

Draft Proposal for Title V of the HEA

1. Teacher Preparation

- identify best practice in teacher prep
- want to improve but don't have resources or knowledge
- Goal: to identify and spread best practices in teacher education.
- Five-year competitive grants would be awarded to partnerships between institutions that do an excellent job preparing teachers, other institutions (including community colleges), State education agencies, and school districts. The partnerships would designate "lead" institutions as fiscal agents. *lighthouse - leading institutions*
- After receiving the grants, each of these exemplary institutions would partner with a number of other institutions (that are not exemplary yet, but have made a commitment to improvement) to help them improve their teacher preparation programs.
- Criteria by which exemplary programs would be chosen include:
 - evidence that the teacher preparation program is aligned with student content and performance standards, standards for teaching excellence, and standards for teacher education programs;
 - evidence of the production of quality teachers; *how are they measuring this?*
 - institutional and financial commitment to preparing teachers;
 - strong partnership with K-12 schools and a joint governance structure that includes them; *K-12 part of process*
 - strong clinical programs that include support through induction;
 - collaboration between the education program and arts and sciences;
 - evidence of coherent programs; *vision*
 - integration of technology;
 - production of minority teachers; and
 - commitment to underserved areas.
- Program funding would be used for:
 - further development of the exemplary teacher preparation program, including work in partnership with K-12 schools;
 - evaluation and dissemination of best practices;
 - networking with the partner institutions; and
 - improvement of teacher preparation at the partner institutions.
- Strong evaluation component in which institutions would be held accountable for:
 - improvement in the K-12 schools with which they are partners;
 - retention in teacher education programs and production of well qualified teachers who teach "in field;"
 - increase in the diversity of students, who teach willingly and effectively in underserved areas;
 - documenting institutional change in partner institutions, based on quality indicators;
 - the technological proficiency of their graduates.

Do students get any of this money?

2. Teacher Recruitment

- Goal: to increase the number of students, especially minority students, who complete high quality teacher preparation programs and teach in underserved areas.
- Five-year competitive grants would be awarded to partnerships between school districts and higher education institutions, in conjunction with entities such as community colleges, unions, community organizations, and states.
- Grantees would meet criteria for quality teacher preparation.
- Partnerships would assess the needs of their school districts and provide a focus on recruiting teachers to meet those needs.
- The legislation would encourage the targeting of minorities, paraprofessionals, males, teachers in shortage subject areas, and individuals with disabilities.
- Individuals recruited into the program would commit to teach for three years in underserved areas. Grantees, not individual students, would be held accountable for this commitment -- for preparing and supporting students, during their preparation and first years of teaching, so that grantees' retention rates are high.
- The program would focus on immediate recruitment needs (college students, paraprofessionals) instead of middle and high school students.
- The program would include a "special consideration" for minority-serving institutions (although other institutions would be eligible for grants, as well).
- Programs would provide scholarships as well as support services such as counseling, child care, and transportation.
- "Supplement, not supplant" provision would require institutions to increase the numbers and change the make-up of teachers produced.
- Strong evaluation component in which partnerships would be held accountable for:
 - evidence that grantees are meeting their recruitment goals;
 - evidence that students graduate, become certified, are placed in the classroom, and remain teaching in high need communities;
 - evidence that grantees increase the numbers of minority teachers and teachers in high poverty areas; and
 - evidence that the teachers teach to high standards.

Proposed Additions to Title V Draft

- (1) On page 1, following the first "Findings" paragraph, which ends with "rigorous, clinically based programs," insert the new paragraph:

--There exist in schools throughout the US a number of rigorous educational programs that are solidly based on research, have records of demonstrated effectiveness in improving student achievement of higher academic standards, are supported by networks of researchers and experienced practitioners, and are known to be replicable in diverse and challenging circumstances. However, a thorough knowledge of instructional programs meeting these criteria -- such as Success for All, Roots and Wings, Core Knowledge, Direct Instruction, College Preparatory Initiative, High Schools That Work, International Baccalaureate, and Advanced Placement -- is generally not a central component of teacher academic training. The result is that newly prepared teachers often do not have a knowledge base of effective classroom practices.

- (2) On page 3, at the end of the first paragraph, which ends with "education is provided as free, public education," add the following as part of that paragraph:

With respect to activities supported by this act, a teacher preparation program is one that includes as a central component of the training of teachers a thorough knowledge of instructional programs that are solidly based on research, have records of demonstrated effectiveness in improving student achievement of higher academic standards, are supported by networks of researchers and experienced practitioners, and are known to be replicable in diverse and challenging circumstances.

- (3) On page 3, above the last line, which begins with "The commitment of the institution...", insert the new paragraph:

--The extent to which the institution provides prospective teachers with a thorough knowledge of instructional programs that are solidly based on research, have records of demonstrated effectiveness in improving student achievement of higher academic standards, are supported by networks of researchers and experienced practitioners, and are known to be replicable in diverse and challenging circumstances.

- (4) On page 5, at the end of the paragraph which begins with "Evidence of the experience of the institution" and ends with "programs," add the additional words:

including networks established for the support of instructional programs solidly based on research, with records of demonstrated effectiveness in improving

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student achievement of higher academic standards, and known to be replicable in diverse and challenging circumstances.

- (5) On page 6, insert at the top of the page a new paragraph:

--A description of how the institution will incorporate into its assistance to satellite institutions and local education agencies knowledge and experience concerning instructional programs that are solidly based on research, have records of demonstrated effectiveness in improving student achievement of higher academic standards, are supported by networks of researchers and experienced practitioners, and are known to be replicable in diverse and challenging circumstances.

- (6) On page 6, at the end of the paragraph that begins with "Assistance to their satellite institutions", add the words:

and incorporating knowledge of instructional programs solidly based on research, with records of demonstrated effectiveness in improving student achievement of higher education standards, with supportive networks of researchers and experienced practitioners, and known to be replicable in diverse and challenging circumstances.

- (7) On page 7, at the end of the paragraph that begins with "In making selections", add the words:

and a capacity to conduct training in teacher preparation activities supported by this act.

DRAFT
6/26/97

Specifications for HEA Title V: Educator Recruitment and Preparation

I. Findings and Purpose; Authorization of Appropriations

1. Findings

-- What teachers know and can do has a critical impact on student achievement, yet too often 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, too many prospective teachers 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, in rigorous, clinically based programs.

-- In the next decade, American schools will need to hire 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 require.

-- 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 when 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.

-- 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: (1) encourage more institutions 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 (2) encourage more people to enter teaching, complete quality preparation programs, and teach in underserved communities.

2. Purpose

It is the purpose of this title to--

-- Authorize partnerships between 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; and

-- 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.

3. Authorization of Appropriations

There are authorized to be appropriated--

-- \$ _____ for FY 1999 and such sums as may necessary for the succeeding four years for Part A, "Lighthouse Partnerships"; and

-- \$ _____ for 1999 and such sums as may be necessary for the four succeeding years for Part B, "Recruiting New Teachers for Underserved Areas"

II. Part A: Lighthouse Partnerships

1. Definitions

A "lead institution" is an institution of higher education that: (1) operates an exemplary program of significant size in one or more areas of teacher preparation (which may include the preparation of education paraprofessionals or individuals with emergency teaching credentials who are seeking full teacher certification, of older students seeking new careers in teaching, and of educational administrators, in addition to more traditional teacher education programs); and (2) desires to assist other institutions in improving their programs and to serve as a national model for effective teacher preparation. A lighthouse institution must be an institution that offers baccalaureate degrees and prepares teachers for their initial entry into teaching, except that two-year colleges that otherwise meet the program requirements may participate, as lead institutions, in lighthouse partnerships with four-year colleges with which they have articulation agreements related to teacher preparation.

A "partner institution" is an institution of higher education that: (1) prepares teachers for their initial entry into the teaching profession; and (2) desires to improve its program with assistance from a lighthouse institution.

A "lighthouse partnership" is a partnership of one or more lead institutions, a group of partner institutions, and representatives of State and local educational agencies, that is dedicated to improving the quality of teacher preparation programs. Within each partnership, a lead institution that offers baccalaureate degrees and prepares teachers for their initial entry into teaching shall act as the fiscal agent for the grant.

A "teacher preparation program" is a program operated by an institution of higher education that prepares students to obtain teacher licensure and to teach in elementary

and secondary schools. Such 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,

2. Grants to Lighthouse Partnerships

The Secretary shall carry out this program by making competitive grants to lighthouse partnerships. Each such grant shall be for a period of not to exceed five years. The Secretary shall make the continuation awards, for the second through fifth years, only after determining that the partnership is making satisfactory progress in carrying out the grant and, in particular, shall conduct an intensive review, with the assistance of outside experts, before making the award for the fourth year of the grant.

A lighthouse partnership may receive a second such grant, so long as it can demonstrate that it: (1) is succeeding in meeting the objectives of the program; and (2) has a plan for institutionalizing the activities it is carrying out under the program, over the second grant period, so that it those activities will continue once the second grant has expired. The same Secretarial review provisions that govern the first grant (annual satisfactory progress, intensive review after year three) would apply. No partnership may receive more than two grants.

3. Applications

In order to receive a grant under this program, eligible institutions shall submit an application to the Secretary at such time, in such form, and containing such information as the Secretary may require.

The application shall include:

- A designation of the lead institution that will serve as the fiscal agent for the grant;
- For each lead institution in the partnership, a description of the teacher preparation program operated by the institution, including information on the curriculum, the faculty, and the number and types of students served;
- For each lead institution in the partnership, evidence of the quality of the institution's teacher preparation program, covering the following areas:
 - The extent to which the institution provides a coherent program, in one or more areas of teacher education, that is organized around a sound conceptual framework reflecting the best of what is known, from research and practice, on teacher education;
 - The commitment of the institution to its program of teacher preparation, which may include evidence on the role of teacher education within the

overall mission of the institution, on the involvement of the institution's president, provost, or other top administrators in the teacher education program, and on 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);

-- 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, or joint faculty appointments);

-- 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 evidence of the extent to which those experiences are integrated into the curriculum;

-- The extent to which the institution's program offers continuing assistance to its graduates during their initial years in the classroom;

-- The extent to which the institution maintains other connections with elementary and secondary education (and particularly (1) with urban and rural schools and school systems that serve concentrations of students from low-income families and (2) with the education reforms underway in the institution's State), as demonstrated through such evidence as strong involvement of the faculty (including the arts and sciences faculty) and the administration in elementary and secondary education; involvement of elementary and secondary educators in the continuing development and improvement of the teacher preparation program, and institutional policies that take into account, in faculty promotion and tenure decisions, service to elementary and secondary education.

-- The success of the institution in preparing teachers to teach diverse populations, as documented through such evidence as course offerings and requirements, the extent to which graduates have taken teaching positions in urban and rural schools in communities with concentrations of students from low-income families, and the extent to which the institution recruits and serves students (such as education paraprofessionals) from those communities;

-- 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;

-- The record of the institution in attracting a student body that reflects the diversity of the State or region served by the institution, and of employing a similarly diverse faculty;

-- 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 in response to information generated through those procedures;

-- 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;

-- 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;

-- 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

-- Involvement (and, preferably, leadership) of the institution in national, regional, and State efforts to improve teacher education and licensure;

-- For each lead institution, evidence of the experience of the institution at creating or participating in networks with other institutions to improve the quality of teacher preparation programs;

-- A description of the activities the partnership will carry out with a grant made available under this part, including:

-- A description of the governance structure that the partnership will establish for the grant, which shall include the active involvement of high-level administrators of the lead institution(s) and representatives of: (1) both the teacher preparation program and the school or department of arts and sciences in the lead institution(s); (2) the partner institutions involved with the grant; (3) local educational agencies served by the lead institution(s) and one or more of the partner institutions; and (4) State officials with authority over teacher licensure and teacher preparation in the State in which the lead institution(s) and one or more of the partner institutions are located;

-- A description of the procedures the lead institution(s) will use, after receiving the grant, to recruit and select partner institutions, which shall give priority to institutions that serve urban and rural communities with concentrations of students from low-income families;

-- A description of how each lead institution in the partnership will use the grant for additional development, refinement, assessment, and dissemination of information on its program, and of how it will work with the partner institutions on improvement of the partner institutions' teacher preparation programs;

-- A description of how the partnership will fully engage local educational agencies (particularly those serving concentrations of students from low-income families) in the activities carried out under the grant, and of how those activities will benefit those agencies;

-- A description of how the partnership will allocate the funds it receives under the grant among the activities it proposes to carry out, including (1) further development, refinement, assessment of, and dissemination of information on, the teacher preparation programs operated by the lead institution(s); (2) technical assistance by the lead institution(s) to the satellite institutions; (3) subgrants to the partner institutions; (4) assistance to the local educational agencies in the partnership and other LEAs (as set forth below); and (5) joint activities with States (as set forth below);

-- A description of how the activities undertaken with the grant will support, and be integrated with, the educational reforms underway 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 and the Goals 2000: Educate America Act; and

-- A description of the goals the partnership expects to achieve through the grant, and of the procedures the partnership will undertake to determine whether it is meeting those objectives.

4. Uses of Funds

Partnerships selected to receive grants shall use their grants for the following purposes:

-- Additional development, refinement, assessment of, and dissemination of information on, the teacher preparation programs operated by the lead institution(s), including activities that document, for other institutions nationally and for policy-makers, effective practices in teacher preparation;

no more than 9 (?) months.

6. National Activities

The Secretary may reserve up to 5 (?) percent of the appropriation for this part for:

- Peer review of applications;
- Evaluation of the program, and measurement of its effectiveness in accordance with the Government Performance and Results Act;
- National 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;
- Other activities to enhance the success of the program carried out under this part or of teacher education more generally.

III. Part B: Recruiting New Teachers for Underserved Areas

1. Program Authorized

From funds appropriated for this part, the Secretary shall make grants to eligible applicants for programs (1) that provide scholarships and, as necessary, support services for students seeking to complete teacher preparation programs and to teach in underserved geographic areas; and (2) that thereby increase the number of new teachers nationally and increase the ability of schools in underserved areas to recruit a qualified teaching staff.

2. Definitions

An "eligible applicant" is a partnership of: (1) an institution of higher education that grants baccalaureate degrees and prepares teachers for their initial entry into the teaching profession; and (2) one or more local educational agencies that are in underserved geographic areas. Such a partnership may also include: (1) 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; (2) State agencies that have responsibility for policies related to teacher preparation and licensure; and (3) 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.

An "underserved geographic area" is a locality in which the percentage of children, ages 5-17, from families with incomes below the poverty level exceeds ____ percent. *[Note: Jim is obtaining*

- Support services, if needed to enable scholarship recipients to complete postsecondary education programs;
- Payments to partner LEAs 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); and
- If appropriate, paying the costs of additional courses taken by former scholarship recipients during their initial three (?) years of teaching. *[John King's idea -- Do we want to include?]*

5. Grant Applications

In order to receive a grant under this part, an eligible applicant shall submit an application at such time, in such form, and containing such information as the Secretary may require. The application shall include:

- a designation of the institution or agency, within the partnership, that will serve as the fiscal agent for the grant;
- Information on the quality of the institution's teacher preparation program, which may include the types of information described in section 5__ of this act [cross-reference the descriptions of institutional quality in the application for lighthouse schools];
- A description of the assessment the institution, the LEA partners, and other partners have undertaken to determine the most critical needs of the LEAs for new teachers (which may include teachers in particular subject areas or at certain grade levels (including the prekindergarten level), teachers who reflect the ethnic or racial makeup of the LEA's students, or teachers who are fluent in languages spoken by students in the LEA) and of how the project carried out under the grant will address those needs. The assessment must reflect 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 ;
- A description of the project the applicant will carry out with the grant, including information on:
 - The recruitment and outreach efforts the institution will undertake to publicize the availability of scholarships and other assistance under the program;
 - The number and types of students that the institution will serve under the program (which may include education paraprofessionals seeking to

achieve full teacher certification, teachers who the partner LEAs have hired under "emergency certification" procedures, former military personnel or Peace Corps volunteers who desire to enter teaching, other persons who already have completed baccalaureate programs and seek to enter teaching, or more traditional candidates preparing to enter teaching through regular 4- or 5-year programs), and the criteria that the institution 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;

-- The activities the institution will carry out under the grant, including a description of, and justification for, any support services the institution will offer to participating students;

-- The amount of the scholarships the institution will provide to students; and

-- The procedures the institution will establish for entering into agreements with scholarship recipients regarding their fulfillment of the service commitment under this legislation (as set forth under #9 below).

-- 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;

-- A description of commitments, by the partner LEAs, to hire scholarship recipients in the schools of the LEA 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 LEAs, and the other partners will take to facilitate the successful transition of those recipients into teaching;

6. Selection of Applicants

The Secretary, using a peer review process, shall select applicants to receive funding on the basis of: (1) the quality of the program that would be carried out under the application; (2) the quality of the teacher preparation program offered by the institution; and (3) the capacity of the institution, and the partnership, to carry out the grant successfully.

In making selections, the Secretary shall seek to ensure that grantees carry out a variety of approaches to preparing new teachers and that there is an equitable geographic distribution of awards.

In addition, the Secretary shall give priority to applications from historically black colleges and universities, Hispanic-serving colleges and universities, tribally controlled colleges, *[and other institutions that enroll significant numbers of minority students? --*

probably need some consistency here with Title III]

7. Amount and Duration of Assistance; Relation to Other Assistance

No individual may receive scholarship assistance under this program for more than 5 years of postsecondary education.

Scholarship funds awarded pursuant to this part shall be considered in determining edibility for student assistance under Title IV.

No individual may receive an award under this program that exceeds the cost of attendance, as defined in section 4__ of this Act, at the institution the individual is attending. A scholarship awarded under this part may shall not be reduced on the basis of the individual's receipt of other forms of Federal student financial assistance, but shall be taken into account in determining the eligibility of the individual for those other forms of Federal assistance.

Note: This provisions taken from section 524 of current law [re: Douglas Scholarships]

8. Scholarship Conditions

A recipients of scholarship assistance under this part shall continue to receive such assistance only as long as he or she is: (a) enrolled as a full-time student and pursuing a course of study leading to teacher certification; and (b) maintaining satisfactory progress as determined by the institution, except that the requirement to be enrolled full-time shall not apply to persons who are will be working in the public schools (as paraprofessionals, or as teachers under emergency credentials) while they are participating in the program.

9. Service Requirements

Each institution receiving a grant under this part shall enter into agreement with the students to whom it makes scholarships that provides for the following:

- Each recipient who completes a teacher preparation program under this authority shall, within 5(?) years of completing that program, teach for at least three years full time in a school in an underserved geographic area.

- Recipients who do not complete the full three years shall make repayment, on a pro rata basis, plus interest, at a time or over a period determined by the institution. Recipients who fail to complete a teacher preparation program or to become certified teachers shall repay the full amount of the scholarship, plus interest. The institutions shall collect such repayments and provide them to the Department of Education at a time and in a manner established by the Secretary.

-- The institution may establish procedures for temporary waivers of the service requirement, such as for periods when recipients are unable to obtain teaching positions in underserved areas or are temporarily disabled and unable to pursue a full-time teaching career.

10. Evaluation

The Secretary shall provide for an evaluation of the program supported under this part. The evaluation shall assess such issues as:

- Whether grantee institutions are successful in preparing scholarship recipients to teach to high standards;
- 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;
- The impact of the program in assisting local educational agencies in underserved areas to recruit and retain teachers in the areas where they have the greatest needs;
- The long-term impact on the grants on teacher preparation programs conducted by grantees and on grantees' relationships with their partner local educational agencies and other partners; and
- The relative effectiveness of different approaches for preparing new teachers to teach in underserved areas.

11. National Activities

The Secretary may retain up to 5 (?) percent of the appropriation for this part for:

- Peer review of applications;
- Conducting the evaluation required under #10;
- 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.

- Assistance by the lead institutions to the partner institutions in improving the partner institutions' teacher preparation programs, based on the experiences of the lead institutions and the particular needs of the partners;
- Making subgrants to the partner institutions for implementation of program improvements at those institutions. Each partnership shall use at least _____ percent of its subgrant for this purpose;
- Joint activities with the local educational agencies in the partnership, and other LEAs, that increase the involvement of classroom teachers and school administrators in the 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 the LEAs.
- Joint activities with States that result in the development and implementation of State policies to facilitate the improvement of teacher preparation programs within the States, as a component of comprehensive education reforms;
- 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; and
- Assessment of the effectiveness of the activities carried out under the grant, including the extent to which the grant is achieving its objectives.

5. Selection of Applications

The Secretary shall, using a peer review process, select applicants to receive funding on the basis of the quality of the teacher preparation program(s) operated by the lead institution(s) in a proposed partnership, the quality of the activities the applicant desires to carry out under the grant, and the capacity of the applicant to carry out the proposed activities successfully.

In making selections, the Secretary shall seek to ensure that lighthouse partnerships represent a variety of approaches to teacher preparation, that lead institutions represent a variety of institutions of higher education, and that there is an equitable geographic distribution of awards. In addition, the Secretary shall give priority to applications for projects that are likely to result in improvement of teacher preparation in the areas of mathematics and reading.

After making his selections, the Secretary shall withhold the portion of each grant that will be used for technical assistance and subgrants to partner institutions until the lead institution has [lead institutions have] recruited the satellite institutions and identified those institutions to the Secretary. The lead institutions shall complete this process in

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Specifications for HEA Title V: Educator Recruitment and Preparation

I. Findings and Purpose; Authorization of Appropriations

1. Findings

-- What teachers know and can do has a critical impact on student achievement, yet too often 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, too many prospective teachers 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, in rigorous, clinically based programs.

-- In the next decade, American schools will need to hire 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 require.

-- 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 when 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.

-- 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: (1) encourage more institutions 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 (2) encourage more people to enter teaching, complete quality preparation programs, and teach in underserved communities.

2. Purpose

It is the purpose of this title to—

-- Authorize partnerships between 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; and

-- 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.

3. Authorization of Appropriations

There are authorized to be appropriated--

-- \$ _____ for FY 1999 and such sums as may necessary for the succeeding four years for Part A, "Lighthouse Partnerships"; and

-- \$ _____ for 1999 and such sums as may be necessary for the four succeeding years for Part B, "Recruiting New Teachers for Underserved Areas"

II. Part A: Lighthouse Partnerships

1. Definitions

A "lead institution" is an institution of higher education that: (1) operates an exemplary program of significant size in one or more areas of teacher preparation (which may include the preparation of education paraprofessionals or individuals with emergency teaching credentials who are seeking full teacher certification, of older students seeking new careers in teaching, and of educational administrators, in addition to more traditional teacher education programs); and (2) desires to assist other institutions in improving their programs and to serve as a national model for effective teacher preparation. A lighthouse institution must be an institution that offers baccalaureate degrees and prepares teachers for their initial entry into teaching, except that two-year colleges that otherwise meet the program requirements may participate, as lead institutions, in lighthouse partnerships with four-year colleges with which they have articulation agreements related to teacher preparation.

A "partner institution" is an institution of higher education that: (1) prepares teachers for their initial entry into the teaching profession; and (2) desires to improve its program with assistance from a lighthouse institution.

A "lighthouse partnership" is a partnership of one or more lead institutions, a group of partner institutions, and representatives of State and local educational agencies, that is dedicated to improving the quality of teacher preparation programs. Within each partnership, a lead institution that offers baccalaureate degrees and prepares teachers for their initial entry into teaching shall act as the fiscal agent for the grant.

A "teacher preparation program" is a program operated by an institution of higher education that prepares students to obtain teacher licensure and to teach in elementary

and secondary schools. Such 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,

2. Grants to Lighthouse Partnerships

The Secretary shall carry out this program by making competitive grants to lighthouse partnerships. Each such grant shall be for a period of not to exceed five years. The Secretary shall make the continuation awards, for the second through fifth years, only after determining that the partnership is making satisfactory progress in carrying out the grant and, in particular, shall conduct an intensive review, with the assistance of outside experts, before making the award for the fourth year of the grant.

A lighthouse partnership may receive a second such grant, so long as it can demonstrate that it: (1) is succeeding in meeting the objectives of the program; and (2) has a plan for institutionalizing the activities it is carrying out under the program, over the second grant period, so that it those activities will continue once the second grant has expired. The same Secretarial review provisions that govern the first grant (annual satisfactory progress, intensive review after year three) would apply. No partnership may receive more than two grants.

3. Applications

In order to receive a grant under this program, eligible institutions shall submit an application to the Secretary at such time, in such form, and containing such information as the Secretary may require.

The application shall include:

- A designation of the lead institution that will serve as the fiscal agent for the grant;
- For each lead institution in the partnership, a description of the teacher preparation program operated by the institution, including information on the curriculum, the faculty, and the number and types of students served;
- For each lead institution in the partnership, evidence of the quality of the institution's teacher preparation program, covering the following areas:
 - The extent to which the institution provides a coherent program, in one or more areas of teacher education, that is organized around a sound conceptual framework reflecting the best of what is known, from research and practice, on teacher education;
 - The commitment of the institution to its program of teacher preparation, which may include evidence on the role of teacher education within the

overall mission of the institution, on the involvement of the institution's president, provost, or other top administrators in the teacher education program, and on 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);

-- 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, or joint faculty appointments);

-- 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 evidence of the extent to which those experiences are integrated into the curriculum;

-- The extent to which the institution's program offers continuing assistance to its graduates during their initial years in the classroom;

-- The extent to which the institution maintains other connections with elementary and secondary education (and particularly (1) with urban and rural schools and school systems that serve concentrations of students from low-income families and (2) with the education reforms underway in the institution's State), as demonstrated through such evidence as strong involvement of the faculty (including the arts and sciences faculty) and the administration in elementary and secondary education; involvement of elementary and secondary educators in the continuing development and improvement of the teacher preparation program, and institutional policies that take into account, in faculty promotion and tenure decisions, service to elementary and secondary education.

-- The success of the institution in preparing teachers to teach diverse populations, as documented through such evidence as course offerings and requirements, the extent to which graduates have taken teaching positions in urban and rural schools in communities with concentrations of students from low-income families, and the extent to which the institution recruits and serves students (such as education paraprofessionals) from those communities;

-- 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;

– The record of the institution in attracting a student body that reflects the diversity of the State or region served by the institution, and of employing a similarly diverse faculty;

– 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 in response to information generated through those procedures;

-- 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;

– 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;

– 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

-- Involvement (and, preferably, leadership) of the institution in national, regional, and State efforts to improve teacher education and licensure;

-- For each lead institution, evidence of the experience of the institution at creating or participating in networks with other institutions to improve the quality of teacher preparation programs;

– A description of the activities the partnership will carry out with a grant made available under this part, including:

– A description of the governance structure that the partnership will establish for the grant, which shall include the active involvement of high-level administrators of the lead institution(s) and representatives of: (1) both the teacher preparation program and the school or department of arts and sciences in the lead institution(s); (2) the partner institutions involved with the grant; (3) local educational agencies served by the lead institution(s) and one or more of the partner institutions; and (4) State officials with authority over teacher licensure and teacher preparation in the State in which the lead institution(s) and one or more of the partner institutions are located;

- A description of the procedures the lead institution(s) will use, after receiving the grant, to recruit and select partner institutions, which shall give priority to institutions that serve urban and rural communities with concentrations of students from low-income families;
- A description of how each lead institution in the partnership will use the grant for additional development, refinement, assessment, and dissemination of information on its program, and of how it will work with the partner institutions on improvement of the partner institutions' teacher preparation programs;
- A description of how the partnership will fully engage local educational agencies (particularly those serving concentrations of students from low-income families) in the activities carried out under the grant, and of how those activities will benefit those agencies;
- A description of how the partnership will allocate the funds it receives under the grant among the activities it proposes to carry out, including (1) further development, refinement, assessment of, and dissemination of information on, the teacher preparation programs operated by the lead institution(s); (2) technical assistance by the lead institution(s) to the satellite institutions; (3) subgrants to the partner institutions; (4) assistance to the local educational agencies in the partnership and other LEAs (as set forth below); and (5) joint activities with States (as set forth below);
- A description of how the activities undertaken with the grant will support, and be integrated with, the educational reforms underway 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 and the Goals 2000: Educate America Act; and
- A description of the goals the partnership expects to achieve through the grant, and of the procedures the partnership will undertake to determine whether it is meeting those objectives.

4. Uses of Funds

Partnerships selected to receive grants shall use their grants for the following purposes:

- Additional development, refinement, assessment of, and dissemination of information on, the teacher preparation programs operated by the lead institution(s), including activities that document, for other institutions nationally and for policy-makers, effective practices in teacher preparation;

no more than 9 (?) months.

6. National Activities

The Secretary may reserve up to 5 (?) percent of the appropriation for this part for:

- Peer review of applications;
- Evaluation of the program, and measurement of its effectiveness in accordance with the Government Performance and Results Act;
- National 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;
- Other activities to enhance the success of the program carried out under this part or of teacher education more generally.

III. Part B: Recruiting New Teachers for Underserved Areas

1. Program Authorized

From funds appropriated for this part, the Secretary shall make grants to eligible applicants for programs (1) that provide scholarships and, as necessary, support services for students seeking to complete teacher preparation programs and to teach in underserved geographic areas; and (2) that thereby increase the number of new teachers nationally and increase the ability of schools in underserved areas to recruit a qualified teaching staff.

2. Definitions

An "eligible applicant" is a partnership of: (1) an institution of higher education that grants baccalaureate degrees and prepares teachers for their initial entry into the teaching profession; and (2) one or more local educational agencies that are in underserved geographic areas. Such a partnership may also include: (1) 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; (2) State agencies that have responsibility for policies related to teacher preparation and licensure; and (3) 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.

An "underserved geographic area" is a locality in which the percentage of children, ages 5-17, from families with incomes below the poverty level exceeds ____ percent. [Note: Jim is obtaining

- Support services, if needed to enable scholarship recipients to complete postsecondary education programs;
- Payments to partner LEAs 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); and
- If appropriate, paying the costs of additional courses taken by former scholarship recipients during their initial three (?) years of teaching. *[John King's idea -- Do we want to include?]*

5. Grant Applications

In order to receive a grant under this part, an eligible applicant shall submit an application at such time, in such form, and containing such information as the Secretary may require. The application shall include:

- a designation of the institution or agency, within the partnership, that will serve as the fiscal agent for the grant;
- Information on the quality of the institution's teacher preparation program, which may include the types of information described in section 5__ of this act [cross-reference the descriptions of institutional quality in the application for lighthouse schools];
- A description of the assessment the institution, the LEA partners, and other partners have undertaken to determine the most critical needs of the LEAs for new teachers (which may include teachers in particular subject areas or at certain grade levels (including the prekindergarten level), teachers who reflect the ethnic or racial makeup of the LEA's students, or teachers who are fluent in languages spoken by students in the LEA) and of how the project carried out under the grant will address those needs. The assessment must reflect 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 ;
- A description of the project the applicant will carry out with the grant, including information on:
 - The recruitment and outreach efforts the institution will undertake to publicize the availability of scholarships and other assistance under the program;
 - The number and types of students that the institution will serve under the program (which may include education paraprofessionals seeking to

achieve full teacher certification, teachers who the partner LEAs have hired under "emergency certification" procedures, former military personnel or Peace Corps volunteers who desire to enter teaching, other persons who already have completed baccalaureate programs and seek to enter teaching, or more traditional candidates preparing to enter teaching through regular 4- or 5-year programs), and the criteria that the institution 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;

-- The activities the institution will carry out under the grant, including a description of, and justification for, any support services the institution will offer to participating students;

-- The amount of the scholarships the institution will provide to students; and

-- The procedures the institution will establish for entering into agreements with scholarship recipients regarding their fulfillment of the service commitment under this legislation (as set forth under #9 below).

-- 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;

-- A description of commitments, by the partner LEAs, to hire scholarship recipients in the schools of the LEA 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 LEAs, and the other partners will take to facilitate the successful transition of those recipients into teaching;

6. Selection of Applicants

The Secretary, using a peer review process, shall select applicants to receive funding on the basis of: (1) the quality of the program that would be carried out under the application; (2) the quality of the teacher preparation program offered by the institution; and (3) the capacity of the institution, and the partnership, to carry out the grant successfully.

In making selections, the Secretary shall seek to ensure that grantees carry out a variety of approaches to preparing new teachers and that there is an equitable geographic distribution of awards.

In addition, the Secretary shall give priority to applications from historically black colleges and universities, Hispanic-serving colleges and universities, tribally controlled colleges, *[and other institutions that enroll significant numbers of minority students? --*

probably need some consistency here with Title III]

7. Amount and Duration of Assistance; Relation to Other Assistance

No individual may receive scholarship assistance under this program for more than 5 years of postsecondary education.

Scholarship funds awarded pursuant to this part shall be considered in determining edibility for student assistance under Title IV.

No individual may receive an award under this program that exceeds the cost of attendance, as defined in section 4__ of this Act, at the institution the individual is attending. A scholarship awarded under this part may shall not be reduced on the basis of the individual's receipt of other forms of Federal student financial assistance, but shall be taken into account in determining the eligibility of the individual for those other forms of Federal assistance.

Note: This provisions taken from section 524 of current law [re: Douglas Scholarships]

8. Scholarship Conditions

A recipients of scholarship assistance under this part shall continue to receive such assistance only as long as he or she is: (a) enrolled as a full-time student and pursuing a course of study leading to teacher certification; and (b) maintaining satisfactory progress as determined by the institution, except that the requirement to be enrolled full-time shall not apply to persons who are will be working in the public schools (as paraprofessionals, or as teachers under emergency credentials) while they are participating in the program.

9. Service Requirements

Each institution receiving a grant under this part shall enter into agreement with the students to whom it makes scholarships that provides for the following:

— Each recipient who completes a teacher preparation program under this authority shall, within 5(?) years of completing that program, teach for at least three years full time in a school in an underserved geographic area.

— Recipients who do not complete the full three years shall make repayment, on a pro rata basis, plus interest, at a time or over a period determined by the institution. Recipients who fail to complete a teacher preparation program or to become certified teachers shall repay the full amount of the scholarship, plus interest. The institutions shall collect such repayments and provide them to the Department of Education at a time and in a manner established by the Secretary.

-- The institution may establish procedures for temporary waivers of the service requirement, such as for periods when recipients are unable to obtain teaching positions in underserved areas or are temporarily disabled and unable to pursue a full-time teaching career.

10. Evaluation

The Secretary shall provide for an evaluation of the program supported under this part. The evaluation shall assess such issues as:

- Whether grantee institutions are successful in preparing scholarship recipients to teach to high standards;
- 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;
- The impact of the program in assisting local educational agencies in underserved areas to recruit and retain teachers in the areas where they have the greatest needs;
- The long-term impact on the grants on teacher preparation programs conducted by grantees and on grantees' relationships with their partner local educational agencies and other partners; and
- The relative effectiveness of different approaches for preparing new teachers to teach in underserved areas.

11. National Activities

The Secretary may retain up to 5 (?) percent of the appropriation for this part for:

- Peer review of applications;
- Conducting the evaluation required under #10;
- 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.

- Assistance by the lead institutions to the partner institutions in improving the partner institutions' teacher preparation programs, based on the experiences of the lead institutions and the particular needs of the partners;
- Making subgrants to the partner institutions for implementation of program improvements at those institutions. Each partnership shall use at least _____ percent of its subgrant for this purpose;
- Joint activities with the local educational agencies in the partnership, and other LEAs, that increase the involvement of classroom teachers and school administrators in the 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 the LEAs.
- Joint activities with States that result in the development and implementation of State policies to facilitate the improvement of teacher preparation programs within the States, as a component of comprehensive education reforms;
- 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; and
- Assessment of the effectiveness of the activities carried out under the grant, including the extent to which the grant is achieving its objectives.

5. Selection of Applications

The Secretary shall, using a peer review process, select applicants to receive funding on the basis of the quality of the teacher preparation program(s) operated by the lead institution(s) in a proposed partnership, the quality of the activities the applicant desires to carry out under the grant, and the capacity of the applicant to carry out the proposed activities successfully.

In making selections, the Secretary shall seek to ensure that lighthouse partnerships represent a variety of approaches to teacher preparation, that lead institutions represent a variety of institutions of higher education, and that there is an equitable geographic distribution of awards. In addition, the Secretary shall give priority to applications for projects that are likely to result in improvement of teacher preparation in the areas of mathematics and reading.

After making his selections, the Secretary shall withhold the portion of each grant that will be used for technical assistance and subgrants to partner institutions until the lead institution has [lead institutions have] recruited the satellite institutions and identified those institutions to the Secretary. The lead institutions shall complete this process in

DRAFT
6/26/97

Specifications for HEA Title V: Educator Recruitment and Preparation

I. Findings and Purpose; Authorization of Appropriations

1. Findings

-- What teachers know and can do has a critical impact on student achievement, yet too often 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, too many prospective teachers 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, in rigorous, clinically based programs.

-- In the next decade, American schools will need to hire 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 require.

-- 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 when 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.

-- 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: (1) encourage more institutions 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 (2) encourage more people to enter teaching, complete quality preparation programs, and teach in underserved communities.

2. Purpose

It is the purpose of this title to--

-- Authorize partnerships between 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; and

-- 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.

3. Authorization of Appropriations

There are authorized to be appropriated--

-- \$ _____ for FY 1999 and such sums as may necessary for the succeeding four years for Part A, "Lighthouse Partnerships"; and

-- \$ _____ for 1999 and such sums as may be necessary for the four succeeding years for Part B, "Recruiting New Teachers for Underserved Areas"

II. Part A: Lighthouse Partnerships

1. Definitions

A "lead institution" is an institution of higher education that: (1) operates an exemplary program of significant size in one or more areas of teacher preparation (which may include the preparation of education paraprofessionals or individuals with emergency teaching credentials who are seeking full teacher certification, of older students seeking new careers in teaching, and of educational administrators, in addition to more traditional teacher education programs); and (2) desires to assist other institutions in improving their programs and to serve as a national model for effective teacher preparation. A lighthouse institution must be an institution that offers baccalaureate degrees and prepares teachers for their initial entry into teaching, except that two-year colleges that otherwise meet the program requirements may participate, as lead institutions, in lighthouse partnerships with four-year colleges with which they have articulation agreements related to teacher preparation.

A "partner institution" is an institution of higher education that: (1) prepares teachers for their initial entry into the teaching profession; and (2) desires to improve its program with assistance from a lighthouse institution.

A "lighthouse partnership" is a partnership of one or more lead institutions, a group of partner institutions, and representatives of State and local educational agencies, that is dedicated to improving the quality of teacher preparation programs. Within each partnership, a lead institution that offers baccalaureate degrees and prepares teachers for their initial entry into teaching shall act as the fiscal agent for the grant.

A "teacher preparation program" is a program operated by an institution of higher education that prepares students to obtain teacher licensure and to teach in elementary

and secondary schools. Such 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,

2. Grants to Lighthouse Partnerships

The Secretary shall carry out this program by making competitive grants to lighthouse partnerships. Each such grant shall be for a period of not to exceed five years. The Secretary shall make the continuation awards, for the second through fifth years, only after determining that the partnership is making satisfactory progress in carrying out the grant and, in particular, shall conduct an intensive review, with the assistance of outside experts, before making the award for the fourth year of the grant.

A lighthouse partnership may receive a second such grant, so long as it can demonstrate that it: (1) is succeeding in meeting the objectives of the program; and (2) has a plan for institutionalizing the activities it is carrying out under the program, over the second grant period, so that it those activities will continue once the second grant has expired. The same Secretarial review provisions that govern the first grant (annual satisfactory progress, intensive review after year three) would apply. No partnership may receive more than two grants.

3. Applications

In order to receive a grant under this program, eligible institutions shall submit an application to the Secretary at such time, in such form, and containing such information as the Secretary may require.

The application shall include:

- A designation of the lead institution that will serve as the fiscal agent for the grant;
- For each lead institution in the partnership, a description of the teacher preparation program operated by the institution, including information on the curriculum, the faculty, and the number and types of students served;
- For each lead institution in the partnership, evidence of the quality of the institution's teacher preparation program, covering the following areas:
 - The extent to which the institution provides a coherent program, in one or more areas of teacher education, that is organized around a sound conceptual framework reflecting the best of what is known, from research and practice, on teacher education;
 - The commitment of the institution to its program of teacher preparation, which may include evidence on the role of teacher education within the

overall mission of the institution, on the involvement of the institution's president, provost, or other top administrators in the teacher education program, and on 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);

-- 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, or joint faculty appointments);

-- 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 evidence of the extent to which those experiences are integrated into the curriculum;

-- The extent to which the institution's program offers continuing assistance to its graduates during their initial years in the classroom;

-- The extent to which the institution maintains other connections with elementary and secondary education (and particularly (1) with urban and rural schools and school systems that serve concentrations of students from low-income families and (2) with the education reforms underway in the institution's State), as demonstrated through such evidence as strong involvement of the faculty (including the arts and sciences faculty) and the administration in elementary and secondary education; involvement of elementary and secondary educators in the continuing development and improvement of the teacher preparation program, and institutional policies that take into account, in faculty promotion and tenure decisions, service to elementary and secondary education.

-- The success of the institution in preparing teachers to teach diverse populations, as documented through such evidence as course offerings and requirements, the extent to which graduates have taken teaching positions in urban and rural schools in communities with concentrations of students from low-income families, and the extent to which the institution recruits and serves students (such as education paraprofessionals) from those communities;

-- 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;

– The record of the institution in attracting a student body that reflects the diversity of the State or region served by the institution, and of employing a similarly diverse faculty;

– 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 in response to information generated through those procedures;

-- 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;

-- 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;

-- 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

-- Involvement (and, preferably, leadership) of the institution in national, regional, and State efforts to improve teacher education and licensure;

-- For each lead institution, evidence of the experience of the institution at creating or participating in networks with other institutions to improve the quality of teacher preparation programs;

– A description of the activities the partnership will carry out with a grant made available under this part, including:

– A description of the governance structure that the partnership will establish for the grant, which shall include the active involvement of high-level administrators of the lead institution(s) and representatives of: (1) both the teacher preparation program and the school or department of arts and sciences in the lead institution(s); (2) the partner institutions involved with the grant; (3) local educational agencies served by the lead institution(s) and one or more of the partner institutions; and (4) State officials with authority over teacher licensure and teacher preparation in the State in which the lead institution(s) and one or more of the partner institutions are located;

- A description of the procedures the lead institution(s) will use, after receiving the grant, to recruit and select partner institutions, which shall give priority to institutions that serve urban and rural communities with concentrations of students from low-income families;
- A description of how each lead institution in the partnership will use the grant for additional development, refinement, assessment, and dissemination of information on its program, and of how it will work with the partner institutions on improvement of the partner institutions' teacher preparation programs;
- A description of how the partnership will fully engage local educational agencies (particularly those serving concentrations of students from low-income families) in the activities carried out under the grant, and of how those activities will benefit those agencies;
- A description of how the partnership will allocate the funds it receives under the grant among the activities it proposes to carry out, including (1) further development, refinement, assessment of, and dissemination of information on, the teacher preparation programs operated by the lead institution(s); (2) technical assistance by the lead institution(s) to the satellite institutions; (3) subgrants to the partner institutions; (4) assistance to the local educational agencies in the partnership and other LEAs (as set forth below); and (5) joint activities with States (as set forth below);
- A description of how the activities undertaken with the grant will support, and be integrated with, the educational reforms underway 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 and the Goals 2000: Educate America Act; and
- A description of the goals the partnership expects to achieve through the grant, and of the procedures the partnership will undertake to determine whether it is meeting those objectives.

4. Uses of Funds

Partnerships selected to receive grants shall use their grants for the following purposes:

- Additional development, refinement, assessment of, and dissemination of information on, the teacher preparation programs operated by the lead institution(s), including activities that document, for other institutions nationally and for policy-makers, effective practices in teacher preparation;

no more than 9 (?) months.

6. National Activities

The Secretary may reserve up to 5 (?) percent of the appropriation for this part for:

- Peer review of applications;
- Evaluation of the program, and measurement of its effectiveness in accordance with the Government Performance and Results Act;
- National 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;
- Other activities to enhance the success of the program carried out under this part or of teacher education more generally.

III. Part B: Recruiting New Teachers for Underserved Areas

1. Program Authorized

From funds appropriated for this part, the Secretary shall make grants to eligible applicants for programs (1) that provide scholarships and, as necessary, support services for students seeking to complete teacher preparation programs and to teach in underserved geographic areas; and (2) that thereby increase the number of new teachers nationally and increase the ability of schools in underserved areas to recruit a qualified teaching staff.

2. Definitions

An "eligible applicant" is a partnership of: (1) an institution of higher education that grants baccalaureate degrees and prepares teachers for their initial entry into the teaching profession; and (2) one or more local educational agencies that are in underserved geographic areas. Such a partnership may also include: (1) 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; (2) State agencies that have responsibility for policies related to teacher preparation and licensure; and (3) 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.

An "underserved geographic area" is a locality in which the percentage of children, ages 5-17, from families with incomes below the poverty level exceeds ____ percent. [Note: Jim is obtaining

- Support services, if needed to enable scholarship recipients to complete postsecondary education programs;
- Payments to partner LEAs 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); and
- If appropriate, paying the costs of additional courses taken by former scholarship recipients during their initial three (?) years of teaching. *[John King's idea -- Do we want to include?]*

5. Grant Applications

In order to receive a grant under this part, an eligible applicant shall submit an application at such time, in such form, and containing such information as the Secretary may require. The application shall include:

- a designation of the institution or agency, within the partnership, that will serve as the fiscal agent for the grant;
- Information on the quality of the institution's teacher preparation program, which may include the types of information described in section 5__ of this act [cross-reference the descriptions of institutional quality in the application for lighthouse schools];
- A description of the assessment the institution, the LEA partners, and other partners have undertaken to determine the most critical needs of the LEAs for new teachers (which may include teachers in particular subject areas or at certain grade levels (including the prekindergarten level), teachers who reflect the ethnic or racial makeup of the LEA's students, or teachers who are fluent in languages spoken by students in the LEA) and of how the project carried out under the grant will address those needs. The assessment must reflect 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 ;
- A description of the project the applicant will carry out with the grant, including information on:
 - The recruitment and outreach efforts the institution will undertake to publicize the availability of scholarships and other assistance under the program;
 - The number and types of students that the institution will serve under the program (which may include education paraprofessionals seeking to

achieve full teacher certification, teachers who the partner LEAs have hired under "emergency certification" procedures, former military personnel or Peace Corps volunteers who desire to enter teaching, other persons who already have completed baccalaureate programs and seek to enter teaching, or more traditional candidates preparing to enter teaching through regular 4- or 5-year programs), and the criteria that the institution 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;

-- The activities the institution will carry out under the grant, including a description of, and justification for, any support services the institution will offer to participating students;

-- The amount of the scholarships the institution will provide to students; and

-- The procedures the institution will establish for entering into agreements with scholarship recipients regarding their fulfillment of the service commitment under this legislation (as set forth under #9 below).

-- 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;

-- A description of commitments, by the partner LEAs, to hire scholarship recipients in the schools of the LEA 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 LEAs, and the other partners will take to facilitate the successful transition of those recipients into teaching;

6. Selection of Applicants

The Secretary, using a peer review process, shall select applicants to receive funding on the basis of: (1) the quality of the program that would be carried out under the application; (2) the quality of the teacher preparation program offered by the institution; and (3) the capacity of the institution, and the partnership, to carry out the grant successfully.

In making selections, the Secretary shall seek to ensure that grantees carry out a variety of approaches to preparing new teachers and that there is an equitable geographic distribution of awards.

In addition, the Secretary shall give priority to applications from historically black colleges and universities, Hispanic-serving colleges and universities, tribally controlled colleges, *[and other institutions that enroll significant numbers of minority students? --*

probably need some consistency here with Title III]

7. Amount and Duration of Assistance; Relation to Other Assistance

No individual may receive scholarship assistance under this program for more than 5 years of postsecondary education.

Scholarship funds awarded pursuant to this part shall be considered in determining edibility for student assistance under Title IV.

No individual may receive an award under this program that exceeds the cost of attendance, as defined in section 4__ of this Act, at the institution the individual is attending. A scholarship awarded under this part may shall not be reduced on the basis of the individual's receipt of other forms of Federal student financial assistance, but shall be taken into account in determining the eligibility of the individual for those other forms of Federal assistance.

Note: This provisions taken from section 524 of current law [re: Douglas Scholarships]

8. Scholarship Conditions

A recipients of scholarship assistance under this part shall continue to receive such assistance only as long as he or she is: (a) enrolled as a full-time student and pursuing a course of study leading to teacher certification; and (b) maintaining satisfactory progress as determined by the institution, except that the requirement to be enrolled full-time shall not apply to persons who are will be working in the public schools (as paraprofessionals, or as teachers under emergency credentials) while they are participating in the program.

9. Service Requirements

Each institution receiving a grant under this part shall enter into agreement with the students to whom it makes scholarships that provides for the following:

- Each recipient who completes a teacher preparation program under this authority shall, within 5(?) years of completing that program, teach for at least three years full time in a school in an underserved geographic area.

- Recipients who do not complete the full three years shall make repayment, on a pro rata basis, plus interest, at a time or over a period determined by the institution. Recipients who fail to complete a teacher preparation program or to become certified teachers shall repay the full amount of the scholarship, plus interest. The institutions shall collect such repayments and provide them to the Department of Education at a time and in a manner established by the Secretary.

-- The institution may establish procedures for temporary waivers of the service requirement, such as for periods when recipients are unable to obtain teaching positions in underserved areas or are temporarily disabled and unable to pursue a full-time teaching career.

10. Evaluation

The Secretary shall provide for an evaluation of the program supported under this part. The evaluation shall assess such issues as:

- Whether grantee institutions are successful in preparing scholarship recipients to teach to high standards;
- 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;
- The impact of the program in assisting local educational agencies in underserved areas to recruit and retain teachers in the areas where they have the greatest needs;
- The long-term impact on the grants on teacher preparation programs conducted by grantees and on grantees' relationships with their partner local educational agencies and other partners; and
- The relative effectiveness of different approaches for preparing new teachers to teach in underserved areas.

11. National Activities

The Secretary may retain up to 5 (?) percent of the appropriation for this part for:

- Peer review of applications;
- Conducting the evaluation required under #10;
- 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.

- Assistance by the lead institutions to the partner institutions in improving the partner institutions' teacher preparation programs, based on the experiences of the lead institutions and the particular needs of the partners;
- Making subgrants to the partner institutions for implementation of program improvements at those institutions. Each partnership shall use at least _____ percent of its subgrant for this purpose;
- Joint activities with the local educational agencies in the partnership, and other LEAs, that increase the involvement of classroom teachers and school administrators in the 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 the LEAs.
- Joint activities with States that result in the development and implementation of State policies to facilitate the improvement of teacher preparation programs within the States, as a component of comprehensive education reforms;
- 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; and
- Assessment of the effectiveness of the activities carried out under the grant, including the extent to which the grant is achieving its objectives.

5. Selection of Applications

The Secretary shall, using a peer review process, select applicants to receive funding on the basis of the quality of the teacher preparation program(s) operated by the lead institution(s) in a proposed partnership, the quality of the activities the applicant desires to carry out under the grant, and the capacity of the applicant to carry out the proposed activities successfully.

In making selections, the Secretary shall seek to ensure that lighthouse partnerships represent a variety of approaches to teacher preparation, that lead institutions represent a variety of institutions of higher education, and that there is an equitable geographic distribution of awards. In addition, the Secretary shall give priority to applications for projects that are likely to result in improvement of teacher preparation in the areas of mathematics and reading.

After making his selections, the Secretary shall withhold the portion of each grant that will be used for technical assistance and subgrants to partner institutions until the lead institution has [lead institutions have] recruited the satellite institutions and identified those institutions to the Secretary. The lead institutions shall complete this process in