

113TH CONGRESS
1ST SESSION

H. R. 536

To amend the Elementary and Secondary Education Act of 1965 to authorize the Secretary of Education to make grants for recruiting, training, and retaining individuals, with a preference for individuals from underrepresented groups, as teachers at public elementary and secondary schools, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

FEBRUARY 6, 2013

Mrs. DAVIS of California (for herself, Mr. HINOJOSA, Mr. GRIJALVA, and Ms. CASTOR of Florida) introduced the following bill; which was referred to the Committee on Education and the Workforce

A BILL

To amend the Elementary and Secondary Education Act of 1965 to authorize the Secretary of Education to make grants for recruiting, training, and retaining individuals, with a preference for individuals from underrepresented groups, as teachers at public elementary and secondary schools, and for other purposes.

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 “Diverse Teachers Re-
5 cruitment Act of 2013”.

1 **SEC. 2. FINDINGS AND PURPOSES.**

2 (a) FINDINGS.—Congress finds the following:

3 (1) Issues of teacher diversity and cultural
4 awareness are critical factors influencing the
5 achievement gap among elementary school and sec-
6 ondary school students and must be addressed by
7 national education policy, as recommended in the re-
8 port entitled “Assessment of Diversity in America’s
9 Teaching Force”, presented by the National Collabo-
10 rative on Diversity in the Teaching Force in 2004.

11 (2) Some experts believe the lack of diversity
12 among public schoolteachers inhibits positive learn-
13 ing outcomes generally, and can leave students in
14 underrepresented groups without role models to
15 whom the students can relate, which may lead to
16 poorer performance in the classroom. Statistics show
17 that for students in some underrepresented groups,
18 a lack of diversity among public school teachers con-
19 tributes to lower standardized test scores and lower
20 graduation rates.

21 (3) Department of Education statistics confirm
22 a lack of diversity among public schoolteachers. Dur-
23 ing the school year of 2007 through 2008, an esti-
24 mated 83.1 percent of public schoolteachers were
25 Caucasian, while 7.1 percent were Latino, 7 percent
26 were African-American, and 1.2 percent were Asian.

1 Of all public schoolteachers, 24.1 percent were male
2 and 75.9 percent were female.

3 (4) Teacher demographics should be sufficiently
4 diverse to provide the educational benefits described
5 in paragraphs (1) and (2), including ensuring that
6 students have role models—

7 (A) from diverse backgrounds and racial
8 and ethnic groups; and

9 (B) of different genders.

10 (b) PURPOSES.—The purposes of this Act are—

11 (1) to further a compelling interest in obtaining
12 the educational benefits that result, particularly for
13 schools with a concentration of individuals in 1 or
14 more categories described in section
15 1111(b)(2)(C)(v)(II) of the Elementary and Sec-
16 ondary Education Act of 1965 (20 U.S.C.
17 6311(b)(2)(C)(v)(II)), from a diverse group of ele-
18 mentary school and secondary school teachers, in-
19 cluding—

20 (A) promoting learning outcomes generally,
21 and reducing achievement gaps for diverse stu-
22 dent bodies; and

23 (B) increasing student cultural awareness
24 by better preparing students for an increasingly
25 diverse workforce and society;

1 (2) to provide narrowly tailored activities by
 2 funding the activities for the period needed to attain
 3 meaningful numbers or a critical mass of teachers
 4 who are individuals from underrepresented groups,
 5 sufficient to address the low employment of teachers
 6 from such groups, and offering the activities for
 7 other teachers as well; and

8 (3) to remedy the historically low employment
 9 among teachers in public elementary schools and
 10 secondary schools who are individuals from under-
 11 represented groups.

12 **SEC. 3. RECRUITMENT, TRAINING, AND RETENTION OF**
 13 **TEACHERS, INCLUDING TEACHERS FROM**
 14 **UNDERREPRESENTED GROUPS.**

15 (a) IN GENERAL.—Title II of the Elementary and
 16 Secondary Education Act of 1965 (20 U.S.C. 6601 et
 17 seq.) is amended by adding at the end the following new
 18 part:

19 **“PART E—RECRUITMENT, TRAINING, AND RETEN-**
 20 **TION OF TEACHERS, INCLUDING TEACHERS**
 21 **FROM UNDERREPRESENTED GROUPS**

22 **“SEC. 2501. GRANT PROGRAM.**

23 “(a) AUTHORIZATION.—From amounts appropriated
 24 under section 2505, the Secretary shall make grants on
 25 a competitive basis to eligible entities for—

1 “(1) recruitment and outreach targeted toward
2 recruiting individuals from underrepresented groups
3 as teachers at public elementary schools and sec-
4 ondary schools; and

5 “(2) providing training (on promoting learning
6 outcomes, reducing achievement gaps for diverse
7 student bodies, and increasing student cultural
8 awareness) and retention incentives (other than re-
9 tention rights) to teachers at public elementary
10 schools and secondary schools.

11 “(b) ELIGIBILITY.—The Secretary may only make a
12 grant under subsection (a) to an eligible entity that—

13 “(1) serves schools that have difficulty in—

14 “(A) recruitment and outreach targeted to-
15 ward recruiting individuals from underrep-
16 resented groups as teachers; and

17 “(B) training and retaining such individ-
18 uals as teachers; and

19 “(2) submits an application at such time, in
20 such form, and containing such information and as-
21 surances as the Secretary may require, including—

22 “(A) a description of how the eligible enti-
23 ty through the activities the entity carries out
24 with the grant funds—

1 “(i) will seek to conduct recruitment
2 and outreach targeted toward recruiting
3 individuals from underrepresented groups
4 as teachers; and

5 “(ii) will provide training and reten-
6 tion activities to all teachers at eligible ele-
7 mentary and secondary schools;

8 “(B) a description of the difficulty con-
9 ducting recruitment and outreach targeted to-
10 ward, and training and retaining, individuals
11 from underrepresented groups experienced by
12 the schools served by the eligible entity; and

13 “(C) information—

14 “(i) demonstrating the educational
15 benefits that the activities are designed to
16 provide, resulting from a diverse group of
17 elementary school and secondary school
18 teachers, including—

19 “(I) promoting positive learning
20 outcomes generally, and reducing
21 achievement gaps for diverse student
22 bodies; and

23 “(II) increasing student cultural
24 awareness by better preparing stu-

1 dents for an increasingly diverse
2 workforce and society; and

3 “(ii) demonstrating that the schools
4 involved do not have a sufficiently diverse
5 group of teachers to provide the benefits.

6 “(c) PRIORITY.—In making grants under subsection
7 (a), the Secretary shall give priority to—

8 “(1) eligible entities (or consortia of eligible en-
9 tities) that serve the most high-need schools; and

10 “(2) eligible entities (or consortia of eligible en-
11 tities) that serve schools with concentrations of stu-
12 dents in 1 or more categories described in section
13 1111(b)(2)(C)(v)(II) of the Elementary and Sec-
14 ondary Education Act of 1965 (20 U.S.C.
15 6311(b)(2)(C)(v)(II)) in their student populations.

16 “(d) USE OF FUNDS.—An eligible entity shall use
17 funds received under this section to conduct the recruit-
18 ment and outreach described in subsection (a)(1), which
19 may include—

20 “(1) promotional and informational activities at
21 institutions of higher education that serve large
22 numbers of individuals from underrepresented
23 groups;

24 “(2) promotional and informational activities
25 targeted toward candidates who are—

1 “(A) in career fields other than teaching;
2 and

3 “(B) individuals from underrepresented
4 groups;

5 “(3) promotional and informational activities
6 targeted toward undergraduate students who grad-
7 uated from a high school located within the eligible
8 entity; and

9 “(4) provision of funds to cover travel or lodg-
10 ing expenses of individuals from underrepresented
11 groups who are being recruited as teachers under
12 this section.

13 “(e) MATCHING FUNDS.—

14 “(1) IN GENERAL.—The Secretary may not
15 make a grant to an eligible entity under subsection
16 (a) unless the eligible entity agrees that, with re-
17 spect to the costs to be incurred by the eligible enti-
18 ty in carrying out the activities for which the grant
19 is awarded, the eligible entity will make available
20 non-Federal contributions in an amount equal to not
21 less than 10 percent of the Federal funds provided
22 under the grant.

23 “(2) SATISFYING MATCHING REQUIREMENT.—
24 The non-Federal contributions required under para-
25 graph (1) may be—

1 “(A) in cash or in-kind, including services,
2 fairly evaluated; and

3 “(B) from—

4 “(i) any private source; or

5 “(ii) a State educational agency or
6 local educational agency.

7 “(3) WAIVER.—The Secretary may waive or re-
8 duce the non-Federal contribution required by para-
9 graph (1) if the eligible entity involved demonstrates
10 that the eligible entity cannot meet the contribution
11 requirement due to financial hardship.

12 “(f) DURATION.—

13 “(1) DETERMINATION.—In determining wheth-
14 er to make a grant to an eligible entity for a local
15 educational agency, the Secretary shall determine
16 whether the elementary schools and secondary
17 schools in the agency have attracted a sufficiently
18 diverse group of teachers to provide the educational
19 benefits described under subsection (b)(2)(C).

20 “(2) GRANT.—The Secretary shall make the
21 grant only if the Secretary determines that the
22 schools described in paragraph (1) have not at-
23 tracted that group and need additional activities
24 under this section to provide the educational bene-
25 fits.

1 **“SEC. 2502. REPORTS TO SECRETARY.**

2 “An eligible entity receiving a grant under section
3 2501(a) shall submit to the Secretary not later than 90
4 days after the end of each school year in which the eligible
5 entity receives grant funds a report that contains—

6 “(1) a description of the activities for which the
7 eligible entity used grant funds during such school
8 year;

9 “(2) data concerning, with respect to the
10 schools served by the eligible entity—

11 “(A) the number of individuals from
12 underrepresented groups that began teaching
13 during such school year;

14 “(B) the retention rate of teachers who are
15 individuals from underrepresented groups;

16 “(C) in the case of the report covering the
17 last school year in which the eligible entity re-
18 ceives grant funds, indicators of student aca-
19 demic achievement during such school year as
20 compared with previous school years,
21 disaggregated, if possible, by the achievement
22 of—

23 “(i) economically disadvantaged stu-
24 dents;

25 “(ii) students from major racial and
26 ethnic groups;

1 “(iii) students with disabilities; and

2 “(iv) students with limited English
3 proficiency;

4 “(D) student graduation rates for the
5 school year covered by the report as compared
6 with previous school years, if applicable in the
7 case of the schools served by the eligible entity;
8 and

9 “(E) student attendance rates for the
10 school year covered by the report as compared
11 with previous school years; and

12 “(3) a description of and data regarding such
13 characteristics of the schools served by the eligible
14 entity, and the students of such schools, as the Sec-
15 retary considers appropriate, including the number
16 and percentage of students in each of the groups
17 listed in clauses (i) through (iv) of paragraph (2)(C).

18 **“SEC. 2503. BEST PRACTICES INFORMATION CLEARING-**
19 **HOUSE.**

20 “(a) IN GENERAL.—The Secretary shall evaluate the
21 success of the activities carried out by eligible entities
22 using grant funds received under section 2501(a) and
23 compile a database of best practices for recruiting, con-
24 ducting outreach to, training, and retaining individuals
25 from underrepresented groups as public elementary school

1 and secondary school teachers. The Secretary shall make
2 such database available to eligible entities (regardless of
3 whether the eligible entities have received grants under
4 such section) through an Internet Web site.

5 “(b) FUNDS AVAILABLE.—Of the amounts appro-
6 priated to carry out this part for a fiscal year, the Sec-
7 retary may use not more than 10 percent to carry out
8 this section during such fiscal year.

9 **“SEC. 2504. DEFINITIONS.**

10 “In this part, the following definitions apply:

11 “(1) ELIGIBLE ENTITY.—The term ‘eligible en-
12 tity’ means—

13 “(A) a local educational agency (or consor-
14 tium of local educational agencies); or

15 “(B) an entity that—

16 “(i) has entered into a partnership
17 with a local educational agency (or consor-
18 tium of local educational agencies) in
19 which the local educational agency (or con-
20 sortium of local educational agencies) is
21 the primary partner; and

22 “(ii) is a private nonprofit organiza-
23 tion, an educational service agency, an in-
24 stitution of higher education, or a State
25 educational agency.

1 “(2) HIGH-NEED HIGH SCHOOL.—The term
2 ‘high-need high school’ means a secondary school—

3 “(A) in which the entering grade of the
4 school is not lower than grade 9 and that in-
5 cludes grade 12; and

6 “(B) that has a graduation rate of not
7 more than 65 percent in each of the 2 academic
8 years prior to the submission of the grant appli-
9 cation.

10 “(3) HIGH-NEED MIDDLE SCHOOL.—The term
11 ‘high-need middle school’ means a secondary
12 school—

13 “(A) in which the entering grade is not
14 lower than grade 6 and the highest grade is not
15 higher than grade 9; and

16 “(B) from which not less than 35 percent
17 of the students who complete such school enroll
18 in a high-need high school.

19 “(4) HIGH-NEED SCHOOL.—The term ‘high-
20 need school’ means a public school, including a char-
21 ter school (as such term is defined in section
22 5210(1))—

23 “(A) in which not less than 40 percent of
24 the enrolled students are eligible to receive free
25 or reduced price lunches under section 9(b) of

1 the Richard B. Russell National School Lunch
2 Act (42 U.S.C. 1758(b)); or

3 “(B) that is a high-need high school or a
4 high-need middle school.

5 “(5) INDIVIDUAL FROM AN UNDERREP-
6 RESENTED GROUP.—The term ‘individual from an
7 underrepresented group’ means an individual who is
8 a member of a racial or gender group that has his-
9 torically been underrepresented among teachers in
10 public elementary schools and secondary schools in
11 the school district involved.

12 **“SEC. 2505. AUTHORIZATION OF APPROPRIATIONS.**

13 “There are authorized to be appropriated to carry out
14 this part such sums as are necessary for fiscal years 2014
15 through 2019.”.

16 (b) CLERICAL AMENDMENT.—The table of contents
17 in section 2 of the Elementary and Secondary Education
18 Act of 1965 is amended by adding after the item related
19 to section 2441 the following:

“PART E—RECRUITMENT, TRAINING, AND RETENTION OF TEACHERS,
INCLUDING TEACHERS FROM UNDERREPRESENTED GROUPS

“Sec. 2501. Grant program.

“Sec. 2502. Reports to Secretary.

“Sec. 2503. Best practices information clearinghouse.

“Sec. 2504. Definitions.

“Sec. 2505. Authorization of appropriations.”.

