

109<sup>TH</sup> CONGRESS  
1<sup>ST</sup> SESSION

# S. 1433

To establish a grant program to enable institutions of higher education to improve schools of education to better prepare teachers to educate all children.

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## 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

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## A BILL

To establish a grant program to enable institutions of higher education to improve schools of education to better prepare teachers to educate all children.

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 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 over the next decade.

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

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

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

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

1           (6) Fewer than 36 percent of new teachers feel  
2 very well prepared to implement curriculum and per-  
3 formance standards.

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

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

14          (9) Studies have consistently documented the  
15 important connection between a teacher's verbal and  
16 cognitive abilities and student achievement.

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

21          (11) A study conducted by the New Teacher  
22 Project shows that strategic recruitment may recruit  
23 qualified applicants but many applicants withdraw  
24 from the process because of the late hiring timelines  
25 found in urban schools.

1           (12) The study also reveals that applicants who  
2           withdraw from the hiring process had significantly  
3           higher undergraduate GPAs, were 40 percent more  
4           likely to have a degree in their teaching field, and  
5           were significantly more likely to have completed edu-  
6           cational coursework than the new hires.

7           (13) The study also discovered that education  
8           students feel what matters most to them is a connec-  
9           tion with specific schools, not the district, and the  
10          knowledge of where they will teach as early as pos-  
11          sible.

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

15   **SEC. 3. DEFINITIONS.**

16          In this Act:

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

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

22                   (A) mathematics;

23                   (B) science;

24                   (C) reading (or language arts) and  
25           English;

1 (D) social studies, including history, civics,  
2 political science, government, geography, and  
3 economics;

4 (E) foreign languages; and

5 (F) fine arts, including music, dance,  
6 drama, and the visual arts.

7 (3) HIGH POVERTY LOCAL EDUCATIONAL AGEN-  
8 CY.—The term “high poverty local educational agen-  
9 cy” means a local educational agency for which the  
10 number of children who are served by the agency,  
11 aged 5 through 17, and from families with incomes  
12 below the poverty line—

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

15 (B) is more than 15,000.

16 (4) HIGH POVERTY SCHOOL.—The term “high  
17 poverty school” means an elementary school or sec-  
18 ondary school that serves a high number or percent-  
19 age of children from families with incomes below the  
20 poverty line.

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

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

3           (A) has the meaning given the term in sec-  
4 tion 101(a) of the Higher Education Act of  
5 1965 (20 U.S.C. 1001(a)); and

6           (B) if such an institution prepares teachers  
7 and receives Federal funds, means such an in-  
8 stitution that—

9           (i) is in full compliance with the re-  
10 quirements of section 207 of the Higher  
11 Education Act of 1965 (20 U.S.C. 1027);  
12 and

13           (ii) does not have a teacher prepara-  
14 tion program identified by a State as low-  
15 performing.

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

20           (8) LOCAL PARTNER.—The term “local part-  
21 ner” means a high poverty local educational agency  
22 or a high poverty school.

23           (9) MENTORING.—The term “mentoring”  
24 means activities that consist of structured guidance

1 and regular and ongoing support for beginning  
2 teachers.

3 (10) SECRETARY.—The term “Secretary”  
4 means the Secretary of Education.

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

8 **SEC. 4. GRANT PROGRAM.**

9 (a) AUTHORIZATION.—

10 (1) IN GENERAL.—The Secretary is authorized  
11 to award grants on a competitive basis to institu-  
12 tions of higher education to establish a partnership  
13 with a local partner to—

14 (A) establish a clinically-based elementary  
15 school or secondary school teacher training pro-  
16 gram; or

17 (B) enhance such institution’s clinically-  
18 based elementary school or secondary school  
19 teacher training program.

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

23 (b) APPLICATION.—

24 (1) IN GENERAL.—An institution of higher edu-  
25 cation that desires to receive a grant under sub-

1 section (a) shall submit an application to the Sec-  
2 retary at such time, in such manner, and containing  
3 such information as the Secretary may reasonably  
4 require.

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

8 (3) CONTENTS.—Each application submitted  
9 pursuant to paragraph (1) shall include—

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

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

17 (i) developed with the involvement of  
18 the local partner; and

19 (ii) based on—

20 (I) student achievement data in  
21 core academic subjects; and

22 (II) other indicators of the need  
23 to fully prepare beginning teachers;

24 (C) a description of how the institution of  
25 higher education will use funds made available

1           pursuant to a grant awarded under this Act  
2           to—

3                   (i) improve the quality of the teaching  
4                   force; and

5                   (ii) decrease the use of out-of-field  
6                   placement of teachers;

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

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

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

23          (G) a description of how the institution of  
24          higher education will work with individuals who

1           successfully complete a teacher education pro-  
2           gram to become certified or licensed; and

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

6           (c) APPROVAL.—

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

12                   (2) PRIORITY.—In awarding grants under this  
13          section, the Secretary shall give priority to an insti-  
14          tution of higher education that is in partnership  
15          with a nonprofit organization that is a teacher union  
16          or group representing teachers in a school, that pro-  
17          poses to establish a track for hiring teachers in  
18          urban or rural high need schools participating in the  
19          partnership prior to July 1 of an academic year.

20                   (3) EQUITABLE DISTRIBUTION.—To the extent  
21          practicable, the Secretary shall ensure an equitable  
22          geographic distribution of grants under this section  
23          among the regions of the United States.

24                   (4) DURATION OF GRANTS.—The Secretary is  
25          authorized to make grants under this section for a

1 period of 5 years. At the end of the 5-year period,  
2 the grant recipient may apply for an additional  
3 grant under this section.

4 (d) USES OF FUNDS.—

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

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

13 (B) facilitate a partnership among depart-  
14 ments of the institution to ensure that future  
15 teachers are prepared to teach; and

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

23 (2) ADDITIONAL ACTIVITIES.—An institution of  
24 higher education that receives a grant under this

1 section shall use the grant funds for not less than  
2 3 of the following activities:

3 (A) The enhancement of high caliber  
4 teaching, including—

5 (i) enabling faculty to spend addi-  
6 tional time in smaller class settings teach-  
7 ing students pursuing teaching degrees;

8 (ii) providing—

9 (I) summer school teaching op-  
10 portunities for students pursuing  
11 teaching degrees;

12 (II) additional salary for faculty  
13 members who serve as advisors to stu-  
14 dents pursuing teaching degrees; or

15 (III) stipends for students pur-  
16 suing teaching degrees.

17 (B) Opportunities to develop new peda-  
18 gogical approaches to teaching, including a  
19 focus on content knowledge in academic areas  
20 such as mathematics, science, foreign language  
21 development, history, political science, and spe-  
22 cial education.

23 (C) Creation of multidisciplinary courses  
24 or programs that formalize collaborations for  
25 the purpose of improved student instruction.

1 (D) Expansion of innovative mentoring or  
2 tutoring programs proven to enhance recruit-  
3 ment of students pursuing teaching degrees or  
4 persistence in obtaining a teaching degree.

5 (E) Improvement of undergraduate  
6 science, mathematics, engineering, and tech-  
7 nology education for nonmajors, including  
8 teacher education majors.

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

15 (f) ASSESSMENT, EVALUATION, AND DISSEMINATION  
16 OF INFORMATION.—

17 (1) PROGRAM EVALUATION.—Not later than  
18 180 days after the date of enactment of this Act, the  
19 Secretary shall award not less than 1 grant or con-  
20 tract to an independent evaluative organization to—

21 (A) develop metrics for measuring the im-  
22 pact of the activities authorized under this sec-  
23 tion on—

24 (i) the number of students enrolled in  
25 education classes;

1 (ii) academic achievement of students  
2 pursuing teaching degrees, including quan-  
3 tifiable measurements of students' mastery  
4 of content and skills, such as students'  
5 grade point averages;

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

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

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

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

1           (g) STUDENT LOAN ELIGIBILITY.—Notwithstanding  
2 any other provision of law, a student who participates in  
3 a clinically-based teacher training program funded under  
4 this Act shall be eligible for student assistance under title  
5 IV of the Higher Education Act of 1965 (20 U.S.C. 1070  
6 et seq.) during such student’s fifth year of a program of  
7 study for obtaining a teaching degree, if the fifth year of  
8 the program of study is required under such clinically-  
9 based program in order for students to obtain the teaching  
10 degree.

11 **SEC. 5. AUTHORIZATION OF APPROPRIATIONS.**

12           There is authorized to be appropriated to carry out  
13 this Act \$200,000,000 for each of fiscal years 2006  
14 through 2011.

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