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Education - HEA [Higher Education Act] Reauthorization [4]

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PROPOSED RESTRUCTURING OF HIGHER EDUCATION ACT

Title I : General Provisions

Title II : Graduate Programs

Title III : Institutional Innovation and Improvement: Strengthening Institutions

Part A	Strengthening Institutions
Part B	HBCUs
Part C	HBCU Capital Financing
Part D	HSIs
Part E	Tribal Colleges
Part F	Minority Science Improvement Program
Part G	General Provisions

now being funded separately, w/ a cap at Part A
critical
only 25% Hesp
strengthening institutions
Does Part A?

Title IV : Student Financial Aid

Part A	Grants to Students
Subpart 1	Pell Grants
Subpart 2	TRIO <i>early opportunity - like up to 2</i>
Subpart 3	HEP/CAMP
Subpart 4	SEOG
Subpart 4	Byrd scholarship program
Part B	FFEL
Part C	Federal Work Study
Part D	Direct Loans
Part E	Perkins
Part F	Needs Analysis
Part G	General Provisions

** Campus-based formula:*
look @ something between
for share & when - so (so
(1/2 way from 1/2 share's worth)
- 1/2 way from 1/2 share's worth
(CRS doing some modeling, too)

Title V : Educational Improvement

Part A	Teacher Preparation
Part B	Teacher Recruitment
Part C	Urban Community Partnership
Part D	FIPSE

Title VI: International Programs

Course
of courses in diff @ all HSP

NATIONAL NEED GRADUATE FELLOWSHIP PROGRAM

Purpose

The purpose of the National Need Graduate Fellowship Program (NNGFP) is to promote high-quality, graduate-level teaching and research in areas of national need and to encourage women, minorities, and individuals with disabilities to prepare for postsecondary academic careers in such fields in which they are, and have traditionally been, underrepresented. For example, women earned 22% of all doctorates awarded in the physical sciences; African American students earned 2.9% of all doctorates awarded in the arts and humanities; and Hispanic students earned 3.0% of all doctorates awarded in the life sciences (1995 statistics).

The NNGFP continues the Department's efforts over the past four years to consolidate the existing graduate education programs (Javits, Harris, GAANN). The single program streamlines and simplifies program management for both grantees and the Department, while maintaining key elements of the previously existing graduate education programs.

Proposal

- o **National Need:** The Secretary will designate areas of national need such as the arts, humanities, social sciences, life sciences and physical sciences. The Department will consult with the National Science Foundation, the National Endowment for the Arts, the National Endowment for the Humanities, the National Academy of Sciences and other appropriate agencies and organizations to determine national need. The determination of national need will be based on a systematic analysis that considers relevant statistics, the extent to which other Federal and non-Federal programs support postbaccalureate study in these areas, and an assessment of how this program would achieve the most significant impact with available resources.
- o **Underrepresented Populations:** Priority will be given to applicants that indicate strong past and continuing performance in serving populations traditionally underrepresented, including women, minorities, and individuals with disabilities in the academic program for which fellowships are sought.
- o **Academic and Research Careers:** The Department will evaluate applications based on the applicant's previous experience in training students who obtain teaching and research positions at institutions of higher education.

Institutional Commitment

- o **Institutional-Based Awards:** Grants will be awarded to institutions rather than individuals. Although this does not allow for portability, an institutional fellowship is a vehicle for strengthening institutional capacity. In addition, an institutional award will reduce the administrative burden on the institution and the Department.
- o **Institutional match:** There will be an institutional match based on the GAANN 25% model - the grantee will provide from non-Federal funds, an amount equal to at least 25% of the amount of Federal funds received.
- o **Duration of grants:** Grants would provide for three years of support or until completion of the degree, whichever is less. Students must demonstrate academic progress to continue to receive fellowship funding. A 25% match from the institutions will ensure a faculty, departmental, and institutional commitment.
- o **Supervised training:** The academic department will be required to provide at least one year of supervised training in instruction for students.

Maximum Stipend: The stipend for individuals will be set according to the NSF-stipend and will no longer be needs-based. The maximum institutional allowance will be a \$10,000 1997-98 base adjusted annually for inflation as determined by the Department of Labor.

Continuation Grants: Budgeted funds will include a set-aside to fund continuation grants for prior awards under GAANN, Javits, and Harris prior to funding new awards. Those grants will be funded under the original terms of award.

Higher Education Act: Title III

The Title III programs directly relate to the Department's support of access to postsecondary education as well as high standards and high achievement because these programs enable the improvement and expansion of an institution's capacity to provide educational opportunities for large numbers of needy and underrepresented students. The Department is considering the following changes to Title III as part of the reauthorization.

Use of funds

► *New technology initiative*

This new initiative focuses on improving the educational capacity of institutions participating in the Institutional Aid programs by giving priority to those applications that focus on integrating the use of technology and enhancing the institution's technological capacity in their activities. An authorized activity also has been added to encourage institutions to invest in the improvement of their administration of funds made available to students pursuant to Title IV of the HEA.

► *Endowment funds*

Allow institutions participating in each of the Institutional Aid programs the option of using a portion (up to 20 percent) of their awards to establish or expand an endowment fund. Institutions would be required to match the funds used for this purpose.

Restructuring

- *Move the Hispanic Serving Institutions (HSI) Program from Part A to a new part***
- *Incorporate the Minority Science Improvement Program (MSIP) and Historically Black Colleges and Universities (HBCU) Capital Financing Program into Title III as separate parts***

New part

- *Create a new Strengthening Tribal Colleges and Universities (TCU) program***

Proposed HEA Title III reauthorization:

- Part A: Strengthening Institutions program
- Part B: Historically Black Colleges and Universities (HBCU) program
- Part C: HBCU Capital Financing program
- Part D: Strengthening Hispanic Serving Institutions (HSI) program
- Part E: Strengthening Tribal Colleges and Universities (TCU) Program
- Part F: Minority Science Improvement Program (MSIP)
- Part G: General Provisions

Federal TRIO Programs

The Federal TRIO Programs are educational outreach programs designed to motivate and support students from disadvantaged backgrounds. TRIO currently includes five distinct outreach programs targeted to serve and assist students to progress through the academic pipeline from middle school to postbaccalaureate programs. TRIO also includes a training program for directors and staff of TRIO projects.

Through reauthorization, the TRIO Programs will be expanded to include a new early intervention program. Through reauthorization, the programs included under the TRIO authority will be:

<u>TRIO Program</u>	<u>Program Focus</u>
➤ Talent Search	Students or others beyond 6 th grade
➤ Upward Bound Program	High school intervention
➤ Student Support Services	Support for students in college
➤ Postbaccalaureate Achievement Program	Preparation for graduate programs
➤ Educational Opportunity Centers	Adults aged 19 years and older
➤ Early Intervention Program	Middle school intervention
➤ TRIO Staff Development	TRIO project staff development

➤ Early Intervention Program

An Early Intervention Program will be added to the TRIO family of programs. This new program will provide a comprehensive array of counseling, mentoring, and academic support services to disadvantaged middle school students to assist them to aspire to and prepare for postsecondary education. This program will reach students at a critical stage in their academic careers and prepare them for challenging academic courses in high school and encourage them to plan for postsecondary education. Grant award consideration will help ensure that middle school students served by this program will continue to receive support services through high school.

➤ Set-Aside for Innovative and Experimental Projects

Up to two percent of TRIO program funds may be set aside annually for innovative or experimental projects. This will encourage grantees and other interested applicants to pursue new strategies and educational approaches to better meet program intent. Current grantees would be eligible to apply for funds under the set-aside; however, no prior experience points would be given to applicants under the set-aside.

smg // LTB

➤ Priority Points to Applicants Proposing TRIO Projects in Under-Served Geographic Areas

This change in TRIO provides that applicants proposing projects in geographic areas under-served by the TRIO programs would receive priority points which would be added to their peer review score. These applicants will receive an additional ten percent of the average of the reviewers' score.

For each competition, the Secretary will compare demographic data regarding TRIO-eligible students with TRIO Program data to determine which geographic areas are under-served by these programs. The Secretary will publish a list of under-served areas for each program competition.

Prior experience points will be retained to help ensure continuity of service in TRIO projects. However, the use of these priority points will help the TRIO Programs be responsive to changing national demographics. Applicants will not, however, be able to receive both prior experience points as well as priority points for under-served areas.

➤ Other Administrative Improvements

Additional changes to improve administration of the TRIO Programs include:

Standardizing the duration of TRIO grants. With the exception of grants made for TRIO Staff Development and for the innovative projects grants, grant duration for other TRIO projects will be standardized at four years.

Contracts as well as grants authorized for TRIO Training Program. Authority will be extended to the Secretary to award contracts as well as grants for the TRIO Staff Training Program. Prior experience points will be eliminated for competitions for TRIO Training grants.

Eliminate full financial aid assurance for Student Support Services projects. This largely unenforceable and often burdensome requirement in the statute will be dropped.

**Title V of the Higher Education Act:
U.S. Department of Education's Proposal for Reauthorization**

The Department of Education proposes a targeted agenda for the reauthorization of Title V of the Higher Education Act. In contrast to the current law's authorization of numerous small, fragmented programs, the Department's proposal focuses succinctly on recruiting new teachers for high-poverty urban and rural areas, preparing them well, and supporting them during induction, the critical first stage of a teacher's career.

While the Federal government already addresses the professional development of current teachers, little has been invested in developing new teachers. Because our Nation will be preparing more teachers than ever before, and for increasingly challenging classrooms, a Federal investment targeted to teacher recruitment, preparation, and induction can have a significant impact.

Our proposal has two parts: (1) support for the highest-quality teacher preparation for underserved urban and rural areas, and (2) recruitment of qualified teachers for these underserved areas. Both parts of the proposal also address induction, the time period in which 30% of new teachers leave the field, in part because of a lack of support and quality preparation.

Lighthouse Partnerships for Teacher Preparation: Our proposed Lighthouse Partnerships program would identify a variety of institutions that prepare teachers well, in strong collaboration with school districts in high-poverty urban and rural areas, and promote the expansion of their best practices to other institutions. The program would be authorized at \$30 million for fiscal year 1999.

The proposal addresses three critical needs in teacher preparation. First, as a Nation, we must identify best practices in teacher education, especially in preparing teachers to teach in high-poverty schools. The research and evaluation literature on teacher education programs that would tell us how best to prepare teachers does not yet exist. As a result, teacher preparation programs vary widely in approach and quality. Second, when exemplary teacher education practices are identified, they should be disseminated and spread to other institutions; otherwise, good programs will remain islands of excellence with little impact on the great majority of prospective teachers. Third, because quality teacher preparation demands strong collaboration with elementary and secondary schools, school districts and teacher preparation institutions must work together in real partnerships to prepare teachers.

The Lighthouse Partnerships program would award five-year competitive grants to partnerships among institutions ("lead institutions") that are exemplary in preparing teachers for high-need areas, the school districts with which they collaborate, and a number of "partner institutions" that want to improve their teacher preparation programs. Other entities, including community colleges and States, could be partners as well.

After a pre-application competition, a number of exemplary institutions and their partner school districts would be invited to submit full applications in partnership with other institutions of their choosing. Grantees would have to meet a set of rigorous criteria measuring such factors as the quality of lead institutions' teacher preparation programs, including their strong partnership with elementary and secondary schools in underserved areas, and the strength of the proposed partnership with other institutions of higher education.

Funds would be used for refinement and evaluation of the lead institution's teacher education programs; for the aggressive dissemination of information about best practices in teacher preparation to other institutions that prepare teachers; for technical assistance by the lead institution in improving the partner institutions' teacher preparation programs; for subgrants to the partner institutions for the implementation of program improvements; for joint activities with school districts in the partnership; for recruitment of potential teachers for underserved areas; and for assessing the effectiveness of the grant activities.

Strong evaluation provisions in the legislation would require that the partnerships document improvement in teacher preparation programs at the lead and partner institutions and that they show improvement in the effectiveness and diversity of students completing their programs. In addition, they must show improvement in student achievement at the elementary and secondary schools with which they collaborate.

Recruiting New Teachers for Underserved Areas/ Minority Teacher Recruitment: Our Nation's schools will need to hire over two million teachers in the next decade, and they need a talented, well-prepared, and more diverse teaching force. Urban and rural schools will experience the most severe teacher shortages; at the same time, students in those schools often need the most qualified teachers.

The Federal government cannot solve these recruitment challenges alone, but it can be a catalyst that stimulates the recruitment of minority teachers and teachers in areas of high need. We propose a program to increase the number of students, especially minority students, who complete high-quality teacher preparation programs and teach in underserved areas. The program would be authorized at \$37 million for fiscal year 1999 (with a portion of these funds available to pay the cost of continuation grants under the current Minority Teacher Recruitment program, whose activities would be enhanced by this new authority.)

The program would award five-year competitive grants to partnerships between institutions of higher education and school districts in underserved urban and rural areas, in conjunction with other partners such as community colleges, teachers' unions, community organizations, and States, to recruit and prepare teachers. Together the partners would determine the needs of high-poverty schools in their communities, such as the need for more minority teachers or for teachers in particular subjects. Having completed this needs assessment, the partners would identify a pool of potential teachers fitting those needs, recruit individuals from this pool, and design high-quality preparation and induction programs tailored to those individuals.

The needs of the respective partnerships would determine their recruitment focus. Special consideration would be given to applications from minority-serving institutions and to applications most likely to result in increases in the numbers of minority individuals, including language minority individuals, and individuals with disabilities in the teaching force. The program would support scholarships for potential teachers. Applicants would determine the funding level and number of these scholarships according to the needs of their students. Because scholarships alone are often not enough to attract and retain participants in the program, the grantees could also provide support services such as academic counseling, tutoring, mentoring, child care, and transportation. Grantees could provide support services during participants' first three years of teaching, as well.

Individuals recruited into the program would commit to teach for at least three years in underserved school districts, defined by poverty level. The grantees would be judged by their success in preparing teachers to teach to high standards and in placing and retaining new teachers in high-need communities. Thus, they would have strong incentives to prepare students well for the challenges of teaching in high-poverty urban and rural schools and to support them effectively during their first years of teaching. Grantees also would have to show evidence that the numbers of minority teachers and teachers in high-poverty areas are increased.

A matching requirement would help to ensure that the program activities continue after Federal funding ends. Over the five-year grant period, the Federal share of the costs of the program activities would be reduced incrementally from 90 percent to 50 percent.

A focused Federal investment in teacher recruitment and preparation can make a substantial impact on the development of new teachers. The Department's proposal for the reauthorization of Title V would be an effective answer to our Nation's challenges in teaching.

Urban Community Partnership Program

The existing Urban Community Service Program will be reauthorized as the Urban Community Partnership Program. The new program will establish partnerships between urban institutions of higher education and urban elementary and secondary schools to improve the performance of these schools. The inclusion of additional partners such as businesses, community-based organizations, etc. will be encouraged.

This partnership program recognizes the important role that urban postsecondary institutions can play in their community to improve the performance of elementary and secondary schools and help students better prepare for postsecondary education and successful careers.

➤ **Partnerships**

A written partnership agreement will be included as part of an application under this program. This agreement will identify not only the individual partners, but the rationale for choosing the particular urban schools with which to work, as well as the educational issues the partnership will address.

➤ **Activities supported under this program**

Unlike the current Urban Community Service Program, this new partnership program will focus exclusively on addressing problems of urban education. Funds will be used to assist urban elementary and secondary schools having a high percentage of under-performing students to eliminate the barriers these schools face in achieving their educational mission.

Grantees will have considerable flexibility in the activities of the funded partnerships, such as program design and development, training, improving the use of technology, sharing resources, etc.

➤ **Cost-sharing; grant duration**

Federal funds will provide no more than 70 percent of the total costs of the project in the first year; 60 percent in the second year, and 50 percent in subsequent years. Partnerships may be funded for up to five years.

➤ **Urban area; eligible urban institution**

“Urban area” means a metropolitan statistical area having a population of not less than 350,000. To be eligible, institutions must be located in an urban area, draw a significant percentage of their students from the area, and demonstrate a clear commitment to the community.

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION (FIPSE)

FIPSE, established by the Higher Education Act Amendments of 1972, awards grants "to improve postsecondary education opportunities by encouraging the reform, innovation, and improvement of postsecondary education, and providing equal educational opportunity for all." Total funding for FIPSE equalled \$18 million in FY 97.

FIPSE grant competitions include:

- o The Comprehensive Program, FIPSE's primary grant competition, which annually accounts for over eighty percent of its program budget.
- o Smaller, "special focus" competitions in areas of particular national need are also conducted each year. In recent years these competitions have addressed such topics as dissemination of proven postsecondary reforms, and development of cooperative postsecondary programs between institutions in the United States and those in the Mexico, Canada, and European Union.

The Comprehensive Program:

- o Is open to all public and private nonprofit postsecondary institutions, from two-year institutions to research universities. In FY 97, 2156 applications were submitted.
- o Supports demonstration projects addressing a wide range of postsecondary improvements, access to postsecondary education for all types of students, teaching and learning. Most grant awards are in the areas of access and retention, curriculum reform, educational technology, school-college collaboration, school-to-work programs, international education, faculty development, and graduate and professional education.
- o Is very competitive: of the approximately 2000 applications submitted each year, only about 75 receive FIPSE grants, a funding ratio of less than four percent.
- o Requires each funded project to engage in systematic evaluation of its outcomes, and to disseminate its results to the postsecondary community.
- o Includes evaluation of outcomes that leads to institutionalization of successful projects; a large majority of FIPSE projects are continued after FIPSE funding expires.

In recognition of this program's outstanding success over the past 25 years, both the Department of Education and the higher education community have recommended that FIPSE be reauthorized without substantial change in its statute. Three minor amendments are proposed here to: 1) clarify the range of eligible grantees; 2) provide for increased staff flexibility; and 3) encourage applicants to address the need to restructure institutions to improve learning and promote cost efficiencies, and to promote articulation between two-year and four-year institutions.

NOTE: The administration will seek appropriations for the authorized levels shown in the bill, within an overall budget that adheres to the discretionary spending limits to which the President and Congress have agreed in the pending Balanced Budget Act of 1997.

INTERNATIONAL EDUCATION PROGRAMS

The Department funds a variety of international education programs to help meet the nation's need for expertise in foreign languages, area studies and international studies, and for a more internationally literate citizenry.

- o Nine programs are currently funded under the HEA and provide a coordinated approach to strengthening international education: National Resource Centers, Foreign Language and Area Studies Fellowships, Language Resource Centers, International Research and Studies, Undergraduate International Studies and Foreign Languages, Centers for International Business Education, Business and International Education, American Overseas Research Centers, and the Institute for International Public Policy.
- o These programs have helped to create high quality graduate and undergraduate international programs; encouraged outreach to the pre-collegiate level; and helped the business community meet the demands of an increasingly competitive global marketplace.
- o Both the Department and the community agree that these programs are working well and should be continued with only minor changes.

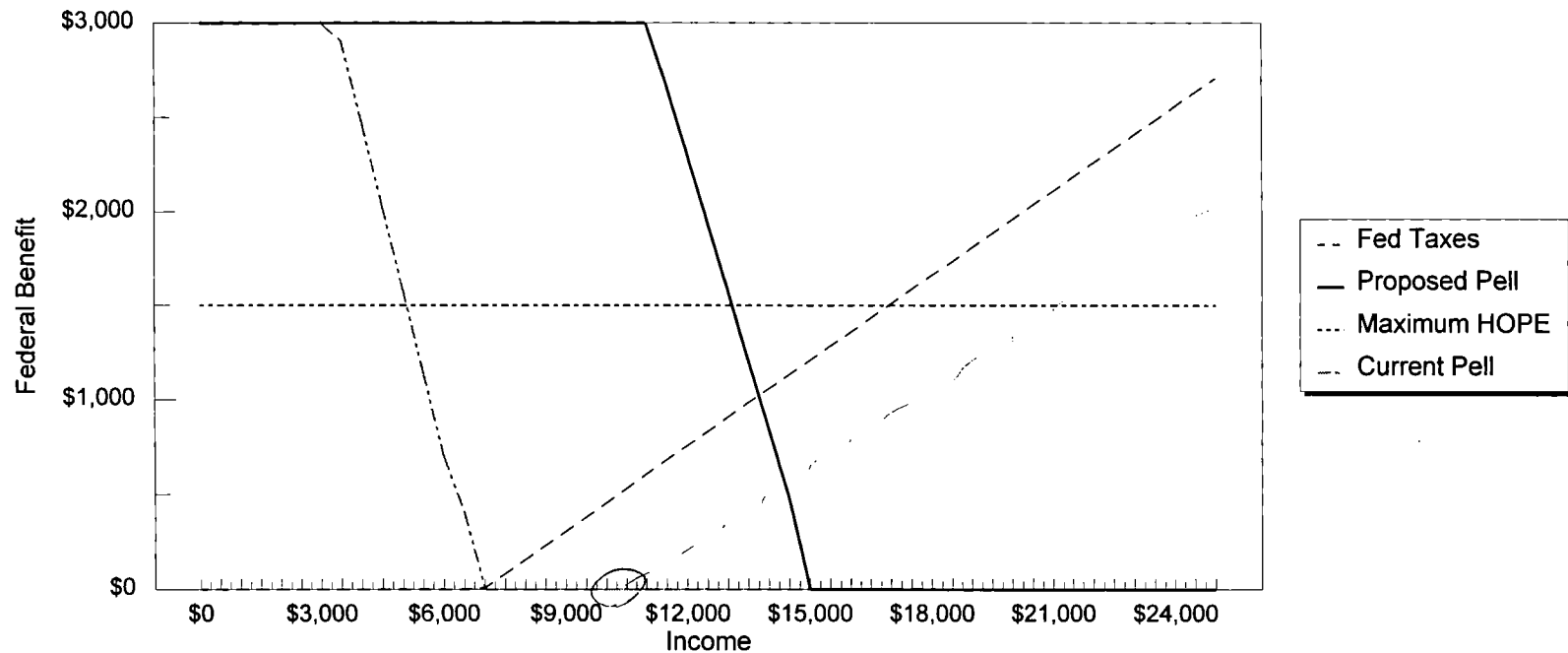
We are proposing the following minor changes to the legislation to eliminate unfunded programs, to strengthen outreach to K-12, to encourage greater use of technology, and to include a new section on evaluation.

- o Eliminate Sec. 605 *Intensive Summer Language Institutes* and Sec. 607 *Foreign Periodicals Program*. Sec.607 has not been funded since 1993 and Sec.605 has never been funded. Our recommendation to eliminate these two sections is consistent with the Department's policy to eliminate unfunded programs.
- o Eliminate Sec. 632 *Preservation of Pre-1992 Programs*. The elimination of this trigger provision gives the Department greater flexibility to support programs that best meet the changing needs in international education. Furthermore, Sec. 632 refers specifically to the 1992 amendments to HEA and is outdated.
- o Eliminate Sec. 604(b) *Programs of Demonstrated Excellence*. This subsection of Sec. 604 *Undergraduate International Studies and Foreign Language Programs* has never been funded. We are proposing to eliminate it and incorporate key provisions of this program in subsection (a).
- o Revise Sec. 603 *Language Resource Centers* for the following purposes:
 - To strengthen their role as resources to improve foreign language teaching and learning in K-12;

- To focus each Center on a specific world area and carry out activities in collaboration with foreign language educators and professional associations;
 - To make dissemination an essential component of each Center activity;
 - To encourage utilization of the advances in educational technology; and
 - To authorize domestic and overseas intensive summer language programs.
- o Add a new section on evaluation. Consistent with the increasing emphasis on performance measures and program results, we are proposing to add a new section on evaluation of the domestic and overseas international education programs. We will not recommend funding to conduct evaluation until the amount available for each program is more than the amount available for fiscal year 1998.

Note: The administration will seek appropriations for the authorized levels shown in the bill, within an overall budget that adheres to the discretionary spending limits to which the President and Congress have agreed in the pending Balanced Budget Act of 1997.

Federal Benefits by Income: Single Independent Students Without Children



Standard Deduction $\approx$ \$7000
 Personal Exemption $\approx$ \$3000
\$10,000

2

13,000

**Title V of the Higher Education Act:
U.S. Department of Education's Proposal for Reauthorization**

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While the Federal government already addresses the professional development of current teachers, little has been invested in developing new teachers. Because our Nation will be preparing more teachers than ever before, and for increasingly challenging classrooms, a Federal investment targeted to teacher recruitment, preparation, and induction can have a significant impact.

Our proposal has two parts: (1) support for the highest-quality teacher preparation for underserved urban and rural areas, and (2) recruitment of qualified teachers for these underserved areas. Both parts of the proposal also address induction, the time period in which 30% of new teachers leave the field, in part because of a lack of support and quality preparation.

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The proposal addresses three critical needs in teacher preparation. First, as a Nation, we must identify best practices in teacher education, especially in preparing teachers to teach in high-poverty schools. The research and evaluation literature on teacher education programs that would tell us how best to prepare teachers does not yet exist. As a result, teacher preparation programs vary widely in approach and quality. Second, when exemplary teacher education practices are identified, they should be disseminated and spread to other institutions; otherwise, good programs will remain islands of excellence with little impact on the great majority of prospective teachers. Third, because quality teacher preparation demands strong collaboration with elementary and secondary schools, school districts and teacher preparation institutions must work together in real partnerships to prepare teachers.

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After a pre-application competition, a number of exemplary institutions and their partner school districts would be invited to submit full applications in partnership with other institutions of their choosing. Grantees would have to meet a set of rigorous criteria measuring such factors as the quality of lead institutions' teacher preparation programs, including their strong partnership with elementary and secondary schools in underserved areas, and the strength of the proposed partnership with other institutions of higher education.

Funds would be used for refinement and evaluation of the lead institution's teacher education programs; for the aggressive dissemination of information about best practices in teacher preparation to other institutions that prepare teachers; for technical assistance by the lead institution in improving the partner institutions' teacher preparation programs; for subgrants to the partner institutions for the implementation of program improvements; for joint activities with school districts in the partnership; for recruitment of potential teachers for underserved areas; and for assessing the effectiveness of the grant activities.

Strong evaluation provisions in the legislation would require that the partnerships document improvement in teacher preparation programs at the lead and partner institutions and that they show improvement in the effectiveness and diversity of students completing their programs. In addition, they must show improvement in student achievement at the elementary and secondary schools with which they collaborate.

Recruiting New Teachers for Underserved Areas/Minority Teacher Recruitment: Our Nation's schools will need to hire over two million teachers in the next decade, and they need a talented, well-prepared, and more diverse teaching force. Urban and rural schools will experience the most severe teacher shortages; at the same time, students in those schools often need the most qualified teachers.

The Federal government cannot solve these recruitment challenges alone, but it can be a catalyst that stimulates the recruitment of minority teachers and teachers in areas of high need. We propose a program to increase the number of students, especially minority students, who complete high-quality teacher preparation programs. The program would promote teaching in underserved areas and would be authorized at \$37 million for fiscal year 1999 (with a small portion of these funds available to pay the cost of continuation grants under the current Minority Teacher Recruitment program, whose activities would be enhanced by this new authority.)

The program would award five-year competitive grants to partnerships between institutions of higher education and school districts in underserved urban and rural areas, in conjunction with other partners such as community colleges, teachers' unions, community organizations, and States, to recruit and prepare teachers. Together, the partners would determine the needs of high-poverty schools in their communities, such as the need for diverse faculties or for teachers in particular subjects. Having completed this needs assessment, the partners would identify a pool of potential teachers fitting those needs, recruit individuals from this pool, and design high-quality preparation and induction programs tailored to those individuals.

The needs of the respective partnerships would determine their recruitment focus. Special consideration would be given to applications from minority-serving institutions and to applications most likely to result in increases in the numbers of minority individuals, including language minority individuals, and individuals with disabilities in the teaching force. The program would support scholarships for potential teachers. Applicants would determine the funding level and number of these scholarships according to the needs of their students. Because scholarships alone are often not enough to attract and retain participants in the program, the grantees could also provide support services such as academic counseling, tutoring, mentoring, child care, and transportation. Grantees could provide support services during participants' first three years of teaching, as well.

Individuals recruited into the program would commit to teach for at least three years in underserved school districts, defined by poverty level. The grantees would be judged by their success in preparing teachers to teach to high standards and in placing and retaining new teachers in high-need communities. Thus, they would have strong incentives to prepare students well for the challenges of teaching in high-poverty urban and rural schools and to support them effectively during their first years of teaching.

A matching requirement would help to ensure that the program activities continue after Federal funding ends. Over the five-year grant period, the Federal share of the costs of the program activities would be reduced incrementally from 90 percent to 50 percent.

A focused Federal investment in teacher recruitment and preparation can make a substantial impact on the development of new teachers. The Department's proposal for the reauthorization of Title V would be an effective answer to our Nation's challenges in teaching.

NOTE: The Administration will seek appropriations for the authorized levels shown in this bill, within an overall budget that adheres to the discretionary spending limits to which the President and Congress have agreed in the pending Balanced Budget Act of 1997.

HIGHER EDUCATION ACT OF 1965

TITLE V--EDUCATOR RECRUITMENT, PREPARATION, AND INDUCTION

- Sec. 501. Findings.
- Sec. 502. Purpose.
- Sec. 503. Authorization of appropriations.

PART A--LIGHTHOUSE PARTNERSHIPS

- Sec. 511. Definitions.
- Sec. 512. Grants to Lighthouse Partnerships.
- Sec. 513. Preapplications and applications.
- Sec. 514. Uses of funds.
- Sec. 515. Selection of applications.
- Sec. 516. Evaluation.
- Sec. 517. National activities.

PART B--RECRUITING NEW TEACHERS FOR UNDERSERVED AREAS

- Sec. 521. Program authorized.
- Sec. 522. Definitions.
- Sec. 523. Grant conditions.
- Sec. 524. Grant applications.
- Sec. 525. Uses of funds.
- Sec. 526. Selection of applicants.
- Sec. 527. Duration and amount of assistance; relation to other assistance.
- Sec. 528. Scholarship conditions.
- Sec. 529. Service requirements.
- Sec. 530. Evaluation.
- Sec. 531. National activities.

HIGHER EDUCATION ACT OF 1965

1 "TITLE V--EDUCATOR RECRUITMENT, PREPARATION, AND INDUCTION

2 "FINDINGS

3 "SEC. 501. The Congress finds as follows:

4 "(1) What teachers know and can do has a critical
5 impact on student achievement, yet too often prospective teachers
6 are not receiving the initial preparation they need in order to
7 teach children from diverse backgrounds to challenging standards.

8 "(2) A number of elementary and secondary schools
9 throughout the United States are implementing educational reform
10 strategies that are research-based, have records of demonstrated
11 effectiveness in enabling students to achieve to high State or
12 local standards, are replicable in diverse and challenging
13 circumstances, and are supported by networks of researchers and
14 experienced practitioners. Yet preparation to implement these
15 strategies is not generally a central component of initial
16 teacher preparation.

17 "(3) Institutions of higher education that provide
18 teachers for urban and rural schools that enroll concentrations
19 of children from low-income families often have the greatest need
20 to restructure their teacher preparation programs because the
21 teachers they graduate will face the greatest classroom
22 challenges.

23 "(4) Improvement of teacher preparation in mathematics
24 and reading represents a particular challenge for American
25 education. For example, most future elementary and middle-school
26 mathematics teachers take no more than one or two college-level

1 mathematics courses, and these courses are not designed for
2 prospective teachers and do not cover the mathematics content
3 that elementary and middle-school teachers should teach to enable
4 students to meet challenging mathematics standards. In reading,
5 most teacher preparation programs have not incorporated the large
6 body of research on effective reading instruction.

7 "(5) If current trends continue, American schools will
8 need to hire more than two million teachers in the next decade to
9 educate an increasing number of students and to replace current
10 teachers who will retire or leave the profession. High-poverty
11 urban and rural schools will experience the most severe teacher
12 shortages. Of the more than two million teachers needed,
13 approximately 15 percent, or 345,000, will be needed in central
14 cities, in schools with large concentrations of low-income
15 students. An additional 207,000 teachers will be needed in
16 isolated, and often poor, rural areas. Recent trends in the
17 number of people preparing to enter teaching indicate that the
18 normal operation of the labor market, by itself, will not produce
19 the number of qualified teachers schools will need.

20 "(6) Schools are already having trouble recruiting
21 qualified teachers. Nearly three-quarters of physical science
22 students and one-third of English students in high-poverty
23 schools take classes with teachers who lack even a college minor
24 in their field. The National Commission on Teaching and
25 America's Future found that 50,000 uncertified individuals
26 annually enter teaching because schools, frequently those in

1 urban and rural areas with large concentrations of children from
2 low-income families, cannot find all the certified teachers they
3 need.

4 "(7) Teaching excellence and diversity are inextricably
5 connected. By bringing distinctive life experiences and
6 perspectives into the classroom, enriching the instructional
7 curriculum and the school climate, and strengthening connections
8 to parents and communities, teachers from diverse racial and
9 ethnic groups, and those with disabilities, enhance the quality
10 of American education. Yet today, while one-third of American
11 students are members of minority groups, members of racial and
12 ethnic minority groups make up only 13 percent of the teaching
13 force and nearly half the school districts in the Nation have no
14 minority teachers. In addition, few individuals with
15 disabilities are teaching in American classrooms.

16 "(8) The Federal Government, by itself, cannot ensure
17 needed improvements in teacher preparation or solve the problem
18 of teacher shortages. However, the Government can make limited,
19 targeted investments that--

20 "(A) encourage more institutions of higher
21 education that operate teacher preparation programs, working in
22 partnership with local educational agencies and States, to adopt
23 the practices and strategies of the best programs;

24 "(B) encourage a more diverse mix of Americans to
25 enter teaching and complete high-quality preparation programs;
26 and

1 "(C) encourage more Americans to serve as teachers
2 in underserved communities.

3 "PURPOSE

4 "SEC. 502. The purpose of this title is to help meet the
5 national need to recruit, prepare, and retain a high-quality and
6 diverse supply of elementary and secondary education teachers,
7 and to help meet the needs of schools in urban and rural areas
8 with concentrations of children from low-income families, by--

9 "(1) authorizing support for partnerships among
10 institutions of higher education that operate exemplary teacher
11 preparation programs, other institutions of higher education
12 seeking to improve their programs, public elementary and
13 secondary schools, and States, in order to improve the quality of
14 the initial preparation of teachers for high-poverty communities;

15 "(2) authorizing support for partnerships to increase
16 the number and diversity of students who enter teacher education
17 programs and complete high-quality preparation programs, and to
18 increase the quality of teaching in underserved urban and rural
19 communities; and

20 "(3) encouraging, through such partnerships, the
21 creation of a more diverse teaching force, through the
22 recruitment and preparation of minority individuals, including
23 language minority individuals, and individuals with disabilities,
24 to enter teaching.

1 "AUTHORIZATION OF APPROPRIATIONS

2 "SEC. 503. (a) AUTHORIZATION FOR PARTS A AND B. There are
3 authorized to be appropriated--

4 "(1) \$30,000,000 for fiscal year 1999 and such sums as
5 may be necessary for each of the four succeeding fiscal years to
6 carry out the program of Lighthouse Partnerships under part A;
7 and

8 "(2) \$37,000,000 for fiscal year 1999 and such sums as
9 may be necessary for each of the four succeeding fiscal years to
10 carry out the program of Recruiting New Teachers for Underserved
11 Areas under part B.

12 "(b) TRANSITION. Notwithstanding any other provision of
13 law, the Secretary may use funds appropriated under
14 subsection (a) to make continuation awards for projects that were
15 funded under subpart 2 of part E of title V of this Act, as in
16 effect prior to enactment of [inset name of reauthorization Act].

17 "PART A--LIGHTHOUSE PARTNERSHIPS

18 "DEFINITIONS

19 "SEC. 511. As used in this part, the following terms have
20 the following meanings:

21 "(1) (A) The term 'lead institution' means an
22 institution of higher education that--

23 "(i) operates an exemplary teacher
24 preparation program of significant size in one or more areas of
25 teacher preparation, which may include the preparation of
26 principals and other educational administrators;

1 "(ii) desires to assist other institutions of
2 higher education in improving their programs and to serve as a
3 national model for effective teacher preparation; and

4 "(iii) places a significant percentage of its
5 teacher preparation graduates in teaching positions in urban and
6 rural communities with concentrations of children from low-income
7 families.

8 "(B) A lead institution may participate in a
9 consortium with one or more two-year colleges with which it has
10 articulation agreements relating to teacher preparation.

11 "(2) The term 'lighthouse partnership' means a
12 partnership of a lead institution, partner institutions, and
13 State and local educational agencies, that is dedicated to
14 improving the quality of teacher preparation programs. Within
15 each partnership, the lead institution shall act as the fiscal
16 agent for the grant.

17 "(3) The term 'local educational agency' has the
18 meaning given that term in section 14101(18) of the Elementary
19 and Secondary Education Act of 1965.

20 "(4) The term 'partner institution' means an
21 institution of higher education that--

22 "(A) prepares teachers for their initial entry
23 into the teaching profession;

24 "(B) desires to improve its program with
25 assistance from a lead institution; and

1 "(C) prepares teachers for teaching positions in
2 urban and rural communities with concentrations of children from
3 low-income families.

4 "(5) The term 'teacher preparation program' means a
5 program operated by an institution of higher education that
6 prepares students to obtain initial teacher licensure and to
7 teach in elementary and secondary schools. Such a program may
8 also prepare students to become preschool teachers if the
9 institution serves a State or school districts in which preschool
10 education is provided as free, public education.

11 "GRANTS TO LIGHTHOUSE PARTNERSHIPS

12 "SEC. 512. (a) GRANTS AUTHORIZED.--(1) From funds
13 appropriated under section 503(a)(1) for this part for each
14 fiscal year, the Secretary shall make competitive grants to
15 lighthouse partnerships.

16 "(2) Each grant under paragraph (1) shall be for a
17 period not to exceed five years.

18 "(3) The Secretary shall--

19 "(A) make continuation awards, for the second and
20 succeeding years, only after determining that the partnership is
21 making satisfactory progress in carrying out the grant; and

22 "(B) conduct an intensive review of the
23 partnership's progress, with the assistance of outside experts,
24 before making the continuation award for the fourth year of the
25 grant.

1 "(b) LIMITATION. No partnership may receive more than two
2 grants under this part.

3 "PREAPPLICATIONS AND APPLICATIONS

4 "SEC. 513. (a) PREAPPLICATIONS. Each lead institution that
5 wishes to participate in a lighthouse partnership that will apply
6 for a grant under this part shall submit a preapplication to the
7 Secretary at such time, in such manner, and containing such
8 information as the Secretary may require, except that the lead
9 institution need not identify the other members of the
10 partnership until it submits an application under subsection (b).
11 The Secretary shall use a peer review process to review these
12 preapplications.

13 "(b) APPLICATIONS REQUIRED. Any lighthouse partnership
14 desiring to receive a grant under this part shall submit an
15 application to the Secretary at such time, in such form, and
16 containing such information as the Secretary may require.

17 "(c) CONTENTS. Each application shall include--

18 "(1) a description of the teacher preparation program
19 operated by the lead institution, including information on the
20 curriculum, the faculty, and the number and characteristics of
21 students served;

22 "(2) evidence of the quality of the institution's
23 teacher preparation program, covering--

24 "(A) the extent to which the institution provides
25 a coherent program that--

1 "(i) reflects the best of what is known, from
2 research and practice;

3 "(ii) prepares teachers to implement
4 research-based instructional programs of demonstrated
5 effectiveness and to teach their students, particularly those in
6 high-poverty schools, to high State and local content standards;
7 and

8 "(iii) reflects high standards for teaching,
9 such as the standards of the National Board for Professional
10 Teaching Standards, and for teacher education;

11 "(B) the commitment of the institution to its
12 program of teacher preparation;

13 "(C) the connections between the institution's
14 teacher preparation program and its departments or schools of
15 arts and sciences, to ensure the integration of pedagogy and
16 content in teacher preparation;

17 "(D) the extent to which the institution operates
18 a clinically based teacher preparation program, particularly in
19 high-poverty schools, through which prospective teachers
20 participate in intensive, structured clinical experiences, with
21 extensive faculty involvement, throughout their preservice
22 education, and the extent to which those experiences are
23 integrated into the curriculum;

24 "(E) the extent to which the institution's program
25 offers continuous assistance to its graduates during their
26 initial years in the classroom;

1 "(F) the extent to which the institution's program
2 meets the needs of, and has strong connections with, elementary
3 and secondary education (particularly with urban and rural
4 schools and school systems that serve concentrations of students
5 from low-income families and with the education reforms under way
6 in the institution's State), which may include the involvement of
7 elementary and secondary educators in the continuing development,
8 improvement, and implementation of the teacher preparation
9 program;

10 "(G) the success of the institution in preparing
11 teachers to teach individuals from diverse populations
12 effectively;

13 "(H) the extent to which the institution is
14 preparing teachers to use technology to teach children to high
15 standards;

16 "(I) the record of the institution's teacher
17 preparation program in attracting and graduating a diverse
18 student body (including the recruitment and enrollment of
19 individuals with disabilities);

20 "(J) the procedures the institution uses to
21 measure the quality of its teacher preparation program (including
22 the extent to which graduates improve their subject matter
23 knowledge and teaching ability as a result of their participation
24 in the program) and to improve its program, using information
25 generated through those procedures;

1 "(K) the success of the program in graduating
2 students who are fully qualified to teach to high standards in
3 the State or region served by the institution;

4 "(L) the quality of the program's graduates, as
5 documented through such evidence as the graduates' record of
6 obtaining (and retaining) teaching positions and the opinions of
7 school district officials, in the State or region, of the quality
8 of those graduates;

9 "(M) if applicable, the quality of the
10 institution's program for the preparation of school principals
11 and other school administrators, and of the success of that
12 program; and

13 "(N) involvement and leadership of the institution
14 in national, regional, and State efforts to improve teacher
15 education and licensure;

16 "(3) evidence of the extent to which--

17 "(A) graduates have taken teaching positions in
18 urban and rural schools in communities with concentrations of
19 students from low-income families; and

20 "(B) the institution recruits and serves students
21 (such as education paraprofessionals) from those communities;

22 "(4) evidence of the experience of the lead institution
23 in creating or participating in networks with other institutions
24 to improve the quality of teacher preparation programs;

25 "(5) a description of how the partnership will operate
26 a program under this part, including--

1 "(A) a description of the governance structure
2 that the partnership will establish (through a written
3 partnership agreement) for the grant, which shall include the
4 active involvement of high-level administrators of the lead
5 institution and representatives of--

6 "(i) both the teacher preparation program and
7 the school or department of arts and sciences in the lead
8 institution;

9 "(ii) the partner institutions involved with
10 the grant;

11 "(iii) local educational agencies (including
12 teachers and other school-level officials) served by the lead
13 institution and one or more of the partner institutions; and

14 "(iv) State officials with authority over
15 teacher licensure and teacher preparation in the States in which
16 the lead institution and one or more of the partner institutions
17 are located;

18 "(B) a description of how the partnership will
19 fully engage local educational agencies in the activities carried
20 out under the grant, including how the partnership will use grant
21 funds to address the teacher training needs of the local
22 educational agencies that are members of the partnership,
23 consistent with section 514;

24 "(C) a description of how the activities
25 undertaken with the grant will support, and be integrated with,
26 the educational reforms under way in the States of the lead and

1 the partner institutions, including a description of plans for
2 coordinating activities carried out under the grant with
3 activities carried out under other Federal or State professional
4 development programs or activities designed to improve pre-
5 service and in-service teacher training; and

6 "(D) a description of--

7 "(i) the measurable goals the partnership
8 expects to achieve through the grant, including--

9 "(I) goals for improvements in the
10 teacher preparation programs of the partner institutions;

11 "(II) goals for improvements in the
12 quality, and increases in the number, of the graduates of teacher
13 preparation programs operated by members of the partnership who
14 take teaching positions in high-poverty schools of the local
15 educational agencies in the partnership;

16 "(III) goals for meeting the teacher
17 preparation needs of the local educational agencies in the
18 partnership, in order to improve student achievement; and

19 "(IV) such other goals, consistent with
20 the purposes of this part, as the partnership may select;

21 "(ii) how the partnership will achieve the
22 goal of increased diversity among its teacher preparation
23 graduates; and

24 "(iii) how the partnership will determine
25 whether it is meeting the goals described in clauses (i)
26 and (ii); and

1 "(6) a description of the partnership's plan for
2 institutionalizing the activities it is carrying out under this
3 part, so that those activities will continue once Federal funding
4 ceases.

5 "USES OF FUNDS

6 "SEC. 514. (a) REQUIRED ACTIVITIES. In order to increase
7 the quality and number of teachers it is preparing for positions
8 in urban and rural areas with concentrations of low-income
9 families, and to increase the diversity of elementary and
10 secondary teachers, each partnership selected to receive a grant
11 under this part shall use the grant funds for each of the
12 following purposes:

13 "(1) Further development, refinement, assessment of,
14 and dissemination of information on, the teacher preparation
15 programs operated by the lead institution, including activities
16 that document, for other institutions nationally and for policy-
17 makers, effective practices in teacher preparation and that
18 produce curricular and other materials for use by other
19 institutions preparing teachers.

20 "(2) Technical assistance by the lead institution to
21 the partner institutions in improving the partner institutions'
22 teacher preparation programs (and, if applicable, their principal
23 and other administrator preparation programs), based on the
24 experience of the lead institution and the particular needs of
25 the partners.

1 "(3) Making subgrants to the partner institutions for
2 implementation of program improvements at those institutions,
3 through adoption or adaptation of the teacher preparation
4 practices of the lead institution, to meet the needs of the high-
5 poverty schools in the urban and rural communities they serve.
6 Each partnership shall use at least 40 percent of its grant for
7 this purpose.

8 "(4) Joint activities with the local educational
9 agencies in the partnership, and with other local educational
10 agencies, that increase the involvement of classroom teachers and
11 school administrators in the design and implementation of teacher
12 preparation programs operated by the lead and partner
13 institutions (and thereby make those programs more responsive to
14 the needs of teachers and administrators), and other activities
15 to improve teaching and administration, and to support new
16 teachers, in the high-poverty schools of those local educational
17 agencies.

18 "(5) Cooperation and interaction with other lighthouse
19 partnerships and with other institutions, organizations, and
20 public agencies, on activities aimed at the improvement of
21 teacher preparation nationally, including improvement of teacher
22 licensure and relicensure requirements.

23 "(6) Assessment of the effectiveness of the activities
24 carried out under the grant, including the extent to which the
25 partnership is achieving its goals under section 513(c)(5)(D).

1 "(b) OPTIONAL ACTIVITIES. Each partnership selected to
2 receive a grant under this part may also use the grant funds for
3 joint activities with States that promote the development and
4 implementation of State policies to facilitate the improvement of
5 teacher preparation programs (and, if applicable, principal and
6 other administrator preparation programs) within the States, as a
7 component of comprehensive education reforms.

8 "SELECTION OF APPLICATIONS

9 "SEC. 515. (a) PEER REVIEW. The Secretary shall, using a
10 peer review process, select applicants to receive grants under
11 this part on the basis of--

12 "(1) the quality of the teacher preparation program
13 operated by the lead institution in a proposed partnership;

14 "(2) the quality of the partnership's plan for carrying
15 out activities under the grant; and

16 "(3) the capacity of the lead institution and its
17 partners to carry out the proposed activities successfully.

18 "(b) CRITERIA.--(1) In selecting grantees under this part,
19 the Secretary shall seek to ensure that--

20 "(A) lighthouse partnerships represent a variety
21 of approaches to teacher preparation;

22 "(B) lead institutions represent a variety of
23 institutions of higher education; and

24 "(C) there is an equitable geographic distribution
25 of awards.

1 "(2) In addition to complying with paragraph (1), the
2 Secretary shall give special consideration to applications for--

3 "(A) projects that are likely to have the most
4 significant impact on the quality of teaching in high-poverty
5 urban and rural schools;

6 "(B) projects that are likely to result in
7 improvement of teacher preparation in the areas of mathematics
8 and reading; and

9 "(C) projects that are likely to prepare a
10 significant number of minority individuals, including language
11 minority individuals, and individuals with disabilities to be
12 effective teachers.

13 "(c) SECOND FIVE-YEAR GRANTS. In selecting grantees to
14 receive second grants under this part, the Secretary shall give a
15 preference to applicants whose projects have resulted in--

16 "(1) the placement and retention of a substantial
17 number of high-quality graduates in teaching positions in
18 underserved, high-poverty schools;

19 "(2) the adoption of effective teacher preparation
20 programs, particularly those meeting the needs of high-poverty
21 urban and rural areas, by the partner institutions; and

22 "(3) effective partnerships with elementary and
23 secondary schools that are supporting improvements in student
24 achievement.

1 "EVALUATION

2 "SEC. 516. The Secretary shall provide for an evaluation of
3 the program carried out under this part, including an assessment
4 of such issues as--

5 "(1) the extent to which the activities carried out
6 through Lighthouse Partnership grants result in significant and
7 positive changes in the teacher preparation programs operated by
8 partner institutions, as well as improvements in the programs
9 operated by lead institutions, that are likely to lead to
10 improvements in teaching and learning;

11 "(2) the extent to which Lighthouse Partnership grants
12 enhance the effectiveness, including the technological
13 proficiency, and the diversity, of students completing teacher
14 preparation programs in the institutions of higher education
15 participating in the grants; and

16 "(3) the involvement of elementary and secondary
17 schools and school districts serving concentrations of children
18 from low-income families in the activities carried out under this
19 part, and the extent to which those activities result in benefits
20 to those schools and districts, including information on the
21 extent to which involvement in the grants improves the
22 instructional programs and the educational outcomes for students
23 in those schools and districts.

1 "NATIONAL ACTIVITIES

2 "SEC. 517. The Secretary may reserve up to 5 percent of the
3 funds appropriated to carry out this part for any fiscal year
4 for--

5 "(1) peer review of applications;

6 "(2) evaluation of the program under section 516, and
7 measurement of its effectiveness in accordance with the
8 Government Performance and Results Act of 1993;

9 "(3) conferences and networks of lighthouse
10 partnerships, and other entities, in order to facilitate the
11 exchange of information and ideas among the participating
12 partnerships and other institutions, agencies, and individuals,
13 including recipients of funds under part B of this title, who are
14 interested in the improvement of teacher preparation and parallel
15 improvements in principal and administrator preparation; and

16 "(4) technical assistance and other activities to
17 enhance the success of the program carried out under this part or
18 of teacher education more generally.

19 "PART B--RECRUITING NEW TEACHERS FOR UNDERSERVED AREAS

20 "PROGRAM AUTHORIZED

21 "SEC. 521. From funds appropriated to carry out this part
22 under section 503(a)(2) for each fiscal year, the Secretary shall
23 make competitive grants to eligible applicants for programs
24 that--

25 "(1) provide scholarships and, as necessary, support
26 services for students with high potential to become effective

1 teachers, particularly minority students, including language
2 minority students, and students with disabilities, seeking to
3 complete teacher preparation programs;

4 "(2) increase the quality and number of new teachers
5 nationally; and

6 "(3) increase the ability of schools in underserved
7 areas to recruit a qualified teaching staff.

8 "DEFINITIONS

9 "SEC. 522. As used in this part, the following terms have
10 the following meanings:

11 "(1) (A) The term 'eligible applicant' means a
12 partnership of--

13 "(i) an institution of higher education that
14 grants baccalaureate degrees and prepares teachers for their
15 initial entry into the teaching profession; and

16 "(ii) one or more local educational agencies
17 that are in underserved areas.

18 "(B) Such a partnership may also include--

19 "(i) two-year colleges that operate teacher
20 preparation programs and maintain articulation agreements, with
21 the baccalaureate-granting institution, for the transfer of
22 credits in teacher preparation;

23 "(ii) State agencies that have responsibility
24 for policies related to teacher preparation and licensure; and

25 "(iii) other public and private, nonprofit
26 agencies and organizations that serve, or are located in,

1 communities served by the local educational agencies in the
2 partnership, and that have an interest in teacher recruitment,
3 preparation, and induction.

4 "(2) The term 'local educational agency' has the
5 meaning given that term in section 14101(18) of the Elementary
6 and Secondary Education Act of 1965.

7 "(3) The term 'support services' includes--

8 "(A) academic advice and counseling;

9 "(B) tutorial services;

10 "(C) mentoring; and

11 "(D) child care and transportation, if funding for
12 those services cannot be arranged from other sources; and

13 "(4) The term 'underserved area' means--

14 "(A) the three local educational agencies in the
15 State that have the highest numbers of children, ages 5
16 through 17, from families below the poverty level (based on data
17 satisfactory to the Secretary); and

18 "(B) any other local educational agency in which
19 the percentage of such children is at least 20 percent, or the
20 number of such children is at least 10,000.

21 "GRANT CONDITIONS

22 "SEC. 523. (a) GRANTS AUTHORIZED.--(1) (A) The Secretary
23 shall carry out this part by making competitive grants to
24 eligible applicants.

25 "(B) Each grant under subparagraph (A) shall be
26 for a period not to exceed five years.

1 "(2) The Secretary shall--

2 "(A) make continuation awards, for the second and
3 succeeding years, only after determining that the grantee is
4 making satisfactory progress in carrying out the grant; and

5 "(B) conduct an intensive review of the grantee's
6 progress, with the assistance of outside experts, before making
7 the award for the fourth year of the grant.

8 "(3) No partnership may receive more than two grants
9 under this subsection.

10 "(b) MATCHING REQUIREMENT.--(1) The Federal share of the
11 cost of activities carried out under a grant made under
12 subsection (a) shall not exceed--

13 "(A) 90 percent of the cost in the first year of
14 the grant;

15 "(B) 80 percent in the second year;

16 "(C) 70 percent in the third year;

17 "(D) 60 percent in the fourth year; and

18 "(E) 50 percent in the fifth year and any
19 succeeding year (including each year of the second grant, if
20 any).

21 "(2) The non-Federal share of activities carried out
22 with a grant under subsection (a) may be provided in cash or in
23 kind, fairly evaluated, and may be obtained from any non-Federal
24 public or private source.

1 "(c) PLANNING GRANTS.--(1) The Secretary may make planning
2 grants to eligible applicants that are not yet ready to implement
3 programs under subsection (a).

4 "(2) Each planning grant shall be for a period of not
5 more than one year, which shall be in addition to the period of
6 any grant under subsection (a).

7 "(3) Any recipient of a planning grant under this
8 subsection that wishes to receive a grant under subsection (a) (1)
9 shall separately apply for a competitive grant under that
10 subsection.

11 "GRANT APPLICATIONS

12 "SEC. 524. (a) APPLICATIONS REQUIRED. Any eligible
13 applicant desiring to receive a grant under this part shall
14 submit an application at such time, in such form, and containing
15 such information as the Secretary may require.

16 "(b) APPLICATION CONTENTS. Each application for a grant
17 under section 523(a) shall include--

18 "(1) a designation of the institution or agency, within
19 the partnership, that will serve as the fiscal agent for the
20 grant;

21 "(2) information on the quality of the institution's
22 teacher preparation program, which may include the types of
23 information described in section 513(c) (2), and how the applicant
24 will ensure, through improvements in its teacher preparation
25 practices or other appropriate strategies, that scholarship
26 recipients will receive high-quality preparation;

1 "(3) a description of the assessment the institution,
2 the local educational agency partners, and other partners have
3 undertaken--

4 " (A) to determine--

5 " (i) the most critical needs of the local
6 educational agencies, particularly the needs of schools in high-
7 poverty areas, for new teachers (which may include teachers in
8 particular subject areas or at certain grade levels, including
9 the prekindergarten level, minority teachers, and teachers who
10 are disabled who will contribute to the diversity of the local
11 educational agency's teachers, or teachers who are fluent in
12 languages spoken by students in the local educational agency);
13 and

14 " (ii) how the project carried out under the
15 grant will address those needs; and

16 " (B) that reflects the input of all significant
17 entities in the community (including organizations representing
18 teachers and parents) that have an interest in teacher
19 recruitment, preparation, and induction;

20 " (4) a description of the project the applicant will
21 carry out with the grant, including information on--

22 " (A) the recruitment and outreach efforts the
23 applicant will undertake to publicize the availability of
24 scholarships and other assistance under the program;

25 " (B) (i) the number and types of students that the
26 applicant will serve under the program, which may include

1 education paraprofessionals seeking to achieve full teacher
2 certification; teachers whom the partner local educational
3 agencies have hired under 'emergency certification' procedures;
4 or former military personnel, mid-career professionals, or
5 AmeriCorps or Peace Corps volunteers, who desire to enter
6 teaching; and

7 "(ii) the criteria that the applicant will
8 use in selecting those students, including criteria to determine
9 whether individuals have the capacity to benefit from the
10 program, complete teacher certification requirements, and become
11 effective teachers;

12 "(C) the activities the applicant will carry out
13 under the grant, including a description of, and justification
14 for, any support services the institution will offer to
15 participating students;

16 "(D) the number and funding range of the
17 scholarships the institution will provide to students; and

18 "(E) the procedures the institution will establish
19 for entering into, and enforcing, agreements with scholarship
20 recipients regarding their fulfillment of the service commitment
21 described in section 529;

22 "(5) a description of how the institution will use
23 funds provided under the grant only to increase the number of
24 students with high potential to be effective teachers,
25 participating in its teacher preparation programs, or in the
26 particular type or types of preparation programs that the grant

1 would support, or to increase the number of their graduates with
2 high potential to be effective teachers who are minority
3 individuals, including language minority individuals, or
4 individuals with disabilities;

5 "(7) a description of commitments, by the partner local
6 educational agencies, to hire qualified scholarship recipients in
7 their schools and in the subject areas or grade levels for which
8 the recipients will be trained, and a description of the actions
9 the grantee institution, the local educational agencies, and the
10 other partners will take to facilitate the successful transition
11 of those recipients into teaching; and

12 "(8) a description of the applicant's plan for
13 institutionalizing the activities it is carrying out under this
14 part, so that those activities will continue once Federal funding
15 ceases.

16 "USES OF FUNDS

17 "SEC. 525. IN GENERAL. Each grantee under section 523(a)
18 shall use the grant funds for the following:

19 "(1) Scholarships to help students pay the costs of
20 tuition, room, board, and other expenses of completing a teacher
21 preparation program.

22 "(2) Support services, if needed to enable scholarship
23 recipients to complete postsecondary education programs.

24 "(3) Follow-up services provided to former scholarship
25 recipients during their first three years of teaching.

1 "(4) Payments to partner local educational agencies, if
2 needed to enable them to permit paraprofessional staff to
3 participate in teacher preparation programs (such as the cost of
4 'release time' for those staff).

5 "(5) If appropriate, and if no other funds are
6 available, paying the costs of additional courses taken by former
7 scholarship recipients during their initial three years of
8 teaching.

9 "(b) PLANNING GRANTS. A recipient of a planning grant under
10 section 523(c) shall use the grant funds for the costs of
11 planning for the implementation of a grant under section 523(a).

12 "SELECTION OF APPLICANTS

13 "SEC. 526. (a) PEER REVIEW. The Secretary, using a peer
14 review process, shall select applicants to receive funding under
15 this part on the basis of--

16 "(1) the quality of the teacher preparation program
17 offered by the institution;

18 "(2) the quality of the program that would be carried
19 out under the application; and

20 "(3) the capacity of the partnership to carry out the
21 grant successfully.

22 "(b) CRITERIA.--(1) In making selections, the Secretary
23 shall seek to ensure that--

24 "(A) in the aggregate, grantees carry out a
25 variety of approaches to preparing new teachers; and

1 "(B) there is an equitable geographic distribution
2 of awards.

3 "(2) In addition to complying with paragraph (1), the
4 Secretary shall give special consideration to--

5 "(A) applications most likely to result in the
6 preparation of increased numbers of individuals with high
7 potential for effective teaching who are minority individuals,
8 including language minority individuals, and individuals with
9 disabilities; and

10 "(B) applications from historically Black colleges
11 and universities, Hispanic-serving institutions, and Tribal
12 Colleges and Universities, as defined in title III of this Act.

13 "(c) SECOND FIVE-YEAR GRANTS. In selecting grantees to
14 receive second grants under this part, the Secretary shall give a
15 preference to applicants whose projects have resulted in--

16 "(1) the placement and retention of a substantial
17 number of high-quality graduates in teaching positions in
18 underserved, high-poverty schools;

19 "(2) the adoption of effective programs that meet the
20 teacher preparation needs of high-poverty urban and rural areas;
21 and

22 "(3) effective partnerships with elementary and
23 secondary schools that are supporting improvements in student
24 achievement.

1 "DURATION AND AMOUNT OF ASSISTANCE; RELATION TO OTHER ASSISTANCE

2 "SEC. 527. (a) DURATION OF ASSISTANCE. No individual may
3 receive scholarship assistance under this part--

4 "(1) for more than five years of postsecondary
5 education; and

6 "(2) unless that individual satisfies the requirements
7 of section 484(a)(5) of this Act.

8 "(b) AMOUNT OF ASSISTANCE. No individual may receive an
9 award under this program that exceeds the cost of attendance, as
10 defined in section 472 of this Act, at the institution the
11 individual is attending.

12 "(c) RELATION TO OTHER ASSISTANCE. A scholarship awarded
13 under this part--

14 "(1) shall not be reduced on the basis of the
15 individual's receipt of other forms of Federal student financial
16 assistance; and

17 "(2) shall be regarded as other financial assistance
18 available to the student, within the meaning of sections 471(3)
19 and 480(j)(1) of this Act, in determining the student's
20 eligibility for grant, loan, or work assistance under title IV of
21 this Act.

22 "SCHOLARSHIP CONDITIONS

23 "SEC. 528. (a) IN GENERAL. A recipient of a scholarship
24 under this part shall continue to receive that assistance only as
25 long as he or she is--

1 "(1) enrolled as a full-time student and pursuing a
2 course of study leading to teacher certification, unless he or
3 she is working in a public school (as a paraprofessional, or as a
4 teacher under emergency credentials) while participating in the
5 program; and

6 "(2) maintaining satisfactory progress as determined by
7 the institution.

8 "(b) SPECIAL RULE. Each grantee shall modify the
9 application of section 527(a)(1) and of subsection (a)(1) of this
10 section to the extent necessary to accommodate the rights of
11 students with disabilities under section 504 of the
12 Rehabilitation Act of 1973.

13 "SERVICE REQUIREMENTS

14 "SEC. 529. (a) REQUIREMENT. Each partnership receiving a
15 grant under this part shall enter into an agreement, with each
16 student to whom it awards a scholarship under this part,
17 providing that a scholarship recipient who completes a teacher
18 preparation program under this part shall, within five years of
19 completing that program, teach full-time for at least three years
20 in a high-poverty school in an underserved geographic area or
21 repay the amount of the scholarship, under the terms and
22 conditions established by the Secretary.

23 "(b) REGULATIONS. The Secretary shall prescribe regulations
24 relating to the requirements of subsection (a), including any
25 provisions for waiver of those requirements.

1 "EVALUATION

2 "SEC. 530. The Secretary shall provide for an evaluation of
3 the program carried out under this part, which shall assess such
4 issues as--

5 "(1) whether institutions taking part in the
6 partnerships are successful in preparing scholarship recipients
7 to teach to high State and local standards;

8 "(2) whether scholarship recipients are successful in
9 completing teacher preparation programs, becoming fully certified
10 teachers, and obtaining teaching positions in underserved areas,
11 and whether they continue teaching in those areas over a period
12 of years;

13 "(3) the national impact of the program in assisting
14 local educational agencies in underserved areas to recruit,
15 prepare, and retain diverse, high-quality teachers in the areas
16 in which they have the greatest needs;

17 "(4) the long-term impact of the grants on teacher
18 preparation programs conducted by grantees and on grantees'
19 relationships with their partner local educational agencies and
20 other partners; and

21 "(5) the relative effectiveness of different approaches
22 for preparing new teachers to teach in underserved areas,
23 including their effectiveness in preparing new teachers to teach
24 to high content and performance standards.

1 "NATIONAL ACTIVITIES

2 "SEC. 531. The Secretary may retain up to five percent of
3 the funds appropriated for this part for any fiscal year for--

4 "(1) peer review of applications;

5 "(2) conducting the evaluation required under
6 section 530; and

7 "(3) technical assistance and other activities to
8 facilitate the exchange of information and ideas among
9 participating partnerships, and other activities to enhance the
10 success of the program carried out under this part."

* * * * *

**EXECUTIVE OFFICE OF THE PRESIDENT
Office of Management and Budget
Legislative Reference Division
Labor, Welfare and Personnel Branch
Washington, DC 20503**

Facsimile Transmission

**Sender's FAX Number (202) 395-6148
Sender's Phone Number (202) 395-3803**

TO:	AGENCY:	FAX Phone	Recipient's Phone
KATHY STACK	OMB		
DAN CHENOK	OMB		
BOB SHIREMAN	NEC		

*** * * * ***

FROM: *Connie J. Bowers*

DATE: Wed Jul 30, 1997 3:03pm

No. of Pages (including transmittal sheet):

COMMENTS:

ED REVISIONS ON FIPSE, INTERNATIONAL & GRADUATE PROGRAMS

The attached represents ED's understanding of discussions with Kathy and Dan about revisions to these three parts of HEA language. Please review and confirm.

MEMORANDUM TO CONNIE DOWERS

THROUGH: Kathy Stuck

FROM: Tim Romain

RE: HBA Reauthorization
Title X, Part A, Fund for the Improvement of Postsecondary Education

Leave
as
is

Item (d)(1). Section 1011. Add the following after "institutions": "for innovative practices not served by Title VI of this Act."

The purpose of this modification of the language is to help ensure that the purposes of grants awarded under this part do not duplicate the purposes being served by grants under the international education programs of Title VI.

Strengthen evaluation and dissemination by inserting language in the statute in support of these goals.

Understanding that evaluation of outcomes and dissemination of results to the postsecondary community is an established part of the program, we should nevertheless be explicit and emphasize the importance of these principles within the statute. One option for such language builds on that proposed by OMB in the international programs area:

"Evaluation -- The Secretary may establish requirements for program evaluations and require recipients to submit annual reports that evaluate the progress of a qualifying entity in meeting performance goals and objectives set forth in the application which complement the purposes of Part A, including systematic evaluation and effective dissemination of project results."

OMB would like to work with ED to develop language for this and other ISLA programs that establishes within statute clear requirements for grantees to report annually on performance outcomes.

What is the rationale for raising the limit on technical employees to seven? What work needs to be performed by technical employees that cannot be accomplished by regular civil service personnel?

Leave
as
is

Bob Streneman's
comment

4. Add to Sec 1011c & #7 (after⁽³⁾ evaluation + dissemination)

(4) articulation between two-year and four-year institutions.

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0003

Page 1

MEMORANDUM TO CONNIE BOWERS

THROUGH: Kathy Stack

FROM: Tim Rosado

RE: IECA Reauthorization
Title VI, international programs

The following are my comments and suggested changes to the Title VI reauthorization, international programs.

①

Sec. 603. Do not make the changes expressed in items (3), (4)(A), (5), and (6) relating to dissemination. In their place, do the following:

see
attached
language --
added to
Sec 603(e)!

Insert new paragraph starting at "Activities carried out by such centers..." and, after inserting the change desired in Item (2), insert after "and" the following: "shall include effective dissemination efforts whenever appropriate, including for those grants which support the development of teaching methods and instructional and research materials, and"

The changes IID is proposing appear to be for the purpose of not only allowing funds to be used for dissemination, but to encourage these activities. The above approach does this in a more effective manner, especially by leaving dissemination out of activities which "may" be funded. Here, we are saying effective dissemination shall be performed where appropriate. One of the major themes of the draft program indicators is outreach through dissemination. Thus, statute for this and other parts in this area must be stronger.

②

Sec. 604, Item (2)(B)(6). It would be as follows: "Evaluation - The Secretary may establish requirements for program evaluations and require recipients to submit annual reports that evaluate the program of the qualifying entity in meeting performance goals and objectives set forth in the application which complement the purposes of this subsection."

will work
on general
language
on evaluation
for
general
provisions

The purpose of this change is to make it more clear to applicants that they will be judged by their performance in meeting the objectives of the program. While we may already require applicants to provide goals and objectives consistent with those of the program, adding such language in the statute sends a stronger message to prospective grantees that performance will be stressed.

In addition, we should not limit the language in the "progress and performance of students" though this is of course an important evaluation component. The language should be inclusive enough to allow, where possible, other indicators pointing to the success in meeting the program's range of purposes (in creating new, and strengthening existing, undergraduate programs).

It is not clear why the same or similar evaluation language cannot be in the other authorities proposed to be continued. Therefore, language similar to the language of Sec. 604, Item (2)(B)(6), as modified above, should be added to all of the other continued authorities, as well. (We believe Y17 and OMN should discuss whether this approach is adequate to ensure IEA programs receive stronger performance information on project results, or if other statutory provisions might be needed.)

Sec. 604, Item (2)(B)(1)(2). Do not provide grant authority to strengthen existing programs in "other international fields." (Strike the same language as well in (2)(B)(2)(M))

The purpose of the program as stated in the first sentence of this paragraph is "to improve undergraduate instruction in international studies and foreign languages." It is not clear why the existing law and the proposed new authority needs to include an "other international fields" category since the terms "undergraduate area studies" and "foreign languages" appear to sufficiently cover the program's appropriate scope.

Sec. 604, Item (2)(B)(2)(A). The term "internationalization of undergraduate education" is too ambiguous and needs to be clarified, and should not be repetitive of the other listed uses. *substitute "development of an international dimension in undergraduate education"*

Sec. 604, Item (2)(H)(2)(G). Why is it appropriate for this program to support "inservice" teacher training?

It is not clear why the program would need to allow for the use of funds for both preservice and inservice teacher training. If inservice teacher training for K-12 teachers is what we are talking about here, then it should be removed because the purpose of the program is to improve undergraduate education -- not assist teachers who are in the field. If we are talking about professors, then the phrase should be "in preservice and inservice training of faculty." Please clarify, provide a justification for this change, and explain how it supports the purpose of the program.

Sec. 604, Item (2)(H)(2)(I),(J),(N). These three uses paragraphs are repetitive and should be combined. All seem to have to do with improving overseas student programs. *see attached changes*

Sec. 604, Item (2)(B)(2)(C). Why is it appropriate for this program "to provide foreign area and other international knowledge or skills to government personnel or private sector professionals in international activities?"

The purpose of this program is to improve undergraduate education, not to help educate government and business individuals. Moreover, this activity is performed by the National Resource Centers and overseas programs, such as the Centers for International Business Education. Please justify this proposed change.

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T - VI (INTERNATIONAL PROGRAMS)

DRAFT 7/18/97

SEC. — (a) Section 603(a) of the Act is amended—

(1) in the first sentence, by striking out the period at the end thereof and inserting in lieu thereof "at all levels of education in the United States.";

(2) in the second sentence, by inserting "shall focus on the languages of a specific world area, shall be conducted in collaboration with foreign language educators and professional associations, and" after "centers";

*shall include
effective dissemination
efforts whenever
appropriate;*

(3) in paragraph (1), by inserting "and dissemination" after "the conduct";

(4) in paragraph (2), by—

(A) inserting "and dissemination" after "the development"; and

(B) inserting "and instructional delivery systems" after "teaching materials";

(5) in paragraph (3), by striking out "and application of performance testing" and inserting in lieu thereof a comma and "application, and dissemination of performance testing instruments";

(6) in paragraph (5), by inserting "and dissemination to others in the foreign language field" before "of instructional materials"; and

(7) by striking out paragraph (6) and inserting the following new paragraphs:

"(6) the development and coordination of networking frameworks and activities (such as Internet listservs and bulletin boards, newsletters, conferences, and discussion groups) to provide foreign language teachers with ongoing professional development opportunities; and

"(7) the conduct of overseas or domestic intensive summer language institutes designed to meet the needs for intensive foreign language training by students or to provide professional development of, and improve language instruction through pre-service and in-service training for, foreign language teachers. "

(b) Section 604 of the Act is amended—

(1) in the section heading, by striking out "UNDERGRADUATE

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INTERNATIONAL STUDIES AND FOREIGN LANGUAGE PROGRAMS" and inserting in lieu thereof "UNDERGRADUATE PROGRAMS IN INTERNATIONAL STUDIES":

(2) in subsection (a)—

(A) by amending the subsection heading to read as follows:

"(a) Incentive for the Creation of New Programs and the Strengthening of Existing Programs in Undergraduate International Studies and Foreign Languages and the Internationalization of Undergraduate Education", *of an international dimension in undergraduate education*

(B) by amending paragraphs (1) and (2) to read as follows:

"(1) Authority.—The Secretary is authorized to make grants to institutions of higher education, combinations of such institutions, or partnerships between nonprofit educational organizations and such institutions, to assist such institutions or combinations in planning, developing, and carrying out programs to improve undergraduate instruction in international studies and foreign languages. Such grants shall be awarded for the purpose of seeking to create new programs, or to strengthen existing programs, in undergraduate area studies, foreign languages, and other international fields.

"(2) Federal Share and Use of Funds.—Grants under this subsection may be used to pay not more than 50 percent of the cost of projects and activities that are an integral part of such a program, such as—

"(A) planning for the development and expansion of programs in undergraduate international studies and foreign languages and ~~the internationalization of undergraduate education~~ *development of an international dimension in undergraduate education*

"(B) teaching, research, curriculum development, and other related activities;

"(C) training of faculty members in foreign countries;

"(D) expansion of existing and development of new opportunities for learning foreign languages, including the less commonly taught languages;

"(E) programs under which foreign teachers and scholars may visit institutions as visiting faculty;

"(F) international education programs designed to develop or enhance linkages between two- and four-year institutions of higher education, or baccalaureate and post-baccalaureate programs or institutions;

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"(G) the development of an international dimension in preservice and inservice teacher training;

"(H) the development of undergraduate educational programs in locations abroad where such opportunities are not otherwise available and which provide ~~opportunities for~~ *the integration of* ~~development of an international dimension in the curriculum;~~ *these programs into specific on-campus degree programs;*

"(I) the integration of ~~study and continuing education abroad opportunities for undergraduate students into curricula of specific degree programs;~~

"(J) the development of model programs to enrich or enhance the effectiveness of educational programs abroad, including pre-departure and post-return programs, ~~and developing a series of educational programs abroad into the curriculum of the home institution;~~

(J) "(K) the expansion of library and teaching resources;

(K) "(L) the use of innovative technology to increase access to international education programs;

(L) "(M) the development of programs designed to integrate professional and technical education with area studies, foreign languages, and other international fields;

(M) "(N) the establishment of linkages overseas with institutions of higher education and organizations that contribute to the educational objectives of this subsection;

(N) "(O) the conduct of summer institutes in foreign area and other international fields to provide faculty and curriculum development, including the integration of professional and technical education with foreign area and other international studies, and to provide foreign area and other international knowledge or skills to government personnel or private sector professionals in international activities; and

(O) "(P) the development of partnerships between institutions of higher education and the private sector, government, and elementary and secondary education institutions to enhance international knowledge and skills.";

(C) in paragraph (3), by striking "and private" and inserting a comma and "private sector corporation or foundation";

(D) after paragraph (4), by adding the following new paragraphs:

"(5) Grant Conditions.—(A) Grants under this subsection shall be made on such terms and conditions as the Secretary determines to be necessary to carry out the objectives of this subsection.

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"(B) An applicant for a grant under this subsection shall include in his application—

"(i) evidence that the applicant has conducted extensive planning prior to submitting his application;

"(ii) an assurance that the faculty and administrators of all relevant departments and programs within the applicant institutions are involved in ongoing collaboration with regard to achieving the stated objectives of the application;

"(iii) an assurance that students at the applicant institutions, as appropriate, will have equal access to, and derive benefits from, the program assisted under this subsection; and

"(iv) an assurance that each institution of higher education will use the Federal assistance provided under this subsection to supplement and not supplant institutional funds and activities provided by the institution prior to the receipt of Federal funds.

"(6) Evaluation.—The Secretary may establish requirements for program evaluations and require recipients to submit annual reports that evaluate the progress and performance of students in programs under this subsection."; and

(3) by striking out subsection (b) and redesignating subsection (c) as subsection (b).

(c) Sections 605, 607, and 632 of the Act are repealed and sections 606, 608, 609, and 610 are redesignated as 605, 606, 607, and 608 respectively.

(d) Section 610A is redesignated as section 609 and amended to read as follows:

"AUTHORIZATION OF APPROPRIATIONS

"SEC. 609. There are authorized to be appropriated such sums as may be necessary for each of fiscal years 1998 through 2002 to carry out this part".

(e) Section 614 is amended to read as follows:

"AUTHORIZATION OF APPROPRIATIONS

"SEC. 614. There are authorized to be appropriated such sums as may be necessary for each of fiscal years 1998 through 2002 to carry out this part".

(f) Section 627 is amended to read as follows:

"AUTHORIZATION OF APPROPRIATIONS

"SEC. 627. There are authorized to be appropriated such sums as may be necessary for each of fiscal years 1998 through 2002 to carry out this part".

(g) Part D of title VI is amended by adding at the end thereof a new section 633 to read as follows:

"EVALUATIONS

"SEC. 633. (a) In General.—For the purpose of improving the operation of programs and projects assisted under this title and section 102(b)(6) under the Mutual Educational and Cultural Exchange Act, the Secretary may make grants to or enter into contracts with institutions of higher education and other public or private institutions or organizations to evaluate the effectiveness of the programs assisted under this title and the programs assisted under section 102(b)(6) of the Mutual Educational and Cultural Exchange Act.

"(b) Contents.—The evaluations described in subsection (a) shall design, develop and implement both quantifiable as well as quality outcome indicators by which to measure the success of, and potential improvements in, the programs funded under this title and section 102(b)(6) of the Mutual Educational and Cultural Exchange Act. The evaluations shall measure the success of such programs and identify organizational and program practices particularly effective in meeting the purposes of this title.

"(c) Reservation of Funds.—The Secretary may reserve not to exceed 2 percent of the amount appropriated under this title for any fiscal year to carry out this section whenever the amount made available under this title for each program authorized by this title for a fiscal year is not less than the amount available for each such program for fiscal year 1998."

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6

07/24/97 MON 09:25 FAX

JUL 28 '97

JUL 28 '97

JUL 28 '97

Page 1

MEMORANDUM TO CONNIE HOWKINS

THROUGH: Kathy Stack

FROM: Tim Rosado

RE: HBA Reauthorization
Title IX, graduate education

The following are my comments and suggested changes to the Title IX reauthorization, graduate programs.

①

Sec. 902 (D)(1)(B). Is language needed to protect against abuse of in-kind matching?

Leave
as is
in (B)(1)(B)

Absent a statutory definition, is there an enforceable definition of what can qualify as in-kind contributions? What is the rationale for permitting such contributions in the first place and what are the methods by which ED will conduct effective oversight of grantee reporting. Do grant reviewers possess the necessary skills and expertise to assess the fair value of in-kind contributions?

Leave
as is

Sec. 903 (a)(2)(iv). The term "standards of the institution" is too ambiguous and needs to be clarified.

3.

Sec. 904(a). Replace the first word "After" with "In". Add after "periodic" the following: "basis, assess national needs, and designate priorities, such as academic areas in..."

See
attached
language to
be added
to 904(b).
Also review
description
General
provisions

This language is more descriptive of a modified process OMH recommends ED adopt, whereby ED would perform a more comprehensive and systematic analysis that would include priority-setting and a plan to achieve the greatest impact in specific academic areas of national need.

Sec. 905 (b), application contents. Add a new paragraph (b)(4) after paragraph (b)(3) to read as follows: "provide measurable performance goals and objectives consistent with the required information set forth in the provisions of paragraphs (1), (2), and (3)."

The purpose of the above modification is to emphasize within the statute the importance of performance of the applicant in carrying out the purposes of the program.

5. Sec. 906 (c), priorities. On what basis does ED expect grantees to "demonstrate"

to such students.

"(b) Special Rule.—No entity shall be eligible for a grant under section 902 unless the graduate program that is the subject of its application for assistance has been in existence for at least 4 years prior to the date the application is made.

"AREAS OF NATIONAL NEED

"SEC. 904. (a) Designation.—After consultation with the National Science Foundation, the National Academy of Sciences, the National Endowment for the Humanities, the National Endowment for the Arts, the Department of Labor, and, as appropriate, other Federal and public and private agencies and organizations, the Secretary shall, on a periodic basis, designate areas of national need, such as the Arts, Humanities, Social Sciences, Life Sciences, or Physical Sciences.

"(b) Basis for Designation.—The Secretary shall base such designations on—

"(1) the Nation's interest in supporting graduate study and research in specific academic fields; ~~and~~

"(2) the extent of other Federal and non-Federal support for graduate study and research in such fields; ~~and~~

"(3) *an assessment of how the program could achieve the most significant impact*
"APPLICATIONS

"SEC. 905. (a) Authority.—An eligible entity that desires to receive a grant under section 902 shall submit an application to the Secretary in such manner and form, and containing such information and assurances, as the Secretary may reasonably require.

"(b) Contents of Applications.—Each application shall—

with available resources.

"(1) describe—

"(A) the number, types, and amounts of the fellowships that the applicant intends to offer under the grant;

"(B) the designated area or areas of national need the applicant intends to address under the grant;

"(C) the academic program or programs of the applicant for which the grant is sought, including its experience in training students who obtain academic positions at institutions of higher education; and

"(D) the policies and procedures the applicant will use in awarding fellowships



that they are preparing individuals with disabilities in areas of national need where they have been traditionally underrepresented in postsecondary academic careers?

How would ED ensure that there is a common interpretation of "traditionally underrepresented" in this context? Would it be appropriate and/or adequate to require, instead, that grantees must demonstrate they are preparing women and individuals of minority groups in areas of national need where they have been traditionally underrepresented in postsecondary careers, and/or individuals with disabilities in areas of national need? In other words, separate the term "traditionally underrepresented" from "individuals with disabilities?"

Kathy is
checking
with
Justice;

have

not

heard

back;

calling again

Kathy

~~Social Security~~

JUL-30-97 WED 13:21

Author: Uri Monson at WDCH02
 Date: 7/30/97 9:30 AM
 Priority: Normal
 Receipt Requested
 TO: Francine Picoult at WDCA02
 TO: Karen Wenk at WDCA08
 TO: Richard Scarfo at WDCH01
 Subject: Re: Justice Comments on REA
 ----- Message Contents -----

• Responses to
 Justice's comments
 on international
 + graduate

Francine -

International -- why would foreign language and area studies programs promote curriculum and study in languages and cultures indigenous to the United States? It does not seem appropriate.

Graduate -- 34 CFR 648.9 already defines minority to include American Indian --- unless we spell out each minority group and drop "minority" from the statute, adding Native American would seem superfluously redundant.

Uri

agree
 with
 Uri's
 comments

Reply Separator

Subject: Justice Comments on REA
 Author: Francine Picoult at WDCA02
 Date: 7/29/97 5:23 PM

See comments (partial) below from DOJ

Forward Header

Subject: Justice Comments on REA
 Author: Jack Kristy at WDOE04
 Date: 7/29/97 5:06 PM

Oops! Here it is.

Forward Header

Subject: Justice Comments on REA
 Author: Constance J. Bowers/bca.eop.gov at Internet
 Date: 7/29/97 4:10 PM

Message Creation Date was at 29-JUL-1997 16:10:00

----- Forwarded by Constance J. Bowers/OMB/EOP on 07/29/97
 06:10 PM -----

JUL-30-97 WEB 13:21

ID:

JUL 30 '97 15:11 No.008 P.14

Constance J. Nevers
07/29/97 04:09:20 PM
Record Type: Record

To: Kathryn B. Stack/CMS/BOP, Mary I. Caswell/CMS/BOP, S. A. Nee/CMS/LUP
cc:
Subject: Justice Comments on HEA

Justice has sent in the following comments on various sections of HEA, but cautions that this does not include comments from OLC.

See Note above
Title VI - International Programs : *No Change*

Justice suggests inclusion of a provision that would promote the development of curriculums (sic) on indigenous languages and cultures.

Title IX - Graduate Programs : *No Change*

Justice suggests including Native Americans in the fellowship program.

Title III - Institutional Aid

On page 23, Justice suggests deletions of Sec. 362(d) LIMITATIONS (which states that a tribal school that has been awarded a grant would not be eligible for another grant for two years.)

Title V - Teacher Training : *No Change*

Justice suggests specific references to Indian tribes throughout this title (Interior had the same comment.)