



**HIGHER EDUCATION ACT REAUTHORIZATION
COUNCIL FOR EXCEPTIONAL CHILDREN
OVERVIEW OF PROPOSED CHANGES
IN H.R. 4137 AND S. 1642
FEBRUARY 2008**

Teacher Quality Enhancement

GRANT PROGRAM OR MANDATES	TYPE
<p>Teacher Quality Partnership Grants</p> <p><i>5-year grants to IHE partnerships to improve the quality of pre-service preparation of teachers at the undergraduate and graduate levels and of school administrators. Partnerships must include IHE college/dept. of education, IHE school of arts and sciences, high-need LEA, and high-need school(s) in that LEA. Other partners are permissible.</i></p>	<p>Revision of existing program</p> <p>House and Senate</p>
<p>Preparing Teachers for Digital Age Learners</p> <p><i>3-year grants to consortia to improve the technology-related skills of elementary and secondary teachers in order to (a) improve student learning, assessment and learning management; and (b) help students develop skills to succeed in higher education and in the workforce. Consortia must include IHE college/dept. of education, IHE school of arts and sciences, at least one SEA or LEA, and a private or public entity that can contribute to technology related reforms in teacher preparation.</i></p>	<p>New</p> <p>House</p>
<p>Recruiting Teachers with Math, Science or Language Majors (and in other high need subject areas)</p> <p><i>Grants to IHEs to improve the availability, recruitment, and retention of teachers in such fields as math, science, foreign languages, special education, teaching English to students who are limited English proficient, or other high need subject areas.</i></p>	<p>New</p> <p>House</p>
<p>Community Colleges as Partners in Teacher Education Grants</p> <p><i>Grants to establish or enhance teacher education programs at community colleges and to develop/deliver rigorous programs of study for students interested in careers in teaching. Activities may include increasing the alignment between community college teacher education programs and 4-year university teacher education programs. Grants would be awarded to consortia that include a community college, one or more 4 year IHEs with a teacher training program and other agencies such as an LEA or state teacher oversight agency.</i></p>	<p>New</p> <p>House</p>
<p>Preparing General Education Teachers to Teach Students with Disabilities</p> <p><i>5-year grants to consortia to improve the preparation of general education teacher candidates to ensure that they possess the knowledge and skills necessary to effectively instruct students with disabilities in their classrooms. Consortia must include IHE with teacher education program including the special education program and a high-need LEA.</i></p>	<p>New</p> <p>House</p>

<p>Graduate Assistance in Areas of National Need</p> <p><i>New priority to be established for grants to IHEs for the preparation of education faculty who will train elementary and secondary teachers in high need subject areas. These grants provide financial support for graduate students.</i></p>	<p>Revision of existing program</p> <p>House</p>
<p>Early Childhood Professional Development and Career Task Force</p> <p><i>3-year grants for states to improve the quality of the early childhood education workforce by establishing State Early Childhood Education Professional Development and Career System Task Forces and to support the activities of such task forces.</i></p>	<p>New</p> <p>House</p>
<p>NAS Study of Best Practices in Teacher Preparation</p> <p><i>2-year study to be conducted by National Academy of Sciences to develop suggested best practices in teacher preparation for departments, schools, and colleges of education.</i></p>	<p>New</p> <p>House</p>

Accountability in Teacher Preparation

GRANT PROGRAM OR MANDATES	TYPE
<p>Accountability for Programs that Prepare Teachers</p> <p><i>Revision of current HEA requirements would mandate annual IHE and State report cards on teacher preparation programs and performance/attainment of students, new data requirements, and a yearly federal report to Congress and the public on teacher quality in the US.</i></p>	<p>Revision of existing requirements</p> <p>House and Senate</p>
<p>Teacher Development – Goals and Assurances</p> <p><i>Would require all IHEs with teacher education programs to establish annual quantifiable goals in designated areas and provide specific assurance,s or risk \$25,000 fine.</i></p>	<p>New</p> <p>House and Senate</p>
<p>State Functions Related to Performance of Teacher Preparation Programs</p> <p><i>Would require States to identify low-performing teacher preparation programs and would impose consequences on such programs (e.g., ineligibility of program’s students for federal financial aid). Programs subject to requirement would include traditional teacher preparation programs as well as alternative routes to State certification and licensure.</i></p>	<p>New</p> <p>House and Senate</p>

Quality Higher Education for Students with Disabilities

GRANT PROGRAM OR MANDATES	TYPE
<p>Demonstration Projects to Ensure Students with Disabilities Receive a Quality Higher Education</p> <p><i>Places a new emphasis for these grants on improving the retention of students with disabilities in postsecondary education programs and their rates of program completion, including activities to ensure smooth transition from high school to postsecondary education.</i></p>	<p>Revision of existing program</p> <p>House and Senate</p>
<p>National Technical Assistance Center for Information and Technical Support for Postsecondary Students with Disabilities</p> <p><i>Would establish a national center to provide information and technical assistance for students with disabilities to improve the postsecondary recruitment, retention, and completion success rates of such students.</i></p>	<p>New</p> <p>House</p>
<p>Advisory Commission on Accessible Instructional Materials in Postsecondary Education for Students with Disabilities</p> <p><i>Would establish a new advisory commission on accessible instructional materials in postsecondary education for students with disabilities to (a) to assess the barriers, systemic issues, and technical solutions available which may affect or improve the timely delivery and quality of accessible instructional materials for postsecondary students, faculty, and staff with print disabilities, and (b) to make recommendations for development of comprehensive approach to ensure that postsecondary students with print disabilities can access instructional materials in specialized formats in a timely and cost-effective manner.</i></p>	<p>New</p> <p>House</p>
<p>Model Demonstration Programs to Support Improved Access to Postsecondary Instructional Materials for Students with Print Disabilities</p> <p><i>Grants to encourage the development of systems to improve the timely delivery and quality of postsecondary instructional materials in specialized formats to students with print disabilities.</i></p>	<p>New</p> <p>House</p>
<p>National Study on Higher Education Access and Success for Students with Disabilities</p> <p><i>Would authorize a study of the barriers to, and opportunities for, the full participation of students with disabilities in postsecondary education programs.</i></p>	<p>New</p> <p>House</p>
<p>Transition Programs for Students with Intellectual Disabilities into Higher Education, and Coordinating Center</p> <p><i>Grants to create or expand high-quality, inclusive model comprehensive transition and postsecondary programs for students with intellectual disabilities.</i></p>	<p>New</p> <p>House and Senate</p>

To read CEC's Higher Education Act Reauthorization Summary of Selected Provisions, go to http://www.cec.sped.org/Content/NavigationMenu/PolicyAdvocacy/CECPolicyResources/PublicPolicyResourceSheet/HEA_Reauthorization.pdf

For more information, contact Deborah A. Ziegler, Associate Executive Director, Policy and Advocacy Services, 703-264-9406 or debz@cec.sped.org