

106TH CONGRESS
1ST SESSION

H. R. 2344

To provide funds to assist high-poverty school districts meet their teaching needs.

IN THE HOUSE OF REPRESENTATIVES

JUNE 24, 1999

Mr. DAVIS of Florida (for himself, Mr. ROEMER, Mr. ETHERIDGE, Mr. GONZALEZ, Mr. FORD, Mr. SHOWS, Mr. BENTSEN, Mr. MARTINEZ, Mrs. MINK of Hawaii, Mr. KUCINICH, Ms. SANCHEZ, Mr. FATTAH, Mr. HOLT, Ms. WOOLSEY, Mr. ROMERO-BARCELÓ, Mr. SCARBOROUGH, Mr. FOLEY, Mr. HINOJOSA, Ms. STABENOW, Ms. BERKLEY, Mr. THURMAN, Mr. KIND, Mr. SMITH of Washington, Mr. LAMPSON, and Mr. WYNN) introduced the following bill; which was referred to the Committee on Education and the Workforce, and in addition to the Committee on Armed Services, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned

A BILL

To provide funds to assist high-poverty school districts meet their teaching needs.

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 “Transition to Teaching
5 Act”.

1 **SEC. 2. FINDINGS.**

2 The Congress finds as follows:

3 (1) School districts will need to hire more than
4 2,000,000 teachers in the next decade. The need for
5 teachers in the areas of mathematics, science, for-
6 eign languages, special education, and bilingual edu-
7 cation, and for those able to teach in high-poverty
8 school districts will be particularly high. To meet
9 this need, talented Americans of all ages should be
10 recruited to become successful, qualified teachers.

11 (2) Nearly 28 percent of teachers of academic
12 subjects have neither an undergraduate major nor
13 minor in their main assignment fields. This problem
14 is more acute in high-poverty schools, where the out-
15 of-field percentage is 39 percent.

16 (3) The Third International Math and Science
17 Study (TIMSS) ranked United States high school
18 seniors last among 16 countries in physics and next
19 to last in mathematics. It is also evident, mainly
20 from the TIMSS data, that based on academic
21 scores, a stronger emphasis needs to be placed on
22 the academic preparation of our children in mathe-
23 matics and science.

24 (4) One-fourth of high-poverty schools find it
25 very difficult to fill bilingual teaching positions, and
26 nearly half of public school teachers have students in

1 their classrooms for whom English is a second lan-
2 guage.

3 (5) Many career-changing professionals with
4 strong content-area skills are interested in a teach-
5 ing career, but need assistance in getting the appro-
6 priate pedagogical training and classroom experi-
7 ence.

8 (6) The Troops to Teachers model has been
9 highly successful in linking high-quality teachers to
10 teach in high-poverty districts.

11 **SEC. 3. PURPOSE.**

12 The purpose of this Act is to address the need of
13 high-poverty school districts for highly qualified teachers
14 in particular subject areas, such as mathematics, science,
15 foreign languages, bilingual education, and special edu-
16 cation, needed by those school districts, by—

17 (1) continuing and enhancing the Troops to
18 Teachers model for recruiting and supporting the
19 placement of such teachers; and

20 (2) recruiting, preparing, placing, and sup-
21 porting career-changing professionals who have
22 knowledge and experience that will help them be-
23 come such teachers.

1 **SEC. 4. PROGRAM AUTHORIZED.**

2 (a) **AUTHORITY.**—Subject to subsection (b), the Sec-
3 retary is authorized to use funds appropriated under sub-
4 section (c) for each fiscal year to award grants, contracts,
5 or cooperative agreements to institutions of higher edu-
6 cation and public and private nonprofit agencies or organi-
7 zations to carry out programs authorized by this Act.

8 (b) **TROOPS TO TEACHERS.**—(1) Before making
9 awards under subsection (a) for any fiscal year, the Sec-
10 retary shall first—

11 (A) consult with the Secretary of Defense and
12 the Secretary of Transportation regarding the ap-
13 propriate amount of funding needed to continue and
14 enhance the Troops to Teachers program; and

15 (B) upon agreement, transfer that amount to
16 the Defense Activity for Non-Traditional Education
17 Support (DANTES) to carry out the Troops to
18 Teachers program.

19 (2) The Secretary may enter into a written agreement
20 with the Departments of Defense and Transportation, or
21 take such other steps as the Secretary determines are ap-
22 propriate to ensure effective continuation of the Troops
23 to Teachers program.

24 (c) **AUTHORIZATION OF APPROPRIATIONS.**—For the
25 purpose of carrying out this Act, there are authorized to

1 be appropriated \$18,000,000 for each of fiscal years 2000
2 through 2005.

3 **SEC. 5. APPLICATION.**

4 Each applicant that desires an award under section
5 4(a) shall submit an application to the Secretary con-
6 taining such information as the Secretary requires,
7 including—

8 (1) a description of the target group of career-
9 changing professionals upon which the applicant will
10 focus in carrying out its program under this Act, in-
11 cluding a description of the characteristics of that
12 target group that shows how the knowledge and ex-
13 perience of its members are relevant to meeting the
14 purpose of this Act;

15 (2) a description of how the applicant will iden-
16 tify and recruit program participants;

17 (3) a description of the training that program
18 participants will receive and how that training will
19 relate to their certification as teachers;

20 (4) a description of how the applicant will en-
21 sure that program participants are placed and teach
22 in high-poverty local educational agencies;

23 (5) a description of the teacher induction serv-
24 ices (which may be provided through existing induc-

1 tion programs) the program participants will receive
2 throughout at least their first year of teaching;

3 (6) a description of how the applicant will col-
4 laborate, as needed, with other institutions, agencies,
5 or organizations to recruit, train, place, and support
6 program participants under this Act, including evi-
7 dence of the commitment of those institutions, agen-
8 cies, or organizations to the applicant's program;

9 (7) a description of how the applicant will
10 evaluate the progress and effectiveness of its pro-
11 gram, including—

12 (A) the program's goals and objectives;

13 (B) the performance indicators the appli-
14 cant will use to measure the program's
15 progress; and

16 (C) the outcome measures that will be used
17 to determine the program's effectiveness; and

18 (8) an assurance that the applicant will provide
19 to the Secretary such information as the Secretary
20 determines necessary to determine the overall effec-
21 tiveness of programs under this Act.

22 **SEC. 6. USES OF FUNDS AND PERIOD OF SERVICE.**

23 (a) **AUTHORIZED ACTIVITIES.**—Funds under this Act
24 may be used for—

1 (1) recruiting program participants, including
2 informing them of opportunities under the program
3 and putting them in contact with other institutions,
4 agencies, or organizations that would train, place,
5 and support them;

6 (2) training stipends and other financial incen-
7 tives for program participants, not to exceed \$5,000
8 per participant;

9 (3) assisting institutions of higher education or
10 other providers of teacher training to tailor their
11 training to meet the particular needs of professionals
12 who are changing their careers to teaching;

13 (4) placement activities, including identifying
14 high-poverty local educational agencies with a need
15 for the particular skills and characteristics of the
16 newly trained program participants and assisting
17 those participants to obtain employment in those
18 local educational agencies; and

19 (5) post-placement induction or support activi-
20 ties for program participants.

21 (b) PERIOD OF SERVICE.—A program participant in
22 a program under this Act who completes his or her train-
23 ing shall serve in a high-poverty local educational agency
24 for at least 3 years.

1 (c) REPAYMENT.—The Secretary shall establish such
 2 requirements as the Secretary determines appropriate to
 3 ensure that program participants who receive a training
 4 stipend or other financial incentive under subsection
 5 (a)(2), but fail to complete their service obligation under
 6 subsection (b), repay all or a portion of such stipend or
 7 other incentive.

8 **SEC. 7. EQUITABLE DISTRIBUTION.**

9 To the extent practicable, the Secretary shall make
 10 awards under this Act that support programs in different
 11 geographic regions of the Nation.

12 **SEC. 8. DEFINITIONS.**

13 As used in this Act—

14 (1) the term “high-poverty local educational
 15 agency” means a local educational agency in which
 16 the percentage of children, ages 5 through 17, from
 17 families below the poverty level is 20 percent or
 18 greater, or the number of such children exceeds
 19 10,000; and

20 (2) the term “program participants” means ca-
 21 reer-changing professionals who—

22 (A) hold at least a baccalaureate degree;

23 (B) demonstrate interest in, and commit-
 24 ment to, becoming a teacher; and

- 1 (C) have knowledge and experience that
- 2 are relevant to teaching a high-need subject
- 3 area in a high-need local educational agency.

