

education that provide integrated courses of study in science, technology, engineering, or mathematics, and teacher education, that lead to a baccalaureate degree in science, technology, engineering, or mathematics with concurrent teacher certification.

(Pub. L. 111-358, title V, §551, Jan. 4, 2011, 124 Stat. 4021.)

§ 9902. Program requirements

The Director shall replicate and implement undergraduate degree programs under this chapter that—

(1) are designed to recruit and prepare students who pursue a baccalaureate degree in science, technology, engineering, or mathematics to become certified as elementary and secondary teachers;

(2) require the education department (or its equivalent) and the departments or division responsible for preparation of science, technology, engineering, and mathematics majors at an institution of higher education to collaborate in establishing and implementing the program at that institution;

(3) require students participating in the program to enter the program through a field-based course and to continue to complete field-based courses supervised by master teachers throughout the program;

(4) hire sufficient teachers so that the ratio of students to master teachers in the program does not exceed 100 to 1;

(5) include instruction in the use of scientifically-based instructional materials and methods, assessments, pedagogical content knowledge (including the interaction between mathematics and science), the use of instructional technology, and how to incorporate State and local standards into the classroom curriculum;

(6) restrict to students participating in the program those courses that are specifically designed for the needs of teachers of science, technology, engineering, and mathematics; and

(7) require students participating in the program to successfully complete a final evaluation of their teaching proficiency, based on their classroom teaching performance, conducted by multiple trained observers, and a portfolio of their accomplishments.

(Pub. L. 111-358, title V, §552, Jan. 4, 2011, 124 Stat. 4022.)

§ 9903. Grant program

(a) In general

The Director shall establish a grant program to support programs at institutions of higher education to carry out the purpose of this chapter.

(b) Geographical considerations

In the administration of this chapter, the Director shall take such steps as may be necessary to ensure that grants are equitably distributed across all regions of the United States, taking into account population density and other geographic and demographic considerations.

(c) Amount of grant

Subject to the requirements of subsection (d), the Director may award grants annually on a

competitive basis to institutions of higher education in the amount of \$2,000,000, per institution of which—

(1) \$1,500,000 shall be used—

(A) to design, implement, and evaluate a program that meets the requirements of section 9902 of this title;

(B) to employ master teachers at the institution to oversee field experiences;

(C) to provide a stipend to mentor teachers participating in the program; and

(D) to support curriculum development and implementation strategies for science, technology, engineering, and mathematics content courses taught through the program; and

(2) up to \$500,000 shall be set aside by the grantee for technical support and evaluation services from the institution whose programs will be replicated.

(d) Eligibility

To be eligible to apply for a grant under this section, an institution of higher education shall—

(1) include former secondary school science, technology, engineering, or mathematics master teachers as faculty in its science department for this program;

(2) grant terminal degrees in science, technology, engineering, and mathematics; and

(3) have a process to be used in establishing partnerships with local educational agencies for placement of participating students in their field experiences, including a process for identifying mentor teachers working in local schools to supervise classroom field experiences in cooperation with university-based master teachers;

(4) maintain policies allowing flexible entry to the program throughout the undergraduate coursework;

(5) require that master teachers employed by the institution will supervise field experiences of students in the program;

(6) require that the program complies with State certification or licensing requirements and the requirements under section 9101(23)¹ of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801(23)) for highly qualified teachers;

(7) develop during the course of the grant a plan for long-term support and assessment of its graduates, which shall include—

(A) induction support for graduates in their first one to two years of teaching;

(B) systems to determine the teaching status of graduates and thereby determine retention rates; and

(C) methods to analyze the achievement of students taught by graduates, and methods to analyze classroom practices of graduates; and

(8) be able upon completion of the grant at the end of 5 years to fund essential program costs, including salaries of master teachers and other necessary personnel, from recurring university budgets.

¹ See References in Text note below.

(e) Application requirements

An institution of higher education seeking a grant under the program shall submit an application to the Director in such form, at such time, and containing such information and assurances as the Director may require, including—

- (1) a description of the current rate at which individuals majoring in science, technology, engineering, and mathematics become certified as elementary and secondary teachers;
- (2) a description for the institution's plan for increasing the numbers of students enrolled in and graduating from the program supported under this chapter;
- (3) a description of the institution's capacity to develop a program in which individuals majoring in science, technology, engineering, and mathematics can become certified as elementary and secondary teachers;
- (4) identification of the organizational unit within the department or division of arts and sciences or the science department at the institution that will adopt teacher certification for elementary and secondary teachers as its primary mission;
- (5) identification of core faculty within the department or division of arts and sciences or the science department at the institution to champion teacher preparation in their departments by teaching courses dedicated to preparing future elementary and secondary school teachers, helping create new degree plans, advising prospective students within their major, and assisting as needed with program administration;
- (6) identification of core faculty in the education department or its equivalent at the institution to champion teacher preparation by creating and teaching courses specific to the preparation of science, technology, engineering, and mathematics and working closely with colleagues in the department or division of arts and sciences or the science department; and
- (7) a description of involving practical, field-based experience in teaching and degree plans enabling students to graduate in 4 years with a major in science, technology, engineering, or mathematics and elementary or secondary school teacher certification.

(f) Matching requirement

An institution of higher education may not receive a grant under this section unless it provides, from non-federal sources, to carry out the activities supported by the grant, an amount that is not less than—

- (1) 35 percent of the amount of the grant for the first fiscal year of the grant;
- (2) 55 percent of the amount of the grant for the second and third fiscal years of the grant; and
- (3) 75 percent of the amount of the grant for the fourth and fifth fiscal years of the grant.

(g) Guidance

Within 90 days after January 4, 2011, the Director shall initiate a proceeding to promulgate guidance for the administration of the grant program established under subsection (a).

(Pub. L. 111-358, title V, § 553, Jan. 4, 2011, 124 Stat. 4022.)

REFERENCES IN TEXT

Section 9101 of the Elementary and Secondary Education Act of 1965, referred to in subsec. (d)(6), was amended by Pub. L. 114-95 and, as so amended, is now section 8101 of the Act and no longer relates to highly qualified teachers. A reference in this section to "highly qualified", as defined in section 9101 of the Act, with respect to a teacher, means that the teacher meets applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. See section 9214(a)(2) of Pub. L. 114-95, set out as a Use of the Term "Highly Qualified" in Other Laws note under section 1070g-2 of this title.

§ 9904. Grant oversight and administration**(a) In general**

The Director may execute a contract for program oversight and fiscal management with an organization at an institution of higher education, a non-profit organization, or other entity that demonstrates capacity for and experience in—

- (1) replicating 1 or more similar programs at regional or national levels;
- (2) providing programmatic and technical implementation assistance for the program;
- (3) performing data collection and analysis to ensure proper implementation and continuous program improvement; and
- (4) providing accountability for results by measuring and monitoring achievement of programmatic milestones.

(b) Oversight responsibilities**(1) Mandatory duties**

If the Director executes a contract under subsection (a) with an organization for program oversight and fiscal management, the organization shall—

- (A) ensure that a grant recipient faithfully replicates and implements the program or programs for which the grant is awarded;
- (B) ensure that grant funds are used for the purposes authorized and that a grant recipient has a system in place to track and account for all Federal grant funds provided;
- (C) provide technical assistance to grant recipients;
- (D) collect and analyze data and report to the Director annually on the effects of the program on—

- (i) the progress of participating students in achieving teaching competence and teaching certification;
- (ii) the participation of students in the program by major, compared with local and State needs on secondary teachers by discipline; and
- (iii) the participation of students in the program by demographic subgroup;

(E) collect and analyze data and report to the Director annually on the effects of the program on the academic achievement of elementary and secondary school students taught by graduates of programs funded by grants under this chapter; and

(F) submit an annual report to the Director demonstrating compliance with the re-