



UNITED STATES DEPARTMENT OF EDUCATION
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COMMENTS: Revised draft of HEA, Title V. I've marked new language in bold. I did not indicate where we deleted language, because we took all the deletions that you suggested.

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

"FINDINGS

"SEC. 501. The Congress finds as follows:

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

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

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

"(4) Improvement of teacher preparation in mathematics and reading represents a particular challenge for American education. For example, most future elementary and middle-school

1 mathematics teachers take no more than one or two college-level
2 mathematics courses, and these courses are not designed for
3 prospective teachers and do not cover the mathematics content
4 that elementary and middle-school teachers should teach to enable
5 students to meet challenging mathematics standards. In reading,
6 most teacher preparation programs have not incorporated the large
7 body of research on effective reading instruction.

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

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

1 annually enter teaching because schools, frequently those in
2 urban and rural areas with large concentrations of children from
3 low-income families, cannot find all the certified teachers they
4 need.

5 "(7) Teaching excellence and diversity are inextricably
6 connected. By bringing distinctive life experiences and
7 perspectives into the classroom, providing valuable role models
8 for all students, enriching the instructional curriculum and the
9 school climate, and strengthening connections to parents and
10 communities, teachers from diverse racial and ethnic groups, and
11 those with disabilities, enhance the quality of American
12 education. Yet today, members of racial and ethnic minority
13 groups make up only 13 percent of the teaching force [while one-
14 third of American students are members of minority groups,] and
15 few individuals with disabilities are teaching in American
16 classrooms.

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

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

25 "(B) encourage more [Americans], and a more
26 diverse mix of [Americans], to enter teaching, complete high-

1 quality preparation programs, and teach in underserved
2 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
6 and diverse supply of elementary and secondary education
7 teachers, particularly for schools in urban and rural areas with
8 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, complete high-quality preparation programs, and [become
18 effective teachers] in underserved urban and rural communities;
19 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
9 as may be necessary for each of the four succeeding fiscal years
10 to carry out the program of Recruiting New Teachers for
11 Underserved 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 [name of 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
5 its teacher preparation graduates in] teaching positions in urban
6 and rural communities with concentrations of children from low
7 income 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
7 standards; 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
2 **program meets the needs of, and has strong** connections with,
3 elementary and secondary education (particularly with urban and
4 rural schools and school systems that serve concentrations of
5 students from low-income families and with the education reforms
6 under way in the institution's State), **[which may include the]**
7 involvement of elementary and secondary educators in the
8 continuing development, improvement, and implementation of the
9 teacher preparation 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), taking into account the diversity
20 of the State or region served by the institution;

21 "(J) the procedures the institution uses to
22 measure the quality of its teacher preparation program (including
23 the extent to which graduates improve their subject matter
24 knowledge and teaching ability as a result of their participation
25 in the program) and to improve its program, using information
26 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 those
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 and diversity, of the
13 graduates of teacher preparation programs operated by members of
14 the partnership who take teaching positions in high-poverty
15 schools of the local 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; and

21 "(ii) how the partnership will determine whether
22 it is meeting those goals; and

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

"USES OF FUNDS

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

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

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

"(3) Making subgrants to the partner institutions for implementation of program improvements at those institutions, through adoption or adaptation of the teacher preparation practices of the lead institution, to meet the needs of [the high-poverty schools in] the urban and rural communities they

1 serve. Each partnership shall use at least 40 percent of its
2 grant for this purpose.

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

13 "(5) Cooperation and interaction with other lighthouse
14 partnerships and with other institutions, organizations, and
15 public agencies, on activities aimed at the improvement of
16 teacher preparation nationally, including improvement of teacher
17 licensure and relicensure requirements.

18 "(6) Assessment of the effectiveness of the activities
19 carried out under the grant, including the extent to which the
20 partnership is achieving its goals under section 513(c)(5)(F).

21 "(b) OPTIONAL ACTIVITIES. Each partnership selected to
22 receive a grant under this part may also use the grant funds for
23 joint activities with States that promote the development and
24 implementation of State policies to facilitate the improvement of
25 teacher preparation programs (and, if applicable, principal and

1 other administrator preparation programs) within the States, as a
2 component of comprehensive education reforms.

3 "SELECTION OF APPLICATIONS

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

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

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

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

13 "(b) CRITERIA AND PRIORITIES.--(1) In selecting grantees
14 under this part, the Secretary shall seek to ensure that--

15 "(A) lighthouse partnerships represent a variety
16 of approaches to teacher preparation;

17 "(B) lead institutions represent a variety of
18 institutions of higher education; and

19 "(C) there is an equitable geographic distribution
20 of awards.

21 "(2) In addition to complying with paragraph (1), the
22 Secretary shall give priority to applications for--

23 ["(A) projects that are likely to have the most
24 significant impact on the quality of teaching in high-poverty
25 urban and rural schools;]

1 "(B) projects that are likely to result in
2 improvement of teacher preparation in the areas of mathematics
3 and reading; and

4 "(C) projects that are likely to prepare a
5 significant number of minority individuals, including language
6 minority individuals, and individuals with disabilities to be
7 [effective] teachers.

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

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

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

17 "(3) effective partnerships with elementary and
18 secondary schools that are supporting improvements in student
19 achievement.]

20 "EVALUATION

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

24 "(1) the extent to which the activities carried out
25 through Lighthouse Partnership grants result in significant and
26 positive changes in the teacher preparation programs operated by

1 partner institutions, as well as improvements in the programs
2 operated by lead institutions[, that are likely to lead to
3 improvements in teaching and learning];

4 "(2) the extent to which Lighthouse Partnership grants
5 enhance the effectiveness, including the technological
6 proficiency, and the diversity, of students completing teacher
7 preparation programs in the institutions of higher education
8 participating in the grants; and

9 "(3) the involvement of elementary and secondary
10 schools and school districts serving concentrations of children
11 from low-income families in the activities carried out under this
12 part, and the extent to which those activities result in benefits
13 to those schools and districts, including information on the
14 extent to which involvement in the grants improves the
15 instructional programs and the educational outcomes for students
16 in those schools and districts.

17 "NATIONAL ACTIVITIES

18 "SEC. 517. The Secretary may reserve up to 5 percent of the
19 funds appropriated to carry out this part for any fiscal year
20 for

21 "(1) peer review of applications;

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

25 "(3) conferences and networks of lighthouse
26 partnerships, and other entities, in order to facilitate the

1 exchange of information and ideas among the participating
2 partnerships and other institutions, agencies, and individuals,
3 including recipients of funds under part B of this title, who are
4 interested in the improvement of teacher preparation and parallel
5 improvements in principal and administrator preparation, and

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

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

10 "PROGRAM AUTHORIZED

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

15 "(1) provide scholarships and, as necessary, support
16 services for students [with high potential to become effective
17 teachers], particularly minority students, including language
18 minority students, and students with disabilities, seeking to
19 complete teacher preparation programs and to teach in underserved
20 areas; and

21 "(2) thereby increase the quality, number, and
22 diversity of new teachers nationally and increase the ability of
23 schools in underserved areas to recruit a qualified teaching
24 staff.

1 "DEFINITIONS

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

4 "(1) (A) The term 'eligible applicant' means a
5 partnership of--

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

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

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

12 "(i) two-year colleges that operate teacher
13 preparation programs and maintain articulation agreements, with
14 the baccalaureate-granting institution, for the transfer of
15 credits in teacher preparation;

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

18 "(iii) other public and private, nonprofit
19 agencies and organizations that serve, or are located in,
20 communities served by the local educational agencies in the
21 partnership, and that have an interest in teacher recruitment,
22 preparation, and induction.

23 ["(2) The term 'local educational agency' has the
24 meaning given that term in section 14101(18) of the Elementary
25 and Secondary Education Act of 1965.]

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

1 "(A) academic advice and counseling;
2 "(B) tutorial services;
3 "(C) mentoring; and
4 "(D) child care and transportation, if funding for
5 those services cannot be arranged from other sources; and

6 "(3) The term 'underserved area' means--

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

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

14 "GRANT CONDITIONS

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

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

20 "(2) The Secretary shall--

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

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

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

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

6 "(A) 90 percent of the cost in the first year of
7 the grant;

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

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

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

11 "(E) 50 percent in the fifth year and any
12 succeeding year (including each year of the second grant, if
13 any).

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

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

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

24 "(3) Any recipient of a planning grant under this
25 subsection that wishes to receive a grant under subsection (a)(1)

1 shall separately apply for a competitive grant under that
2 subsection.

3 "GRANT APPLICATIONS

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

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

10 "(1) a designation of the institution or agency, within
11 the partnership, that will serve as the fiscal agent for the
12 grant;

13 "(2) information on the quality of the institution's
14 teacher preparation program, which may include the types of
15 information described in section 513(c)(2), and how the applicant
16 will ensure[, through improvements in its teacher preparation
17 practices or other appropriate strategies,] that scholarship
18 recipients will receive high-quality preparation;

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

22 "(A) to determine

23 "(i) the most critical needs of the local
24 educational agencies, particularly the needs of schools in high-
25 poverty areas, for new teachers (which may include teachers in
26 particular subject areas or at certain grade levels, including

1 the prekindergarten level, minority teachers, and teachers who
2 are disabled who will contribute to the diversity of the local
3 educational agency's teachers, or teachers who are fluent in
4 languages spoken by students in the local educational agency);
5 and

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

8 "(B) that reflects the input of all significant
9 entities in the community (including organizations representing
10 teachers and parents) that have an interest in teacher
11 recruitment, preparation, and induction;

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

14 "(A) the recruitment and outreach efforts the
15 applicant will undertake to publicize the availability of
16 scholarships and other assistance under the program;

17 "(B) (i) the number and types of students that the
18 applicant will serve under the program, which may include
19 education paraprofessionals seeking to achieve full teacher
20 certification; teachers whom the partner local educational
21 agencies have hired under 'emergency certification' procedures;
22 or former military personnel, mid-career professionals, or
23 AmeriCorps or Peace Corps volunteers, who desire to enter
24 teaching; and

25 "(ii) the criteria that the applicant will
26 use in selecting those students, including criteria to determine

1 whether individuals have the capacity to benefit from the
2 program, complete teacher certification requirements[, and become
3 effective teachers];

4 "(C) the activities the applicant will carry out
5 under the grant, including a description of, and justification
6 for, any support services the institution will offer to
7 participating students;

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

10 "(E) the procedures the institution will establish
11 for entering into, and enforcing, agreements with scholarship
12 recipients regarding their fulfillment of the service commitment
13 described in section 529;

14 "(5) a description of how the institution will use
15 funds provided under the grant only to increase the number of
16 students [with high potential to be effective teachers],
17 participating in its teacher preparation programs, or in the
18 particular type or types of preparation programs that the grant
19 would support, or to increase the number of their graduates [with
20 high potential to be effective teachers] who are minority
21 individuals, including language minority individuals, or
22 individuals with disabilities;

23 "(7) a description of commitments, by the partner local
24 educational agencies, to hire [qualified] scholarship recipients
25 in their schools and in the subject areas or grade levels for
26 which the recipients will be trained, and a description of the

1 actions the grantee institution, the local educational agencies.
2 and the other partners will take to facilitate the successful
3 transition of those recipients into teaching; and

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

8 "USES OF FUNDS

9 "SEC. 525. IN GENERAL. Each grantee under section 523(a)
10 shall use the grant funds [for] the following:

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

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

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

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

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

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

4 "SELECTION OF APPLICANTS

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

8 "(1) the quality of the teacher preparation program
9 offered by the institution;

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

12 "(3) the capacity of the partnership to carry out the
13 grant successfully.

14 "(b) CRITERIA AND PRIORITIES.--(1) In making selections, the
15 Secretary shall seek to ensure that--

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

18 "(B) there is an equitable geographic distribution
19 of awards.

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

22 "(A) applications most likely to result in
23 increases in the numbers of minority individuals, including
24 language minority individuals, and individuals with disabilities
25 [who are effective teachers]; and

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

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

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

10 "(2) the adoption of effective programs that meet the
11 teacher preparation needs of high-poverty urban and rural areas;
12 and

13 "(3) effective partnerships with elementary and
14 secondary schools that are supporting improvements in student
15 achievement.]

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

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

19 "(1) for more than five years of postsecondary
20 education; and

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

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

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

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

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

11 "SCHOLARSHIP CONDITIONS

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

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

20 "(2) maintaining satisfactory progress as determined by
21 the institution.

22 "(b) SPECIAL RULE. Each grantee shall modify the
23 application of section 527(a)(1) and of subsection (a)(1) of this

1 section to the extent necessary to accommodate the rights of
2 students with disabilities under section 504 of the
3 Rehabilitation Act of 1973.

4 "SERVICE REQUIREMENTS

5 "SEC. 529. (a) REQUIREMENT. Each partnership receiving a
6 grant under this part shall enter into an agreement, with each
7 student to whom it awards a scholarship under this part,
8 providing that a scholarship recipient who completes a teacher
9 preparation program under this part shall, within five years of
10 completing that program, teach full-time for at least three years
11 in a [high-poverty school] in an underserved geographic area or
12 repay the amount of the scholarship[, under the terms and
13 conditions established by the Secretary].

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

17 "EVALUATION

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

21 "(1) whether institutions taking part in the
22 partnerships are successful in preparing scholarship recipients
23 to teach to high [State and local] standards;

24 "(2) whether scholarship recipients are successful in
25 completing teacher preparation programs, becoming fully certified

1 teachers, and obtaining teaching positions in underserved areas,
2 and whether they continue teaching in those areas over a period
3 of years;

4 "(3) The national impact of the program in assisting
5 local educational agencies in underserved areas to recruit,
6 prepare, and retain diverse, high-quality teachers in the areas
7 in which they have the greatest needs;

8 "(4) the long-term impact of the grants on teacher
9 preparation programs conducted by grantees and on grantees'
10 relationships with their partner local educational agencies and
11 other partners; and

12 "(5) the relative effectiveness of different approaches
13 for preparing new teachers to teach in underserved areas,
14 including their effectiveness in preparing new teachers to teach
15 to high content and performance standards.

16 "NATIONAL ACTIVITIES

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

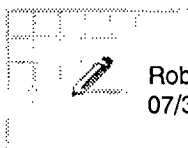
19 "(1) peer review of applications;

20 "(2) conducting the evaluation required under
21 section 530; and

22 "(3) technical assistance and other activities to
23 facilitate the exchange of information and ideas among

1 participating partnerships, and other activities to enhance the
2 success of the program carried out under this part.".

* * * * *



Robert M. Shireman
07/30/97 10:24:10 AM

Record Type: Record

To: William R. Kincaid/OPD/EOP
cc: Mary I. Cassell/OMB/EOP
Subject: Re: Closing the loop on Title V

My demands:

- ✓ 1. Make insert B the second sentence (**before** the "National Commission" sentence).
- ✓ 2. Delete "and of employing a similarly diverse faculty" at bottom of page 11. (Believe me, this one will get us in trouble).
- [3. Page 18, the insert "individuals with high potential. . ." is in the wrong place. It should be after the word "prepare" (and the last three words of the sentence should be deleted).
4. Please make sure someone gives this a very careful read before we rush it to the Hill.



Robert M. Shireman
07/28/97 01:45:18 AM

Record Type: Record

To: Constance J. Bowers/OMB/EOP
cc: Michael Cohen/OPD/EOP, William R. Kincaid/OPD/EOP
Subject: Title V Comments

Comments on Title V (page numbers are from the EARLY version):

What if this version becomes law, and next year we find out that one of the best teacher training programs does NOT have a strong link between the education school and the college of arts & sciences at that institution? That is contrary to section 513(c)(2)(C) of the legislation, so the college would not apply.

THAT and the many other very detailed provisions in this bill lead me to advise strongly that the legislative language be cut by about 80%. This is a bad habit we have, and it's time to stop. Just because Congress has always wanted to micro-manage ED programs doesn't mean we have to invite them to do so. The detailed language will restrict the Secretary's flexibility (and the ability of the peer reviewers) when it becomes law. Furthermore, it invites Congress to add even more detail (and we can't exactly argue against their additions with the excuse that we want to have flexibility, since we've already undermined that ourselves). I would suggest a MUCH simpler, basic authorization, leaving almost all of the details to the Secretary's discretion (much of what is not in the bill could be in the accompanying description) -- just like many other agencies. Let's take this opportunity to end the tyranny of Congressional nitpicking -- there's absolutely no reason for the statute to dictate the contents of the application for a grant.

Here are some specific edits, but I hope they are moot because you have already taken my advice, above.

disagree
p. 3: Delete lines 3-13 (assumes that "qualified" and "certified" are the same)

disagree
p. 3 lines 16-17, delete "providing valuable role models for all students"

disagree
D p. 7 lines 9-12, the restriction on training pre-school teachers is too severe. Delete the sentence, and in line 9 just say "pre-school, elementary, and secondary schools."

agree
✓ p. 9 delete lines 13-26 (too much detail for which there are unforeseen consequences).

no
long p. 10, line 25, delete "and the administration"

don't
see p. 11, delete lines 4-6, and delete on lines 20-21 "and of employing a similarly diverse faculty"



p. 12, delete lines 22-23 (the requirements are getting pretty voluminous)

*Need to
make sure
it goes
out*
p. 15: the requirement to give away 40% of the funds as subgrants seems rather arbitrary. It seems likely that some partnerships would have the lead institutions sending technical help to other institutions, bringing people from those partners to the lead institution, etc., but that all that money would be best doled out by one office in the lead institution -- not by using "subgrants." This is another example of far too much detail.

/
p. 17, lines 5-6: If we want the lighthouses to represent "a variety of approaches," why are our requirements so lengthy and specific? How much variety can there be after they've already been through so many tests of their worth?

*Give
priority
add*
p. 17, delete lines 16-18. (This is covered enough in other portions of the description of the program. Also, "priority" is very strong, determinative.)

p. 20 line 7-8 delete "operate teacher preparation programs"

p. 27, delete lines 11-25

p. 2, Insert A:

High poverty urban and rural schools will experience the most severe teacher shortages. Of the two million teachers needed, approximately 15 percent, or 345,000 will be needed in central cities, in schools with large concentrations of low-income students. An additional 207,000 teachers will be needed in isolated, and often poor, rural areas.

p. 3, Insert B:

Nearly three-quarters of physical science students and one-third of English students in high poverty schools take classes with teachers who lack even a college minor in their field.

p. 15 Insert for goals section

(iii) goals for meeting the teacher preparation needs of the local educational agencies in the partnership that will lead to improvements in students achievement.

p. 18 Insert for "Second Five-Year Grants"

(c) Second Five-Year Grant Awards. In selecting grantees for second grants under this Part, the Secretary shall give preference to applicants whose projects have resulted in:

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

(2) the adoption of effective teacher preparation programs, in particular those meeting the needs of high poverty urban and rural areas, by the partner institutions; and

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

p. 29 Insert for "Second Five-Year Grants"

(c) Second Five-Year Grant Awards. In selecting grantees for second grants under this Part, the Secretary shall give preference to applicants whose projects have resulted in:

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

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

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

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: Our Nation's schools will need to hire over two million teachers in the next decade, and they need a 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.

*talented,
well-prepared
and*

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 \$39 million for fiscal year 1999 (with small portion of these funds available to pay the cost of continuation grants under the predecessor Minority Teacher Recruitment program.)

2
\$37

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'

...to the... with the...
 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. *Because*

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.

MASTER
HEA, TITLE V DRAFT
July 25, 1997

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

"FINDINGS

"SEC. 501. The Congress finds as follows:

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

While outstanding teacher preparation programs exist in different regions of the country, many prospective teachers are not in rigorous clinically-based programs and do not receive high-quality preparation (aligned with challenging content and performance standards) in the subject areas they will teach, and in child development and teaching methods.

"(2) A number of elementary and secondary schools throughout the United States are implementing educational reform strategies that are research-based, have records of demonstrated effectiveness in enabling students to achieve to high [State or local] standards, are replicable in diverse and challenging circumstances, and are supported by networks of researchers and experienced practitioners. Yet preparation to implement these strategies is not generally a central component of initial teacher preparation. ~~The result is that most newly prepared teachers do not have a thorough grounding in the most effective classroom practices.~~

"(3) Institutions of higher education that provide teachers for urban and rural schools that enroll concentrations of children from low-income families often have the greatest need to restructure their teacher preparation programs ~~because the~~ teachers they graduate ^{will face the greatest} classroom challenges. ~~are fully prepared to meet the challenges of high-poverty schools.~~

"(4) Improvement of teacher preparation in mathematics and reading represents a particular challenge for American education. For example, most future elementary and middle-school mathematics teachers take no more than one or two college-level mathematics courses, and these courses are not designed for prospective teachers and do not cover the mathematics content that elementary and middle-school teachers [should] teach; ~~nor do~~ many prospective teachers learn the teaching methods needed to enable students to meet challenging mathematics standards. In reading, most teacher preparation programs have not incorporated the large body of research on effective reading instruction.

[SENTENCE DELETED] ~~Progress has been particularly slow in preparing teachers to teach reading in a way that meets the wide range of learning needs in the classroom.~~

"(5) If current trends continue, American schools will need to hire more than two million teachers in the next decade to educate an increasing number of students and to replace current teachers who will retire or leave the profession. Recent trends in the number of people preparing to enter teaching indicate that the normal operation of the labor market, by itself, will not

insert
A

produce the number of qualified teachers schools will need.

"(6) Schools are already having trouble recruiting qualified teachers. The National Commission on Teaching and America's Future found that 50,000 uncertified individuals annually enter teaching because schools, frequently those in urban and rural areas with large concentrations of children from low-income families, cannot find all the certified teachers they

need. ^{insert B} According to the Commission, 12 percent of newly hired teachers enter teaching without any relevant training, and an additional 14 percent enter without having met State licensure standards; fewer than three-quarters of all new teachers are fully qualified.

"(7) Teaching excellence and diversity are inextricably connected. By bringing distinctive life experiences and perspectives into the classroom, providing valuable role models for all students, enriching the instructional curriculum and the school climate, and strengthening connections to parents and communities, teachers from diverse racial and ethnic groups, and those with disabilities, enhance the quality of American education. Yet today, members of racial and ethnic minority groups make up only 13 percent of the teaching force, and few individuals with disabilities are teaching in American classrooms.

white
one-third
of American
students are
minority

"(8) The Federal Government, by itself, cannot ensure needed improvements in teacher preparation or solve the problem of teacher shortages. However, the Government can make limited,

targeted investments that--

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

"(B) encourage more ~~people,~~ ^{Americans} [and a more diverse mix of people,] ~~people~~ to enter teaching, complete high-quality preparation programs, and teach in underserved communities.

"PURPOSE

"SEC. 502. [The purpose of this title is to help meet the ~~natural~~ ^{national} need to recruit, prepare, and retain a high-quality and diverse supply of elementary and secondary education teachers, particularly for schools in urban and rural areas with concentrations of children from low-income families, by--]

"(1) authoriz[ing] support for partnerships among institutions of higher education that operate exemplary teacher preparation programs, other institutions of higher education seeking to improve their programs, public elementary and secondary schools, and States, in order to improve the quality of the initial preparation of teachers for high-poverty communities;

"(2) authoriz[ing] support for partnerships to increase the number **and diversity** of students who enter teacher education programs, complete high-quality preparation programs, and ~~teach~~ ^{become} in underserved urban and rural communities; and ^{effective teachers}

"(3) encourag[ing] through such partnerships, the

creation of a more diverse teaching force, through the recruitment and preparation of minority individuals, [including] language minority individuals, and individuals with disabilities, to enter teaching.

"AUTHORIZATION OF APPROPRIATIONS

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

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

37.
"(2) ~~\$29~~,000,000 for fiscal year 1999 and such sums as may be necessary for each of the four succeeding fiscal years to carry out the program of Recruiting New Teachers for Underserved Areas under part B.

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

"PART A--LIGHTHOUSE PARTNERSHIPS

"DEFINITIONS

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

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

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

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

"(iii) prepares ~~teachers~~ for teaching positions in urban and rural communities with concentrations of children from low-income families.

a significant percentage of its graduates

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

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

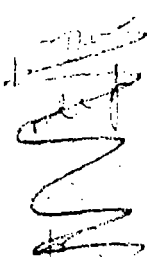
"(3) The term 'partner institution' means an institution of higher education that--

"(A) prepares teachers for their initial entry

into the teaching profession;

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

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

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

"GRANTS TO LIGHTHOUSE PARTNERSHIPS

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

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

"(3) The Secretary shall--

"(A) make continuation awards, for the second and succeeding years, only after determining that the partnership is

making satisfactory progress in carrying out the grant; and

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

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

"PREAPPLICATIONS AND APPLICATIONS

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

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

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

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

[Handwritten signature]

[Handwritten notes and signatures]

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

"(A) the extent to which the institution provides a coherent program, ~~in one or more areas of teacher education,~~ that--

~~"(i) is organized around a sound conceptual framework reflecting the best of what is known, from research and practice, on teacher education;~~

"(ii) prepares teachers to implement research-based instructional programs of demonstrated effectiveness and to teach their students to high content standards; and

in particular those in high-poverty schools, state and local

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

"(B) the commitment of the institution to its program of teacher preparation, which may include evidence on--

"(i) the role of teacher education within the overall mission of the institution;

"(ii) the involvement of the institution's President, Provost, or other top administrators in the teacher education program;

"(iii) the extent to which the board of trustees supports the program; and

"(iv) the financial commitment of the institution to its teacher preparation program (such as

information on the funding provided per student enrolled in teacher preparation, compared to the funding provided for students in other programs, or on the endowment of chairs and professorships in teacher education compared to those endowments in other areas):

"(C) the ^{collaborations} ~~connections~~ between the institution's

teacher preparation program and its departments or schools of arts and sciences, as demonstrated through such evidence as the course requirements in arts and sciences for prospective teachers and the involvement of arts and sciences faculty members in the teacher preparation program (such as through joint development and teaching of courses, arts and sciences faculty members' supervision of student teachers, and joint faculty appointments);

for the purpose of ensuring a close connection between pedagogy and content in teacher preparation

"(D) the extent to which the institution operates a clinically based teacher preparation program through which prospective teachers participate in intensive, structured clinical experiences, with extensive faculty involvement, throughout their preservice education, and the extent to which those experiences are integrated into the curriculum;

in particular in high poverty schools

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

"(F) the extent to which the institution ^{program meets the needs} ~~maintains~~

of and builds

~~other~~ connections with elementary and secondary education (particularly with urban and rural schools and school systems that serve concentrations of students from low-income families

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

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

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

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

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

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

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

"(B) the institution recruits and serves students

(such as education paraprofessionals) from those communities;

"(4) evidence of the experience of the lead institution in creating or participating in networks with other institutions to improve the quality of teacher preparation programs, ~~including networks established for the support of research-based elementary and secondary education reform strategies;~~

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

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

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

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

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

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

"(B) a description of how the partnership will

which may include

and with the education reforms under way in the institution's State, ~~as demonstrated through such evidence as~~

~~"(i) strong involvement of the faculty~~

~~(including the arts and sciences faculty) and the administration in elementary and secondary education;~~

~~"(ii) involvement of elementary and secondary educators in the continuing development, improvement, and implementation of the teacher preparation program; and~~

~~"(iii) institutional policies that take into account, in faculty promotion and tenure decisions, service to elementary and secondary education;~~

"(G) the success of the institution in preparing teachers to teach [effectively] individuals from diverse populations, ~~such as evidence of the extent to which these graduates demonstrate the knowledge and skills to teach individuals from diverse populations effectively; and~~

"(H) the extent to which the institution ~~has incorporated the use of educational technology into its teacher preparation program~~ and is preparing teachers to use technology to teach children to high standards;

"(I) the record of the institution's teacher preparation program in attracting and graduating a diverse student body (including the recruitment and enrollment of individuals with disabilities), taking into account the diversity of the State or region served by the institution, and ~~of employing a similarly diverse faculty;~~

fully engage local educational agencies in the activities carried out under the grant, ~~and of how those activities will benefit~~ those agencies;

"(C) ~~a description of how the partnership will use the funds it receives under the grant,~~ (including how the partnership will use those funds to address the teacher training needs of the local educational agencies that are members of the partnership,) consistent with section 514;

"(D) a description of how the activities undertaken with the grant will support, and be integrated with, the educational reforms under way in the States of the lead and the partner institutions, including a description of plans for coordinating activities carried out under the grant with activities carried out under title II, title III, and section 3132 of the Elementary and Secondary Education Act of 1965, the Goals 2000: Educate America Act, the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and the Individuals with Disabilities Education Act;]

~~["(E) a description of how the institution will coordinate its activities under the grant with other Federal or State professional development programs or activities designed to improve pre- and in-service teacher training;~~ and]

["(F) a description of-

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

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

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

§(III) such other goals, consistent with the purposes of this part, as the partnership may select; and

§(ii) how the partnership will determine whether it is meeting those goals; and]

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

"USES OF FUNDS

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

"(1) Further development, refinement, assessment of, and dissemination of information on, the teacher preparation programs operated by the lead institution, including activities

See
insert

1) goals for meeting the teacher preparation needs of the LEA's in the partnership

that document, for other institutions nationally and for policy-makers, effective practices in teacher preparation and that produce curricular and other materials for use by other institutions preparing teachers.

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

"(3) Making subgrants to the partner institutions for implementation of program improvements at those institutions, **[through adoption or adaptation of the teacher preparation practices of the lead institution, to meet the needs of the urban and rural communities they serve.]** Each partnership shall use at least 40 percent of its grant for this purpose.

"(4) Joint activities with the local educational agencies in the partnership, and with other local educational agencies, that increase the involvement of classroom teachers and school administrators in the design and implementation of teacher preparation programs operated by the lead and partner institutions (and thereby make those programs more responsive to the needs of teachers and administrators), and other activities to improve teaching and administration, **[and to support new teachers,]** in the ^{high poverty} schools of those local educational agencies.

"(5) Cooperation and interaction with other lighthouse

partnerships and with other institutions, organizations, and public agencies, on activities aimed at the improvement of teacher preparation nationally, including improvement of teacher licensure and relicensure requirements.

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

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

"SELECTION OF APPLICATIONS

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

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

"(2) the quality of the partnership's plan for carrying

out activities under the grant; and

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

"(b) CRITERIA AND PRIORITIES. [(1)] In selecting grantees under this part, the Secretary shall seek to ensure that--

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

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

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

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

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

"(B) projects that are likely to prepare a

[significant number of minority individuals, ^a [including] language

minority individuals, and individuals with disabilities (to be effective teachers)]

(c) Second Five-Year grants (see insert)

"EVALUATION

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

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

a sig. # of individuals w/ high potential to be effective teachers are minority individuals with high potential to be effective teachers including

"(1) the extent to which the activities carried out through Lighthouse Partnerships result in significant and positive changes in the teacher preparation programs operated by partner institutions, as well as improvements in the programs operated by lead institutions;

*as likely
as they
that will
lead to
improvements
in teaching
and learning*

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

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

"NATIONAL ACTIVITIES

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

"(1) peer review of applications;

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

"(3) conferences **[and networks]** of lighthouse partnerships, and other entities, in order to facilitate the exchange of information and ideas among the participating partnerships and other institutions, agencies, and individuals, **[including recipients of funds under part B,]** who are interested in the improvement of teacher preparation and parallel improvements in principal and administrator preparation; and

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

"PART B RECRUITING NEW TEACHERS FOR UNDERSERVED AREAS

"PROGRAM AUTHORIZED

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

"(1) provide scholarships and, as necessary, support services for students, particularly minority students, **[including]** language minority students, and students with disabilities, seeking to complete teacher preparation programs and to teach in underserved areas; and

with potential to become high quality teachers

"(2) thereby increase the [quality.] number, [and diversity] of new teachers nationally and increase the ability of schools in underserved areas to recruit a qualified teaching staff.

"DEFINITIONS

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

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

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

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

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

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

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

"(iii) other public and private, nonprofit agencies and organizations that serve, or are located in, communities served by the local educational agencies in the partnership, and that have an interest in teacher recruitment, preparation, and induction.

"(2) The term 'support services' includes--

"(A) academic advice and counseling;

"(B) tutorial services;

⌘(C) mentoring; [and]

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

"(3) The term 'underserved area' means--

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

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

⌘GRANT CONDITIONS

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

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

"(2) The Secretary shall--

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

"(B) conduct an intensive review of the grantee's progress, with the assistance of outside experts, before making

the award for the fourth year of the grant.

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

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

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

"(B) 80 percent in the second year;

"(C) 70 percent in the third year;

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

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

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

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

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

"(3) Any recipient of a planning grant under this

subsection that wishes to receive a grant under subsection (a) (1) shall separately apply for a competitive grant under that subsection.

"GRANT APPLICATIONS

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

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

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

"(2) information on the quality of the institution's teacher preparation program, which may include the types of information described in section 513(c) (2), **[and how the applicant will ensure that scholarship recipients will receive high-quality preparation];**

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

"(A) to determine--

"(i) the most critical needs of the local educational agencies, particularly the needs of schools in high-poverty areas, for new teachers (which may include teachers in particular subject areas or at certain grade levels, including

(3) a description of how the institution will improve its teacher preparation practices

the prekindergarten level, minority teachers, and teachers who are disabled who will contribute to the diversity of the local educational agency's teachers, or teachers who are fluent in languages spoken by students in the local educational agency); and

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

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

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

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

"(B)(i) the number and types of students that the applicant will serve under the program, which may include education paraprofessionals seeking to achieve full teacher certification; teachers whom the partner local educational agencies have hired under 'emergency certification' procedures; or former military personnel, mid-career professionals, or AmeriCorps or Peace Corps volunteers, who desire to enter teaching; and

"(ii) the criteria that the applicant will use in selecting those students, including criteria to determine

whether individuals have the capacity to benefit from the program, and complete teacher certification requirements; *and become high quality teachers.*

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

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

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

"⁶(5) a description of how the institution will use funds provided under the grant only to increase the number of students participating in its teacher preparation programs, or in the particular type or types of preparation programs that the grant would support, or to increase the number of their graduates who are minority individuals, [including] language minority individuals, or individuals with disabilities;

With high potential to be effective teachers
 " ⁷(6) a description of commitments, by the partner local educational agencies, to hire scholarship recipients in their schools and in the subject areas or grade levels for which the recipients will be trained, and a description of the actions the grantee institution, the local educational agencies, and the other partners will take to facilitate the successful transition of those recipients into teaching; and *with high potential to be effective teachers*

⁸
 "(A) a description of the applicant's plan for

institutionalizing the activities it is carrying out under this part, so that those activities will continue once Federal funding ceases.

"USES OF FUNDS

"SEC. 525. IN GENERAL. Each grantee under section 523 (a) [shall use the grant funds of the following:]

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

"(2) Support services, if needed to enable scholarship recipients to complete postsecondary education programs [PHRASE DELETED]

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

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

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

"(b) PLANNING GRANTS. A recipient of a planning grant under

section 523(c) shall use the grant funds for the costs of planning for the implementation of a grant under section 523(a).

"SELECTION OF APPLICANTS

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

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

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

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

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

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

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

"(2) In addition to complying with paragraph (1), the Secretary shall give **[special consideration]** to--

"(A) applications most likely to result in increases in the numbers of minority individuals, language minority individuals, and individuals with disabilities in the teaching force; and

⌘(B) applications from historically Black colleges

with
high
potential
to be
effective
teachers,
including

and universities, Hispanic-serving [institutions], and Tribal Colleges and Universities, as defined in title III of this Act.

(c) *Second Five-Year Grants (see insert)*

"DURATION AND AMOUNT OF ASSISTANCE; RELATION TO OTHER ASSISTANCE

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

§(1) for more than five years of postsecondary education; [and

§(2) unless that individual satisfies the requirements of section 484(a)(5) of the Higher Education Act of 1965.]

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

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

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

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

"SCHOLARSHIP CONDITIONS

"SEC. 528. (a) In General. A recipient of a scholarship under

this part shall continue to receive that assistance only as long as he or she is--

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

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

[(b). Special Rule. The application of section 527(a) and section 528(a)(1) shall be modified by a grantee to the extent necessary to accomodate the rights of students with disabilities under section 504 of the Rehabilitation Act of 1973.]

✕SERVICE REQUIREMENTS

"SEC. 529. (a) REQUIREMENT. Each partnership receiving a grant under this part shall enter into an agreement, with each student to whom it awards a scholarship under this part, providing that a scholarship recipient who completes a teacher preparation program under this part shall, within five years of completing that program, teach full time for at least three years in a school in an underserved geographic area or repay the amount of the scholarship ~~to~~ the Secretary. *high poverty*

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

under the terms and conditions established by

high poverty schools of at least 20% low income

"EVALUATION

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

"(1) whether institutions taking part in the partnerships are successful in preparing scholarship recipients to teach to high standards;

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

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

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

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

"NATIONAL ACTIVITIES

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

"(1) peer review of applications;

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

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

^ ^ ^ ^ ^

URGENT

Total Pages: 38

LRM ID: CJB81

EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF MANAGEMENT AND BUDGET
Washington, D.C. 20503-0001

Friday, July 25, 1997

LEGISLATIVE REFERRAL MEMORANDUM

TO: Legislative Liaison Officer - See Distribution below

FROM: *Janet R. Forsgren*
Janet R. Forsgren (for) Assistant Director for Legislative Reference

OMB CONTACT: Constance J. Bowers
PHONE: (202)395-3803 FAX: (202)395-6148

SUBJECT: REVISED EDUCATION Draft Bill on Higher Education Act Reauthorization,
Title V -- Teacher Recruitment and Training (NOTE: changes from the July
23rd version are marked.)

➔ DEADLINE: 5:00 p.m. Monday, July 28, 1997

In accordance with OMB Circular A-19, OMB requests the views of your agency on the above subject before advising on its relationship to the program of the President. Please advise us if this item will affect direct spending or receipts for purposes of the "Pay-As-You-Go" provisions of Title XIII of the Omnibus Budget Reconciliation Act of 1990.

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P. 2/38

Pamela B. VanWie
Jennifer L. Klein

LRM ID: CJB81 SUBJECT: REVISED EDUCATION Draft Bill on Higher Education Act
Reauthorization, Title V -- Teacher Recruitment and Training (NOTE: changes from the July 23rd
version are marked.)

RESPONSE TO
LEGISLATIVE REFERRAL
MEMORANDUM

If your response to this request for views is short (e.g., concur/no comment), we prefer that you respond by e-mail or by faxing us this response sheet. If the response is short and you prefer to call, please call the branch-wide line shown below (NOT the analyst's line) to leave a message with a legislative assistant.

You may also respond by:

(1) calling the analyst/attorney's direct line (you will be connected to voice mail if the analyst does not answer); or

(2) sending us a memo or letter

Please include the LRM number shown above, and the subject shown below.

TO: Constance J. Bowers Phone: 395-3803 Fax: 395-6148
 Office of Management and Budget
 Branch-Wide Line (to reach legislative assistant): 395-7362

FROM: _____ (Date)
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 _____ (Agency)
 _____ (Telephone)

The following is the response of our agency to your request for views on the above-captioned subject:

_____ Concur

_____ No Objection

_____ No Comment

_____ See proposed edits on pages _____

_____ Other: _____

_____ FAX RETURN of _____ pages, attached to this response sheet

**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: Our Nation's schools will need to hire over two million teachers in the next decade, and they need a 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 \$39 million for fiscal year 1999 (with small portion of these funds available to pay the cost of continuation grants under the predecessor Minority Teacher Recruitment program.)

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.

HEA, TITLE VDRAFT
July 25, 1997

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

"FINDINGS

"SEC. 501. The Congress finds as follows:

"(1) ~~What teachers know and can do has a critical impact on student achievement, yet too often prospective teachers are not receiving the initial preparation they need in order to teach children from diverse backgrounds to challenging standards. While outstanding teacher preparation programs exist in different regions of the country, many prospective teachers are not in rigorous clinically-based programs and do not receive high-quality preparation (aligned with challenging content and performance standards) in the subject areas they will teach, and in child development and teaching methods.~~

} keep

"(2) A number of elementary and secondary schools throughout the United States are implementing educational reform strategies that are research-based, have records of demonstrated effectiveness in enabling students to achieve to high [State or local] standards, are replicable in diverse and challenging circumstances, and are supported by networks of researchers and experienced practitioners. Yet preparation to implement these strategies is not generally a central component of initial teacher preparation. [The result is that most newly prepared teachers do not have a thorough grounding in the most effective classroom practices.]

keep

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

"(4) Improvement of teacher preparation in mathematics and reading represents a particular challenge for American education. For example, most future elementary and middle-school mathematics teachers take no more than one or two college-level mathematics courses, and these courses are not designed for prospective teachers and do not cover the mathematics content that elementary and middle-school teachers [should] teach; [nor do many prospective teachers learn the teaching methods needed to enable students to meet challenging mathematics standards.] In reading, most teacher preparation programs have not incorporated the large body of research on effective reading instruction. [SENTENCE DELETED] [Progress has been particularly slow in preparing teachers to teach reading in a way that meets the wide range of learning needs in the classroom.]

"(5) If current trends continue, American schools will need to hire more than two million teachers in the next decade to educate an increasing number of students and to replace current teachers who will retire or leave the profession. Recent trends in the number of people preparing to enter teaching indicate that the normal operation of the labor market, by itself, will not

produce the number of qualified teachers schools will need.

"(6) Schools are already having trouble recruiting qualified teachers. The National Commission on Teaching and America's Future found that 50,000 uncertified individuals annually enter teaching because schools, frequently those in urban and rural areas with large concentrations of children from low-income families, cannot find all the certified teachers they need. According to the Commission, 12 percent of newly hired teachers enter teaching without any relevant training, and an additional 14 percent enter without having met State licensure standards; fewer than three-quarters of all new teachers are fully qualified.

"(7) Teaching excellence and diversity are inextricably connected. By bringing distinctive life experiences and perspectives into the classroom, providing valuable role models for all students, enriching the instructional curriculum and the school climate, and strengthening connections to parents and communities, teachers from diverse racial and ethnic groups, and those with disabilities, enhance the quality of American education. Yet today, members of racial and ethnic minority groups make up only 13 percent of the teaching force, and few individuals with disabilities are teaching in American classrooms.

"(8) The Federal Government, by itself, cannot ensure needed improvements in teacher preparation or solve the problem of teacher shortages. However, the Government can make limited,

targeted investments that--

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

"(B) encourage more ^{Americans} people, [and a more diverse mix of ^{Americans} people,] people to enter teaching, complete high-quality preparation programs, and teach in underserved communities.

"PURPOSE

"SEC. 502. [The purpose of this title is to help meet the natural ^{habit} need to recruit, prepare, and retain a high-quality and diverse supply of elementary and secondary education teachers, particularly for schools in urban and rural areas with concentrations of children from low-income families, by--]

"(1) authoriz[ing] support for partnerships among institutions of higher education that operate exemplary teacher preparation programs, other institutions of higher education seeking to improve their programs, public elementary and secondary schools, and States, in order to improve the quality of the initial preparation of teachers for high-poverty communities;

"(2) authoriz[ing] support for partnerships to increase the number **and diversity** of students who enter teacher education programs, complete high-quality preparation programs, and teach in underserved urban and rural communities; and

"(3) encourag[ing] through such partnerships, the

creation of a more diverse teaching force, through the recruitment and preparation of minority individuals, [including] language minority individuals, and individuals with disabilities, to enter teaching.

"AUTHORIZATION OF APPROPRIATIONS

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

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

"(2) \$39,000,000 for fiscal year 1999 and such sums as may be necessary for each of the four succeeding fiscal years to carry out the program of Recruiting New Teachers for Underserved Areas under part B.

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

"PART A--LIGHTHOUSE PARTNERSHIPS

"DEFINITIONS

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

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

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

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

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

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

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

"(3) The term 'partner institution' means an institution of higher education that--

"(A) prepares teachers for their initial entry

into the teaching profession;

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

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

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

"GRANTS TO LIGHTHOUSE PARTNERSHIPS

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

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

"(3) The Secretary shall--

"(A) make continuation awards, for the second and succeeding years, only after determining that the partnership is

making satisfactory progress in carrying out the grant; and

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

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

"PREAPPLICATIONS AND APPLICATIONS

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

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

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

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

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

such as, but not limited to

["(A) the extent to which the institution provides a coherent program, in one or more areas of teacher education, that--

"(i) is organized around a sound conceptual framework reflecting the best of what is known, from research and practice, on teacher education;

"(ii) prepares teachers to implement research-based instructional programs of demonstrated effectiveness and to teach their students to high content standards; and

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

"(B) the commitment of the institution to its program of teacher preparation, which may include evidence on--

"(i) the role of teacher education within the overall mission of the institution;

"(ii) the involvement of the institution's President, Provost, or other top administrators in the teacher education program;

"(iii) the extent to which the board of trustees supports the program; and

"(iv) the financial commitment of the institution to its teacher preparation program (such as

information on the funding provided per student enrolled in teacher preparation, compared to the funding provided for students in other programs, or on the endowment of chairs and professorships in teacher education compared to those endowments in other areas);

"(C) the connections between the institution's teacher preparation program and its departments or schools of arts and sciences, as demonstrated through such evidence as the course requirements in arts and sciences for prospective teachers and the involvement of arts and sciences faculty members in the teacher preparation program (such as through joint development and teaching of courses, arts and sciences faculty members' supervision of student teachers, and joint faculty appointments);

"(D) the extent to which the institution operates a clinically based teacher preparation program, through which prospective teachers participate in intensive, structured clinical experiences, with extensive faculty involvement, throughout their preservice education, and the extent to which those experiences are integrated into the curriculum;

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

"(F) the extent to which the institution maintains other connections with elementary and secondary education (particularly with urban and rural schools and school systems that serve concentrations of students from low-income families

and with the education reforms under way in the institution's State), as demonstrated through such evidence as--

"(i) strong involvement of the faculty (including the arts and sciences faculty) and the administration in elementary and secondary education;

"(ii) involvement of elementary and secondary educators in the continuing development, improvement, and implementation of the teacher preparation program; and

"(iii) institutional policies that take into account, in faculty promotion and tenure decisions, service to elementary and secondary education;

"(G) the success of the institution in preparing teachers to teach [effectively] individuals from diverse populations, such as evidence of the extent to which those graduates demonstrate the knowledge and skills to teach individuals from diverse populations effectively; and

"(H) the extent to which the institution has incorporated the use of educational technology into its teacher preparation program and is preparing teachers to use technology to teach children to high standards;

"(I) the record of the institution's teacher preparation program in attracting and graduating a diverse student body (including the recruitment and enrollment of individuals with disabilities), taking into account the diversity of the State or region served by the institution, and of employing a similarly diverse faculty;

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

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

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

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

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

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

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

"(B) the institution recruits and serves students

(such as education paraprofessionals) from those communities;

"(4) evidence of the experience of the lead institution in creating or participating in networks with other institutions to improve the quality of teacher preparation programs, [including networks established for the support of research-based elementary and secondary education reform strategies;]

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

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

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

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

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

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

"(B) a description of how the partnership will

fully engage local educational agencies in the activities carried out under the grant, and of how those activities will benefit those agencies;

"(C) a description of how the partnership will use the funds it receives under the grant, [including how the partnership will use those funds to address the teacher training needs of the local educational agencies that are members of the partnership.] consistent with section 514;

"(D) a description of how the activities undertaken with the grant will support, and be integrated with, the educational reforms under way in the States of the lead and the partner institutions, including a description of plans for coordinating activities carried out under the grant with activities carried out under [title II, title III, and section 3132] of the Elementary and Secondary Education Act of 1965, the Goals 2000: Educate America Act; the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and the Individuals with Disabilities Education Act;]

["(E) a description of how the institution will coordinate its activities under the grant with other Federal or State professional development programs or activities designed to improve pre- and in-service teacher training; and]

["(F) a description of-

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

"(I) goals for improvements in the teacher preparation programs of the partner institutions; *including the adoption of effective teacher prep practices in further preparing for high pov areas and are*

"(II) goals for improvements in the quality, and *high pov areas* increases in the number and diversity, of the graduates of teacher preparation programs operated by members of the partnership who take *and are* teaching positions in high-poverty schools of the local educational agencies in the partnership; and *retain*

§(III) such other goals, consistent with the purposes of this part, as the partnership may select; and

§(ii) how the partnership will determine whether it is meeting those goals; and

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

"USES OF FUNDS

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

"(1) Further development, refinement, assessment of, and dissemination of information on, the teacher preparation programs operated by the lead institution, including activities

that document, for other institutions nationally and for policy-makers, effective practices in teacher preparation and that produce curricular and other materials for use by other institutions preparing teachers.

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

"(3) Making subgrants to the partner institutions for implementation of program improvements at those institutions, [through adoption or adaptation of the teacher preparation practices of the lead institution, to meet the needs of the urban and rural communities they serve.] Each partnership shall use at least 40 percent of its grant for this purpose.

"(4) Joint activities with the local educational agencies in the partnership, and with other local educational agencies, that increase the involvement of classroom teachers and school administrators in the design and implementation of teacher preparation programs operated by the lead and partner institutions (and thereby make those programs more responsive to the needs of teachers and administrators), and other activities to improve teaching and administration, [and to support new teachers,] in the schools of those local educational agencies.

"(5) Cooperation and interaction with other lighthouse

partnerships and with other institutions, organizations, and public agencies, on activities aimed at the improvement of teacher preparation nationally, including improvement of teacher licensure and relicensure requirements.

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

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

"SELECTION OF APPLICATIONS

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

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

"(2) the quality of the partnership's plan for carrying

out activities under the grant; and

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

"(b) CRITERIA AND PRIORITIES. [(1)] In selecting grantees under this part, the Secretary shall seek to ensure that--

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

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

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

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

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

"(B) projects that are likely to prepare a significant number of minority individuals, [including] language minority individuals, and individuals with disabilities to be teachers.

"EVALUATION

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

"(1) the extent to which the activities carried out through Lighthouse Partnerships result in significant and positive changes in the teacher preparation programs operated by partner institutions, as well as improvements in the programs operated by lead institutions;

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

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

"NATIONAL ACTIVITIES

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

"(1) peer review of applications;

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

"(3) conferences [and networks] of lighthouse partnerships, and other entities, in order to facilitate the exchange of information and ideas among the participating partnerships and other institutions, agencies, and individuals, [including recipients of funds under part B,] who are interested in the improvement of teacher preparation and parallel improvements in principal and administrator preparation; and

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

"PART B RECRUITING NEW TEACHERS FOR UNDERSERVED AREAS

"PROGRAM AUTHORIZED

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

"(1) provide scholarships and, as necessary, support services for students, particularly minority students, [including] language minority students, and students with disabilities, seeking to complete teacher preparation programs and to teach in underserved areas; and

"(2) thereby increase the [quality,] number, [and diversity] of new teachers nationally and increase the ability of schools in underserved areas to recruit a qualified teaching staff.

"DEFINITIONS

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

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

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

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

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

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

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

"(iii) other public and private, nonprofit agencies and organizations that serve, or are located in, communities served by the local educational agencies in the partnership, and that have an interest in teacher recruitment, preparation, and induction.

"(2) The term 'support services' includes--

"(A) academic advice and counseling;

"(B) tutorial services;

§(C) mentoring; [and]

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

"(3) The term 'underserved area' means--

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

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

§GRANT CONDITIONS

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

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

"(2) The Secretary shall--

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

"(B) conduct an intensive review of the grantee's progress, with the assistance of outside experts, before making

the award for the fourth year of the grant.

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

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

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

"(B) 80 percent in the second year;

"(C) 70 percent in the third year;

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

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

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

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

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

"(3) Any recipient of a planning grant under this

subsection that wishes to receive a grant under subsection (a) (1) shall separately apply for a competitive grant under that subsection.

"GRANT APPLICATIONS

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

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

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

"(2) information on the quality of the institution's teacher preparation program, which may include the types of information described in section 513(c) (2), [and how the applicant will ensure that scholarship recipients will receive high-quality preparation];

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

"(A) to determine--

"(i) the most critical needs of the local educational agencies, particularly the needs of schools in high-poverty areas, for new teachers (which may include teachers in particular subject areas or at certain grade levels, including

the prekindergarten level, minority teachers, and teachers who are disabled who will contribute to the diversity of the local educational agency's teachers, or teachers who are fluent in languages spoken by students in the local educational agency); and

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

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

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

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

"(B)(i) the number and types of students that the applicant will serve under the program, which may include education paraprofessionals seeking to achieve full teacher certification; teachers whom the partner local educational agencies have hired under 'emergency certification' procedures; or former military personnel, mid-career professionals, or AmeriCorps or Peace Corps volunteers, who desire to enter teaching; and

"(ii) the criteria that the applicant will use in selecting those students, including criteria to determine

whether individuals have the capacity to benefit from the program and complete teacher certification requirements;

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

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

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

"(5) a description of how the institution will use funds provided under the grant only to increase the number of students participating in its teacher preparation programs, or in the particular type or types of preparation programs that the grant would support, or to increase the number of their graduates who are minority individuals, [including] language minority individuals, or individuals with disabilities;

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

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

"USES OF FUNDS

"SEC. 525. IN GENERAL. Each grantee under section 523(a) [shall use the grant funds of the following:]

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

"(2) Support services, if needed to enable scholarship recipients to complete postsecondary education programs [PHRASE DELETED]

"['(3) Follow up services provided to former scholarship recipients during their first three years of teaching.]

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

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

"(b) PLANNING GRANTS. A recipient of a planning grant under

section 523(c) shall use the grant funds for the costs of planning for the implementation of a grant under section 523(a).

"SELECTION OF APPLICANTS

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

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

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

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

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

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

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

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

"(A) applications most likely to result in increases in the numbers of minority individuals, language minority individuals, and individuals with disabilities in the teaching force; and

§(B) applications from historically Black colleges

and universities, Hispanic-serving [Institutions], and Tribal Colleges and Universities, as defined in title III of this Act.

"DURATION AND AMOUNT OF ASSISTANCE; RELATION TO OTHER ASSISTANCE

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

§(1) for more than five years of postsecondary education; [and

§(2) unless that individual satisfies the requirements of section 484(a)(5) of the Higher Education Act of 1965.]

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

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

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

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

"SCHOLARSHIP CONDITIONS

"SEC. 528.(a) In General. A recipient of a scholarship under

this part shall continue to receive that assistance only as long as he or she is--

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

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

[(b). Special Rule. The application of section 527(a) and section 528(a)(1) shall be modified by a grantee to the extent necessary to accomodate the rights of students with disabilities under section 504 of the Rehabilitation Act of 1973.]

SERVICE REQUIREMENTS

"SEC. 529. (a) REQUIREMENT. Each partnership receiving a grant under this part shall enter into an agreement, with each student to whom it awards a scholarship under this part, providing that a scholarship recipient who completes a teacher preparation program under this part shall, within five years of completing that program, teach full time for at least three years in a school in an underserved geographic area or repay the amount of the scholarship to the Secretary.

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

will serve in a high paying school in an underserved or urban area, under term condition as set by the Secretary.

"EVALUATION

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

"(1) whether institutions taking part in the partnerships are successful in preparing scholarship recipients to teach to high standards;

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

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

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

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

"NATIONAL ACTIVITIES

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

"(1) peer review of applications;

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

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