

105TH CONGRESS
2D SESSION

H. R. 3440

To improve the supply of well-qualified elementary school and secondary school teachers.

IN THE HOUSE OF REPRESENTATIVES

MARCH 11, 1998

Mr. ROEMER (for himself, Ms. ESHOO, Mr. KIND, Mr. MORAN of Virginia, and Mr. DOOLEY of California) introduced the following bill; which was referred to the Committee on Education and the Workforce

A BILL

To improve the supply of well-qualified elementary school and secondary school 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 “Alternative Routes to
5 Teacher Certification Act of 1998”.

6 **SEC. 2. FINDINGS.**

7 The Congress finds the following:

8 (1) If current trends continue, American
9 schools will need to hire more than two million
10 teachers in the next decade to educate an increasing

1 number of students and to replace current teachers
2 who will retire or leave the profession.

3 (2) There are highly qualified individuals who
4 serve in other occupations that are interested in pur-
5 suing a teaching career; in 1996, ten percent of all
6 teachers at the elementary or secondary level worked
7 in an occupation outside of education in the previous
8 year.

9 (3) Schools are having trouble recruiting quali-
10 fied teachers. Nearly three-quarters of physical
11 science students and one-third of English students
12 in high-poverty schools take classes from unqualified
13 teachers. Urban and rural areas face significant
14 challenges in finding highly qualified teachers.

15 (4) In addition, while one-third of American
16 students in 1998 are members of minority groups,
17 members of racial and ethnic minorities make up
18 only 13 percent of the teaching force. In 1988, only
19 eight percent of teacher education students enrolled
20 in a national representative sample of college pro-
21 grams were minorities, while one study indicates
22 that more than one third of the alternative route
23 candidates were minorities.

24 (5) The same study found that 69 percent of
25 alternatively certified teacher interns that are being

1 trained to teach mathematics would prefer to teach
2 in an urban or city setting, while only 14 percent of
3 university-certified teacher candidates in mathe-
4 matics chose an urban or city setting.

5 (6) Bringing distinctive life experiences and
6 perspectives into the classroom can enrich the in-
7 structional curriculum and school climate, and en-
8 hance the quality of American education. Alternative
9 routes to certification programs help open the teach-
10 ing profession to individuals with high subject
11 knowledge and diverse life and professional experi-
12 ences.

13 (7) Alternative routes to certification partner-
14 ships will target Federal dollars directly to local
15 school districts that desire to create a program that
16 will attract qualified teachers to areas of high need,
17 which would include a shortage of teachers in a sub-
18 ject-content area.

19 (8) Alternative routes to certification programs
20 should help states develop new teacher-licensing poli-
21 cies based on subject-matter knowledge, teaching
22 knowledge, teaching skills, and other performance-
23 based examinations.

1 **SEC. 3. ALTERNATIVE ROUTES TO TEACHER CERTIFI-**
 2 **CATION.**

3 Title V of the Higher Education Act of 1965 is
 4 amended by adding the end the following new part:

5 **“PART G—ALTERNATIVE ROUTES TO TEACHER**
 6 **CERTIFICATION**

7 **“SEC. 599A. PURPOSE; PARTNERSHIP FUNCTIONS; AUTHOR-**
 8 **IZATION OF APPROPRIATIONS.**

9 “(a) PURPOSE.—The purpose of this part is to im-
 10 prove the supply of well-qualified elementary school and
 11 secondary school teachers—

12 “(1) by authorizing support for partnerships
 13 that will have a significant impact on increasing the
 14 pool of qualified teachers for the purpose of develop-
 15 ing alternative routes for preparing and certifying
 16 teachers in elementary and secondary schools; and

17 “(2) by awarding grants to innovative programs
 18 that recruit, prepare, and retain high quality individ-
 19 uals who plan to enter teaching from another occu-
 20 pational field and seek to become licensed teachers.

21 “(b) PARTNERSHIP FUNCTIONS.—A partnership
 22 under this part shall—

23 “(1) recruit highly qualified individuals who
 24 hold postsecondary degrees in the academic subject
 25 area in which they plan to teach or a closely related
 26 field and who—

1 “(A) plan to enter teaching from another
2 occupational field and seek to become licensed
3 teachers, which may include paraprofessionals
4 seeking to achieve full teacher certification;
5 teachers whom the partner local educational
6 agencies have hired under ‘emergency certifi-
7 cation’ procedures; or former military person-
8 nel, mid-career professionals, or AmeriCorps or
9 Peace Corps volunteers who desire to enter
10 teaching; or

11 “(B) recent college graduates who (i) have
12 a record of academic distinction, and (ii) hold
13 a bachelor of arts degree in the academic sub-
14 ject area in which they plan to teach or a close-
15 ly related field;

16 “(2) meet the needs of participating schools in
17 addressing high demand areas; and

18 “(3) encourage States to develop new teacher-
19 licensing policies based on subject-matter knowledge,
20 teaching knowledge, teaching skills, and other per-
21 formance-based examinations.

22 “(c) AUTHORIZATION OF APPROPRIATIONS.—There
23 are authorized to be appropriated to carry out this part
24 \$15,000,000 for fiscal year 1999, and such sums as nec-
25 essary for 4 succeeding fiscal years.

1 **“SEC. 599B. PROGRAM AUTHORIZED.**

2 “(a) GRANTS BY THE SECRETARY.—The Secretary is
3 authorized to award grants, on a competitive basis, to eli-
4 gible applicants for the purposes of recruiting, preparing,
5 and retaining high quality individuals who plan to enter
6 teaching from another occupational field.

7 “(b) GRANTS DURATION; CONTINUATION.—The Sec-
8 retary shall make competitive grants to partnerships, sub-
9 ject to the availability of appropriations, for a period not
10 to exceed 5 years, including no more than 1 year to be
11 used for planning and preparation. The Secretary may
12 make continuation awards only after determining satisfac-
13 tory progress. The Secretary shall conduct an extensive
14 review of progress, with the assistance of outside experts,
15 before making a continuation award for the 4th year.

16 **“SEC. 599C. GRANT APPLICATIONS AND CONTRACTS.**

17 “To receive an award under this subpart, an eligible
18 applicant shall submit to the Secretary an application
19 that—

20 “(1) designates a fiscal agent for the partner-
21 ship;

22 “(2) contains a description of how the partner-
23 ships will develop an alternative route to a certifi-
24 cation program that leads to an increased pool of
25 highly qualified individuals entering the teaching
26 profession;

1 “(3) contains information on the quality of the
2 program, and how the applicants will ensure that
3 high quality applicants will be recruited and pre-
4 pared;

5 “(4) contains a description of the assessment
6 that the partnership has undertaken to determine
7 the critical teacher recruitment needs of the local
8 educational agency;

9 “(5) contains a description of recruitment and
10 outreach efforts; number and types of students that
11 will be served under the program, which may include
12 paraprofessionals, ‘emergency certification’ hires;
13 former military personnel, mid-career professionals
14 or returned Peace Corps or AmeriCorps volunteers;

15 “(6) contains a description of—

16 “(A) how the partnership will use funds to
17 increase the number of recruits with high po-
18 tential to be effective teachers that participate
19 in its alternative certification program;

20 “(B) the criteria applicant will use to se-
21 lect students;

22 “(C) how the partnership will develop and
23 implement performance criteria for program
24 and candidate evaluation;

1 “(D) how the State agency will develop
2 new teacher-licensing policies based on subject-
3 matter knowledge, teaching knowledge, teaching
4 skills, and other performance-based examina-
5 tions;

6 “(E) the activities that will be carried out
7 under the grant, including a description or jus-
8 tification of support services and induction pro-
9 gram that will be offered to participating re-
10 cruits; and

11 “(F) the commitments by the local edu-
12 cational agency partner to hire qualified indi-
13 viduals who complete the alternative certifi-
14 cation program.

15 **“SEC. 599D. USES OF FUNDS.**

16 “(a) REQUIRED ACTIVITIES.—In order to increase
17 the pool of highly qualified individuals entering the teach-
18 ing profession by developing alternative routes to certifi-
19 cation, and to encourage States to develop new teacher-
20 licensing policies based on subject-matter knowledge,
21 teaching knowledge, teaching skills, and other perform-
22 ance-based examinations, each partnership selected to re-
23 ceive a grant under this part shall use the grant funds
24 for each of the following purposes:

1 “(1) To develop, design, and implement pro-
2 grams that recruit and train highly qualified individ-
3 uals to become licensed to teach in elementary and
4 secondary schools.

5 “(2) To undertake an assessment to determine
6 the critical needs of the local educational agency,
7 particularly in terms of teacher recruitment.

8 “(3) To develop outreach and recruitment ef-
9 forts to attract high quality individuals.

10 “(4) To develop new teacher-licensing policies
11 based on subject-matter knowledge, teaching knowl-
12 edge, teaching skills, and other performance-based
13 examinations.

14 “(5) To develop an induction program, to in-
15 clude mentoring and support services.

16 **“SEC. 599E. EVALUATION.**

17 “The Secretary shall evaluate programs under this
18 part. Such evaluation shall include—

19 “(1) an evaluation of the effectiveness of the
20 program in ensuring all teachers have demonstrated
21 subject-matter knowledge, teaching knowledge, and
22 teaching skills necessary to teach effectively in the
23 content area or areas in which he or she will provide
24 instruction;

1 “(2) a comparison of student achievement out-
2 comes between teachers certified through grant al-
3 ternative program and teachers certified through
4 traditional programs; and

5 “(3) an assessment of increases in the pool of
6 qualified applicants to alleviate teacher shortage in
7 underserved areas, including minority individuals.

8 **“SEC. 599F. DEFINITIONS.**

9 “(a) For purposes of this part:

10 “(1) ELIGIBLE APPLICANT.—The term ‘eligible
11 applicant’ means a partnership of—

12 “(A) the State agency responsible for cer-
13 tification of teachers;

14 “(B) 1 or more local education agencies
15 that—

16 “(i) are eligible for assistance for title
17 I of the Elementary and Secondary Edu-
18 cation Act of 1965; and

19 “(ii) have an enrollment of children
20 counted under section 1124(c) of that Act
21 that exceeds 30 percent of the total enroll-
22 ment of the district; and

23 “(C) 1 or more nonprofit organizations, in-
24 cluding institutions of higher education, that

1 prepare teachers for their initial entry into the
2 teaching profession.

3 Partnerships may also include 2-year colleges, other
4 public and private, nonprofit agencies and organiza-
5 tions that serve, or are located in, communities
6 served by the local education agencies in the part-
7 nership, and that have a record of training teachers.

8 “(2) ALTERNATIVE ROUTE TO CERTIFI-
9 CATION.—The term ‘alternative route to certifi-
10 cation’ means a program, specifically for individuals
11 who have at least a bachelor’s degree, to obtain ini-
12 tial teacher licensure and to teach in elementary and
13 secondary schools, and in which the awarded licenses
14 are equal to licenses issued to teachers who complete
15 a traditional teacher education program route.

16 “(3) HIGHLY QUALIFIED INDIVIDUALS.—The
17 term ‘highly qualified individuals’ means individuals
18 who have demonstrated the subject matter knowl-
19 edge, the ability to attain teaching knowledge, and
20 teaching skills necessary to teach effectively in the
21 content area or areas in which he or she will provide
22 instruction.

23 “(b) MATCHING REQUIREMENT.—The Federal share
24 of the cost of activities carried out under a grant shall
25 not exceed 75 percent. The non-Federal share of activities

- 1 may be provided in cash or in kind, and may be obtained
- 2 from any non-Federal public or private source.”.

