

107TH CONGRESS  
1ST SESSION

# S. 476

To amend the Elementary and Secondary Education Act of 1965 to provide for a National Teacher Corps and principal recruitment, and for other purposes.

---

## IN THE SENATE OF THE UNITED STATES

MARCH 7, 2001

Mrs. CLINTON (for herself, Mr. KENNEDY, Mrs. MURRAY, Mr. LEAHY, Ms. MIKULSKI, Mr. REED, Mr. SCHUMER, and Mr. CORZINE) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

---

## A BILL

To amend the Elementary and Secondary Education Act of 1965 to provide for a National Teacher Corps and principal recruitment, and for other purposes.

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 “National Teacher and  
5 Principal Recruitment Act”.

6 **SEC. 2. FINDINGS.**

7 Congress finds the following:

1           (1) A severe teacher shortage is expected in the  
2 United States in the next 10 years due to a surge  
3 in pupil enrollment combined with an increase in the  
4 average age of the teaching population that is result-  
5 ing in teachers retiring at a greater rate than teach-  
6 ers are being certified or licensed. Over the next dec-  
7 ade, school districts across the United States will  
8 need to hire approximately 2,200,000 new teachers.  
9 In New York City alone, the school district will need  
10 to hire up to 35,000 teachers in the next 3 years.

11           (2) A severe principal shortage is expected in  
12 the United States as more than 40 percent of public  
13 school principals are expected to retire in the next  
14 10 years. In public schools in New York City, the  
15 problem is even more severe with 65 percent of all  
16 principals currently eligible to retire, and 50 percent  
17 of all principals expected to retire in the next 5  
18 years.

19           (3) Teacher salaries in the highest need school  
20 districts are frequently substantially lower than in  
21 school districts in more affluent surrounding areas.  
22 The median salary of teachers in New York City's  
23 school district, for example, is approximately  
24 \$20,000 less than in school districts in the sur-  
25 rounding areas. Lower salaries, combined with less

1 attractive working conditions, such as larger class  
2 sizes and crumbling school buildings, make it dif-  
3 ficult to attract and retain quality teachers.

4 (4) Over 80 percent of urban school districts  
5 rely on emergency certification or licensing or use of  
6 long-term substitutes to deal with their severe teach-  
7 er shortage, often consigning the most educationally  
8 disadvantaged students to being taught by teachers  
9 with little or no qualification and experience. Annu-  
10 ally, more than 50,000 people who lack the training  
11 required for their jobs have entered teaching with  
12 emergency or provisional certification or licensing.

13 (5) The National Commission on Teaching and  
14 America's Future and the Glenn Commission on Im-  
15 proving Mathematics and Science Teaching for the  
16 21st Century recognize scholarships for college and  
17 graduate work in education as a powerful incentive  
18 to attract quality teachers, particularly in high-need  
19 school districts and academic subjects.

20 (6) Providing bonuses, as part of attracting  
21 high quality candidates for alternative routes to  
22 teacher certification, has proven effective in bringing  
23 teachers into high-need school districts experiencing  
24 teacher shortages. Evaluations of programs that pro-  
25 vide bonuses or other incentives to attract teachers

1 demonstrate, however, that the programs must also  
2 provide support for new teachers, including men-  
3 toring and ongoing professional development, in  
4 order to retain new teachers in the highest need  
5 school districts.

6 (7) Thousands of paraprofessionals serve as  
7 teacher's aides in the highest need school districts.  
8 Recent surveys have indicated that 50 to 75 percent  
9 of paraprofessionals are interested in pursuing  
10 teaching certification or licensing, but lack the sup-  
11 port or resources to become certified or licensed.

12 (8) Providing mentoring and sustained profes-  
13 sional development in high-need schools for teachers  
14 and principals in their first 3 years of service in-  
15 creases teacher and principal quality, increases pro-  
16 fessional job satisfaction, and lowers turnover rates  
17 in the schools most in need of experienced teachers  
18 and principals.

19 (9) The National Teacher Recruitment Clear-  
20 ingshouse, established last year, has provided infor-  
21 mation to hundreds of thousands of individuals in-  
22 terested in becoming teachers, but more needs to be  
23 done to reach out and inform prospective teachers  
24 about resources for and routes to teaching.

1           (10) Conducting outreach to prospective teach-  
2           ers is an important means of expanding the can-  
3           didate pool for teaching. Recruiting teachers for  
4           high-need schools is critical for the Nation's future.  
5           The Armed Services spend tens of millions of dollars  
6           each year on recruitment advertising, with great suc-  
7           cess in recruiting young men and women to serve.  
8           Such recruitment advertising can expand awareness  
9           and use of resources available through programs es-  
10          tablished under this Act to help build a more quali-  
11          fied and diverse pool of prospective teachers.

12          (11) Often, a teacher who is certified or li-  
13          censed in 1 State and moves to a new State finds  
14          that the new State does not accept teacher certifi-  
15          cation or licensing from other States. Also, such a  
16          teacher may find that the teacher's pension is not  
17          portable and, therefore, may lack an incentive to be-  
18          come a teacher in the new State.

19          (12) There is a widespread shortage of qualified  
20          candidates applying to be elementary and secondary  
21          school principals, particularly in urban and rural  
22          areas. Principals are critical in providing instruc-  
23          tional leadership in schools in order to improve  
24          teaching and learning. Without qualified principals,  
25          student learning suffers.

1 **SEC. 3. PURPOSE.**

2 The purposes of this Act are—

3 (1) to create a National Teacher Corps that  
4 provides scholarships and bonuses as incentives to  
5 recruit up to 75,000 highly qualified candidates a  
6 year to enter the field of teaching in order to reduce  
7 teacher shortages, particularly in high-need school  
8 districts and academic subjects;

9 (2) to support the teacher corps members in  
10 order to improve teacher retention rates, including  
11 providing support through mentoring and extensive  
12 professional development;

13 (3) to create a public service campaign to in-  
14 form interested individuals about resources for and  
15 routes to entering the field of teaching;

16 (4) to study ways to improve the portability of  
17 teaching credentials and pensions across school dis-  
18 trict and State lines; and

19 (5) to establish a Principal Corps to recruit  
20 highly qualified individuals to become principals in  
21 order to ensure quality instructional leadership in  
22 high-need schools.

23 **SEC. 4. NATIONAL TEACHER CORPS.**

24 Title II of the Elementary and Secondary Education  
25 Act of 1965 (20 U.S.C. 6601 et seq.) is amended—

26 (1) by redesignating part E as part G;

1           (2) by redesignating sections 2401 and 2402 as  
2           sections 2601 and 2602, respectively; and

3           (3) by inserting after part D the following:

4       **“PART E—NATIONAL TEACHER RECRUITMENT**

5       **“SEC. 2401. DEFINITIONS.**

6           “In this part:

7           “(1) HIGH-NEED SCHOOL.—The term ‘high-  
8           need school’ means a school in which—

9                   “(A) more than 50 percent of the students  
10           are—

11                           “(i) students in poverty; or

12                           “(ii) students who are receiving free  
13           or reduced price lunches under the school  
14           lunch program established under the Rich-  
15           ard B. Russell National School Lunch Act  
16           (42 U.S.C. 1751 et seq.); or

17           “(B) there is a significant percentage of—

18                           “(i) teachers who are not certified or  
19           licensed; or

20                           “(ii) teacher vacancies in critical aca-  
21           demic subjects such as mathematics,  
22           science, bilingual education, or special edu-  
23           cation.

24           “(2) HIGH-NEED SCHOOL DISTRICT.—The term  
25           ‘high-need school district’ means a school district in

1 which more than 15 percent of the students served  
 2 by the local educational agency for the school dis-  
 3 trict are students in poverty.

4 “(3) POVERTY LINE.—The term ‘poverty line’  
 5 means the income official poverty line (as defined by  
 6 the Office of Management and Budget, and revised  
 7 annually in accordance with section 673(2) of the  
 8 Community Services Block Grant Act applicable to  
 9 a family of the size involved.

10 “(4) STUDENT IN POVERTY.—The term ‘stu-  
 11 dent in poverty’ means a student from a family with  
 12 a family income below the poverty line.

13 **“SEC. 2403. OFFICE OF NATIONAL TEACHER AND PRIN-  
 14 CIPAL RECRUITMENT.**

15 “(a) ESTABLISHMENT.—There is established in the  
 16 Office of Elementary and Secondary Education an Office  
 17 of National Teacher and Principal Recruitment. The Of-  
 18 fice shall be headed by a Director of National Teacher and  
 19 Principal Recruitment (referred to in this part as the ‘Di-  
 20 rector’). The Director shall be appointed by the Assistant  
 21 Secretary for Elementary and Secondary Education.

22 “(b) DUTIES.—

23 “(1) ESTABLISHMENT OF PROGRAM.—The Sec-  
 24 retary, acting through the Director, shall establish  
 25 and carry out a National Teacher Corps program, to



1 carry out recruitment and retention activities to re-  
2 lieve teacher shortages throughout the United  
3 States, particularly in high-need school districts and  
4 academic subjects.

5 “(2) NATIONAL ACTIVITIES.—In carrying out  
6 the program, the Secretary shall—

7 “(A) coordinate all Federal teacher recruit-  
8 ment efforts, such as the efforts authorized  
9 under title II of the Higher Education Act of  
10 1965;

11 “(B) develop and carry out a public na-  
12 tional teacher recruitment campaign;

13 “(C) provide to State educational agencies  
14 and local educational agencies information  
15 about the effectiveness of current (as the date  
16 of the provision) national teacher recruitment  
17 efforts; and

18 “(D) provide to State educational agencies  
19 and local educational agencies research-based  
20 information about proven strategies for teacher  
21 recruitment and retention.

22 **“SEC. 2404. GRANTS FOR LOCAL TEACHER RECRUITMENT**  
23 **AND RETENTION ACTIVITIES.**

24 “(a) IN GENERAL.—In carrying out the National  
25 Teacher Corps program, the Secretary, acting through the

1 Director, shall make grants to eligible partnerships to en-  
2 able the partnerships to carry out recruitment and reten-  
3 tion activities to relieve teacher shortages in school dis-  
4 tricts served by the partnerships.

5 “(b) ELIGIBLE PARTNERSHIPS.—To be eligible to re-  
6 ceive a grant under this section, a partnership shall consist  
7 of—

8 “(1) a local educational agency serving a high-  
9 need school district; and

10 “(2) an institution of higher education.

11 “(c) USE OF FUNDS.—

12 “(1) IN GENERAL.—A partnership that receives  
13 a grant under this section shall use the funds re-  
14 ceived through the grant to—

15 “(A) establish, as an alternative route to  
16 teacher certification, a comprehensive program  
17 that will require teaching candidates to pass  
18 State teacher examinations in the appropriate  
19 academic subjects before entering the class-  
20 room, provide pedagogical course work, monitor  
21 candidates’ performance in the classroom, and  
22 provide additional services, including mentoring  
23 and ongoing professional development, to de-  
24 velop effective teaching skills and strategies  
25 among candidates; and

1           “(B) provide 1 or more of the incentives  
2 described in paragraph subparagraphs (A), (B),  
3 (C), and (D) of paragraph (2) to encourage  
4 qualified candidates to enter teaching.

5           “(2) INCENTIVES.—

6           “(A) NATIONAL TEACHER CORPS SCHOL-  
7 ARSHIP PROGRAM.—

8           “(i) IN GENERAL.—The partnership  
9 may establish a scholarship program to  
10 provide scholarships to individuals who  
11 have proven need for the scholarships and  
12 have strong academic records.

13           “(ii) AMOUNT.—The partnership may  
14 provide scholarships with single awards of  
15 not less than \$5,000 and not more than  
16 \$10,000.

17           “(iii) USE OF FUNDS.—An individual  
18 that receives such a scholarship may use  
19 the funds made available through the  
20 scholarship—

21           “(I) to pay for all or part of the  
22 individual’s cost of attendance, deter-  
23 mined in accordance with section 472  
24 of the Higher Education Act of 1965,  
25 at an institution of higher education

1 for the final 2 years of study in an  
2 undergraduate program, or for a mas-  
3 ter's degree program, in the field of  
4 education; or

5 “(II) toward the repayment of a  
6 Federal, federally subsidized, or feder-  
7 ally guaranteed loan made to enable  
8 the individual to attend an institution  
9 of higher education.

10 “(iv) AGREEMENT.—To be eligible to  
11 receive a scholarship under this subpara-  
12 graph, an individual shall enter into an  
13 agreement with the partnership that states  
14 that the individual will—

15 “(I) teach in a public elementary  
16 or secondary school that is a high-  
17 need school for not less than 3 years;  
18 or

19 “(II) repay the scholarship, un-  
20 less the partnership determines that  
21 repayment would pose a particular  
22 hardship for the individual.

23 “(v) PLACEMENT.—In recruiting indi-  
24 viduals for high-need schools under this  
25 subparagraph, the partnership shall give

1 priority to schools identified for improve-  
2 ment under section 1116(c).

3 “(B) NATIONAL TEACHER CORPS MID-CA-  
4 REER PROFESSIONAL RECRUITMENT PRO-  
5 GRAM.—

6 “(i) IN GENERAL.—The partnership  
7 may establish a program to recruit mid-ca-  
8 reer professionals to serve as teachers by  
9 providing to the professionals—

10 “(I) bonuses of not less than  
11 \$2,000 and not more than \$5,000;  
12 and

13 “(II) sufficient training and de-  
14 velopment to enable the professionals  
15 to become certified or licensed teach-  
16 ers.

17 “(ii) AGREEMENT.—To be eligible to  
18 receive a bonus, and training and develop-  
19 ment, under this subparagraph, an indi-  
20 vidual shall enter into an agreement with  
21 the partnership that states that the indi-  
22 vidual will—

23 “(I) teach in a public elementary  
24 or secondary school that is a high-

1 need school for not less than 3 years;  
2 or

3 “(II) repay the bonus and the  
4 cost of the training and development,  
5 unless the partnership determines  
6 that repayment would pose a par-  
7 ticular hardship for the individual.

8 “(C) NATIONAL TEACHER CORPS PARA-  
9 PROFESSIONAL-TO-TEACHER PROGRAM.—

10 “(i) IN GENERAL.—The partnership  
11 may establish an accelerated paraprofes-  
12 sional-to-teacher program that provides to  
13 an eligible paraprofessional—

14 “(I) sufficient training and devel-  
15 opment to enable the paraprofessional  
16 to complete a bachelor’s degree and  
17 pass a teacher certification or licens-  
18 ing examination; and

19 “(II) full pay and leave from  
20 paraprofessional duties for the period  
21 necessary to complete the degree and  
22 pass the examination.

23 “(ii) ELIGIBLE PARAPROFES-  
24 SIONALS.—To be eligible to receive assist-  
25 ance under this subparagraph, a para-

1 professional shall demonstrate that the  
2 paraprofessional is capable of completing a  
3 bachelor's degree in not more than 2 years.

4 “(iii) AGREEMENT.—To be eligible to  
5 receive leave with pay, and training and  
6 development, under this subparagraph, an  
7 individual shall enter into an agreement  
8 with the partnership that states that the  
9 individual will—

10 “(I) teach in a public elementary  
11 or secondary school that is a high-  
12 need school for not less than 3 years;  
13 or

14 “(II) repay the cost of the paid  
15 leave, training, and development, un-  
16 less the partnership determines that  
17 repayment would pose a particular  
18 hardship for the individual.

19 “(D) NATIONAL TEACHER CORPS VOLUN-  
20 TEER TRAINING AND SUPPORT PROGRAM.—The  
21 partnership may provide training and support  
22 to volunteers who—

23 “(i) have recently received teacher cer-  
24 tification or licensing;

1                   “(ii) need support to teach in high-  
2                   need school districts; or

3                   “(iii) are qualified candidates, are  
4                   taking an alternative route to certification,  
5                   and want to volunteer for the National  
6                   Teacher Corps rather than receiving assist-  
7                   ance under subparagraph (A), (B), or (C).

8           “(d) APPLICATIONS.—To be eligible to receive a  
9           grant under this section, a partnership shall submit an  
10           application to the Secretary at such time, in such manner,  
11           and containing—

12                   “(1) a needs assessment concerning teacher  
13                   shortages in the school district served by the local  
14                   educational agency in the partnership;

15                   “(2) a proposed plan for the recruitment and  
16                   retention of teachers; and

17                   “(3) such other information as the Secretary  
18                   may require.

19           “(e) PRIORITY.—In awarding grants under this sec-  
20           tion, the Secretary shall give priority to partnerships in-  
21           cluding local educational agencies that serve schools that  
22           have been identified for improvement under section  
23           1116(c).

24           “(f) SUPPLEMENT NOT SUPPLANT.—Funds appro-  
25           priated to carry out this section shall be used to supple-



1 ment and not supplant other Federal, State, and local  
2 public funds expended to provide teacher recruitment and  
3 retention activities.

4 **“SEC. 2405. GRANT FOR NATIONAL PUBLIC SERVICE CAM-**  
5 **PAIGN.**

6 “(a) IN GENERAL.—In carrying out the National  
7 Teacher Corps program, the Secretary, acting through the  
8 Director, shall award a grant, on a competitive basis, to  
9 1 national coalition of teacher and media organizations,  
10 including the National Teacher Recruitment Clearing-  
11 house, to enable the organizations to jointly conduct a na-  
12 tional public service campaign.

13 “(b) USE OF FUNDS.—A coalition that receives a  
14 grant under subsection (a) shall use the funds made avail-  
15 able through the grant to conduct a national public service  
16 campaign about resources for and routes to entering the  
17 field of teaching. In conducting the campaign, the coalition  
18 shall focus on providing information both to a national au-  
19 dience and in specific media markets, and shall specifically  
20 expand on, promote, and link the coalition’s outreach ef-  
21 forts to, the information referral activities and resources  
22 of the National Teacher Recruitment Clearinghouse.

23 “(c) APPLICATION.—To be eligible to receive a grant  
24 under this section, a coalition shall submit an application

1 to the Secretary at such time, in such manner, and con-  
2 taining such information as the Secretary may require.

3 **“SEC. 2406. STUDIES.**

4 “(a) PORTABILITY OF TEACHING CREDENTIALS.—

5 “(1) STUDY.—In carrying out the National  
6 Teacher Corps program, the Secretary, acting  
7 through the Director, shall conduct a study of the  
8 feasibility of requiring or promoting the portability  
9 of teaching credentials between States.

10 “(2) REPORT.—The Secretary shall submit to  
11 Congress a report containing the results of the  
12 study, including specific legislative and policy rec-  
13 ommendations.

14 “(b) PORTABILITY OF PENSIONS.—

15 “(1) STUDY.—In carrying out the program, the  
16 Secretary, acting through the Director, shall conduct  
17 a study of the feasibility of promoting the portability  
18 of teacher pensions—

19 “(A) between school districts in the same  
20 State; and

21 “(B) between school districts in different  
22 States.

23 “(2) REPORT.—The Secretary shall submit to  
24 Congress a report containing the results of the

1 study, including specific legislative and policy rec-  
2 ommendations.

3 **“SEC. 2407. AUTHORIZATION OF APPROPRIATIONS.**

4 “(a) IN GENERAL.—There is authorized to be appro-  
5 priated to carry out this part (other than sections 2405  
6 and 2406) \$500,000,000 for fiscal year 2002 and each  
7 subsequent fiscal year.

8 “(b) NATIONAL PUBLIC SERVICE CAMPAIGN.—There  
9 is authorized to be appropriated to carry out section 2405  
10 \$1,000,000 for fiscal year 2002 and each subsequent fiscal  
11 year.

12 “(c) PORTABILITY STUDIES.—There is authorized to  
13 be appropriated for fiscal year 2002 and each subsequent  
14 fiscal year—

15 “(1) \$100,000 to carry out section 2406(a);

16 and

17 “(2) \$100,000 to carry out section 2406(b).”.

18 **SEC. 5. PRINCIPAL CORPS.**

19 Title II of the Elementary and Secondary Education  
20 Act of 1965 (20 U.S.C. 6601 et seq.), as amended in sec-  
21 tion 4, is further amended by inserting after part E the  
22 following:

1           **“PART F—PRINCIPAL RECRUITMENT**

2   **“SEC. 2501. ESTABLISHMENT.**

3           “The Secretary, acting through the Director of Na-  
4 tional Teacher and Principal Recruitment, shall establish  
5 and carry out a national principal recruitment program.

6   **“SEC. 2502. GRANTS.**

7           “(a) IN GENERAL.—In carrying out the program, the  
8 Secretary shall make grants, on a competitive basis, to  
9 local educational agencies that seek to recruit and train  
10 principals (including assistant principals).

11          “(b) USE OF FUNDS.—An agency that receives a  
12 grant under subsection (a) may use the funds made avail-  
13 able through the grant to carry out principal recruitment  
14 and training activities that may include—

15                 “(1) providing stipends for master principals  
16 who mentor new principals;

17                 “(2) using funds innovatively to recruit new  
18 principals, including recruiting the principals by pro-  
19 viding pay incentives or bonuses;

20                 “(3) developing career mentor ship and profes-  
21 sional development ladders for teachers who want to  
22 become principals; and

23                 “(4) developing incentives, and professional de-  
24 velopment and instructional leadership training pro-  
25 grams, to attract individuals from other fields, in-  
26 cluding business and law, to serve as principals.

1       “(c) APPLICATION AND PLAN.—To be eligible to re-  
2 ceive a grant under this section, a local educational agency  
3 shall submit an application to the Secretary at such time,  
4 in such manner, and containing such information as the  
5 Secretary may require. The application shall include—

6           “(1) a needs assessment concerning the short-  
7 age of qualified principals in the school district in-  
8 volved and an assessment of the potential for re-  
9 cruiting and retaining prospective and aspiring lead-  
10 ers, including teachers who are interested in becom-  
11 ing principals; and

12           “(2) a comprehensive plan for recruitment and  
13 training of principals, including plans for mentorship  
14 programs, ongoing professional development, and in-  
15 structional leadership training, for high-need schools  
16 served by the agency.

17       “(d) PRIORITY.—In making grants under this sec-  
18 tion, the Secretary shall give priority to local educational  
19 agencies that demonstrate that the agencies will carry out  
20 the activities described in subsection (b) in partnership  
21 with nonprofit organizations and institutions of higher  
22 education.

23       “(f) SUPPLEMENT NOT SUPPLANT.—Funds appro-  
24 priated to carry out this section shall be used to supple-  
25 ment and not supplant other Federal, State, and local

1 public funds expended to provide principal recruitment  
2 and retention activities.

3 **“SEC. 2503. AUTHORIZATION OF APPROPRIATIONS.**

4       “There is authorized to be appropriated to carry out  
5 this section \$50,000,000 for fiscal year 2002 and each  
6 subsequent fiscal year.”.

○