

107TH CONGRESS
2^D SESSION

H. R. 5091

To increase the amount of student loan forgiveness available to qualified teachers, with an emphasis on special education teachers.

IN THE HOUSE OF REPRESENTATIVES

JULY 11, 2002

Mr. GRAHAM (for himself, Mr. BOEHNER, Mr. BURR of North Carolina, Mr. COOKSEY, Mr. GRAVES, Mr. GREENWOOD, Mr. HILLEARY, Mr. ISAKSON, Mr. MCKEON, Mr. NORWOOD, Mr. PLATTS, Ms. ROS-LEHTINEN, and Mr. TIAHRT) introduced the following bill; which was referred to the Committee on Education and the Workforce

A BILL

To increase the amount of student loan forgiveness available to qualified teachers, with an emphasis on special education teachers.

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 “Canceling Loans to
5 Allow School Systems to Attract Classroom Teachers
6 Act”.

1 **SEC. 2. ADDITIONAL QUALIFIED LOAN AMOUNTS FOR STU-**
2 **DENT LOAN FORGIVENESS.**

3 (a) FFEL LOANS.—Section 428J(e) of the Higher
4 Education Act of 1965 (20 U.S.C. 1078–10(e)) is amend-
5 ed by adding at the end the following new paragraph:

6 “(3) ADDITIONAL AMOUNTS FOR TEACHERS IN
7 MATHEMATICS, SCIENCE, OR SPECIAL EDUCATION.—

8 “(A) LARGER AMOUNTS FROM APPRO-
9 PRIATED FUNDS.—Notwithstanding the amount
10 specified in paragraph (1), the aggregate
11 amount that the Secretary may, from funds ap-
12 propriated under subparagraph (C), repay
13 under this section is a total amount equal to
14 not more than \$17,500.

15 “(B) AWARD BASIS; PRIORITY.—The Sec-
16 retary shall give priority in providing loan re-
17 payment under this paragraph for a fiscal year
18 to elementary or secondary school teachers
19 who—

20 “(i) meet the requirements of sub-
21 section (b), other than paragraphs (1)(B)
22 and (C);

23 “(ii) are teaching special education;
24 and

25 “(iii) as certified by the chief adminis-
26 trative officer of the public or nonprofit

1 private elementary or secondary school in
2 which the borrower is employed, are teach-
3 ing children with disabilities that cor-
4 respond with the borrower's training and
5 have demonstrated knowledge and teaching
6 skills in the content areas of the elemen-
7 tary or secondary school curriculum that
8 the borrower is teaching.

9 “(C) AUTHORIZATION OF APPROPRIA-
10 TIONS.—There are authorized to be appro-
11 priated to carry out this paragraph such sums
12 as may be necessary for fiscal year 2003 and
13 for each of the 4 succeeding fiscal years.”.

14 (b) DIRECT LOANS.—Section 460(c) of the Higher
15 Education Act of 1965 (20 U.S.C. 1087j(c)) is amended
16 by adding at the end the following new paragraph:

17 “(3) ADDITIONAL AMOUNTS FOR TEACHERS IN
18 MATHEMATICS, SCIENCE, OR SPECIAL EDUCATION.—

19 “(A) LARGER AMOUNTS FROM APPRO-
20 PRIATED FUNDS.—Notwithstanding the amount
21 specified in paragraph (1), the aggregate
22 amount that the Secretary may, from funds ap-
23 propriated under subparagraph (C), repay
24 under this section is a total amount equal to
25 not more than \$17,500.

1 “(B) AWARD BASIS; PRIORITY.—The Sec-
2 retary shall give priority in providing loan re-
3 payment under this paragraph for a fiscal year
4 to elementary or secondary school teachers
5 who—

6 “(i) meet the requirements of sub-
7 section (b), other than paragraphs (1)(B)
8 and (C);

9 “(ii) are teaching special education;
10 and

11 “(iii) as certified by the chief adminis-
12 trative officer of the public or nonprofit
13 private elementary or secondary school in
14 which the borrower is employed, are teach-
15 ing children with disabilities that cor-
16 respond with the borrower’s training and
17 have demonstrated knowledge and teaching
18 skills in the content areas of the elemen-
19 tary or secondary school curriculum that
20 the borrower is teaching.

21 “(C) AUTHORIZATION OF APPROPRIA-
22 TIONS.—There are authorized to be appro-
23 priated to carry out this paragraph such sums

1 as may be necessary for fiscal year 2003 and
2 for each of the 4 succeeding fiscal years.”.

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