

109TH CONGRESS
1ST SESSION

S. 1435

To establish a grant program for institutions of higher education to collaborate with low-income schools to recruit students to pursue and complete postsecondary degrees in education.

IN THE SENATE OF THE UNITED STATES

JULY 20, 2005

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 for institutions of higher education to collaborate with low-income schools to recruit students to pursue and complete postsecondary degrees in 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 “Collaborative Agree-
5 ments to Recruit Educators (CARE) Act of 2005”.

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

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

1 (1) An estimated 2,000,000 new teachers will
2 be needed in the United States over the next decade.

3 (2) Under the No Child Left Behind Act of
4 2001 (Public Law 107–110), States shall ensure
5 that all teachers teaching in core academic subjects
6 within the State are highly qualified not later than
7 the end of the 2005–2006 school year, yet schools
8 in rural areas and low-income schools have trouble
9 attracting and retaining such teachers.

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

17 (4) If the Nation is to improve student achieve-
18 ment and success in school, the United States must
19 encourage and support the training and development
20 of our Nation’s teachers, who are the single most
21 important in-school influence on student learning.

22 (5) Highly qualified teachers are more effective
23 in impacting student academic achievement because
24 such teachers have high verbal abilities, high content
25 knowledge, and an enhanced ability to know how to

1 teach the content using appropriate pedagogical
2 strategies.

3 (6) The difference in annual student achieve-
4 ment growth between having an effective and inef-
5 fective teacher can be more than 1 grade level of
6 achievement in academic performance.

7 (7) A study conducted by the New Teacher
8 Project shows that strategic recruitment may recruit
9 qualified applicants but many applicants withdraw
10 from the process because of the late hiring timelines
11 found in urban schools.

12 (8) Every school day approximately 3,000 ado-
13 lescents drop out of secondary school.

14 (9) The national graduation rate is 68 percent
15 with approximately 540,000 students failing to grad-
16 uate each year.

17 (10) As few as 53 percent of students from low-
18 income families graduate each year.

19 (11) American schools spend more than
20 \$2,600,000,000 annually replacing teachers who
21 have dropped out of the teaching profession.

22 (b) PURPOSE.—It is the purpose of this Act to pro-
23 vide grants to encourage secondary school students in low-
24 income schools to graduate and pursue higher education
25 and teaching.

1 **SEC. 3. DEFINITIONS.**

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

4 (A) mathematics;

5 (B) science;

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

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

11 (E) foreign languages; and

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

14 (2) **HIGHLY QUALIFIED.**—The term “highly
15 qualified” has the meaning given such term in sec-
16 tion 9101 of the Elementary and Secondary Edu-
17 cation Act of 1965 (20 U.S.C. 7801).

18 (3) **INSTITUTION OF HIGHER EDUCATION.**—The
19 term “institution of higher education”—

20 (A) has the meaning given the term in sec-
21 tion 101(a) of the Higher Education Act of
22 1965 (20 U.S.C. 1001(a)); and

23 (B) if such an institution conducts a teach-
24 er preparation program that enrolls students re-
25 ceiving Federal assistance under such Act (20

1 U.S.C. 1001 et seq.), means such an institution
2 that—

3 (i) is in full compliance with the re-
4 quirements of section 207 of such Act (20
5 U.S.C. 1027); and

6 (ii) does not have a teacher prepara-
7 tion program identified by a State as low
8 performing.

9 (4) LOCAL EDUCATIONAL AGENCY.—The term
10 “local educational agency” has the meaning given
11 such term in section 9101 of the Elementary and
12 Secondary Education Act of 1965 (20 U.S.C. 7801).

13 (5) LOW-INCOME SCHOOL.—The term “low-in-
14 come school” means an elementary school or sec-
15 ondary school that—

16 (A) is served by a local educational agency
17 that qualifies to receive funding under title I of
18 the Elementary and Secondary Education Act
19 of 1965 (20 U.S.C. 6301 et seq.);

20 (B) has been selected by the Secretary
21 based on a determination that more than 30
22 percent of the students enrolled at the school
23 qualify for services provided under such title I;
24 and

1 (C)(i) is listed in the Annual Directory of
2 Designated Low-Income Schools for Teacher
3 Cancellation Benefits, issued by the Depart-
4 ment of Education, in the year for which the
5 determination is made, or if such Directory for
6 such year is not available before May 1 of such
7 year, is listed in such Directory in the year pre-
8 ceeding the year for which the determination is
9 made; or

10 (ii) is operated by the Bureau of Indian
11 Affairs or operated on an Indian reservation by
12 an Indian tribal group under contract with the
13 Bureau of Indian Affairs.

14 (6) MENTORING.—The term “mentoring”
15 means activities that consist of structured guidance
16 and regular and ongoing support for beginning
17 teachers.

18 (7) SECONDARY SCHOOL.—The term “sec-
19 ondary school” means a public or nonprofit private
20 school that provides secondary education, as deter-
21 mined under State law or the Secretary if the school
22 is not in a State.

23 (8) SECRETARY.—The term “Secretary” means
24 the Secretary of Education.

1 (9) STATE.—The term “State” means each of
2 the 50 States, the District of Columbia, and the
3 Commonwealth of Puerto Rico.

4 (10) TEACHER.—The term “teacher” means an
5 individual who provides students direct classroom
6 teaching, or classroom-type teaching in a non-class-
7 room setting, or educational services directly related
8 to classroom teaching.

9 **SEC. 4. GRANT PROGRAM.**

10 (a) AUTHORIZATION.—

11 (1) IN GENERAL.—The Secretary is authorized
12 to award grants, on a competitive basis, to institu-
13 tions of higher education to establish partnerships
14 with low-income schools to establish programs for
15 students that promote—

16 (A) graduation from secondary school; and

17 (B) persistence and completion of postsec-
18 ondary degrees in education.

19 (2) NONPROFIT ORGANIZATIONS.—A partner-
20 ship described in paragraph (1) may include a non-
21 profit organization.

22 (b) APPLICATION.—

23 (1) IN GENERAL.—An institution of higher edu-
24 cation that desires to receive a grant under this sec-
25 tion shall submit an application, developed in col-

1 laboration with 1 or more low-income schools, to the
2 Secretary at such time, in such manner, and con-
3 taining such information as the Secretary may rea-
4 sonably require.

5 (2) CONTENTS.—Each application submitted
6 under paragraph (1) shall include—

7 (A) a description of any shortages of high-
8 ly qualified teachers in core academic subjects
9 in the low-income school participating in the
10 partnership; and

11 (B) a description of how the institution of
12 higher education will use funds made available
13 under a grant awarded under this section—

14 (i) to increase and improve the quality
15 of the teaching force in the low-income
16 school participating in the partnership; and

17 (ii) to establish a partnership with a
18 low-income school to establish programs
19 for students that promote graduation from
20 secondary school and persistence and com-
21 pletion of postsecondary degrees in edu-
22 cation.

23 (c) APPROVAL.—

24 (1) IN GENERAL.—The Secretary shall approve
25 an application submitted pursuant to subsection (b)

1 if the application meets the requirements of this sec-
2 tion and holds reasonable promise of achieving the
3 purpose of this Act.

4 (2) PRIORITY.—In awarding grants under this
5 section, the Secretary shall give priority to an insti-
6 tution of higher education that is in partnership
7 with a nonprofit organization that is a teacher union
8 or group representing teachers in a school, which or-
9 ganization proposes the establishment of a track for
10 hiring teachers for an academic year prior to the
11 first date of such academic year in urban or rural
12 low-income schools participating in the partnership.

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

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

22 (d) USES OF FUNDS.—An institution of higher edu-
23 cation that receives a grant under this section shall use
24 the grant funds to—

1 (1) establish innovative mentoring or tutoring
2 programs proven to enhance secondary school grad-
3 uation rates and recruitment of students in low-in-
4 come schools to pursue postsecondary degrees in
5 education;

6 (2) provide scholarships to graduates of low-in-
7 come schools to encourage the graduates to attend
8 the institution and pursue and complete a postsec-
9 ondary degree in education;

10 (3) provide students in low-income schools with
11 counseling and information about college admissions
12 requirements, scholarships, and various student aid
13 programs;

14 (4) provide lessons and workshops, either at the
15 institution or the low-income school, for students to
16 attend to increase academic achievement and inter-
17 est in postsecondary degrees in education; and

18 (5) carry out any other activity that increases
19 graduation rates and recruitment of low-income stu-
20 dents to pursue and complete postsecondary degrees
21 in education.

22 (e) MATCHING FUNDS.—Each institution of higher
23 education that receives a grant under this section shall
24 demonstrate a financial commitment to such institution's
25 school of education by contributing, either directly or

1 through private contributions, non-Federal matching
2 funds equal to 20 percent of the amount of the grant to
3 carry out activities funded by such grant.

4 (f) ASSESSMENT AND EVALUATION.—The Secretary
5 shall report to Congress on the effectiveness of the grant
6 programs funded under this section.

7 **SEC. 5. AUTHORIZATION OF APPROPRIATIONS.**

8 There is authorized to be appropriated to carry out
9 this Act \$20,000,000 for each of the fiscal years 2006
10 through 2011.

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