

106TH CONGRESS  
1ST SESSION

# S. 1827

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

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## IN THE SENATE OF THE UNITED STATES

OCTOBER 28, 1999

Mr. GRAHAM introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

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## 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”.

6       **SEC. 2. FINDINGS.**

7       The Congress finds as follows:

8               (1) School districts will need to hire more than  
9       2,000,000 teachers in the next decade. The need for  
10      teachers in the areas of mathematics, science, for-

1      eign languages, special education, and bilingual edu-  
 2      cation, and for those able to teach in high-poverty  
 3      school districts will be particularly high. To meet  
 4      this need, talented Americans of all ages should be  
 5      recruited to become successful, qualified teachers.

6            (2) Nearly 28 percent of teachers of academic  
 7      subjects have neither an undergraduate major nor  
 8      minor in their main assignment fields. This problem  
 9      is more acute in high-poverty schools, where the out-  
 10     of-field percentage is 39 percent.

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

19           (4) One-fourth of high-poverty schools find it  
 20     very difficult to fill bilingual teaching positions, and  
 21     nearly half of public school teachers have students in  
 22     their classrooms for whom English is a second lan-  
 23     guage.

24           (5) Many career-changing professionals with  
 25     strong content-area skills are interested in a teach-

1       ing career, but need assistance in getting the appro-  
 2       priate pedagogical training and classroom experi-  
 3       ence.

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

7   **SEC. 3. PURPOSE.**

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

13           (1) continuing and enhancing the Troops to  
 14      Teachers model for recruiting and supporting the  
 15      placement of such teachers; and

16           (2) recruiting, preparing, placing, and sup-  
 17      porting career-changing professionals who have  
 18      knowledge and experience that will help them be-  
 19      come such teachers.

20   **SEC. 4. PROGRAM AUTHORIZED.**

21       (a) **AUTHORITY.**—Subject to subsection (b), the Sec-  
 22      retary is authorized to use funds appropriated under sub-  
 23      section (c) for each fiscal year to award grants, contracts,  
 24      or cooperative agreements to institutions of higher edu-

1 cation and public and private nonprofit agencies or organi-  
2 zations to carry out programs authorized by this Act.

3 (b) TROOPS TO TEACHERS.—

4 (1) IN GENERAL.—Before making awards  
5 under subsection (a) for any fiscal year, the Sec-  
6 retary shall first—

7 (A) consult with the Secretary of Defense  
8 and the Secretary of Transportation regarding  
9 the appropriate amount of funding needed to  
10 continue and enhance the Troops to Teachers  
11 program; and

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

16 (2) CONTINUATION OF PROGRAM.—The Sec-  
17 retary may enter into a written agreement with the  
18 Departments of Defense and Transportation, or take  
19 such other steps as the Secretary determines are ap-  
20 propriate to ensure effective continuation of the  
21 Troops to Teachers program.

22 (c) AUTHORIZATION OF APPROPRIATIONS.—For the  
23 purpose of carrying out this Act, there are authorized to  
24 be appropriated \$18,000,000 for each of fiscal years 2000  
25 through 2005.

1 **SEC. 5. APPLICATION.**

2 Each applicant that desires an award under section  
3 4(a) shall submit an application to the Secretary con-  
4 taining such information as the Secretary requires,  
5 including—

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

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

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

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

21 (5) a description of the teacher induction serv-  
22 ices (which may be provided through existing induc-  
23 tion programs) the program participants will receive  
24 throughout at least their first year of teaching;

25 (6) a description of how the applicant will col-  
26 laborate, as needed, with other institutions, agencies,

1 or organizations to recruit, train, place, and support  
2 program participants under this Act, including evi-  
3 dence of the commitment of those institutions, agen-  
4 cies, or organizations to the applicant's program;

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

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

9 (B) the performance indicators the appli-  
10 cant will use to measure the program's  
11 progress; and

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

14 (8) an assurance that the applicant will provide  
15 to the Secretary such information as the Secretary  
16 determines necessary to determine the overall effec-  
17 tiveness of programs under this Act.

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

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

21 (1) recruiting program participants, including  
22 informing them of opportunities under the program  
23 and putting them in contact with other institutions,  
24 agencies, or organizations that would train, place,  
25 and support them;

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

4           (3) assisting institutions of higher education or  
5           other providers of teacher training to tailor their  
6           training to meet the particular needs of professionals  
7           who are changing their careers to teaching;

8           (4) placement activities, including identifying  
9           high-poverty local educational agencies with a need  
10          for the particular skills and characteristics of the  
11          newly trained program participants and assisting  
12          those participants to obtain employment in those  
13          local educational agencies; and

14          (5) post-placement induction or support activi-  
15          ties for program participants.

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

20          (c) REPAYMENT.—The Secretary shall establish such  
21          requirements as the Secretary determines appropriate to  
22          ensure that program participants who receive a training  
23          stipend or other financial incentive under subsection  
24          (a)(2), but fail to complete their service obligation under

1 subsection (b), repay all or a portion of such stipend or  
 2 other incentive.

3 **SEC. 7. EQUITABLE DISTRIBUTION.**

4 To the extent practicable, the Secretary shall make  
 5 awards under this Act that support programs in different  
 6 geographic regions of the Nation.

7 **SEC. 8. DEFINITIONS.**

8 In this Act:

9 (1) **HIGH-POVERTY LOCAL EDUCATIONAL AGEN-**  
 10 **CY.**—The term “high-poverty local educational agen-

11 cy” means a local educational agency in which the  
 12 percentage of children, ages 5 through 17, from  
 13 families below the poverty level is 20 percent or  
 14 greater, or the number of such children exceeds  
 15 10,000.

16 (2) **PROGRAM PARTICIPANTS.**—The term “pro-

17 gram participants” means career-changing profes-

18 sionals who—

19 (A) hold at least a baccalaureate degree;

20 (B) demonstrate interest in, and commit-

21 ment to, becoming a teacher; and

22 (C) have knowledge and experience that

23 are relevant to teaching a high-need subject

24 area in a high-need local educational agency.

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