

109TH CONGRESS
1ST SESSION

H. R. 1693

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

IN THE HOUSE OF REPRESENTATIVES

APRIL 19, 2005

Mrs. LOWEY (for herself, Mr. KENNEDY of Rhode Island, Mr. PAYNE, Ms. LEE, and Mr. ETHERIDGE) introduced the following bill; which was referred to the Committee on Education and the Workforce

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:

8 (1) The Nation is experiencing a shortage of
9 qualified school administrators and principals with

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

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

15 (3) The ability of a school or district to improve
16 teaching and raise student achievement is greatly
17 dependent on the quality of leadership. Quality lead-
18 ership can only be achieved if potential leaders are
19 provided with the necessary support, professional de-
20 velopment, and resources.

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

1 **SEC. 3. PURPOSE.**

2 The purposes of this Act are—

3 (1) to provide ongoing, intensive professional
4 development to superintendents, principals, and pro-
5 spective superintendents and principals, particularly
6 those serving, or intending to serve, in high-poverty,
7 low-performing school districts and schools;

8 (2) to improve the capacity of current and pro-
9 spective superintendents and principals to serve as
10 effective leaders and successfully implement stand-
11 ards-based reforms;

12 (3) to encourage the recruitment and retention
13 of quality school leaders at the district- and school-
14 level by enabling them to further develop their skills
15 and knowledge; and

16 (4) to recognize and support the importance of
17 principals and superintendents in facilitating student
18 learning and improving academic achievement.

19 **SEC. 4. GRANTS.**

20 (a) IN GENERAL.—

21 (1) GRANT AWARDS.—From the amounts ap-
22 propriated to carry out this section and not reserved
23 under subsection (g) for any fiscal year, the Sec-
24 retary of Education (in this Act referred to as the
25 “Secretary”) shall award grants to eligible consortia

1 to establish professional development programs de-
2 scribed in paragraph (2).

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

13 (b) AWARD BASIS.—

14 (1) IN GENERAL.—The Secretary shall award
15 grants on a competitive basis to eligible applicants
16 to carry out this section.

17 (2) PRIORITY.—In awarding grants under this
18 section, the Secretary shall give priority to consortia
19 in which the local educational agency participating
20 in the consortium serves the highest concentration of
21 children living in poverty.

22 (c) ELIGIBILITY.—

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

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

3 (B) one institution of higher education;
4 and

5 (C) one organization that does not usually
6 provide educational services, but has the nec-
7 essary expertise to provide professional develop-
8 ment to school administrators.

9 (2) OTHER PARTICIPANTS.—An eligible consor-
10 tium may also include—

11 (A) one or more additional local edu-
12 cational agencies;

13 (B) State educational agencies;

14 (C) for-profit organizations with the exper-
15 tise to provide professional development to
16 school administrators; and

17 (D) public or private nonprofit organiza-
18 tions with the expertise to provide professional
19 development to school administrators.

20 (d) APPLICATION.—

21 (1) IN GENERAL.—In order to receive an award
22 under this section, an eligible applicant shall submit
23 an application to the Secretary at such time, in such
24 manner, and containing such information as the Sec-
25 retary may require.

1 (2) CONTENTS.—Each such application shall
2 include—

3 (A) information demonstrating that the ap-
4 plicant shall meet the matching requirement of
5 subsection (f); and

6 (B) a description of the involvement of su-
7 perintendents and principals in developing the
8 application.

9 (e) USE OF FUNDS.—

10 (1) REQUIRED USES.—

11 (A) IN GENERAL.—A consortium that re-
12 ceives a grant under this section shall use the
13 grant funds to establish or expand a leadership
14 development program described in subpara-
15 graph (B).

16 (B) ACTIVITIES.—The program referred to
17 in subparagraph (A) shall provide superintend-
18 ents, principals, and prospective superintend-
19 ents and principals, particularly individuals
20 serving, or intending to serve, in high-poverty,
21 low-performing schools and school districts,
22 with ongoing, intensive professional develop-
23 ment opportunities through activities that in-
24 crease the knowledge and skills of participants
25 in such areas as—

- 1 (i) effective instructional practices;
- 2 (ii) the content of the State's stand-
- 3 ards and supporting implementation of the
- 4 standards in the classroom;
- 5 (iii) comprehensive whole-school re-
- 6 form approaches and programs;
- 7 (iv) the effective use of educational
- 8 technology to improve teaching and learn-
- 9 ing;
- 10 (v) the recruitment, assignment, re-
- 11 tention, and evaluation of school staff;
- 12 (vi) the enhancement and development
- 13 of management and organizational skills;
- 14 (vii) leadership skills;
- 15 (viii) the effective use of data for deci-
- 16 sionmaking; and
- 17 (ix) the implementation of school-
- 18 based leadership teams.

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

- 22 (A) the recruitment and preparation of
- 23 prospective principals and superintendents, in-
- 24 cluding candidates with leadership and manage-

1 rial experience in fields other than education;
2 and

3 (B) alternative pathways to administrative
4 positions.

5 (f) MATCHING REQUIREMENT.—

6 (1) IN GENERAL.—

7 (A) IN GENERAL.—Each recipient of a
8 grant under this Act shall provide not less than
9 50 percent of the annual cost of the project as-
10 sisted by the grant from sources other than this
11 Act.

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

15 (2) WAIVER.—The Secretary may waive the
16 matching requirement of paragraph (1) with respect
17 to applicants that the Secretary determines serve
18 low-income areas.

19 (g) RESERVATION.—The Secretary may reserve not
20 more than 4 percent of the amount appropriated under
21 subsection (i) for each fiscal year for technical assistance,
22 evaluation, dissemination of information on effective pro-
23 grams for preparing and training district and school-level
24 administrators, carrying out activities to encourage the
25 spread and adoption of successful leadership development

1 centers, and other national activities that support the pro-
2 grams under this section.

3 (h) REPORT.—

4 (1) EXISTING PROGRAMS.—

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

18 (B) REPORT TO CONGRESS.—The Sec-
19 retary shall submit a report to Congress not
20 later than one year after the date of enactment
21 of this Act regarding the findings of the study
22 conducted under subparagraph (A).

23 (2) PROGRAM REPORT.—The Secretary shall
24 submit to Congress a report not later than March 1,
25 2010, regarding the effectiveness of professional de-

1 velopment programs, established pursuant to this
2 section, to recruit and retain principals and super-
3 intendents.

4 (i) AUTHORIZATION OF APPROPRIATIONS.—There
5 are authorized to be appropriated \$100,000,000 for each
6 of fiscal years 2006 through 2010 to carry out this sec-
7 tion.

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