

105TH CONGRESS  
1ST SESSION

# S. 1209

Improving teacher preparation and recruitment.

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IN THE SENATE OF THE UNITED STATES

SEPTEMBER 23, 1997

Mr. KENNEDY (for himself, Mr. DODD, and Mr. KERRY) introduced the following bill; which was read twice and referred to the Committee on Labor and Human Resources

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## A BILL

Improving teacher preparation and recruitment.

1       *Be it enacted by the Senate and House of Representa-*  
 2 *tives of the United States of America in Congress assembled,*  
 3 That the Higher Education Act of 1965 is amended by  
 4 adding the following:

“TITLE V—EDUCATOR RECRUITMENT, PREPARATION, AND  
INDUCTION

“Sec. 501. Findings.

“Sec. 502. Purpose.

“Sec. 503. Authorization of appropriations.

“PART A—LIGHTHOUSE PARTNERSHIPS

“Sec. 511. Definitions.

“Sec. 512. Grants to Lighthouse Partnerships.

“Sec. 513. Preapplication and applications.

“Sec. 514. Uses of funds.

“Sec. 515. Selection of applications.

“Sec. 516. Evaluation.

“Sec. 517. National activities.

“PART B—RECRUITING NEW TEACHERS FOR UNDERSERVED AREAS

“Sec. 521. Program authorized.

“Sec. 522. Definitions.

“Sec. 523. Grant conditions.

“Sec. 524. Grant applications.

“Sec. 525. Uses of funds.

“Sec. 526. Selection of applicants.

“Sec. 527. Duration and amount of assistance; relation to other assistance.

“Sec. 528. Scholarship conditions.

“Sec. 529. Service requirements.

“Sec. 530. Evaluation.

“Sec. 531. National activities.

1           “TITLE V—EDUCATOR RECRUITMENT,  
2                           PREPARATION, AND INDUCTION

3   “FINDINGS

4           “SEC. 501. The Congress finds as follows:

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

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

1           “(3) Institutions of higher education that pro-  
2           vide teachers for urban and rural schools that enroll  
3           concentrations of children from low-income families  
4           often have the greatest need to restructure their  
5           teacher preparation programs because the teachers  
6           they graduate will face the greatest classroom chal-  
7           lenges.

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

21          “(5) If current trends continue, American  
22          schools will need to hire more than two million  
23          teachers in the next decade to educate an increasing  
24          number of students and to replace current teachers  
25          who will retire or leave the profession. High-poverty

1 urban and rural schools will experience the most se-  
2 vere teacher shortages. Of the more than two million  
3 teachers needed, approximately 15 percent, or  
4 345,000, will be needed in central cities, in schools  
5 with large concentrations of low-income students. An  
6 additional 207,000 teachers will be needed in iso-  
7 lated, and often poor, rural areas. Recent trends in  
8 the number of people preparing to enter teaching in-  
9 dicate that the normal operation of the labor mar-  
10 ket, by itself, will not produce the number of quali-  
11 fied teachers schools will need.

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

23 “(7) Teaching excellence and diversity are inex-  
24 tricably connected. By bringing distinctive life expe-  
25 riences and perspectives into the classroom, enrich-

1       ing the instructional curriculum and the school cli-  
2       mate, and strengthening connections to parents and  
3       communities, teachers from diverse racial and ethnic  
4       groups, and those with disabilities, enhance the qual-  
5       ity of American education. Yet today, while one-third  
6       of American students are members of minority  
7       groups, members of racial and ethnic minority  
8       groups make up only 13 percent of the teaching  
9       force and nearly half the school districts in the Na-  
10      tion have no minority teachers. In addition, few indi-  
11      viduals with disabilities are teaching in American  
12      classrooms.

13           “(8) The Federal Government, by itself, cannot  
14      ensure needed improvements in teacher preparation  
15      or solve the problem of teacher shortages. However,  
16      the Government can make limited, targeted invest-  
17      ments that—

18           “(A) encourage more institutions of higher  
19      education that operate teacher preparation pro-  
20      grams, working in partnership with local edu-  
21      cational agencies and States, to adopt the prac-  
22      tices and strategies of the best programs;

23           “(B) encourage a more diverse mix of  
24      Americans to enter teaching and complete high-  
25      quality preparation programs; and

1                   “(C) encourage more Americans to serve  
2                   as teachers in underserved communities.

3                   “PURPOSE

4                   “SEC. 502. The purpose of this title is to help meet  
5 the national need to recruit, prepare, and retain a high-  
6 quality and diverse supply of elementary and secondary  
7 education teachers, and to help meet the needs of schools  
8 in urban and rural areas with concentrations of children  
9 from low-income families, by—

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

18                   “(2) authorizing support for partnerships to in-  
19                   crease the number and diversity of students who  
20                   enter teacher education programs and complete  
21                   high-quality preparation programs, and to increase  
22                   the quality of teaching in underserved urban and  
23                   rural communities; and

24                   “(3) encouraging, through such partnerships,  
25                   the creation of a more diverse teaching force,  
26                   through the recruitment and preparation of minority

1 individuals, including language minority individuals,  
 2 and individuals with disabilities to enter teaching.

3 “AUTHORIZATION OF APPROPRIATIONS

4 “SEC. 503. (a) AUTHORIZATION FOR PARTS A AND  
 5 B.—There are authorized to be appropriated—

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

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

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

21 “PART A—LIGHTHOUSE PARTNERSHIPS

22 “DEFINITIONS

23 “SEC. 511. As used in this part, the following terms  
 24 have the following meanings:

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

1           “(i) operates an exemplary teacher prepa-  
2           ration program of significant size in one or  
3           more areas of teacher preparation, which may  
4           include the preparation of principals and other  
5           educational administrators;

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

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

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

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

1           “(3) The term ‘local educational agency’ has  
2 the meaning given that term in section 14101(18) of  
3 the Elementary and Secondary Education Act of  
4 1965.

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

7               “(A) prepares teachers for their initial  
8 entry into the teaching profession;

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

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

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

24           “GRANTS TO LIGHTHOUSE PARTNERSHIPS

25           “SEC. 512. (a) GRANTS AUTHORIZED.—

1           (1) From funds appropriated under section  
2           503(a)(1) for this part for each fiscal year, the Sec-  
3           retary shall make competitive grants to lighthouse  
4           partnerships.

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

7           “(3) The Secretary shall—

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

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

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

18           “PREAPPLICATIONS AND APPLICATIONS

19           SEC. 513. (a) PREAPPLICATIONS.—Each lead institu-  
20           tion that wishes to participate in a lighthouse partnership  
21           that will apply for a grant under this part shall submit  
22           a preapplication to the Secretary at such time, in such  
23           manner, and containing such information as the Secretary  
24           may require, except that the lead institution need not iden-  
25           tify the other members of the partnership until it submits

1 an application under subsection (b). The Secretary shall  
2 use 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 connection 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 connection with, elementary and secondary edu-  
4 cation (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 is 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           “(2) Technical assistance by the lead institution  
2           to the partner institutions in improving the partner  
3           institutions’ teacher preparation programs (and, if  
4           applicable, their principal and other administrator  
5           preparation programs), based on the experience of  
6           the lead institution and the particular needs of the  
7           partners.

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

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

1 high-poverty schools of those local educational agen-  
2 cies.

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

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

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

21 “SELECTION OF APPLICATIONS

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

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

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

6           “(3) the capacity of the lead institution and its  
7           partners to carry out the proposed activities success-  
8           fully.

9           “(b) CRITERIA.—(1) In selecting grantees under this  
10          part, the Secretary shall seek to ensure that—

11           “(A) lighthouse partnerships represent a variety  
12           of approaches to teacher preparation;

13           “(B) lead institutions represent a variety of in-  
14           stitutions of higher education; and

15           “(C) there is an equitable geographic distribu-  
16           tion of awards.

17          “(2) In addition to complying with paragraph (1), the  
18          Secretary shall give special consideration to applications  
19          for—

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

23           “(B) projects that are likely to result in im-  
24           provement of teacher preparation in the areas of  
25           mathematics and reading; and



1 as well as improvements in the programs operated  
2 by lead institutions, that are likely to lead to im-  
3 provements in teaching and learning;

4 “(2) the extent to which Lighthouse Partner-  
5 ship grants enhance the effectiveness, including the  
6 technological proficiency, and the diversity, of stu-  
7 dents completing teacher preparation programs in  
8 the institutions of higher education participating in  
9 the grants; and

10 “(3) the involvement of elementary and second-  
11 ary schools and school districts serving concentra-  
12 tions of children from low-income families in the ac-  
13 tivities carried out under this part, and the extent  
14 to which those activities result in benefits to those  
15 schools and districts, including information on the  
16 extent to which involvement in the grants improves  
17 the instructional programs and the educational out-  
18 comes for students in those schools and districts.

19 “NATIONAL ACTIVITIES

20 “SEC. 517. The Secretary may reserve up to 5 per-  
21 cent of the funds appropriated to carry out this part for  
22 any fiscal year for—

23 “(1) peer review of applications;

24 “(2) evaluation of the program under section  
25 516, and measurement of its effectiveness in accord-



1 dents, including language minority students, and  
2 students with disabilities, seeking to complete teach-  
3 er preparation programs;

4 “(2) increase the quality and number of new  
5 teachers nationally; and

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

8 “DEFINITIONS

9 “SEC. 522. As used in this part, the following terms  
10 have the following meanings:

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

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

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

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

20 “(i) two-year colleges that operate teacher  
21 preparation programs and maintain articulation  
22 agreements, with the baccalaureate-granting in-  
23 stitution, for the transfer of credits in teacher  
24 preparation;

1           “(ii) State agencies that have responsibility  
2           for policies related to teacher preparation and  
3           licensure; and

4           “(iii) other public and private, nonprofit  
5           agencies and organizations that serve, or are lo-  
6           cated in, communities served by the local edu-  
7           cational agencies in the partnership, and that  
8           have an interest in teacher recruitment, prepa-  
9           ration, and induction.

10          “(2) The term ‘local educational agency’ has  
11          the meaning given that term in section 14101(18) of  
12          the Elementary and Secondary Education Act of  
13          1965.

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

15               “(A) academic advice and counseling;

16               “(B) tutorial services;

17               “(C) mentoring; and

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

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

22               “(A) the three local educational agencies in  
23               the State that have the highest numbers of chil-  
24               dren, ages 5 through 17, from families below

1 the poverty level (based on data satisfactory to  
2 the Secretary); and

3 “(B) any other local educational agency in  
4 which the percentage of such children is at least  
5 20 percent, or the number of such children is  
6 at least 10,000.

7 “GRANT CONDITIONS

8 “SEC. 523. (a) GRANTS AUTHORIZED.—

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

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

13 “(2) The Secretary shall—

14 “(A) make continuation awards, for the  
15 second and succeeding years, only after deter-  
16 mining that the grantee is making satisfactory  
17 progress in carrying out the grant; and

18 “(B) conduct an intensive review of the  
19 grantee’s progress, with the assistance of out-  
20 side experts, before making the award for the  
21 fourth year of the grant.

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

24 “(b) MATCHING REQUIREMENT.—

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

4                   “(A) 90 percent of the cost in the first  
5 year of the grant;

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

7                   “(C) 70 percent in the third year;

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

9                   “(E) 50 percent in the fifth year and any  
10 succeeding year (including each year of the sec-  
11 ond grant, if any).

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

17           “(c) PLANNING GRANTS.—

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

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

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

1 subsection (a)(1) shall separately apply for a com-  
 2 petitive grant under that subsection.

3 “GRANT APPLICATIONS

4 “SEC. 524. (a) APPLICATIONS REQUIRED.—Any eli-  
 5 gible applicant desiring to receive a grant under this part  
 6 shall submit an application at such time, in such form,  
 7 and containing such information as the Secretary may re-  
 8 quire.

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

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

14 “(2) information on the quality of the institu-  
 15 tion’s teacher preparation program, which may in-  
 16 clude the types of information described in section  
 17 513(c)(2), and how the applicant will ensure,  
 18 through improvements in its teacher preparation  
 19 practices or other appropriate strategies, that schol-  
 20 arship recipients will receive high-quality prepara-  
 21 tion;

22 “(3) a description of the assessment the institu-  
 23 tion, the local educational agency partners, and  
 24 other partners have undertaken—

25 “(A) to determine—

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

13           “(ii) how the project carried out  
14          under the grant will address those needs;  
15          and

16           “(B) that reflects the input of all signifi-  
17          cant entities in the community (including orga-  
18          nizations representing teachers and parents)  
19          that have an interest in teacher recruitment,  
20          preparation, and induction;

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

24           “(A) the recruitment and outreach efforts  
25          the applicant will undertake to publicize the

1 availability of scholarships and other assistance  
2 under the program;

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

13 “(ii) the criteria that the applicant will use  
14 in selecting those students, including criteria to  
15 determine whether individuals have the capacity  
16 to benefit from the program, complete teacher  
17 certification requirements, and become effective  
18 teachers;

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

23 “(D) the number and funding range of the  
24 scholarships the institution will provide to stu-  
25 dents; and

1           “(E) the procedures the institution will es-  
2           tablish for entering into, and enforcing, agree-  
3           ments with scholarship recipients regarding  
4           their fulfillment of the service commitment de-  
5           scribed in section 529;

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

16          “(6) a description of commitments, by the part-  
17          ner local educational agencies, to hire qualified  
18          scholarship recipients in their schools and in the  
19          subject areas or grade levels for which the recipients  
20          will be trained, and a description of the actions the  
21          grantee institution, the local educational agencies,  
22          and the other partners will take to facilitate the suc-  
23          cessful transition of those recipients into teaching;  
24          and



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

5                       “SELECTION OF APPLICANTS

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

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

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

13               “(3) the capacity of the partnership to carry  
14 out the grant successfully.

15       “(b) CRITERIA.—(1) In making selections, the Sec-  
16 retary shall seek to ensure that—

17               “(A) in the aggregate, grantees carry out a va-  
18 riety of approaches to preparing new teachers; and

19               “(B) there is an equitable geographic distribu-  
20 tion of awards.

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

23               “(A) applications most likely to result in the  
24 preparation of increased numbers of individuals with  
25 high potential for effective teaching who are minor-

1       ity individuals, including language minority individ-  
2       uals, and individuals with disabilities; and

3               “(B) applications from historically Black col-  
4       leges and universities, Hispanic-serving institutions,  
5       and Tribal Colleges and Universities, as defined in  
6       title III of this Act.

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

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

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

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

20      “DURATION AND AMOUNT OF ASSISTANCE; RELATION TO  
21                                      OTHER ASSISTANCE

22      “SEC. 527. (a) DURATION OF ASSISTANCE.—No indi-  
23      vidual may receive scholarship assistance under this  
24      part—

25              “(1) for more than five years of postsecondary  
26      education; and

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

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

7           “(C) RELATION TO OTHER ASSISTANCE.—A scholar-  
8           ship awarded under this part—

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

12          “(2) shall be regarded as other financial assist-  
13          ance available to the student, within the meaning of  
14          sections 471(3) and 480(j)(1) of this Act, in deter-  
15          mining the student’s eligibility for grant, loan, or  
16          work assistance under title IV of this Act.

17                           “SCHOLARSHIP CONDITIONS

18          “SEC. 528. (a) IN GENERAL.—A recipient of a schol-  
19          arship under this part shall continue to receive that assist-  
20          ance only as long as he or she is—

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

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

3           “(b) SPECIAL RULE. Each grantee shall modify the  
4 application of section 527(a)(1) and of subsection (a)(1)  
5 of this section to the extent necessary to accommodate the  
6 rights of students with disabilities under section 504 of  
7 the Rehabilitation Act of 1973.

8                                   “SERVICE REQUIREMENTS

9           “SEC. 529. (a) REQUIREMENT.—Each partnership  
10 receiving a grant under this part shall enter into an agree-  
11 ment, with each student to whom it awards a scholarship  
12 under this part, providing that a scholarship recipient who  
13 completes a teacher preparation program under this part  
14 shall, within five years of completing that program, teach  
15 full-time for at least three years in a high-poverty school  
16 in an underserved geographic area or repay the amount  
17 of the scholarship, under the terms and conditions estab-  
18 lished by the Secretary.

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

22                                   “EVALUATION

23           “SEC. 530. The Secretary shall provide for an evalua-  
24 tion of the program carried out under this part, which  
25 shall assess such issues as—

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

4           “(2) whether scholarship recipients are success-  
5 ful in completing teacher preparation programs, be-  
6 coming fully certified teachers, and obtaining teach-  
7 ing positions in underserved areas, and whether they  
8 continue teaching in those areas over a period of  
9 years;

10           “(3) the national impact of the program in as-  
11 sisting local educational agencies in underserved  
12 areas to recruit, prepare, and retain diverse, high-  
13 quality teachers in the areas in which they have the  
14 greatest needs;

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

19           “(5) the relative effectiveness of different ap-  
20 proaches for preparing new teachers to teach in un-  
21 derserved areas, including their effectiveness in pre-  
22 paring new teachers to teach to high content and  
23 performance standards.

1                                   “NATIONAL ACTIVITIES

2           “SEC. 531. The Secretary may retain up to five per-  
3 cent of the funds appropriated for this part for any fiscal  
4 year for—

5                   “(1) peer review of applications;

6                   “(2) conducting the evaluation required under  
7 section 530; and

8                   “(3) technical assistance and other activities to  
9 facilitate the exchange of information and ideas  
10 among participating partnerships, and other activi-  
11 ties to enhance the success of the program carried  
12 out under this part.”.

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