms of content as
21 well as course names.

22 (4) END OF COURSE EXAMINATION.—The term
23 “end of course examination” means an assessment
24 of student learning given at the end of a particular
25 course that is used to measure student learning of

1 State academic content standards in the subject
2 matter of the course.

3 (5) GRADUATION RATE.—The term “graduation
4 rate” means the percentage of students who grad-
5 uate from secondary school with a regular diploma
6 in the standard number of years.

7 (6) INSTITUTION OF HIGHER EDUCATION.—The
8 term “institution of higher education” has the
9 meaning given the term in section 101(a) of the
10 Higher Education Act of 1965 (20 U.S.C. 1001(a)).

11 (7) PROFESSIONAL DEVELOPMENT.—The term
12 “professional development” includes activities that—

13 (A) improve and increase teachers’ knowl-
14 edge of the academic subjects the teachers
15 teach, and enable teachers to become highly
16 qualified;

17 (B) are an integral part of broad edu-
18 cational improvement plans across the school
19 and across the local educational agency;

20 (C) give teachers, principals, and adminis-
21 trators the knowledge and skills to provide stu-
22 dents with the opportunity to meet the State
23 academic content standards and student aca-
24 demic achievement standards and the 21st cen-
25 tury curriculum demands;

1 (D) are high-quality, sustained, intensive,
2 and classroom-focused, in order to have a posi-
3 tive and lasting effect on classroom instruction
4 and the teacher's performance in the classroom;

5 (E) advance teacher understanding of ef-
6 fective instructional strategies that are based on
7 scientifically based research and are directly
8 aligned with the State academic content stand-
9 ards and State assessments;

10 (F) are designed to give teachers the
11 knowledge and skills to provide instruction and
12 appropriate language and academic support
13 services to limited English proficient students
14 and students with special needs, including the
15 appropriate use of curricula and assessments;

16 (G) are, as a whole, regularly evaluated for
17 their impact on increased teacher effectiveness
18 and improved student academic achievement,
19 with the findings of the evaluations used to im-
20 prove the quality of professional development;
21 and

22 (H) include instruction in the use of data
23 and assessments to inform and instruct class-
24 room practice.

1 (8) STATE.—The term “State” means each of
2 the several States of the United States, the District
3 of Columbia, the Commonwealth of Puerto Rico, the
4 United States Virgin Islands, Guam, American
5 Samoa, the Commonwealth of the Northern Mariana
6 Islands, the Republic of the Marshall Islands, the
7 Federated States of Micronesia, and the Republic of
8 Palau.

9 (9) STATE ASSESSMENT.—The term “State as-
10 sessment”, when used with respect to a particular
11 State, means the student academic assessments im-
12 plemented by the State pursuant to section
13 1111(b)(3) of the Elementary and Secondary Edu-
14 cation Act of 1965 (20 U.S.C. 6311(b)(3)).

15 (10) STUDENT PREPAREDNESS.—The term
16 “student preparedness” means preparedness based
17 on the knowledge and skills that—

- 18 (A) are prerequisites for entrance into—
- 19 (i) credit-bearing coursework in higher
 - 20 education without the need for remedi-
 - 21 ation;
 - 22 (ii) the 21st century workforce; and
 - 23 (iii) the Armed Forces;

1 (B) can be measured and verified objec-
2 tively using widely accepted professional assess-
3 ment standards; and

4 (C) are consistent with widely accepted
5 professional assessment standards and competi-
6 tive with international levels of preparedness of
7 students for postsecondary success.

8 **SEC. 113. ALIGNING STATE STANDARDS WITH NATIONAL**
9 **BENCHMARKS.**

10 (a) REPORT ON RESULTS OF STATE ASSESSMENTS
11 AND NATIONAL ASSESSMENT.—Not later than 90 days
12 after each release of the results of the National Assess-
13 ment of Educational Progress (as carried out under sec-
14 tion 303(b)(2) of the National Assessment of Educational
15 Progress Authorization Act (20 U.S.C. 9622(b)(2)) and
16 section 1111(c)(2) of the Elementary and Secondary Edu-
17 cation Act of 1965 (20 U.S.C. 6311(c)(2)) in reading or
18 mathematics (or, beginning in 2009, science) in grades 4
19 and 8, the Secretary shall—

20 (1) prepare and submit to Congress the report
21 described in subsection (b) on the results of the
22 State assessments and the assessments of reading
23 and mathematics, and, beginning in 2009, science,
24 in grades 4 and 8, required under section 1111(c)(2)

1 of the Elementary and Secondary Education Act of
2 1965; and

3 (2) identify States with significant discrepancies
4 in performance between the 2 assessments, as de-
5 scribed in subsection (b)(3).

6 (b) CONTENTS OF REPORT.—

7 (1) IN GENERAL.—The report described in this
8 subsection shall include the following information for
9 each subject area and grade described in subsection
10 (a)(1) in each State:

11 (A) The percentage of students who per-
12 formed at or above the basic level on the State
13 assessment—

14 (i) for the most recent applicable year;

15 (ii) for the preceding year; and

16 (iii) for the previous year in which the
17 assessment required under section
18 1111(c)(2) of the Elementary and Sec-
19 ondary Education Act of 1965 was given
20 in such subject,

21 and the change in such percentages between
22 those assessments.

23 (B) The percentage of students who per-
24 formed at or above the proficient level on the
25 State assessment—

- 1 (i) for the most recent applicable year;
2 (ii) for the preceding year; and
3 (iii) for the previous year in which the
4 assessment required under section
5 1111(c)(2) of the Elementary and Sec-
6 ondary Education Act of 1965 was given
7 in such subject,
8 and the change in such percentages between
9 those assessments.

10 (C) The percentage of students who per-
11 formed at or above the basic level on the assess-
12 ment required under section 1111(c)(2) of the
13 Elementary and Secondary Education Act of
14 1965—

- 15 (i) for the most recent applicable year;
16 and
17 (ii) for the previous such assessment,
18 and the change in such percentages between
19 those assessments.

20 (D) The percentage of students who per-
21 formed at or above the proficient level on the
22 assessment required under section 1111(c)(2)
23 of the Elementary and Secondary Education
24 Act of 1965—

1 (i) for the most recent applicable year;

2 and

3 (ii) for the previous such assessment,

4 and the change in such percentages between

5 those assessments.

6 (E) The difference between—

7 (i) the percentage of students who

8 performed at or above the basic level for

9 the most recent applicable year on the as-

10 sessment required under section

11 1111(c)(2) of the Elementary and Sec-

12 ondary Education Act of 1965; and

13 (ii) the percentage of students who

14 performed at or above the basic level on

15 the State assessment for such year.

16 (F) The difference between—

17 (i) the percentage of students who

18 performed at or above the proficient level

19 for the most recent applicable year on the

20 assessment required under section

21 1111(c)(2) of the Elementary and Sec-

22 ondary Education Act of 1965; and

23 (ii) the percentage of students who

24 performed at or above the proficient level

25 on the State assessment for such year.

1 (2) ANALYSIS.—In addition to the information
2 described in paragraph (1), the Secretary shall in-
3 clude in the report—

4 (A) an analysis of how the achievement of
5 students in grades 4, 8, and 12, and the pre-
6 paredness of students in grade 12 (when such
7 data on preparedness exists from assessments
8 described in section 303 of the National Assess-
9 ment of Educational Progress Authorization
10 Act), in the United States compares to the
11 achievement and preparedness of students in
12 other industrialized countries; and

13 (B) possible reasons for any deficiencies
14 identified in the achievement or preparedness of
15 United States students compared to students in
16 other industrialized countries.

17 (3) RANKING.—The Secretary shall—

18 (A) using the information described in
19 paragraph (1), rank the States according to the
20 degree to which student performance on State
21 assessments differs from performance on the
22 assessments required under section 1111(e)(2)
23 of the Elementary and Secondary Education
24 Act of 1965; and

1 (B) identify those States with the most
2 significant discrepancies in performance be-
3 tween the State assessments and the assess-
4 ments required under section 1111(c)(2) of the
5 Elementary and Secondary Education Act of
6 1965.

7 (c) REPORT ON STATE PROGRESS.—Beginning 5
8 years after the date of enactment of this Act, the Sec-
9 retary shall include in the report described in subsection
10 (a)(1) the following:

11 (1) Information about the progress made by
12 States to decrease discrepancies in student perform-
13 ance on the State assessments and the assessments
14 required under section 1111(c)(2) of the Elementary
15 and Secondary Education Act of 1965.

16 (2) The differences that exist in States across
17 subject areas and grades.

18 **SEC. 114. NATIONAL ASSESSMENT OF EDUCATIONAL**
19 **PROGRESS CHANGES.**

20 (a) NATIONAL ASSESSMENT GOVERNING BOARD.—
21 Section 302 of the National Assessment of Educational
22 Progress Authorization Act (20 U.S.C. 9621) is amend-
23 ed—

1 (1) in subsection (a), by striking “shall formu-
2 late” and all that follows through the period at the
3 end and inserting “shall—

4 “(1) formulate policy guidelines for the Na-
5 tional Assessment of Educational Progress (carried
6 out under section 303); and

7 “(2) carry out, upon the request of a State, an
8 alignment analysis (under section 304) comparing a
9 State’s academic content standards and student aca-
10 demic achievement standards adopted under section
11 1111(b)(1) of the Elementary and Secondary Edu-
12 cation Act of 1965, assessment specifications, as-
13 sessment questions, and performance standards with
14 national benchmarks reflected in the assessments
15 authorized under this Act.”;

16 (2) in subsection (b)(1), by adding at the end
17 the following:

18 “(O) One representative of the Armed
19 Forces with expertise in military personnel re-
20 quirements and military preparedness, who
21 shall serve as an ex-officio, nonvoting mem-
22 ber.”;

23 (3) in subsection (c), by striking paragraph (4);

24 (4) in subsection (e)—

25 (A) in paragraph (1)—

1 (i) in subparagraph (B), by inserting
2 “and grade 12 student preparedness lev-
3 els” after “achievement levels”;

4 (ii) in subparagraph (D), by inserting
5 “members of the business and military
6 communities,” after “parents,”;

7 (iii) in subparagraph (E), by inserting
8 “and” after “subject matter,”;

9 (iv) by redesignating subparagraphs
10 (G), (H), (I), and (J) as subparagraphs
11 (H), (I), (K), and (L), respectively;

12 (v) by inserting after subparagraph
13 (F) the following:

14 “(G) consistent with section 303, measure
15 grade 12 student preparedness;”;

16 (vi) by inserting after subparagraph
17 (I) (as redesignated by clause (iv)) the fol-
18 lowing:

19 “(J) ensure the rigor of the National As-
20 sessment of Educational Progress framework
21 and assessments, taking into consideration—

22 “(i) the knowledge and skills that are
23 prerequisite to credit-bearing coursework
24 in higher education without the need for

1 remediation, the 21st century workforce,
2 and the Armed Forces; and

3 “(ii) rigorous international content
4 and performance standards, and how the
5 achievement of students in grades 4, 8,
6 and 12, and the preparedness of students
7 in grade 12, in the United States compare
8 to the achievement and the preparedness of
9 students in other industrialized coun-
10 tries;”;

11 (vii) in subparagraph (K) (as redesign-
12 nated by clause (iv)), by striking “and”
13 after the semicolon;

14 (viii) in subparagraph (L) (as redesign-
15 nated by clause (iv)), by striking the period
16 and inserting “; and”;

17 (ix) by inserting after subparagraph
18 (L) the following:

19 “(M) conduct an alignment analysis as de-
20 scribed in section 304 for each State that re-
21 quests such analysis.”; and

22 (x) in the flush matter at the end—

23 (I) by inserting “for an assess-
24 ment” after “data”;

1 (II) by inserting “Assessment
2 Board’s” after “prior to the”; and

3 (III) by striking “(J)” and in-
4 serting “(L)”;

5 (B) in paragraph (4), by inserting “of
6 Educational Progress” after “National Assess-
7 ment”;

8 (C) in paragraph (5), in the paragraph
9 heading, by inserting “ADVICE” after “TECH-
10 NICAL”; and

11 (D) in paragraph (6), by inserting “or
12 grade 12 student preparedness levels” after
13 “student achievement levels”; and

14 (5) in subsection (g)(1), by inserting “of Edu-
15 cational Progress” after “National Assessment”.

16 (b) NATIONAL ASSESSMENT OF EDUCATIONAL
17 PROGRESS.—Section 303 of the National Assessment of
18 Educational Progress Authorization Act (20 U.S.C. 9622)
19 is amended—

20 (1) in subsection (b)—

21 (A) in the subsection heading, by striking
22 “PURPOSE” and inserting “PURPOSES”;

23 (B) by striking paragraph (1) and insert-
24 ing the following:

1 “(1) PURPOSES.—The purposes of this section
2 are—

3 “(A) to provide, in a timely manner, a fair
4 and accurate measurement of student achieve-
5 ment and grade 12 student preparedness in
6 reading, mathematics, science, and other sub-
7 ject matter as specified in this section; and

8 “(B) to report trends in student achieve-
9 ment and grade 12 student preparedness in
10 reading, mathematics, science, and other sub-
11 ject matter as specified in this section.”;

12 (C) in paragraph (2)—

13 (i) in subparagraph (B), by striking
14 “reading and mathematics” and inserting
15 “reading, mathematics, and science”;

16 (ii) by striking subparagraph (C) and
17 inserting the following:

18 “(C) conduct a national assessment and
19 collect and report assessment data, including
20 achievement and student preparedness data
21 trends, in a valid and reliable manner on stu-
22 dent academic achievement and student pre-
23 paredness in public and private schools in read-
24 ing, mathematics, and science at least once
25 every 2 years in grade 12;”;

1 (iii) in subparagraph (D)—

2 (I) by striking “subparagraph
3 (B) are implemented and the require-
4 ments described in subparagraph (C)
5 are met,” and inserting “subpara-
6 graphs (B) and (C) are imple-
7 mented,”; and

8 (II) by striking “science,”;

9 (iv) in subparagraph (E)—

10 (I) by striking “reading and
11 mathematics” and inserting “reading,
12 mathematics, and science”; and

13 (II) by striking “subparagraph
14 (B)” and inserting “subparagraphs
15 (B) and (C)”; and

16 (v) in subparagraph (H), by striking
17 “achievement data” and inserting “student
18 achievement data and grade 12 student
19 preparedness data”;

20 (D) in paragraph (3)—

21 (i) in subparagraph (A)—

22 (I) in clause (i), by striking
23 “reading and mathematics” and in-
24 serting “reading, mathematics, and
25 science”;

- 1 (II) in clause (ii)—
2 (aa) by inserting “and grade
3 12 student preparedness” after
4 “achievement”; and
5 (bb) by striking “reading
6 and mathematics” and inserting
7 “reading, mathematics, and
8 science”; and
9 (III) in clause (iv), by striking
10 “an evaluation” and inserting “a re-
11 view”; and
12 (ii) in subparagraph (C)(ii), by strik-
13 ing “reading and mathematics” and insert-
14 ing “reading, mathematics, and science”;
15 (E) in paragraph (4)(B), by striking “, re-
16 quire, or influence” and inserting “or require”;
17 and
18 (F) in paragraph (5)(B), by striking “aca-
19 demic achievement” and inserting “academic
20 achievement or grade 12 student prepared-
21 ness”;
22 (2) in subsection (c)(3)(A), by striking “aca-
23 demic achievement” and inserting “academic
24 achievement or grade 12 preparedness”;
25 (3) in subsection (d)(3)—

1 (A) in subparagraph (A), by striking
2 “reading and mathematics in grades 4 and 8”
3 and inserting “reading, mathematics, and
4 science in grades 4 and 8”; and

5 (B) in subparagraph (B), by striking
6 “reading and mathematics assessments in
7 grades 4 and 8” and inserting “reading, mathe-
8 matics, and science assessments in grades 4
9 and 8”;

10 (4) in subsection (e)—

11 (A) in the subsection heading, by inserting
12 “AND GRADE 12 STUDENT PREPAREDNESS
13 LEVELS” after “LEVELS”;

14 (B) in paragraph (1)—

15 (i) by striking the paragraph heading
16 and inserting “DEVELOPMENT.—”; and

17 (ii) by inserting “, and develop grade
18 12 student preparedness levels” after
19 “subsection (b)(2)(F)”;

20 (C) in paragraph (2)—

21 (i) by striking subparagraph (A) and
22 inserting the following:

23 “(A) STUDENT ACHIEVEMENT AND GRADE
24 12 PREPAREDNESS LEVELS.—

1 “(i) STUDENT ACHIEVEMENT LEV-
2 ELS.—The student achievement levels de-
3 scribed in paragraph (1) shall be deter-
4 mined by—

5 “(I) identifying the knowledge
6 and skills that—

7 “(aa) are prerequisite to
8 credit-bearing coursework in
9 higher education without the
10 need for remediation in English,
11 mathematics, or science, partici-
12 pation in the 21st century work-
13 force, and the Armed Forces or,
14 in the case of grade 4 and grade
15 8 students, are prerequisite to
16 grade 12 preparedness;

17 “(bb) are competitive with
18 rigorous international content
19 and performance standards; and

20 “(cc) can be measured and
21 verified objectively using widely
22 accepted professional assessment
23 standards; and

24 “(II) developing student achieve-
25 ment levels that are—

1 “(aa) based on the knowl-
2 edge and skills identified in sub-
3 clause (I);

4 “(bb) based on the appro-
5 priate level of subject matter
6 knowledge for the grade levels to
7 be assessed, or the age of the
8 students, as the case may be; and

9 “(cc) consistent with rel-
10 evant widely accepted profes-
11 sional assessment standards.

12 “(ii) GRADE 12 STUDENT PREPARED-
13 NESS LEVELS.—The grade 12 student pre-
14 paredness levels described in paragraph (1)
15 shall be determined by—

16 “(I) identifying the knowledge
17 and skills that—

18 “(aa) are prerequisite to
19 credit-bearing coursework in
20 higher education without the
21 need for remediation in English,
22 mathematics, or science, partici-
23 pation in the 21st century work-
24 force, and the Armed Forces;

1 “(bb) are competitive with
2 rigorous international content
3 and performance standards; and

4 “(cc) can be measured and
5 verified objectively using widely
6 accepted professional assessment
7 standards; and

8 “(II) developing grade 12 student
9 preparedness levels that are—

10 “(aa) based on the knowl-
11 edge and skills identified in sub-
12 clause (I); and

13 “(bb) consistent with widely
14 accepted professional assessment
15 standards.”; and

16 (ii) in subparagraph (C), by striking
17 “achievement levels” and inserting “stu-
18 dent achievement levels and grade 12 stu-
19 dent preparedness levels”;

20 (D) in paragraph (3)—

21 (i) by striking “After determining
22 that such levels” and inserting “After de-
23 termining that the student achievement
24 levels and grade 12 student preparedness
25 levels”; and

1 (ii) by striking “an evaluation” and
2 inserting “a review”; and

3 (E) in paragraph (4), by inserting “or
4 grade 12 student preparedness levels” after
5 “achievement levels”; and

6 (5) in subsection (f)(1)—

7 (A) in subparagraph (A), by inserting
8 “and grade 12 student preparedness levels”
9 after “student achievement levels”; and

10 (B) in subparagraph (B)—

11 (i) in clause (i), by inserting “or
12 grade 12 student preparedness” after
13 “achievement”;

14 (ii) in clause (ii), by inserting “and
15 grade 12 student preparedness levels”
16 after “achievement levels”;

17 (iii) by striking clause (iii) and insert-
18 ing the following:

19 “(iii) whether any authorized assess-
20 ment is being administered as a random
21 sample and is reporting the trends in stu-
22 dent achievement or grade 12 student pre-
23 paredness in a valid and reliable manner in
24 the subject areas being assessed;”;

1 (iv) in clause (iv), by striking “and”
2 after the semicolon;

3 (v) in clause (v), by striking “and
4 mathematical knowledge.” and inserting
5 “and mathematical knowledge and sci-
6 entific knowledge; and”; and

7 (vi) by adding at the end the fol-
8 lowing:

9 “(vi) whether the appropriate author-
10 ized assessments are measuring, consistent
11 with this section, the preparedness of stu-
12 dents in grade 12 in the United States for
13 entry into—

14 “(I) credit-bearing coursework in
15 higher education without the need for re-
16 mediation in English, mathematics, or
17 science;

18 “(II) the 21st century workforce; and

19 “(III) the Armed Forces.”.

20 (c) NATIONAL BENCHMARKS.—The National Assess-
21 ment of Educational Progress Authorization Act (20
22 U.S.C. 9621 et seq.) is amended—

23 (1) by redesignating sections 304 and 305 as
24 sections 305 and 306, respectively; and

25 (2) by inserting after section 303 the following:

1 **“SEC. 304. NATIONAL BENCHMARKS.**

2 “(a) PURPOSES.—The purposes of this section are—

3 “(1) to encourage the coordination of, and con-
4 sistency between—

5 “(A) a State’s academic content standards
6 and student academic achievement standards
7 adopted under section 1111(b)(1) of the Ele-
8 mentary and Secondary Education Act of 1965,
9 assessment specifications, and assessment ques-
10 tions; and

11 “(B) national benchmarks, as reflected in
12 the National Assessment of Educational
13 Progress;

14 “(2) to assist States in increasing the rigor of
15 their State academic content standards, student aca-
16 demic achievement standards, assessment specifica-
17 tions, and assessment questions, to ensure that such
18 are competitive with rigorous national and inter-
19 national benchmarks; and

20 “(3) to improve the instruction and academic
21 achievement of students, beginning in the early
22 grades, to ensure that secondary school graduates
23 are well-prepared to enter—

24 “(A) credit-bearing coursework in higher
25 education without the need for remediation;

26 “(B) the 21st century workforce; or

1 “(C) the Armed Forces.

2 “(b) ALIGNMENT ANALYSIS.—

3 “(1) IN GENERAL.—When the chief State
4 school officer of a State identifies a need for, and re-
5 quests the Assessment Board to conduct, an align-
6 ment analysis for the State in reading, mathematics,
7 or science in grades 4 and 8, the Assessment Board
8 shall perform an alignment analysis of the State’s
9 academic content standards and student academic
10 achievement standards adopted under section
11 1111(b)(1) of the Elementary and Secondary Edu-
12 cation Act of 1965 (20 U.S.C. 6311(b)(1)), assess-
13 ment specifications, and assessment questions, for
14 the identified subject in grades 4 and 8. Such anal-
15 ysis shall begin not later than 180 days after the
16 alignment analysis is requested.

17 “(2) ASSESSMENT BOARD RESPONSIBILITIES.—

18 As part of the alignment analysis, the Assessment
19 Board shall—

20 “(A) identify the differences between the
21 State’s academic content standards and student
22 academic achievement standards, assessment
23 specifications, and assessment questions for the
24 subject identified by the State, and national
25 benchmarks reflected in the National Assess-

1 ment of Educational Progress in such subject in
2 grades 4 and 8;

3 “(B) at the State’s request, recommend
4 steps for, and policy questions such State
5 should consider regarding, the alignment of the
6 State’s academic content standards and student
7 academic achievement standards in the identi-
8 fied subject, with national benchmarks reflected
9 in the National Assessment of Educational
10 Progress in such subject in grades 4 and 8; and

11 “(C) at the State’s request, and in con-
12 junction with a State prekindergarten through
13 grade 16 student preparedness council estab-
14 lished under section 115 of the New National
15 Defense Education Act of 2006, assist in the
16 development of a plan described in section
17 115(e)(1)(C) of such Act.

18 “(3) CONTRACT.—At the discretion of the As-
19 sessment Board, the Assessment Board may enter
20 into a contract with an entity that possesses the
21 technical expertise to conduct the analysis described
22 in this subsection.

23 “(4) STATE PANEL.—The chief State school of-
24 ficer of a State participating in an alignment anal-
25 ysis described in this subsection shall appoint a

1 panel of not less than 6 individuals to partner with
2 the Assessment Board in conducting the alignment
3 analysis. Such panel—

4 “(A) shall include—

5 “(i) local and State curriculum ex-
6 perts;

7 “(ii) relevant content and pedagogy
8 experts, including representatives of enti-
9 ties with widely accepted national edu-
10 cational standards and assessments; and

11 “(iii) not less than 1 entity that pos-
12 sesses the technical expertise to assist the
13 State in implementing standards-based re-
14 form, which may be the same entity with
15 which the Assessment Board contracts to
16 conduct the analysis under paragraph (3);
17 and

18 “(B) may include other State and local
19 representatives and representatives of organiza-
20 tions with relevant expertise.”.

21 (d) DEFINITION OF SECRETARY.—Section 305 of the
22 National Assessment of Educational Progress Authoriza-
23 tion Act (as redesignated by subsection (c)(1)) is amend-
24 ed—

1 (1) by redesignating paragraph (2) as para-
2 graph (3); and

3 (2) by inserting after paragraph (1) the fol-
4 lowing:

5 “(2) SECRETARY.—The term ‘Secretary’ means
6 the Secretary of Education.”.

7 (e) AUTHORIZATION OF APPROPRIATIONS.—Section
8 306(a) of the National Assessment of Educational
9 Progress Authorization Act (as redesignated by subsection
10 (c)(1)) is amended—

11 (1) by striking paragraph (1) and inserting the
12 following:

13 “(1) for fiscal year 2007—

14 “(A) \$7,500,000 to carry out section 302;

15 “(B) \$200,000,000 to carry out section
16 303; and

17 “(C) \$10,000,000 to carry out section 304;
18 and”;

19 (2) in paragraph (2)—

20 (A) by striking “5 succeeding” and insert-
21 ing “4 succeeding”; and

22 (B) by striking “and 303, as amended by
23 section 401 of this Act” and inserting “, 303,
24 and 304”.

25 (f) CONFORMING CHANGES AND AMENDMENTS.—

1 (1) CONFORMING CHANGES TO THE ELEMEN-
2 TARY AND SECONDARY EDUCATION ACT OF 1965.—

3 (A) STATE PLANS.—Section 1111(c)(2) of
4 the Elementary and Secondary Education Act
5 of 1965 (20 U.S.C. 6311(c)(2)) is amended by
6 striking “and mathematics” and inserting “,
7 mathematics, and science”.

8 (B) LOCAL EDUCATIONAL AGENCY
9 PLANS.—Section 1112(b)(1)(F) of the Elemen-
10 tary and Secondary Education Act of 1965 (20
11 U.S.C. 6312(b)(1)(F)) is amended by striking
12 “reading and mathematics” and inserting
13 “reading, mathematics, and science”.

14 (2) CONFORMING AMENDMENT.—Section
15 113(a)(1) of the Education Sciences Reform Act of
16 2002 (20 U.S.C. 9513(a)(1)) is amended by striking
17 “section 302(e)(1)(J)” and inserting “section
18 302(e)(1)(L)”.

19 **SEC. 115. PREKINDERGARTEN THROUGH GRADE 16 STU-**
20 **DENT PREPAREDNESS COUNCIL GRANTS.**

21 (a) PROGRAM AUTHORIZED.—

22 (1) IN GENERAL.—From amounts appropriated
23 under subsection (g) for a fiscal year, the Secretary
24 is authorized to award, on a competitive basis,
25 grants to States for the purpose of allowing the

1 States to establish State prekindergarten through
2 grade 16 student preparedness councils (referred to
3 in this section as “councils”) that—

4 (A) convene stakeholders within the State
5 and create a forum for identifying and delib-
6 erating on educational issues that cut across
7 prekindergarten through grade 12 education
8 and higher education, and transcend any single
9 system of education’s ability to address;

10 (B) develop and implement a plan for im-
11 proving the rigor of a State’s academic content
12 standards, student academic achievement stand-
13 ards, assessment specifications, and assessment
14 questions as necessary, to ensure such stand-
15 ards and assessments meet national and inter-
16 national benchmarks as reflected in the assess-
17 ments required under section 303(b)(2) of the
18 National Assessment of Educational Progress
19 Authorization Act (20 U.S.C. 9622(b)(2)) or as
20 defined by the council as necessary for success
21 in credit-bearing coursework in higher edu-
22 cation without the need for remediation, the
23 21st century workforce, or the Armed Forces;

1 (C) inform the design and implementation
2 of integrated prekindergarten through grade 16
3 data systems, which—

4 (i) will allow the State to track the
5 progress of individual students from pre-
6 kindergarten through grade 12 and into
7 higher education; and

8 (ii) shall be capable of being linked
9 with appropriate databases on service in
10 the Armed Forces and participation in the
11 21st century workforce; and

12 (D) shall develop challenging—

13 (i) school readiness standards;

14 (ii) curricula for elementary schools
15 and middle schools; and

16 (iii) 21st century curricula for sec-
17 ondary schools.

18 (2) DURATION.—The Secretary shall award
19 grants under this section for a period of not more
20 than 5 years.

21 (3) EXISTING STATE COUNCIL.—A State with
22 an existing State council may qualify for the pur-
23 poses of a grant under this section if—

24 (A) such council—

1 (i) has the authority to carry out this
2 section; and

3 (ii) includes the members required
4 under subsection (b); or

5 (B) the State amends the membership or
6 responsibilities of the existing council to meet
7 the requirements of subparagraph (A).

8 (b) COMPOSITION.—

9 (1) REQUIRED MEMBERS.—The members of a
10 council described in subsection (a) shall include—

11 (A) the Governor of the State or the des-
12 ignee of the Governor;

13 (B) the chief executive officer of the State
14 public institution of higher education system, if
15 such a position exists;

16 (C) the chief executive officer of the State
17 Higher Education Coordinating Board;

18 (D) the chief State school officer;

19 (E) not less than 1 representative each
20 from—

21 (i) the business community; and

22 (ii) the Armed Forces;

23 (F) a public elementary school teacher em-
24 ployed in the State; and

1 (G) a public secondary school teacher em-
2 ployed in the State.

3 (2) OPTIONAL MEMBERS.—The council de-
4 scribed in subsection (a) may also include—

5 (A) a representative from—

6 (i) a private institution of higher edu-
7 cation;

8 (ii) the Chamber of Commerce for the
9 State;

10 (iii) a civic organization;

11 (iv) a civil rights organization;

12 (v) a community organization; or

13 (vi) an organization with expertise in
14 world cultures;

15 (B) the State official responsible for eco-
16 nomic development, if such a position exists; or

17 (C) a dean or similar representative for a
18 school of education at an institution of higher
19 education or a similar teacher certification or li-
20 censure program.

21 (c) TIMELINE.—A State receiving a grant under this
22 section shall establish a council (or use or amend an exist-
23 ing council in accordance with subsection (a)(3)) not later
24 than 60 days after the receipt of the grant.

25 (d) APPLICATION.—

1 (1) IN GENERAL.—Each State desiring a grant
2 under this section shall submit an application to the
3 Secretary at such time, in such manner, and accom-
4 panied by such information as the Secretary may
5 reasonably require.

6 (2) CONTENTS.—Each application submitted
7 under paragraph (1) shall—

8 (A) demonstrate that the opinions of the
9 larger education, business, and military commu-
10 nity, including parents, students, teachers,
11 teacher educators, principals, school administra-
12 tors, and business leaders, will be represented
13 during the determination of the State academic
14 content standards and student academic
15 achievement standards, assessment specifica-
16 tions, assessment questions, and the develop-
17 ment of curricula, if applicable;

18 (B) include a comprehensive plan to pro-
19 vide high-quality professional development for
20 teachers, paraprofessionals, principals, and
21 school administrators;

22 (C) explain how the State will provide as-
23 sistance to local educational agencies in imple-
24 menting rigorous State standards through sub-
25 stantive curricula, including scientifically based

1 remediation and acceleration opportunities for
2 students; and

3 (D) explain how the State and the council
4 will leverage additional State, local, and other
5 funds to pursue curricular alignment and stu-
6 dent success.

7 (e) USE OF FUNDS.—

8 (1) REQUIRED ACTIVITIES.—A State receiving
9 a grant under this section shall use the grant funds
10 to establish a council that shall carry out the fol-
11 lowing:

12 (A) Design and implement an integrated
13 prekindergarten through grade 16 longitudinal
14 data system for the State, if such system does
15 not exist, that will allow the State to track the
16 progress of students from prekindergarten,
17 through grade 12, and into higher education,
18 the 21st century workforce, and the Armed
19 Forces. The data system shall—

20 (i) include—

21 (I) a unique statewide student
22 identifier for each student;

23 (II) student-level enrollment, de-
24 mographic, and program participation

- 1 information, including race or eth-
2 nicity, gender, and income status;
- 3 (III) the ability to match indi-
4 vidual students' test records from year
5 to year to measure academic growth;
- 6 (IV) information on untested stu-
7 dents;
- 8 (V) a teacher identifier system
9 with the ability to match teachers to
10 students;
- 11 (VI) student-level transcript in-
12 formation, including information on
13 courses completed and grades earned;
- 14 (VII) student-level college pre-
15 paredness examination scores;
- 16 (VIII) student-level graduation
17 and dropout data;
- 18 (IX) the ability to match student
19 records between the prekindergarten
20 through grade 12 and the postsec-
21 ondary systems;
- 22 (X) a State data audit system as-
23 sessing data quality, validity, and reli-
24 ability;

1 (XI) rates of student attendance
2 at institutions of higher education;

3 (XII) rates of student enrollment
4 and retention in the Armed Forces;
5 and

6 (XIII) student nonmilitary post-
7 secondary employment information;

8 (ii) to the extent possible, coordinate
9 with other relevant State databases, such
10 as criminal justice or social services data
11 systems;

12 (iii) allow the State to analyze correla-
13 tions between course-taking patterns in
14 prekindergarten through grade 12 and out-
15 comes after secondary school graduation,
16 including—

17 (I) entry into higher education;

18 (II) the need for, and cost of, re-
19 mediation in higher education;

20 (III) graduation from higher edu-
21 cation;

22 (IV) entry into the 21st century
23 workforce;

24 (V) entry into the Armed Forces;
25 and

1 (VI) to the extent possible
2 through linkages with appropriate
3 databases on service in the Armed
4 Forces and participation in the 21st
5 century workforce, persistence in the
6 Armed Forces and continued partici-
7 pation in the 21st century workforce;
8 and

9 (iv) ensure that the use of any avail-
10 able data does not allow for the public
11 identification of the individual student's
12 personally identifiable information, and
13 that all data shall be collected and main-
14 tained in accordance with section 444 of
15 the General Education Provisions Act (20
16 U.S.C. 1232g; commonly referred to as the
17 Family Educational Rights and Privacy
18 Act of 1974).

19 (B) If an integrated prekindergarten
20 through grade 16 longitudinal data system ex-
21 ists or is currently being built, ensure that it
22 complies with the requirements described in
23 subparagraph (A).

24 (C) Develop and implement a plan to in-
25 crease the rigor of standards or assessments in

1 reading, mathematics, or science in order to
2 better align such standards or assessments with
3 national benchmarks reflected in the National
4 Assessment of Educational Progress in grades 4
5 and 8 (in accordance with the results of the
6 alignment analysis conducted under section 304
7 of the National Assessment of Educational
8 Progress Authorization Act), and in other
9 grades to ensure the alignment of kindergarten
10 through grade 12 standards or assessments
11 with the revisions made in grades 4 and 8, or
12 to align such standards or assessments with the
13 demands of higher education, the 21st century
14 workforce, or the Armed Forces or other na-
15 tional and international benchmarks identified
16 by the council. Such plan may include—

17 (i) an articulation of the steps nec-
18 essary—

19 (I) for revising the State aca-
20 demic content standards and student
21 academic achievement standards, as-
22 sessment specifications, and assess-
23 ment questions for the identified sub-
24 ject; and

1 (II) to better align the standards
2 and the assessment specifications and
3 questions described in subclause (I)
4 with—

5 (aa) national benchmarks as
6 reflected in the National Assess-
7 ment of Educational Progress re-
8 quired under section 303 of the
9 National Assessment of Edu-
10 cational Progress Authorization
11 Act (20 U.S.C. 9622) for the
12 identified subject; or

13 (bb) the demands of higher
14 education, the 21st century work-
15 force, or the Armed Forces or
16 other national or international
17 benchmarks identified by the
18 council;

19 (ii) an articulation of the steps nec-
20 essary and the process the State will un-
21 dertake to revise standards or assessments,
22 or both, in the identified subject;

23 (iii) a description of the partners the
24 State will work with to revise standards or
25 assessments, or both; and

1 (iv) a description of the activities the
2 State will undertake to implement the re-
3 vised standards or assessments, or both, at
4 the State educational agency level and the
5 local educational agency level, which activi-
6 ties may include—

7 (I) preservice and in-service
8 teacher, paraprofessional, principal,
9 and school administrator training;

10 (II) statewide meetings to pro-
11 vide professional development oppor-
12 tunities for teachers and administra-
13 tors;

14 (III) development of curricula
15 and instructional methods and mate-
16 rials;

17 (IV) the redesign of existing as-
18 sessments, or the development or pur-
19 chase of new high-quality assess-
20 ments, with a focus on ensuring that
21 such assessments are rigorous, meas-
22 ure significant depth of knowledge,
23 use multiple measures and formats
24 (such as student portfolios), and are
25 sensitive to inquiry-based, project-

1 based, or differentiated instruction;
2 and

3 (V) other activities necessary for
4 the effective implementation of the
5 new State standards or assessments,
6 or both.

7 (D) Analyze the State's level of prekindergarten
8 through grade 16 curricular alignment
9 and the success of the State's education system
10 in preparing students for higher education, the
11 21st century workforce, and the Armed Forces
12 by—

13 (i) using the data produced by a data
14 system described in subparagraph (A) or
15 (B), or other information as appropriate;
16 and

17 (ii) exploring a possible agreement between
18 the State educational agency and
19 the higher education system in the State
20 on a common assessment or assessments
21 that—

22 (I) shall follow established guidelines
23 to guarantee reliability and validity;
24

1 (II) shall provide adequate ac-
2 commodations for students who are
3 limited English proficient and stu-
4 dents with disabilities; and

5 (III) may be a placement exam-
6 ination, end of course examination,
7 college, workforce, or Armed Forces
8 preparedness examination, or admis-
9 sions examination, that measures sec-
10 ondary students' preparedness to suc-
11 ceed in postsecondary, credit-bearing
12 courses.

13 (E) If the State has an officially des-
14 igned college preparatory curriculum at the
15 time the State applies for a grant under this
16 section—

17 (i) describe the extent to which stu-
18 dents who completed the college pre-
19 paratory curriculum are more or less suc-
20 cessful than other students, including stu-
21 dents who did not complete a college pre-
22 paratory curriculum, in entering and grad-
23 uating from a program of study at an in-
24 stitution of higher education or entering

1 the 21st century workforce or the Armed
2 Forces;

3 (ii) examine the extent to which the
4 expectations of the college preparatory cur-
5 rriculum are aligned with the entry stand-
6 ards of the State's institutions of higher
7 education, including whether such cur-
8 rriculum enables secondary school students
9 to enter credit-bearing coursework in high-
10 er education without the need for remedi-
11 ation; and

12 (iii) examine the extent to which the
13 curriculum allows graduates to attain the
14 skills necessary to enter the 21st century
15 workforce or the Armed Forces.

16 (F) If the State has not designated a col-
17 lege preparatory curriculum at the time the
18 State applied for a grant under this section, or
19 if the curriculum described in subparagraph (E)
20 does not result in a higher number of students
21 enrolling in and graduating from institutions of
22 higher education or entering the 21st century
23 workforce or the Armed Forces, or is not
24 aligned with the entry standards described in

1 subparagraph (E)(ii), develop a 21st century
2 curriculum that—

3 (i) may be adopted by the local edu-
4 cational agencies in the State for use in
5 secondary schools;

6 (ii) enables secondary school students
7 to enter credit-bearing coursework in high-
8 er education without the need for remedi-
9 ation;

10 (iii) allows graduates to attain the
11 skills necessary to enter the 21st century
12 workforce or the Armed Forces;

13 (iv) reflects the input of teachers,
14 principals, school administrators, and col-
15 lege faculty; and

16 (v) focuses on providing rigorous core
17 courses that reflect the State academic
18 content standards and student academic
19 achievement standards.

20 (G) Develop and make available specific
21 opportunities for extensive professional develop-
22 ment for teachers, paraprofessionals, principals,
23 and school administrators, to improve instruc-
24 tion and support mechanisms for students using

1 a curriculum described in subparagraph (E) or
2 (F).

3 (H) Develop a plan to provide remediation
4 and additional learning opportunities for stu-
5 dents below grade level to ensure that all stu-
6 dents will have the opportunity to meet the cur-
7 ricular standards of a curriculum described in
8 subparagraph (E) or (F).

9 (I) Use data gathered by the council to im-
10 prove instructional methods, better tailor stu-
11 dent support services, and serve as the basis for
12 all school reform initiatives.

13 (J) Implement activities designed to ensure
14 the enrollment of all students in rigorous
15 coursework, which may include—

16 (i) specifying the courses and per-
17 formance levels required for acceptance
18 into public institutions of higher education;

19 (ii) collaborating with institutions of
20 higher education or other State educational
21 agencies to develop assessments aligned to
22 State academic content standards and a
23 curriculum described in subparagraph (E)
24 or (F), which assessments may be used as
25 measures of student achievement in sec-

1 ondary school as well as for entrance or
2 placement at institutions of higher edu-
3 cation;

4 (iii) creating ties between elementary
5 schools and secondary schools, and institu-
6 tions of higher education, to offer—

7 (I) accelerated learning opportu-
8 nities, particularly with respect to
9 mathematics, science, engineering,
10 technology, and critical-need foreign
11 languages (as determined by the Sec-
12 retary under section 222) to sec-
13 ondary school students, which may in-
14 clude—

15 (aa) granting postsecondary
16 credit for secondary school
17 courses;

18 (bb) providing early enroll-
19 ment opportunities in postsec-
20 ondary education for secondary
21 students enrolled in postsec-
22 ondary-level coursework;

23 (cc) creating dual enrollment
24 programs;

1 (dd) creating satellite sec-
2 ondary school campuses on the
3 campuses of institutions of high-
4 er education; and

5 (ee) providing opportunities
6 for higher education faculty who
7 are highly qualified, as such term
8 is defined in section 9101 of the
9 Elementary and Secondary Edu-
10 cation Act of 1965 (20 U.S.C.
11 7801), to teach credit-bearing
12 postsecondary courses in sec-
13 ondary schools; and

14 (II) professional development ac-
15 tivities for teachers, which may in-
16 clude—

17 (aa) mentoring opportuni-
18 ties; and

19 (bb) summer institutes;

20 (iv) expanding or creating higher edu-
21 cation awareness programs for middle
22 school and secondary school students;

23 (v) expanding opportunities for stu-
24 dents to enroll in highly rigorous postsec-
25 ondary preparatory courses, such as Ad-

1 vanced Placement and International Bac-
 2 calaureate courses; and

3 (vi) developing a high-quality profes-
 4 sional development curriculum to provide
 5 professional development opportunities for
 6 paraprofessionals, teachers, principals, and
 7 administrators.

8 (2) PLANNING AND IMPLEMENTATION.—A

9 State receiving a grant under this section may use
 10 grant funds received for the first fiscal year to form
 11 the council and plan the activities described in para-
 12 graph (1). Grant funds received for subsequent fiscal
 13 years shall be used for the implementation of the ac-
 14 tivities described in such paragraph.

15 (f) REPORTS AND PUBLICATION.—

16 (1) REPORTS.—

17 (A) INITIAL REPORT.—Not later than 9
 18 months after a State receives a grant under
 19 this section, the State shall submit a report to
 20 the Secretary that includes—

21 (i) an analysis of alignment and ar-
 22 ticulation across the State's systems of
 23 public education for prekindergarten
 24 through grade 16, including data that indi-
 25 cates the percent of students who—

1 (I) graduate from secondary
2 school with a regular diploma in the
3 standard number of years;

4 (II) complete a curriculum de-
5 scribed in subparagraph (E) or (F) of
6 subsection (e)(1);

7 (III) matriculate into an institu-
8 tion of higher education
9 (disaggregated by 2-year and 4-year
10 degree-granting programs);

11 (IV) are secondary school grad-
12 uates who need remediation in read-
13 ing, writing, mathematics, or science
14 before pursuing credit-bearing post-
15 secondary courses in English, mathe-
16 matics, or science;

17 (V) persist in an institution of
18 higher education into the second year;
19 and

20 (VI) graduate from an institution
21 of higher education within 150 per-
22 cent of the expected time for degree
23 completion (within 3 years for a 2-
24 year degree program and within 6
25 years for a baccalaureate degree);

1 (ii) an analysis of the strengths and
2 weaknesses of the State—

3 (I) in transitioning students from
4 the prekindergarten through grade 12
5 education system into higher edu-
6 cation, the 21st century workforce,
7 and the Armed Forces; and

8 (II) in transitioning students
9 from the prekindergarten through
10 grade 12 education system into math-
11 ematics, science, engineering, tech-
12 nology, and critical-need foreign lan-
13 guage degree programs at institutions
14 of higher education;

15 (iii) an analysis of the quality and
16 rigor of the State’s curriculum described in
17 subparagraph (E) or (F) of subsection
18 (e)(1), and the accessibility of the cur-
19 riculum to all students in prekindergarten
20 through grade 12;

21 (iv) an analysis of the strengths and
22 weaknesses of the State in recruiting, re-
23 taining, and supporting qualified teachers,
24 including—

1 (I) whether the State needs to re-
2 cruit additional teachers at the sec-
3 ondary level for specific subjects (such
4 as mathematics, science, engineering
5 and technology education, (as such
6 term is defined in section 9101 of the
7 Elementary and Secondary Education
8 Act of 1965 (20 U.S.C. 7801), and
9 critical-need foreign languages (as de-
10 termined by the Secretary under sec-
11 tion 222)), particular schools, or local
12 educational agencies; and

13 (II) recommendations on how to
14 set and achieve goals in this pursuit;
15 and

16 (v) a detailed action plan that de-
17 scribes how the council will accomplish the
18 goals and tasks required by the grant
19 under this section, including a timeline for
20 accomplishing all activities under the
21 grant.

22 (B) ANNUAL REPORTS.—Not later than 1
23 year following the submission of the initial re-
24 port described in subparagraph (A), and annu-
25 ally thereafter for the duration of the grant, a

1 State receiving a grant under this section shall
 2 prepare and submit to the Secretary a report
 3 that describes the State’s progress in accom-
 4 plishing the goals and tasks required by the
 5 grant, including progress on each item de-
 6 scribed in subparagraph (A). The final annual
 7 report under this subparagraph shall be sub-
 8 mitted 1 year after the expiration of the grant.

9 (2) PUBLICATION.—A State submitting a re-
 10 port in accordance with this subsection shall publish
 11 and widely disseminate the report to the public, in-
 12 cluding posting the report on the Internet.

13 (g) AUTHORIZATION OF APPROPRIATIONS.—There
 14 are authorized to be appropriated to carry out this section
 15 \$200,000,000 for fiscal year 2007, and such sums as may
 16 be necessary for each of the 4 succeeding fiscal years.

17 **SEC. 116. COLLABORATIVE STANDARDS AND ASSESSMENTS**
 18 **GRANTS.**

19 (a) DEFINITIONS.—In this section:

20 (1) ELIGIBLE STATE.—The term “eligible
 21 State” means a State that demonstrates that it has
 22 analyzed and, where applicable, revised the State
 23 standards and assessments, through participation in
 24 a prekindergarten through grade 16 student pre-
 25 paredness council described in section 115 or

1 through other State action, to ensure the standards
2 and assessments—

3 (A) are aligned with the demands of the
4 21st century; and

5 (B) prepare students for entry into—

6 (i) credit-bearing coursework in higher
7 education without the need for remedi-
8 ation;

9 (ii) the 21st century workforce; and

10 (iii) the Armed Forces

11 (2) ELIGIBLE CONSORTIUM.—

12 (A) IN GENERAL.—The term “eligible con-
13 sortium” means a consortium of 2 or more eli-
14 gible States that agrees to allow the Secretary,
15 under subsection (e), to make available any as-
16 sessment developed by the consortium under
17 this section to a State that so requests, includ-
18 ing a State that is not a member of the consor-
19 tium.

20 (B) ADDITIONAL MEMBERS.—An eligible
21 consortium may include, in addition to 2 or
22 more eligible States, an entity with the tech-
23 nical expertise to carry out a grant under this
24 section.

1 (b) PROGRAM AUTHORIZED.—From amounts author-
2 ized under subsection (f), the Secretary shall award
3 grants, on a competitive basis, to eligible consortia to en-
4 able the eligible consortia to develop common standards
5 and assessments that—

6 (1) are highly rigorous, internationally competi-
7 tive, and aligned with the demands of higher edu-
8 cation, the 21st century workforce, and the Armed
9 Forces; and

10 (2) in the case of assessments, set rigorous per-
11 formance standards comparable to rigorous national
12 and international benchmarks.

13 (c) APPLICATION.—An eligible consortium desiring a
14 grant under this section shall submit an application to the
15 Secretary at such time, in such manner, and containing
16 such information as the Secretary may require.

17 (d) REPORT.—Not later than 90 days after the end
18 of the grant period, an eligible consortium receiving a
19 grant under this section shall prepare and submit a report
20 to the Secretary describing the grant activities.

21 (e) AVAILABILITY OF ASSESSMENTS.—The Secretary
22 shall—

23 (1) make available, to a State that so requests
24 and at no charge to the State, any rigorous, high-

1 quality assessment developed by an eligible consor-
2 tium under this section; and

3 (2) notify potential eligible States, at reasonable
4 intervals, of all assessments currently under develop-
5 ment by eligible consortia under this section.

6 (f) AUTHORIZATION OF APPROPRIATIONS.—There
7 are authorized to be appropriated to carry out this section
8 \$75,000,000 for fiscal year 2007 and such sums as are
9 necessary for each of the 4 succeeding fiscal years.

10 **Subtitle B—Investing in Teachers**

11 **SEC. 121. PURPOSE.**

12 The purpose of this subtitle is to increase the number
13 and quality of teachers of mathematics, science, engineer-
14 ing and technology education, and critical-need foreign
15 languages, in order to prepare students for entry into
16 credit-bearing courses in higher education without the
17 need for remediation, the 21st century workforce, and the
18 Armed Forces.

19 **SEC. 122. DEFINITION OF ENGINEERING AND TECHNOLOGY** 20 **EDUCATION.**

21 (a) ELEMENTARY AND SECONDARY EDUCATION ACT
22 OF 1965.—Section 9101 of the Elementary and Secondary
23 Education Act of 1965 (20 U.S.C. 7801) is amended—

1 (1) by redesignating paragraphs (19) through
2 (43) as paragraphs (20) through (44), respectively;
3 and

4 (2) by inserting after paragraph (18) the fol-
5 lowing:

6 “(19) ENGINEERING AND TECHNOLOGY EDU-
7 CATION.—The term ‘engineering and technology
8 education’ means a curriculum and instruction
9 that—

10 “(A) uses technology as a knowledge base
11 or as a way of teaching innovation using an en-
12 gineering design process and context;

13 “(B) develops an appreciation and funda-
14 mental understanding of technology through de-
15 sign skills and the use of materials, tools, proc-
16 esses, and limited resources;

17 “(C) is taught in conjunction with applied
18 mathematics, science, language arts, fine arts,
19 and social studies as a part of a comprehensive
20 education;

21 “(D) applies the use of tools and skills em-
22 ployed by a globalized skilled 21st century
23 workforce that are necessary for communica-
24 tion, manufacturing, construction, energy sys-

1 tems, biomedical systems, transportation sys-
2 tems, and other related fields; and

3 “(E) through the application of engineer-
4 ing principles and concepts, develops proficiency
5 in abstract ideas and in problem-solving tech-
6 niques that build a comprehensive education.”.

7 (b) HIGHER EDUCATION ACT OF 1965.—Section 103
8 of the Higher Education Act of 1965 (20 U.S.C. 1003)
9 is amended—

10 (1) by redesignating paragraphs (5) through
11 (16) as paragraphs (6) through (17), respectively;
12 and

13 (2) by inserting after paragraph (4) the fol-
14 lowing:

15 “(5) ENGINEERING AND TECHNOLOGY EDU-
16 CATION.—The term ‘engineering and technology
17 education’ has the meaning given the term in section
18 9101 of the Elementary and Secondary Education
19 Act of 1965.”.

20 **SEC. 123. EXPANDING TEACHER LOAN FORGIVENESS.**

21 (a) INCREASED AMOUNT; APPLICABILITY OF EX-
22 PANDED PROGRAM TO READING SPECIALIST.—Sections
23 428J(c)(3) and 460(c)(3) of the Higher Education Act of
24 1965 (20 U.S.C. 1078–10(c)(3), 1087j(c)(3)) are each
25 amended—

1 (1) by striking the paragraph heading and in-
2 serting “ADDITIONAL AMOUNTS FOR TEACHERS IN
3 MATHEMATICS, SCIENCE, ENGINEERING AND TECH-
4 NOLOGY EDUCATION, A CRITICAL-NEED FOREIGN
5 LANGUAGE, OR SPECIAL EDUCATION”;

6 (2) in the matter preceding subparagraph (A),
7 by striking “\$17,500” and inserting “\$23,000”; and

8 (3) in subparagraph (A)(ii), by striking “or
9 science” and all that follows through “; and” and in-
10 serting “, science, engineering and technology edu-
11 cation, or a critical-need foreign language (as deter-
12 mined by the Secretary under section 222 of the
13 New National Defense Education Act of 2006), on
14 a full-time basis; and”.

15 (b) ANNUAL INCREMENTS INSTEAD OF END OF
16 SERVICE LUMP SUMS.—

17 (1) FFEL LOANS.—Section 428J(c) of the
18 Higher Education Act of 1965 (20 U.S.C. 1078–
19 10(c)) is amended by adding at the end the fol-
20 lowing:

21 “(4) ANNUAL INCREMENTS.—Notwithstanding
22 paragraph (1), in the case of an individual quali-
23 fying for loan forgiveness under paragraph (3), the
24 Secretary shall, in lieu of waiting to assume an obli-

1 gation only upon completion of 5 complete years of
2 service, assume the obligation to repay—

3 “(A) after each of the first and second
4 years of service by an individual in a position
5 qualifying under paragraph (3), 15 percent of
6 the total amount of principal and interest of the
7 loans described in paragraph (1) to such indi-
8 vidual that are outstanding immediately pre-
9 ceeding such first year of such service;

10 “(B) after each of the third and fourth
11 years of such service, 20 percent of such total
12 amount; and

13 “(C) after the fifth year of such service, 30
14 percent of such total amount.”.

15 (2) DIRECT LOANS.—Section 460(c) of the
16 Higher Education Act of 1965 (20 U.S.C. 1087j(e))
17 is amended by adding at the end the following:

18 “(4) ANNUAL INCREMENTS.—Notwithstanding
19 paragraph (1), in the case of an individual quali-
20 fying for loan cancellation under paragraph (3), the
21 Secretary shall, in lieu of waiting to assume an obli-
22 gation only upon completion of 5 complete years of
23 service, assume the obligation to repay—

24 “(A) after each of the first and second
25 years of service by an individual in a position

1 qualifying under paragraph (3), 15 percent of
 2 the total amount of principal and interest of the
 3 loans described in paragraph (1) to such indi-
 4 vidual that are outstanding immediately pre-
 5 ceding such first year of such service;

6 “(B) after each of the third and fourth
 7 years of such service, 20 percent of such total
 8 amount; and

9 “(C) after the fifth year of such service, 30
 10 percent of such total amount.”.

11 **SEC. 124. EXCLUSION FROM GROSS INCOME OF COMPENSA-**
 12 **TION OF TEACHERS AND PRINCIPALS IN CER-**
 13 **TAIN HIGH-NEED SCHOOLS AND TEACHING**
 14 **HIGH-NEED SUBJECTS.**

15 (a) IN GENERAL.—Part III of subchapter B of chap-
 16 ter 1 of the Internal Revenue Code of 1986 is amended
 17 by inserting after section 139A the following new section:

18 **“SEC. 139B. COMPENSATION OF CERTAIN TEACHERS AND**
 19 **PRINCIPALS.**

20 “(a) PRINCIPALS IN HIGH-NEED SCHOOLS.—In the
 21 case of an individual employed as a principal in a high-
 22 need school during the taxable year, gross income does not
 23 include so much remuneration for such employment
 24 (which would but for this paragraph be includible in gross
 25 income) as does not exceed \$15,000.

1 “(b) TEACHERS IN HIGH-NEED SCHOOLS AND OF
2 HIGH-NEED SUBJECTS.—

3 “(1) IN GENERAL.—In the case of an individual
4 employed as a teacher of high-need subjects and in
5 a high-need school during the taxable year, gross in-
6 come does not include so much remuneration for
7 such employment (which would but for this para-
8 graph be includible in gross income) as does not ex-
9 ceed \$15,000.

10 “(2) TEACHER OF HIGH-NEED SUBJECTS.—For
11 purposes of this subsection, the term ‘teacher of
12 high-need subjects’ means any teacher in a public el-
13 elementary or secondary school who—

14 “(A)(i) teaches primarily 1 or more high-
15 need subjects in 1 or more of grades 9 through
16 12, or

17 “(ii) teaches 1 or more high-need subjects
18 in 1 or more of grades kindergarten through 8,

19 “(B) received a baccalaureate or similar
20 degree from an eligible educational institution
21 (as defined in section 25A(f)(2)) with a major
22 in a high-need subject, and

23 “(C) is highly qualified (as defined in sec-
24 tion 9101 of the Elementary and Secondary
25 Education Act of 1965 or, in the case of a spe-

1 cial education teacher, in section 602 of the In-
2 dividuals with Disabilities Education Act).

3 “(3) HIGH-NEED SUBJECTS.—For purposes of
4 this subsection, the term ‘high-need subject’ means
5 mathematics, science, engineering and technology
6 education, a critical-need foreign language (as deter-
7 mined by the Secretary of Education under section
8 222 of the New National Defense Education Act of
9 2006), special education, teaching English language
10 learners, or any other subject identified as a high-
11 need subject by the Secretary of Education for pur-
12 poses of this section.

13 “(c) LIMITATION ON TOTAL REMUNERATION TAKEN
14 INTO ACCOUNT.—In the case of any individual whose em-
15 ployment is described in subsections (a) and (b)(1), the
16 total amount of remuneration which may be taken into
17 account with respect to such employment under this sec-
18 tion for the taxable year shall not exceed \$25,000.

19 “(d) HIGH-NEED SCHOOL.—For purposes of this
20 section, the term ‘high-need school’ means a public ele-
21 mentary school or secondary school that is eligible for as-
22 sistance under section 1114(a) of the Elementary and Sec-
23 ondary Education Act of 1965 (20 U.S.C. 6314(a)).”.

1 (b) CLERICAL AMENDMENT.—The table of sections
 2 of such part is amended by inserting after the item relat-
 3 ing to section 139A the following new item:

“Sec. 139B. Compensation of certain teachers and principals.”.

4 (c) EFFECTIVE DATE.—The amendments made by
 5 this section shall apply to remuneration received in taxable
 6 years beginning after the date of the enactment of this
 7 Act.

8 **SEC. 125. MATHEMATICS AND SCIENCE EDUCATION PART-**
 9 **NERSHIPS AND TEACHER INSTITUTES FOR**
 10 **THE 21ST CENTURY THROUGH THE NA-**
 11 **TIONAL SCIENCE FOUNDATION.**

12 (a) AUTHORIZATION OF APPROPRIATIONS.—

13 (1) SENSE OF THE SENATE.—It is the sense of
 14 the Senate that—

15 (A) the activities of the mathematics and
 16 science education partnerships of the National
 17 Science Foundation, described in section 9 of
 18 the National Science Foundation Authorization
 19 Act of 2002, meet a distinct need separate from
 20 other Federal investments in improving science,
 21 technology, engineering, and mathematics edu-
 22 cation;

23 (B) funding for the mathematics and
 24 science education partnerships for fiscal year
 25 2007 should be increased to the \$400,000,000

1 level authorized for fiscal year 2005 under sec-
2 tion 5 of such Act, and increased by 10 percent
3 annually for each of the fiscal years 2008
4 through 2011; and

5 (C) the increase in funding for the mathe-
6 matics and science education partnerships
7 should be in addition to any other amounts au-
8 thorized or appropriated for the National
9 Science Foundation.

10 (2) AUTHORIZATION OF APPROPRIATIONS FOR
11 NSF MATHEMATICS AND SCIENCE EDUCATION PART-
12 NERSHIPS.—There is authorized to be appropriated
13 to the National Science Foundation for education
14 and human resources to carry out the mathematics
15 and science education partnerships described in sec-
16 tion 9 of the National Science Foundation Author-
17 ization Act of 2002, in addition to the amounts au-
18 thorized under section 214(b), amounts as follows:

19 (A) For fiscal year 2007, \$400,000,000, of
20 which \$50,000,000 shall be for the teacher in-
21 stitutes for the 21st century under section
22 9(a)(3)(B) of the National Science Foundation
23 Authorization Act of 2002.

1 (B) For fiscal year 2008, \$440,000,000, of
2 which \$60,000,000 shall be for the teacher in-
3 stitutes for the 21st century under such section.

4 (C) For fiscal year 2009, \$484,000,000, of
5 which \$70,000,000 shall be for the teacher in-
6 stitutes for the 21st century under such section.

7 (D) For fiscal year 2010, \$532,400,000, of
8 which 80,000,000 shall be for the teacher insti-
9 tutes for the 21st century under such section.

10 (E) For fiscal year 2011, \$585,640,000, of
11 which \$90,000,000 shall be for the teacher in-
12 stitutes for the 21st century under such section.

13 (b) TEACHER INSTITUTES FOR THE 21ST CEN-
14 TURY.—Section 9(a) of the National Science Foundation
15 Authorization Act of 2002 (42 U.S.C. 1862n(a)) is
16 amended—

17 (1) in paragraph (3)(B), by striking “summer
18 or” and inserting “teacher institutes for the 21st
19 century, as described in paragraph (7)”;

20 (2) by redesignating paragraph (7) as para-
21 graph (8); and

22 (3) by inserting after paragraph (6) the fol-
23 lowing:

24 “(7) TEACHER INSTITUTES FOR THE 21ST CEN-
25 TURY.—

1 “(A) IN GENERAL.—Teacher institutes for
2 the 21st century carried out in accordance with
3 paragraph (3)(B) shall—

4 “(i) be carried out in conjunction with
5 a school served by the local educational
6 agency in the partnership;

7 “(ii) be science, mathematics, engi-
8 neering, and technology focused institutes
9 that provide professional development to
10 elementary school and secondary school
11 teachers during the summer;

12 “(iii) serve teachers who are consid-
13 ered highly qualified (as defined in section
14 9101 of the Elementary and Secondary
15 Education Act of 1965), teach high-need
16 subjects, and teach in high-need schools
17 (as defined in section 1114(a) of the Ele-
18 mentary and Secondary Education Act of
19 1965);

20 “(iv) focus on the theme and struc-
21 ture developed by the Director under sub-
22 paragraph (C);

23 “(v) be content-based and build on
24 school year curricula that are object-cen-

1 tered, experiment-oriented, content-based,
2 and grounded in current research;

3 “(vi) ensure that any pedagogy com-
4 ponent is designed around specific strate-
5 gies that are relevant to teaching the sub-
6 ject and content on which teachers are
7 being trained, which may include training
8 teachers in the essential components of ad-
9 olescent literacy instruction in order to im-
10 prove student reading skills within the sub-
11 ject areas of mathematics, science, and en-
12 gineering and technology education (as de-
13 fined in section 9101 of the Elementary
14 and Secondary Education Act of 1965);

15 “(vii) be a multiyear program that is
16 conducted for a period of not less than 2
17 weeks per year;

18 “(viii) provide for direct interaction
19 between students and faculty of the teach-
20 er institute;

21 “(ix) have a component that includes
22 the use of the Internet;

23 “(x) provide for followup training in
24 the classroom during the academic year for
25 a period of not less than 3 days, which

1 may or may not be consecutive, for partici-
2 pants in the teacher institute, except that
3 for teachers in rural local educational
4 agencies, the followup training may be pro-
5 vided through the Internet;

6 “(xi) provide teachers participating in
7 the teacher institute with travel expense
8 reimbursement, stipends, and classroom
9 materials related to the teacher institute;
10 and

11 “(xii) establish a mechanism to pro-
12 vide supplemental support during the aca-
13 demic year for teacher institute partici-
14 pants.

15 “(B) OPTIONAL MEMBERS OF THE PART-
16 NERSHIP.—In addition to the partnership re-
17 quirement under paragraph (2), an institution
18 of higher education or eligible nonprofit organi-
19 zation (or consortia) desiring a grant for a
20 teacher institute for the 21st century may also
21 partner with a museum or educational partner-
22 ship organization.

23 “(C) THEME AND STRUCTURE.—Each
24 year, not later than 180 days before the appli-
25 cation deadline for a grant under this section,

1 the Director shall, in consultation with a broad
 2 group of professional education organizations,
 3 develop a theme and structure for the teacher
 4 institutes of the 21st century supported under
 5 paragraph (3)(B).”.

6 **SEC. 126. TEACH GRANTS; RECRUITING TEACHERS WITH**
 7 **MATHEMATICS, SCIENCE, ENGINEERING,**
 8 **TECHNOLOGY, OR LANGUAGE MAJORS.**

9 (a) TEACH GRANTS.—Title II of the Higher Edu-
 10 cation Act of 1965 (20 U.S.C. 1021 et seq.) is amended
 11 by adding at the end the following:

12 **“PART C—TEACH GRANTS**

13 **“SEC. 231. PURPOSES.**

14 “The purposes of this part are—

15 “(1) to improve student academic achievement;

16 “(2) to help recruit and prepare teachers to
 17 meet the national demand for a highly qualified
 18 teacher in every classroom; and

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

22 **“SEC. 232. PROGRAM ESTABLISHED.**

23 “(a) PROGRAM AUTHORITY.—

24 “(1) PAYMENTS REQUIRED.—For each of the
 25 fiscal years 2007 through 2014, the Secretary shall

1 pay to each eligible institution of higher education
2 such sums as may be necessary to pay to each eligi-
3 ble student (defined in accordance with section 484)
4 who files an application and agreement in accord-
5 ance with section 233, and qualifies under sub-
6 section (a)(2) of such section, a TEACH Grant in
7 the amount of \$7,000 for each academic year during
8 which that student is in attendance at an institution
9 of higher education.

10 “(2) REFERENCE.—Grants made under this
11 part shall be known as ‘Teacher Education Assist-
12 ance for College and Higher Education Grants’ or
13 ‘TEACH Grants’.

14 “(b) PAYMENT METHODOLOGY.—

15 “(1) PREPAYMENT.—Not less than 85 percent
16 of such sums shall be advanced to eligible institu-
17 tions prior to the start of each payment period and
18 shall be based upon an amount requested by the in-
19 stitution as needed to pay eligible students until
20 such time as the Secretary determines and publishes
21 in the Federal Register with an opportunity for com-
22 ment, an alternative payment system that provides
23 payments to institutions in an accurate and timely
24 manner, except that this sentence shall not be con-
25 strued to limit the authority of the Secretary to

1 place an institution on a reimbursement system of
2 payment.

3 “(2) DIRECT PAYMENT.—Nothing in this sec-
4 tion shall be interpreted to prohibit the Secretary
5 from paying directly to students, in advance of the
6 beginning of the academic term, an amount for
7 which they are eligible, in cases where the eligible in-
8 stitution elects not to participate in the disburse-
9 ment system required by paragraph (1).

10 “(3) DISTRIBUTION OF GRANTS TO STU-
11 DENTS.—Payments under this part shall be made, in
12 accordance with regulations promulgated by the Sec-
13 retary for such purpose, in such manner as will best
14 accomplish the purposes of this part. Any disburse-
15 ment allowed to be made by crediting the student’s
16 account shall be limited to tuition and fees and, in
17 the case of institutionally owned housing, room and
18 board. The student may elect to have the institution
19 provide other such goods and services by crediting
20 the student’s account.

21 “(c) REDUCTIONS IN AMOUNT.—

22 “(1) PART-TIME STUDENTS.—In any case
23 where a student attends an institution of higher edu-
24 cation on less than a full-time basis (including a stu-
25 dent who attends an institution of higher education

1 on less than a half-time basis) during any academic
2 year, the amount of the TEACH Grant for which
3 that student is eligible shall be reduced in proportion
4 to the degree to which that student is not so attend-
5 ing on a full-time basis, in accordance with a sched-
6 ule of reductions established by the Secretary for the
7 purpose of this part, computed in accordance with
8 this part. Such schedule of reductions shall be estab-
9 lished by regulation and published in the Federal
10 Register in accordance with section 482 of this Act.

11 “(2) NO EXCEEDING COST OF ATTENDANCE.—
12 No TEACH Grant for a student under this part
13 shall exceed the cost of attendance (as defined in
14 section 472) at the institution that such student at-
15 tends. If, with respect to any student, it is deter-
16 mined that the amount of a TEACH Grant exceeds
17 the cost of attendance for that year, the amount of
18 the TEACH Grant shall be reduced until the
19 TEACH Grant does not exceed the cost of attend-
20 ance at such institution.

21 “(d) PERIOD OF ELIGIBILITY FOR GRANTS.—

22 “(1) UNDERGRADUATE STUDENTS.—The period
23 during which an undergraduate student may receive
24 TEACH Grants shall be the period required for the
25 completion of the first undergraduate baccalaureate

1 course of study being pursued by the student at the
2 institution that the student attends, except that—

3 “(A) any period during which the student
4 is enrolled in a noncredit or remedial course of
5 study, subject to paragraph (3), shall not be
6 counted for the purpose of this paragraph; and

7 “(B) the total amount that a student may
8 receive under this part for undergraduate study
9 shall not exceed \$28,000.

10 “(2) GRADUATE STUDENTS.—The period dur-
11 ing which a graduate student pursuing a master’s
12 degree or doctoral degree may receive TEACH
13 Grants shall be the period required for the comple-
14 tion of a course of study for the degree at the insti-
15 tution the student attends, except that the total
16 amount that a student may receive under this part
17 for graduate study shall not exceed \$14,000 for a
18 student pursuing a master’s degree or \$28,000 for
19 a student pursuing a doctoral degree.

20 “(3) REMEDIAL COURSE; STUDY ABROAD.—
21 Nothing in this section shall exclude from eligibility
22 a course of study that is noncredit or remedial in
23 nature (including a course in English language ac-
24 quisition) if such course is determined by the institu-
25 tion to be necessary to help the student be prepared

1 for the pursuit of a first undergraduate bacca-
2 laurate degree or certificate or, in the case of
3 courses in English language instruction, to be nec-
4 essary to enable the student to utilize existing
5 knowledge, training, or skills. Nothing in this section
6 shall exclude from eligibility a program of study
7 abroad that is approved for credit by the home insti-
8 tution at which the student is enrolled.

9 **“SEC. 233. ELIGIBILITY AND APPLICATIONS FOR GRANTS.**

10 “(a) APPLICATIONS; DEMONSTRATION OF ELIGI-
11 BILITY.—

12 “(1) FILING REQUIRED.—The Secretary shall
13 from time to time set dates by which students shall
14 file applications for TEACH Grants under this part.
15 Each student desiring a TEACH Grant for any year
16 shall file an application therefore containing such in-
17 formation and assurances as the Secretary may
18 deem necessary to enable the Secretary to carry out
19 the functions and responsibilities of this part.

20 “(2) DEMONSTRATION OF ELIGIBILITY.—Each
21 such application shall contain such information as is
22 necessary to demonstrate that—

23 “(A) if the applicant is an enrolled stu-
24 dent—

1 “(i) the student is an eligible student
2 for purposes of section 484 (other than
3 subsection (r) of such section);

4 “(ii) the student—

5 “(I) has a grade point average
6 that is determined, under standards
7 prescribed by the Secretary, to be
8 comparable to a 3.25 average on a
9 zero to 4.0 scale, except that, if the
10 student is in the first year of a pro-
11 gram of undergraduate education,
12 such grade point average shall be de-
13 termined on the basis of the student’s
14 cumulative secondary school grade
15 point average; or

16 “(II) displayed high academic ap-
17 titude by receiving a score above the
18 75th percentile on at least 1 of the
19 batteries in an undergraduate or
20 graduate school admissions test; and

21 “(iii) the student is completing
22 coursework and other requirements nec-
23 essary to begin a career in teaching, or
24 plans to complete such coursework and re-
25 quirements prior to graduating; or

1 “(B) if the applicant is a current or pro-
2 spective teacher applying for a grant to obtain
3 a graduate degree—

4 “(i) the applicant is a teacher or a re-
5 tiree from another occupation with exper-
6 tise in a field in which there is a shortage
7 of teachers, such as mathematics, science,
8 engineering and technology education, a
9 critical-need foreign language (as deter-
10 mined by the Secretary under section 222
11 of the New National Defense Education
12 Act of 2006), special education, English
13 language acquisition, or another high-need
14 subject; or

15 “(ii) the applicant is or was a teacher
16 who is using high-quality alternative cer-
17 tification routes, such as Teach for Amer-
18 ica, to get certified.

19 “(b) AGREEMENTS TO SERVE.—Each application
20 under subsection (a) shall contain or be accompanied by
21 an agreement by the applicant that—

22 “(1) the applicant will—

23 “(A) serve as a full-time teacher for a total
24 of not less than 4 academic years within 8
25 years after completing the course of study for

1 which the applicant receives a TEACH Grant
2 under this part;

3 “(B) teach—

4 “(i) in a school eligible for assistance
5 under section 1114(a) of the Elementary
6 and Secondary Education Act of 1965; and

7 “(ii) in any of the following fields:
8 mathematics, science, engineering and
9 technology education, a critical-need for-
10 eign language (as determined by the Sec-
11 retary under section 222 of the New Na-
12 tional Defense Education Act of 2006), bi-
13 lingual education, or special education, or
14 as a reading specialist, or another field
15 documented as high-need by the Federal
16 Government, State government, or local
17 educational agency and submitted to the
18 Secretary;

19 “(C) submit evidence of such employment
20 in the form of a certification by the chief ad-
21 ministrative officer of the school upon comple-
22 tion of each year of such service; and

23 “(D) comply with the requirements for
24 being a highly qualified teacher as defined in
25 section 9101 of the Elementary and Secondary

1 Education Act of 1965 or, in the case of a spe-
2 cial education teacher, in section 602 of the In-
3 dividuals With Disabilities Education Act; and

4 “(2) in the event that the applicant is deter-
5 mined to have failed or refused to carry out such
6 service obligation, the sum of the amounts of such
7 TEACH Grants will be treated as a loan and col-
8 lected from the applicant in accordance with sub-
9 section (c) and the regulations thereunder.

10 “(c) REPAYMENT FOR FAILURE TO COMPLETE
11 SERVICE.—In the event that any recipient of a TEACH
12 Grant fails or refuses to comply with the service obligation
13 in the agreement under subsection (b), the sum of the
14 amounts of such TEACH Grants provided to such recipi-
15 ent shall be treated as a Direct Loan under part D of
16 title IV, and shall be subject to repayment in accordance
17 with terms and conditions specified by the Secretary in
18 regulations promulgated to carry out this part.

19 **“SEC. 234. AUTHORIZATION OF APPROPRIATIONS.**

20 “There are authorized to be appropriated to carry out
21 this part \$600,000,000 for fiscal year 2007 and such sums
22 as may be necessary for each of the 4 succeeding fiscal
23 years.

1 **“PART D—RECRUITING TEACHERS WITH MATHE-**
2 **MATICS, SCIENCE, ENGINEERING, TECH-**
3 **NOLOGY, OR LANGUAGE MAJORS**

4 **“SEC. 241. PROGRAM AUTHORIZED.**

5 “(a) DEFINITION OF HIGH-NEED SCHOOL.—In this
6 section, the term ‘high-need school’ means a school de-
7 scribed in section 1114(a) of the Elementary and Sec-
8 ondary Education Act of 1965.

9 “(b) GRANTS AUTHORIZED.—

10 “(1) IN GENERAL.—From the amounts appro-
11 priated under section 242, the Secretary shall make
12 competitive grants to institutions of higher education
13 to improve the availability and recruitment of teach-
14 ers from among students majoring in mathematics,
15 science, engineering, technology, a critical-need for-
16 eign language (as determined by the Secretary under
17 section 222 of the New National Defense Education
18 Act of 2006), special education, or teaching the
19 English language to students with limited English
20 proficiency.

21 “(2) PRIORITY.—In awarding grants under
22 paragraph (1), the Secretary shall give priority to
23 institutions of higher education offering programs
24 that—

25 “(A) focus on preparing teachers in sub-
26 jects in which there is a shortage of highly

1 qualified teachers and increasing the number of
2 teachers from minority or underrepresented
3 groups; and

4 “(B) prepare students to teach in high-
5 need schools.

6 “(c) APPLICATION.—Any institution of higher edu-
7 cation desiring to obtain a grant under this section shall
8 submit to the Secretary an application at such time, in
9 such form, and containing such information and assur-
10 ances as the Secretary may require, which shall—

11 “(1) include reporting on baseline production of
12 teachers—

13 “(A) with expertise in mathematics,
14 science, a critical-need foreign language, special
15 education, or teaching students with limited
16 English proficiency;

17 “(B) from minorities or underrepresented
18 groups; and

19 “(C) who teach for 5 years or more in a
20 high-need school; and

21 “(2) establish a goal and timeline for increasing
22 the number of teachers described in each subpara-
23 graph of paragraph (1) who are prepared for teach-
24 ing by the institution.

1 “(d) GRANT AWARD AMOUNTS.—In determining the
2 amount of a grant award under this section to an institu-
3 tion of higher education, the Secretary shall consider—

4 “(1) the extent to which the institution—

5 “(A) focuses on preparing teachers in sub-
6 jects in which there is a shortage of highly
7 qualified teachers and increasing the number of
8 teachers from minority or underrepresented
9 groups; and

10 “(B) prepares students to teach in high-
11 need schools; and

12 “(2) in the case of an institution that has pre-
13 viously received a grant under this section, the
14 progress made by the institution in increasing the
15 number of teachers described in subsection (c)(1), as
16 compared to the baseline production of such teachers
17 reported in the institution’s initial application.

18 “(e) USE OF FUNDS.—Funds made available by a
19 grant under this section—

20 “(1) shall be used to create new recruitment in-
21 centives to teaching for students from other majors,
22 with an emphasis on high-need subjects such as
23 mathematics, science, engineering and technology
24 education, a critical-need foreign language, special
25 education, and teaching the English language to stu-

1 dents with limited English proficiency and other
2 subjects identified as high-need by the Federal Gov-
3 ernment, State government, or local educational
4 agency;

5 “(2) may be used to upgrade the curriculum in
6 order to provide all students studying to become
7 teachers with high-quality instructional strategies for
8 teaching reading and teaching the English language
9 to students with limited English proficiency, and for
10 modifying instruction to teach students with special
11 needs;

12 “(3) may be used to integrate school of edu-
13 cation faculty with other arts and science faculty in
14 mathematics, science, engineering, technology, a crit-
15 ical-need foreign language, or teaching the English
16 language to students with limited English pro-
17 ficiency, through steps such as—

18 “(A) dual appointments for faculty be-
19 tween schools of education and schools of arts
20 and science or engineering; and

21 “(B) integrating coursework with clinical
22 experience;

23 “(4) may be used to develop strategic plans be-
24 tween schools of education and local educational
25 agencies to better prepare teachers for high-need

1 schools, including the creation of professional devel-
2 opment partnerships for training new teachers in
3 state-of-the-art practice;

4 “(5) may be used to create pilot programs to
5 foster collaborations at the institution of higher edu-
6 cation between a school of science, mathematics, or
7 engineering, or a foreign language department or
8 language center, and a school of education in order
9 to enable the collaborating entities to develop a 4-
10 year program of study that would combine a bacca-
11 laureate degree in mathematics, science, engineering,
12 or technology with concurrent teacher certification
13 or licensure; and

14 “(6) may be used to develop and implement a
15 master’s degree program for current mathematics,
16 science, or engineering and technology education
17 teachers that—

18 “(A) will strengthen the participating
19 teachers’ subject area knowledge and peda-
20 gogical skills; and

21 “(B) shall be designed to allow a teacher
22 to enroll in the program on a part-time basis
23 and obtain a master’s degree within a 2-year
24 period.

1 “(f) REPORTS.—For each year that an institution of
 2 higher education receives a grant under this section, the
 3 institution of higher education shall prepare and submit
 4 to the Secretary an annual report documenting the base-
 5 line data regarding the teachers described in subsection
 6 (c)(1) and the progress made toward increasing the num-
 7 ber of such teachers, as described in subsection (c)(2).

8 **“SEC. 242. AUTHORIZATION OF APPROPRIATIONS.**

9 “There are authorized to be appropriated to carry out
 10 this part \$500,000,000 for fiscal year 2007 and such sums
 11 as may be necessary for each of the 4 succeeding fiscal
 12 years.”.

13 (b) PART A AUTHORIZATION.—Section 210 of the
 14 Higher Education Act of 1965 (20 U.S.C. 1030) is
 15 amended by striking “\$300,000,000 for fiscal year 1999”
 16 and inserting “\$400,000,000 for fiscal year 2007”.

17 **Subtitle C—Ensuring College**
 18 **Access for All**

19 **SEC. 131. CONTRACT FOR EDUCATIONAL OPPORTUNITY**
 20 **(CEO) GRANTS.**

21 (a) DEFINITIONS.—In this section:

22 (1) COHORT.—The term “cohort” means a
 23 group of students in a State who are in the same
 24 grade for an identified school year.

1 (2) EXPECTED FAMILY CONTRIBUTION.—The
2 term “expected family contribution”, with respect to
3 a student, means the student’s expected family con-
4 tribution as determined in accordance with part F of
5 the Higher Education Act of 1965 (20 U.S.C.
6 1087kk et seq.).

7 (3) UNMET NEED.—The term “unmet need”,
8 with respect to a student, means the difference be-
9 tween the cost of attendance (as defined in section
10 472 of the Higher Education Act of 1965 (20
11 U.S.C. 108711) to attend an institution of higher
12 education for an academic year and the resources
13 available to the student for such academic year, in-
14 cluding Federal, State, and institutional financial as-
15 sistance and the student’s expected family contribu-
16 tion.

17 (b) PURPOSES.—The purposes of this section are—

18 (1) to encourage States to provide a financial
19 aid guarantee for low-income students;

20 (2) to increase student academic performance
21 and achievement;

22 (3) to increase public school secondary school
23 graduation rates as well as enrollment, persistence,
24 and graduation rates in public and private institu-

1 tions of higher education, especially among low-in-
2 come and underrepresented minority students; and

3 (4) to improve the overall quality and supply of
4 a State's workforce.

5 (c) PAYMENTS TO STATES AUTHORIZED.—

6 (1) IN GENERAL.—The Secretary shall pay to
7 States the Federal share, as determined under sub-
8 section (e), in order to assist the States in awarding
9 contract for educational opportunity grants (referred
10 to in this section as “CEO grants”), under sub-
11 section (g) to students in a cohort who sign a con-
12 tract for educational opportunity in grade 8 and sat-
13 isfy the requirements of the contract. A CEO grant
14 shall provide each such student with a need-based fi-
15 nancial aid guarantee, in an amount equal to the
16 student's calculated unmet need to attend a 2- or 4-
17 year degree-granting public institution of higher
18 education in the State, to enable the student to at-
19 tend a 2- or 4-year degree-granting public or private
20 institution of higher education in the State.

21 (2) MANDATORY SPENDING.—This subsection
22 constitutes budget authority in advance of appro-
23 priations Acts and represents the obligation of the
24 Secretary to provide for the payment of amounts
25 provided under this subsection.

1 (d) APPLICATION.—

2 (1) IN GENERAL.—A State desiring a payment
3 under subsection (c) shall submit, through the State
4 agency identified in the application, to the Secretary
5 an application at such time, in such manner, and
6 containing such information as the Secretary may
7 require.

8 (2) APPLICATION.—An application submitted
9 under paragraph (1) shall include the following:

10 (A) A description of how the State will es-
11 tablish a State benchmark for increasing the
12 overall public school secondary school gradua-
13 tion rate and the enrollment, persistence, and
14 graduation rates at the State's 2- and 4-year
15 degree-granting public and private institutions
16 of higher education, as well as a description of
17 strategies and activities the State will employ to
18 achieve the State's set goals as reflected in the
19 benchmark.

20 (B) The identification of the State agency
21 that will administer the CEO grants program,
22 and a description of the State agency's capacity
23 to administer such program.

1 (C) A description of the entities that will
2 contribute funds for the non-Federal share of
3 the CEO grants program.

4 (D) A description of the State's academic
5 and nonacademic components of the contract
6 for educational opportunity, including 100
7 hours of community service, and how the State
8 defines satisfactory academic progress toward
9 completing coursework that leads to a sec-
10 ondary school diploma.

11 (E) A description of how the State agency
12 will provide access for all students to a State
13 curriculum that prepares the students to enter
14 into credit-bearing coursework in higher edu-
15 cation without the need for remediation, the
16 21st century workforce, or the Armed Forces.

17 (F) A description of how the State agency
18 will notify students in grade 7 of their eligibility
19 to participate in the CEO grants program and
20 earn a CEO grant, as well as how the State will
21 specifically target students from low-income and
22 underrepresented minority families.

23 (G) A description of how the State agency
24 will regularly communicate with a cohort from
25 the time the students sign the contract for edu-

1 cational opportunity through the period that the
2 students are eligible for CEO grants.

3 (H) An assurance that the State will
4 award a CEO grant, in the amount of the stu-
5 dent's calculated unmet need to attend a 2- or
6 4-year degree-granting public institution of
7 higher education in the State, to each student
8 who successfully meets the requirements of the
9 contract for educational opportunity.

10 (I) An assurance that decisions regarding
11 the State's higher education budget shall not
12 lead to increases in tuition and fees at public 2-
13 or 4-year degree-granting institutions of higher
14 education that are greater than the Consumer
15 Price Index.

16 (J) An assurance that the State shall
17 maintain current levels of investment in State
18 student aid programs in addition to providing
19 the non-Federal share required under sub-
20 section (e)(4).

21 (e) PAYMENTS; USE OF FUNDS.—

22 (1) IN GENERAL.—The Secretary shall pay the
23 Federal share of the CEO grants program, in the
24 amount described in paragraph (4), to each State

1 that submits a complete application pursuant to sub-
2 section (d).

3 (2) USE OF FUNDS.—The Federal share and
4 non-Federal share described in paragraph (4) shall
5 be used exclusively for awarding financial aid grants
6 to cover the unmet need for all students in a cohort
7 who have successfully met the components of the
8 State’s contract, except that a State may use not
9 more than 2 percent of such funds for administra-
10 tive purposes.

11 (3) SUBSEQUENT PAYMENTS.—

12 (A) IN GENERAL.—The Secretary shall
13 make subsequent annual payments for future
14 cohorts to States, in accordance with paragraph
15 (4), that receive a payment under this section
16 and that are not determined to be ineligible
17 under subparagraph (B).

18 (B) INELIGIBILITY.—

19 (i) IN GENERAL.—Except as provided
20 in clause (ii), the Secretary shall determine
21 a State to be temporarily ineligible to re-
22 ceive a payment under subparagraph (A)
23 if—

1 (I) the State fails to submit an
2 annual report pursuant to subsection
3 (h); or

4 (II) the Secretary determines,
5 based on information submitted in the
6 annual report submitted under sub-
7 section (h), that—

8 (aa) the State is not effec-
9 tively meeting the terms and
10 goals of the application; or

11 (bb) that the State is not
12 making satisfactory progress to-
13 ward the benchmark set forth in
14 subsection (d)(2)(A).

15 (ii) INELIGIBILITY NOT TO AFFECT
16 CERTAIN COHORTS.—A determination of
17 ineligibility to receive subsequent payments
18 for future cohorts under clause (i) with re-
19 spect to a State shall not apply to pay-
20 ments for students in a cohort in the State
21 who are in grade 8, 9, 10, 11, or 12 at the
22 time of the determination.

23 (iii) REINSTATEMENT.—If the Sec-
24 retary determines a State is ineligible
25 under clause (i), the Secretary may enter

1 into an agreement with the State setting
2 forth the terms and conditions under which
3 the State may regain eligibility to receive
4 payments under this section.

5 (4) MATCHING REQUIREMENT.—The amount of
6 the Federal share under this section for an academic
7 year shall be equal to the amount of the non-Federal
8 share provided by the State for such year. The sum
9 of the Federal share and the non-Federal share for
10 an academic year shall be an amount equal to the
11 total unmet need, for the academic year, to attend
12 a 2- or 4-year degree-granting public institution of
13 higher education in the State, for all students in an
14 identified cohort that complete all eligibility require-
15 ments of a contract for educational opportunity.

16 (f) REALLOTMENT OR REDISTRIBUTION OF
17 FUNDS.—If funds remain for a cohort for 6 years after
18 the cohort has graduated from secondary school, the State
19 shall return excess Federal funds to the Secretary. Any
20 returned excess funds shall be used by the Secretary to
21 carry out the program under this section.

22 (g) CEO GRANTS.—

23 (1) IN GENERAL.—A State receiving a payment
24 under subsection (c) for a cohort shall provide, in

1 the amount determined under paragraph (3), a CEO
2 grant to each student in the cohort who—

3 (A) successfully completes the require-
4 ments of the contract for educational oppor-
5 tunity; and

6 (B) enrolls in a 2- or 4-year degree-grant-
7 ing institution of higher education in the State
8 not later than 2 years after receiving a sec-
9 ondary school diploma.

10 (2) CONTRACTS FOR EDUCATIONAL OPPOR-
11 TUNITY.—

12 (A) IN GENERAL.—A student who is in a
13 cohort for which a State is eligible for payments
14 under subsection (c) and who desires to receive
15 a CEO grant shall sign a contract for edu-
16 cational opportunity when the student begins
17 grade 8 stating that the student will carry out
18 all of the following by the time the student
19 graduates from secondary school:

20 (i) Receive a secondary school di-
21 ploma.

22 (ii) By the beginning of grade 11 (ex-
23 cept as provided in subparagraph (B)),
24 demonstrate satisfactory academic progress
25 (as determined by the State agency) to-

1 ward completing coursework that leads to
2 a secondary school diploma.

3 (iii) Complete the academic compo-
4 nents of the State contract for educational
5 opportunity, as determined by the State
6 agency.

7 (iv) Complete the nonacademic por-
8 tion of the State contract for educational
9 opportunity (as determined by the State
10 agency), including 100 hours of community
11 service, of which at least 50 hours of com-
12 munity service shall be completed before
13 the student begins grade 11 (except as
14 provided in subparagraph (B)).

15 (v) Apply for admission to a 2- or 4-
16 year degree-granting institution of higher
17 education in the State.

18 (vi) Preceding the date that the stu-
19 dent intends to enroll in an institution of
20 higher education, file for Federal financial
21 aid.

22 (B) SPECIAL CIRCUMSTANCES.—

23 (i) TRANSITION.—During the aca-
24 demic year following the date of enactment
25 of this Act, in the case of students in a co-

1 hort who are in grade 9, 10, 11, or 12 for
2 such academic year, the students of such
3 cohort shall be eligible for CEO grants if
4 such students sign the contract for edu-
5 cational opportunity during the academic
6 year and otherwise complete all of the eli-
7 gibility requirements for the contract for
8 educational opportunity under subpara-
9 graph (A) as applicable and by such time
10 as determined by the State and approved
11 by the Secretary.

12 (ii) STUDENTS WHO MOVE INTO THE
13 STATE.—In the case of a student who
14 moves into a State after the student begins
15 grade 8, such student shall be eligible for
16 a CEO grant from such State if such stu-
17 dent signs the contract for educational op-
18 portunity at the time the student moves
19 into the State and the student otherwise
20 completes all of the eligibility requirements
21 for the contract for educational oppor-
22 tunity under subparagraph (A), as applica-
23 ble and by such time as determined by the
24 State and approved by the Secretary.

25 (3) AMOUNT OF CEO GRANTS.—

1 (A) IN GENERAL.—A CEO grant for an
2 academic year shall be in an amount equal to
3 the student's calculated unmet need to attend a
4 2- or 4-year degree-granting public institution
5 of higher education in the State for such year.

6 (B) PRIVATE INSTITUTIONS.—A CEO
7 grant for a student who elects to enroll in a pri-
8 vate 2- or 4-year degree-granting public institu-
9 tion of higher education in the State shall be in
10 the amount described in subparagraph (A).

11 (4) MULTIPLE GRANTS.—

12 (A) IN GENERAL.—A State shall award a
13 CEO grant to a student who meets the require-
14 ments of this section for each academic year
15 that the student attends a 2- or 4-year degree-
16 granting institution of higher education in the
17 State.

18 (B) MAXIMUM NUMBER OF GRANTS.—Dur-
19 ing the 6-year period beginning on the date of
20 receipt of a CEO grant under this subsection,
21 a student who meets the requirements of this
22 subsection shall be eligible to receive a CEO
23 grant for each year that the student is enrolled
24 in a 2- or 4-year degree-granting institution of
25 higher education in the State, except that no

1 student shall receive a total of more than 4
2 CEO grants.

3 (5) INELIGIBILITY.—A student who otherwise
4 meets the requirements for a CEO grant shall be in-
5 eligible if the student fails to maintain an acceptable
6 level of academic standing, as determined by the in-
7 stitution of higher education that the student at-
8 tends, or is dismissed from the institution of higher
9 education for disciplinary reasons.

10 (h) EVALUATION AND REPORT.—A State receiving a
11 payment under subsection (c) for a cohort shall prepare
12 and submit an annual report to the Secretary on the suc-
13 cess of the cohort. The State report shall include the fol-
14 lowing:

15 (1) The following information relating to the
16 students in the cohort who sign a contract for edu-
17 cational opportunity, as applicable:

18 (A) The participation and completion rates
19 in the CEO grants program under this section.

20 (B) The public school secondary school
21 graduation rate and how the rate relates to the
22 established State benchmark described in sub-
23 section (d)(2).

24 (C) The rate of enrollment in public and
25 private institutions of higher education and how

1 the rate relates to the established State bench-
2 mark.

3 (D) The rate of persistence in public and
4 private institutions of higher education and how
5 the rate relates to the established State bench-
6 mark.

7 (E) The rate of graduation from public
8 and private institutions of higher education and
9 how the rate relates to the established State
10 benchmark.

11 (F) Average CEO grant aid per student.

12 (G) A description of, and justification for,
13 any increase in tuition and fees at the public 2-
14 or 4-year degree-granting institutions of higher
15 education in the State.

16 (2) A comparison of the rates described in sub-
17 paragraphs (B) through (E) of paragraph (1) for
18 students in the cohort who sign a contract for edu-
19 cational opportunity to such rates for a representa-
20 tive sample of students in the cohort in the State
21 who do not sign a contract.

1 **TITLE II—ARMING AMERICANS**
2 **WITH 21ST CENTURY KNOWL-**
3 **EDGE AND SKILLS**

4 **Subtitle A—Increasing the Number**
5 **of New American Scientists, En-**
6 **gineers, and Language Experts**

7 **SEC. 211. PURPOSE.**

8 The purpose of this subtitle is to increase the number
9 of low-income and middle-income students who pursue ca-
10 reers in mathematics, science, technology, engineering,
11 and critical-need foreign languages.

12 **SEC. 212. GRANTS FOR STRENGTHENING MATHEMATICS,**
13 **SCIENCE, AND ENGINEERING AND TECH-**
14 **NOLOGY EDUCATION INFRASTRUCTURE.**

15 (a) GRANTS FOR STRENGTHENING MATHEMATICS,
16 SCIENCE, AND ENGINEERING AND TECHNOLOGY EDU-
17 CATION INFRASTRUCTURE.—Part D of title V of the Ele-
18 mentary and Secondary Education Act of 1965 (20 U.S.C.
19 7241 et seq.) is amended by adding at the end the fol-
20 lowing:

1 **“SUBPART 22—GRANTS FOR STRENGTHENING**
2 **MATHEMATICS, SCIENCE, AND ENGINEERING**
3 **AND TECHNOLOGY EDUCATION INFRA-**
4 **STRUCTURE**

5 **“SEC. 5621. GRANTS FOR STRENGTHENING MATHEMATICS,**
6 **SCIENCE, AND ENGINEERING AND TECH-**
7 **NOLOGY EDUCATION INFRASTRUCTURE.**

8 “(a) PURPOSE.—The purpose of this section is to im-
9 prove mathematics, science, and engineering and tech-
10 nology education infrastructure in public elementary
11 schools and secondary schools to facilitate improved edu-
12 cational opportunities for all students.

13 “(b) DEFINITION OF HIGH-NEED.—In this section,
14 the term ‘high-need’, when used with respect to a school,
15 means a public elementary school or secondary school that
16 is eligible for assistance under section 1114(a) of the Ele-
17 mentary and Secondary Education Act of 1965.

18 “(c) PROGRAM AUTHORIZED.—From amounts appro-
19 priated under section 5401(b) for a fiscal year, and sub-
20 ject to subsection (d), the Secretary, in consultation with
21 the Director of the National Science Foundation, shall
22 award grants to local educational agencies to enable the
23 local educational agencies to carry out the activities de-
24 scribed in subsection (g).

25 “(d) RESERVATION OF FUNDS.—From amounts ap-
26 propriated under section 5401(b) for a fiscal year, the Sec-

1 retary shall reserve a total of $\frac{1}{2}$ of 1 percent for the Sec-
2 retary of the Interior to award grants to elementary
3 schools and secondary schools operated or funded by the
4 Bureau of Indian Affairs to enable such elementary
5 schools and secondary schools to carry out the activities
6 described in subsection (g).

7 “(e) APPLICATION.—

8 “(1) IN GENERAL.—A local educational agency
9 desiring a grant under subsection (c) shall submit
10 an application to the Secretary at such time, in such
11 manner, and containing such information as the Sec-
12 retary may reasonably require.

13 “(2) CONTENTS.—The application described in
14 paragraph (1) shall include the following:

15 “(A) A description of the activities under
16 subsection (g) for which assistance is sought
17 and the costs of such activities.

18 “(B) A description of the process through
19 which the local educational agency identified
20 the activities described in subparagraph (A).

21 “(C) Clear principles that the local edu-
22 cational agency used to determine the priority
23 of qualifying activities under this section that
24 prioritize the use of quantitative data, such as
25 student achievement on standardized assess-

1 ments and income data, in order to give priority
2 to projects benefiting high-need schools.

3 “(D) An assurance that the local edu-
4 cational agency will provide a complete and de-
5 tailed accounting of the use of grant funds
6 awarded to the local educational agency under
7 this section.

8 “(E) A description of the evaluation pro-
9 cess that will assess the accomplishments of the
10 program.

11 “(f) APPLICATION APPROVAL.—

12 “(1) DETERMINATION IN CONSULTATION WITH
13 NATIONAL SCIENCE FOUNDATION.—The Secretary
14 shall review each application submitted under sub-
15 section (e) to determine whether the application is
16 sufficient. In making such a determination, the Sec-
17 retary shall consult with the Director of the Na-
18 tional Science Foundation, in part to ensure that the
19 application is coordinated with any preexisting Na-
20 tional Science Foundation initiatives in the State.

21 “(2) DETERMINATION OF INSUFFICIENT APPLI-
22 CATION.—If the Secretary determines that an appli-
23 cation submitted by a local educational agency does
24 not meet the requirements of paragraph (1) or sub-

1 section (e), the Secretary shall provide the local edu-
2 cational agency with—

3 “(A) a written explanation of why the ap-
4 plication did not comply with such require-
5 ments; and

6 “(B) an opportunity to submit an amended
7 application.

8 “(3) PRIORITY.—In awarding grants under this
9 section, the Secretary shall give priority to local edu-
10 cational agencies with a high percentage of high-
11 need schools.

12 “(g) REQUIRED USE OF FUNDS.—A local educational
13 agency that receives a grant under subsection (c) shall use
14 grant funds, in accordance with the application of the local
15 educational agency, to carry out not less than 1 of the
16 following:

17 “(1) The purchase or refurbishment of mathe-
18 matics, science, and engineering and technology edu-
19 cation equipment, including laboratory equipment.

20 “(2) The purchase of instructional materials or
21 curricula with proven effectiveness in improving
22 mathematics, science, and engineering and tech-
23 nology education outcomes, including age-appro-
24 priate reading materials on varying grade levels that
25 provide poor readers with access to mathematics,

1 science, and engineering and technology education
2 subject matter.

3 “(3) Support for a science, mathematics, or en-
4 gineering and technology education specialist in each
5 school who is responsible for—

6 “(A) assisting in the implementation of the
7 school’s science, mathematics, or engineering
8 and technology education program;

9 “(B) assisting other teachers in delivering
10 quality instruction;

11 “(C) assisting in identifying and devel-
12 oping professional development opportunities
13 tied to the curriculum; and

14 “(D) providing guidance on curricula,
15 equipment, and other components necessary for
16 high-quality instruction.

17 “(4) Any other directly related activity—

18 “(A) identified by the local educational
19 agency in the application required under sub-
20 section (e); and

21 “(B) approved by the Secretary, in con-
22 sultation with the Director of the National
23 Science Foundation.

24 “(h) REPORT.—

1 “(1) IN GENERAL.—A local educational agency
2 that receives a grant under this section for a fiscal
3 year shall submit, not later than January 31 of the
4 succeeding fiscal year, a report in such form and
5 containing such information as the Secretary deter-
6 mines to be reasonably necessary to evaluate the
7 compliance of the local educational agency with the
8 provisions of this section.

9 “(2) CONTENTS.—The report described in
10 paragraph (1) shall include the following:

11 “(A) A description of the activities carried
12 out with grant funds under this section.

13 “(B) A complete and detailed accounting
14 of the use of funds awarded under this section,
15 including how the local educational agency gave
16 priority to projects benefiting students served
17 by high-need schools.

18 “(C) A description of how the local edu-
19 cational agency assesses the impact of the pro-
20 gram.

21 “(D) A description of how students were
22 served by the projects assisted under this sec-
23 tion, including any expansion of inquiry-based
24 learning opportunities, and an accounting of the
25 approximate number of students so served.

1 “(E) An accounting of student academic
2 progress made as a result of activities funded
3 under this section, using previously established
4 statewide academic achievement assessments in
5 mathematics and science.

6 “(F) Qualitative testimony from students,
7 teachers, administrators, or parents on the ef-
8 fect of activities funded under this section.

9 “(3) PENALTY.—A local educational agency
10 that receives a grant under this section for a fiscal
11 year but does not submit the report required under
12 this subsection shall not be eligible to receive any
13 subsequent grant funds under this section.”.

14 (b) AUTHORIZATION OF APPROPRIATIONS.—Section
15 5401 of the Elementary and Secondary Education Act of
16 1965 (20 U.S.C. 7241) is amended—

17 (1) by striking “this part” and inserting “this
18 part (excluding subpart 22)”;

19 (2) by striking “There are” and inserting the
20 following:

21 “(a) GENERAL AUTHORIZATION.—There are”; and

22 (3) by adding at the end the following:

23 “(b) MATHEMATICS, SCIENCE, AND ENGINEERING
24 AND TECHNOLOGY EDUCATION INFRASTRUCTURE.—

25 There are authorized to be appropriated to carry out sub-

1 part 22, \$500,000,000 for fiscal year 2007 and such sums
 2 as may be necessary for each of the 4 succeeding fiscal
 3 years.”.

4 (c) TABLE OF CONTENTS.—The table of contents in
 5 section 2 of the Elementary and Secondary Education Act
 6 of 1965 is amended by inserting after the item relating
 7 to section 5618 the following:

“Subpart 22—Grants for Strengthening Mathematics, Science, and
 Engineering and Technology Education Infrastructure

“Sec. 5621. Grants for strengthening mathematics, science, and engineer-
 ing and technology education infrastructure.”.

8 **SEC. 213. SCIENCE, TECHNOLOGY, ENGINEERING, MATHE-**
 9 **MATICS, AND CRITICAL-NEED FOREIGN LAN-**
 10 **GUAGE SCHOLARS.**

11 (a) DEFINITIONS.—In this section:

12 (1) INSTITUTION OF HIGHER EDUCATION.—The
 13 term “institution of higher education” has the
 14 meaning given the term in section 101(a) of the
 15 Higher Education Act of 1965 (20 U.S.C. 1001(a)).

16 (2) SECRETARY.—The term “Secretary” means
 17 the Secretary of Education.

18 (b) PROGRAM AUTHORIZED.—From amounts appro-
 19 priated under subsection (j) for a fiscal year, the Secretary
 20 shall carry out a program to award grants, on a competi-
 21 tive basis, to institutions of higher education (or consortia
 22 of such institutions) to enable the institutions of higher
 23 education (or consortia) to provide scholarships to make

1 higher education tuition free for low-income and middle-
2 income undergraduate and graduate students who are en-
3 rolled at the institutions of higher education to earn de-
4 grees in science, technology, engineering, mathematics,
5 and critical-need foreign languages (as determined by the
6 Secretary under section 222).

7 (c) APPLICATION.—An institution of higher edu-
8 cation or a consortium seeking a grant under this section
9 shall submit an application to the Secretary at such time,
10 in such manner, and containing such information as the
11 Secretary may require.

12 (d) AWARD BASIS.—In awarding grants under this
13 section, the Secretary shall give special consideration to
14 programs that—

15 (1) are a central organizational focus of the in-
16 stitution of higher education or consortium;

17 (2) enable scholarship recipients to become suc-
18 cessful members of the science, technology, engineer-
19 ing, mathematics, and critical-need foreign language
20 21st century workforce; and

21 (3) recruit undergraduate and graduate stu-
22 dents, especially female and underrepresented minor-
23 ity students, who would otherwise not pursue careers
24 in science, technology, engineering, mathematics, or
25 a critical-need foreign language.

1 (e) USE OF FUNDS.—An institution of higher edu-
2 cation or a consortium receiving a grant under this section
3 shall use the grant funds to carry out a program to en-
4 courage low-income and middle-income undergraduate and
5 graduate students enrolled at the institution of higher
6 education, or at an institution of higher education that
7 is a member of the consortium, respectively, to earn de-
8 grees in science, technology, engineering, mathematics, or
9 a critical-need foreign language, through administering
10 scholarships in accordance with subsection (f).

11 (f) SCHOLARSHIPS.—

12 (1) SCHOLARSHIP REQUIREMENTS.—Scholar-
13 ships under this subsection shall be available to a
14 student enrolled at an institution of higher education
15 that receives a grant under this section or is a mem-
16 ber of a consortium that receives a grant under this
17 section—

18 (A)(i) whose parents have an adjusted
19 gross income for the most recent tax year avail-
20 able of—

21 (I) less than \$53,000 if single; or

22 (II) less than \$107,000 if married; or

23 (ii) in the case of a student who is inde-
24 pendent (as defined in section 480 of the High-
25 er Education Act of 1965 (20 U.S.C. 1087vv),

1 who meets the adjusted gross income require-
2 ments of clause (i); and

3 (B)(i) in the case of a student in the first
4 or second year of a program of undergraduate
5 education, who enrolls in prerequisite courses
6 for a baccalaureate degree with a major in
7 science, technology, engineering, mathematics,
8 or a critical-need foreign language, as deter-
9 mined by the institution of higher education
10 that the student attends;

11 (ii) in the case of a student who has com-
12 pleted 2 years of a program of undergraduate
13 education, who is pursuing a baccalaureate de-
14 gree with a major in science, technology, engi-
15 neering, mathematics, or a critical-need foreign
16 language; or

17 (iii) in the case of a graduate student, who
18 is pursuing a graduate degree in science, tech-
19 nology, engineering, mathematics, or a critical-
20 need foreign language.

21 (2) AMOUNT.—

22 (A) ANNUAL AMOUNT.—An institution of
23 higher education or consortium that receives a
24 grant under this section shall award a scholar-
25 ship to a student described in paragraph (1) in

1 an amount that does not exceed \$5,500 per
2 academic year, except that no student shall re-
3 ceive for any academic year an amount that is
4 more than the cost of attendance, as deter-
5 mined under section 472 of the Higher Edu-
6 cation Act of 1965 (20 U.S.C. 1087ll)), at the
7 institution where the student is enrolled for
8 such academic year.

9 (B) REDUCTIONS IN AMOUNT FOR PART-
10 TIME STUDENTS.—In any case where a student
11 attends an institution of higher education on
12 less than a full-time basis (including a student
13 who attends an institution of higher education
14 on less than a half-time basis) during any aca-
15 demic year, the amount of the scholarship for
16 which that student is eligible shall be reduced
17 in proportion to the degree to which that stu-
18 dent is not so attending on a full-time basis, in
19 accordance with a schedule of reductions estab-
20 lished by the Secretary for the purpose of this
21 section, computed in accordance with this sub-
22 section. Such schedule of reductions shall be es-
23 tablished by regulation and published in the
24 Federal Register in accordance with the sched-

1 ule described in section 482 of the Higher Edu-
2 cation Act of 1965 (20 U.S.C. 1089).

3 (C) CUMULATIVE AMOUNT.—An institution
4 of higher education or consortium receiving a
5 grant under this section may award an indi-
6 vidual a scholarship under this subsection for
7 more than 1 year, or for both undergraduate
8 and graduate study, except that—

9 (i) no individual shall receive a total
10 amount of scholarship support under this
11 subsection for undergraduate study that is
12 more than \$22,000; and

13 (ii) no individual shall receive a total
14 amount of scholarship support under this
15 section for graduate study that is more
16 than \$22,000.

17 (g) CONDITIONS OF SUPPORT.—As a condition of ac-
18 ceptance of a scholarship under this section, a recipient
19 shall enter into an agreement with the institution of higher
20 education or consortium—

21 (1) accepting the terms of the scholarship; and

22 (2) agreeing to provide the awarding institution
23 of higher education or consortium with up-to-date
24 contact information and to participate in surveys
25 provided by the Secretary of Education, institution

1 of higher education, or consortium as part of an as-
2 sessment program.

3 (h) FAILURE TO COMPLETE OBLIGATION.—

4 (1) GENERAL RULE.—An individual who has
5 received a scholarship under this section shall be lia-
6 ble to the institution of higher education or consor-
7 tium that awarded the scholarship, as well as to the
8 United States, for the amount of the scholarship, if
9 such individual—

10 (A) fails to maintain an acceptable level of
11 academic standing in the institution of higher
12 education in which the individual is enrolled, as
13 determined by the institution of higher edu-
14 cation;

15 (B) is dismissed from such institution for
16 disciplinary reasons; or

17 (C) withdraws from the baccalaureate or
18 graduate degree program for which the scholar-
19 ship was made before the completion of such
20 program, and does not transfer into another
21 program that meets the requirements of sub-
22 section (f)(1)(B).

23 (2) EXCLUSION FROM FUTURE SCHOLAR-
24 SHIPS.—If a circumstance described in paragraph
25 (1) occurs, all of the following shall apply:

1 (A) NONRENEWAL OF SCHOLARSHIP.—The
2 institution of higher education or consortium
3 shall not renew the scholarship to the indi-
4 vidual. However, at the discretion of the institu-
5 tion of higher education or consortium award-
6 ing the scholarship, an individual may regain
7 eligibility for a scholarship under this section
8 after completing not less than 1 academic term
9 at the institution, if the individual—

10 (i) maintains an acceptable level of
11 academic standing in the institution of
12 higher education, as determined by the in-
13 stitution; and

14 (ii) reenrolls in the baccalaureate or
15 graduate degree program for which the
16 scholarship was made.

17 (B) INELIGIBILITY FOR FEDERAL SCHOL-
18 ARSHIPS.—The individual shall become auto-
19 matically ineligible to participate in any Federal
20 scholarship programs for future years.

21 (3) USE OF RECOVERED SCHOLARSHIP
22 FUNDS.—An institution of higher education or con-
23 sortium that recovers funds under paragraph (1)
24 shall use such funds to provide additional scholar-
25 ships under subsection (f).

1 (i) DATA COLLECTION.—An institution of higher
2 education or consortium receiving a grant under this sec-
3 tion shall supply to the Secretary any relevant statistical
4 and demographic data on scholarship recipients the Sec-
5 retary may request.

6 (j) AUTHORIZATION OF APPROPRIATIONS.—There
7 are authorized to be appropriated to carry out this section
8 \$750,000,000 for fiscal year 2007 and such sums as may
9 be necessary for each of the 4 succeeding fiscal years.

10 **SEC. 214. EXPANSION OF NATIONAL SCIENCE FOUNDATION**

11 **EDUCATION AND HUMAN RESOURCES DIREC-**

12 **TORATE.**

13 (a) PURPOSE.—The purpose of this section is to en-
14 sure the continued involvement of experts at the National
15 Science Foundation in improving science, technology, en-
16 gineering, and mathematics at the elementary, secondary,
17 and postsecondary levels by doubling funding for the edu-
18 cation and human resources programs of the National
19 Science Foundation, in addition to the increases made
20 under section 125 for the mathematics and science part-
21 nerships described in section 9 of the National Science
22 Foundation Authorization Act of 2002 and in addition to
23 any other amounts authorized or appropriated to the Na-
24 tional Science Foundation.

1 (b) AUTHORIZATION OF APPROPRIATIONS FOR NSF
2 EDUCATION AND HUMAN RESOURCES.—There is author-
3 ized to be appropriated to the National Science Founda-
4 tion for education and human resources, in addition to the
5 amounts authorized under section 125(a)(2), amounts as
6 follows:

- 7 (1) For fiscal year 2007, \$886,810,000.
- 8 (2) For fiscal year 2008, \$1,040,110,000.
- 9 (3) For fiscal year 2009, \$1,193,410,000.
- 10 (4) For fiscal year 2010, \$1,346,710,000.
- 11 (5) For fiscal year 2011, \$1,500,000,000.

12 (c) SCIENCE, MATHEMATICS, ENGINEERING, AND
13 TECHNOLOGY TALENT EXPANSION PROGRAM.—Section
14 8(7)(C) of the National Science Foundation Authorization
15 Act of 2002 (Public Law 107–368) is amended—

16 (1) by redesignating clauses (i) through (vi) as
17 subclauses (I) through (VI), respectively, and in-
18 denting appropriately;

19 (2) by striking “include those that promote
20 high quality—” and inserting “include programs
21 that—

22 “(i) promote high-quality—”; and

23 (3) in clause (i)—

24 (A) in subclause (III) (as redesignated by
25 paragraph (1)), by striking “for students;” and

1 inserting “for students, especially underrep-
2 resented minority and female mathematics,
3 science, engineering, and technology students;”;
4 and

5 (B) in subclause (VI) (as redesignated by
6 paragraph (1)), by striking the period and in-
7 serting a semicolon; and

8 (4) by adding at the end the following:

9 “(ii) finance summer internships for math-
10 ematics, science, engineering, and technology
11 undergraduate students;

12 “(iii) facilitate smaller mathematics,
13 science, engineering, and technology class sizes;

14 “(iv) facilitate the hiring of additional
15 mathematics, science, engineering, and tech-
16 nology faculty;

17 “(v) serve as bridges to enable underrep-
18 resented minority and female secondary school
19 students to obtain extra mathematics, science,
20 engineering, and technology training prior to
21 entering an institution of higher education; and

22 “(vi) finance mathematics, science, engi-
23 neering, and technology student research activi-
24 ties.”.

1 **Subtitle B—Improving Global**
2 **Knowledge and Skills**

3 **SEC. 221. DEFINITIONS.**

4 In this subtitle:

5 (1) **INSTITUTION OF HIGHER EDUCATION.**—The
6 term “institution of higher education” has the
7 meaning given the term in section 101(a) of the
8 Higher Education Act of 1965 (20 U.S.C. 1001(a)).

9 (2) **LOCAL EDUCATIONAL AGENCY; STATE EDU-**
10 **CATIONAL AGENCY.**—The terms “local educational
11 agency” and “State educational agency” have the
12 meanings given the terms in section 9101 of the Ele-
13 mentary and Secondary Education Act of 1965 (20
14 U.S.C. 7801).

15 (3) **SECRETARY.**—The term “Secretary” means
16 the Secretary of Education.

17 **SEC. 222. CRITICAL-NEED LANGUAGES.**

18 The Secretary shall, prior to requesting applications
19 for grants under this subtitle during each grant cycle, con-
20 sult with, and receive recommendations regarding, critical
21 need for expertise in foreign languages and world regions
22 from the head official, or a designee of such head official,
23 of the National Security Council, the Department of
24 Homeland Security, the Department of Defense, the De-
25 partment of State, the Federal Bureau of Investigation,

1 the Department of Labor, and the Department of Com-
2 merce, and the Director of National Intelligence. The Sec-
3 retary shall take into account such recommendations when
4 developing a list of critical-need languages and when re-
5 questing applications for grants under this subtitle. The
6 Secretary shall also make available to applicants the list
7 of the critical-need languages for the grant cycle.

8 **SEC. 223. CRITICAL-NEED LANGUAGE PROGRAM GRANTS.**

9 (a) DEFINITIONS.—In this section:

10 (1) ELIGIBLE ENTITY.—The term “eligible enti-
11 ty” means—

12 (A) a State educational agency; or

13 (B) a partnership between a local edu-
14 cational agency and an institution of higher
15 education.

16 (2) HIGH-NEED SCHOOL.—The term “high-need
17 school” means a public elementary or secondary
18 school that is eligible for assistance under section
19 1114(a) of the Elementary and Secondary Edu-
20 cation Act of 1965 (20 U.S.C. 6314(a)).

21 (b) PROGRAM AUTHORIZED.—The Secretary shall
22 award grants, on a competitive basis, to eligible entities
23 to enable the eligible entities to develop programs that
24 allow students to be exposed to and immersed in other

1 languages and cultures from the early grades throughout
2 the students' education.

3 (c) APPLICATION.—An eligible entity desiring a grant
4 under this section shall submit an application to the Sec-
5 retary at such time, in such manner, and containing such
6 information as the Secretary may require.

7 (d) AWARD BASIS.—In awarding grants under this
8 section, the Secretary shall give priority to eligible entities
9 that will use grant funds for programs that target a high-
10 need school.

11 (e) USE OF FUNDS.—An eligible entity receiving a
12 grant under this section shall use grant funds to carry
13 out 1 or more of the following:

14 (1) Establish and maintain programs in a crit-
15 ical-need language (as determined by the Secretary
16 under section 222) in the elementary schools served
17 by the eligible entity.

18 (2) Offer additional or more advanced critical-
19 need language classes in middle schools and sec-
20 ondary schools.

21 (3) Create and implement effective models of
22 instruction in critical-need languages and world cul-
23 tures.

24 (4) Create and maintain internationally themed
25 schools that—

1 (A) offer dual language immersion pro-
2 grams;

3 (B) focus on international content; and

4 (C) use technology to bring the world into
5 the classroom virtually.

6 (f) TECHNICAL ASSISTANCE CENTERS.—

7 (1) IN GENERAL.—The Secretary shall enter
8 into contracts with entities to establish a system of
9 regional critical-need foreign language technical as-
10 sistance centers focused on developing critical-need
11 language programs in kindergarten through grade
12 12 education.

13 (2) APPLICATION.—An entity desiring a con-
14 tract under this subsection shall submit an applica-
15 tion to the Secretary at such time, in such manner,
16 and containing such information as the Secretary
17 may require.

18 (3) ACTIVITIES.—Each center established under
19 this subsection shall—

20 (A) assist States and local educational
21 agencies in developing critical-need language
22 curricula; and

23 (B) disseminate best practices in the field.

24 (g) REPORT.—Not later than 90 days after the last
25 day of the grant or contract period, an eligible entity re-

1 ceiving a grant under subsection (a) or an entity receiving
2 a contract under subsection (f) shall prepare and submit
3 a report to the Secretary describing the supported activi-
4 ties.

5 (h) AUTHORIZATION OF APPROPRIATIONS.—There
6 are authorized to be appropriated to carry out this section
7 \$100,000,000 for fiscal year 2007 and such sums as may
8 be necessary for each of the 4 succeeding fiscal years.

9 **SEC. 224. INTERNATIONAL SUMMER INSTITUTE GRANTS.**

10 (a) PROGRAM AUTHORIZED.—The Secretary shall
11 award grants, on a competitive basis, to institutions of
12 higher education or nonprofit organizations (or consortia
13 of such institutions or organizations) to carry out summer
14 institute programs that help teachers integrate inter-
15 national content into the curricula and improve the teach-
16 ers' knowledge and teaching of foreign cultures.

17 (b) PARTNERSHIP.—In order to receive a grant under
18 this section, an institution of higher education or a non-
19 profit organization (or a consortium of such institutions
20 or organizations) shall enter into a partnership with a
21 local educational agency to carry out the grant activities.

22 (c) APPLICATION.—An institution of higher edu-
23 cation, nonprofit organization, or consortium desiring a
24 grant under this section shall submit an application to the

1 Secretary at such time, in such manner, and containing
2 such information as the Secretary may require.

3 (d) USE OF FUNDS.—An institution of higher edu-
4 cation, nonprofit organization, or consortium receiving a
5 grant under this section shall use grant funds to carry
6 out 1 or more of the following:

7 (1) Integrate international content into existing
8 summer institute programs.

9 (2) Assist States in creating new summer insti-
10 tutes to prepare teachers—

11 (A) to teach international subjects, such as
12 world history, global economics, and geography;
13 and

14 (B) to integrate international content into
15 other subjects to improve global competence.

16 (e) REPORT.—Not later than 90 days after the last
17 day of the grant period, an institution of higher education,
18 nonprofit organization, or consortium receiving a grant
19 under this section shall prepare and submit a report to
20 the Secretary describing the grant activities.

21 (f) AUTHORIZATION OF APPROPRIATIONS.—There
22 are authorized to be appropriated to carry out this section
23 \$100,000,000 for fiscal year 2007 and such sums as may
24 be necessary for each of the 4 succeeding fiscal years.

1 **SEC. 225. INTERNATIONAL AND FOREIGN LANGUAGE STUD-**
2 **IES.**

3 (a) **PURPOSE.**—The purpose of this section is to in-
4 crease study abroad and foreign language study opportu-
5 nities in critical-need languages for secondary school, un-
6 dergraduate, and graduate students.

7 (b) **DEFINITION OF ELIGIBLE ENTITY.**—In this sec-
8 tion, the term “eligible entity” means—

- 9 (1) an institution of higher education;
- 10 (2) a consortium of institutions of higher edu-
11 cation;
- 12 (3) an institution of higher education in part-
13 nership with an international university;
- 14 (4) an institution of higher education in part-
15 nership with a local educational agency;
- 16 (5) a State educational agency; or
- 17 (6) a local educational agency.

18 (c) **PROGRAM AUTHORIZED.**—From amounts appro-
19 priated under this section for a fiscal year, the Secretary
20 shall award grants, on a competitive basis, to eligible enti-
21 ties to enable the eligible entities to establish or strengthen
22 foreign language study programs in critical-need lan-
23 guages, as determined by the Secretary under section 222.

24 (d) **AMOUNT AND DURATION OF GRANT.**—Each
25 grant awarded under this section shall be—

1 (1) for an amount of not less than \$500,000 for
2 each year of the grant; and

3 (2) for a period of not less than 4 years.

4 (e) APPLICATION.—An eligible entity that desires a
5 grant under this section shall submit an application to the
6 Secretary at such time, in such manner, and containing
7 such information as the Secretary may require.

8 (f) USE OF FUNDS.—An eligible entity receiving a
9 grant under this section shall use the grant funds to estab-
10 lish or strengthen foreign language study programs in crit-
11 ical-need languages, which may include the following ac-
12 tivities:

13 (1) The recruitment and retention of faculty in
14 critical-need languages.

15 (2) Curriculum development.

16 (3) The acquisition of materials to improve in-
17 structional programs.

18 (4) The expansion of study abroad programs
19 for participating students.

20 (5) The development of foreign language im-
21 mersion programs.

22 (6) Summer institutes for faculty development.

23 (7) Bridge programs that allow dual enrollment
24 for secondary school students in institutions of high-
25 er education.

1 (8) Programs to expand the understanding and
2 knowledge of cultural, geographic, and political fac-
3 tors within countries with populations who speak
4 critical-need languages.

5 (9) Research on, and evaluation of, the teaching
6 of critical-need foreign languages.

7 (10) Participation in national programs impact-
8 ing critical-need foreign languages.

9 (11) Data collection and analysis regarding the
10 outcomes of various student recruitment strategies
11 and program design and curricula approaches, and
12 their impact on increasing—

13 (A) the number of students studying crit-
14 ical-need languages; and

15 (B) the fluency of the students in the lan-
16 guages.

17 (g) AUTHORIZATION OF APPROPRIATIONS.—There
18 are authorized to be appropriated to carry out this section
19 \$100,000,000 for fiscal year 2007 and such sums as may
20 be necessary for each of the 4 succeeding fiscal years.

21 **Subtitle C—Investing in Workers**
22 **Through Job Training**

23 **SEC. 231. PROJECTS TO PROVIDE LITERACY, TECHNOLOGY,**
24 **AND TECHNICAL SKILLS TRAINING.**

25 (a) DEFINITIONS.—In this section:

1 (1) SECRETARY.—The term “Secretary” means
2 the Secretary of Labor.

3 (2) SMALL BUSINESS.—The term “small busi-
4 ness” means a business with not more than 100 em-
5 ployees.

6 (b) PROJECTS.—The Secretary shall carry out
7 projects to provide literacy, technology, and technical skills
8 training for workers, including both employed and unem-
9 ployed workers.

10 (c) GRANTS.—In carrying out projects described in
11 subsection (b), the Secretary shall make grants to eligible
12 partnerships.

13 (d) ELIGIBLE PARTNERSHIPS.—

14 (1) IN GENERAL.—To be eligible to receive such
15 a grant, a partnership shall be a local or regional
16 public-private partnership consisting of at least—

17 (A) 1 State or local workforce investment
18 board established under section 111 or 117 of
19 the Workforce Investment Act of 1998 (29
20 U.S.C. 2821 or 2832) (including a consortium
21 of such boards in a region);

22 (B) 1 institution of higher education, as
23 defined in section 101(a) of the Higher Edu-
24 cation Act of 1965, (including a consortium of
25 such institutions);

1 (C) 1 business (including a consortium of
2 such businesses) or nonprofit employer; and

3 (D) 1 community-based organization, labor
4 union, trade association, or other intermediary.

5 (2) DESIGNATION OF RESPONSIBLE FISCAL
6 AGENTS.—Each partnership described in paragraph
7 (1) shall designate a responsible fiscal agent to re-
8 ceive and disburse grant funds under this section.

9 (e) TRAINING.—

10 (1) PARTICIPANTS.—A partnership that re-
11 ceives a grant under subsection (c) shall provide
12 training through a project described in subsection
13 (b) to persons who are employed and who wish to
14 obtain and upgrade skills to qualify for existing jobs
15 (as of the date such training begins) and to persons
16 who are unemployed.

17 (2) PREPARATION.—Such training shall, to the
18 extent practicable, include the preparation of work-
19 ers for a broad range of positions along a career lad-
20 der.

21 (f) START-UP ACTIVITIES.—

22 (1) IN GENERAL.—Except as provided in para-
23 graph (2), not more than 5 percent, or \$75,000,
24 whichever is less, of the funds made available
25 through a single grant made under this section may

1 be used toward the start-up costs of a partnership
2 or training project.

3 (2) EXCEPTION.—In the case of partnerships
4 consisting primarily of small businesses, not more
5 than 10 percent, or \$150,000, whichever is less, of
6 the funds made available through a single grant
7 made under this section may be used toward the
8 start-up costs of a partnership or training project.

9 (3) DURATION OF START-UP PERIOD.—For
10 purposes of this subsection, a start-up period con-
11 sists of a period of not more than 1 month, begin-
12 ning on the first day of the grant period. At the end
13 of the start-up period, training shall immediately
14 begin and no further Federal funds may be used for
15 start-up costs.

16 (g) APPLICATIONS.—

17 (1) IN GENERAL.—To be eligible to receive a
18 grant under this section, a partnership shall submit
19 an application to the Secretary at such time, in such
20 manner, and containing such information as the Sec-
21 retary may require.

22 (2) CONTENTS.—Each application for such a
23 grant shall—

24 (A) provide evidence of the need for the
25 training to be provided through the grant, by

1 providing evidence of skill shortages in existing
2 or emerging industries as demonstrated through
3 reliable regional, State, or local data;

4 (B) articulate the level of skills that work-
5 ers will be trained for and the manner by which
6 attainment of those skills will be measured; and

7 (C) include an agreement that the project
8 will be subject to evaluation by the Secretary to
9 measure the effectiveness of the project.

10 (3) MATCHING FUNDS.—Each application for a
11 grant to carry out a project described in subsection
12 (b) shall state the manner by which the partnership
13 will—

14 (A) make available, with respect to the
15 costs to be incurred by the partnership in car-
16 rying out the project, non-Federal contributions
17 (in cash or in kind) in an amount equal to not
18 less than 50 percent of the Federal funds pro-
19 vided under the grant; and

20 (B) make the contributions available di-
21 rectly or through donations from public or pri-
22 vate entities, and ensure that at least $\frac{1}{2}$ of the
23 contributions will be from businesses or non-
24 profit employers involved in the partnership.

25 (h) CONSIDERATIONS.—

1 (1) PROJECTS WITH COMMITMENTS.—In mak-
2 ing grants under this section, the Secretary shall
3 give consideration to an applicant that provides a
4 specific, measurable commitment—

5 (A) upon successful completion of a train-
6 ing course by a participant—

7 (i) who is unemployed, to hire or ef-
8 fectuate the hiring of the participant
9 (where applicable);

10 (ii) who is an incumbent worker, to
11 increase the wages or salary of the worker
12 (where applicable); or

13 (iii) to provide skill certification to the
14 participant;

15 (B) to provide training that is linked to in-
16 dustry-accepted occupational skill standards,
17 certificates, or licensing requirements; or

18 (C) to provide a project that will lead to
19 attainment of baccalaureate or associate de-
20 grees.

21 (2) EXPANDED AND COLLABORATIVE
22 PROJECTS.—In making grants under this section,
23 the Secretary shall give consideration to an applicant
24 that proposes to use grant funds—

1 (A) to demonstrate a significant ability to
2 expand a training project through such means
3 as training more workers or offering more
4 courses; and

5 (B) to carry out a training project result-
6 ing from a collaboration, especially with more
7 than 1 small business or with an entity carrying
8 out a labor-management training project.

9 (3) PARTNERSHIPS INVOLVING SMALL BUSI-
10 NESSES.—In making grants under this section, the
11 Secretary shall give consideration to an applicant
12 that involves and directly benefits more than 1 small
13 business.

14 (4) DONATIONS FROM PUBLIC OR PRIVATE EN-
15 TITIES.—In making grants under this section, the
16 Secretary shall give consideration to an applicant
17 that provides a specific commitment that a portion
18 of the non-Federal contribution described in sub-
19 section (g)(3) will be made available through dona-
20 tions from other public or private entities, so as to
21 demonstrate the long-term sustainability of the
22 project after the expiration of the grant period in-
23 volved.

24 (i) ADMINISTRATIVE COSTS.—A partnership that re-
25 ceives a grant to carry out a project described in sub-

1 section (b) may not use more than 10 percent of the funds
2 made available through the grant to pay for administrative
3 costs associated with the project.

4 (j) AUTHORIZATION OF APPROPRIATIONS.—There
5 are authorized to be appropriated to carry out this section
6 \$300,000,000 for fiscal year 2007 and such sums as may
7 be necessary for each of the 4 succeeding fiscal years.

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