TITLE II—PREPARING, TRAINING, AND RECRUITING HIGH QUALITY TEACHERS AND PRINCIPALS

PART A—[TO BE SUPPLIED]

PART B—MATHEMATICS AND SCIENCE PARTNERSHIPS

SEC. 221. MATHEMATICS AND SCIENCE PARTNERSHIPS.

Part B of title II (20 U.S.C. 6661 et seq.) is amended to read as follows:

"PART B—MATHEMATICS AND SCIENCE PARTNERSHIPS

"SEC. 2201. PURPOSE; DEFINITIONS.

''(a) PURPOSE.—The purpose of this part is to improve the academic achievement of students in the areas of science, technology, engineering, and mathematics by encouraging State educational agencies, institutions of higher education, local educational agencies, elementary schools, and secondary schools to participate in programs that—

''(1) improve and upgrade the status and stature of science, technology, engineering, and mathematics teaching by encouraging institutions of high-

er education to assume greater responsibility for improving science, technology, engineering, and mathematics teacher education through the establishment of a comprehensive, integrated system of recruiting, training, and advising science, technology, engineering, and mathematics teachers;

''(2) focus on the education of science, technology, engineering, and mathematics teachers as a career-long process that continuously stimulates teachers' intellectual growth and upgrades teachers' knowledge and skills;

''(3) bring science, technology, engineering, and mathematics teachers in elementary schools and secondary schools together with scientists, mathematicians, and engineers to increase the subject matter knowledge of science, technology, engineering, and mathematics teachers and improve such teachers' teaching skills through the use of sophisticated laboratory equipment and work space, computing facilities, libraries, and other resources that institutions of higher education are better able to provide than the elementary schools and secondary schools;

''(4) develop more rigorous science, technology, engineering, and mathematics curricula that are aligned with challenging State and local academic

content standards and with the standards expected for postsecondary study in science and mathematics;

"(5) improve and expand training of science, technology, engineering, and mathematics teachers, including training such teachers in the effective integration of technology into curricula and instruction; and

"(6) improve student achievement in science, technology, engineering, and mathematics in high-need schools by improving the quality and training of science, technology, engineering, and mathematics teachers in such schools.

"(b) DEFINITIONS.—In this part:

"(1) ELIGIBLE PARTNERSHIP.—The term 'eligible partnership' means a partnership that—

"(A) shall include—

"(i) if grants are awarded under section 2202(a)(1), a State educational agency;

"(ii) a science, technology, engineering, or mathematics department of an institution of higher education; and

"(iii) a high-need local educational agency; and

"(B) may include—

"(i) another science, technology, engineering, or mathematics department, or a teacher training department of an institution of higher education;

"(ii) a high-performing local educational agency or a consortium of such local educational agencies, a high-performing public charter school or a consortium of such schools, or a high-performing public or private elementary school, middle school, or secondary school, or a consortium of such schools, that can serve as a resource to the partnership;

"(iii) a business; or

"(iv) a nonprofit or for-profit organization of demonstrated effectiveness in improving the quality of mathematics teachers and science teachers.

"(2) HIGH-NEED LOCAL EDUCATIONAL AGENCY.—The term 'high-need local educational agency' means a local educational agency or educational service agency—

"(A)(i) that serves not fewer than 10,000 children from low-income families;

"(ii) for which not less than 20 percent of the children served by the agency are children from low-income families; or

"(iii) that is a local educational agency that is eligible under section 6211(d) or 6221(b); and

"(B) for which student achievement on State mathematics or science assessments falls in the lowest quartile of student achievement on State mathematics or science assessments among local educational agencies in the State.

"(3) SUMMER WORKSHOP OR INSTITUTE.—The term 'summer workshop or institute' means a workshop or institute, conducted during the summer, that—

"(A) is conducted for a period of not less than 2 weeks;

"(B) includes, as a component, a program that provides direct interaction between students and faculty; and

"(C) provides for followup training during the academic year that is conducted in the classroom for a period of not less than 3 consecutive or nonconsecutive days, except that—

"(i) if the workshop or institute is conducted during a 2-week period, the followup training shall be conducted for a period of not less than 4 days; and

"(ii) if the followup training is for teachers in rural school districts, the followup training may be conducted through distance learning.

"SEC. 2202. GRANTS FOR MATHEMATICS AND SCIENCE PARTNERSHIPS.

"(a) GRANTS AUTHORIZED.—

"(1) GRANTS TO PARTNERSHIPS.—

"(A) IN GENERAL.—For any fiscal year for which the funds appropriated under section 2203 are less than $100,000,000, the Secretary is authorized to award grants, on a competitive basis, to eligible partnerships to carry out the authorized activities described in subsection (d).

"(B) MINIMUM GRANT AMOUNT AND PERIOD.—A grant by the Secretary to an eligible partnership under subparagraph (A) shall be in an amount that is not less than $500,000.

"(2) GRANTS TO STATE EDUCATIONAL AGENCIES.—

"(A) IN GENERAL.—For any fiscal year for which the funds appropriated under section 2203 equal or exceed $100,000,000—

"(i) if an eligible partnership in the State was previously awarded a grant under paragraph (1), and the grant period has not ended, the Secretary shall reserve funds in a sufficient amount to make payments to the partnership in accordance with the terms of the grant; and

"(ii) the Secretary is authorized to award grants to State educational agencies to enable such agencies to award subgrants, on a competitive basis, to eligible partnerships to carry out the authorized activities described in subsection (d).

"(B) ALLOTMENT.—The Secretary shall allot the amount made available under this part for a fiscal year and not reserved under subparagraph (A)(i) among the State educational agencies in proportion to the number of children, aged 5 to 17, who are from families with incomes below the poverty line and reside in a State for the most recent fiscal year for which satisfactory data are available, as compared to

the number of such children who reside in all such States for such year.

"(C) MINIMUM ALLOTMENT.—The amount of any State educational agency's allotment under subparagraph (B) for any fiscal year may not be less than one-half of 1 percent of the amount made available under this part for such year.

"(3) DURATION.—The Secretary shall award grants under this part for a period of 3 years.

"(4) MINIMUM SUBGRANT AMOUNT AND PERIOD.—A subgrant by a State educational agency to an eligible partnership under this paragraph shall be—

"(A) in an amount that is not less than $500,000; and

"(B) for a minimum of 3 years.

"(5) SUPPLEMENT, NOT SUPPLANT.—Funds received under this part shall be used to supplement, and not supplant, funds that would otherwise be used for activities authorized under this part.

"(b) APPLICATION REQUIREMENTS.—

"(1) IN GENERAL.—Each eligible partnership desiring a grant or subgrant under this part shall submit an application—

"(A) in the case of grants awarded pursuant to subsection (a)(1), to the Secretary, at such time, in such manner, and accompanied by such information as the Secretary may require; or

"(B) in the case of subgrants awarded pursuant to subsection (a)(2), to the State educational agency, at such time, in such manner, and accompanied by such information as the State educational agency may require.

"(2) CONTENTS.—Each application submitted pursuant to paragraph (1) shall include—

"(A) the results of a comprehensive assessment of the teacher quality and professional development needs of the high-need local educational agency in the eligible partnership with respect to the teaching and learning of science, technology, engineering, and mathematics, which shall include an assessment of the teacher quality and professional development needs of each high-need school served by the high-need local educational agency;

"(B) a description of how the activities to be carried out by the eligible partnership will be primarily focused on improving the quality and

training of science, technology, engineering, and mathematics teachers in schools served by the high-need local educational agency with the greatest need;

''(C) a description of how the activities to be carried out by the eligible partnership will be aligned with challenging State academic content and student academic achievement standards in science, technology, engineering, and mathematics and with other educational reform activities that promote student academic achievement in science, technology, engineering, and mathematics;

''(D) a description of how the activities to be carried out by the eligible partnership will be based on a review of [scientifically based research] on science, technology, engineering, and mathematics programs that are demonstrated to be effective in improving student academic achievement in such subjects, which may include evaluations by the National Science Foundation of the effectiveness of programs in raising student academic achievement in science, technology, engineering, and mathematics, and an explanation of how the activities are ex-

pected to improve student academic achievement and strengthen the quality of science, technology, engineering, and mathematics instruction;

"(E) a description of—

"(i) how the eligible partnership will carry out the authorized activities described in subsection (d); and

"(ii) the eligible partnership's evaluation and accountability plan described in subsection (f); and

"(F) a description of how the eligible partnership will continue the activities funded under this part after the original grant or subgrant period has expired.

"(c) SPECIAL CONSIDERATION.—In awarding a grant or a subgrant under this part to an eligible partnership, the Secretary or a State educational agency, as applicable, shall give special consideration to an eligible partnership that carries out activities modeled on National Science Foundation programs that have been demonstrated to be effective in raising student academic achievement in science, technology, engineering, and mathematics.

"(d) AUTHORIZED ACTIVITIES.—An eligible partnership shall use funds provided under this part for 1 or more

of the following activities related to the schools served by the high-need local educational agency with the greatest need in the eligible partnership:

"(1) Creating opportunities for enhanced and ongoing professional development of science, technology, engineering, and mathematics teachers that improves the subject matter knowledge of such teachers.

"(2) Promoting strong teaching skills for science, technology, engineering, and mathematics teachers and teacher educators, including integrating reliable [scientifically based research] teaching methods and technology-based teaching methods into the curriculum.

"(3) Establishing and operating science, technology, engineering, and mathematics summer workshops or institutes, including followup training, for elementary school and secondary school mathematics teachers and science teachers that—

"(A) shall—

"(i) directly relate to the curriculum and academic areas in which the teacher provides instruction, and focus only secondarily on pedagogy;

"(ii) enhance the ability of the teacher to understand and use the challenging State academic content standards and student academic achievement standards for science, technology, engineering, and mathematics and to select appropriate curricula; and

"(iii) train teachers to use curricula that are—

"(I) based on [scientific research;]

"(II) aligned with challenging State academic content standards; and

"(III) object-centered, experiment-oriented, and concept- and content-based; and

"(B) may include—

"(i) programs that provide teachers and prospective teachers with opportunities to work under the guidance of experienced teachers and college faculty;

"(ii) instruction in the use of data and assessments to inform and instruct classroom practice; and

"(iii) professional development activities, including supplemental and followup activities, such as curriculum alignment, distance learning, and activities that train teachers to utilize technology in the classroom.

"(4) Recruiting science, technology, engineering, and mathematics majors to teaching through the use of—

"(A) signing and performance incentives that are linked to activities proven effective in retaining teachers, for individuals with demonstrated professional experience in science, technology, engineering, and mathematics;

"(B) stipends provided to science, technology, engineering, and mathematics teachers for certification through alternative routes;

"(C) scholarships for teachers to pursue advanced course work in science, technology, engineering, or mathematics; and

"(D) other programs that the State educational agency determines to be effective in recruiting and retaining individuals with strong science or mathematics backgrounds.

"(5) Developing or redesigning more rigorous science, technology, engineering, and mathematics curricula that are aligned with challenging State and local academic content standards and with the standards expected for postsecondary study in science, technology, engineering, and mathematics.

"(6) Establishing distance learning programs for mathematics teachers and science teachers using curricula that are innovative, content-based, and based on [scientifically based research] that is current as of the date of the program involved.

"(7) Designing programs to prepare a science, technology, engineering, or mathematics teacher at a school to provide professional development to other science, technology, engineering, or mathematics teachers at the school and to assist beginning and other teachers at the school, including (if applicable) a mechanism to integrate the teacher's experiences from a summer workshop or institute into the provision of professional development and assistance.

"(8) Establishing and operating programs to bring science, technology, engineering, and mathematics teachers into contact with working scientists, mathematicians, and engineers, to expand such teachers' subject matter knowledge of and research

in science, technology, engineering, and mathematics.

"(9) Designing programs to identify and develop exemplary science, technology, engineering, and mathematics teachers.

"(10) Training science, technology, engineering, and mathematics teachers and developing programs to encourage young women and other underrepresented individuals in science, technology, engineering, and mathematics careers to pursue postsecondary degrees in majors leading to such careers.

"(e) COORDINATION AND CONSULTATION.—

"(1) PARTNERSHIP GRANTS.—An eligible partnership receiving a grant under section 203 of the Higher Education Act of 1965 shall coordinate the use of such funds with any related activities carried out by such partnership with funds made available under this part.

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

"(A) consult with the Director of the National Science Foundation, particularly in the conduct of summer workshops or institutes or partnerships to improve science, technology, en-

gineering, and mathematics teaching in elementary schools and secondary schools; and

"(B) consult with the Director of the National Science Foundation regarding the dissemination of model programs that National Science Foundation evaluations have concluded are effective in raising student academic achievement in science, technology, engineering, and mathematics.

"(f) EVALUATION AND ACCOUNTABILITY PLAN.—

"(1) IN GENERAL.—Each eligible partnership receiving a grant or subgrant under this part shall develop an evaluation and accountability plan for activities assisted under this part that includes rigorous objectives that measure the impact of activities funded under this part on the high-need local educational agency in the eligible partnership, including the impact of such activities on the high-need schools served by the high-need local educational agency.

"(2) CONTENTS.—The plan developed pursuant to paragraph (1)—

"(A) shall include measurable objectives to increase the number of mathematics teachers

and science teachers who participate in content-based professional development activities;

"(B) shall include measurable objectives for improved student academic achievement on State science and mathematics assessments and, where applicable, State technology and engineering assessments, or, where applicable, an International Mathematics and Science Study assessment; and

"(C) may include objectives and measures for—

"(i) increased participation by students in advanced courses in science, technology, engineering, and mathematics;

"(ii) increased percentages of elementary school teachers with academic majors or minors in science, technology, engineering, or mathematics; and

"(iii) increased percentages of secondary school classes in science, technology, engineering, and mathematics taught by teachers with academic majors in science, technology, engineering, or mathematics; and

"(D) shall describe how the activities supported under this section will be coordinated with other programs to improve science, technology, engineering, and mathematics academic achievement being implemented by the local educational agency that is a member of the partnership.

"(g) REPORT.—

"(1) ELIGIBLE PARTNERSHIPS.—Each eligible partnership receiving a grant or subgrant under this part shall report annually to the Secretary regarding the eligible partnership's progress in meeting the objectives described in the accountability plan of the partnership under subsection (f).

"(2) SECRETARY.—The Secretary shall—

"(A) annually report to the appropriate committees of Congress on the effectiveness of programs supported under this part in improving science, technology, engineering, and mathematics student academic achievement; and

"(B) in consultation with the Director of the National Science Foundation, report on the coordination between the mathematics and science partnerships at the Department of Education and the National Science Foundation.

"SEC. 2203. AUTHORIZATION OF APPROPRIATIONS.

''There are authorized to be appropriated to carry out this part [$_____] for fiscal year 2008 and such sums as may be necessary for each of the 5 succeeding fiscal years.''.

PART C—INNOVATION FOR TEACHER QUALITY

Subpart 1—Transitions to Teaching

SEC. 231. TROOPS-TO-TEACHERS DEFINITIONS.

Section 2301 (20 U.S.C. 6671) is amended—

(1) by redesignating paragraphs (2) through (5) as paragraphs (3) through (6), respectively;

(2) by inserting after paragraph (1) the following:

''(2) CHILDREN FROM FAMILIES WITH INCOMES BELOW THE POVERTY LINE.—The term 'children from families with incomes below the poverty line' means children ages 5 through 17 from families with incomes below the poverty line, as determined by the most recent data available.''; and

(3) in paragraph (6) (as redesignated by paragraph (1)), in subparagraph (B), by striking ''paragraph (4)'' and inserting ''paragraph (5)''.

SEC. 232. AUTHORIZATION OF TROOPS-TO-TEACHERS PROGRAM.

Section 2302(b) (20 U.S.C. 6672(b)) is amended—

(1) in paragraph (1), by striking ''vocational or technical'' and inserting ''career and technical education''; and

(2) in paragraph (2)—

(A) in subparagraph (A)—

(i) in the matter preceding clause (i), by striking ''public''; and

(ii) in clause (ii), by striking ''vocational or technical'' and inserting ''career and technical education''; and

(B) in subparagraph (B), by striking ''vocational or technical'' and inserting ''career and technical education''.

SEC. 233. RECRUITMENT AND SELECTION OF PROGRAM PARTICIPANTS.

Section 2303 (20 U.S.C. 6673) is amended—

(1) by striking subsection (c)(2)(B) and inserting the following:

''(B) CAREER AND TECHNICAL EDUCATION TEACHER.—If a member of the Armed Forces described in paragraph (1), (2), or (3) of subsection (a) is applying for assistance for placement as a career and technical education teacher, the Secretary shall require the member—

"(i) to have received the equivalent of 1 year of college from an accredited institution of higher education and have 6 or more years of military experience in a career and technical education field; or

"(ii) to otherwise meet the certification or licensing requirements for a career and technical education teacher in the State in which the member seeks assistance for placement under the Program."; and

(2) in subsection (d), by striking "vocational or technical" and inserting "career and technical education".

SEC. 234. PARTICIPATION AGREEMENT AND FINANCIAL ASSISTANCE.

Section 2304 (20 U.S.C. 6674) is amended—

(1) in subsection (a)(1)—

(A) in subparagraph (A)—

(i) by striking "vocational or technical" and inserting "career and technical education"; and

(ii) by inserting "(if otherwise required by this Act to be highly qualified)" after "highly qualified teacher"; and

(B) in subparagraph (B)—

(i) by striking ''vocational or technical'' and inserting ''career and technical education'';

(ii) by striking ''public''; and

(iii) by striking ''section 2101'' and inserting ''section 2102'';

(2) in subsection (b)(5), by striking ''vocational or technical'' and inserting ''career and technical education'';

(3) in subsection (d)—

(A) in paragraph (1)—

(i) by striking ''vocational or technical'' and inserting ''career and technical education''; and

(ii) by inserting ''(if otherwise required by this Act to be highly qualified)'' after ''highly qualified teacher''; and

(B) in paragraph (3), by striking subparagraph (A) and inserting the following:

''(A) STUDENTS FROM LOW-INCOME FAMILIES.—

''(i) ELEMENTARY SCHOOL.—In the case of an elementary school, not less than 50 percent of the students enrolled in the

school are children from families with incomes below the poverty line.

"(ii) SECONDARY SCHOOL.—In the case of a secondary school, not less than 30 percent of the students enrolled in the school are children from families with incomes below the poverty line."; and

(4) in subsection (f)(1)—

(A) in subparagraph (A), by striking "vocational or technical" and inserting "career and technical education"; and

(B) in subparagraph (B), by striking "vocational or technical" and inserting "career and technical education".

SEC. 235. PARTICIPATION BY STATES.

Section 2305(b)(1) (20 U.S.C. 6675(b)(1)) is amended by striking "vocational or technical" and inserting "career and technical education".

SEC. 236. SUPPORT OF INNOVATIVE PRERETIREMENT TEACHER CERTIFICATION PROGRAMS.

Section 2306 (20 U.S.C. 6676) is amended—

(1) in subsection (b), by striking "vocational or technical" and inserting "career and technical education"; and

(2) in subsection (c)(3), by striking ''vocational or technical'' and inserting ''career and technical education''.

SEC. 237. REPORTING REQUIREMENTS.

Section 2307 (20 U.S.C. 6677) is amended—

(1) in subsection (a)—

(A) by striking ''Not later than March 31, 2006'' and inserting ''Every 3 years'';

(B) by striking ''to Congress a report on'' and inserting ''a report evaluating''; and

(C) by inserting ''to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate'' before the period at the end; and

(2) in subsection (b)—

(A) in paragraph (2), by inserting '', and whether such schools are high need or have been designated as a school in need of improvement under section 1116'' before the period at the end; and

(B) in paragraph (6), by inserting ''in demonstrating the impact of the Program on recruiting and retaining qualified teachers and

the impact of the Program on student outcomes'' before the period at the end.

SEC. 238. TRANSITION TO TEACHING PROGRAM DEFINITIONS.

Section 2312 (20 U.S.C. 6682) is amended—

(1) in paragraph (1)—

(A) in subparagraph (A), by striking ''or'' after the semicolon;

(B) in subparagraph (B), by striking clause (ii) and inserting the following:

''(ii) in the case of an individual wishing to teach in a secondary school, has completed an academic major (or courses totaling an equivalent number of credit hours), or has passed the State competency exam, in the academic subject that the individual will teach; or''; and

(C) by adding at the end the following:

''(C) an individual—

''(i) who is highly qualified to teach not less than 1 core academic subject or is certified in another subject area such as special education or English-language acquisition; and

"(ii) who is seeking additional certification or licensure to become either highly qualified to teach an additional core academic subject or certified to teach in another subject area such as special education or English-language acquisition."; and

(2) by striking paragraphs (2) and (3) and inserting the following:

"(2) HIGH-NEED LOCAL EDUCATIONAL AGENCY.—The term 'high-need local educational agency' means a local educational agency—

"(A) that serves not fewer than 10,000 children from families with incomes below the poverty line;

"(B) for which not less than 20 percent of the children served by the agency are children from families with incomes below the poverty line; or

"(C) that is a local educational agency that is eligible under section 6211(d) or 6221(b).

"(3) HIGH-NEED SCHOOL.—The term 'high-need school' means a school that—

"(A) is an elementary school in which not less than 50 percent of the students enrolled in

the school are children from families with incomes below the poverty line;

"(B) is a secondary school in which not less than 30 percent of the students enrolled in the school are children from families with incomes below the poverty line;

"(C) is located in an area with a high percentage of out-of-field teachers, as defined in section 2102;

"(D) is within the top quartile of elementary schools and secondary schools statewide, as ranked by the number of unfilled, available teacher positions at the schools;

"(E) is located in an area in which there is a high teacher turnover rate; or

"(F) is located in an area in which there is a high percentage of teachers who are not certified or licensed.".

SEC. 239. GRANT PROGRAM.

Section 2313 (20 U.S.C. 6683) is amended—

(1) in subsection (c), by striking "State educational agency";

(2) in subsection (d)(2)—

(A) in subparagraph (C), by striking "describe";

(B) in subparagraph (D), by striking ''explain'';

(C) in subparagraph (E)—

(i) by striking ''describe''; and

(ii) by striking ''and'' after the semicolon;

(D) in subparagraph (F)—

(i) by striking ''describe''; and

(ii) by striking the period at the end and inserting ''; and''; and

(E) by adding at the end the following:

''(G) the applicant's plan for recruiting and retaining teachers in high-need schools.'';

(3) in subsection (g), by striking paragraph (2) and inserting the following:

''(2) AUTHORIZED ACTIVITIES.—The entity shall use the funds for activities that are aligned with a participating local educational agency or State educational agency's plan, required under subsection (d)(2)(G), to recruit and retain teachers in high-need schools. Such activities may include the following:

''(A) Providing scholarships, stipends, bonuses, and other financial incentives, that are linked to participation in activities that have

proven effective in recruiting and retaining teachers in high-need schools operated by high-need local educational agencies, to all eligible participants, in an amount not to exceed $10,000 per participant.

"(B) Providing instructional support aligned with the specific needs of program participants, such as—

"(i) programs developed in collaboration with institutions of higher education to facilitate teacher preparation, induction, support, other retention activities, and other activities that have proven effective in recruiting and retaining teachers;

"(ii) on-line resources for content and instruction;

"(iii) programs and incentive structures that support teaming highly effective teachers with new teachers;

"(iv) seminars and professional development connecting content and instruction; and

"(v) high-quality pre-service coursework.

"(C) Carrying out pre- and post-placement activities that have proven effective in recruiting and retaining teachers, such as—

"(i) teacher mentoring;

"(ii) internships; and

"(iii) high-quality, sustained in-service induction, professional development, and other support services.

"(D) Carrying out placement and ongoing activities to ensure that teachers are placed in fields in which the teachers are highly qualified to teach and are placed in high-need schools.

"(E) Developing long-term recruitment and retention strategies, including developing—

"(i) a statewide or regionwide clearinghouse for the recruitment and placement of teachers;

"(ii) administrative structures to develop and implement programs to provide alternative routes to certification;

"(iii) reciprocity agreements between or among States for the certification or licensing of teachers; or

"(iv) other long-term teacher recruitment and retention strategies."; and

(4) in subsection (h), by adding at the end the following:

"(4) PRIORITY.—In carrying out activities with a grant awarded under this section, an eligible entity shall serve primarily those individuals who are eligible to participate under subparagraph (A) or (B), or both, of section 2312(1).".

SEC. 240. EVALUATION AND ACCOUNTABILITY FOR RECRUITING AND RETAINING TEACHERS.

Section 2314(c) (20 U.S.C. 6684(c)) is amended by striking "Congress" and inserting "the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate".

SEC. 241. AUTHORIZATION OF APPROPRIATIONS.

Section 2321 (20 U.S.C. 6691) is amended—

(1) in subsection (a)—

(A) by striking "$150,000,000" and inserting **[**"$_____"**]**; and

(B) by striking "2002" and inserting "2008"; and

(2) in subsection (b)—

(A) by striking "$30,000,000" and inserting **[**"$_____"**]**; and

(B) by striking ''2002'' and inserting ''2008''.

Subpart 2—National Writing Project

SEC. 245. NATIONAL WRITING PROJECT.

Section 2332 (20 U.S.C. 6702) is amended—

(1) in subsection (d)(3)—

(A) by striking ''$100,000'' and inserting ''$150,000''; and

(B) by striking ''$200,000'' and inserting ''$300,000'';

(2) in subsection (f)(2), by striking ''2002'' and inserting ''2008''; and

(3) in subsection (h), by striking ''$15,000,000 as may be necessary for fiscal year 2002 and'' and inserting ''$30,000,000 for fiscal year 2008 and such sums as may be necessary for''.

Subpart 3—Repeals and Technical Amendments

SEC. 261. REPEALS; TEACHER LIABILITY TECHNICAL AMENDMENTS.

(a) REPEALS.—The following provisions of law are repealed:

(1) Section 1504 (20 U.S.C. 6494).

(2) Subpart 3 of part C of title II (20 U.S.C. 6711 et seq.).

(3) Subpart 4 of part C of title II (20 U.S.C. 6721 et seq.).

(4) The American History and Civics Education Act of 2004 (20 U.S.C. 6713 note).

(b) TECHNICAL AMENDMENTS.—Part C of title II (20 U.S.C. 6671 et seq.) is amended—

(1) by redesignating subpart 5 as subpart 3; and

(2) in section 2366(b), by striking ''ate law that makes a limitation'' and all that follows through the period at the end and inserting the following:

''(3) A State law that makes a limitation of liability inapplicable if the civil action was brought by an officer of a State or local government pursuant to State or local law.''.

PART D—ACHIEVEMENT THROUGH TECHNOLOGY AND INNOVATION

SEC. 271. ACHIEVEMENT THROUGH TECHNOLOGY AND INNOVATION.

Part D of title II (20 U.S.C. 6753 et seq.) is amended to read as follows:

"PART D—ACHIEVEMENT THROUGH TECHNOLOGY AND INNOVATION

"SEC. 2401. SHORT TITLE.

''This part may be cited as the 'Achievement Through Technology and Innovation Act of 2007' or the 'ATTAIN Act'.

"SEC. 2402. PURPOSES AND GOALS.

''(a) PURPOSES.—The purposes of this part are the following:

''(1) To ensure that through technology every student has access to individualized, rigorous, and relevant learning to meet the goals of this Act, and to prepare students to succeed in postsecondary education and the workforce.

''(2) To evaluate, build upon, and increase the use of evidence-based and innovative systemic school redesigns that center on the use of technology to increase student achievement and for school improvement.

''(3) To increase ongoing, meaningful, and professional development around technology that leads to changes in teaching and curriculum, improves student achievement, including in core academic subjects, and student technology literacy, and is aligned with professional development activities supported under section 2123.

"(4) To utilize technology to promote parental involvement in the education of their children through communication with school personnel.

"(b) GOALS.—The goals of this part are the following:

"(1) To improve student academic achievement in meeting State student academic achievement standards through the use of professional development and systemic school redesigns that center on the use of technology and its applications.

"(2) To improve professional development to ensure every school administrator possesses the leadership skills necessary for effective technology integration and every teacher possesses the knowledge and skills to use technology and curriculum redesign as key components of changing teaching and learning and improving student achievement, to use technology for data analysis to enable individualized instruction, and to use technology to improve student technology literacy.

"(3) To ensure that every student is technologically literate by the end of 8th grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.

"(4) To improve student engagement, opportunity, attendance, graduation rates, and technology access through enhanced or redesigned curriculum or instruction.

"(5) To more effectively use data to inform instruction, address individualized student needs, and support school decisionmaking.

"SEC. 2403. STUDENT TECHNOLOGY LITERACY.

"In this part, the term 'student technology literacy' means student knowledge and skills in using contemporary information, communication, and learning technologies in a manner necessary for successful employment, life-long learning and citizenship in the knowledge-based, digital, and global 21st century, which includes, at a minimum, the ability to use technology to—

"(1) effectively communicate and collaborate with others in a safe and ethical manner;

"(2) analyze and solve problems;

"(3) access, evaluate, manage, and create information and otherwise gain information literacy; and

"(4) demonstrate creative thinking, construct knowledge, and develop innovative products and processes.

"SEC. 2404. AUTHORIZATION OF APPROPRIATIONS.

"(a) IN GENERAL.—There are authorized to be appropriated to carry out this part [Note: subpart 3 has it's own authorization of approps; should it be included here or should this subsection say 'this part, except part 3'?], [$1,000,000,000] for fiscal year 2008, and such sums as may be necessary for each of the 5 succeeding fiscal years.

"(b) ALLOCATION OF FUNDS BETWEEN STATE AND LOCAL AND NATIONAL INITIATIVES.—The amount of funds made available under subsection (a) for a fiscal year shall be allocated so that—

"(1) 3 percent of such funds or $10,000,000, whichever amount is less, is made available to carry out subpart 2, of which amount—

"(A) $2,000,000 is made available to carry out section 2411(1); and

"(B) 1½ percent of such amount or $4,000,000, whichever amount is less, is made available to carry out section 2412; and

"(2) the remainder of such funds is made available to carry out subpart 1.

"(c) LIMITATION.—

"(1) LOCAL ADMINISTRATIVE COSTS.—Of the amount of funds made available to a local educational agency under this part for a fiscal year, not

more than 3 percent may be used by the agency for administrative costs.

"(2) STATE ADMINISTRATIVE COSTS.—Of the amount of funds made available to a State educational agency under section 2406(a)(1) for administrative costs and technical assistance, not more than 60 percent may be used by the agency for administrative costs.

"Subpart 1—State and Local Technology Grants

"SEC. 2405. ALLOTMENT AND REALLOTMENT.

"(a) RESERVATIONS AND ALLOTMENT.—From the amount made available to carry out this subpart under section 2404(b)(2) for a fiscal year—

"(1) the Secretary shall reserve—

"(A) three-fourths of 1 percent for the Secretary of the Interior for programs under this subpart for schools operated or funded by the [Bureau of Indian Education;] and

"(B) one-half of 1 percent to provide assistance under this subpart to the outlying areas; and

"(2) from the remainder of such amount and subject to subsection (b), the Secretary shall make grants by allotting to each eligible State educational agency under this subpart an amount that bears the

same relationship to such remainder for such year as the amount received under part A of title I for such year by such State educational agency bears to the amount received under such part for such year by all State educational agencies.

"(b) MINIMUM ALLOTMENT.—The amount of any State educational agency's allotment under subsection (a)(2) for any fiscal year may not be less than ½ of 1 percent of the amount made available for allotments to States under this part for such year.

"(c) REALLOTMENT OF UNUSED FUNDS.—If any State educational agency does not apply for an allotment under this subpart for a fiscal year, or does not use its entire allotment under this subpart for that fiscal year, the Secretary shall reallot the amount of the State educational agency's allotment, or the unused portion of the allotment, to the remaining State educational agencies that use their entire allotments under this subpart in accordance with this section.

"(d) STATE EDUCATIONAL AGENCY DEFINED.—In this section, the term 'State educational agency' does not include an agency of an outlying area or the [Bureau of Indian Education].

"(e) ELIGIBLE LOCAL EDUCATIONAL AGENCY TO INCLUDE CONSORTIUM.—In this subpart, the term 'eligible

local educational agency' includes a consortium of eligible local educational agencies.

"SEC. 2406. USE OF ALLOTMENT BY STATE.

"(a) IN GENERAL.—Of the amount provided to a State educational agency from the agency's allotment under section 2405(a)(2) for a fiscal year—

"(1) the State educational agency may use not more than 5 percent of such amount or $100,000, whichever amount is greater, to carry out activities under section 2408(a);

"(2) the State educational agency shall use 2.5 percent of such amount or $50,000, whichever amount is greater, to carry out activities under section 2408(b); and

"(3) the State educational agency shall distribute the remainder as follows:

"(A) The State educational agency shall distribute 60 percent to award subgrants to local educational agencies for Improving Teaching and Learning Through Technology pursuant to section 2409(c) by allocating to each eligible local educational agency that has submitted an application to the State educational agency under section 2409(c), for the activities described in section 2410(b), an amount that

bears the same relationship to 60 percent of the remainder for such year as the amount received under part A of title I for such year by such local educational agency, bears to the amount received under such part for such year by all local educational agencies within the State.

"(B) The State educational agency shall distribute 40 percent to award Systemic School Redesign Through Technology Integration subgrants, through a State-determined competitive process, to eligible local educational agencies that have submitted applications to the State educational agency pursuant to section 2409(b) for the activities described in section 2410(a).

"(b) SUFFICIENT AMOUNTS.—

"(1) SPECIAL RULE.—In awarding subgrants under subsection (a)(3)(B), the State educational agency shall—

"(A) ensure subgrants are of sufficient size and scope to be effective in meeting the purposes of this part;

"(B) ensure subgrants are of sufficient duration to be effective, consistent with the purposes of this part, including by awarding subgrants that will run for not less than 2 years

and may be renewed for not more than a total of 5 years;

"(C) give preference in the awarding of subgrants to an eligible local educational agency that serves schools in need of improvement, as identified under section 1116, including those with high numbers of English language learners or students with disabilities or other subgroups of students who are not meeting the State's student academic achievement standards; and

"(D) ensure an equitable distribution of assistance under this subpart among urban and rural areas of the State, according to the demonstrated need of such local educational agency serving the area.

"(2) MINIMUM ALLOCATION.—The amount of any eligible local educational agency allocation under subsection (a)(3)(A) for any fiscal year shall be a minimum of $3,000.

"(3) REALLOCATION OF UNUSED FUNDS.—If any local educational agency does not apply for an allocation under subsection (a)(3)(A) for a fiscal year, or does not use its entire allocation under this subpart for that fiscal year, the State shall reallocate the amount of the local educational agency's al-

location, or the unused portion of the allocation, to the remaining local educational agencies that use their entire allocations under this subpart in accordance with this section.

"SEC. 2407. STATE APPLICATIONS.

''(a) IN GENERAL.—To be eligible to receive a grant under this subpart, a State educational agency shall submit to the Secretary, at such time and in such manner as the Secretary may specify, an application containing the contents described in subsection (b) and such other information as the Secretary may reasonably require.

''(b) CONTENTS.—Each State application submitted under subsection (a) shall include each of the following:

''(1) A description of how the State will support local educational agencies that receive subgrants under this subpart in meeting the purposes, goals, and requirements of this part, including through technical assistance.

''(2) A description of the State's long-term goals and strategies for improving student academic achievement, including in core academic subjects and technology literacy, through the effective use of technology in classrooms and schools throughout the State.

"(3) A description of how the State will focus its activities, guidance, and technical assistance under this part, on priorities, which may, at the discretion of the State, be the core academic subjects, grade levels, and student subgroup populations in which a high number of local educational agencies in the State are not making adequate yearly progress, as defined in section 1111(c)(3).

"(4) A description of how the State will support local educational agencies that receive subgrants under this subpart in implementing professional development programs pursuant to section 2410(b)(1)(A).

"(5) A description of how the State will ensure that teachers, paraprofessionals, school library media specialists, and administrators in the State possess the knowledge and skills to use technology across the curriculum, to use technology and curriculum redesign as key components of changing teaching and learning and improving student achievement, to use technology for data analysis to enable individualized instruction, and to use technology to improve student technology literacy.

"(6) A description of the process, activities, and performance measures that the State educational

agency will use to evaluate the impact and effectiveness of activities funded under this part as required under section 2408(b).

''(7) Identification of the State challenging academic content standards and challenging student academic achievement standards that the State will use to ensure that each student is technology literate by the end of the 8th grade consistent with the definition of student technology literacy, and a description of how the State will assess, not less often than once by the end of 8th grade, student performance in gaining technology literacy only for the purpose of tracking progress towards achieving the 8th grade technology literacy goal (but not for meeting adequate yearly progress goals), including through embedding such assessment items in other State tests, performance-based assessments portfolios, or through other valid and reliable means. Nothing in this part shall be construed to require States to develop a separate test to assess student technology literacy.

''(8) An assurance that financial assistance provided under this subpart will supplement, and not supplant, State and local funds.

"(9) An assurance that the State will publish the results of the State's technology literacy assessments administered under section 2408(a)(1)(B) as part of the State report card, consistent with section 1111(h), including through presentation on the Internet.

"(10) A description of how the State educational agency will, in providing guidance and technical assistance to local educational agencies, serve those local educational agencies identified by the State with the highest need of assistance, including those with the highest percentage or number of students from families with incomes below the poverty line, students referred to under section 2406(b)(1)(C) not meeting State student academic achievement standards, or schools identified as in need of improvement under section 1116.

"(11) A description of how the State educational agency will ensure that each subgrant awarded under section 2406(a)(3)(B) is of sufficient size, scope, and duration to be effective as required under section 2406(b), and that such subgrants are appropriately targeted and equitably distributed as required under section 2406(b) to carry out the purposes of this part effectively.

"(12) A description of the State's strategies for using technology to increase parental involvement.

"(13) A description of how the State educational agency consulted with local educational agencies in the development of the State application.

"SEC. 2408. STATE ACTIVITIES.

"(a) IN GENERAL.—From funds made available under section 2406(a)(1), a State educational agency—

"(1) shall carry out the following activities:

"(A) Identify the challenging academic content standards and challenging student academic achievement standards that the State will use to ensure that each student is technology literate by the end of the 8th grade consistent with the definition of student technology literacy.

"(B) Assess not less often than once by the end of the 8th grade student performance in gaining technology literacy consistent with subparagraph (A), including through embedding such assessment items in other State tests, performance-based assessments, portfolios, or through other means, but provided that such assessments shall be used only to track student

technology literacy and not in conjunction with meeting adequate yearly progress goals.

"(C) Provide guidance and technical assistance to local educational agencies, consistent with section 2407(b)(3), including to local educational agencies receiving formula grants of less than $10,000, with a priority to those agencies with the highest need of assistance pursuant to section 2407(b)(9), in the following ways:

"(i) Submitting applications for funding under this part.

"(ii) Carrying out activities authorized under section 2410, including implementation of systemic school redesigns as described in section 2409(b).

"(iii) Developing local educational agency technology plans and integrating such plans with their plans for improving student achievement under section 1112, and, if applicable, section 1116.

"(D) Provide guidance and technical assistance to local educational agencies on the local educational agencies' plans to assess, and, as needed, update hardware, software, and

other technologies throughout the local educational agency in terms of their functional capabilities, age, and other specifications, including to ensure such technologies can process, to scale, new applications and online services, such as video conferencing, video streaming, virtual simulations, and distance learning; and

''(2) may carry out the following activities:

''(A) State leadership activities and technological assistance that assist recipients of funds under this part in achieving the purposes and goals of this part.

''(B) Assist recipients of funds under this part in the development and utilization of [research-based] or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies.

''(C) Assist recipients of funds under this subpart in providing sustained and intensive, high-quality professional development pursuant to section 2410(b)(1)(A), including through assistance in a review of relevant research.

"(b) ACTIVITIES RELATING TO RESEARCH.—From funds made available under section 2406(a)(2), a State educational agency shall—

"(1) collect and disseminate findings of any evaluation or research funded under this part; and

"(2) carry out 1 or more of the following activities:

"(A) Conduct [scientifically-based or other rigorous research] to evaluate the impact of 1 or more programs or activities authorized under this part in meeting the purposes and goals of this part.

"(B) Provide guidance and technical assistance to eligible local educational agencies in carrying out evaluation research activities as required under section 2410(a)(1).

"(C) Create 1 or more evaluation research protocols, designs, performance measurement systems, or other tools to assist eligible local educational agencies in carrying out evaluation activities as required under section 2410(a)(1).

"SEC. 2409. LOCAL APPLICATIONS.

"(a) IN GENERAL.—To be eligible to receive a subgrant from a State educational agency under this subpart, a local educational agency shall submit to the State

educational agency an application containing a new or updated local long-range strategic educational technology plan, and such other information as the State educational agency may reasonably require, which shall include each of the following:

"(1) A description of how the applicant will align and coordinate its use of funds under this part to the district technology plan, to the district plans and activities for improving student achievement, including under section 1112 and sections 1116 and 2123, as applicable, and to funds available from other Federal, State, and local sources.

"(2) An assurance that financial assistance provided under this subpart will supplement, and not supplant other existing funds.

"(3) A description of the process used to assess and, as needed, update the hardware, software, and other technologies throughout the local educational agency in terms of their functional capabilities, age, and other specifications, including to ensure such technologies can process, to scale, new applications, and online services.

"(4) Such other information as the State educational agency may reasonably require.

"(b) COMPETITIVE GRANTS; SYSTEMIC SCHOOL REDESIGN THROUGH TECHNOLOGY INTEGRATION.—In addition to components included in an application as described in subsection (a), an eligible local educational agency that submits an application for a subgrant described in section 2406(a)(3)(B) shall submit to the State educational agency an application containing the following:

"(1) A description of how the applicant will use grant funds to implement systemic school redesign, which is a comprehensive set of programs, practices, and technologies that collectively lead to school or district change and improvement, including in the use of technology, and in improved student achievement and that incorporate all of the following elements:

"(A) Reform or redesign of curriculum, instruction, assessment, use of data, or other standards-based school or classroom practices through the use of technology, including to increase student learning opportunity, student technology literacy, access, and engagement.

"(B) Improve educator quality, knowledge, and skills through professional development pursuant to section 2410(b)(1)(A).

"(C) Development of student technology literacy and other skills necessary for 21st century learning and success.

"(D) Ongoing use of formative assessments or other timely data sources and data systems to more effectively identify individual student learning needs and guide personalized instruction, learning, and appropriate interventions that address those personalized student learning needs.

"(E) Engagement of district and school leaders, classroom educators, and, to the extent practicable, parents and relevant community members.

"(F) [Research-based] systemic redesigns, which are based on a review of the best available research evidence, and innovative systemic redesigns, which are based on the development and use of new redesigns, programs, practices, and technologies.

"(2) An assurance that the applicant will use not less than 25 percent of funds to implement a program of professional development pursuant to section 2410(b)(1)(A).

"(3) A description of how the applicant will evaluate the impact of 1 or more programs or activities authorized under this part in meeting 1 or more of the purposes and goals of this part.

"(c) FORMULA GRANTS; IMPROVING TEACHING AND LEARNING THROUGH TECHNOLOGY.—In addition to components included in an application as described in subsection (a), an eligible local educational agency that submits an application for a subgrant described in section 2406(a)(3)(A) shall submit to the State educational agency an application containing the following:

"(1) An assurance that the applicant will use not less than 40 percent of funds for professional development pursuant to section 2410(b)(1)(A) and for technology tools, applications, and other resources related specifically to such professional development activities.

"(2) A description of how the applicant will implement a program of professional development as required under paragraph (1).

"(3) A description of how the local educational agency will employ technology tools, applications, and other resources in professional development and to improve student learning and achievement in the

area of priority identified by the local educational agency pursuant to paragraph (4).

"(4) A description of the priority area upon which the local educational agency will focus its subgrant funds under this part. Such priority area shall be identified from among the core content areas, grade levels, and student subgroup populations in which the greatest number of students are not meeting State student academic achievement standards.

"(d) COMBINED APPLICATIONS.—An eligible local educational agency that submits an application to the State educational agency for funds awarded under section 2406(a)(3)(B) may, upon notice to the State educational agency, submit a single application that will also be considered by the State educational agency as an application for funds awarded under section 2406(a)(3)(A), provided the local educational agency application addresses each application requirement.

"(e) CONSORTIUM APPLICATIONS.—For any fiscal year, a local educational agency applying for financial assistance described in section 2406(a)(3) may apply as part of a consortium in which more than 1 local educational agency jointly submits a subgrant application under this

part, except that no local educational agency may receive more than 1 subgrant under this part.

"SEC. 2410. LOCAL ACTIVITIES..

"(a) COMPETITIVE GRANTS; SYSTEMIC SCHOOL REDESIGN THROUGH TECHNOLOGY INTEGRATION.—From funds made available to a local educational agency under section 2406(a)(3)(B), the local educational agency—

"(1) shall use not less than 5 percent of such funds to evaluate the impact of programs or activities carried out under the subgrant in meeting the purposes and goals of this part and shall report such findings to the State and make such findings publicly available; and

"(2) shall use the remaining funds to implement a plan for systemic school redesign, which may take place in 1 or more schools or across the entire local educational agency pursuant to section 2409(b)(1), including—

"(A) using not less than 25 percent of funds to improve teacher quality and skills through support for—

"(i) professional development activities, as described under subsection (b)(1)(A); and

"(ii) as necessary, the acquisition and implementation of technology tools and applications to be employed in the professional development activities described in clause (i);

"(B) acquiring and effectively implementing technology tools, applications, and other resources in conjunction with enhancing or redesigning the curriculum or instruction in order to—

"(i) increase student learning opportunity or access, student engagement in learning, student attendance, or graduation rates;

"(ii) improve student achievement in 1 or more of the core academic subject areas; and

"(iii) improve student technology literacy; and

"(C) acquiring and effectively implementing technology tools and applications to—

"(i) conduct ongoing formative assessments or other timely data sources and data systems to more effectively identify individual student learning needs and

guide personalized instruction, learning, and appropriate interventions that address those personalized student learning needs;

"(ii) support individualized student learning, including through instructional software and digital content that supports the learning needs of each student, or through providing access to high-quality courses and instructors, often not available except through technology and distance education, especially in rural or high-poverty schools; and

"(iii) conduct such activities as appropriate consistent with the goals and purposes of [research-based] and innovative systemic school redesign, including to increase parental involvement through improved communication with teachers and the school, and access to student assignments and grades.

"(D) at the option of the local educational agency, using technology to increase communication between teachers, schools, and parents through a system that is designed to enable—

"(i) teachers to record a short, high quality, daily message, via the telephone or internet, for parents of students in their classroom, regarding classroom activities and how they can support and reinforce student learning outside of school; and

"(ii) parents to contact the school to access the teacher's message at any time.

"(b) FORMULA GRANTS; IMPROVING TEACHING AND LEARNING THROUGH TECHNOLOGY.—From funds made available to a local educational agency under section 2406(a)(3)(A), the local educational agency shall carry out activities to improve student learning, student technology literacy, and student achievement in the area of priority identified by the State under section 2407(b)(3), including that such local educational agency shall comply with the following:

"(1) The local educational agency shall use not less than 40 percent of funds for professional development activities that are aligned with activities supported under section 2123 to improve teacher quality and skills through support for the following:

"(A) Training of teachers, paraprofessionals, school library media specialists, and administrators, which—

"(i) shall include professional development—

"(I) that is ongoing, sustainable, timely, and relevant to the subjects being taught in school;

"(II) that employs strategies and pedagogy in the core curriculum areas that involve use of technology and curriculum redesign as key components of changing teaching and learning and improving student achievement;

"(III) that ensures every educator is technologically literate, including possessing the knowledge and skills to use technology across the curriculum, to use technology and curriculum redesign as key components of innovating teaching and learning and improving student achievement, to use technology for data analysis to enable individualized instruction, and to use technology to improve student technology literacy; and

"(IV) that includes ongoing communication and follow-up with instructors, facilitators, and peers; and

"(ii) may include—

"(I) use of instructional technology specialists, mentors, or coaches to work directly with teachers, including through the preparation of teachers as technology leaders or master teacher with the means to serve as experts and train other teachers in the effective use of technology; and

"(II) use of technology such as distance learning and online virtual educator-to-educator peer communities as a means for delivering professional development.

"(B) The acquisition and implementation of technology tools, applications, and other resources to be employed in the professional development activities described under subparagraph (A).

"(2) The local educational agency shall use the remaining funds to acquire or implement technology tools, applications, and other resources to improve

student learning, student technology literacy, and achievement in the area of priority identified by the local educational agency, including through 1 or more of the following:

"(A) Conducting on-going formative assessment or other timely data sources and data systems to more effectively identify individual student learning needs and guide personalized instruction, learning, and appropriate interventions that address those personalized student learning needs.

"(B) Supporting individualized student learning, including through instructional software and digital content that supports the learning needs of each student, or through providing access to high-quality courses and instructors, including mathematics, science, and foreign language courses, often not available except through technology and distance education, especially in rural and high-poverty schools.

"(C) Increasing parental involvement through improved communication with teachers and the school, and access to student assignments and grades.

"(D) Enhancing accountability, instruction, and data-driven decisionmaking through data systems that allow for management, analysis, and disaggregating of student, teacher, and school data.

"(E) Such other activities as appropriate consistent with the goals and purposes of this part.

"(c) MULTIPLE GRANTS.—A local educational agency that receives a grant under both subparagraph (A) and subparagraph (B) of section 2406(a)(3) may use all such grant funds for activities authorized under subsection (a).

"Subpart 2—National Activities

"SEC. 2411. NATIONAL ACTIVITIES.

"From the amount made available to carry out national activities under section 2404(b)(1), the Secretary, [working through and in coordination with the Director of the Office of Educational Technology and collaborating, as appropriate, with the National Center for Achievement Through Technology authorized under section 2412], shall carry out the following activities:

"(1) REPORT.—The Secretary shall conduct and publish a report every 2 years on trends in student technology literacy. In preparing such report, the Secretary shall—

"(A) review the results of the State technology literacy assessments under section 2408(a)(1)(B) to determine the extent to which students have gained student technology literacy by the end of 8th grade; and

"(B) consult with experts and stakeholders, including educators and education leaders, education technology experts from the education industry, and the business and higher education communities, regarding the results described in subparagraph (A) and their implications.

"(2) NATIONAL EDUCATION TECHNOLOGY PLAN.—The Secretary shall—

"(A) update not less often than every 5 years the National Education Technology Plan to promote understanding and awareness of technology and distance learning, including advancements in both, and the role of technology and distance learning in meeting the Nation's education goals and needs; and

"(B) implement such plan, to the extent possible.

"(3) OTHER NATIONAL ACTIVITIES.—From the funds remaining after carrying out paragraphs (1)

and (2), the Secretary may carry out the following activities:

"(A) Efforts to increase student technology literacy, including through outreach to education, business, and elected leaders aimed at building understanding of the knowledge and skills students need to succeed in the 21st century through use of technology for lifelong learning, citizenship, and workplace success.

"(B) Efforts to increase the capacity of State and local education officials to budget for technology acquisition and implementation, including taking into account the long-term costs, how technology investments could increase effectiveness and efficiencies that ultimately save other education costs or provide improved outcomes, and how spending for technology in education should be considered in a comprehensive cost-benefit analysis and not simply as a supplemental expense.

"(C) Efforts to ensure teachers, principals, and other educators have the knowledge and skills to teach in the 21st century through the use of technology, including by providing assistance to and sharing information with State ac-

crediting agencies, institutions of higher education with teacher preparation programs and other educational institutions and government entities involved in the preparation and certification of teachers, to ensure such teachers possess these skills prior to entering the teaching force.

"(D) Other activities that lead to the use of educational technologies to improve teaching, learning, student achievement, student technology literacy, and related 21st century college preparedness and workforce competitiveness skills, that complement other such efforts being undertaken by public and private agencies and organizations.

[“SEC. 2412. NATIONAL CENTER FOR ACHIEVEMENT THROUGH TECHNOLOGY.]

[“(a) PURPOSE.—The purpose of this section is to establish a National Center for Achievement Through Technology, consistent with this part, that—]

[“(1) provides national leadership regarding improvement in the use of technology in education with a focus on elementary and secondary education including technology's role in improving student

achievement and technology literacy as well as teacher quality;]

[“(2) serves as a national resource for the improvement of technology implementation in education through identification and dissemination of promising practices and exemplary programs that effectively use educational technologies to improve teaching and learning, teacher quality, student engagement and opportunity, student achievement and technology literacy, and the efficiency and productivity of the education enterprise, including the related research on the conditions and practices that support the effective use of technology in education; and]

[“(3) provides an annual report to Congress synthesizing the promising practices and exemplary programs that effectively use educational technologies to improve teaching and learning, as described in paragraph (2), including the related research and research on the conditions and practices that support the effective use of technology in education.]

[“(b) ESTABLISHMENT.—]

[“(1) IN GENERAL.—The Secretary, acting through the Director of the Office of Educational

Technology, shall award a grant, on a competitive basis, to an eligible entity to establish a National Center for Achievement Through Technology (in this section referred to as the 'Center').]

[''(2) COORDINATION WITH THE INSTITUTE.—]

[''(A) IN GENERAL.—The Director of the Office of Educational Technology shall award the grant under paragraph (1) in coordination with the Director of the Institute of Education Sciences.]

[''(B) ADMINISTRATION OF PROGRAM.—The Director of the Office of Educational Technology shall administer the grant program under this section.]

[''(3) CONDITIONS.—]

[''(A) ELIGIBLE ENTITIES.—An entity shall be eligible to receive the grant under this section if the entity is—]

[''(i) a research organization or research institution with education technology as 1 of the organization or institution's primary areas of focus; or]

[''(ii) a partnership that consists of a research organization or research institu-

tion described in clause (i) and another education institution or agency, non-profit organization, or research organization or institution.]

[“(B) DURATION.—The grant awarded under this section shall be 5 years in duration, and shall be renewable at the discretion of the Director of the Office of Educational Technology for not more than an additional 3 years.]

[“(C) PEER REVIEW.—In awarding the grant under this section, the Director of the Office of Educational Technology shall consider the recommendations of a peer review panel, which shall be composed of representatives of the following stakeholder communities:]

[“(i) Teachers and other educators who use technologies.]

[“(ii) Local and State education leaders who administer programs employing technologies.]

[“(iii) [Businesses that develop educational technologies.]]

[“(iv) Researchers who study educational technologies.]

[“(v) Related education, educational technology, and business organizations.]

[“(c) NATIONAL CENTER FOR ACHIEVEMENT THROUGH TECHNOLOGY ACTIVITIES.—In order to provide leadership for the effective use of technology in education, the eligible entity awarded the grant under this section shall establish the Center, which shall carry out the following activities:]

[“(1) PROMISING PRACTICES, EXEMPLARY PROGRAMS, AND RESEARCH.—The Center shall identify and compile promising practices, exemplary programs, quantitative and qualitative research, and other information and evidence demonstrating the broad uses and positive impacts of technology in elementary and secondary education as well as the factors and steps important to the improvement and effective use of technology. The Center shall include practices that—]

[“(A) involve technology and consider specific technologies—]

[“(i) across the curriculum to improve teaching, learning, and student achievement, including in the core academic subject areas of reading, mathe-

matics, science, and history or social studies;]

[''(ii) to support the teaching and learning of student technology literacy as student knowledge and skills in using contemporary information, communication, and learning technologies in a manner necessary for successful life-long learning and citizenship in the knowledge-based, digital, and global 21st century, which includes the abilities to effectively communicate and collaborate, to analyze and solve problems, to access, evaluate, manage, and increase information and otherwise gain information literacy, and to do so in a safe and ethical manner;]

[''(iii) for formative and summative assessment, including to inform instruction and data-driven, decisionmaking, to individualize instruction, and for accountability purposes;]

[''(iv) to improve student learning and achievement, including through improving student interest and engagement, student access to courses and instructors

through distance learning, and student learning time, and through individualizing curriculum and instruction to meet unique student learning needs, styles, and pace;]

[''(v) to improve teacher quality, including for professional development and for timely and ongoing training and support; and]

[''(vi) to improve the efficiency and productivity of the classroom and school enterprise, including through data management and analysis, resource management, and communications; [and/or]]

[''(B) relate to the policies, budgeting, technology infrastructure, conditions, practices, teacher training, school leadership, and other implementation factors important to improving the effectiveness of technology in elementary and secondary education as outlined in subparagraph (A), including in—]

[''(i) the knowledge and skills teachers and other educators need to reach in the 21st century through the use of technology, including the use of technology and curriculum redesign as key components of

changing teaching and learning, to use technology for data analysis to enable individualized instruction, and to use technology to improve student technology literacy;]

[''(ii) the knowledge and skills principals, superintendents, and other senior school and district administrators need to effectively learn in 21st century schools using technology, including the job skills required and the coursework and experience necessary to be prepared for school leadership; and]

[''(iii) the budgeting for technology acquisition and implementation, including taking into account the long-term costs, how technology investments could increase effectiveness and efficiencies that ultimately save other educational costs or provide improved outcomes, and how spending for technology in education should be considered in a comprehensive cost-benefit analysis and not simply as a supplemental expense.]

[“(2) ORIGINAL RESEARCH.—The Center may conduct, directly or through grants and contracts, original research as necessary to fill important gaps in existing research necessary to address the areas described in paragraph (1) with a focus on the policies, budgeting, technology infrastructure, conditions, practices, teacher training, school leadership, and other implementation factors important to improving the effectiveness of technology in elementary and secondary education.]

[“(3) OUTREACH.—The Center shall consult with appropriate stakeholders, including, at a minimum, those described in subsection (b)(3)(C), in determining priorities pursuant to paragraph (1), in gathering information pursuant to paragraph (1), and in determining the need for original research pursuant to paragraph (2). The Center shall establish 1 or more informal advisory groups to provide such consultation.]

[“(4) DISSEMINATION.—The Center shall disseminate widely the information identified and compiled pursuant to paragraph (1) to teachers and other educators, local, regional, State, and Federal education leaders, public and elected officials, the existing network of federally funded educational re-

source centers and labs, businesses that develop educational technologies, colleges of teacher education and teacher accrediting agencies, researchers who study educational technologies, other interested stakeholders, and related educator, education leader, and business organizations, including through—]

[“(A) development and ongoing update of a database accessed through the Internet;]

[“(B) development, distribution, and delivery of reports, tools, best practices, conference presentations, and other publications; and]

[“(C) partnerships with organizations representing stakeholders, including educators, education leaders, and technology providers.]

[“(d) CENTER OPERATIONS.—]

[“(1) GRANTS, CONTRACTS, AND COOPERATIVE AGREEMENTS.—As appropriate, the Center shall award grants to, or enter into contracts or cooperative agreements with, individuals, public or private institutions, agencies, organizations, or consortia of such institutions, agencies, or organizations to carry out the activities of the Center, including with regard to dissemination of information pursuant to subsection (c)(4).]

[“(2) REPORT.—The Center shall submit an annual report on March 1 to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate that provides a summary synthesis of the promising and exemplary practices and programs, and related research, that effectively use educational technologies to improve teaching and learning as described in subsection (c)(1), including the conditions and practices that support the effective use of technology in education, in order to inform Federal education policymaking and oversight.]

“Subpart 3—Ready-to-Learn Television

“SEC. 2421. DEFINITION OF ELIGIBLE ENTITY.

“In this subpart, the term ‘eligible entity’ means—

“(1) a national nonprofit membership organization that acquires and distributes programming to noncommercial educational television broadcasters through the national public television interconnection system that the organization manages and operates;

“(2) a local or statewide public broadcasting station or system; or

"(3) a nonprofit producer of high-quality children's educational television and other media programming.

"SEC. 2422. READY TO LEARN EDUCATIONAL TELEVISION PROGRAMMING AND RELATED SERVICES.

"(a) IN GENERAL.—The Secretary is authorized to award a grant to the Corporation for Public Broadcasting to enable the Corporation for Public Broadcasting—

"(1) to provide a coordinated Ready to Learn Television service described in subsection (c); and

"(2) to award a subgrant or enter into a contract or cooperative agreement with an eligible entity to enable the eligible entity to operate a high-quality Ready to Learn program that is a part of the coordinated Ready to Learn Television service.

"(b) READY TO LEARN PROGRAM REQUIREMENTS.—Each eligible entity receiving a subgrant or entering into a contract or cooperative agreement under this subpart shall operate a Ready to Learn program that—

"(1) develops, produces, and distributes educational television programming and related services for preschool and elementary school children, especially children served under part A of title I, the parents of such children, educators, and caregivers

in order to help improve early childhood development and student achievement in the areas of—

"(A) reading;

"(B) mathematics;

"(C) science;

"(D) health and wellness;

"(E) social and emotional development; or

"(F) other developmentally appropriate areas;

"(2) facilitates the development of—

"(A) educational television programming and related services, directly or through contracts with producers of educational television programming and related services for preschool and elementary school children; and

"(B) support materials and services that accompany such educational television programming and related services, including outreach services, in order to promote the effective use of such educational television programming and related services;

"(3) facilitates the development of related support resources for parents and caregivers that are designed for nationwide distribution over public tele-

vision stations' digital broadcasting channels and other high-tech delivery platforms;

''(4) contracts with a television public broadcast station, as defined in section 397(6) of the Communications Act of 1934 (47 U.S.C. 397), so that educational television programming and related services developed under this subpart are disseminated and distributed to the widest possible audience appropriately served by the programming, and through the use of the most appropriate distribution technologies;

''(5) contracts with a television public broadcast station, as defined in section 397(6) of the Communications Act of 1934, that demonstrates that the station is a member of a strong, local, community-based partnership, in order to deliver effective services which meet the educational needs of the children in the community served by the broadcast area; or

''(6) develops and disseminates educational or training material, directly related to the television programs assisted under this subpart, that—

''(A) is designed—

''(i) to promote school readiness for all children, especially children served

under part A of title I, including English language learners; and

"(ii) to promote the effective use of related services and related support resources developed under paragraphs (2) and (3), respectively, among parents, teachers, Head Start programs, Even Start programs, Early Reading First programs, Reading First programs, Reading is Fundamental program providers, providers of family literacy services, child care providers, early childhood development personnel, elementary school teachers, public libraries, museums, State educational agencies, businesses, institutions of higher education, and after school program personnel; and

"(B) may include interactive programs or programs adaptable to distance learning technologies.

"(c) COORDINATED READY TO LEARN TELEVISION SERVICE.—In awarding subgrants and entering into contracts and cooperative agreements under this subpart, the Corporation for Public Broadcasting shall provide a coordinated Ready to Learn Television service that—

"(1) shall include—

"(A) educational television programming, determined by the Corporation for Public Broadcasting to be of sound content and artistic excellence, delivered on-air and on-line, aligned to—

"(i) State kindergarten through grade 12 academic standards and State early learning standards, as appropriate; and

"(ii) related services;

"(B) effective, ongoing community outreach programs and ongoing partnerships with local organizations to help ensure that the programming—

"(i) addresses specific community and school needs;

"(ii) reaches children served under part A of title I; and

"(iii) engages multiple constituencies of children, parents, caregivers, and educators;

"(C) academic and developmental television programing described in subsection (b)(1) in—

"(i) the topics described in subparagraphs (A) and (E) of subsection (b)(1); and

"(ii) not less than 1 other topic described in subparagraphs (B), (C), (D), and (F) of subsection (b)(1); and

"(D) a rigorous evaluation of the impact of the television programming and related services described in subsection (b)(1) on—

"(i) school readiness skills of children in various socioeconomic areas, including rural and urban areas;

"(ii) teacher quality and effectiveness; and

"(iii) community engagement and awareness; and

"(2) may include—

"(A) a comprehensive preschool curriculum based upon the Ready to Learn programs; and

"(B) ongoing professional development based upon the Ready to Learn programs designed to help parents, teachers, librarians, or caregivers.

"(d) TECHNICAL ASSISTANCE, MATERIALS, TRAINING, AND CURRICULA.—The Corporation for Public

Broadcasting shall provide eligible entities that receive a subgrant or enter into a contract or cooperative agreement under this subpart with technical assistance, supporting materials, training, and curricula to ensure effective implementation of subsection (c).

"(e) RESERVATION OF FUNDING.—The Corporation for Public Broadcasting shall use not less than 30 percent of funding the Corporation for Public Broadcasting receives under this subpart to award subgrants to or enter into contracts or cooperative agreements with eligible entities that are public broadcast stations, as defined in section 397(6) of the Communications Act of 1934, to carry out subsection (c)(1)(B) and section 2425(c).

"(f) AVAILABILITY OF PROGRAMMING AND RELATED SERVICES.—In awarding a grant under this subpart, the Secretary shall ensure that the Corporation for Public Broadcasting makes educational television programming and related services widely available, with support materials available, as appropriate, to young children, parents, teachers, Head Start programs, Even Start programs, Early Reading First programs, Reading First programs, Reading is Fundamental programs, providers of family literacy services, child care providers, early childhood development personnel, elementary school teachers, public libraries, and after school programs in order to increase the

effective use of educational television programming and related services.

"SEC. 2423. COORDINATION OF ACTIVITIES.

"In carrying out this subpart, the Corporation for Public Broadcasting shall consult with the Secretary and the Secretary of Health and Human Services—

"(1) to maximize the utilization of high-quality educational television programming and related services by preschool and elementary school children, and shall make such programming widely available to federally funded programs serving such children; and

"(2) to coordinate activities assisted under this subpart with Federal programs that have a major training component for early childhood development, including programs under the Head Start Act, Even Start, and Early Reading First, and State training activities funded under the Child Care and Development Block Grant Act of 1990, regarding the availability and utilization of the related services developed under section 2422(b)(2)(A) to enhance parent and child care provider skills in early childhood development and education.

"SEC. 2424. APPLICATION.

"To be eligible to receive the grant under this subpart, the Corporation for Public Broadcasting shall submit to the Secretary an application at such time, in such manner, and containing such information as the Secretary may reasonably require.

"SEC. 2425. REPORTS AND EVALUATIONS.

"(a) ANNUAL REPORT TO THE SECRETARY.—In carrying out this subpart, the Corporation for Public Broadcasting shall prepare and submit to the Secretary an annual report that contains such information as the Secretary may require. At a minimum, the report shall describe the activities undertaken with funds received under the grant awarded to the Corporation for Public Broadcasting under this subpart, including each of the following:

"(1) PROGRAMMING AND RELATED SERVICES; TARGET POPULATION.—The educational television programming and related services developed, directly or indirectly, by the Corporation for Public Broadcasting, and the target population served by the programming and services.

"(2) SUPPORT OF TRAINING MATERIALS.—The support or training materials developed to accompany the educational television programming and related services, and the method by which the materials were distributed to consumers and users of the

educational television programming and related services.

"(3) MEANS OF DISTRIBUTION.—The means by which educational television programming and related services developed under this subpart were distributed, including the distance learning technologies that were utilized to make the educational television programming and related services available, and the geographic distribution achieved through such technologies.

"(4) INITIATIVES.—The initiatives undertaken by the Corporation for Public Broadcasting to develop public-private partnerships to secure non-Federal support for the development, distribution and broadcast of educational television programming and related services.

"(5) IMPACT.—The impact of the educational television programming and related services on teaching and learning, including the impact on improving school readiness skills, early reading skills, early mathematics skills, early science skills, and skills in other developmentally appropriate content areas.

"(b) REPORT TO CONGRESS.—The Secretary shall prepare and submit to the relevant committees of Congress a biannual report that includes the following:

"(1) ACTIVITY SUMMARY.—A summary of the activities assisted under section 2422.

"(2) EDUCATION AND TRAINING MATERIALS.—A description of the education and training materials described in section 2422(b)(2)(B) that are made available under this subpart, the manner in which outreach was conducted to inform parents and child care providers of the availability of such materials, and the manner in which such materials were distributed in accordance with section 2422.

"(c) EVALUATION OF OUTREACH ACTIVITIES.—In carrying out this subpart, the Corporation for Public Broadcasting shall require each eligible entity that receives a subgrant or enters into a contract or cooperative agreement under this subpart to provide evaluation data that include descriptions of the impact of outreach activities carried out under this subpart, including—

"(1) the manner in which outreach was conducted to inform parents and child care providers of the availability of the educational television programming and related services produced under this

subpart, including specific strategies used to reach a wide audience;

''(2) the extent to which the outreach programs included multiple outreach efforts with the same organizations or groups and resulted in lasting relationships with those organizations or groups and the members of those organizations or groups; and

''(3) the effectiveness of the outreach programs and services conducted and the number of children, families, and child care providers that had access to and utilized the educational television programming and related services produced under this subpart to improve school readiness skills.

''(d) EVALUATION OF IMPACT ON SCHOOL READINESS.—The Secretary shall evaluate the impact of the outreach content and services provided under this subpart on improving school readiness skills nationwide, particularly with respect to children in the most disadvantaged communities.

''SEC. 2426. ADMINISTRATIVE COSTS.

''An eligible entity that receives a subgrant or enters into a contract or cooperative agreement under this subpart may use not more than 5 percent of the amount received under the subgrant, contract, or cooperative agreement, respectively, for the normal and customary expenses

of administering the grant, contract, or cooperative agreement, respectively.

"SEC. 2427. CONTINUATION OF AWARDS.

''Notwithstanding any other provision of law, an eligible entity that received a grant or entered into a contract or cooperative agreement under this subpart (as this subpart existed on the day before the date of enactment of the Ready to Learn Television Act) shall continue to receive funds in accordance with the terms of the grant, contract, or cooperative agreement, respectively, until the date on which the grant, contract, or cooperative agreement, respectively, terminates under such terms.

"SEC. 2428. AUTHORIZATION OF APPROPRIATIONS.

''There are authorized to be appropriated to carry out this subpart $40,000,000 in fiscal year 2008 and such sums as may be necessary for each of the 5 succeeding fiscal years.''.

PART E—AMERICAN HISTORY AND CIVICS EDUCATION

SEC. 281. AMERICAN HISTORY AND CIVICS EDUCATION.

Title II (20 U.S.C. 6601 et seq.) is further amended by adding at the end the following:

"PART E—AMERICAN HISTORY AND CIVICS EDUCATION

"Subpart 1—Teaching Traditional American History

"SEC. 2511. ESTABLISHMENT OF PROGRAM.

''(a) IN GENERAL.—The Secretary may establish and implement a program to be known as the 'Teaching Traditional American History Grant Program', under which the Secretary shall award grants on a competitive basis to local educational agencies—

''(1) to carry out activities to promote the teaching of traditional American history in elementary schools and secondary schools as a separate academic subject (not as a component of social studies); and

''(2) for the development, implementation, and strengthening of programs to teach traditional American history as a separate academic subject (not as a component of social studies) within elementary school and secondary school curricula, including the implementation of activities—

''(A) to improve the quality of instruction; and

''(B) to provide professional development and teacher education activities with respect to American history.

"(b) REQUIRED PARTNERSHIP.—A local educational agency that receives a grant under subsection (a) shall carry out activities under the grant in partnership with 1 or more of the following:

"(1) An institution of higher education.

"(2) A nonprofit history or humanities organization.

"(3) A library or museum.

"(c) APPLICATION.—To be eligible to receive an grant under this section, a local educational agency shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require.

"SEC. 2512. AUTHORIZATION OF APPROPRIATIONS.

"There are authorized to be appropriated to carry out this subpart $150,000,000 for fiscal year 2008 and such sums as may be necessary for each of the 5 succeeding fiscal years.

"Subpart 2—Presidential and Congressional History and Civics Academies

"SEC. 2521. DEFINITIONS.

"In this subpart:

"(1) AMERICAN HISTORY AND CIVICS.—The term 'American history and civics' means the key events, key persons, key ideas, and key documents

that shaped the institutions and democratic heritage of the United States of America.

"(2) ELIGIBLE ENTITY.—The term 'eligible entity'—

"(A) means—

"(i) an institution of higher education;

"(ii) an educational institution created by a legislative act of a State for the express purpose of teaching American history and civics to elementary school and secondary school students; or

"(iii) a nonprofit educational institution, museum, library, or research center; and

"(B) includes a consortium of entities described in subparagraph (A).

"(3) STATE.—The term 'State' means each of the 50 States and the District of Columbia.

"(4) TEACHERS OF AMERICAN HISTORY AND CIVICS.—The term 'teachers of American history and civics' means kindergarten through grade 12 teachers who teach American history, government, or civics, or who incorporate such subjects into their teaching.

"SEC. 2522. PRESIDENTIAL ACADEMIES FOR TEACHING OF AMERICAN HISTORY AND CIVICS.

"(a) ESTABLISHMENT.—From amounts appropriated under section 2524, the Secretary shall award grants, on a competitive basis, to eligible entities to establish Presidential Academies for Teaching of American History and Civics (in this section referred to as the 'Academies') that offer seminars and institutes for teachers of American history and civics—

"(1) to strengthen such teachers' knowledge of the subjects of American history and civics; and

"(2) to learn how better to teach such subjects.

"(b) APPLICATION.—

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

"(2) CONTENTS.—An application submitted under paragraph (1) shall—

"(A) include the criteria that will be used to determine which teachers will be selected to attend seminars and institutes offered by the Academy, including the strategy the eligible entity will use to ensure that, whenever possible, a significant number of the teachers attending

seminars and institutes offered by the Academy are from schools with high percentages of children counted under section 1124(c);

"(B) identify the individual the eligible entity intends to appoint to be the primary scholar at the Academy;

"(C) include a description of the curriculum to be used at seminars and institutes offered by the Academy;

"(D) provide an assurance that the practices of the seminars and institutes offered by the Academy are aligned with effective practices of professional development; and

"(E) provide an assurance that the recruitment plan for which teachers will be selected to attend seminars and institutes offered by the Academy will be targeted to teachers at schools with high percentages of children counted under section 1124(c).

"(c) PRIORITY IN AWARDING GRANTS.—In awarding grants under this subpart, the Secretary shall give priority to eligible entities that coordinate or align their activities with the National Park Service National Centennial Parks initiative to develop innovative and comprehensive programs using the resources of the National Parks.

"(d) GRANT TERMS.—Grants awarded under this section shall be for a term of not more than 5 years.

"(e) USE OF FUNDS.—

"(1) IN GENERAL.—Each eligible entity that receives a grant under this section shall use the grant funds—

"(A) to establish an Academy and a seminar or institute in accordance with paragraph (2);

"(B) for Academy staff in accordance with paragraph (3);

"(C) for the selection of teachers in accordance with paragraph (4); and

"(D) to pay teacher costs in accordance with paragraph (5).

"(2) SEMINARS AND INSTITUTES.—An eligible entity that receives a grant under this section shall establish an Academy that shall offer seminars and institutes during the summer, or other appropriate time, for teacher of American history and civics that—

"(A) provide intensive professional development opportunities for teachers of American history and civics to strengthen such teachers' knowledge of the subjects of American history

and civics and improve the teachers teaching of such subjects;

"(B) are led by a team of primary scholars and core teachers; and

"(C) are not less than 2 weeks and not more than 6 weeks in duration.

"(3) ACADEMY STAFF.—

"(A) PRIMARY SCHOLAR.—Each Academy shall be headed by a primary scholar identified in the application submitted under subsection (b) who shall—

"(i) be accomplished in the field of American history and civics; and

"(ii) design the curriculum for and lead the seminar or institute.

"(B) CORE TEACHERS.—Each primary scholar shall appoint an appropriate number of core teachers. At the direction of the primary scholar, the core teachers shall teach and train the seminar or institute attendees.

"(4) SELECTION OF TEACHERS.—

"(A) IN GENERAL.—

"(i) NUMBER OF TEACHERS.—Each year, each Academy shall select kindergarten through grade 12 teachers of Amer-

ican history and civics to attend the seminar or institute offered by the Academy.

"(ii) FLEXIBILITY IN NUMBER OF TEACHERS.—Each Academy shall select not more than 300 and not less than 50 teachers under clause (i).

"(iii) PRIORITY.—In selecting teachers to attend the seminars and institutes offered by an Academy, each Academy shall give priority to teachers at schools with high percentages of children counted under section 1124(c) in order to ensure that there are, whenever possible, a significant number of such teachers in attendance at each Academy.

"(B) TEACHERS FROM PUBLIC AND PRIVATE SCHOOLS.—An Academy may select teachers from public schools and private schools to attend the seminar or institute offered by the Academy.

"(5) TEACHER COSTS.—

"(A) IN GENERAL.—Except as provided in subparagraph (B), a teacher who attends a seminar or institute offered pursuant to this section may receive a fixed stipend based on the

length of the seminar or institute to assist in covering costs associated with attending the seminar or institute, including costs for meals, lodging, and materials while attending the seminar or institute.

"(B) TRAVEL COSTS.—A teacher who attends a seminar or institute offered pursuant to this section shall use non-Federal funds to pay for such teacher's costs of transit to and from the Academy.

"(f) EVALUATION.—

"(1) IN GENERAL.—At the completion of all of the seminars and institutes assisted in the third year grants are awarded under this section, the Secretary shall conduct an evaluation and submit a report on its findings to the Committee on Health, Education, Labor, and Pensions of the Senate and the Committee on Education and Labor of the House of Representatives.

"(2) CONTENT OF EVALUATION.—The evaluation conducted pursuant to paragraph (1) shall—

"(A) determine the overall success of the grant program authorized under this section;

"(B) highlight the best grantees' practices in order to become models for future grantees; and

"(C) report on the ability of the Academy to recruit teachers from schools with high percentages of children counted under section 1124(c) and the numbers of such teachers in attendance at each seminar or institute offered by the Academy.

"(g) MATCH.—

"(1) IN GENERAL.—An eligible entity receiving a grant under this section shall provide, toward the cost of the activities assisted under the grant, from non-Federal sources (which may include in-kind contributions) an amount equal to 100 percent of the amount of the grant.

"(2) WAIVER.—The Secretary may waive all or part of the matching requirement described in paragraph (1) for any fiscal year for an eligible entity if the Secretary determines that applying the matching requirement would result in serious hardship or an inability to carry out the activities described in subsection (d).

"SEC. 2523. CONGRESSIONAL ACADEMIES FOR STUDENTS OF AMERICAN HISTORY AND CIVICS.

"(a) ESTABLISHMENT.—From amounts appropriated under section 2524, the Secretary shall award grants, on a competitive basis, to eligible entities to establish Congressional Academies for Students of American History and Civics (in this section referred to as the 'Academies') that shall offer seminars and institutes for outstanding students of American history and civics to broaden and deepen such students' understanding of American history and civics.

"(b) APPLICATION.—

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

"(2) CONTENTS.—An application submitted under paragraph (1) shall—

"(A) include the criteria that will be used to determine which students will be selected to attend seminars and institutes offered by the Academy, including the strategy the eligible entity will use to ensure that, whenever possible, a significant number of all students selected to attend each seminar or institute are from

schools with high percentages of children counted under section 1124(c);

"(B) identify the individual the eligible entity intends to appoint to be the primary scholar at the Academy;

"(C) include a description of the curriculum to be used at seminars or institutes offered by the Academy; and

"(D) include a description of how the eligible entity will—

"(i) inform students from schools with high percentages of children counted under section 1124(c), of the Academy; and

"(ii) provide such students with information on how to apply to attend seminars and institutes offered by the Academy so that such students may attend the seminars and institutes.

"(c) GRANT TERMS.—Grants awarded under this section shall be for a term of not more than 5 years.

"(d) USE OF FUNDS.—

"(1) IN GENERAL.—Each eligible entity that receives a grant under this section shall use the grant funds—

"(A) to establish an Academy and a seminar or institute in accordance with paragraph (2);

"(B) for Academy staff in accordance with paragraph (3);

"(C) for the selection of students in accordance with paragraph (4); and

"(D) to pay student costs in accordance with paragraph (5).

"(2) SEMINARS AND INSTITUTES.—An eligible entity that receives a grant under this section shall establish an Academy that shall offer seminars and institutes during the summer, or other appropriate time, for outstanding students of American history, government, and civics that—

"(A) broaden and deepen such students' understanding of American history and civics;

"(B) are led by a team of primary scholars and core teachers; and

"(C) are not less than 2 weeks and not more than 6 weeks in duration.

"(3) ACADEMY STAFF.—

"(A) PRIMARY SCHOLAR.—Each Academy shall be headed by a primary scholar identified

in the application submitted under subsection (b) who shall—

"(i) be accomplished in the field of American history and civics; and

"(ii) design the curriculum for and lead the seminar or institute.

"(B) CORE TEACHERS.—Each primary scholar shall appoint an appropriate number of core teachers. At the direction of the primary scholar, the core teachers shall teach the seminar or institute attendees.

"(4) SELECTION OF STUDENTS.—

"(A) NUMBER OF STUDENTS.—Each year, each Academy shall select between 100 and 300 eligible students to attend the seminar or institute offered by the Academy.

"(B) ELIGIBLE STUDENTS.—A student shall be eligible to attend a seminar or institute offered by an Academy if the student—

"(i) is recommended by the student's secondary school principal (or other head of such student's academic program) to attend the seminar or institute; and

"(ii) will be a junior or senior in the academic year following attendance at the seminar or institute.

"(C) PRIORITY IN SELECTING STUDENTS.—In selecting students to attend the seminars and institutes, the Academy shall give priority to students from schools with high percentages of children counted under section 1124(c) in order to ensure that, whenever possible, a significant number of such students are in attendance at each seminar or institute offered by the Academy.

"(5) STUDENT COSTS.—A student who attends a seminar or institute offered pursuant to this section may receive a fixed stipend based on the length of the seminar or institute to assist in covering costs associated with attending the seminar or institute, including costs for meals, lodging, travel, and materials while attending the seminar or institute.

"(e) EVALUATION.—

"(1) IN GENERAL.—At the completion of all of the seminars and institutes assisted in the third year grants are awarded under this section, the Secretary shall conduct an evaluation and submit a report on its findings to the Committee on Health, Education,

Labor, and Pensions of the Senate and the Committee on Education and Labor of the House of Representatives.

"(2) CONTENT OF EVALUATION.—The evaluation conducted pursuant to paragraph (1) shall—

"(A) determine the overall success of the grant program authorized under this section;

"(B) highlight the best grantees' practices in order to become models for future grantees; and

"(C) report on the ability of the eligible entity to inform students from schools with high percentages of children counted under section 1124(c) about the seminars and institutes offered by the Academy and the numbers of such students in attendance at each seminar or institute offered by the Academy.

"(f) MATCH.—

"(1) IN GENERAL.—An eligible entity receiving a grant under this section shall provide, toward the cost of the activities assisted under the grant, from non-Federal sources (which may include in-kind contributions) an amount equal to 100 percent of the amount of the grant.

[“(2) WAIVER.—The Secretary may waive all or part of the matching requirement described in paragraph (1) for any fiscal year for an eligible entity if the Secretary determines that applying the matching requirement would result in serious hardship or an inability to carry out the activities described in subsection (d).]

“SEC. 2524. AUTHORIZATION OF APPROPRIATIONS.

“There is authorized to be appropriated to carry out this subpart $50,000,000 for each of fiscal years 2008 and each of the 5 succeeding fiscal years.

“Subpart 3—Civic Education

“SEC. 2531. SHORT TITLE.

“This subpart may be cited as the ‘Education for Democracy Act’.

“SEC. 2532. PURPOSE.

“It is the purpose of this subpart—

“(1) to improve the quality of civics and government education by educating students about the history and principles of the Constitution of the United States, including the Bill of Rights;

“(2) to foster civic competence and responsibility; and

“(3) to improve the quality of civic education and economic education through cooperative civic

education and economic education exchange programs with emerging democracies.

"SEC. 2533. GENERAL AUTHORITY.

"(a) AUTHORITY.—The Secretary is authorized to award grants to, or enter into contracts with—

"(1) the Center for Civic Education, to carry out civic education activities under sections 2534 and 2535;

"(2) the National Council on Economic Education, to carry out economic education activities under section 2535; and

"(3) organizations experienced in the development of curricula and programs in civics and government education or economic education for students in elementary schools and secondary schools in countries other than the United States, to carry out civic education or economic education activities under section 2535.

"(b) DISTRIBUTION FOR COOPERATIVE CIVIC EDUCATION AND ECONOMIC EDUCATION EXCHANGE PROGRAMS.—

"(1) LIMITATION.—Not more than 40 percent of the amount appropriated under section 2536 for a fiscal year shall be used to carry out section 2555.

"(2) DISTRIBUTION.—Of the amount used to carry out section 2535 for a fiscal year (consistent with paragraph (1)), the Secretary shall use—

"(A) 37.5 percent for a grant or contract for the Center for Civic Education;

"(B) 37.5 percent for a grant or contract for the National Council on Economic Education; and

"(C) 25 percent for not less than 1, but not more than 3, grants or contracts for organizations described in subsection (a)(3).

"SEC. 2534. WE THE PEOPLE PROGRAM.

"(a) THE CITIZEN AND THE CONSTITUTION.—

"(1) EDUCATIONAL ACTIVITIES.—The Center for Civic Education—

"(A) shall use funds made available under grants or contracts under section 2533(a)(1)—

"(i) to continue and expand the educational activities of the program entitled the We the People... The Citizen and the Constitution program administered by such center;

"(ii) to carry out activities to enhance student attainment of challenging aca-

demic content standards in civics and government;

"(iii) to provide a course of instruction on the basic principles of the Nation's constitutional democracy and the history of the Constitution of the United States, including the Bill of Rights;

"(iv) to provide, at the request of a participating school, school and community simulated congressional hearings following the course of instruction described in clause (iii); and

"(v) to provide an annual national competition of simulated congressional hearings for secondary school students who wish to participate in such a program; and

"(B) may use funds made available under grants or contracts under section 2533(a)(1)—

"(i) to provide advanced, sustained, and ongoing training of teachers about the Constitution of the United States and the political system of the United States;

"(ii) to implement a comprehensive program to improve public knowledge, un-

derstanding, and support of American democratic institutions;

"(iii) to provide materials and methods of instruction, including teacher training, that utilize the latest advancements in educational technology;

"(iv) to implement a comprehensive program to improve public knowledge, understanding, and support of American democratic institutions; and

"(v) to provide civic education materials and services to address specific problems such as the prevention of school violence and the abuse of drugs and alcohol.

"(2) AVAILABILITY OF PROGRAM.—The education program authorized under this subsection shall be made available to public and private elementary schools and secondary schools, including [Bureau-funded schools,] in the 435 congressional districts, and in the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands.

"(b) PROJECT CITIZEN.—

"(1) EDUCATIONAL ACTIVITIES.—The Center for Civic Education—

"(A) shall use funds made available under grants or contracts under section 2533(a)(1)—

"(i) to continue and expand the educational activities of the program entitled the We the People... Project Citizen program administered by the Center;

"(ii) to carry out activities to enhance student attainment of challenging academic content standards in civics and government;

"(iii) to provide a course of instruction at the middle and high school levels on the roles of State and local governments in the Federal system established by the Constitution of the United States;

"(iv) to provide an annual national showcase or competition; and

"(v) to provide civic education materials and services to address the needs of immigrants, new citizens, and other post-secondary and adult populations; and

"(B) may use funds made available under grants or contracts under section 2533(a)(1)—

"(i) to provide optional school and community simulated State legislative hearings;

"(ii) to provide advanced, sustained, and ongoing training of teachers on the roles of State and local governments in the Federal system established by the Constitution of the United States;

"(iii) to provide materials and methods of instruction, including teacher training, that utilize the latest advancements in educational technology; and

"(iv) to provide civic education materials and services to address specific problems such as the prevention of school violence and the abuse of drugs and alcohol.

"(2) AVAILABILITY OF PROGRAM.—The education program authorized under this subsection shall be made available to public and private middle schools, including [Bureau-funded schools,] in the 50 States of the United States, the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands.

[“(c) BUREAU-FUNDED SCHOOL DEFINED.—In this section, the term ‘Bureau-funded school’ has the meaning given such term in section 1141 of the Education Amendments of 1978 (25 U.S.C. 2021).]

“SEC. 2535. COOPERATIVE CIVIC EDUCATION AND ECONOMIC EDUCATION EXCHANGE PROGRAMS.

“(a) COOPERATIVE EDUCATION EXCHANGE PROGRAMS.—The Center for Civic Education, the National Council on Economic Education, and organizations described in section 2533(a)(3) shall use funds made available under grants or contracts under section 2533 to carry out cooperative education exchange programs in accordance with this section.

“(b) PURPOSE.—The purpose of the cooperative education exchange programs carried out under this section shall be—

“(1) to make available to educators from eligible countries exemplary curriculum and teacher training programs in civics and government education, and economics education, developed in the United States;

“(2) to assist eligible countries in the adaptation, implementation, and institutionalization of such programs;

"(3) to create and implement civics and government education, and economic education, programs for students that draw upon the experiences of the participating eligible countries;

"(4) to provide a means for the exchange of ideas and experiences in civics and government education, and economic education, among political, educational, governmental, and private sector leaders of participating eligible countries; and

"(5) to provide support for—

"(A) independent research and evaluation to determine the effects of educational programs on students' development of the knowledge, skills, and traits of character essential for the preservation and improvement of constitutional democracy; and

"(B) effective participation in, and the preservation and improvement of, an efficient market economy.

"(c) ACTIVITIES.—In carrying out the cooperative education exchange programs assisted under this section, the Center for Civic Education, the National Council on Economic Education, and organizations described in section 2533(a)(3) shall—

"(1) provide to the participants from eligible countries—

"(A) seminars on the basic principles of United States constitutional democracy and economic system, including seminars on the major governmental and economic institutions and systems in the United States, and visits to such institutions;

"(B) visits to school systems, institutions of higher education, and nonprofit organizations conducting exemplary programs in civics and government education, and economic education, in the United States;

"(C) translations and adaptations with respect to United States civics and government education, and economic education, curricular programs for students and teachers, and in the case of training programs for teachers, translations and adaptations into forms useful in schools in eligible countries, and joint research projects in such areas; and

"(D) independent research and evaluation assistance—

"(i) to determine the effects of the cooperative education exchange programs on

students' development of the knowledge, skills, and traits of character essential for the preservation and improvement of constitutional democracy; and

"(ii) to identify effective participation in, and the preservation and improvement of, an efficient market economy;

"(2) provide to the participants from the United States—

"(A) seminars on the histories, economies, and systems of government of eligible countries;

"(B) visits to school systems, institutions of higher education, and organizations conducting exemplary programs in civics and government education, and economic education, located in eligible countries;

"(C) assistance from educators and scholars in eligible countries in the development of curricular materials on the history, government, and economy of such countries that are useful in United States classrooms;

"(D) opportunities to provide onsite demonstrations of United States curricula and pedagogy for educational leaders in eligible countries; and

"(E) independent research and evaluation assistance to determine—

"(i) the effects of the cooperative education exchange programs assisted under this section on students' development of the knowledge, skills, and traits of character essential for the preservation and improvement of constitutional democracy; and

"(ii) effective participation in, and improvement of, an efficient market economy; and

"(3) assist participants from eligible countries and the United States to participate in international conferences on civics and government education, and economic education, for educational leaders, teacher trainers, scholars in related disciplines, and educational policymakers.

"(d) PARTICIPANTS.—The primary participants in the cooperative education exchange programs assisted under this section shall be educational leaders in the areas of civics and government education, and economic education, including teachers, curriculum and teacher training specialists, scholars in relevant disciplines, and edu-

cational policymakers, and government and private sector leaders from the United States and eligible countries.

"(e) CONSULTATION.—The Secretary may award a grant to, or enter into a contract with, the entities described in section 2533 to carry out programs assisted under this section only if the Secretary of State concurs with the Secretary that such grant, or contract, respectively, is consistent with the foreign policy of the United States.

"(f) AVOIDANCE OF DUPLICATION.—With the concurrence of the Secretary of State, the Secretary shall ensure that—

"(1) the activities carried out under the programs assisted under this section are not duplicative of other activities conducted in eligible countries; and

"(2) any institutions in eligible countries, with which the Center for Civic Education, the National Council on Economic Education, or organizations described in section 2533(a)(3) may work in conducting such activities, are creditable.

"(g) ELIGIBLE COUNTRY DEFINED.—In this section, the term 'eligible country' means a Central European country, an Eastern European country, Lithuania, Latvia, Estonia, the independent states of the former Soviet

Union as defined in section 3 of the FREEDOM Support Act (22 U.S.C. 5801), the Republic of Ireland, the province of Northern Ireland in the United Kingdom, and any developing country (as such term is defined in section 209(d) of the Education for the Deaf Act) if the Secretary, with the concurrence of the Secretary of State, determines that such developing country has a democratic form of government.

"SEC. 2536. AUTHORIZATION OF APPROPRIATIONS.

''There are authorized to be appropriated to carry out this subpart $30,000,000 for fiscal year 2008 and such sums as may be necessary for each of the 5 succeeding fiscal years.

"Subpart 4—National History Day

"SEC. 2541. NATIONAL HISTORY DAY PROGRAMS.

''(a) IN GENERAL.—The Secretary is authorized to award a grant to, or enter into a contract with the National History Day, Inc. to carry out activities under subsection (b) to promote the study of history and improve instruction in history.

''(b) ACTIVITIES.—In carrying out the activities assisted under this section, the National History Day, Inc. shall—

"(1) develop a framework for hands-on, student-centered learning that guides classroom teaching as well as continuous professional development;

"(2) enable students to conduct extensive primary and secondary research through libraries, archives, museums, oral history interviews, and historic sites;

"(3) provide students an opportunity to present their work in original papers, exhibits, performances, and documentaries;

"(4) enable students, through educational opportunities, training, and mentoring, to develop—

"(A) critical thinking and problem-solving skills;

"(B) research and reading skills;

"(C) oral and written communication and presentation skills; and

"(D) a sense of responsibility for and involvement in the democratic process;

"(5) provide students with the opportunity to work with and analyze historical documents and other primary source material;

"(6) conduct competitions at local, State, and national levels where entries are evaluated by professional historians and educators; and

"(7) assist teachers and schools in meeting State educational standards.

"(c) PRIORITY.—National History Day, Inc. shall direct any funds received under section 2542 to carry out activities under subsection (b) in partnership with local educational agencies or schools with high percentages of children counted under section 1124(c).

"SEC. 2542. AUTHORIZATION OF APPROPRIATIONS.

"There are authorized to be appropriated to carry out this subpart such sums as may be necessary for fiscal year 2008 and for each of the 5 succeeding fiscal years.

"Subpart 5—Close Up Fellowship Program

"SEC. 2551. CLOSE UP FELLOWSHIP PROGRAM.

"(a) PROGRAM FOR MIDDLE SCHOOL AND SECONDARY SCHOOL STUDENTS.—

"(1) ESTABLISHMENT.—

"(A) GENERAL AUTHORITY.—In accordance with this subsection, the Secretary may make grants to the Close Up Foundation of Washington, District of Columbia, a nonpartisan, nonprofit foundation, for the purpose of assisting the Close Up Foundation in carrying out its programs of increasing civic responsibility and understanding of the Federal

Government among middle school and secondary school students.

"(B) USE OF FUNDS.—Grants under this subsection shall be used only to provide financial assistance to economically disadvantaged students who participate in the programs described in subparagraph (A).

"(C) NAME OF FELLOWSHIPS.—Financial assistance received by students pursuant to this subsection shall be known as Close Up fellowships.

"(2) APPLICATIONS.—

"(A) APPLICATION REQUIRED.—No grant under this subsection may be made except upon an application at such time, in such manner, and accompanied by such information as the Secretary may reasonably require.

"(B) CONTENTS OF APPLICATION.—Each application submitted under this paragraph shall contain assurances that—

"(i) Close Up fellowships provided under this subsection shall be made to economically disadvantaged middle school and secondary school students;

"(ii) every effort shall be made to ensure the participation of students from rural, small town, and urban areas;

"(iii) in awarding the fellowships to economically disadvantaged students, special consideration shall be given to the participation of those students with special educational needs, including students with disabilities, ethnic minority students, and students with migrant parents; and

"(iv) the funds received under this subsection shall be properly disbursed.

"(b) PROGRAM FOR MIDDLE SCHOOL AND SECONDARY SCHOOL TEACHERS.—

"(1) ESTABLISHMENT.—

"(A) GENERAL AUTHORITY.—In accordance with this subsection, the Secretary may make grants to the Close Up Foundation of Washington, District of Columbia, a nonpartisan, nonprofit foundation, for the purpose of assisting the Close Up Foundation in carrying out its programs of professional development for middle school and secondary school teachers and its programs to increase civic re-

sponsibility and understanding of the Federal Government among the teachers' students.

"(B) USE OF FUNDS.—Grants under this subsection shall be used only to provide financial assistance to teachers who participate in the programs described in subparagraph (A).

"(C) NAME OF FELLOWSHIPS.—Financial assistance received by teachers pursuant to this subsection shall be known as Close Up fellowships.

"(2) APPLICATIONS.—

"(A) APPLICATION REQUIRED.—No grant under this subsection may be made except upon an application at such time, in such manner, and accompanied by such information as the Secretary may reasonably require.

"(B) CONTENTS OF APPLICATION.—Each application submitted under this paragraph shall contain assurances that—

"(i) Close Up fellowships provided under this subsection shall be made only to a teacher who has worked with at least 1 student from such teacher's school who participates in a program described in subsection (a)(1)(A);

"(ii) no teacher shall receive more than one such fellowship in any fiscal year; and

"(iii) the funds received under this subsection shall be properly disbursed.

"(c) PROGRAMS FOR NEW AMERICANS.—

"(1) ESTABLISHMENT.—

"(A) GENERAL AUTHORITY.—In accordance with this subsection, the Secretary may make grants to the Close Up Foundation of Washington, District of Columbia, a nonpartisan, nonprofit foundation, for the purpose of assisting the Close Up Foundation in carrying out its programs of increasing civic responsibility and understanding of the Federal Government among economically disadvantaged middle school and secondary school recent immigrant students.

"(B) DEFINITION.—In this subsection, the term 'recent immigrant student' means a student who is a member of a family that immigrated to the United States within 5 years of the student's participation in such a program.

"(C) USE OF FUNDS.—Grants under this subsection shall be used only to provide finan-

cial assistance to economically disadvantaged recent immigrant students and their teachers who participate in the programs described in subparagraph (A).

"(D) NAME OF FELLOWSHIPS.—Financial assistance received by students and teachers pursuant to this subsection shall be known as Close Up Fellowships for New Americans.

"(2) APPLICATIONS.—

"(A) APPLICATION REQUIRED.—No grant under this subsection may be made except upon an application at such time, in such manner, and accompanied by such information as the Secretary may reasonably require.

"(B) CONTENTS OF APPLICATION.—Each application submitted under this paragraph shall contain assurances that—

"(i) Close Up Fellowships for New Americans shall be made to economically disadvantaged middle school and secondary school recent immigrant students;

"(ii) every effort shall be made to ensure the participation of recent immigrant students from rural, small town, and urban areas;

"(iii) in awarding the fellowships to economically disadvantaged recent immigrant students, special consideration shall be given to the participation of those students with special educational needs, including students with disabilities, students with migrant parents, and ethnic minority students;

"(iv) fully describe the activities to be carried out with the proceeds of the grant made under paragraph (1); and

"(v) the funds received under this subsection shall be properly disbursed.

"(d) GENERAL PROVISIONS.—

"(1) ACCOUNTABILITY.—In consultation with the Secretary, the Close Up Foundation shall devise and implement procedures to measure the efficacy of the programs authorized in subsections (a), (b), and (c) in attaining objectives that include the following:

"(A) Providing young people with an increased understanding of the Federal Government.

"(B) Heightening a sense of civic responsibility among young people.

"(C) Enhancing the skills of educators in teaching young people about civic responsibility, the Federal Government, and attaining citizenship competencies.

"(2) GENERAL RULE.—Payments under this section may be made in installments, in advance, or by way of reimbursement, with necessary adjustments on account of underpayments or overpayments.

"(3) AUDIT RULE.—The Comptroller General of the United States or any of the Comptroller General's duly authorized representatives shall have access for the purpose of audit and examination to any books, documents, papers, and records that are pertinent to any grant under this section.

"(e) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section such sums as may be necessary for fiscal year 2008 and for each of the 5 succeeding fiscal years".