

107TH CONGRESS
2D SESSION

H. R. 3688

To direct the Secretary of Education to establish a competitive demonstration grant program to provide funds for local educational agencies to experiment with ways to alleviate the substitute teacher shortage, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

FEBRUARY 6, 2002

Mr. LANGEVIN (for himself, Ms. CARSON of Indiana, Ms. MCKINNEY, Mr. SKELTON, Mr. UDALL of New Mexico, Mr. NADLER, Mr. CLAY, Mr. PHELPS, Mr. BOUCHER, Mr. CLEMENT, Mr. DAVIS of Illinois, Mr. ETHERIDGE, Mr. FROST, Mr. ENGLISH, and Mr. SANDLIN) introduced the following bill; which was referred to the Committee on Education and the Workforce

A BILL

To direct the Secretary of Education to establish a competitive demonstration grant program to provide funds for local educational agencies to experiment with ways to alleviate the substitute teacher shortage, 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 “No Substitute for
5 Quality Teaching Demonstration Act”.

1 **SEC. 2. FINDINGS.**

2 The Congress finds the following:

3 (1) Each day about 5 million children walk into
4 274,000 classrooms nationwide and find a substitute
5 teacher. Students will spend the equivalent of one
6 full year with a substitute teacher before they grad-
7 uate from high school.

8 (2) Virtually every State in the country is fac-
9 ing a substitute teacher shortage, a problem that
10 has been exacerbated by increased demand for pro-
11 fessional development opportunities for teachers.

12 (3) In 73 percent of school districts, there is an
13 immediate, urgent need for substitute teachers.

14 (4) Nationwide, substitute teacher salaries aver-
15 age only \$65 per day. In rural areas, rates are often
16 as low as \$40. Rarely do substitutes receive benefits.

17 (5) This shortage is likely to grow to a crisis
18 level within the next 10 years, as an acute shortage
19 of substitute teachers develops because an unprece-
20 dented number of children will enter our schools.

21 (6) The substitute teacher shortage has lead
22 schools to relax their requirements and hire sub-
23 stitute teachers that are often underqualified. In all
24 but one State, substitute teachers need no teaching
25 certification.

1 (7) In 28 States, principals may hire anyone
2 with a high school diploma or a general equivalency
3 diploma (GED) who is age 18 years or older.

4 (8) Nearly 12 percent of districts do not require
5 substitute teachers to fill out a job application.

6 (9) Over half (56 percent) of school districts
7 never have a face-to-face interview with potential
8 substitutes.

9 (10) In 30 percent of all school districts, no
10 background checks are conducted on applicants for
11 substitute teaching positions, and only half the dis-
12 tricts check applicants' references.

13 (11) Poorly trained substitute teachers have a
14 negative impact on student academic performance.

15 (12) States with lower academic achievement
16 are twice as likely to allow less qualified substitutes
17 in the classroom. Nine out of the ten lowest-ranked
18 States in National Assessment of Educational
19 Progress (NAEP) testing allowed substitute teachers
20 with only a high school diploma to teach in their
21 schools. In each of those States, education spending
22 is thousands of dollars below the national average.

23 (13) Of the top 25 States in education spend-
24 ing, 9 require at least a college degree for substitute
25 teachers.

1 (14) In 77 percent of school districts across the
2 country, substitute teachers are given no training at
3 all.

4 (15) Alleviating the substitute teacher crisis
5 would free up precious time for other teachers to
6 spend in professional development programs.

7 **SEC. 3. DEMONSTRATION GRANT PROGRAM AUTHORIZED.**

8 Subject to the availability of appropriations, the Sec-
9 retary of Education shall establish a competitive dem-
10 onstration grant program to provide grants for a single
11 academic year directly to not fewer than 50 nor more than
12 100 local educational agencies (as that term is defined in
13 section 9101 of the Elementary and Secondary Education
14 Act of 1965), or to regional consortia of such agencies
15 acting together, that vary geographically and
16 socioeconomically, to enable such agencies or consortia to
17 experiment with ways to alleviate the substitute teacher
18 shortage described in section 2.

19 **SEC. 4. SELECTION OF GRANT RECIPIENTS.**

20 In selecting grant recipients under section 3, the Sec-
21 retary of Education shall select applicants that, collec-
22 tively, will explore a range of options for addressing the
23 substitute teacher shortage, such as—

1 (1) developing a public relations campaign tar-
2 geted at likely substitute teacher candidates (such as
3 retired teachers);

4 (2) establishing permanent substitute teacher
5 pools;

6 (3) addressing issues that hinder the ability of
7 administrators to find qualified substitute teachers;
8 or

9 (4) increasing the availability of content and
10 skills training for substitute teachers.

11 **SEC. 5. REPORT TO CONGRESS.**

12 Not later than 1 year after the date the last grant
13 made under section 3 expires, the Secretary of Education
14 shall submit a report to the Congress describing the find-
15 ings and results of the demonstration program under this
16 Act, including—

17 (1) the programs or methods that best allevi-
18 ated the substitute teacher shortage, and where
19 those programs or methods worked best; and

20 (2) the impact of economic conditions on the
21 quality and availability of substitute teachers.

22 **SEC. 6. RULEMAKING AUTHORITY.**

23 The Secretary of Education may prescribe rules to
24 carry out this Act.

1 **SEC. 7. AUTHORIZATION OF APPROPRIATIONS.**

2 There are authorized to be appropriated to carry out
3 this Act \$5,000,000 for fiscal year 2003.

○