

107TH CONGRESS
1ST SESSION

H. R. 2286

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

IN THE HOUSE OF REPRESENTATIVES

JUNE 21, 2001

Mrs. LOWEY (for herself and Mr. HINCHEY) 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 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
10 such shortage expected to intensify. This shortage

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

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

14 (3) The ability of a school or district to improve
15 teaching and raise student achievement is greatly
16 dependent on the quality of leadership. Quality lead-
17 ership can only be achieved if potential leaders are
18 provided with the necessary support, professional de-
19 velopment, and resources. A recent report by the
20 Educational Research Service (ERS) cites studies
21 that find that the one attribute of all high-per-
22 forming schools is a dedicated and dynamic prin-
23 cipal.

24 (4) All current and prospective principals and
25 superintendents need support in their first 3 years,

1 such as mentoring and sustained professional devel-
2 opment, to become effective school leaders and to
3 raise school and classroom performance effectively.

4 **SEC. 3. PURPOSE.**

5 The purposes of this Act are—

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

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

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

19 (4) to recognize and support the importance of
20 principals and superintendents in facilitating student
21 learning and improving academic achievement.

22 **SEC. 4. GRANTS.**

23 (a) IN GENERAL.—

24 (1) GRANT AWARDS.—From the amounts ap-
25 propriated to carry out this section and not reserved

1 under subsection (g) for any fiscal year, the Sec-
2 retary shall award grants to eligible consortia to es-
3 tablish professional development programs described
4 in paragraph (2).

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

15 (b) AWARD BASIS.—

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

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

24 (c) ELIGIBILITY.—

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

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

6 (B) one institution of higher education;
7 and

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

12 (2) OTHER PARTICIPANTS.—An eligible consor-
13 tium may also include—

14 (A) one or more additional local edu-
15 cational agencies;

16 (B) State educational agencies;

17 (C) for-profit organizations with the exper-
18 tise to provide professional development to
19 school administrators; and

20 (D) public or private nonprofit organiza-
21 tions with the expertise to provide professional
22 development to school administrators.

23 (d) APPLICATION.—

24 (1) IN GENERAL.—In order to receive an award
25 under this section, an eligible applicant shall submit

1 an application to the Secretary at such time, in such
2 manner, and containing such information as the Sec-
3 retary may require.

4 (2) CONTENTS.—Each such application shall
5 include—

6 (A) information demonstrating that the ap-
7 plicant shall meet the matching requirement of
8 subsection (f); and

9 (B) a description of the involvement of su-
10 perintendents and principals in developing the
11 application.

12 (e) USE OF FUNDS.—

13 (1) REQUIRED USES.—

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

19 (B) ACTIVITIES.—The program referred to
20 in subparagraph (A) shall provide superintend-
21 ents, principals, and prospective superintend-
22 ents and principals, particularly individuals
23 serving, or intending to serve, in high-poverty,
24 low-performing schools and school districts,
25 with ongoing, intensive professional develop-

1 ment opportunities through activities that in-
2 crease the knowledge and skills of participants
3 in such areas as—

4 (i) effective instructional practices;

5 (ii) the content of the State’s stand-
6 ards and supporting implementation of the
7 standards in the classroom;

8 (iii) comprehensive whole-school re-
9 form approaches and programs;

10 (iv) the effective use of educational
11 technology to improve teaching and learn-
12 ing;

13 (v) the recruitment, assignment, re-
14 tention, and evaluation of school staff;

15 (vi) the enhancement and development
16 of management and organizational skills;

17 (vii) leadership skills;

18 (viii) the effective use of data for deci-
19 sionmaking; and

20 (ix) the implementation of school-
21 based leadership teams.

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

1 (A) the recruitment and preparation of
2 prospective principals and superintendents, in-
3 cluding candidates with leadership and manage-
4 rial experience in fields other than education;
5 and

6 (B) alternative pathways to administrative
7 positions.

8 (f) MATCHING REQUIREMENT.—

9 (1) IN GENERAL.—

10 (A) IN GENERAL.—Each recipient of a
11 grant under this Act shall provide not less than
12 50 percent of the annual cost of the project as-
13 sisted by the grant from sources other than this
14 Act.

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

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

22 (g) RESERVATION.—The Secretary may reserve not
23 more than 4 percent of the amount appropriated under
24 subsection (i) for each fiscal year for technical assistance,
25 evaluation, dissemination of information on effective pro-

1 grams for preparing and training district and school-level
2 administrators, carrying out activities to encourage the
3 spread and adoption of successful leadership development
4 centers, and other national activities that support the pro-
5 grams under this section.

6 (h) REPORT.—

7 (1) EXISTING PROGRAMS.—

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

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

1 (2) PROGRAM REPORT.—The Secretary shall
2 submit to Congress a report not later than March 1,
3 2007, regarding the effectiveness of professional de-
4 velopment programs, established pursuant to this
5 section, to recruit and retain principals and super-
6 intendents.

7 (i) AUTHORIZATION OF APPROPRIATIONS.—There
8 are authorized to be appropriated \$100,000,000 for each
9 of fiscal years 2002 through 2006 to carry out this sec-
10 tion.

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