

112TH CONGRESS
1ST SESSION

H. R. 2902

To establish a grant program to ensure that students in high-need schools have equal access to a quality education delivered by an effective, diverse workforce.

IN THE HOUSE OF REPRESENTATIVES

SEPTEMBER 13, 2011

Ms. CHU introduced the following bill; which was referred to the Committee on Education and the Workforce

A BILL

To establish a grant program to ensure that students in high-need schools have equal access to a quality education delivered by an effective, diverse workforce.

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 “Equal Access to Qual-
5 ity Education Act of 2011”.

6 **SEC. 2. EQUAL ACCESS TO QUALITY EDUCATION GRANT**
7 **PROGRAM.**

8 (a) IN GENERAL.—The Secretary of Education shall
9 make grants on a competitive basis to eligible partnerships

1 in high-need areas to develop and strengthen high-quality
2 pathways for the teaching and education leadership pro-
3 fessions, to create professional induction programs for the
4 teaching profession, and to provide a stable and collabo-
5 rative learning environment for educators and students.

6 (b) PURPOSES.—The purposes of the grant program
7 established under this section shall be to—

8 (1) increase the percentage of highly qualified
9 teachers in a State, including teachers from under-
10 represented minority groups;

11 (2) close the achievement gap for students with-
12 in subgroups that are not showing expected perform-
13 ance;

14 (3) decrease shortages of highly qualified teach-
15 ers in poor urban and rural areas;

16 (4) decrease high turnover rates for educators
17 in high-need schools;

18 (5) increase the number of highly qualified
19 teachers in shortage areas, including special edu-
20 cation, bilingual education, and education for
21 English language learners, and in science, mathe-
22 matics, engineering, and technology;

23 (6) increase opportunities for enhanced and on-
24 going professional development that—

1 (A) improves the academic content knowl-
2 edge of teachers in the subject areas in which
3 teachers are certified or licensed to teach or in
4 which the teachers are working toward certifi-
5 cation or licensure to teach;

6 (B) promotes strong teaching skills, includ-
7 ing instructional strategies that address diverse
8 needs, the use of data to inform instruction,
9 and strategies to improve student achievement;
10 and

11 (C) provides time for teachers to share
12 their knowledge and innovation; and

13 (7) provide all educators with the knowledge
14 base and professional skills to meet the needs of di-
15 verse learners, including English language learners
16 and students with disabilities.

17 (c) USE OF FUNDS.—

18 (1) REQUIRED USES.—A partnership that re-
19 ceives a grant under this section shall use the funds
20 to—

21 (A) establish or support a teacher prepara-
22 tion program that—

23 (i) requires participants in the pro-
24 gram to complete at least one year of resi-
25 dency at a high-need school in the local

1 educational agency participating in the eli-
2 gible partnership;

3 (ii) requires participants in the pro-
4 gram to teach in a high-need school in
5 such local educational agency for at least 3
6 years after completing residency; and

7 (iii) awards a teaching credential, an
8 undergraduate degree, or a Masters degree
9 that meets State requirements for a teach-
10 ing license or certification upon completion
11 of the program;

12 (B) establish or support a teacher induc-
13 tion and retention program that—

14 (i) provides high-quality professional
15 development to teachers to assist them in
16 improving their knowledge, skills, and
17 teaching practices in order to help students
18 to improve their achievement and meet
19 State academic standards;

20 (ii) provides teachers with updated in-
21 formation on developments in curricula, as-
22 sessments, and educational research, in-
23 cluding the manner in which the research
24 and data can be used to improve teaching
25 skills and practice;

1 (iii) provides a mentor teacher and
2 other support for new teachers; and

3 (iv) provides leadership opportunities
4 for teachers, including access to career lad-
5 ders and roles as curriculum and instruc-
6 tional leaders, mentors, and coaches; and

7 (C) otherwise fulfill the purposes described
8 in subsection (b).

9 (2) AUTHORIZED USES.—In addition to the ac-
10 tivities described in paragraph (1), a partnership
11 that receives a grant under this section may use the
12 funds for any of the following:

13 (A) Providing support to each mentor
14 teacher working with new teachers.

15 (B) Providing preparation in effective, evi-
16 dence-based instructional assessment practices
17 and classroom management strategies for gen-
18 eral education teachers serving students with
19 disabilities and students with limited English
20 proficiency.

21 (C) Enabling teachers to engage in study
22 groups, professional learning communities, and
23 other collaborative activities and collegial inter-
24 actions regarding instruction assessment.

1 (D) Paying for release time and substitute
2 teachers in order to enable teachers to partici-
3 pate in professional development and mentoring
4 activities.

5 (E) Creating libraries of professional mate-
6 rial, catalogues of expert instruction, and edu-
7 cation technology.

8 (F) Providing high-quality professional de-
9 velopment for other instructional staff, such as
10 paraprofessionals, librarians, and counselors.

11 (G) Developing partnerships with busi-
12 nesses and community-based organizations.

13 (H) Providing tuition assistance, scholar-
14 ships, or student loan repayment to teachers.

15 (I) Providing stipends to participants in
16 the teacher preparation program under para-
17 graph (1)(A).

18 (J) Providing support for home visitation,
19 parenting education, and family engagement,
20 especially for parents who have limited English
21 proficiency.

22 (d) PRIORITY.—In awarding grants under this sec-
23 tion, the Secretary shall give priority to eligible partner-
24 ships that—

1 (1) demonstrate a plan to recruit teachers from
2 among minority and local candidates and from indi-
3 viduals with disabilities;

4 (2) demonstrate the use of a valid and reliable
5 teacher performance assessment; or

6 (3) include—

7 (A) an institution of higher education that
8 is an “eligible institution” for purposes of the
9 TEACH Grant program under subpart 9 of
10 part A of title IV of the Higher Education Act
11 of 1965 (20 U.S.C. 1070g et seq.);

12 (B) a Tribal College or University, as de-
13 fined in section 316(b)(3) of such Act (20
14 U.S.C. 1059c(b)(3));

15 (C) an Asian American and Native Amer-
16 ican Pacific Islander-serving institution, as de-
17 fined in section 320(a) of such Act (20 U.S.C.
18 1059g(a));

19 (D) a Hispanic-serving institution, as de-
20 fined in section 502(a)(5) of such Act (20
21 U.S.C. 1101a(a)(5)); or

22 (E) a historically Black college and univer-
23 sity, as defined in section 631(a)(5) of such Act
24 (20 U.S.C. 1132(a)).

25 (e) MATCHING REQUIREMENTS.—

1 (1) FEDERAL SHARE.—The Federal share of
2 the cost of any activities funded by a grant received
3 under this section shall not exceed 75 percent.

4 (2) PAYMENT OF NON-FEDERAL SHARE.—The
5 non-Federal share may be paid in cash or in kind,
6 fairly evaluated, including services.

7 (f) DEFINITIONS.—In this section:

8 (1) ELIGIBLE PARTNERSHIP.—The term “eligi-
9 ble partnership” means a partnership—

10 (A) between a high-need local educational
11 agency and an institution of higher education;
12 and

13 (B) that may include a teacher organiza-
14 tion or a nonprofit educational organization.

15 (2) FAMILY ENGAGEMENT.—The term “family
16 engagement” means a shared responsibility of fami-
17 lies and schools for student success, in which schools
18 and community-based organizations are committed
19 to reaching out to engage families, especially parents
20 of non-Native English speakers, in meaningful ways
21 that encourage the families to actively support their
22 children’s learning and development, as well as the
23 learning and development of other children. The
24 shared responsibility is continuous from birth
25 through young adulthood and reinforces learning

1 that takes place in the home, school, and commu-
2 nity.

3 (3) HIGH-NEED LOCAL EDUCATIONAL AGEN-
4 CY.—The term “high-need local educational agency”
5 means a local educational agency—

6 (A)(i) that serves not fewer than 10,000
7 low-income children;

8 (ii) for which not less than 20 percent of
9 the children served by the agency are low-in-
10 come children; or

11 (iii) that has a percentage of low-income
12 children that is above the highest quartile
13 among such agencies in the State; and

14 (B)(i) for which one or more schools served
15 by the agency has a high percentage of teachers
16 who are not highly qualified; or

17 (ii) for which one or more schools served
18 by the agency has a high teacher turnover rate.

19 (4) HIGHLY QUALIFIED.—The term “highly
20 qualified” has the meaning given the term in section
21 9101(23) of the Elementary and Secondary Edu-
22 cation Act (20 U.S.C. 7801(23)). The definition
23 given the term “highly qualified teacher” in section
24 163 of Public Law 111–242 shall not apply with re-
25 spect to this section.

1 (5) INSTITUTION OF HIGHER EDUCATION.—The
2 term “institution of higher education” has the
3 meaning given the term in section 102 of the Higher
4 Education Act of 1965.

5 (6) LOW-INCOME CHILDREN.—The term “low-
6 income children” means—

7 (A) children from families with incomes
8 below the poverty line (as defined by the Office
9 of Management and Budget and revised annu-
10 ally in accordance with section 673(2) of the
11 Omnibus Budget Reconciliation Act of 1981)
12 applicable to a family of the size involved; or

13 (B) children who are eligible for free or re-
14 duced price lunches under the Richard B. Rus-
15 sell National School Lunch Act.

16 (7) MENTOR TEACHER.—The term “mentor
17 teacher” means a teacher who—

18 (A) is highly qualified;

19 (B) has a minimum of 3 years of teaching
20 experience; and

21 (C) is recommended by the principal and
22 other current master and mentor teachers on
23 the basis of—

24 (i) instructional excellence through ob-
25 servations and other evidence of classroom

1 practice, including standards-based evalua-
2 tions, such as certification by the National
3 Board for Professional Teaching Stand-
4 ards;

5 (ii) an ability, as demonstrated by evi-
6 dence of student learning in high-need
7 schools, to increase student learning; and

8 (iii) excellent instruction and commu-
9 nication with an understanding of how to
10 facilitate growth in other teachers, includ-
11 ing new teachers.

12 (8) TEACHER PERFORMANCE ASSESSMENT.—

13 The term “teacher performance assessment” means
14 a program, based on State or national professional
15 teaching standards, that will measure teachers’ cur-
16 riculum planning, instruction, and assessment of
17 students, including appropriate plans and adapta-
18 tions for English language learners and students
19 with disabilities, and multiple sources of evidence
20 about student learning. Such assessment will be vali-
21 dated against professional assessment standards and
22 reliably scored by trained external evaluators with
23 appropriate auditing of scoring to ensure consist-
24 ency.

1 (9) TEACHING CREDENTIAL.—The term “teach-
2 ing credential” means a program of instruction for
3 individuals who have completed a baccalaureate de-
4 gree, that does not lead to a graduate degree, and
5 that consists of courses required by a State for a
6 teacher candidate to receive a professional certifi-
7 cation or license that is required for employment as
8 a teacher in an elementary school or secondary
9 school in that State.

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