

THE EDUCATION TRUST

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FASCIMILE TRANSMITTAL

DATE: _____

☐ URGENT

TO: Mike Cohen

ORGANIZATION: _____

FROM: Amy Wilkins

SENT BY: _____

FAX NUMBER: _____

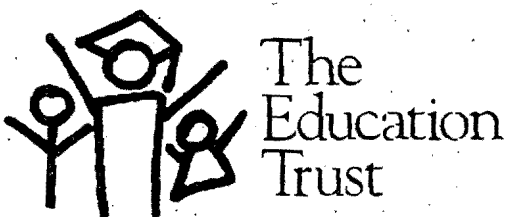
Second Try - First didn't go thru - Sorry -

COMMENTS: - Here's the current draft of the Miller
teacher Bill - Give me a call - let's
chat about it 293-1217 x 329.

P.S. Kath Haycock - my boss - said to
say "Hey".

NUMBER OF PAGES (Including Cover Sheet): Many, many, many

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The qualifications of teachers matter

- A New York City Board of Education study comparing high achieving and low achieving elementary schools with similar student characteristics found that teacher qualifications accounted for more than 90% of the variation in student achievement in reading and mathematics.
- According to US Department of Education, 8th graders whose teachers had undergraduate degrees in mathematics scored, on average, 11 points higher on the NAEP math assessment than students whose teachers did not.
- A study by Ronald L. Ferguson, of Harvard University, estimates that each additional dollar invested in more qualified teachers nets greater gains in student performance than any other use of school resources.

Too few students have the well qualified teachers that they need to achieve at high levels

- More than 1 in 4 high school students taking mathematics are taught by a teacher who holds neither a college major nor minor in mathematics.
- More than 1 in 5 in high school students are enrolled in an English class taught by someone who holds neither a college major nor minor in English.
- Annually, more than 50,000 under-prepared teachers enter the field. More than 12% of all newly hired teachers enter the field without any training at all, and another 14% enter without having fully met state standards. By this calculation, more than 1 in 4 new teachers are not prepared to meet the enormous responsibilities of teaching.

Low-income students, inner city students and students of color are less likely than others to have well qualified teachers

- About 1 in 3 high school English classes in high poverty schools are taught by an under-prepared teacher.
- Students in central cities high schools have only about a 50-50 chance of having a qualified teacher in math.
- While more than 86% of the science teachers at predominantly white schools are certified in science, only about half of those at predominantly minority schools are so certified.

And things are getting worse

- Between 1987 and 1991 the proportion of well-qualified new public school teachers —those entering teaching with a college major or minor in their field—declined from 74% to 67%.

TEACHING EXCELLENCE FOR ALL CHILDREN ACT OF 1997

Section-by-Section Summary



STATEMENT OF POLICY

The Congress declares it to be the policy of the United States that every student shall have a competent and qualified teacher.



FINDINGS

The number of elementary and secondary school students is expected to increase each successive year between now and the year 2006, at which time total enrollment will reach 54.6 million.

The need for qualified teachers will increase accordingly. Enrollment and teacher retirement together will create demand for an additional 2 million teachers by the year 2006.

The lack of qualified teachers to fill this demand is a significant barrier to students receiving an appropriate education.

Right now, one in four teachers in the nation's public schools are not qualified to teach in their subject areas. Unless corrective action is taken at local, state, and federal level, the additional demand for teachers is likely to increase the downward pressure on teacher quality.

Now is the time to redouble efforts to ensure that teachers are properly prepared and certified and receive the ongoing support and professional development they need to be effective educators.



Title I

PARENT RIGHT TO KNOW

Each school that receives funds under [Elementary and Secondary Education Act cite] shall make available to the parents of each student information regarding the qualification's of the student's teacher, both generally and with regard to the content area or areas in which the teacher provides instruction.



Title II

STATE EDUCATIONAL PLANS

States receiving federal funds for elementary and secondary education shall:

Ensure that all teachers have demonstrated the subject matter knowledge, teaching knowledge, and teaching skill necessary to teach effectively in the content area or areas in which they provide instruction.

Have in place an effective mechanism to remove incompetent or unqualified teachers.

Aggressively recruit teachers for high-need areas and provide incentives for teaching in such areas.



Title III

FEDERAL FUNDS USED IN THE PREPARATION OF TEACHERS

Federal funds shall be provided to postsecondary schools for the purpose of preparing or training teachers only if such postsecondary school meets nationally recognized professional standards for accreditation or if 90% of graduates who become teachers pass state and local licensing requirements.



Title IV

INCENTIVES FOR QUALIFIED TEACHERS TO ENTER HIGH-NEED AREAS

Provide student loan forgiveness for those who enter teaching in high need areas if they have demonstrated the subject matter knowledge, teaching knowledge, and teaching skill necessary to teach effectively in the content area or areas in which they provide instruction.

Provide loan forgiveness for who have been teaching in high-need areas for at least five years and who pursue and achieve advanced teaching standards.

DRAFT

**Title V****BEGINNING TEACHER RECRUITMENT AND SUPPORT**

Authorizes support for community-based partnerships that recruit, train, and support qualified entry-level teachers in high-need areas.

**Title VI****NON-APPLICABILITY TO HOME AND PRIVATE SCHOOLS**

Nothing in this Act shall be construed to permit, allow, encourage or authorize any federal control over any aspect of any private, religious, or home school that does not receive federal funds or does not participate in federal programs or services.

DRAFT

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H.L.C.

(Original signature of Member)

105TH CONGRESS
1ST SESSION**H. R. _____****IN THE HOUSE OF REPRESENTATIVES**M. introduced the following bill, which was referred to the Committee on

_____**A BILL**

To increase the number of qualified teachers.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 SECTION 1. SHORT TITLE.

4 This Act may be cited as the "Teaching Excellence
5 for All Children Act of 1997".

6 SEC. 2. STATEMENT OF POLICY; FINDINGS.

7 (a) STATEMENT OF POLICY.—The Congress declares
8 it to be the policy of the United States that each student
9 shall have a competent and qualified teacher.

10 (b) FINDINGS.—Congress finds the following:

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(1) The number of elementary and secondary school students is expected to increase each successive year between now and the year 2006, at which time total enrollment will reach 54,600,000.

5 (2) As the number of students increases, the
6 need for qualified teachers will increase. Increases in
7 enrollment and teacher retirements together will cre-
8 ate demand for 2,000,000 new teachers by the year
9 2006.

(3) The lack of qualified teachers to meet this demand is a significant barrier to students receiving an appropriate education.

(4) One in four teachers in the Nation's public schools is not fully qualified to teach in the designated subject areas. Unless corrective action is taken at the local, State, and Federal levels, the additional demand for teachers is likely to result in a further decline in teacher quality.

(5) Now is the time to redouble efforts to ensure that teachers are properly prepared and qualified and receive the ongoing support and professional development they need to be effective educators.

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1 TITLE I—PARENTAL RIGHTS

2 SEC. 101. PARENTAL RIGHT TO KNOW.

3 Part E of title XIV of the Elementary and Secondary
4 Education Act of 1965 is amended by inserting after sec-
5 tion 14514 (20 U.S.C. 8904) the following new section:

6 "SEC. 14515. TEACHER QUALIFICATIONS.

7 "Any public elementary or secondary school that re-
8 ceives funds under this Act shall make available to the
9 parents of each student information regarding the quali-
10 fications of each of the student's teachers, both generally
11 and with regard to the content area or areas in which each
12 teacher provides instruction."

13 TITLE II—QUALIFIED TEACHERS

14 SEC. 201. ENSURING A QUALIFIED TEACHER IN EVERY 15 CLASSROOM.

16 To be eligible to receive funds under the Elementary
17 and Secondary Education Act of 1965, each State shall
18 ensure that—

19 (1) each teacher in a public elementary or sec-
20 ondary school in the State has demonstrated the
21 subject matter knowledge, teaching knowledge, and
22 teaching skill necessary to teach effectively in the
23 content area or areas in which the teacher provides
24 instruction;

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1 (2) each teacher in the State for whom such
2 qualifications have been waived temporarily to re-
3 spond to emergency teacher shortages or other cir-
4 cumstances must, not later than 3 years after such
5 waiver, demonstrate the subject matter knowledge,
6 teaching knowledge, and teaching skill necessary to
7 teach effectively in the content area or areas in
8 which the teacher provides instruction;

9 (3) no student will be taught for more than 2
10 consecutive years by a teacher who does not meet
11 the criteria under paragraph (1);

12 (4) the State provides incentives for teachers to
13 pursue and achieve advanced teaching and subject
14 area content standards;

15 (5) the State has in place an effective mecha-
16 nism to remove incompetent or unqualified teachers;
17 and

18 (6) the State aggressively recruits and supports
19 qualified teachers who enter teaching in high-need
20 areas.

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1 **TITLE III—FEDERAL FUNDS**
2 **USED IN THE PREPARATION**
3 **OF TEACHERS**

4 **SEC. 301. MINIMUM TEACHER TRAINING STANDARDS.**

5 Title V of the Higher Education Act of 1965 is
6 amended by inserting after section 500 (20 U.S.C. 1101)
7 the following new section:

8 **"SEC. 500A. MINIMUM TEACHER TRAINING STANDARDS.**

9 **"(a) GENERAL REQUIREMENT.—**Any institution of
10 higher education that receives, directly or indirectly, any
11 funds appropriated pursuant to this or any other Federal
12 law for the purpose of preparing or training teachers
13 shall—

14 **"(1)** meet nationally recognized professional
15 standards for accreditation; or

16 **"(2)** demonstrate to the Secretary that at least
17 90 percent of the graduates of such institution who
18 enter the field of teaching take, and pass on their
19 first attempt, the State teacher qualification assess-
20 ment for new teachers.

21 **"(b) AUTHORITY OF SECRETARY TO WAIVE.—**The
22 Secretary may issue a one-time waiver, for a duration of
23 no more than 5 years, in any case in which an institution
24 of higher education can demonstrate a bona fide commit-

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1 ment to, and demonstrate measurable progress toward,
2 meeting the requirements of subsection (a).".

3 **TITLE IV—INCENTIVES FOR IN-**
4 **CREASING THE SUPPLY OF**
5 **QUALIFIED TEACHERS**

6 **SEC. 401. LOAN FORGIVENESS.**

7 (a) **GUARANTEED LOANS.**—Section 437 of the Act is
8 amended—

9 (1) in the section heading, by striking out the
10 period at the end thereof and inserting in lieu there-
11 of a semicolon and "**LOAN FORGIVENESS FOR**
12 **TEACHING**";

13 (2) by amending the heading for subsection (c)
14 to read as follows: "**DISCHARGE RELATED TO**
15 **SCHOOL CLOSURE OR FALSE CERTIFICATION.—**";
16 and

17 (3) by adding at the end thereof the following
18 new subsection:

19 "(e) **CANCELLATION OF LOANS FOR TEACHING.**—(1)
20 The Secretary shall discharge the liability of a borrower
21 of a loan made under section 428, 428H, or 428C (to the
22 extent that a loan made under section 428C repays a loan
23 made under section 428 or 428H) on or after the date
24 of enactment of the Teaching Excellence for All Children
25 Act of 1997, to students who have not previously borrowed

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1 under any of such sections, by repaying the amount owed
2 on the loan, to the extent specified in paragraph (3), for
3 service described in paragraph (2) as a full time teacher
4 who has demonstrated, in accordance with State teacher
5 certification or licensing law, the subject matter knowl-
6 edge, teaching knowledge, and teaching skill necessary to
7 teach effectively in the content area or areas for which
8 the borrower provides instruction.

9 “(2)(A) A loan shall be discharged under paragraph
10 (1) for service by the borrower as a full-time teacher for
11 1 or more academic years in a public elementary or sec-
12 ondary school—

13 “(i)(I) in the school district of a local edu-
14 cational agency that is eligible in that academic year
15 for assistance under title I of the Elementary and
16 Secondary Education Act of 1965; and

17 “(II) that, for that academic year, has been de-
18 termined by the Secretary to be a school in which
19 the enrollment of children counted under section
20 1124(c) of that Act exceeds 30 percent of the total
21 enrollment of that school; or

22 “(ii) in an academic subject matter area in
23 which the State or local educational agency deter-
24 mines to the satisfaction of the Secretary that there
25 is a shortage of qualified teachers.

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1 “(B) A loan shall be discharged under paragraph (1)
2 at the rate provided in paragraph (3)(B) for service de-
3 scribed in clause (i) or (ii) of subparagraph (A) by the
4 borrower as a full-time teacher for 1 or more academic
5 years if such borrower—

6 “(i) has engaged in such service for each of the
7 5 preceding academic years; and

8 “(ii) has pursued and achieved advanced teach-
9 ing credentials.

10 “(3)(A) Loans shall be discharged under paragraph
11 (1) for service described in paragraph (2)(A) at the rate
12 of—

13 “(i) 20 percent for the first or second complete
14 academic year of such service, which amount for
15 each year shall not exceed \$6,000;

16 “(ii) 25 percent for the third complete year of
17 such service, which amount shall not exceed \$7,500;
18 and

19 “(iii) 35 percent for the fourth complete year of
20 such service, which amount shall not exceed
21 \$10,500;

22 except that the total amount for all such academic years
23 shall not exceed \$30,000.

24 “(B) Loans shall be discharged under paragraph (1)
25 for service described in paragraph (2)(B) at the rate of

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1 50 percent for each complete academic year of such serv-
2 ice, except that the total amount discharged shall not ex-
3 ceed \$5,000 for any borrower.

4 "(C) If a portion of a loan is discharged under sub-
5 paragraph (A) or (B) for any year, the entire amount of
6 interest on that loan that accrues for that year shall also
7 be discharged by the Secretary.

8 "(D) Nothing in this section shall be construed to au-
9 thorize refunding of any repayment of a loan.

10 "(4) The amount of a loan, and interest on a loan,
11 that is canceled under this subsection shall not be consid-
12 ered income for purposes of the Internal Revenue Code
13 of 1986.

14 "(5) No borrower may, for the same volunteer serv-
15 ice, receive a benefit under both this subsection and sub-
16 title D of title I of the National and Community Service
17 Act of 1990 (42 U.S.C. 12571 et seq.).

18 "(6) The Secretary shall specify in regulations the
19 manner in which lenders shall be reimbursed for loans
20 made under this part, or portions thereof, that are dis-
21 charged under this subsection.

22 "(7) If the list of schools in which a teacher may per-
23 form service pursuant to paragraph (2) is not available
24 before May 1 of any year, the Secretary may use the list

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1 for the year preceding the year for which the determina-
2 tion is made to make such service determination.

3 "(8) Any teacher who performs service in a school
4 which—

5 "(A) meets the requirements of paragraph (2)
6 in any year during such service; and

7 "(B) in a subsequent year fails to meet the re-
8 quirements of such subsection,

9 may continue to teach in such school and shall be eligible
10 for loan cancellation pursuant to paragraph (1) with re-
11 spect to such subsequent years."

12 (b) DIRECT LOANS.—Part D of title IV of the Act
13 is amended by inserting after section 458 (20 U.S.C.
14 1087h) the following new section:

15 **SEC. 459. CANCELLATION OF LOANS FOR CERTAIN PUBLIC**
16 **SERVICE.**

17 **"(a) CANCELLATION OF PERCENTAGE OF DEBT**
18 **BASED ON YEARS OF QUALIFYING SERVICE.—**

19 **"(1) IN GENERAL.—**The percent specified in
20 paragraph (3) of the total amount of any loan made
21 under this part after the date of enactment of the
22 Teaching Excellence for All Children Act of 1997, to
23 students who have not previously borrowed under
24 this part, shall be canceled for each complete year
25 of service after such date by the borrower under cir-

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1 cumstances described in paragraph (2) for service as
2 a full time teacher who has demonstrated, in accord-
3 ance with State teacher certification or licensing law,
4 the subject matter knowledge, teaching knowledge,
5 and teaching skill necessary to teach effectively in
6 the content area or areas for which the borrower
7 provides instruction.

8 "(2) QUALIFYING SERVICE.—

9 "(A) IN GENERAL.—A loan shall be dis-
10 charged under paragraph (1) for service by the
11 borrower as a full-time teacher for 1 or more
12 academic years in a public elementary or sec-
13 ondary school—

14 "(i)(I) in the school district of a local
15 educational agency that is eligible in that
16 academic year for assistance under title I
17 of the Elementary and Secondary Edu-
18 cation Act of 1965; and

19 "(II) that, for that academic year, has
20 been determined by the Secretary to be a
21 school in which the enrollment of children
22 counted under section 1124(c) of that Act
23 exceeds 30 percent of the total enrollment
24 of that school; or

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1 “(ii) in an academic subject matter
2 area in which the State or local edu-
3 cational agency determines to the satisfac-
4 tion of the Secretary that there is a short-
5 age of qualified teachers.

6 “(B) ACCELERATED DISCHARGE.—A loan
7 shall be discharged under paragraph (1) at the
8 rate provided in paragraph (3)(B) for service
9 described in clause (i) or (ii) of subparagraph
10 (A) by the borrower as a full-time teacher for
11 1 or more academic years if such borrower—

12 “(i) has engaged in such service for
13 each of the 5 preceding academic years;
14 and

15 “(ii) has pursued and achieved ad-
16 vanced teaching credentials.

17 “(3) PERCENTAGE OF CANCELLATION.—

18 “(A) IN GENERAL.—Loans shall be dis-
19 charged under paragraph (1) for service de-
20 scribed in paragraph (2)(A) at the rate of—

21 “(i) 20 percent for the first or second
22 complete academic year of such service,
23 which amount for each year shall not ex-
24 ceed \$6,000;

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1 “(ii) 25 percent for the third complete
2 year of such service, which amount shall
3 not exceed \$7,500; and

4 “(iii) 35 percent for the fourth com-
5 plete year of such service, which amount
6 shall not exceed \$10,500;

7 except that the total amount for all such academic years
8 shall not exceed \$30,000.

9 “(B) ACCELERATED DISCHARGE.—Loans
10 shall be discharged under paragraph (1) for
11 service described in paragraph (2)(B) at the
12 rate of 50 percent for each complete academic
13 year of such service, except that the total
14 amount discharged shall not exceed \$5,000 for
15 any borrower.

16 “(C) TREATMENT OF INTEREST.—If a
17 portion of a loan is discharged under subpara-
18 graph (A) or (B) for any year, the entire
19 amount of interest on that loan that accrues for
20 that year shall also be discharged by the Sec-
21 retary.

22 “(D) REFUNDING PROHIBITED.—Nothing
23 in this section shall be construed to authorize
24 refunding of any repayment of a loan.

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1 “(4) DEFINITION.—For the purpose of this sec-
2 tion, the term ‘year’ where applied to service as a
3 teacher means an academic year as defined by the
4 Secretary.

5 “(5) TREATMENT OF CANCELED AMOUNTS.—
6 The amount of a loan, and interest on a loan, which
7 is canceled under this section shall not be considered
8 income for purposes of the Internal Revenue Code of
9 1986.

10 “(6) PREVENTION OF DOUBLE BENEFITS.—No
11 borrower may, for the same volunteer service, receive
12 a benefit under both this section and subtitle D of
13 title I of the National and Community Service Act
14 of 1990 (42 U.S.C. 12571 et seq.).

15 “(b) SPECIAL RULES.—

16 “(1) LIST.—If the list of schools in which a
17 teacher may perform service pursuant to subsection
18 (a)(2)(A) is not available before May 1 of any year,
19 the Secretary may use the list for the year preceding
20 the year for which the determination is made to
21 make such service determination.

22 “(2) CONTINUING ELIGIBILITY.—Any teacher
23 who performs service in a school which—

24 “(A) meets the requirements of subsection
25 (a)(2)(A) in any year during such service; and

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1 “(B) in a subsequent year fails to meet the
2 requirements of such subsection,
3 may continue to teach in such school and shall be
4 eligible for loan cancellation pursuant to subsection
5 (a)(1) with respect to such subsequent years.”.

6 **TITLE V—BEGINNING TEACHER**
7 **RECRUITMENT AND SUPPORT**

8 **SEC. 501. PROGRAM ESTABLISHED.**

9 Title V of the Higher Education Act of 1965 is
10 amended by adding at the end the following new part:

11 **“PART G—BEGINNING TEACHER RECRUITMENT**
12 **AND SUPPORT**

13 **“SEC. 589A. PROGRAM AUTHORIZED.**

14 “(a) GRANTS BY THE SECRETARY.—The Secretary
15 shall use funds pursuant to this subpart to make grants,
16 on a competitive basis, to Beginning Teacher Recruitment
17 and Support partnerships for the purpose of recruiting,
18 training, and supporting qualified entry-level teachers.

19 “(b) DURATION.—Grants shall be awarded for a pe-
20 riod of 3 years, of which no more than 1 year may be
21 used for planning and preparation.

22 “(c) BEGINNING TEACHER RECRUITMENT AND SUP-
23 PORT PARTNERSHIP.—For the purposes of this subpart,
24 the term ‘Beginning Teacher Recruitment and Support
25 Partnership’ means a partnership consisting of—

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1 “(1) a local educational agency, a subunit of
2 such agency, or a consortium of such agencies; and

3 “(2) 1 or more nonprofit organizations, includ-
4 ing institutions of higher education—

5 “(A) each of which must have a dem-
6 onstrated record of success in teacher prepara-
7 tion and staff development;

8 “(B) which must have expertise and a
9 demonstrated record of success, either collec-
10 tively or individually, in providing teachers with
11 the subject matter knowledge, teaching knowl-
12 edge, and teaching skills necessary for them to
13 teach effectively in each and every content area
14 in which they plan to prepare teachers to pro-
15 vide instruction under a grant made under this
16 subpart; and

17 “(C) which include at least 1 teacher prep-
18 aration institution that has met the criteria
19 under section 500A (as added by section 301 of
20 the Teaching Excellence for All Children Act of
21 1997).

22 These entities shall jointly develop and submit their pro-
23 posal to the Department of Education.

24 “(d) BEGINNING TEACHER RECRUITMENT AND SUP-
25 PORT SCHOOL.—For the purpose of this subpart, a ‘Be-

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1 ginning Teacher Recruitment and Support School' is de-
2 fined as a public elementary or secondary school—

3 “(1)(A) in a school district that is eligible for
4 assistance under title I of the Elementary and Sec-
5 ondary Education Act of 1965; and

6 “(B) that has been determined by the Secretary
7 to be a school in which the enrollment of children
8 counted under section 1124(c) of that Act exceeds
9 30 percent of the total enrollment of the school; or
10 “(2) where the State or local educational agen-
11 cy determines to the satisfaction of the Secretary
12 that there is a shortage of qualified teachers.

13 **“SEC. 599B. USES OF FUNDS.**

14 “(a) **BEGINNING TEACHER RECRUITMENT AND SUP-**
15 **PORT PARTNERSHIPS.**—Each partnership receiving a
16 grant under this subpart shall use funds to—

17 “(1) recruit and screen teaching applicants;

18 “(2) establish and conduct intensive summer
19 preplacement professional development seminars for
20 participating Beginning Teacher Recruitment and
21 Support teachers;

22 “(3) establish and conduct ongoing and inten-
23 sive professional development and support programs
24 for Beginning Teacher Recruitment and Support
25 members for their first 2 years of service; and

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1 “(4) annually evaluate the performance of Be-
2 ginning Teacher Recruitment and Support teachers
3 to determine whether they meet standards for con-
4 tinued participation.

5 “(b) CRITERIA.—

6 “(1) IN GENERAL.—The partnership shall select
7 participating Beginning Teacher Recruitment and
8 Support teachers according to criteria designed to—

9 “(A) attract highly qualified individuals to
10 teaching, including individuals with post-college
11 employment experience who plan to enter teach-
12 ing from another occupational field; and

13 “(B) meet the needs of participating
14 schools in addressing shortages of qualified
15 teachers in specific academic subject areas.

16 “(2) SPECIFIC CRITERIA.—Such criteria shall
17 include that each Beginning Teacher Recruitment
18 and Support applicant selected has demonstrated the
19 ability to attain ^{the} subject matter knowledge, teaching
20 knowledge, and teaching skills necessary to teach ef-
21 fectively in the content area or areas in which they
22 will provide instruction.

23 “(3) SPECIAL CONSIDERATION.—Particular ef-
24 fort should be made to recruit individuals who are
25 members of populations that are underrepresented

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1 in the teaching profession, especially in the curricu-
2 lar areas in which such individuals are preparing to
3 teach.

4 "(4) MINIMUM NUMBER OF TEACHERS PER
5 SCHOOL.—The partnership must ensure that the
6 number of beginning teachers is equal to no less
7 than 3 percent of the faculty of the schools to which
✓ 8 they are assigned, except that iⁿ no circumstance
9 shall fewer than 2 beginning teachers be assigned to
10 each school.

11 "SEC. 599C. PARTNERSHIP APPLICATION.

12 "In order to receive funds under this subpart, a part-
13 nership shall submit an application to the Secretary at
14 such time, in such manner, and containing such informa-
15 tion as the Secretary may reasonably require. Each appli-
16 cation shall—

17 "(1) describe how the partnership shall select
18 Beginning Teacher Recruitment and Support mem-
19 bers;

20 "(2) describe how recruitment will meet the
21 needs of participating Beginning Teacher Recruit-
22 ment and Support Schools, especially with regard to
23 the particular academic subject areas in which there
24 is a shortage of qualified teachers;

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1 “(3) describe how the partnership will advance
2 the subject matter knowledge, teaching knowledge,
3 and teaching skill of all Beginning Teacher Recruit-
4 ment and Support members in the Summer Insti-
5 tutes and in ongoing professional development and
6 support activities;

7 “(4) describe how existing school faculty will be
8 involved in the planning and execution of the Sum-
9 mer Institutes and ongoing professional development
10 and support activities, including paired mentorships
11 between Beginning Teacher Recruitment and Sup-
12 port members and experienced classroom teachers;

13 “(5) provide assurances that Beginning Teacher
14 Recruitment and Support members are paid at rates
15 comparable to other entry level teachers in the
16 school district where the Beginning Teacher Recruit-
17 ment and Support member is assigned;

18 “(6) describe how the Beginning Teacher Re-
19 cruitment and Support Partnership will monitor,
20 and report not less than annually on, the progress
21 of Beginning Teacher Recruitment and Support
22 members, including:

23 “(A) the retention rate for Beginning
24 Teacher Recruitment and Support teachers in
25 comparison with other teachers in the same

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1 schools in which Beginning Teacher Recruit-
2 ment and Support members teach; and

3 "(B) the academic achievement of students
4 served by Beginning Teacher Recruitment and
5 Support teachers, in comparison to those stu-
6 dents taught by other entry-level teachers; and

7 "(7) describe direct and indirect contributions
8 to the overall cost of the program by the State and
9 local educational agency, and the extent to which the
10 Beginning Teacher Recruitment and Support Part-
11 nership activities will be integrated with other pro-
12 fessional development and educational reform ef-
13 forts."

14 **TITLE VI--GENERAL**
15 **PROVISIONS**

16 **SEC. 601. GENERAL PROVISION REGARDING NONRECIP-**
17 **IENT NONPUBLIC SCHOOLS.**

18 Nothing in this Act shall be construed to permit,
19 allow, encourage, or authorize any Federal control over
20 any aspect of any private or religious school that does not
21 receive Federal funds or does not participate in Federal
22 programs or services under the Elementary and Secondary
23 Education Act of 1965.

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1 SEC. 602. APPLICABILITY TO HOME SCHOOLS.

2 Nothing in this Act shall be construed to affect home
3 schools.

July 21, 1987



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE GENERAL COUNSEL

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

Telefax Transmittal Sheet
(Telefax # - 401-5391)

TO:

Comm. Lawrence

FROM:

Jack Krusty

DATE/TIME:

7-29-97

PAGES SENT (including transmittal)

38

COMMENTS:

To: Bill Kincaid

400 MARYLAND AVE., S.W. WASHINGTON, D.C. 20202-2110

Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

URGENT

Note to: Connie Bowers (OMB)

From: Jack Kristy

Date: July 25, 1997

Concerning: HEA Title V (Teacher Training)

Here's the draft (with explanatory cover memo) for expedited clearance, as quickly as possible. Changes made from the 7/18 draft, made as a result of yesterday's discussions with Kathy Stack, Bill Kincaid, Jonathan Schnur, et al. (as well as ED's internal review) are marked in bold (and bracketed!), so you can't miss 'em. Please respond to me or Paul Riddle. Thanks!

cc: Mike Smith

Jamie Studley

Maureen McLaughlin

Terry Dozier

Heather Moore

Tom Corwin

Paul Riddle

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

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

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

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

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

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

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

programs. Other entities, including community colleges and States, could be partners as well.

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

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

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

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

The Federal government cannot solve these recruitment challenges alone, but it can be a catalyst that stimulates the recruitment of minority teachers and teachers in areas of high need. We propose a program to increase the number of students, especially minority students, who complete high-quality teacher preparation programs and teach in underserved areas. The program would be authorized at \$39 million for fiscal year 1999 (with small portion of these funds available to pay the cost of continuation grants under the predecessor Minority Teacher Recruitment program.)

The program would award five-year competitive grants to partnerships between institutions of higher education and school districts in underserved urban and rural areas, in conjunction with other partners such as community colleges, teachers'

unions, community organizations, and States, to recruit and prepare teachers. Together the partners would determine the needs of high-poverty schools in their communities, such as the need for more minority teachers or for teachers in particular subjects. Having completed this needs assessment, the partners would identify a pool of potential teachers fitting those needs, recruit individuals from this pool, and design high-quality preparation and induction programs tailored to those individuals.

The needs of the respective partnerships would determine their recruitment focus. Special consideration would be given to applications from minority-serving institutions and to applications most likely to result in increases in the numbers of minority individuals, including language minority individuals, and individuals with disabilities in the teaching force.

The program would support scholarships for potential teachers. Applicants would determine the funding level and number of these scholarships according to the needs of their students. Because scholarships alone are often not enough to attract and retain participants in the program, the grantees could also provide support services such as academic counseling, tutoring, mentoring, child care, and transportation. Grantees could provide support services during participants' first three years of teaching, as well.

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

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

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

HEA, TITLE V DRAFT

July 26, 1997

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

"FINDINGS

"SEC. 501. The Congress finds as follows:

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

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

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

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

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

produce the number of qualified teachers schools will need.

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

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

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

targeted investments that--

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

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

"PURPOSE

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

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

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

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

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

"AUTHORIZATION OF APPROPRIATIONS

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

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

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

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

"PART A--LIGHTHOUSE PARTNERSHIPS

"DEFINITIONS

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

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

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

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

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

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

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

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

"(A) prepares teachers for their initial entry

into the teaching profession;

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

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

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

"GRANTS TO LIGHTHOUSE PARTNERSHIPS

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

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

"(3) The Secretary shall --

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

making satisfactory progress in carrying out the grant; and

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

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

"PREAPPLICATIONS AND APPLICATIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

"(B) the institution recruits and serves students

(such as education paraprofessionals) from those communities;

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

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

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

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

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

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

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

"(B) a description of how the partnership will

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

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

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

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

["(F) a description of-

“(I) the measurable goals the partnership expects to achieve through the grant, including-

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

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

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

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

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

"USES OF FUNDS

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

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

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

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

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

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

"(5) Cooperation and interaction with other lighthouse

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

"(6) Assessment of the effectiveness of the activities carried out under the grant, including the extent to which the [partnership is achieving its goals under section 613(c)(5)(F)].

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

"SELECTION OF APPLICATIONS

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

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

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

out activities under the grant; and

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

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

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

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

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

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

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

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

"EVALUATION

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

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" (1) peer review of applications;

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

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

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

"PART B--RECRUITING NEW TEACHERS FOR UNDERSERVED AREAS

"PROGRAM AUTHORIZED

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

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

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

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

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

"NATIONAL ACTIVITIES

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

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

"DEFINITIONS

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

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

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

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

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

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

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

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

"(2) The term 'support services' includes

"(A) academic advice and counseling;

"(B) tutorial services;

*(C) mentoring; [and]

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

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

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

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

*GRANT CONDITIONS

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

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

"(2) The Secretary shall--

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

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

the award for the fourth year of the grant.

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

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

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

"(B) 80 percent in the second year;

"(C) 70 percent in the third year;

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

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

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

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

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

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

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

"GRANT APPLICATIONS

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

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

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

"(2) information on the quality of the institution's teacher preparation program, which may include the types of information described in section 513(c) (3), [and how the applicant will ensure that scholarship recipients will receive high-quality preparation];

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

"(A) to determine--

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

"USES OF FUNDS

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

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

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

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

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

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

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

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

"SELECTION OF APPLICANTS

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

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

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

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

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

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

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

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

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

*(B) applications from historically Black colleges

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

"DURATION AND AMOUNT OF ASSISTANCE; RELATION TO OTHER ASSISTANCE

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

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

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

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

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

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

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

"SCHOLARSHIP CONDITIONS

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

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

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

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

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

SERVICE REQUIREMENTS

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

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

"EVALUATION

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

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

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

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

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

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

"NATIONAL ACTIVITIES

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

"(1) peer review of applications;

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

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

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