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FAX TRANSMISSION

TO: Andy Rotherham

OF:

FAX: 456-5581

FROM: Debora Waxman 224-7392

PAGES: 23

DATE: 3/29/00

COMMENTS:

Attached is a summary of and legislative language for INSPIRE scholarships

Also a page w/a couple of other possible amendments.

Would love to talk after you've had a chance to take a look

INSPIRE

Inviting New Scholars to Participate in Renewing Education

This proposal is designed to address the nation's teacher shortages, especially in high need areas, by attracting highly qualified individuals into teaching and helping to support them in their first few years.

Under this plan, the federal government would provide funding to state Education Agencies to award $5,000 annual INSPIRE scholarships, not to exceed $20,000, for undergraduate students and college graduates interested in continuing their education. In exchange for the scholarship, individuals would commit to:

1)obtaining teacher licensing either after completing a four year program at an accredited college or university that includes a teacher education program with a major or a minor in the subject area they wish to teach, completing a one year graduate education program, or an alternative certification program; and

2)teaching for two years in a "high need" public elementary or secondary school for each year of scholarship assistance they receive

Note: High need area will be determined based on 1) a high percentage of individuals from families with incomes below the poverty line (Title I formula), and 2) school districts which have a higher turnover rate or a higher percentage of uncertified teachers or secondary school teachers not teaching in the content area in which they were trained than the state average.

The bill would authorize $1 billion over five years for scholarships to graduating high school students, college students, and college graduates. The qualifications will include high academic standing, if applicable, an academic or work-related concentration in the subject area they wish to teach and a demonstrated ability and interest in working with children and youth. Each state may add to the selection criteria. A portion (30%) of the scholarships should be targeted to shortage subject areas, such as math, science and special ed as determined by the state educational agencies.

The federal funds will be allocated to states based on a formula determining the school-age population in the state compared to the school age population in all states. The scholarship program will be administered by the states with states submitting applications to the Secretary of Education that:

1) describe the selection criteria
2) designate the state agency responsible for administering the grants received
3) describe the outreach effort the State agency will use to publicize the availability of INSPIRE scholarships
4) describe how the state will inform recipients of current and projected teacher shortages and surpluses within the state
5) describe how the recipients will enter into an agreement with the administering State agency specifying educational, teaching and repayment obligations

With regard to tracking, the state agency will track to ensure compliance with the commitment. Federal funding could be provided for an administrative cost allowance. Recipients will be required to submit proof of employment to the state agency to verify their compliance. Recipients found by the state agency to be in noncompliance with the agreement entered into shall be required to repay a pro rata amount of the scholarship awards received, plus interest, and where applicable, reasonable collection fees. The proposal will include a repayment deferment of 27 months for the inability to find a teaching position.

Finally, this bill shall require an evaluation by the Department of Education in year seven of the program.

In addition, this initiative proposes $250 million over the next five years in grants to the states to enable school districts to create a mentor-teacher program whereby the best local teachers will be trained to evaluate and guide new teachers during their critical first years in the classroom. These mentor teachers will help train and counsel younger teachers in matters of teaching, class discipline, and curriculum development. This money would be directed to districts with the highest concentration of new teachers and those that have high turnover or a low percentage of certified teachers. The money would be used to pay the costs of setting up such programs and to pay 75% of the cost for mentor teachers, with the state picking up the remaining 25% of the cost.

~~CONFIDENTIAL~~

Possible Schumer Amendments to ESEA:

INSPIRE bill: This proposal is designed to address the nation's teacher shortages, especially in high need areas, by attracting highly qualified individuals into teaching and helping to support them in their first few years. Under this proposal, the federal government would provide grants to state educational agencies to award $5,000 annual INSPIRE scholarships to undergraduate and post graduate individuals interested in committing to teach in "high need" school districts. The bill authorizes $1 billion over five years for these scholarships.

In exchange for the money, not to exceed $20,000 per person, the awardee commits to completing their education or an alternative certification program, obtaining teacher licensing and teaching for two years for every one year of assistance in a school district with a high level of poverty and a high rate of uncertified teachers, high turnover, or a high percentage of teachers not teaching in the academic subject in which they were trained. A portion of the scholarships should be targeted to individuals committed to teaching in shortage subject area, such as math, science or special education, as determined by the state ed agencies.

In addition, the proposal authorizes $250 million over five years in grants to the states to create mentor teacher programs in school districts with a high percentage of new teachers, high turnover, or a low percent of certified teachers. The money would be used to pay the costs of setting up such programs and to pay 75% of the cost for mentor teachers, with the state picking up the remaining 25% of the cost.

National Teaching Fellows The teacher shortage is particularly acute in the fields of math and science, where lucrative positions in technology and research have attracted the most qualified individuals in these fields. This proposal would seek to improve the quality and competency of our math and science teachers by authorizing $1.5 billion to provide bonuses to junior high and high school math and science teachers who achieve certification through the National Board for Professional Teaching Standards. The bill would offer $5,000 salary increases each year for five years.

Master Teachers:
The amendment establishes a grant program for local education agencies suffering from a high concentration of uncertified or provisionally-certified teachers. This funding would subsidize teacher certification by the National Board for Professional Teaching Standards. Qualifying teachers would enter into a contract with their LEA, where they would agree to remain within the school district as Master Teachers for at least two years after certification in exchange for having registration and testing fees covered. The feds would cover 75% of the cost, with the state picking up the remaining 25%. The amendment would authorize $50 million in yearly grants, to be distributed through the Department of Education, during Fiscal Years 2001 to 2005.

Draft 3

106TH CONGRESS
2D SESSION

S. ____

IN THE SENATE OF THE UNITED STATES

Mr. SCHUMER introduced the following bill; which was read twice and referred to the Committee on ______________

A BILL

To amend the Elementary and Secondary Education Act of 1965 to establish scholarships for inviting new scholars to participate in renewing education, and mentor teacher programs, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

TITLE I—SCHOLARSHIPS FOR INVITING NEW SCHOLARS TO PARTICIPATE IN RENEWING EDUCATION

SEC. 101. SCHOLARSHIPS.

Title II of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6601 et seq.) is amended—

(1) by redesignating part E as part G;

(2) by redesignating sections 2401 and 2402 as sections 2601 and 2602, respectively; and

(3) by inserting after part D the following:

"PART E—SCHOLARSHIPS FOR INVITING NEW SCHOLARS TO PARTICIPATE IN RENEWING EDUCATION

"SEC. 2401. SHORT TITLE; PURPOSE.

"(a) SHORT TITLE.—This part may be cited as the 'Inviting New Scholars to Participate in Renewing Education Act'.

"(b) PURPOSE.—The purpose of this part is to make available, through grants to the States, scholarships to individuals who are outstanding students, who are in their final year of secondary school, attending an institution of higher education, or graduates of such an institution, and who demonstrate an interest in teaching children and youth, in order to enable and encourage those individuals to pursue teaching careers in education at the preschool, elementary, or secondary level.

"SEC. 2402. DEFINITIONS.

"In this part:

"(1) ALTERNATIVE CERTIFICATION PROGRAM.—The term 'alternative certification program' means a program to obtain teacher certification through an alternative route.

"(2) HIGH-NEED.—The term 'high-need', used with respect to a school district, means a school district in which—

"(A) there is a high number of children eligible to be counted under section 1124(c)(2); and

"(B) the elementary schools and secondary schools—

"(i) have a higher teacher turnover rate than the corresponding rate for the State in which the school district is located;

"(ii) have a higher percentage of uncertified or unlicensed teachers than the corresponding percentage for the State; or

"(iii) have a higher percentage of secondary school teachers not teaching in the academic subject in which the teachers were trained to teach, than the corresponding percentage for the State,

as determined by the State.

"(3) SCHOLARSHIP.—The term 'scholarship' means a scholarship awarded under this part.

"SEC. 2403. ALLOTMENTS AND GRANTS TO STATES.

"(a) GRANTS.—The Secretary may make grants to States, from allotments determined under subsection (b), to enable the States to award scholarships in accordance with this part.

"(b) ALLOTMENTS.—From the sums appropriated to carry out this part and not reserved under section 2409(c) for any fiscal year, the Secretary shall allot to each eligible State an amount that bears the same relationship to the sums as the school-age population in the State, bears to the school-age population in all States, as determined using the most recently available data from the Bureau of the Census.

"SEC. 2404. GRANT APPLICATIONS.

"(a) SUBMISSION OF APPLICATIONS.—In order to receive a grant under this part, a State shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require by regulation.

"(b) CONTENT OF APPLICATIONS.—The application shall contain information that—

"(1) describes the selection criteria and procedures to be used by the State in the selection of scholarship recipients under this part;

"(2) designates the State educational agency as the State agency responsible for administering the grants received under this part;

"(3) describes the outreach effort the State educational agency intends to use to publicize the availability of the scholarships to eligible applicants in the State;

"(4) describes how the State will inform recipients, on receipt of the scholarship awards, of current and projected teacher shortages and surpluses within the State;

"(5) provides assurances that each recipient of scholarship assistance will enter into an agreement with the State educational agency under which the recipient will—

"(A) complete the program of postsecondary education or alternative certification program, as described in section 2407(a)(1), for which the scholarship was awarded;

"(B)(i) obtain licensing or certification as a teacher (that is not temporary or emergency licensing or certification, and is not licensing or certification that results from a waiver); and

"(ii) teach in a private nonprofit preschool, or a public elementary school or secondary school, in a high-need school district, for a period of not less than 2 years for each year for which the assistance was received;

"(C) provide to the State educational agency evidence of compliance with section 2407 as required by the State educational agency; and

"(D) repay all or part of a scholarship, plus pay interest and, if applicable, reasonable collection fees, in compliance with regulations issued by the Secretary under section 2408(a), in the event that the recipient does not comply with the conditions described in subparagraphs (A) and (B), except as provided for in section 2408(b) or procedures described in paragraph (7);

"(6) provides that the agreement entered into with recipients will fully disclose the terms and conditions under which assistance is provided under this part and under which repayment may be required, including—

"(A) a description of the procedures required to be established under paragraph (7); and

"(B) a description of the appeals procedures required to be established under paragraph (8);

"(7) provides for procedures under which a recipient of assistance under this part who teaches for less than the period required under paragraph (5)(B) will have the repayment requirements described in section 2408(a) reduced or eliminated, consistent with the provisions of section 2408(b); and

"(8) provides for appeals procedures under which a recipient may appeal any determination of noncompliance with any provision under this part.

"SEC. 2405. AMOUNT AND DURATION OF AND RELATION TO OTHER ASSISTANCE.

"(a) LIMITATIONS ON AMOUNT AND DURATION.—Subject to subsection (c), each scholarship recipient shall receive a $5,000 scholarship for each academic year of postsecondary education or study in an alternative certification program described in section 2407(a) in preparation to become a preschool, elementary school, or secondary school teacher. No individual shall receive scholarship assistance under this part for more than 4 years of such postsecondary education or study, as determined by the State educational agency.

"(b) CONSIDERATION OF AWARD IN OTHER PROGRAMS.—Notwithstanding the provisions of title IV of the Higher Education Act of 1965, scholarship assistance awarded pursuant to this part shall be considered in determining eligibility for student assistance under such title IV.

"(c) ASSISTANCE NOT TO EXCEED COST OF ATTENDANCE.—No individual shall receive assistance for a scholarship under this part, in any academic year, that exceeds the cost of attendance, as defined in section 472 of the Higher Education Act of 1965, at the institution the individual is attending or such cost of attendance for an alternative certification program. A scholarship awarded under this part shall not be reduced on the basis of the student's receipt of other forms of Federal student financial assistance, but shall be taken into account in determining the eligibility of the student for the other forms of Federal student financial assistance.

"SEC. 2406. SELECTION OF SCHOLARSHIP RECIPIENTS.

"(a) SELECTION CRITERIA AND PROCEDURES.—The State educational agency shall establish criteria and procedures for the selection of scholarship recipients. The criteria shall be intended to attract highly qualified individuals into teaching, to ensure that the individuals are enrolled or are accepted for enrollment in approved teacher education programs, and to meet the present and projected needs of States in addressing teacher shortages, including the demand for and supply of early childhood and elementary school teachers in the State, the demand for and supply of secondary school teachers in the State, and the demand for teachers with training in specific academic subjects in the State.

"(b) ELIGIBILITY FOR SELECTION.—The criteria shall provide that, in order to be eligible to receive a scholarship, an individual shall—

"(1) be a student who is in the final year of secondary school, attending an institution of higher education, or a graduate of such an institution;

"(2) present a record of high academic standing;

"(3) if applicable, have an academic or work-related concentration in the academic subject that the individual intends to teach; and

"(4) have a demonstrated ability and interest in teaching children and youth.

"(c) RESERVATION OF SCHOLARSHIP FUNDS.—In awarding the funds made available to a State under this part for scholarships, the State educational agency shall reserve 30 percent of the funds for scholarships to students that intend to teach in an academic subject that the

State educational agency determines is a subject shortage area, such as mathematics, science, or special education.

"SEC. 2407. SCHOLARSHIP CONDITIONS.

"(a) EVIDENCE OF ENROLLMENT.—An individual who is a recipient of scholarship assistance under this part shall continue to receive such scholarship assistance only during such periods as the State educational agency finds that the recipient is—

"(1)(A)(i) enrolled as a full-time student in a 4-year program of postsecondary education at an accredited institution of higher education that includes a teacher education program; and

"(ii) pursuing a major or minor in the academic subject that the individual intends to teach;

"(B)(i) enrolled as a full-time student in a graduate program of postsecondary education at an institution described in subparagraph (A); and

"(ii) pursuing a degree in the academic subject that the individual intends to teach; or

"(C) enrolled in an alternative certification program;

"(2) pursuing a course of study leading to teacher certification or licensing in a program of postsecondary institution or alternative certification program described in paragraph (1); and

"(3) maintaining satisfactory progress, as determined by the institution of higher education, or the entity providing the alternative certification program, that the recipient is attending.

"(b) EVIDENCE OF EMPLOYMENT.—An individual who is a recipient of scholarship assistance under this part shall supply to the State educational agency, not later than 27 months after the date the recipient completes the program of postsecondary education or alternative certification program for which the scholarship was awarded, evidence of employment as a teacher in a private nonprofit preschool, or a public elementary school or secondary school.

"(c) TRACKING.—The State educational agency shall conduct such oversight as may be necessary to assure compliance with this section.

"SEC. 2408. SCHOLARSHIP REPAYMENT PROVISIONS.

"(a) REPAYMENT.—Recipients of scholarships who are found by the State educational agency to be in violation of the agreement entered into under section 2404(b)(5) shall be required—

"(1) to repay a pro rata amount of the scholarship assistance received; and

"(2) to pay interest (but in no event at an interest rate higher than the rate applicable to loans in the applicable period under part B of title IV of the Higher Education Act of 1965), and, in applicable cases, to pay reasonable collection fees, on a schedule and at a rate of interest to be prescribed by the Secretary in regulations issued pursuant to this part.

"(b) DEFERRAL DURING CERTAIN PERIODS.—A recipient shall not be considered to be in violation of the agreement entered into under section 2404(b)(5) during any period in which the recipient—

"(1) is enrolled in, pursuing an appropriate course of study in, and maintaining satisfactory progress in, a program of postsecondary education or an alternative certification program, as described in section 2407(a);

"(2) is seeking and unable to find full-time employment as a teacher in a private nonprofit preschool, or a public elementary school or secondary school, for a single period of not to exceed 27 months; or

"(3) satisfies the provisions of additional repayment exceptions that may be prescribed by the Secretary in regulations issued pursuant to this part.

"SEC. 2409. EVALUATION.

"(a) IN GENERAL.—The Secretary shall conduct, during fiscal year 2005, by grant or contract, an independent evaluation of recipients of scholarship assistance under this part, which shall summarize and evaluate the State activities assisted under this part and the performance of such recipients. The evaluation shall assess the impact of the scholarship program assisted under this part to determine whether such program has brought into teaching a significant number of highly able individuals who otherwise would not have entered teaching.

"(b) EVALUATION REPORTS.—The Secretary shall submit such interim evaluation reports as may be appropriate to the President and the appropriate Committees of Congress, and shall submit a final report containing the results of the evaluation not later than September 30, 2005.

"(c) FUNDING.—The Secretary shall reserve, from the amounts appropriated pursuant to section 2410 for fiscal years 2001 through 2005, the minimum amount necessary to carry out this section.

"SEC. 2410. AUTHORIZATION OF APPROPRIATIONS.

"(a) IN GENERAL.—There is authorized to be appropriated to carry out this part $1,000,000,000 for fiscal years 2001 through 2005.

"(b) AVAILABILITY.—Any amounts appropriated pursuant to the authority of subsection (a) shall remain available until expended.".

TITLE II—21ST CENTURY MENTOR TEACHER PROGRAM

SEC. 201. MENTOR TEACHER PROGRAMS.

Title II of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6601 et seq.), as amended in section 101, is further amended by inserting after part E the following:

"PART F—MENTOR TEACHER PROGRAM

"SEC. 2501. PURPOSES.

"The purposes of this part are to give local educational agencies the resources to establish mentor teacher programs to enable experienced teachers to train novice teachers.

"SEC. 2502. DEFINITIONS.

"In this part:

"(1) BOARD CERTIFIED.—The term 'board certified' means successful completion of all requirements to be certified by the National Board for Professional Teaching Standards.

"(2) MENTOR TEACHER.—The term 'mentor teacher' means a teacher who—

"(A) is fully certified or licensed;

"(B) has demonstrated mastery of pedagogical and subject matter skills (such as by becoming board certified);

"(C) has provided evidence of superior teaching abilities and interpersonal relationship qualities; and

"(D) provides mentor services for not more than 2 academic years out of 5 academic years.

"(3) NOVICE TEACHER.—The term 'novice teacher' means a teacher who has been teaching not more than 3 years at a public elementary school or secondary school.

"SEC. 2503. PROGRAM AUTHORIZED.

"(a) AUTHORITY.—

"(1) IN GENERAL.—The Secretary is authorized to award grants on a competitive basis to local educational agencies to develop and implement mentor teacher programs as described in subsection (d).

"(2) GEOGRAPHIC DISTRIBUTION.—To the maximum extent practicable, the Secretary shall award grants under paragraph (1) so that such grants are distributed among the local educational agencies with higher percentages of new teachers, or lower percentages of certified or licensed teachers, than the corresponding percentages for the States in which the agencies are located.

"(b) DURATION.—A grant under subsection (a) shall be awarded for a period of 5 years.

"(c) AMOUNT.—The amount of a grant awarded under subsection (a), shall be determined based on—

"(1) the total amount appropriated for a fiscal year under section 2508 and made available to carry out this part; and

"(2) the extent of the concentration of novice teachers in the school district involved.

"(d) AUTHORIZED ACTIVITIES.—

"(1) ALLOCATION BY ACTIVITY.—A local educational agency that receives a grant under subsection (a) for a mentor teacher program shall use—

"(A) not less than 75 percent of the funds made available through the grant to pay for the Federal share of the cost of obtaining the services of the mentor teachers; and

"(B) not more than 25 percent of the funds to pay for other costs related to the development and implementation of the mentor teacher program.

"(2) TRAINING.—The mentor teacher program shall provide training to novice teachers on effective teaching techniques (including techniques relating to class discipline and curriculum development) through observation, instruction, coaching, and mentoring by mentor teachers.

"(3) FEDERAL SHARE.—

"(A) IN GENERAL.—The Federal share of the cost described in paragraph (1)(A) is 75 percent.

"(B) NON-FEDERAL SHARE.—The non-Federal share of the cost may be provided from State sources in cash or in kind, fairly evaluated, including plant, equipment, and services.

"SEC. 2504. APPLICATIONS.

"(a) IN GENERAL.—A local educational agency desiring a grant under section 2503 shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may reasonably require.

"(b) CONTENTS.—Each application submitted pursuant to subsection (a) shall include—

"(1) a statement describing the program activities for which amounts received under the grant will be used;

"(2) a statement describing the goals and objectives for the program activities described in paragraph (1), including goals of—

"(A) enhancing overall student achievement;

"(B) increasing the number of permanently certified and licensed teachers;

"(C) increasing the number of provisionally certified and licensed teachers seeking board certification; and

"(D) maximizing the retention in the profession of teaching of certified and licensed teachers; and

"(3) a statement describing the manner in which the goals and objectives described in paragraph (2) will be measured.

"SEC. 2505. PAYMENTS.

"(a) IN GENERAL.—Grant payments shall be made under this part on an annual basis.

"(b) ADMINISTRATIVE COSTS.—Each local educational agency that receives a grant under section 2503 shall use not more than 2 percent of the amount awarded under the grant for administrative costs.

"(c) DENIAL OF GRANT.—If the Secretary determines that a local educational agency has failed to make substantial progress in attaining the performance objectives and goals described in section 2504(b)(2), such an agency shall not be eligible for a grant payment under this part in the next succeeding year.

"SEC. 2506. REPORTS.

"The Secretary shall prepare and submit to the Committee on Health, Education, Labor, and Pensions of the Senate and the Committee on Education and the Workforce of the House of Representatives a report of program activities funded under this part.

"SEC. 2507. MATCHING REQUIREMENT.

"The Secretary may not award a grant to a local educational agency under section 2503 unless the local educational agency agrees that, with respect to costs to be incurred by the agency in carrying out activities for which the grant was awarded, the agency shall provide (directly or through donations from public or private entities) in non-Federal contributions an amount equal to 25 percent of the amount of the grant awarded to the agency.

"SEC. 2508. AUTHORIZATION OF APPROPRIATIONS.

"There is authorized to be appropriated to carry out this part $250,000,000 for each of the fiscal years 2001 through 2005.".

- Loan — Good But $
- Mentor — Good — Could be linked to Peer Review
- Pensions — Good But Could be $
- Grants for Prof.'s & Post Science — Good Use T [illegible]
- Math/Science Test — Political Touch
- Board Certified — Similar to National Board Line

  We encourage States to do this

- Math/Science

CHARLES E. SCHUMER
NEW YORK

COMMITTEES:
BANKING
JUDICIARY
RULES

United States Senate

WASHINGTON, DC 20510

The Marshall Plan for Public School Teachers
Senator Charles E. Schumer

With America facing the prospect of needing to hire as many as 2.5 million new teachers over the next ten-years, Sen. Schumer has unveiled a plan to help recruit the best and the brightest to teaching and to retain those who have chosen teaching as a profession to a long and successful career in the classroom.

The Marshall Plan for Public School Teachers:

- attracts young, qualified individuals to teaching by forgiving all student loans for those who teach in the public schools for at least five years (estimated to cost $14b over ten years);
- retains promising young teachers in their early years when they are most likely to leave the profession by creating a Mentor Teacher program whereby the best teachers adopt young teachers and help train and counsel them in matters of teaching, class discipline, and curriculum development ($50m per year grants to local schools to run mentor teacher program);
- promotes excellence in math and science teaching through a federal stipend of $2,500 a year for five years for math and science teachers who pass an advanced competency test developed by the National Academy of Sciences ($10m per year in teacher stipends);
- improves teacher quality by providing grants to school districts to cover 75% of the cost for teachers to complete a one-year intensive program to become board certified ($50m per year grants to local schools to cover 3/4 cost of certification program); and
- recruits experts in the fields of math, science, history and English through a public service campaign and one-year teacher training grants that encourages those who have concluded their careers in other professions like law, medicine, journalism and engineering to consider teaching in the public schools during their retirement years ($20m per year in grants for teacher training and public service campaign).
- provides incentives for retirees to enter teaching through a provision to maintain a pension for federal workers, who upon retirement, go into teaching and encouraging private businesses with pension plans to do the same.

"It's called the 'Marshall Plan for Teaching' because like the Marshall Plan that rebuilt Europe this is a serious dedication of funds to repair a system that is suffering but which must survive to ensure a bright future for this country. The bottom line is that we have to make teaching an exalted profession on par with professions in law or medicine because in today's world a teacher holds a special place in society," said Schumer.

Andy Rotherham
01/14/2000 11:36:27 AM

Record Type: Record

To: Bruce N. Reed/OPD/EOP@EOP

cc: Eric P. Liu/OPD/EOP@EOP, Anna Richter/OPD/EOP@EOP, Cathy R. Mays/OPD/EOP@EOP
Subject: Chuck Schumer teacher plan

Bruce:

You asked me to look over Chuck Schumer's teacher proposals. In a nutshell, he is proposing a "Marshall Plan" for teacher recruitment. His proposals would:

- Forgive all student loans for people who teach in public schools for at least 5 years. $14 billion over ten years.
- Creates a Mentor Teacher program where quality veteran teachers adopt young teachers and mentor them about teaching, classroom management, curriculum, etc. $50 million in grants to school districts to run these programs.
- Gives a stipend of $2,500 to math and science teachers who pass an advanced competency test developed by the National Academy of Sciences. $10 million per year.
- Gives grants to school districts to pay 75 percent of the cost of having teachers complete one year intensive programs to become board certified. $50 million per year.
- A national public service campaign to encourage people to become teachers and offer one year grants to professionals in other fields to become teachers. $20 million per year.
- Provides incentives for retirees to enter teaching through pension provisions that maintain pensions for federal workers who upon retirement enter teaching. Also includes a public challenge to private sector employees to do the same.

The loan provision makes some sense although it is expensive. Our current forgiveness programs really don't offer enough of an incentive on an economic basis to move people into teaching, they are more of just a reward for people who are doing so.

The mentor program is a good idea and so is the public service campaign/stipend idea although it overlaps with our Transition to Teaching proposal.

The pension provision is good, giving people with defined-benefit pensions a break if they teach makes sense.

The one year board certification proposal makes sense although the NBTPS is designed to be a year so the "intensive" part is curious.

The National Academy of Sciences has no math or science test so one would have to be developed to make that part of the proposal workable.

Andy

Office of United States Senator

CHARLES E.SCHUMER

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FAX TRANSMISSION

TO: Andy Rotherham

OF:

FAX: 456-5581

FROM: Debra Waxman 224-7392

PAGES: 4

DATE: 1/12/99

COMMENTS:

Please find attached materials on the Marshall Plan. Let me know if you need anything further.

Draft Letter

Just as the world is entering the information age where ideas and knowledge are the keys to success, we are on the verge of an education crisis because of the paucity of young, high quality professionals who plan to enter teaching to replace the bulk of our current teachers who are at or are near retirement age.

It is estimated that U.S. public schools will need to hire 2 million teachers over the next ten years just to fill existing classrooms. In New York State, one in eight teachers are at least 55 years of age and can retire at any time. New York City is in especially dire straits. The Board of Education estimates that 40,000 new teachers will be needed in the next four years. More than one-third of New York City teachers lack full certification compared to one-fifth for the rest of the state. The school system employs 17,000 teachers at least 55 years of age but only 12,300 teachers age 32 or younger. And far too few young adults are enrolled in education programs to replace those who are retiring and many that are will teach for less than five years.

The fact is that the teachers retiring from our schools came from sources that don't really exist today. For example, women with few career options decades ago are choosing law, medicine or business today. Some men who chose teaching as a way to defer their draft status in the 1960s are retiring and, of course, that was a one-time even. Thus, we face a tremendous teacher shortage at a time when knowledge and learning are the drivers of our economy. And this shortage is also coming at a time when we have learned conclusively that whether a school district is well-off or poor, whether a student's family cares fervently about education or not, the quality of a teacher remains the key determinant of whether a child will learn.

The plan that I have developed – *"The Marshall Plan for Public School Teachers"* – is designed to make teaching a more exalted profession that is attractive both financially and professionally, without having any impact on local property tax rates.

When I look out on the horizon to where America and New York is heading, the one cloud that I find most threatening is our education system and the lack of a young, high quality, dedicated group of professionals to teach our children. During an age where the success of a country is defined more by the quality of the minds it produces than by the minerals it digs from its soil, teaching must become a profession more on a par with doctors and lawyers. This plan will help make teaching a viable career option for those who want a challenging career that is professionally and financially satisfying. This proposal, which costs roughly $15 billion over ten years, can be paid for within existing budget constraints, but I am also actively looking for areas where the budget can be trimmed to make room for this priority.

Thank you for your consideration and please do not hesitate to contact me if you would like to discuss it.

CHARLES E. SCHUMER
NEW YORK

COMMITTEES:
BANKING
JUDICIARY
RULES

United States Senate

WASHINGTON, DC 20510

January 12, 1999

Dear Andy:

My name is Debra Waxman and I recently joined Senator Schumer's staff to work on education issues. Jim Kessler told me that he spoke to you and asked that I forward on some basic information regarding the Senator's Marshall Plan and his efforts on teacher recruitment. I have attached a draft letter the Senator wrote introducing the plan and a one-page fact sheet on the plan's details. We will call you tomorrow to discuss this further.

If you need anything further, please feel free to call me on my direct line at 202-224-7392.

Sincerely,

Debra

Debra Waxman