

108TH CONGRESS  
1ST SESSION

# H. R. 1240

To provide grants to eligible consortia to provide professional development to superintendents, principals, and to prospective superintendents and principals.

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## IN THE HOUSE OF REPRESENTATIVES

MARCH 12, 2003

Mrs. LOWEY (for herself, Ms. NORTON, Mr. HINCHEY, Mr. ETHERIDGE, Mr. FROST, Mr. CARSON of Oklahoma, Ms. DELAURO, Mr. OWENS, Mr. LANTOS, Mrs. DAVIS of California, Mrs. JONES of Ohio, Ms. BERKLEY, Mr. BISHOP of New York, and Ms. SCHAKOWSKY) introduced the following bill; which was referred to the Committee on Education and the Workforce

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## A BILL

To provide grants to eligible consortia to provide professional development to superintendents, principals, and to prospective superintendents and principals.

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 “Investment in Quality  
5 School Leadership Act”.

6 **SEC. 2. FINDINGS.**

7 Congress finds the following:

1           (1) The Nation is experiencing a shortage of  
2 qualified school administrators and principals with  
3 such shortage expected to intensify. This shortage  
4 comes at a time when States are enacting new and  
5 more rigorous learning standards, school officials are  
6 expected to handle an increasing number of non-edu-  
7 cational problems and issues, and the current gen-  
8 eration of school administrators and officials are re-  
9 tiring. The combination of these factors results in a  
10 shrinking pool of qualified applicants.

11           (2) The shortage is particularly severe in high  
12 poverty school districts because of lower salaries and  
13 the challenging work environment. In many such  
14 districts, a disproportionate number of school admin-  
15 istrators and principals have less than 3 years of ex-  
16 perience.

17           (3) The ability of a school or district to improve  
18 teaching and raise student achievement is greatly  
19 dependent on the quality of leadership. Quality lead-  
20 ership can only be achieved if potential leaders are  
21 provided with the necessary support, professional de-  
22 velopment, and resources. A recent report by the  
23 Educational Research Service (ERS) cites studies  
24 that find that the one attribute of all high-per-

1 forming schools is a dedicated and dynamic prin-  
2 cipal.

3 (4) All current and prospective principals and  
4 superintendents need support in their first 3 years,  
5 such as mentoring and sustained professional devel-  
6 opment, to become effective school leaders and to  
7 raise school and classroom performance effectively.

8 **SEC. 3. PURPOSE.**

9 The purposes of this Act are—

10 (1) to provide ongoing, intensive professional  
11 development to superintendents, principals, and pro-  
12 spective superintendents and principals, particularly  
13 those serving, or intending to serve, in high-poverty,  
14 low-performing school districts and schools;

15 (2) to improve the capacity of current and pro-  
16 spective superintendents and principals to serve as  
17 effective leaders and successfully implement stand-  
18 ards-based reforms;

19 (3) to encourage the recruitment and retention  
20 of quality school leaders at the district- and school-  
21 level by enabling them to further develop their skills  
22 and knowledge; and

23 (4) to recognize and support the importance of  
24 principals and superintendents in facilitating student  
25 learning and improving academic achievement.

1 **SEC. 4. GRANTS.**

2 (a) IN GENERAL.—

3 (1) GRANT AWARDS.—From the amounts ap-  
4 propriated to carry out this section and not reserved  
5 under subsection (g) for any fiscal year, the Sec-  
6 retary of Education (in this Act referred to as the  
7 “Secretary”) shall award grants to eligible consortia  
8 to establish professional development programs de-  
9 scribed in paragraph (2).

10 (2) PROFESSIONAL DEVELOPMENT.—A pro-  
11 gram referred to in paragraph (1) shall serve a  
12 State or region and provide superintendents, prin-  
13 cipals, and prospective superintendents and prin-  
14 cipals, particularly those serving, or intending to  
15 serve, in high-poverty, low-performing school dis-  
16 tricts and schools, with ongoing, intensive profes-  
17 sional development opportunities to improve their ca-  
18 pacity to serve as effective leaders and successfully  
19 implement standards-based reforms.

20 (b) AWARD BASIS.—

21 (1) IN GENERAL.—The Secretary shall award  
22 grants on a competitive basis to eligible applicants  
23 to carry out this section.

24 (2) PRIORITY.—In awarding grants under this  
25 section, the Secretary shall give priority to consortia  
26 in which the local educational agency participating

1 in the consortium serves the highest concentration of  
2 children living in poverty.

3 (c) ELIGIBILITY.—

4 (1) REQUIRED PARTICIPANTS.—In order to re-  
5 ceive a grant under this section, a consortium shall  
6 include not less than—

7 (A) one local educational agency serving a  
8 high concentration of children living in poverty;

9 (B) one institution of higher education;  
10 and

11 (C) one organization that does not usually  
12 provide educational services, but has the nec-  
13 essary expertise to provide professional develop-  
14 ment to school administrators.

15 (2) OTHER PARTICIPANTS.—An eligible consor-  
16 tium may also include—

17 (A) one or more additional local edu-  
18 cational agencies;

19 (B) State educational agencies;

20 (C) for-profit organizations with the exper-  
21 tise to provide professional development to  
22 school administrators; and

23 (D) public or private nonprofit organiza-  
24 tions with the expertise to provide professional  
25 development to school administrators.

1 (d) APPLICATION.—

2 (1) IN GENERAL.—In order to receive an award  
3 under this section, an eligible applicant shall submit  
4 an application to the Secretary at such time, in such  
5 manner, and containing such information as the Sec-  
6 retary may require.

7 (2) CONTENTS.—Each such application shall  
8 include—

9 (A) information demonstrating that the ap-  
10 plicant shall meet the matching requirement of  
11 subsection (f); and

12 (B) a description of the involvement of su-  
13 perintendents and principals in developing the  
14 application.

15 (e) USE OF FUNDS.—

16 (1) REQUIRED USES.—

17 (A) IN GENERAL.—A consortium that re-  
18 ceives a grant under this section shall use the  
19 grant funds to establish or expand a leadership  
20 development program described in subpara-  
21 graph (B).

22 (B) ACTIVITIES.—The program referred to  
23 in subparagraph (A) shall provide superintend-  
24 ents, principals, and prospective superintend-  
25 ents and principals, particularly individuals

1 serving, or intending to serve, in high-poverty,  
2 low-performing schools and school districts,  
3 with ongoing, intensive professional develop-  
4 ment opportunities through activities that in-  
5 crease the knowledge and skills of participants  
6 in such areas as—

7 (i) effective instructional practices;

8 (ii) the content of the State’s stand-  
9 ards and supporting implementation of the  
10 standards in the classroom;

11 (iii) comprehensive whole-school re-  
12 form approaches and programs;

13 (iv) the effective use of educational  
14 technology to improve teaching and learn-  
15 ing;

16 (v) the recruitment, assignment, re-  
17 tention, and evaluation of school staff;

18 (vi) the enhancement and development  
19 of management and organizational skills;

20 (vii) leadership skills;

21 (viii) the effective use of data for deci-  
22 sionmaking; and

23 (ix) the implementation of school-  
24 based leadership teams.

1           (2) ADDITIONAL USES.—A consortium that re-  
2           ceives a grant under this section may also use the  
3           grant funds to support—

4                   (A) the recruitment and preparation of  
5                   prospective principals and superintendents, in-  
6                   cluding candidates with leadership and manage-  
7                   rial experience in fields other than education;  
8                   and

9                   (B) alternative pathways to administrative  
10                  positions.

11       (f) MATCHING REQUIREMENT.—

12               (1) IN GENERAL.—

13                   (A) IN GENERAL.—Each recipient of a  
14                   grant under this Act shall provide not less than  
15                   50 percent of the annual cost of the project as-  
16                   sisted by the grant from sources other than this  
17                   Act.

18                   (B) CONTRIBUTIONS.—A grantee's share  
19                   of such costs may be provided in cash or in  
20                   kind, fairly evaluated.

21       (2) WAIVER.—The Secretary may waive the  
22       matching requirement of paragraph (1) with respect  
23       to applicants that the Secretary determines serve  
24       low-income areas.

1           (g) RESERVATION.—The Secretary may reserve not  
2 more than 4 percent of the amount appropriated under  
3 subsection (i) for each fiscal year for technical assistance,  
4 evaluation, dissemination of information on effective pro-  
5 grams for preparing and training district and school-level  
6 administrators, carrying out activities to encourage the  
7 spread and adoption of successful leadership development  
8 centers, and other national activities that support the pro-  
9 grams under this section.

10           (h) REPORT.—

11                 (1) EXISTING PROGRAMS.—

12                         (A) STUDY.—The Secretary shall, in con-  
13 sultation with representatives of local edu-  
14 cational agencies, State educational agencies,  
15 institutions of higher education, superintend-  
16 ents, principals, education organizations, com-  
17 munity groups, business, and labor, conduct a  
18 study to evaluate and report to Congress re-  
19 garding existing professional development pro-  
20 grams that recruit, prepare, and train district-  
21 and school-level administrators to serve as ef-  
22 fective leaders and successfully implement  
23 standards-based reforms in diverse educational  
24 environments across the Nation.

1           (B) REPORT TO CONGRESS.—The Sec-  
2           retary shall submit a report to Congress not  
3           later than one year after the date of enactment  
4           of this Act regarding the findings of the study  
5           conducted under subparagraph (A).

6           (2) PROGRAM REPORT.—The Secretary shall  
7           submit to Congress a report not later than March 1,  
8           2008, regarding the effectiveness of professional de-  
9           velopment programs, established pursuant to this  
10          section, to recruit and retain principals and super-  
11          intendents.

12          (i) AUTHORIZATION OF APPROPRIATIONS.—There  
13          are authorized to be appropriated \$100,000,000 for each  
14          of fiscal years 2004 through 2008 to carry out this sec-  
15          tion.

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