

105TH CONGRESS
1ST SESSION

H. R. 2852

To amend title V of the Higher Education Act of 1965 to improve and strengthen the recruitment and training of American teachers.

IN THE HOUSE OF REPRESENTATIVES

NOVEMBER 6, 1997

Mr. KILDEE introduced the following bill; which was referred to the Committee on Education and the Workforce

A BILL

To amend title V of the Higher Education Act of 1965 to improve and strengthen the recruitment and training of American 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 “New Century Teachers
5 Act”.

6 **SEC. 2. REVISION OF TITLE V.**

7 Title V of the Higher Education Act of 1965 (20
8 U.S.C. 1101 et seq.) is amended to read as follows:

1 **“TITLE V—EDUCATOR RECRUIT-**
2 **MENT, PREPARATION, AND**
3 **INDUCTION**

4 **“SEC. 501. FINDINGS.**

5 “The Congress finds as follows:

6 “(1) What teachers know and can do has a crit-
7 ical impact on student achievement, yet too often
8 prospective teachers are not receiving the initial
9 preparation they need in order to teach children
10 from diverse backgrounds to challenging standards.

11 “(2) A number of elementary and secondary
12 schools throughout the United States are implement-
13 ing educational reform strategies that are research-
14 based, have records of demonstrated effectiveness in
15 enabling students to achieve to high State or local
16 standards, are replicable in diverse and challenging
17 circumstances, and are supported by networks of re-
18 searchers and experienced practitioners. Yet prepa-
19 ration to implement these strategies is not generally
20 a central component of initial teacher preparation.

21 “(3) Institutions of higher education that pro-
22 vide teachers for urban and rural schools that enroll
23 concentrations of children from low-income families
24 often have the greatest need to restructure their
25 teacher preparation programs because the teachers

1 they graduate will face the greatest classroom chal-
2 lenges.

3 “(4) Improvement of teacher preparation in
4 mathematics and reading represents a particular
5 challenge for American education. For example,
6 most future elementary and middle-school mathe-
7 matics teachers take no more than one or two col-
8 lege-level mathematics courses, and these courses
9 are not designed for prospective teachers and do not
10 cover the mathematics content that elementary and
11 middle-school teachers should teach to enable stu-
12 dents to meet challenging mathematics standards. In
13 reading, most teacher preparation programs have
14 not incorporated the large body of research on effec-
15 tive reading instruction.

16 “(5) If current trends continue, American
17 schools will need to hire more than two million
18 teachers in the next decade to educate an increasing
19 number of students and to replace current teachers
20 who will retire or leave the profession. High-poverty
21 urban and rural schools will experience the most se-
22 vere teacher shortages. Of the more than two million
23 teachers needed, approximately 15 percent, or
24 345,000, will be needed in central cities, in schools
25 with large concentrations of low-income students. An

1 additional 207,000 teachers will be needed in iso-
2 lated, and often poor, rural areas. Recent trends in
3 the number of people preparing to enter teaching in-
4 dicate that the normal operation of the labor mar-
5 ket, by itself, will not produce the number of quali-
6 fied teachers schools will need.

7 “(6) Schools are already having trouble recruit-
8 ing qualified teachers. Nearly three-quarters of phys-
9 ical science students and one-third of English stu-
10 dents in high-poverty schools take classes with
11 teachers who lack even a college minor in their field.
12 The National Commission on Teaching and Ameri-
13 ca’s Future found that 50,000 uncertified individ-
14 uals annually enter teaching because schools, fre-
15 quently those in urban and rural areas with large
16 concentrations of children from low-income families,
17 cannot find all the certified teachers they need.

18 “(7) Teaching excellence and diversity are inex-
19 tricably connected. By bringing distinctive life expe-
20 riences and perspectives into the classroom, enrich-
21 ing the instructional curriculum and the school cli-
22 mate, and strengthening connections to parents and
23 communities, teachers from diverse racial and ethnic
24 groups, and those with disabilities, enhance the qual-
25 ity of American education. Yet today, while one-third

1 of American students are members of minority
2 groups, members of racial and ethnic minority
3 groups make up only 13 percent of the teaching
4 force and nearly half the school districts in the Na-
5 tion have no minority teachers. In addition, few indi-
6 viduals with disabilities are teaching in American
7 classrooms.

8 “(8) The Federal Government, by itself, cannot
9 ensure needed improvements in teacher preparation
10 or solve the problem of teacher shortages. However,
11 the Government can make limited, targeted invest-
12 ments that—

13 “(A) encourage more institutions of higher
14 education that operate teacher preparation pro-
15 grams, working in partnership with local edu-
16 cational agencies and States, to adopt the prac-
17 tices and strategies of the best programs;

18 “(B) encourage a more diverse mix of
19 Americans to enter teaching and complete high-
20 quality preparation programs; and

21 “(C) encourage more Americans to serve
22 as teachers in underserved communities.

23 **“SEC. 502. PURPOSE.**

24 “The purpose of this title is to help meet the national
25 need to recruit, prepare, and retain a high-quality and di-

1 verse supply of elementary and secondary education teach-
2 ers, and to help meet the needs of schools in urban and
3 rural areas with concentrations of children from low-in-
4 come families, by—

5 “(1) authorizing support for partnerships
6 among institutions of higher education that operate
7 exemplary teacher preparation programs, other insti-
8 tutions of higher education seeking to improve their
9 programs, public elementary and secondary schools,
10 and States, in order to improve the quality of the
11 initial preparation of teachers for high-poverty com-
12 munities;

13 “(2) authorizing support for partnerships to in-
14 crease the number and diversity of students who
15 enter teacher education programs and complete
16 high-quality preparation programs, and to increase
17 the quality of teaching in underserved urban and
18 rural communities; and

19 “(3) encouraging, through such partnerships,
20 the creation of a more diverse teaching force,
21 through the recruitment and preparation of minority
22 individuals, including language minority individuals,
23 and individuals with disabilities, to enter teaching.

1 **“SEC. 503. AUTHORIZATION OF APPROPRIATIONS.**

2 “(a) AUTHORIZATION FOR PARTS A AND B.—There
3 are authorized to be appropriated—

4 “(1) \$30,000,000 for fiscal year 1999 and such
5 sums as may be necessary for each of the four suc-
6 ceeding fiscal years to carry out the program of
7 Lighthouse Partnerships under part A; and

8 “(2) \$37,000,000 for fiscal year 1999 and such
9 sums as may be necessary for each of the four suc-
10 ceeding fiscal years to carry out the program of Re-
11 cruiting New Teachers for Underserved Areas under
12 part B.

13 “(b) TRANSITION.—Notwithstanding any other provi-
14 sion of law, the Secretary may use funds appropriated
15 under subsection (a) to make continuation awards for
16 projects that were funded under subpart 2 of part E of
17 title V of this Act, as in effect prior to enactment of the
18 ____ Act of 1997.

19 **“PART A—LIGHTHOUSE PARTNERSHIPS**

20 **“SEC. 511. DEFINITIONS.**

21 “As used in this part, the following terms have the
22 following meanings:

23 “(1)(A) The term ‘lead institution’ means an
24 institution of higher education that—

25 “(i) operates an exemplary teacher prepa-
26 ration program of significant size in one or

1 more areas of teacher preparation, which may
2 include the preparation of principals and other
3 educational administrators;

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

8 “(iii) places a significant percentage of its
9 teacher preparation graduates in teaching posi-
10 tions in urban and rural communities with con-
11 centrations of children from low-income fami-
12 lies.

13 “(B) A lead institution may participate in a
14 consortium with one or more two-year colleges with
15 which it has articulation agreements relating to
16 teacher preparation.

17 “(2) The term ‘lighthouse partnership’ means a
18 partnership of a lead institution, partner institu-
19 tions, and State and local educational agencies, that
20 is dedicated to improving the quality of teacher
21 preparation programs. Within each partnership, the
22 lead institution shall act as the fiscal agent for the
23 grant.

24 “(3) The term ‘local educational agency’ has
25 the meaning given that term in section 14101(18) of

1 the Elementary and Secondary Education Act of
2 1965.

3 “(4) The term ‘partner institution’ means an
4 institution of higher education that—

5 “(A) prepares teachers for their initial
6 entry into the teaching profession;

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

9 “(C) prepares teachers for teaching posi-
10 tions in urban and rural communities with con-
11 centrations of children from low-income fami-
12 lies.

13 “(5) The term ‘teacher preparation program’
14 means a program operated by an institution of high-
15 er education that prepares students to obtain initial
16 teacher licensure and to teach in elementary and
17 secondary schools. Such a program may also prepare
18 students to become preschool teachers if the institu-
19 tion serves a State or school districts in which pre-
20 school education is provided as free, public edu-
21 cation.

22 **“SEC. 512. GRANTS TO LIGHTHOUSE PARTNERSHIPS.**

23 “(a) GRANTS AUTHORIZED.—

24 “(1) From funds appropriated under section
25 503(a)(1) for this part for each fiscal year, the Sec-

1 retary shall make competitive grants to lighthouse
2 partnerships.

3 “(2) Subject to the availability of appropria-
4 tions therefor, each grant under paragraph (1) shall
5 be for a period not to exceed five years.

6 “(3) The Secretary shall—

7 “(A) make continuation awards, for the
8 second and succeeding years, only after deter-
9 mining that the partnership is making satisfac-
10 tory progress in carrying out the grant; and

11 “(B) conduct an intensive review of the
12 partnership’s progress, with the assistance of
13 outside experts, before making the continuation
14 award for the fourth year of the grant.

15 “(b) LIMITATION.—No partnership may receive more
16 than two grants under this part.

17 **“SEC. 513. PREAPPLICATIONS AND APPLICATIONS.**

18 “(a) PREAPPLICATIONS.—Each lead institution that
19 wishes to participate in a lighthouse partnership that will
20 apply for a grant under this part shall submit a
21 preapplication to the Secretary at such time, in such man-
22 ner, and containing such information as the Secretary may
23 require, except that the lead institution need not identify
24 the other members of the partnership until it submits an

1 application under subsection (b). The Secretary shall use
2 a peer review process to review these preapplications.

3 “(b) APPLICATIONS REQUIRED.—Any lighthouse
4 partnership desiring to receive a grant under this part
5 shall submit an application to the Secretary at such time,
6 in such form, and containing such information as the Sec-
7 retary may require.

8 “(c) CONTENTS.—Each application shall include—

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

13 “(2) evidence of the quality of the institution’s
14 teacher preparation program, covering—

15 “(A) the extent to which the institution
16 provides a coherent program that—

17 “(i) reflects the best of what is
18 known, from research and practice;

19 “(ii) prepares teachers to implement
20 research-based instructional programs of
21 demonstrated effectiveness and to teach
22 their students, particularly those in high-
23 poverty schools, to high State and local
24 content standards; and

1 “(iii) reflects high standards for
2 teaching, such as the standards of the Na-
3 tional Board for Professional Teaching
4 Standards, and for teacher education;

5 “(B) the commitment of the institution to
6 its program of teacher preparation;

7 “(C) the connections between the institu-
8 tion’s teacher preparation program and its de-
9 partments or schools of arts and sciences, to
10 ensure the integration of pedagogy and content
11 in teacher preparation;

12 “(D) the extent to which the institution
13 operates a clinically based teacher preparation
14 program, particularly in high-poverty schools,
15 through which prospective teachers participate
16 in intensive, structured clinical experiences,
17 with extensive faculty involvement, throughout
18 their preservice education, and the extent to
19 which those experiences are integrated into the
20 curriculum;

21 “(E) the extent to which the institution’s
22 program offers continuous assistance to its
23 graduates during their initial years in the class-
24 room;

1 “(F) the extent to which the institution’s
2 program meets the needs of, and has strong
3 connections with, elementary and secondary
4 education (particularly with urban and rural
5 schools and school systems that serve con-
6 centrations of students from low-income fami-
7 lies and with the education reforms under way
8 in the institution’s State), which may include
9 the involvement of elementary and secondary
10 educators in the continuing development, im-
11 provement, and implementation of the teacher
12 preparation program;

13 “(G) the success of the institution in pre-
14 paring teachers to teach individuals from di-
15 verse populations effectively;

16 “(H) the extent to which the institution is
17 preparing teachers to use technology to teach
18 children to high standards;

19 “(I) the record of the institution’s teacher
20 preparation program in attracting and graduat-
21 ing a diverse student body (including the re-
22 cruitment and enrollment of individuals with
23 disabilities);

24 “(J) the procedures the institution uses to
25 measure the quality of its teacher preparation

1 program (including the extent to which grad-
2 uates improve their subject matter knowledge
3 and teaching ability as a result of their partici-
4 pation in the program) and to improve its pro-
5 gram, using information generated through
6 those procedures;

7 “(K) the success of the program in grad-
8 uating students who are fully qualified to teach
9 to high standards in the State or region served
10 by the institution;

11 “(L) the quality of the program’s grad-
12 uates, as documented through such evidence as
13 the graduates’ record of obtaining (and retain-
14 ing) teaching positions and the opinions of
15 school district officials, in the State or region,
16 of the quality of those graduates;

17 “(M) if applicable, the quality of the insti-
18 tution’s program for the preparation of school
19 principals and other school administrators, and
20 of the success of that program; and

21 “(N) involvement and leadership of the in-
22 stitution in national, regional, and State efforts
23 to improve teacher education and licensure;

24 “(3) evidence of the extent to which—

1 “(A) graduates have taken teaching posi-
2 tions in urban and rural schools in communities
3 with concentrations of students from low-in-
4 come families; and

5 “(B) the institution recruits and serves
6 students (such as education paraprofessionals)
7 from those communities;

8 “(4) evidence of the experience of the lead insti-
9 tution in creating or participating in networks with
10 other institutions to improve the quality of teacher
11 preparation programs;

12 “(5) a description of how the partnership will
13 operate a program under this part, including—

14 “(A) a description of the governance struc-
15 ture that the partnership will establish (through
16 a written partnership agreement) for the grant,
17 which shall include the active involvement of
18 high-level administrators of the lead institution
19 and representatives of—

20 “(i) both the teacher preparation pro-
21 gram and the school or department of arts
22 and sciences in the lead institution;

23 “(ii) the partner institutions involved
24 with the grant;

1 “(iii) local educational agencies (in-
2 cluding teachers and other school-level offi-
3 cials) served by the lead institution and
4 one or more of the partner institutions;
5 and

6 “(iv) State officials with authority
7 over teacher licensure and teacher prepara-
8 tion in the States in which the lead institu-
9 tion and one or more of the partner insti-
10 tutions are located;

11 “(B) a description of how the partnership
12 will fully engage local educational agencies in
13 the activities carried out under the grant, in-
14 cluding how the partnership will use grant
15 funds to address the teacher training needs of
16 the local educational agencies that are members
17 of the partnership, consistent with section 514;

18 “(C) a description of how the activities un-
19 dertaken with the grant will support, and be in-
20 tegrated with, the educational reforms under
21 way in the States of the lead and the partner
22 institutions, including a description of plans for
23 coordinating activities carried out under the
24 grant with activities carried out under other
25 Federal or State professional development pro-

1 grams or activities designed to improve pre-
2 service and in-service teacher training; and

3 “(D) a description of—

4 “(i) the measurable goals the partner-
5 ship expects to achieve through the grant,
6 including—

7 “(I) goals for improvements in
8 the teacher preparation programs of
9 the partner institutions;

10 “(II) goals for improvements in
11 the quality, and increases in the num-
12 ber, of the graduates of teacher prep-
13 aration programs operated by mem-
14 bers of the partnership who take
15 teaching positions in high-poverty
16 schools of the local educational agen-
17 cies in the partnership;

18 “(III) goals for meeting the
19 teacher preparation needs of the local
20 educational agencies in the partner-
21 ship, in order to improve student
22 achievement; and

23 “(IV) such other goals, consistent
24 with the purposes of this part, as the
25 partnership may select;

1 “(ii) how the partnership will achieve
2 the goal of increased diversity among its
3 teacher preparation graduates; and

4 “(iii) how the partnership will deter-
5 mine whether it is meeting the goals de-
6 scribed in clauses (i) and (ii); and

7 “(6) a description of the partnership’s plan for
8 institutionalizing the activities it is carrying out
9 under this part, so that those activities will continue
10 once Federal funding ceases.

11 **“SEC. 514. USES OF FUNDS.**

12 “(a) **REQUIRED ACTIVITIES.**—In order to increase
13 the quality and number of teachers it is preparing for posi-
14 tions in urban and rural areas with concentrations of low-
15 income families, and to increase the diversity of elemen-
16 tary and secondary teachers, each partnership selected to
17 receive a grant under this part shall use the grant funds
18 for each of the following purposes:

19 “(1) Further development, refinement, assess-
20 ment of, and dissemination of information on, the
21 teacher preparation programs operated by the lead
22 institution, including activities that document, for
23 other institutions nationally and for policy-makers,
24 effective practices in teacher preparation and that

1 produce curricular and other materials for use by
2 other institutions preparing teachers.

3 “(2) Technical assistance by the lead institution
4 to the partner institutions in improving the partner
5 institutions’ teacher preparation programs (and, if
6 applicable, their principal and other administrator
7 preparation programs), based on the experience of
8 the lead institution and the particular needs of the
9 partners.

10 “(3) Making subgrants to the partner institu-
11 tions for implementation of program improvements
12 at those institutions, through adoption or adaptation
13 of the teacher preparation practices of the lead insti-
14 tution, to meet the needs of the high-poverty schools
15 in the urban and rural communities they serve. Each
16 partnership shall use at least 40 percent of its grant
17 for this purpose.

18 “(4) Joint activities with the local educational
19 agencies in the partnership, and with other local
20 educational agencies, that increase the involvement
21 of classroom teachers and school administrators in
22 the design and implementation of teacher prepara-
23 tion programs operated by the lead and partner in-
24 stitutions (and thereby make those programs more
25 responsive to the needs of teachers and administra-

1 tors), and other activities to improve teaching and
2 administration, and to support new teachers, in the
3 high-poverty schools of those local educational agen-
4 cies.

5 “(5) Cooperation and interaction with other
6 lighthouse partnerships and with other institutions,
7 organizations, and public agencies, on activities
8 aimed at the improvement of teacher preparation na-
9 tionally, including improvement of teacher licensure
10 and relicensure requirements.

11 “(6) Assessment of the effectiveness of the ac-
12 tivities carried out under the grant, including the ex-
13 tent to which the partnership is achieving its goals
14 under section 513(c)(5)(D).

15 “(b) OPTIONAL ACTIVITIES.—Each partnership se-
16 lected to receive a grant under this part may also use the
17 grant funds for joint activities with States that promote
18 the development and implementation of State policies to
19 facilitate the improvement of teacher preparation pro-
20 grams (and, if applicable, principal and other adminis-
21 trator preparation programs) within the States, as a com-
22 ponent of comprehensive education reforms.

1 **“SEC. 515. SELECTION OF APPLICATIONS.**

2 “(a) PEER REVIEW.—The Secretary shall, using a
3 peer review process, select applicants to receive grants
4 under this part on the basis of—

5 “(1) the quality of the teacher preparation pro-
6 gram operated by the lead institution in a proposed
7 partnership;

8 “(2) the quality of the partnership’s plan for
9 carrying out activities under the grant; and

10 “(3) the capacity of the lead institution and its
11 partners to carry out the proposed activities success-
12 fully.

13 “(b) CRITERIA.—

14 (1) In selecting grantees under this part, the
15 Secretary shall seek to ensure that—

16 “(A) lighthouse partnerships represent a
17 variety of approaches to teacher preparation;

18 “(B) lead institutions represent a variety
19 of institutions of higher education; and

20 “(C) there is an equitable geographic dis-
21 tribution of awards.

22 “(2) In addition to complying with paragraph
23 (1), the Secretary shall give special consideration to
24 applications for—

1 “(A) projects that are likely to have the
2 most significant impact on the quality of teach-
3 ing in high-poverty urban and rural schools;

4 “(B) projects that are likely to result in
5 improvement of teacher preparation in the
6 areas of mathematics and reading; and

7 “(C) projects that are likely to prepare a
8 significant number of minority individuals, in-
9 cluding language minority individuals, and indi-
10 viduals with disabilities to be effective teachers.

11 “(c) SECOND FIVE-YEAR GRANTS.—In selecting
12 grantees to receive second grants under this part, the Sec-
13 retary shall give a preference to applicants whose projects
14 have resulted in—

15 “(1) the placement and retention of a substan-
16 tial number of high-quality graduates in teaching po-
17 sitions in underserved, high-poverty schools;

18 “(2) the adoption of effective teacher prepara-
19 tion programs, particularly those meeting the needs
20 of high-poverty urban and rural areas, by the part-
21 ner institutions; and

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

1 **“SEC. 516. EVALUATION.**

2 “The Secretary shall provide for an evaluation of the
3 program carried out under this part, including an assess-
4 ment of such issues as—

5 “(1) the extent to which the activities carried
6 out through Lighthouse Partnership grants result in
7 significant and positive changes in the teacher prep-
8 aration programs operated by partner institutions,
9 as well as improvements in the programs operated
10 by lead institutions, that are likely to lead to im-
11 provements in teaching and learning;

12 “(2) the extent to which Lighthouse Partner-
13 ship grants enhance the effectiveness, including the
14 technological proficiency, and the diversity, of stu-
15 dents completing teacher preparation programs in
16 the institutions of higher education participating in
17 the grants; and

18 “(3) the involvement of elementary and second-
19 ary schools and school districts serving concentra-
20 tions of children from low-income families in the ac-
21 tivities carried out under this part, and the extent
22 to which those activities result in benefits to those
23 schools and districts, including information on the
24 extent to which involvement in the grants improves
25 the instructional programs and the educational out-
26 comes for students in those schools and districts.

1 **“SEC. 517. NATIONAL ACTIVITIES.**

2 “The Secretary may reserve up to 5 percent of the
3 funds appropriated to carry out this part for any fiscal
4 year for—

5 “(1) peer review of applications;

6 “(2) evaluation of the program under section
7 516, and measurement of its effectiveness in accord-
8 ance with the Government Performance and Results
9 Act of 1993;

10 “(3) conferences and networks of lighthouse
11 partnerships, and other entities, in order to facilitate
12 the exchange of information and ideas among the
13 participating partnerships and other institutions,
14 agencies, and individuals, including recipients of
15 funds under part B of this title, who are interested
16 in the improvement of teacher preparation and par-
17 allel improvements in principal and administrator
18 preparation; and

19 “(4) technical assistance and other activities to
20 enhance the success of the program carried out
21 under this part or of teacher education more gen-
22 erally.

1 **“PART B—RECRUITING NEW TEACHERS FOR**
2 **UNDERSERVED AREAS**

3 **“SEC. 521. PROGRAM AUTHORIZED.**

4 “From funds appropriated to carry out this part
5 under section 503(a)(2) for each fiscal year, the Secretary
6 shall make competitive grants to eligible applicants for
7 programs that—

8 “(1) provide scholarships and, as necessary,
9 support services for students with high potential to
10 become effective teachers, particularly minority stu-
11 dents, including language minority students, and
12 students with disabilities, seeking to complete teach-
13 er preparation programs;

14 “(2) increase the quality and number of new
15 teachers nationally; and

16 “(3) increase the ability of schools in under-
17 served areas to recruit a qualified teaching staff.

18 **“SEC. 522. DEFINITIONS.**

19 “As used in this part, the following terms have the
20 following meanings:

21 “(1)(A) The term ‘eligible applicant’ means a
22 partnership of—

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

1 “(ii) one or more local educational agencies
2 that are in underserved areas.

3 “(B) Such a partnership may also include—

4 “(i) two-year colleges that operate teacher
5 preparation programs and maintain articulation
6 agreements, with the baccalaureate-granting in-
7 stitution, for the transfer of credits in teacher
8 preparation;

9 “(ii) State agencies that have responsibility
10 for policies related to teacher preparation and
11 licensure; and

12 “(iii) other public and private, nonprofit
13 agencies and organizations that serve, or are lo-
14 cated in, communities served by the local edu-
15 cational agencies in the partnership, and that
16 have an interest in teacher recruitment, prepa-
17 ration, and induction.

18 “(2) The term ‘local educational agency’ has
19 the meaning given that term in section 14101(18) of
20 the Elementary and Secondary Education Act of
21 1965.

22 “(3) The term ‘support services’ includes—

23 “(A) academic advice and counseling;

24 “(B) tutorial services;

25 “(C) mentoring; and

1 “(D) child care and transportation, if
2 funding for those services cannot be arranged
3 from other sources.

4 “(4) The term ‘underserved area’ means—

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

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

14 **“SEC. 523. GRANT CONDITIONS.**

15 “(a) GRANTS AUTHORIZED.—

16 “(1)(A) The Secretary shall carry out this part
17 by making competitive grants to eligible applicants.

18 “(B) Subject to the availability of appropria-
19 tions therefor, each grant under subparagraph (A)
20 shall be for a period not to exceed five years.

21 “(2) The Secretary shall—

22 “(A) make continuation awards, for the
23 second and succeeding years, only after deter-
24 mining that the grantee is making satisfactory
25 progress in carrying out the grant; and

1 “(B) conduct an intensive review of the
2 grantee’s progress, with the assistance of out-
3 side experts, before making the award for the
4 fourth year of the grant.

5 “(3) No partnership may receive more than two
6 grants under this subsection.

7 “(b) MATCHING REQUIREMENT.—

8 “(1) The Federal share of the cost of activities
9 carried out under a grant made under subsection (a)
10 shall not exceed—

11 “(A) 90 percent of the cost in the first
12 year of the grant;

13 “(B) 80 percent in the second year;

14 “(C) 70 percent in the third year;

15 “(D) 60 percent in the fourth year; and

16 “(E) 50 percent in the fifth year and any
17 succeeding year (including each year of the sec-
18 ond grant, if any).

19 “(2) The non-Federal share of activities carried
20 out with a grant under subsection (a) may be pro-
21 vided in cash or in kind, fairly evaluated, and may
22 be obtained from any non-Federal public or private
23 source.

24 “(c) PLANNING GRANTS.—

1 “(1) The Secretary may make planning grants
2 to eligible applicants that are not yet ready to imple-
3 ment programs under subsection (a).

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

7 “(3) Any recipient of a planning grant under
8 this subsection that wishes to receive a grant under
9 subsection (a)(1) shall separately apply for a com-
10 petitive grant under that subsection.

11 **“SEC. 524. GRANT APPLICATIONS.**

12 “(a) APPLICATIONS REQUIRED.—Any eligible appli-
13 cant desiring to receive a grant under this part shall sub-
14 mit an application at such time, in such form, and contain-
15 ing such information as the Secretary may require.

16 “(b) APPLICATION CONTENTS.—Each application for
17 a grant under section 523(a) shall include—

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

21 “(2) information on the quality of the institu-
22 tion’s teacher preparation program, which may in-
23 clude the types of information described in section
24 513(c)(2), and how the applicant will ensure,
25 through improvements in its teacher preparation

1 practices or other appropriate strategies, that schol-
2 arship recipients will receive high-quality prepara-
3 tion;

4 “(3) a description of the assessment the institu-
5 tion, the local educational agency partners, and
6 other partners have undertaken—

7 “(A) to determine—

8 “(i) the most critical needs of the
9 local educational agencies, particularly the
10 needs of schools in high-poverty areas, for
11 new teachers (which may include teachers
12 in particular subject areas or at certain
13 grade levels, including the prekindergarten
14 level, minority teachers, and teachers who
15 are disabled who will contribute to the di-
16 versity of the local educational agency’s
17 teachers, or teachers who are fluent in lan-
18 guages spoken by students in the local
19 educational agency); and

20 “(ii) how the project carried out
21 under the grant will address those needs;
22 and

23 “(B) that reflects the input of all signifi-
24 cant entities in the community (including orga-
25 nizations representing teachers and parents)

1 that have an interest in teacher recruitment,
2 preparation, and induction;

3 “(4) a description of the project the applicant
4 will carry out with the grant, including information
5 on—

6 “(A) the recruitment and outreach efforts
7 the applicant will undertake to publicize the
8 availability of scholarships and other assistance
9 under the program;

10 “(B)(i) the number and types of students
11 that the applicant will serve under the program,
12 which may include education paraprofessionals
13 seeking to achieve full teacher certification;
14 teachers whom the partner local educational
15 agencies have hired under ‘emergency certifi-
16 cation’ procedures; or former military person-
17 nel, mid-career professionals, or AmeriCorps or
18 Peace Corps volunteers, who desire to enter
19 teaching; and

20 “(ii) the criteria that the applicant will use
21 in selecting those students, including criteria to
22 determine whether individuals have the capacity
23 to benefit from the program, complete teacher
24 certification requirements, and become effective
25 teachers;

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

5 “(D) the number and funding range of the
6 scholarships the institution will provide to stu-
7 dents; and

8 “(E) the procedures the institution will es-
9 tablish for entering into, and enforcing, agree-
10 ments with scholarship recipients regarding
11 their fulfillment of the service commitment de-
12 scribed in section 529;

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

23 “(6) a description of commitments, by the part-
24 ner local educational agencies, to hire qualified
25 scholarship recipients in their schools and in the

1 subject areas or grade levels for which the recipients
2 will be trained, and a description of the actions the
3 grantee institution, the local educational agencies,
4 and the other partners will take to facilitate the suc-
5 cessful transition of those recipients into teaching;
6 and

7 “(7) a description of the applicant’s plan for in-
8 stitutionalizing the activities it is carrying out under
9 this part, so that those activities will continue once
10 Federal funding ceases.

11 **“SEC. 525. USES OF FUNDS.**

12 “(a) IN GENERAL.—Each grantee under section
13 523(a) shall use the grant funds for the following:

14 “(1) Scholarships to help students pay the costs
15 of tuition, room, board, and other expenses of com-
16 pleting a teacher preparation program.

17 “(2) Support services, if needed to enable schol-
18 arship recipients to complete postsecondary edu-
19 cation programs.

20 “(3) Follow-up services provided to former
21 scholarship recipients during their first three years
22 of teaching.

23 “(4) Payments to partner local educational
24 agencies, if needed to enable them to permit para-
25 professional staff to participate in teacher prepara-

1 tion programs (such as the cost of 'release time' for
2 those staff).

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

7 “(b) PLANNING GRANTS.—A recipient of a planning
8 grant under section 523(c) shall use the grant funds for
9 the costs of planning for the implementation of a grant
10 under section 523(a).

11 **“SEC. 526. SELECTION OF APPLICANTS.**

12 “(a) PEER REVIEW.—The Secretary, using a peer re-
13 view process, shall select applicants to receive funding
14 under this part on the basis of—

15 “(1) the quality of the teacher preparation pro-
16 gram offered by the institution;

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

19 “(3) the capacity of the partnership to carry
20 out the grant successfully.

21 “(b) CRITERIA.—

22 “(1) In making selections, the Secretary shall
23 seek to ensure that—

1 “(A) in the aggregate, grantees carry out
2 a variety of approaches to preparing new teach-
3 ers; and

4 “(B) there is an equitable geographic dis-
5 tribution of awards.

6 “(2) In addition to complying with paragraph
7 (1), the Secretary shall give special consideration
8 to—

9 “(A) applications most likely to result in
10 the preparation of increased numbers of individ-
11 uals with high potential for effective teaching
12 who are minority individuals, including lan-
13 guage minority individuals, and individuals with
14 disabilities; and

15 “(B) applications from historically Black
16 colleges and universities, Hispanic-serving insti-
17 tutions, and Tribal Colleges and Universities, as
18 defined in title III of this Act.

19 “(c) SECOND FIVE-YEAR GRANTS.—In selecting
20 grantees to receive second grants under this part, the Sec-
21 retary shall give a preference to applicants whose projects
22 have resulted in—

23 “(1) the placement and retention of a substan-
24 tial number of high-quality graduates in teaching po-
25 sitions in underserved, high-poverty schools;

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

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

7 **“SEC. 527. DURATION AND AMOUNT OF ASSISTANCE; RELA-**
8 **TION TO OTHER ASSISTANCE.**

9 “(a) DURATION OF ASSISTANCE.—No individual may
10 receive scholarship assistance under this part—

11 “(1) for more than five years of postsecondary
12 education; and

13 “(2) unless that individual satisfies the require-
14 ments of section 484(a)(5) of this Act.

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

19 “(c) RELATION TO OTHER ASSISTANCE.—A scholar-
20 ship awarded under this part—

21 “(1) shall not be reduced on the basis of the in-
22 dividual’s receipt of other forms of Federal student
23 financial assistance; and

24 “(2) shall be regarded as other financial assist-
25 ance available to the student, within the meaning of

1 sections 471(3) and 480(j)(1) of this Act, in deter-
2 mining the student’s eligibility for grant, loan, or
3 work assistance under title IV of this Act.

4 **“SEC. 528. SCHOLARSHIP CONDITIONS.**

5 “(a) IN GENERAL.—A recipient of a scholarship
6 under this part shall continue to receive that assistance
7 only as long as he or she is—

8 “(1) enrolled as a full-time student and pursu-
9 ing a course of study leading to teacher certification,
10 unless he or she is working in a public school (as a
11 paraprofessional, or as a teacher under emergency
12 credentials) while participating in the program; and

13 “(2) maintaining satisfactory progress as deter-
14 mined by the institution.

15 “(b) SPECIAL RULE.—Each grantee shall modify the
16 application of section 527(a)(1) and of subsection (a)(1)
17 of this section to the extent necessary to accommodate the
18 rights of students with disabilities under section 504 of
19 the Rehabilitation Act of 1973.

20 **“SEC. 529. SERVICE REQUIREMENTS.**

21 “(a) REQUIREMENT.—Each partnership receiving a
22 grant under this part shall enter into an agreement, with
23 each student to whom it awards a scholarship under this
24 part, providing that a scholarship recipient who completes
25 a teacher preparation program under this part shall, with-

1 in five years of completing that program, teach full-time
2 for at least three years in a high-poverty school in an un-
3 derserved geographic area or repay the amount of the
4 scholarship, under the terms and conditions established by
5 the Secretary.

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

9 **“SEC. 530. EVALUATION.**

10 “The Secretary shall provide for an evaluation of the
11 program carried out under this part, which shall assess
12 such issues as—

13 “(1) whether institutions taking part in the
14 partnerships are successful in preparing scholarship
15 recipients to teach to high State and local standards;

16 “(2) whether scholarship recipients are success-
17 ful in completing teacher preparation programs, be-
18 coming fully certified teachers, and obtaining teach-
19 ing positions in underserved areas, and whether they
20 continue teaching in those areas over a period of
21 years;

22 “(3) the national impact of the program in as-
23 sisting local educational agencies in underserved
24 areas to recruit, prepare, and retain diverse, high-

1 quality teachers in the areas in which they have the
2 greatest needs;

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

7 “(5) the relative effectiveness of different ap-
8 proaches for preparing new teachers to teach in un-
9 derserved areas, including their effectiveness in pre-
10 paring new teachers to teach to high content and
11 performance standards.

12 **“SEC. 531.** _____.

13 “The Secretary may retain up to five percent of the
14 funds appropriated for this part for any fiscal year for—

15 “(1) peer review of applications;

16 “(2) conducting the evaluation required under
17 section 530; and

18 “(3) technical assistance and other activities to
19 facilitate the exchange of information and ideas
20 among participating partnerships, and other activi-
21 ties to enhance the success of the program carried
22 out under this part.”.

○