

108TH CONGRESS
1ST SESSION

S. 408

To establish a grant program to enable institutions of higher education
to improve schools of education.

IN THE SENATE OF THE UNITED STATES

FEBRUARY 13, 2003

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

A BILL

To establish a grant program to enable institutions of higher
education to improve schools of education.

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 “Ready To Educate All
5 Children Act of 2003”.

6 **SEC. 2. FINDINGS AND PURPOSE.**

7 (a) FINDINGS.—Congress makes the following find-
8 ings:

9 (1) An estimated 2,000,000 new teachers will
10 be needed over the next decade.

1 (2) Under the No Child Left Behind Act of
2 2001, States must recruit highly qualified teachers
3 by 2006, yet schools in rural areas and high poverty
4 schools have trouble attracting and retaining such
5 teachers.

6 (3) A 2000 study by the Education Trust re-
7 ports that high poverty schools are twice as likely
8 not to have teachers certified in the fields in which
9 they teach as schools that are not high poverty
10 schools, which highlights that high poverty schools
11 will need special help to meet the goals of the No
12 Child Left Behind Act of 2001.

13 (4) If the Nation is to improve student achieve-
14 ment and success in school, the United States must
15 encourage and support the training and development
16 of our Nation's teachers, who are the single most
17 important in-school influence on student learning.

18 (5) A majority of graduates of schools of edu-
19 cation believe that traditional teacher preparation
20 programs left them ill prepared for the challenges
21 and rigors of the classroom.

22 (6) Fewer than 36 percent of new teachers feel
23 very well prepared to implement curriculum and per-
24 formance standards.

1 (7) Highly qualified teachers are more effective
2 in impacting student academic achievement because
3 such teachers have high verbal abilities, high content
4 knowledge, and an enhanced ability to know how to
5 teach the content using appropriate pedagogical
6 strategies.

7 (8) The difference in annual student achieve-
8 ment growth between having an effective and inef-
9 fective teacher can be more than 1 grade level of
10 achievement in academic performance.

11 (9) Studies have consistently documented the
12 important connection between a teacher's verbal and
13 cognitive abilities and student achievement.

14 (10) Research has shown that there is a posi-
15 tive effect on student achievement when students are
16 taught by teachers with a strong subject-matter
17 background.

18 (b) PURPOSE.—It is the purpose of this Act to pro-
19 vide grants to teacher preparation programs to better pre-
20 pare teachers to educate all children.

21 **SEC. 3. DEFINITIONS.**

22 In this Act:

23 (1) BEGINNING TEACHER.—The term “begin-
24 ning teacher” means a highly qualified teacher who
25 has taught for not more than 3 years.

1 (2) CORE ACADEMIC SUBJECTS.—The term
2 “core academic subjects” means—

3 (A) mathematics;

4 (B) science;

5 (C) reading (or language arts) and
6 English;

7 (D) social studies, including history, civics,
8 political science, government, geography, and
9 economics;

10 (E) foreign languages; and

11 (F) fine arts, including music, dance,
12 drama, and the visual arts.

13 (3) HIGH POVERTY LOCAL EDUCATIONAL AGEN-
14 CY.—The term “high poverty local educational agen-
15 cy” means a local educational agency for which the
16 number of children who are served by the agency,
17 aged 5 though 17, and from families with incomes
18 below the poverty line—

19 (A) is not less than 40 percent of the num-
20 ber of all children served by the agency; or

21 (B) is more than 15,000.

22 (4) HIGH POVERTY SCHOOL.—The term “high
23 poverty school” means an elementary school or sec-
24 ondary school that serves a high number or percent-

1 age of children from families with incomes below the
2 poverty line.

3 (5) HIGHLY QUALIFIED.—The term “highly
4 qualified” has the meaning given such term in sec-
5 tion 9101 of the Elementary and Secondary Edu-
6 cation Act of 1965 (20 U.S.C. 7801).

7 (6) INSTITUTION OF HIGHER EDUCATION.—The
8 term “institution of higher education”—

9 (A) has the meaning given the term in sec-
10 tion 101(a) of the Higher Education Act of
11 1965 (20 U.S.C. 1001(a)); and

12 (B) if such an institution prepares teachers
13 and receives Federal funds, means such an in-
14 stitution that—

15 (i) is in full compliance with the re-
16 quirements of section 207 of the Higher
17 Education Act of 1965 (20 U.S.C. 1027);
18 and

19 (ii) does not have a teacher prepara-
20 tion program identified by a State as low-
21 performing.

22 (7) LOCAL EDUCATIONAL AGENCY.—The term
23 “local educational agency” has the meaning given
24 such term in section 9101 of the Elementary and
25 Secondary Education Act of 1965 (20 U.S.C. 7801).

1 (8) LOCAL PARTNER.—The term “local part-
2 ner” means a high poverty local educational agency
3 or a high poverty school.

4 (9) MENTORING.—The term “mentoring”
5 means activities that consist of structured guidance
6 and regular and ongoing support for beginning
7 teachers.

8 (10) SECRETARY.—The term “Secretary”
9 means the Secretary of Education.

10 (11) STATE.—The term “State” means each of
11 the 50 States, the District of Columbia, and the
12 Commonwealth of Puerto Rico.

13 **SEC. 4. GRANT PROGRAM.**

14 (a) IN GENERAL.—The Secretary is authorized to
15 award grants on a competitive basis to institutions of
16 higher education to establish a partnership with a local
17 partner to—

18 (1) establish a clinically-based elementary
19 school or secondary school teacher training program;
20 or

21 (2) enhance such institution’s clinically-based
22 elementary school or secondary school teacher train-
23 ing program.

24 (b) APPLICATION.—

1 (1) IN GENERAL.—An institution of higher edu-
2 cation that desires to receive a grant under sub-
3 section (a) shall submit an application to the Sec-
4 retary at such time, in such manner, and containing
5 such information as the Secretary may reasonably
6 require.

7 (2) DEVELOPMENT.—The institution of higher
8 education shall develop the application in collabora-
9 tion with 1 or more local partners.

10 (3) CONTENTS.—Each application submitted
11 pursuant to paragraph (1) shall include—

12 (A) a description of any shortages in the
13 State, where the institution of higher education
14 is located, of highly qualified teachers in high
15 poverty schools in core academic subjects;

16 (B) an assessment of the needs of begin-
17 ning teachers in high poverty schools to be ef-
18 fective in the classroom that is—

19 (i) developed with the involvement of
20 the local partner; and

21 (ii) based on—

22 (I) student achievement data in
23 core academic subjects; and

24 (II) other indicators of the need
25 to fully prepare beginning teachers;

1 (C) a description of how the institution of
2 higher education will use funds made available
3 pursuant to a grant awarded under this Act
4 to—

5 (i) improve the quality of the teaching
6 force; and

7 (ii) decrease the use of out-of-field
8 placement of teachers;

9 (D) a description of how the institution of
10 higher education will align activities assisted
11 under this Act with challenging State academic
12 content standards and student academic
13 achievement standards, and State assessments,
14 by setting numerical, annual improvement
15 goals;

16 (E) a plan, developed with the extensive
17 participation of the local partner, for addressing
18 long-term teacher recruitment, retention, pro-
19 fessional development, and mentoring needs;

20 (F) a description of how the institution of
21 higher education will assist local educational
22 agencies in implementing effective and sus-
23 tained mentoring and other professional devel-
24 opment activities for beginning teachers;

1 (G) a description of how the institution of
2 higher education will work with individuals who
3 successfully complete a teacher education pro-
4 gram to become certified or licensed; and

5 (H) a description of how the institution of
6 higher education will prepare teachers to suc-
7 ceed in the classroom.

8 (c) APPROVAL.—

9 (1) IN GENERAL.—The Secretary shall approve
10 an application submitted pursuant to subsection (a)
11 if the application meets the requirements of this sec-
12 tion and holds reasonable promise of achieving the
13 purpose of this Act.

14 (2) EQUITABLE DISTRIBUTION.—To the extent
15 practicable, the Secretary shall ensure an equitable
16 geographic distribution of grants under this section
17 among the regions of the United States.

18 (3) DURATION OF GRANTS.—The Secretary is
19 authorized to make grants under this section for a
20 period of 5 years. At the end of the 5-year period,
21 the grant recipient may apply for an additional
22 grant under this section.

23 (d) USES OF FUNDS.—

1 (1) MANDATORY USES.—An institution of high-
2 er education that receives a grant under this section
3 shall use the grant funds to—

4 (A) establish a partnership with a local
5 partner to establish, or enhance an existing,
6 clinically-based elementary school or secondary
7 school teacher training program to better train
8 teachers for challenges in the classroom;

9 (B) facilitate a partnership among depart-
10 ments of the institution to ensure that future
11 teachers are prepared to teach; and

12 (C) implement a project-based assessment
13 that facilitates the program evaluation devel-
14 oped under subsection (f) and that assesses the
15 impact of the activities undertaken with grant
16 funds awarded under this Act on achieving the
17 purpose of this Act, as well as on institutional
18 policies and practices.

19 (2) ADDITIONAL ACTIVITIES.—An institution of
20 higher education that receives a grant under this
21 section shall use the grant funds for not less than
22 3 of the following activities:

23 (A) The enhancement of high caliber
24 teaching, including—

- 1 (i) enabling faculty to spend addi-
2 tional time in smaller class settings teach-
3 ing students pursuing teaching degrees;
- 4 (ii) providing—
- 5 (I) summer school teaching op-
6 portunities for students pursuing
7 teaching degrees;
- 8 (II) additional salary for faculty
9 members who serve as advisors to stu-
10 dents pursuing teaching degrees; or
- 11 (III) stipends for students pur-
12 suing teaching degrees.
- 13 (B) Opportunities to develop new peda-
14 gogical approaches to teaching, including a
15 focus on content knowledge in academic areas
16 such as mathematics, science, foreign language
17 development, history, political science, and spe-
18 cial education.
- 19 (C) Creation of multidisciplinary courses
20 or programs that formalize collaborations for
21 the purpose of improved student instruction.
- 22 (D) Expansion of innovative mentoring or
23 tutoring programs proven to enhance recruit-
24 ment of students pursuing teaching degrees or
25 persistence in obtaining a teaching degree.

1 (E) Improvement of undergraduate
2 science, mathematics, engineering, and tech-
3 nology education for nonmajors, including
4 teacher education majors.

5 (e) MATCHING FUNDS.—Each institution of higher
6 education that receives a grant under this section shall
7 demonstrate a financial commitment to such institution’s
8 school of education by contributing, either directly or
9 through private contributions, non-Federal matching
10 funds equal to 20 percent of the amount of the grant.

11 (f) ASSESSMENT, EVALUATION, AND DISSEMINATION
12 OF INFORMATION.—

13 (1) PROGRAM EVALUATION.—Not later than
14 180 days after the date of enactment of this Act, the
15 Secretary shall award not less than 1 grant or con-
16 tract to an independent evaluative organization to—

17 (A) develop metrics for measuring the im-
18 pact of the activities authorized under this sec-
19 tion on—

20 (i) the number of students enrolled in
21 education classes;

22 (ii) academic achievement of students
23 pursuing teaching degrees, including quan-
24 tifiable measurements of students’ mastery

1 of content and skills, such as students'
2 grade point averages;

3 (iii) persistence in completing a teach-
4 ing degree, including students who transfer
5 from departments of education to pro-
6 grams in other academic disciplines; and

7 (iv) placement during the 2 years
8 after degree completion in public schools
9 and an evaluation of the teachers' perform-
10 ance;

11 (B) conduct an evaluation of the impacts
12 of the activities authorized under this section,
13 including a comparison of the funded projects
14 to identify best practices with respect to achiev-
15 ing the purpose of this Act.

16 (2) DISSEMINATION OF INFORMATION.—The
17 Secretary shall disseminate, biannually, information
18 on the activities and the results of the projects as-
19 sisted under this section, including best practices, to
20 institutions of higher education that receive a grant
21 under this section and other interested institutions
22 of higher education.

23 (g) STUDENT LOAN ELIGIBILITY.—Notwithstanding
24 any other provision of law, a student who participates in
25 a clinically-based teacher training program funded under

1 this Act shall be eligible for student assistance under title
2 IV of the Higher Education Act of 1965 (20 U.S.C. 1070
3 et seq.) during such student's fifth year of a program of
4 study for obtaining a teaching degree, if the fifth year of
5 the program of study is required under such clinically-
6 based program in order for students to obtain the teaching
7 degree.

8 **SEC. 5. AUTHORIZATION OF APPROPRIATIONS.**

9 There is authorized to be appropriated to carry out
10 this Act \$200,000,000 for each of fiscal years 2004
11 through 2009.

○