ATTRACTING AND PREPARING TOMORROW'S TEACHERS: INVESTING IN QUALITY FOR THE 21ST CENTURY

To have the best schools, we must have the best teachers...and, we should challenge more of our finest young people to consider teaching as a career.

-- President Clinton, 1997 State of the Union Address

Today President Clinton proposed a $350 million initiative to attract talented people of all backgrounds into teaching at low-income schools across the nation, and to dramatically improve the quality of training and preparation given to our future teachers. This new initiative will help bring nearly 35,000 outstanding new teachers into high-poverty schools in urban and rural areas over the next five years. In addition, it will upgrade the quality of teacher preparation at institutions of higher education that work in partnership with local schools in inner city and poor rural areas. The President's initiative will help recruit and prepare teachers nationwide to help our neediest students succeed in the 21st century.

A NATIONAL CHALLENGE: RECRUITING AND PREPARING THE BEST TEACHERS FOR THE CLASSROOMS THAT NEED THEM THE MOST.

Nationally, two million teachers must be hired over the next decade to accommodate rapidly growing student enrollment and an aging teaching force. The most severe shortages will occur in high-poverty urban and rural schools, which must hire 350,000 teachers over the next five years.

Urban and rural schools serving high percentages of poor students face especially serious challenges in their teaching forces, with many teachers arriving without the qualifications or preparation needed to succeed and with high rates of attrition. In urban districts, up to 50% of teachers leave the profession within the first five years. In high poverty schools across the U.S., one-third of students take math from teachers with neither a major nor a minor in mathematics. Meeting our national challenge requires providing a sufficient number of well-prepared teachers to fill the expected vacancies in urban and rural schools.

MEETING THE CHALLENGE: RECRUITING NEW TEACHERS INTO HIGH-POVERTY SCHOOLS AND IMPROVING THEIR PREPARATION

Teaching Fellowships to Help Talented People from All Backgrounds Teach in High-Poverty Schools. The President's initiative will provide five-year competitive grants to institutions of higher education with high-quality teacher preparation programs, in partnership with local schools and others, to offer scholarships and other support to prepare prospective teachers who commit to teach in under served urban or rural schools for at least 3 years. Scholarships could cover costs of tuition, room, board, and other expenses of completing the teacher preparation program -- as well as some costs of mentorship or additional preparation for scholarship recipients in their first two years of teaching. The President's proposal will help recruit nearly 35,000 teachers over five years, meeting nearly 10% of the need for new teachers in high poverty urban and rural communities.

Scholarships for young people and adults making a career change into teaching. Eligible scholarship recipients would include undergraduate and graduate students, former military personnel, education paraprofessionals or teacher aides desiring full teacher certification, and other mid-career professionals looking to enter into the teaching profession.

A commitment to bringing outstanding new teachers into high-poverty schools. Eligibility would be limited to those making a commitment to teach in high-poverty schools for at least three years. Scholarship recipients who do not complete the full three years would repay the institution of higher education from which they received their teaching credentials.

Support for Institutions of Higher Education to Strengthen Preparation of Future Teachers in High-Poverty Schools The initiative will provide competitive five-year grants to 10-15 national lighthouse models of excellence -- institutions of higher education that operate the highest quality teacher education programs. Each institution receiving a lighthouse grant will use a majority of these resources to help 8-15 other institutions of higher education improve their teacher preparation programs, helping to improve the preparation of future teachers at 150 institutions of higher education across the nation. These institutions must place a large number of graduates in high-poverty urban or rural schools.

Drawing on research and best practices, and holding institutions of higher education accountable for performance. Grant recipients would use the most proven and effective strategies, such as: forging strong links between schools of education and their universities' departments of arts and science, providing future teachers with mentors and structured opportunities for teaching in elementary and secondary school classrooms, and incorporating the use of educational technology into teacher preparation. Continuation grants will be given to institutions making demonstrable progress toward clearly defined objectives.

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] in order to improve

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.

General Comments:

While ED has made a number of positive revisions, the bill still falls short in the following areas:

- o there is not a clear sense of focus in the Lighthouse portion. There are too many application requirements and not enough clarity on the four or five major areas by which ED will assess the success of this program.

- o while the purpose of the bill has been re-written to focus more on underserved urban and rural areas, there is not sufficient focus on serving those areas in the specific provisions of the bill. In addition, a focus on serving the 50+% poverty schools within the eligible districts is absent from the bill.

- o accountability for achieving results is still weak, in particular in the provisions regarding continuation grants and definitions of what constitutes sufficient progress.

- o the recruitment program does not guarantee that participants will attend high quality programs and does not ensure that resulting teachers will be of high caliber.

Specific Comments

In order to address the above and other issues, we would suggest the following revisions in the draft bill:

Findings:

p. 1-3: Include at least one finding on the teacher preparation needs of high poverty urban and rural areas, for example:

(Insert A)

o High-poverty urban and rural schools will experience the most sever teacher shortages. Of the 2 million teachers needed, approximately 15%, 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.

In finding (7), after "only 13 percent of the teaching force" add "while a third of America's students are minority, "

Authorization of Appropriations

p. 5: there is a discrepancy in the recruitment piece between the bill and the PR materials. The bill states that $39 million will be authorized for Part B while the materials state $35 million.

Part A -- Lighthouse Partnerships

Definitions

p. 6: In the definition of lead institution, in (iii), after "prepares" add "a significant percentage of its graduates" and delete "teachers"

p. 6: Add a definition of what is meant by "high standards" in order to make a link to the academic content standard developed at the State and local levels as part of education reform. For example:

(Insert B)

"High standards" means academic standards that meet or exceed the challenging content and student performance standards used by the States and local educational agencies served by the grantees.

Grants to Lighthouse Partnerships

p7-8: The provisions regarding the "satisfactory progress" that is necessary to receive a continuation grant should be strengthened. We strongly urge that ED define the most significant goals that a grantee must meet in order to receive a continuation grant. This would both give ED leverage to continue funding only for the most successful programs and provide focus to what we hope the grantees will accomplish. ED should add something like the following:

(Insert C)

"In making continuation awards, the Secretary shall give preference to partnerships that show the greatest evidence that:

o a significant number of high quality graduates have entered or remained in teaching positions in underserved, high poverty schools. OR o a substantial portion of the teacher preparation needs of the high poverty urban and rural schools in the districts with which it has partnered are being met; and

o effective teacher preparation practices, in particular those for high poverty urban and rural area, are being adopted by the partner institutions

Applications

p. 8-15: The application requirements should be reduced dramatically in order to highlight the requirements that ED finds most important. In addition, they should focus more explicitly on serving the needs of high poverty urban and rural schools. One approach to trimming the requirements is to delete all of the examples of the types of evidence that ED is seeking. ED can provide illustrative information through application guidance, or more directly to the applicants that are most successful in the pre-application process. A mark-up with suggested changes is provided.

Part B -- Recruiting New Teachers for Underserved Areas

Grant Conditions

p. 22: We suggest the same approach to continuation grants that is outlined above. ED should add something like the following:

(Insert D)

"In making continuation awards, the Secretary shall give preference to grantees that show the greatest evidence that:

- o a significant number of graduates who are able to teach to high standards using effective, research-based methods have entered or remained in teaching positions in underserved, high poverty schools;

- o the grantee has helped address the needs of high poverty schools; and

- o the grantee is taking steps to improve its teacher education program to reflect the practices exemplified in lighthouse institutions or other effective teacher preparation practices.

Grant Applications

p. 24: In order to ensure that the grantee has a high quality teacher preparation programs, add:

(Insert E)

"(3) plans for how the grant recipient will implement research-based practices, such as those exemplified by the lighthouse institutions funded under Part A."

Selection of Applicants

p. 28: To help ensure that the scholarship recipients receive high quality teacher preparation instruction, special consideration should be given to grant recipients (both lead and partner institutions) under Part A.

Service Requirement

p. 30: specify that the scholarship recipients must teach in high poverty schools (see mark-up)

p. 30: change the last half of sec. 529(a) to read "or repay the amount of the scholarship under the terms and conditions established by the Secretary."

Thomas_Corwin @ ed.gov
07/16/97 02:45:00 PM

Record Type: Record

To: William R. Kincaid

cc:
Subject: Re: Poverty thresholds for Teacher Recruitment Program

I am forwarding it to Bill Kincaid.

_____ Forward Header _____
Subject: Re: Poverty thresholds for Teacher Recruitment Program
Author: Terry Dozier at WDCB02
Date: 7/16/97 3:37 PM

I think this looks great and very defensible. Who else needs to see this? Is this something that the WH needs for tomorrow to spin some numbers?

Terry

_____ Reply Separator _____
Subject: Poverty thresholds for Teacher Recruitment Program
Author: Thomas Corwin at WDCT02
Date: 7/16/97 3:15 PM

Jim and I have completed our review of the Census poverty data needed to determine appropriate LEA eligibility requirements under the Teacher Recruitment initiative (in other words, the data needed to enable us to fill in the blanks in section 522(3) of the draft bill.) We propose the following:

-- An underserved area is an LEA in which the percentage of poor children exceeds 20 percent of the children in the LEA or in which the number of poor children exceeds 10,000;

-- Except that, if there are fewer than 3 such LEAs in a State, the 3 LEAs in the State with the largest percentages of poor children shall be considered underserved areas.

ANALYSIS

The 20%/10,000 student rule seems to draw the types of school districts we are interested in reaching and exclude those we aren't.

In total, the data indicate that 4,264 districts nationally would be eligible. This includes lots and lots of small, poor rural districts, particularly in the south. For example, in Mississippi, approximately 128 of 149 districts would be eligible. In South Carolina, 56 out of 91.

The rule pulls in all the Great City Schools LEAs, as well as smaller, high-need cities. A few of the cities, generally the more prosperous ones or those that are part of larger county districts, are made eligible only because of the 10,000-kid option; in other words, our data indicate that they have less than a 20 percent poverty rate. For example, San Francisco has about 15,000 poor kids but only 18 percent poverty. Wichita has a little over 10,000 poor kids and 19 percent. Charlotte-Mecklenburg = 14,000 and 16 percent. Portland (OR) = 12,000 and slightly under 20 percent. Seattle = 11,000 and a little under 19 percent. A number of the urbanized Florida county districts (e.g., Palm Beach, Orange, Broward, Pinellas) also qualify only under the 10,000 kid rule.

The proposed threshold also seems to do a good job at screening out suburban districts, except those that we would probably want to serve. For instance, Montgomery and Fairfax Counties wouldn't make it; Prince Georges, with more than 10,000 poor kids, would.

Problems with the rule? In a few States, primarily those with very few LEAs, hardly anyone would qualify. The most notable example is Nevada, where only Clark County, with over 23,000 poor kids, would make it. No other NV district seems to have more than a 16 percent poverty rate or 5,000 poor kids. Because it seems awkward to limit participation to one district in an entire State, we included the loophole that would allow the three poorest districts to be served.

It appears that that loophold would affect only Nevada, although a few other States come close. In Rhode Island, only 3 LEAs would be eligible -- Providence, Central Falls, and Woonsocket, which look like exactly the 3 places we would want to reach. (There's a big drop-off in the poverty rate after those 3.) Utah only has 3, Maryland 4, and Delaware 5.

In a few, primarily very rural, States only smaller districts would be eligible. For example, in Delaware, the Wilmington area districts aren't in. In Idaho 26 districts would qualify but not Boise, Pocatello, and the other larger districts. (In Iowa, Des Moines and the other cities don't qualify (but 29 other districts do).) Other States like this are Montana, North Dakota, Vermont, Utah. Utah seems like the most problematic, since Salt Lake City wouldn't make it. Although these patterns may cause some concerns once the bill gets to Congress, I think the proposed thresholds are very defensible. The cities in those States simply don't have very high poverty rates, and LEAs in every State would be eligible to participate. I'm comfortable with our proposal.

Finally, some candor about data sources: All the numbers set forth above do not come from actual, Census Bureau data. Rather, they are from a "synthetic" data set that Bill Sonnenburg (NCES) and I developed a few months ago for use with the School Construction initiative. We developed these estimates because we have updated child poverty data at the county level but not at the LEA level. We projected updates for the LEAs by assuming that the proportion of poor kids in each county who resided in a particular LEA stayed constant over time. (To take an example, we know how many poor kids lived in both Harris County and in Houston in 1990. We have 1993 updated data for Harris County, but not for Houston. So we have assumed that Houston had the same percentage of Harris County's poor kids in 1993 as it did in 1990, and updated accordingly.) Because of the major shifts in child poverty that occurred between 1990 and 1993, I think these sythetic updates are a better source than the old 1990 data, but who knows? In addition, there could be some (hopefully minor) problems caused by technical flaws with the data base.

Comments?----------

Kathryn B. Stack
07/17/97 11:36:55 AM

Record Type: Record

To: Michael Cohen/OPD/EOP, William R. Kincaid/OPD/EOP

cc: Timothy A. Rosado/OMB/EOP, Mary I. Cassell/OMB/EOP
Subject: Re: Poverty thresholds for Teacher Recruitment Program

See e-mails below (sort of a strange ordering). It looks like there's a bit of a disconnect between what Corwin said last week that led to the 350,000 vacant slot estimate, and ED's latest thinking on eligible school districts. I'd like your thinking on whether Corwin's latest proposal is targeted adequately.

---------- Forwarded by Kathryn B. Stack/OMB/EOP on 07/17/97 11:30 AM

Kathryn B. Stack
07/16/97 05:16:02 PM

Record Type: Record

To: Thomas_Corwin @ ed.gov @ INET @ LNGTWY

cc: Timothy A. Rosado/OMB/EOP
Subject: Re: Poverty thresholds for Teacher Recruitment Program

Have you run this by Cohen and Kincaid yet? (I expect they have some clear ideas about what districts need to be eligible)

What does this do to your estimates of the total number of new teaching slots to be filled in the eligible districts?

Under the $65 million (with inflation) funding level, what percentage of new slots would be filled by participants in the new program?

Tim or others may have other questions

---------- Forwarded by Kathryn B. Stack/OMB/EOP on 07/17/97 11:30 AM

Terry_Dozier @ ed.gov
07/16/97 02:37:00 PM

Record Type: Record

To: Timothy A. Rosado, Kathryn B. Stack

cc:

Subject: Re: Poverty thresholds for Teacher Recruitment Program

I think this looks great and very defensible. Who else needs to see this? Is this something that the WH needs for tomorrow to spin some numbers?

Terry

_____ Reply Separator _____
Subject: Poverty thresholds for Teacher Recruitment Program
Author: Thomas Corwin at WDCT02
Date: 7/16/97 3:15 PM

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Comments?----------

071617DG.TXT ---------- Forwarded by Kathryn B. Stack/OMB/EOP on 07/17/97 11:30 AM

Thomas_Corwin @ ed.gov
07/17/97 09:21:00 AM

Record Type: Record

To: Kathryn B. Stack, Timothy A. Rosado

cc:
Subject: Re[2]: Poverty thresholds for Teacher Recruitment Program

Haven't sent my e-mail to the DPC, but I'll forward a copy to Bill K.

Our previous calculations on the impact our our recruitment proposal have been based on projections of the recruitment needs of "high-poverty" (50% or higher free or reduced price lunch) schools. The estimate in the Post today of 350,000 openings reflects that projection. (High-poverty schools have about 35% of all kids, so they probably employ 35% of all teachers and will do 35% of the hiring. 35% of a 2 million teacher, 10-year national need is 700,000 teachers, or 350,000 over five years.)

NCES can probably determine the number of students in the 4,000+ districts that would be eligible to participate, and then we could carry out the rest of the projection accordingly. My fear is that the number will higher than 350,000 (since so many of the largest districts would be eligible). But I'll ask them to do it if you want to see the numbers.

Tom

Reply Separator

Subject: Re: Poverty thresholds for Teacher Recruitment Program
Author: Kathryn_B._Stack@oa.eop.gov at Internet
Date: 7/16/97 5:16 PM

Message Creation Date was at 16-JUL-1997 17:16:00

Have you run this by Cohen and Kincaid yet? (I expect they have some clear ideas about what districts need to be eligible)

What does this do to your estimates of the total number of new teaching slots to be filled in the eligible districts?

Under the $65 million (with inflation) funding level, what percentage of new

slots would be filled by participants in the new program?

Tim or others may have other questions

Kathryn B. Stack
07/17/97 06:07:36 PM

Record Type: Record

To: William R. Kincaid/OPD/EOP, Michael Cohen/OPD/EOP

cc: Timothy A. Rosado/OMB/EOP, Mary I. Cassell/OMB/EOP
Subject: Re: Poverty thresholds for Teacher Recruitment Program

With e-mails from ED, I can never tell if you guys see them. If you didn't see the latest exchange with Corwin, read on. The draft bill is over here for review. Do you have it?

---------- Forwarded by Kathryn B. Stack/OMB/EOP on 07/17/97 06:03 PM

---------- Forwarded by Kathryn B. Stack/OMB/EOP on 07/17/97 06:04 PM

Thomas_Corwin @ ed.gov
07/17/97 01:44:00 PM

Record Type: Record

To: Kathryn B. Stack, Timothy A. Rosado

cc:
Subject: Re[4]: Poverty thresholds for Teacher Recruitment Progra

According to NCES, the districts that have 20 percent poverty or 10,000 poor kids have about 41 percent of kids nationally. (This is a count of population, not enrollment, but the enrollment count is pretty similar.) This is, thus, a larger "base" than the number of "high-poverty" schools. Still, in order to reach the kinds of cities and other communities we want to reach, I think we should stick with these thresholds but explain our objective as providing teachers for high-poverty schools.

071714FI.TXT ---------- Forwarded by Kathryn B. Stack/OMB/EOP on 07/17/97 06:04 PM

Kathryn B. Stack
07/17/97 03:04:59 PM

Record Type: Record

To: Thomas_Corwin @ ed.gov @ INET @ LNGTWY

cc: Timothy A. Rosado/OMB/EOP
Subject: Re: Re[4]: Poverty thresholds for Teacher Recruitment Progra

Other than simply stating it as an intended purpose, what can/should our legislative proposal do to ensure that teachers are being trained for and placed in the high poverty schools within the not-so-high poverty districts?

---------- Forwarded by Kathryn B. Stack/OMB/EOP on 07/17/97 06:04 PM

Thomas_Corwin @ ed.gov
07/17/97 02:57:00 PM

Record Type: Record

To: Kathryn B. Stack, Timothy A. Rosado

cc:
Subject: Re[6]: Poverty thresholds for Teacher Recruitment Progra

The draft bill doesn't include this provision, but I think we could add language requiring the LEA-IHE partnerships that receive Recruitment grants to give high priority to filling positions in high-poverty schools.

Tom

071716AI.TXT ---------- Forwarded by Kathryn B. Stack/OMB/EOP on 07/17/97 06:04 PM

Kathryn B. Stack
07/17/97 06:01:34 PM

Record Type: Record

To: Thomas_Corwin @ ed.gov @ INET @ LNGTWY

cc: Timothy A. Rosado/OMB/EOP

Subject: Re: Re[6]: Poverty thresholds for Teacher Recruitment Progra

I think we would want to do that, if not more (I haven't read the bill so I can't be specific. But we should all think about it.)

Author: Thomas Corwin at WDCT02
Date: 7/9/97 9:14 AM
Priority: Normal
TO: Terry Dozier at WDCB02
CC: Heather Moore at WDCB01
CC: James Butler
Subject: Participation Projections for Recruitment Program
---------- Message Contents ----------

This is what Jim and I have come up with in projecting the number of students who would participate in the Title V recruitment program.

First, we have to make several assumptions about how the program would operate.

1. What will be the average per-student cost?

In the DeWitt Wallace program, I understand that the average cost has been $9,140, but that sounds pretty high for our program. I don't think the programs will pay the full cost of education for most participants because (1) many will also be eligible for other student aid, (2) not all will attend full time; and (3) the grantees are likely to want to use the grant to leverage other resources and bring as many participants into the program as possible. For starters, let's assume an average cost of $5,000.

2. How long will participants stay in the program?

Many (e.g., the former military and Peace Corps people, the mid-career transition types) will probably need only a year to complete their studies. At the other end of the spectrum, some candidates will participate through a full 4- or 4-year program. Let's assume an average time of two years.

3. What will be the total budget for the program?

No decision yet, except for Terry P's indication that we'll increase Title V, in total, to $100 million in the fifth year. Let's figure that we would want to hold competitions only every two years, so the jumps in appropriations would occur in the 3rd and 5th years. So let's assume appropriations of $25 million the first two years, $50 million in years 3 and 4, and $60 million in year 5 (which would leave $40 million for the lighthouse program).

Taking those 3 factors into consideration, we would reach 5000 people in year 1, the same 5000 the second year, 10,000 new people in years 3 and 4, and then 12,000 new people in year 5, for a total of 27,000 over the 5-year period. Given all the uncertainty built into these estimates, it would probably be better to express the projection as a range (say, 25,000-29,000).

But one additional factor that just occurred to me: we can go higher with these numbers by building in the effect of the institutional matching requirement. I'll take a shot at doing that shortly (maybe before the 1:00 meeting), but might as well send you this initial cut for now.

Author: Thomas Corwin at WDCT02
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Recruitment Program

Appropriation

→ Approp.(m)	25	25	50	50	60
	1999	2000	2001	2002	2003
First Award	25,000,000	25,000,000	25,000,000	25,000,000	25,000,000
1st match	27,777,778	31,250,000	35,714,286	41,666,667	50,000,000
Second Award			25,000,000	25,000,000	25,000,000
2nd match			27,777,778	31,250,000	35,714,286
Third Award					10,000,000
3rd match					11,111,111
w/match	27,777,778	31,250,000	63,492,063	72,916,667	96,825,397

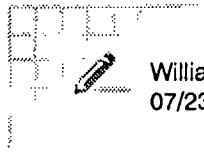
Students That Can Be Supported

	1999	2000	2001	2002	2003	
Total	5,556	6,250	12,698	14,583	19,365	**Total**
First year	5,556	694	12,004	2,579	16,786	37,619
Second year	0	5,556	694	12,004	2,579	

Assumes 5,000/student

could do Peer lighthouse to 40 / hold to total of 100

or could do 30/30.



William R. Kincaid
07/23/97 09:52:50 PM

Record Type: Record

To: Thomas_Corwin @ ed.gov @ inet

cc: Michael Cohen/OPD/EOP, Jonathan H. Schnur/OVP @ OVP
Subject: Title V Draft Comments

Tom--

Overall, this looks like its in good shape to me. However, here are a few comments, subject to further discussion with Mike C. in the morning. I will also copy to Jack Kristy. Hopefully I can be on the call tomorrow, but if not, you'll know where I am on this.

P. 1, line 14 -- strike "A number," substitute "many" (or something comparable). A number sounds too low.

line 22 -- can we support the word "most" here? How about "far too many?"

P. 2, lines 12-13: after "do not cover" simplify rest of sentence to "challenging mathematics content."

lines 18-19: What is "direct, language focused instruction?" Do we really need that sentence? Let's stay away from anything that sounds even remotely like the phonics--whole language war.

P. 20, lines 21-23: Explicitly including "study skills" type services concerns me because it makes it sound like we are recruiting teachers who require remedial work themselves just to get by in college--which certainly won't signal excellence and high standards. Perhaps, as a practical matter, such services are necessary for some able candidates (say paraprofessionals who haven't been a student for a long time), but maybe somehow we should be less specific and talk about "other academic services to help diverse students succeed in a challenging teacher preparation program," or something like that.

line 25: What is "outreach to participants' families?" I would clarify or delete.

P. 21 -- defn. of underserved area -- this looks reasonable, but I would like to talk through the numbers tomorrow.

PP. 28-29: I'm wondering if it should be a condition that the student remain drug free (or at least free of substance abuse convictions). Is there a generic federal requirement to that effect or would we need to add? This would be especially appropriate for prospective teachers.

456 - 7028

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE GENERAL COUNSEL

Division of Legislative Counsel
(Telephone # - 401-8313)

Telefax Transmittal Sheet
(Telefax # - 401-5391)

TO: Bill Kincaid and Mike Cohen

FROM: Jack Kristy

DATE/TIME: 7/22

PAGES SENT (including transmittal) 32

COMMENTS:

This is the latest draft of the teacher training proposal (Title V, HEA). Early comments, Please!

"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 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.

"(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 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. Many teachers do not have sufficient training in direct, language-focused instruction. 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 people to enter teaching, complete high-quality preparation programs, and teach in underserved communities.

"PURPOSE

"SEC. 502. It is the purpose of this title to--

"(1) authorize 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) authorize support for partnerships to increase the number of students who enter teacher education programs, complete high-quality preparation programs, and teach in underserved urban and rural communities; and

"(3) encourage through such partnerships, the creation of a more diverse teaching force, through the recruitment and preparation of minority individuals, 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 on **[date to be added]**.

"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 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 a substantial number of teachers for teaching positions in urban and rural communities with concentrations of children from low-income families.

"(B) A lead institution is an institution that offers baccalaureate degrees and prepares teachers for their initial entry into teaching, including such an institution that participates 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 additional number of 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).

"(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;

"(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

"(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 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 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, 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 the Eisenhower Professional Development program authorized by title II of the Elementary and Secondary Education Act of 1965, the Technology Literacy Challenge Fund program authorized by section 3132 of that Act, and the Goals 2000: Educate America Act; and

"(E) a description of the goals the partnership expects to achieve through the grant, and how the partnership will determine whether it is meeting those goals; and

"(6) 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. 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. 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 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 grant is achieving its objectives.

"(b) OPTIONAL ACTIVITIES. Each partnership selected to receive a grant under this part may also use the grant funds--

"(1) to increase the number and diversity of teachers it is preparing for positions in urban and rural areas with concentrations of low-income families; and

"(2) 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. 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, 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 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 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, language minority students, and students with disabilities, seeking to complete teacher preparation programs and to teach in underserved areas; and

"(2) thereby increase the number 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--

Recruitment

"(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) instruction in study skills, test-taking skills, or other subjects needed to enable students to succeed in a challenging teacher preparation program higher education;

"(D) mentoring;

"(E) outreach to participants' families;

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

"(G) follow-up services provided to former scholarship recipients during their first three years of teaching.

"(3) The term 'underserved area' means a local educational agency in which the percentage of children, ages 5-17, from families with incomes below the poverty level is at least 20 percent or the number of such children exceeds 10,000. If a State has less than three such local educational agencies, the term means the three local educational agencies in the State with the highest percentages of children, ages 5-17, from families below the poverty level.

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);

"(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 who 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 amount 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, 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 for one or more 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 or to help former recipients succeed in the classroom during their initial three years of teaching.

"(3) 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).

"(4) 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 priority 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 colleges and universities, and tribally-controlled colleges.※

"DURATION AND AMOUNT OF ASSISTANCE; RELATION TO OTHER ASSISTANCE

"SEC. 527. (a) DURATION OF ASSISTANCE. No individual may receive scholarship assistance under this part for more than five years of postsecondary education.

"(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 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

teacher under emergency credentials) while participating in the program; and

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

"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.

"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 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.".

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URGENT

Total Pages: 33

LRM ID: CJB79

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

Wednesday, July 23, 1997

LEGISLATIVE REFERRAL MEMORANDUM

TO: Legislative Liaison Officer - See Distribution below

FROM: Janet R. Forsgren (for) Assistant Director for Legislative Reference
OMB CONTACT: Constance J. Bowers
PHONE: (202)395-3803 FAX: (202)395-6148

SUBJECT: EDUCATION Draft Bill on Higher Education Act Reauthorization, Title V -- Teacher Recruitment and Training

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.

COMMENTS: The attached draft bill language is preliminary. It is likely that revised language will be circulated within a few days. However, since it must be cleared quickly so that it may be provided to committee staff who are drafting bill language, your expedited review will be helpful.

As indicated previously, the HEA Reauthorization legislation will be reviewed and cleared in separate parts. ED will consolidate the entire bill for formal transmittal later.

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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)

_____ (Name)

_____ (Agency)

_____ (Telephone)

The following is the reponse 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 reponse sheet

"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 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.

"(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 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. Many teachers do not have sufficient training in direct, language-focused instruction. 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 people to enter teaching, complete high-quality preparation programs, and teach in underserved communities.

"PURPOSE

"SEC. 502. It is the purpose of this title to--

"(1) authorize 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) authorize support for partnerships to increase the number of students who enter teacher education programs, complete high-quality preparation programs, and teach in underserved urban and rural communities; and

"(3) encourage through such partnerships, the creation of a more diverse teaching force, through the recruitment and preparation of minority individuals, 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 on [date to be added].

"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 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 is an institution that offers baccalaureate degrees and prepares teachers for their initial entry into teaching, including such an institution that participates 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).

"(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;

"(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

"(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 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 the 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;

"(C) 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 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, 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 the Eisenhower Professional Development program authorized by title II of the Elementary and Secondary Education Act of 1965, the Technology Literacy Challenge Fund program authorized by section 3132 of that Act, and the Goals 2000: Educate America Act; and

"(E) a description of the goals the partnership expects to achieve through the grant, and how the partnership will determine whether it is meeting those goals; and

"(6) 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. 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. 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 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 grant is achieving its objectives.

"(b) OPTIONAL ACTIVITIES. Each partnership selected to receive a grant under this part may also use the grant funds--

"(1) to increase the number and diversity of teachers it is preparing for positions in urban and rural areas with concentrations of low-income families; and

"(2) 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. 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, 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 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 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, language minority students, and students with disabilities, seeking to complete teacher preparation programs and to teach in underserved areas; and

"(2) thereby increase the number 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) instruction in study skills, test-taking skills, or other subjects needed to enable students to succeed in higher education;

"(D) mentoring;

"(E) outreach to participants' families;

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

"(G) follow-up services provided to former scholarship recipients during their first three years of teaching.

"(3) The term 'underserved area' means a local educational agency in which the percentage of children, ages 5-17, from families with incomes below the poverty level is at least 20 percent or the number of such children exceeds 10,000. If a State has less than three such local educational agencies, the term means the three local educational agencies in the State with the highest percentages of children, ages 5-17, from families below the poverty level.

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);

"(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 who 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 amount 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, 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 for one or more 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 or to help former recipients succeed in the classroom during their initial three years of teaching.

"(3) 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).

"(4) 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 priority 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 colleges and universities, and tribally-controlled colleges.※

"DURATION AND AMOUNT OF ASSISTANCE; RELATION TO OTHER ASSISTANCE

"SEC. 527. (a) DURATION OF ASSISTANCE. No individual may receive scholarship assistance under this part for more than five years of postsecondary education.

"(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 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

teacher under emergency credentials) while participating in the program; and

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

"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.

"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 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.".

* * * * *

NEW INCENTIVES TO ATTRACT AND RETAIN WELL-PREPARED TEACHERS TO SERVE IN URBAN AND RURAL AREAS

We recommend that your Summit speech feature the announcement of a new initiative to help address a major challenge of the next decade: attracting and retraining well-prepared teachers for under served urban and rural areas. This initiative would combine your message on the value of public service with your Call to Action challenge to put a caring and well-prepared teacher in every classroom.

The Challenge: Over the next decade, the nation will need to hire some 2.3 million teachers. Of these, approximately 15%, or 345,000 (approximately 35,000 per year), will be hired in central cities, in schools with large concentrations of low income students. An additional 207,000 (approximately 20,000 per year) will be needed in isolated, and often poor, rural areas. These types of communities face the greatest difficulties in attracting and retaining qualified teachers. Urban areas in particular receive significantly fewer applications for positions than neighboring suburban districts, and attrition rates in urban areas can often reach 30% to 50% in the first five years. They are therefore most likely to fill classroom vacancies with teachers who lack preparation, don't meet licensure requirements, or who are teaching out of field. As a result, the students in these communities -- who need the *most* qualified teachers in order to meet higher academic standards -- often get exactly the opposite in the classroom.

The Initiative: We propose a new program to help attract and retain teachers into high poverty central city and rural schools. This new initiative would be a part of the Administration's proposal for the reauthorization of Title V of the Higher Education Act (HEA), to be transmitted to Congress later in the Spring or Summer. In order to allow for continued planning and consultation, we anticipate that the basic framework for this initiative be announced at the summit, while many of the details be further developed by the Education Department over the coming months.

This would be a competitive grants program, with grants provided to 100 local partnerships involving urban or rural school districts and institutions of higher education. Locally-designed programs are likely to vary considerably, according to local need and capacity. Variations in local program design will be encouraged, and will provide natural experiments that will enable us to learn about the most effective approaches. While the specific designs will vary, the funds are to be used for a combination of specific purposes:

- **Providing incentives for individuals to prepare to teach, and to remain, in under served schools**. These might include 2-3 year fellowships for undergraduate students (including for a "5th year" program that provide intensive and sustained classroom experience for undergraduates after they have acquired a strong liberal arts background); one -year graduate fellowships for post-baccalaureate students, including recent liberal arts graduate and mid-career professionals seeking to enter teaching; stipends for teachers' aides and other education paraprofessionals seeking to move up a career ladder into full teaching positions; or, 1-2 year "residencies" for beginning teachers that would provide a lighter teaching load coupled with additional time for class preparation, being

coached or mentored, or working in other ways with more experienced teachers.

Local communities might experiment with different ways of structuring incentives, from fellowships that cover tuition and fees (average $3,500 at undergraduate public institutions) to forgivable loans, to salary supplements for beginning teachers.

- **Strengthening teacher preparation programs in institutions of higher education.** These steps might include strengthening academic courses in the liberal arts schools in order to better prepare new teachers to teach rigorous content incorporated into state academic standards, or developing extended, year-long internship programs in professional development schools operated jointly by the local school district and an institution of higher education.

- **Providing strong systems of support, mentoring, and continued professional development for beginning teachers.** Research shows that a strong support system for beginning teachers can improve both teacher effectiveness and retention. Local efforts to provide support to beginning teachers might include creating year-long mentoring programs for beginning teachers that provide support and evaluate teaching skills, or establishing subject-focused learning networks for beginning and experienced teachers that help teachers share effective approaches to teaching particular subject matter

Other key features of this proposal include:

- **Partnerships between institutions of higher education and local school systems, selected competitively:** The new program would be competitive, aimed at fostering partnerships among local school districts (city or rural), institutions of higher education (both colleges of education and arts and sciences) and others as appropriate, including teacher unions and existing networks for recruiting and supporting teachers..

  Successful competitors would demonstrate that they have a high quality teacher preparation program, and that the program fits into a comprehensive, thoughtful strategy for recruiting and retaining teachers. To qualify for funding, local partnership strategies would need to address the full range of teacher preparation, induction, and professional development, as well as leverage other local, state and federal resources in a strategic and coordinated fashion. As the details of this program are further developed, we will consider the feasibility and desirability of requiring matching funds from local partnerships.

- **Local flexibility:** School districts, working collaboratively with institutions of higher education that provide rigorous teacher preparation programs, would determine their greatest recruitment needs and the types of prospective teachers they wish to target (e.g., traditional-age college students, paraprofessionals, mid-career and post-baccalaureate candidates, etc.), and use the federal funds to most effectively support locally determined strategies. The variations in program approaches that will emerge as a result of this bottom up approach will provide a wide range of models that can be evaluated and, where effective, replicated elsewhere.

Budget estimates and likely impact: The Education Department proposes to fund this initiative at $100 million a year for five years, beginning with the FY1999 budget. While the ultimate impact will be affected by local design decisions, the Education Department estimates that this initiative will help attract and retain at least 48,000 teachers into high poverty central city and rural schools. This is approximately 17% of the estimated need in those communities.

Illustrative Example:
The Philadelphia School District, in partnership with a local school of education, receives a $5.6 million grant over five years -- supporting 480 student teachers and 120 teaching residents. Through this grant, the local partnership:

- provides 280 $3500 fellowships per year to undergraduate students for their junior, senior and 5th year (including 120 in the first year, and 40 new student teachers annually)
- provides 200 graduate students with a $6,000 one-year fellowships (40 annually)
- provides 120 first and second year teachers with $6,000 teaching residency fellowships (including 40 in the first year, and 20 new residents annually)

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO: Bill Kincaid, Mike Cohen

ORGANIZATION: DPC

PHONE NUMBER:

FAX NUMBER: 456-7028

FROM: Heather Moore

PHONE NUMBER: 401-1078

MESSAGE: Here's the draft bill that I sent over e-mail.

CONFIDENTIALITY NOTICE

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30 **PAGE(S) TO FOLLOW**

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE GENERAL COUNSEL

July 14, 1997

NOTE TO: Terry Dozier, OS
Tom Corwin, OUS/BS

RE: HEA, Title V

Here's another draft. Let me know what you think. I'm in Room 5324 (401-6269).

Thanks.

Paul Riddle

Attachment

cc: Heather Moore, OS
Jim Butler, OUS/BS

HEA

DRAFT
July 14, 1997
1:00 PM

TITLE V--EDUCATOR RECRUITMENT, PREPARATION, AND INDUCTION

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

PART A--LIGHTHOUSE PARTNERSHIPS

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

PART B--RECRUITING NEW TEACHERS FOR UNDERSERVED AREAS

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

"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 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

501(1)-(2)

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 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. Many teachers do not have sufficient training in direct, language-focused instruction. 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) In the next decade, American schools will need to hire more than two million teachers 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.

501(4)-(5)

"(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. **[Our FY 98 budget justification, at P-34, says that this figure is projected to drop to 5 percent by the year 2000. Do we want to use that here? What about the current/projected percentages of <u>students</u> who are/will be minority?]**

501(6) - (7)

"(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 to enter teaching, complete high-quality preparation programs, and teach in underserved communities.

"PURPOSE

"SEC. 502. It is the purpose of this title to--

"(1) authorize 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) authorize support for partnerships to increase the number of students who enter teacher education programs, complete high-quality preparation programs, and teach in underserved urban and rural communities; and

"(3) encourage through such partnerships, the creation of a more diverse teaching force, through the recruitment and preparation of minority individuals[, **language minority**

501(8)-
502

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) $_____ 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) $_____ 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 on **[date to be added]**.

"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--

502 - 511(1)(A)

"(i) operates an exemplary 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 who obtain teaching positions in urban and rural communities with concentrations of children from low-income families.

"(B) A lead institution is an institution that offers baccalaureate degrees and prepares teachers for their initial entry into teaching, including such an institution that participates 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 **[representatives of? Why needed?]** 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;

511(1)(A)(i)-(3)(A)

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

"(C) prepares teachers [who obtain/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,

511(3)(B) - 512(a)

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).

"(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;

"(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--

512(b)-

"(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);

5/3(c)(2)(A)(i) - (B)

"(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;

513(c)(2)(C)-(FY1)

"(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 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, taking into account the diversity of the State or region served by the institution (including the recruitment and enrollment of individuals with disabilities), 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

S 12(c)(2)(F)(ii) - (J)

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

§ 13(c)(2)(K) - (4)

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 top-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 [illegible] the grant;"(5) a description of how the partnership

"(iii) local educational agencies 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;

513(c)(5)(A)-(B)

"(C) a description of how the partnership will use the funds it receives under the grant, 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 the Eisenhower Professional Development program authorized by title II of the Elementary and Secondary Education Act of 1965, the Technology Literacy Challenge Fund program authorized by section 3132 of that Act, and the Goals 2000: Educate America Act; and

"(E) a description of the goals the partnership expects to achieve through the grant, and how the partnership will determine whether it is meeting those goals; and

"(6) 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. 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

513(c)(5)(C)-514(1)

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. 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 in the schools of those local educational agencies.

"(5) Cooperation and interaction with other [illegible] partnerships and with other institutions, organizations, and

614(2) - (5)

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 grant is achieving its objectives.

"(b) OPTIONAL ACTIVITIES. Each partnership selected to receive a grant under this part may also use the grant funds--

"(1) to increase the number of teachers it is preparing for positions in urban and rural areas with concentrations of low-income families; and

"(2) 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 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

514(6) - 515(a)(2)

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

"(b) CRITERIA AND PRIORITIES. 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**[, 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

515(a)(3)
516(1)

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 of lighthouse partnerships, and other entities, in order to facilitate the exchange of information and ideas among the participating partnerships and other

516(2) - 517(3)

institutions, agencies, and individuals 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 **[and language minority students and students with disabilities?]** seeking to complete teacher preparation programs and to teach in underserved areas; and

"(2) thereby increase the number 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--

517(4)-
522(1)(A)

"(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) instruction in study skills, test-taking skills, or other subjects needed to enable students to succeed in higher education;

"(D) mentoring;

"(E) outreach to participants' families;

522(1)(A)(i)-(2)(E)

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

"(G) follow-up services provided to former scholarship recipients during their first three years of teaching.

"(3) The term 'underserved area' means a local educational agency in which the percentage of children, ages 5-17, from families with incomes below the poverty level is at least [_?_] percent or the number of such children exceeds [__?__].

"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.

522(2)(F)-
523(a)

"(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.

523(b)-(c)

"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);

"(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 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

524(a)-
(6)(3)(A)(i)

"(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 [illegible]

"(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 complete all requirements for certification; teachers who the partner local educational agencies have hired under 'emergency certification' procedures; or former military personnel, 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 [illegible] 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 who the partner local educational

524(b)(3)(A)(ii)-(4)(C)

"(D) the amount 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[, **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.

524(b)(4)(D)-(7)

"USES OF FUNDS

"SEC. 525. IN GENERAL. Each grantee under section 523(a) shall use the grant funds for one or more 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 or to help former recipients succeed in the classroom during their initial three years of teaching.

"(3) 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).

"(4) 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--

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"(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 priority 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 colleges and universities, and tribally controlled colleges.?]

"DURATION AND AMOUNT OF ASSISTANCE; RELATION TO OTHER ASSISTANCE

"SEC. 527. (a) DURATION OF ASSISTANCE. No individual may receive scholarship assistance under this part for more than five years of postsecondary education.

526(a)(1) - 527(a)

"(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 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 teacher under emergency credentials) while participating in the program; and

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

527(b) - 528

"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.

"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 number of years;

"(3) the impact of the program in assisting local educational agencies in underserved areas to recruit, prepare,

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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.".

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530(4) - 531