

117TH CONGRESS
1ST SESSION

H. R. 6205

To reauthorize title II of the Higher Education Act of 1965, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

DECEMBER 9, 2021

Ms. ADAMS (for herself, Mrs. AXNE, Mrs. HAYES, Mr. GALLEGO, Ms. SCANLON, Ms. SEWELL, Mr. LAMB, Mr. SIRES, Ms. LEGER FERNANDEZ, and Mr. SAN NICOLAS) introduced the following bill; which was referred to the Committee on Education and Labor

A BILL

To reauthorize title II of the Higher Education Act of 1965, 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 “EDUCATORS for
5 America Act”.

6 **SEC. 2. FINDINGS.**

7 Congress finds the following:

8 (1) Despite an increased need for prekindergarten
9 through grade 12 teachers, the number of

1 students completing bachelor’s degrees in education
2 has been in decline over the last 2 decades.

3 (2) Pay is by far the reason that undergradu-
4 ates cite most often for not pursuing teaching as a
5 career. Pay was named as such a reason by 72 per-
6 cent of respondents in a large 2018 survey of pro-
7 spective college students.

8 (3) Because they earn less than other bachelor’s
9 degree recipients, teachers face particular challenges
10 repaying student loans. Estimated payments on the
11 average amount education graduates have borrowed
12 is equivalent to 9 percent of the average starting
13 teacher salary, well in excess of the 7 percent
14 threshold recommended by economists as affordable
15 for borrowers at that income level.

16 (4) The number of students earning under-
17 graduate and graduate degrees in the high-demand
18 specialties of mathematics, science, and foreign lan-
19 guage education are in decline and the numbers
20 earning degrees in special education and teaching
21 English as a second language are insufficient to
22 meet demand in many localities.

23 (5) Prior to COVID–19, the number of institu-
24 tions offering degrees in education was stable, but
25 the number with small programs was on the rise.

1 One-third of the 1,500 institutions that award bach-
2 elor’s and master’s degrees in education granted 30
3 or fewer such degrees in 2019.

4 (6) An October 2020 survey of American Asso-
5 ciation of Colleges for Teacher Education members,
6 which includes 700 schools, colleges, and depart-
7 ments of education at public and private 4-year col-
8 leges and universities, revealed that nearly 60 per-
9 cent have experienced a decline in undergraduate en-
10 rollment due to COVID–19, 83 percent have had
11 budget cuts, and half have reduced staffing. The As-
12 sociation predicts that, absent additional support, a
13 sizable number of educator preparation programs
14 will close, eliminating needed capacity to produce the
15 profession-ready teachers that the Nation needs.

16 (7) A 2015 Government Accountability Office
17 analysis showed that only 19 percent of students
18 who were eligible for the Federal Teacher Education
19 Assistance for College and Higher Education Grant
20 program (referred to as “TEACH Grants”) in the
21 2013–2014 academic year utilized this program, yet
22 the cost of college remains a barrier for many stu-
23 dents who seek to become teachers. Institutions like
24 the University of Northern Iowa have successfully
25 utilized TEACH Grants for 57 percent of its

1 TEACH Grant-eligible teacher candidates, with over
2 one thousand moving into teaching positions in high-
3 need fields in high-need schools.

4 (8) Only 22 percent of educators feel they are
5 “very prepared” to teach social and emotional learn-
6 ing in classrooms, and 51 percent report that the
7 level of social and emotional learning professional
8 development offered at their school is not sufficient.

9 (9) Our Nation’s schools are experiencing a se-
10 vere diversity gap that negatively impacts student
11 achievement and school culture. Fifty percent of cur-
12 rent students are from minority groups while only
13 18 percent of teachers are from such groups, accord-
14 ing to a 2016 study by the Brookings Institution.

15 (10) A 2016 report conducted by the Depart-
16 ment of Education shows that teachers of color tend
17 to provide more culturally relevant teaching and bet-
18 ter understand the situations that students of color
19 may face. These factors help develop trusting teach-
20 er-student relationships. Researchers from Vander-
21 bilt University also found that greater racial and
22 ethnic diversity among school principals benefits stu-
23 dents, especially students of color.

24 (11) Research shows that increasing diversity in
25 the teaching profession can have positive impacts on

1 student educational experiences and outcomes. Stu-
2 dents of color demonstrate greater academic achieve-
3 ment and social-emotional development in classes
4 with teachers of color. Studies also suggest that all
5 students, including White students, benefit from
6 having teachers of color because they bring distinc-
7 tive knowledge, experiences, and role modeling to the
8 student body as a whole.

9 (12) Effective school leadership is second only
10 to direct classroom instruction among school-based
11 factors in raising student achievement, and principal
12 impact is greatest in low-achieving, high-poverty,
13 and minority schools.

14 (13) Principals improve teaching and learning
15 through their ability—

16 (A) to shape a vision of academic success
17 for all students;

18 (B) to create a safe and supportive school
19 climate;

20 (C) to cultivate leadership among teachers
21 and other school staff;

22 (D) to improve instruction; and

23 (E) to manage people, data, and processes
24 to foster school improvement.

1 (14) Recent research from the Wallace Founda-
2 tion on principals’ impact on students and schools
3 notes that it is difficult to envision a higher return
4 on investment in kindergarten through grade 12
5 education than the cultivation of high-quality school
6 leadership.

7 (15) In the 2015–2016 school year, only 22
8 percent of public school principals were individuals
9 of color, including 11 percent who identified as
10 Black and 8 percent who identified as Hispanic.

11 (16) Minority teachers, school leaders, and
12 other educators can also serve as cultural ambas-
13 sadors who help students feel more welcome at
14 school or as role models.

15 **SEC. 3. EDUCATOR QUALITY ENHANCEMENT.**

16 Title II of the Higher Education Act of 1965 (20
17 U.S.C. 1021 et seq.) is amended to read as follows:

18 **“TITLE II—EDUCATOR QUALITY**
19 **ENHANCEMENT**

20 **“SEC. 200. PURPOSES; DEFINITIONS.**

21 “(a) PURPOSES.—The purposes of this title are to—

22 “(1) build the capacity of educator preparation
23 programs to ensure that all students have access to
24 diverse, profession-ready educators;

1 “(2) provide incentives to individuals to enroll
2 in and complete high-quality educator preparation
3 programs in high-need fields at the baccalaureate or
4 graduate levels at institutions of higher education,
5 particularly to individuals who belong to groups that
6 are currently underrepresented in the education pro-
7 fession;

8 “(3) authorize investments in higher education
9 educator preparation programs along with critical
10 State and local partners to support and expand
11 promising and successful practices; and

12 “(4) create mechanisms to integrate innovations
13 in the preparation of profession-ready educators to
14 meet the ever changing needs of students and
15 schools.

16 “(b) DEFINITIONS.—In this title:

17 “(1) ARTS AND SCIENCES.—The term ‘arts and
18 sciences’ means—

19 “(A) when referring to an organizational
20 unit of an institution of higher education, any
21 academic unit that offers one or more academic
22 majors in disciplines or content areas cor-
23 responding to the academic subject matter
24 areas in which teachers provide instruction; and

1 “(B) when referring to a specific academic
2 subject area, the disciplines or content areas in
3 which academic majors are offered by the arts
4 and sciences organizational unit.

5 “(2) CERTIFICATION OR LICENSURE.—The
6 term ‘certification or licensure’ means State require-
7 ments for certification or licensure to teach in that
8 State, and may include the following:

9 “(A) A regular or standard State certifi-
10 cate or advanced professional certificate.

11 “(B) A probationary certificate.

12 “(C) A temporary or provisional certificate.

13 “(D) A waiver or emergency certificate.

14 “(3) CHILDREN FROM LOW-INCOME FAMI-
15 LIES.—The term ‘children from low-income families’
16 means children counted under section 1124(c)(1)(A)
17 of the Elementary and Secondary Education Act of
18 1965.

19 “(4) EARLY CHILDHOOD EDUCATOR.—The
20 term ‘early childhood educator’ means an individual
21 with primary responsibility for the education of chil-
22 dren in an early childhood education program.

23 “(5) EARLY CHILDHOOD EDUCATION PRO-
24 GRAM.—The term ‘early childhood education pro-
25 gram’ means a public education program serving

1 children from birth through age 8, and may include
2 a Head Start program or an Early Head Start pro-
3 gram carried out under the Head Start Act (42
4 U.S.C. 9831 et seq.), including a migrant or sea-
5 sonal Head Start program, an Indian Head Start
6 program, or a Head Start program or an Early
7 Head Start program that also receives State funding
8 or a public preschool program.

9 “(6) EDUCATIONAL SERVICE AGENCY.—The
10 term ‘educational service agency’ has the meaning
11 given the term in section 8101 of the Elementary
12 and Secondary Education Act of 1965.

13 “(7) EDUCATOR.—The term ‘educator’ means a
14 teacher, principal, school leader, specialized instruc-
15 tional support personnel, or other staff member who
16 provides or directly supports instruction, such as a
17 school librarian, or counselor.

18 “(8) EDUCATOR PREPARATION PROGRAM.—The
19 term ‘educator preparation program’ means a pro-
20 gram that leads to a regular or standard State cer-
21 tificate or advanced professional certificate for an
22 educator.

23 “(9) ELIGIBLE PARTNERSHIP.—The term ‘eligi-
24 ble partnership’ means an entity that—

25 “(A) includes—

1 “(i) a high-need local educational
2 agency;

3 “(ii)(I) a high-need school or a con-
4 sortium of high-need schools served by the
5 high-need local educational agency; or

6 “(II) as appropriate, a high-need early
7 childhood education program;

8 “(iii) a partner institution; and

9 “(iv) a school, department, or pro-
10 gram of education within such partner in-
11 stitution, which may include an existing
12 teacher professional development program
13 with demonstrated outcomes within a four-
14 year institution of higher education that
15 provides intensive and sustained collabora-
16 tion between faculty and local educational
17 agencies consistent with the requirements
18 of this title; and

19 “(B) may include any of the following:

20 “(i) The Governor of the State.

21 “(ii) The State educational agency.

22 “(iii) The State board of education.

23 “(iv) The State agency for higher edu-
24 cation.

25 “(v) A business.

1 “(vi) A public or private nonprofit
2 educational organization.

3 “(vii) An educational service agency.

4 “(viii) A teacher organization.

5 “(ix) A school leader organization.

6 “(x) An organization representing
7 specialized instructional support personnel.

8 “(xi) A high-performing local edu-
9 cational agency, or a consortium of such
10 local educational agencies, that can serve
11 as a resource to the partnership.

12 “(xii) A charter school (as defined in
13 section 4310 of the Elementary and Sec-
14 ondary Education Act of 1965).

15 “(xiii) A school or department of arts
16 and sciences within the partner institution.

17 “(xiv) A school or department within
18 the partner institution that focuses on psy-
19 chology and human development.

20 “(xv) A school or department within
21 the partner institution with comparable ex-
22 pertise in the disciplines of teaching, learn-
23 ing, and child and adolescent development.

1 “(xvi) A public or nonprofit entity op-
2 erating a program that provides alternative
3 routes to State certification of teachers.

4 “(10) ENGLISH LEARNER.—The term ‘English
5 learner’ has the meaning given the term in section
6 8101 of the Elementary and Secondary Education
7 Act of 1965.

8 “(11) EVIDENCE-BASED.—The term ‘evidence-
9 based’ has the meaning given that term in section
10 8101 of the Elementary and Secondary Education
11 Act of 1965.

12 “(12) EVIDENCE OF STUDENT LEARNING.—The
13 term ‘evidence of student learning’ means multiple
14 measures of student learning that include the fol-
15 lowing:

16 “(A) Valid and reliable student assessment
17 data, which may include data—

18 “(i) based on—

19 “(I) student learning gains on
20 State student academic assessments
21 under section 1111(b)(2) of the Ele-
22 mentary and Secondary Education
23 Act of 1965; or

24 “(II) student academic achieve-
25 ment assessments used at the na-

1 tional, State, or local educational
2 agency level, where available and ap-
3 propriate for the curriculum and stu-
4 dents taught;

5 “(ii) from classroom-based formative
6 assessments;

7 “(iii) from classroom-based summative
8 assessments; and

9 “(iv) from objective performance-
10 based assessments.

11 “(B) Not less than one of the following ad-
12 ditional measures:

13 “(i) Student work, including measures
14 of performance criteria and evidence of
15 student growth.

16 “(ii) Teacher-generated information
17 about student goals and growth.

18 “(iii) Parent or caregiver feedback
19 about student goals and growth.

20 “(iv) Student feedback about learning
21 and teaching supports.

22 “(v) Assessments of effective engage-
23 ment and self-efficacy.

24 “(vi) Other appropriate measures, as
25 determined by the State.

1 “(13) HIGH-NEED EARLY CHILDHOOD EDU-
2 CATION PROGRAM.—The term ‘high-need early child-
3 hood education program’ means an early childhood
4 education program serving children from low-income
5 families that is located within the geographic area
6 served by a high-need local educational agency.

7 “(14) HIGH-NEED LOCAL EDUCATIONAL AGEN-
8 CY.—The term ‘high-need local educational agency’
9 means a local educational agency—

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

12 “(ii) for which not less than 20 percent of
13 the children served by the agency are low-in-
14 come children;

15 “(iii) that meets the eligibility require-
16 ments for funding under the Small, Rural
17 School Achievement Program under section
18 5211(b) of the Elementary and Secondary Edu-
19 cation Act of 1965 or the Rural and Low-In-
20 come School Program under section 5221(b) of
21 such Act; or

22 “(iv) that has a percentage of low-income
23 children that is in the highest quartile among
24 such agencies in the State; and

1 “(B)(i) for which a majority of schools are
2 identified for comprehensive support and im-
3 provement under section 1111(c)(4)(D) of the
4 Elementary and Secondary Education Act of
5 1965, targeted support and improvement under
6 section 1111(d)(2) of the Elementary and Sec-
7 ondary Education Act of 1965, or additional
8 targeted support under section 1111(d)(2)(C)
9 of the Elementary and Secondary Education
10 Act of 1965;

11 “(ii) for which 1 or more schools served by
12 the agency has a high teacher turnover rate or
13 a high percentage of teachers with emergency,
14 provisional, or temporary certification or licen-
15 sure; or

16 “(iii) for which there is a high percentage
17 of positions in State-identified areas of teacher
18 or school leader shortage, including in special
19 education, English language instruction,
20 science, technology, engineering, mathematics,
21 and career and technical education.

22 “(15) HIGH-NEED SCHOOL.—

23 “(A) IN GENERAL.—The term ‘high-need
24 school’ means a school that, based on the most

1 recent data available, meets one or both of the
2 following:

3 “(i) The school is in the highest quar-
4 tile of schools in a ranking of all schools
5 served by a local educational agency,
6 ranked in descending order by percentage
7 of students from low-income families en-
8 rolled in such schools, as determined by
9 the local educational agency based on one
10 of the following measures of poverty:

11 “(I) The percentage of students
12 aged 5 through 17 in poverty counted
13 in the most recent census data ap-
14 proved by the Secretary.

15 “(II) The percentage of students
16 eligible for a free or reduced price
17 school lunch under the Richard B.
18 Russell National School Lunch Act.

19 “(III) The percentage of students
20 in families receiving assistance under
21 the State program funded under part
22 A of title IV of the Social Security
23 Act.

1 “(IV) The percentage of students
2 eligible to receive medical assistance
3 under the Medicaid program.

4 “(V) A composite of two or more
5 of the measures described in sub-
6 clauses (I) through (IV).

7 “(ii) In the case of—

8 “(I) an elementary school, the
9 school serves students not less than
10 60 percent of whom are eligible for a
11 free or reduced price school lunch
12 under the Richard B. Russell National
13 School Lunch Act; or

14 “(II) any other school that is not
15 an elementary school, the other school
16 serves students not less than 45 per-
17 cent of whom are eligible for a free or
18 reduced price school lunch under the
19 Richard B. Russell National School
20 Lunch Act.

21 “(B) SPECIAL RULE.—

22 “(i) DESIGNATION BY THE SEC-
23 RETARY.—The Secretary may, upon ap-
24 proval of an application submitted by an
25 eligible partnership seeking a grant under

1 this title, designate a school that does not
2 qualify as a high-need school under sub-
3 paragraph (A) as a high-need school for
4 the purpose of this title. The Secretary
5 shall base the approval of an application
6 for designation of a school under this
7 clause on a consideration of the informa-
8 tion required under clause (ii), and may
9 also take into account other information
10 submitted by the eligible partnership.

11 “(ii) APPLICATION REQUIREMENTS.—

12 An application for designation of a school
13 under clause (i) shall include—

14 “(I) the number and percentage
15 of students attending such school who
16 are—

17 “(aa) aged 5 through 17 in
18 poverty counted in the most re-
19 cent census data approved by the
20 Secretary;

21 “(bb) eligible for a free or
22 reduced price school lunch under
23 the Richard B. Russell National
24 School Lunch Act;

1 “(cc) in families receiving
2 assistance under the State pro-
3 gram funded under part A of
4 title IV of the Social Security
5 Act; or

6 “(dd) eligible to receive med-
7 ical assistance under the Med-
8 icaid program;

9 “(II) information about the stu-
10 dent academic achievement of stu-
11 dents at such school; and

12 “(III) for a secondary school, the
13 graduation rate for such school.

14 “(16) INDUCTION PROGRAM.—The term ‘induc-
15 tion program’ means a formalized program for new
16 educators during not less than the educators’ first 2
17 years in the profession that is designed to provide
18 support for, and improve the professional perform-
19 ance and advance the retention in the field of, begin-
20 ning educators. Such program shall promote effec-
21 tive teaching skills, instructional leadership skills,
22 and profession-readiness for educators and shall in-
23 clude the following components:

24 “(A) High-quality mentoring.

1 “(B) Periodic, structured time for collabo-
2 ration with educators in the same department
3 or field, including mentor teachers, as well as
4 time for information-sharing among teachers,
5 principals, administrators, other appropriate in-
6 structional staff, and participating faculty in
7 the partner institution.

8 “(C) The application of evidence-based
9 practice on instructional practices.

10 “(D) Opportunities for new educators to
11 draw directly on the expertise of mentors, fac-
12 ulty, and researchers to support the integration
13 of evidence-based practice and research with
14 practice.

15 “(E) The development of skills in instruc-
16 tional and behavioral interventions derived from
17 evidence-based practice and, where applicable,
18 research.

19 “(F) Faculty who—

20 “(i) model the integration of research
21 and practice in instruction;

22 “(ii) model personalized instruction;
23 and

1 “(iii) assist new educators with the ef-
2 fective use and integration of technology in
3 instruction.

4 “(G) Interdisciplinary collaboration among
5 exemplary educators, faculty, researchers, and
6 other staff who prepare new educators with re-
7 spect to the learning process and the assess-
8 ment of learning.

9 “(H) Assistance with the understanding of
10 evidence of student learning and the applica-
11 bility of such evidence in classroom instruction.

12 “(I) The development of skills to imple-
13 ment and support evidence-based practices that
14 create a positive and inclusive school culture
15 and climate.

16 “(J) Regular and structured observation
17 and evaluation of new educators by multiple
18 evaluators, using valid and reliable measures of
19 teaching skills, instructional leadership skills,
20 and profession-readiness.

21 “(17) INSTITUTION OF HIGHER EDUCATION.—
22 The term ‘institution of higher education’ has the
23 meaning given that term in section 101(a).

1 “(18) PARENT.—The term ‘parent’ has the
2 meaning given the term in section 8101 of the Ele-
3 mentary and Secondary Education Act of 1965.

4 “(19) PARTNER INSTITUTION.—The term ‘part-
5 ner institution’ means an institution of higher edu-
6 cation, which may include a 2-year institution of
7 higher education offering a dual program with a 4-
8 year institution of higher education, participating in
9 an eligible partnership that has a teacher prepara-
10 tion program that—

11 “(A) has a record of preparing profession-
12 ready educators;

13 “(B) is approved by the State to offer an
14 educator preparation program; and

15 “(C) is not low-performing, as determined
16 by the State.

17 “(20) PROFESSIONAL DEVELOPMENT.—The
18 term ‘professional development’ has the meaning
19 given the term in section 8101 of the Elementary
20 and Secondary Education Act of 1965.

21 “(21) PROFESSION-READY.—The term ‘profes-
22 sion-ready’—

23 “(A) when used with respect to a principal,
24 means a principal who—

1 “(i) has an advanced degree, or other
2 appropriate credential;

3 “(ii) has completed a principal prepa-
4 ration process and is fully certified and li-
5 censed by the State in which the principal
6 is employed;

7 “(iii) has demonstrated instructional
8 leadership, including the ability to collect,
9 analyze, and use data on evidence of stu-
10 dent learning and evidence of classroom
11 practice;

12 “(iv) has demonstrated proficiency in
13 professionally recognized leadership stand-
14 ards, such as through—

15 “(I) a performance assessment;

16 “(II) completion of a residency
17 program; or

18 “(III) other measures of leader-
19 ship, as determined by the State;

20 “(v) has demonstrated the ability to
21 work with students who are culturally and
22 linguistically diverse;

23 “(vi) has demonstrated skill as an in-
24 structional leader; and

1 “(vii) has demonstrated proficiency in
2 the use of instructional technology, assist-
3 ive technology, and the application of tech-
4 nology to create equity and access for all
5 students;

6 “(B) when used with respect to a teacher,
7 means a teacher who—

8 “(i) has completed a teacher prepara-
9 tion program and has a certification or li-
10 censure described in paragraph (2)(A) for
11 the State in which the teacher teaches;

12 “(ii) has demonstrated content knowl-
13 edge in the subject or subjects the teacher
14 teaches;

15 “(iii) has demonstrated the ability to
16 work with students who are culturally and
17 linguistically diverse; and

18 “(iv) has demonstrated teaching skills,
19 such as through—

20 “(I) a teacher performance as-
21 sessment; or

22 “(II) other measures of teaching
23 skills, as determined by the State; and

24 “(C) when used with respect to any other
25 educator not described in subparagraphs (A) or

1 (B), means an educator who has completed an
2 appropriate preparation program and has a cer-
3 tification or licensure described in paragraph
4 (2)(A) for the State in which the educator is
5 employed.

6 “(22) SCHOOL LEADER RESIDENCY PRO-
7 GRAM.—The term ‘school leader residency program’
8 has the meaning given that term in section 2002 of
9 the Elementary and Secondary Education Act of
10 1965.

11 “(23) SOCIAL AND EMOTIONAL LEARNING.—
12 The term ‘social and emotional learning’ means the
13 process through which all young people and adults
14 acquire and apply the knowledge, skills, and atti-
15 tudes to develop healthy identities, manage emo-
16 tions, achieve personal and collective goals,
17 empathize with others, establish and maintain sup-
18 portive relationships, and make responsible and car-
19 ing decisions.

20 “(24) SPECIALIZED INSTRUCTIONAL SUPPORT
21 PERSONNEL.—The term ‘specialized instructional
22 support personnel’ has the meaning given the term
23 in section 8101 of the Elementary and Secondary
24 Education Act of 1965.

1 “(25) TEACHER MENTORING.—The term
2 ‘teacher mentoring’ means the mentoring of new or
3 prospective teachers through a program that—

4 “(A) includes clear criteria for the selec-
5 tion of teacher mentors who will provide role
6 model relationships for mentees, which criteria
7 shall be developed by the eligible partnership
8 and based on measures of teacher effectiveness;

9 “(B) provides evidence-based training for
10 such mentors, including instructional strategies
11 for literacy instruction and classroom manage-
12 ment (including approaches that improve the
13 schoolwide climate for learning, which may in-
14 clude positive behavioral interventions and sup-
15 ports and social and emotional learning);

16 “(C) provides regular and ongoing oppor-
17 tunities for mentors and mentees to observe
18 each other’s teaching methods in classroom set-
19 tings during the day in a high-need school in
20 the high-need local educational agency in the el-
21 igible partnership;

22 “(D) provides paid release time for men-
23 tors, as applicable;

1 “(E) provides mentoring to each mentee by
2 a colleague who teaches in the same field,
3 grade, or subject as the mentee;

4 “(F) promotes evidence-based research
5 on—

6 “(i) teaching and learning;

7 “(ii) assessment of student learning;

8 “(iii) the development of teaching
9 skills through the use of instructional and
10 behavioral interventions; and

11 “(iv) the improvement of the mentees’
12 capacity to measurably advance student
13 learning;

14 “(G) integrates technology effectively into
15 curricula and instruction, including technology
16 consistent with the principles of universal de-
17 sign for learning and technology to collect,
18 manage, and analyze data to improve teaching
19 and learning for the purpose of improving stu-
20 dent learning outcomes; and

21 “(H) includes—

22 “(i) common planning time or regu-
23 larly scheduled collaboration for the men-
24 tor and mentee; and

1 “(ii) joint professional development
2 opportunities.

3 “(26) TEACHER RESIDENCY PROGRAM.—The
4 term ‘teacher residency program’ has the meaning
5 given that term in section 2002 of the Elementary
6 and Secondary Education Act of 1965.

7 “(27) TEACHING SKILLS.—The term ‘teaching
8 skills’ means skills that enable a teacher to—

9 “(A) increase student learning, achieve-
10 ment, and the ability to apply knowledge;

11 “(B) convey and explain academic subject
12 matter;

13 “(C) teach higher-order analytical, evalua-
14 tion, problem-solving, and communication skills;

15 “(D) employ strategies grounded in the
16 disciplines of teaching and learning that—

17 “(i) are based on evidence, practice,
18 and research, where applicable, related to
19 teaching and learning;

20 “(ii) are specific to academic subject
21 matter; and

22 “(iii) focus on the identification of
23 students’ specific learning needs, particu-
24 larly students with disabilities, students
25 who are English learners, students who are

1 gifted and talented, and students with low
2 literacy levels, and the tailoring of aca-
3 demic instruction to such needs;

4 “(E) design and conduct an ongoing as-
5 sessment of evidence of student learning, which
6 may include the use of formative or diagnostic
7 assessments, performance-based assessments,
8 project-based assessments, or portfolio assess-
9 ments, that measures higher-order thinking
10 skills (including application, analysis, synthesis,
11 and evaluation) and use this information to in-
12 form and personalize instruction;

13 “(F) support the social, emotional, and
14 academic achievement of all students, including
15 by effectively creating an inclusive classroom
16 environment, and implementing positive behav-
17 ioral interventions, trauma-informed care, and
18 other support strategies that enhance student
19 motivation and engagement;

20 “(G) incorporate the principles of universal
21 design for learning;

22 “(H) integrate technology effectively into
23 curricula and instruction, including technology
24 consistent with the principles of universal de-
25 sign for learning and technology to collect,

1 manage, and analyze data to improve teaching
2 and learning for the purpose of improving stu-
3 dent learning outcomes;

4 “(I) communicate and work with parents,
5 and involve parents in their children’s edu-
6 cation; and

7 “(J) use, in the case of an early childhood
8 educator, age-appropriate and developmentally
9 appropriate strategies and practices for children
10 in early childhood education programs.

11 “(28) TEACHER PERFORMANCE ASSESSMENT.—
12 The term ‘teacher performance assessment’ means a
13 pre-service assessment used to measure teacher per-
14 formance that is approved by the State and is—

15 “(A) based on professional teaching stand-
16 ards;

17 “(B) used to measure the effectiveness of
18 a teacher’s—

19 “(i) curriculum planning;

20 “(ii) instruction of students, including
21 appropriate plans and modifications for
22 students who are English learners and stu-
23 dents who are children with disabilities;

1 “(iii) assessment of students, includ-
2 ing analysis of evidence of student learn-
3 ing; and

4 “(iv) ability to advance student learn-
5 ing;

6 “(C) validated based on professional as-
7 sessment standards;

8 “(D) reliably scored by trained evaluators,
9 with appropriate oversight of the process to en-
10 sure consistency; and

11 “(E) used to support continuous improve-
12 ment of educator practice.

13 “(29) TEACHER PREPARATION ENTITY.—The
14 term ‘teacher preparation entity’ means an institu-
15 tion of higher education, a nonprofit organization, or
16 an organization that is approved by the State to pre-
17 pare teachers to be effective in the classroom.

18 “(30) TEACHER PREPARATION PROGRAM.—The
19 term ‘teacher preparation program’ means a pro-
20 gram offered by a teacher preparation entity that
21 leads to a specific State teacher certification.

22 **“PART A—GRANTS TO STATES FOR**
23 **STRENGTHENING EDUCATOR PREPARATION**

24 **“SEC. 201. ALLOTMENTS TO STATES.**

25 “(a) PROGRAM AUTHORIZED.—

1 “(1) RESERVATION OF FUNDS.—From the total
2 amount appropriated to carry out this part for a fis-
3 cal year, the Secretary shall reserve—

4 “(A) one-half of 1 percent for allotments
5 for the outlying areas (as defined in section
6 8101 of the Elementary and Secondary Edu-
7 cation Act of 1965) to carry out this part, to
8 be distributed among those outlying areas on
9 the basis of their relative need, as determined
10 by the Secretary, in accordance with the pur-
11 pose of this part; and

12 “(B) one-half of 1 percent for the Sec-
13 retary of the Interior to carry out this part for
14 schools operated or funded by the Bureau of In-
15 dian Education.

16 “(2) FORMULA.—From amounts made available
17 to carry out this part and not reserved under para-
18 graph (1), the Secretary shall allot funds to each
19 State having an approved application under this sec-
20 tion to carry out this part in proportion to each such
21 State’s share of funding under part A of title I of
22 the Elementary and Secondary Education Act of
23 1965, except that no State shall receive less than 0.5
24 percent of the amounts made available to carry out
25 this paragraph.

1 “(3) STATE.—Notwithstanding section 103, in
2 this section the term ‘State’ means the several
3 States of the United States, the Commonwealth of
4 Puerto Rico, and the District of Columbia.

5 “(4) USES OF FUNDS.—

6 “(A) DEVELOPMENT OF THE STRATEGIC
7 PLAN.—Each State may use an amount equal
8 to not more than 30 percent of the amount al-
9 lotted to the State, for a period not to exceed
10 1 year, to carry out activities related to the de-
11 velopment of the strategic plan, as described in
12 subsection (c).

13 “(B) SUBSEQUENT YEARS.—For each year
14 following the first year after receiving an allot-
15 ment under this section, the State—

16 “(i) shall use not less than 95 percent
17 of the amount allotted to the State under
18 this section to carry out activities described
19 in subsection (d); and

20 “(ii) may use not more than 5 percent
21 of the amounts allotted to the State under
22 this section for administration and ac-
23 countability and reporting requirements.

24 “(b) APPLICATION.—Each State desiring an allot-
25 ment under this section shall submit an application to the

1 Secretary at such time, in such manner, and accompanied
2 by such information as the Secretary may require. Each
3 such application shall contain—

4 “(1) the identification of a State agency to lead
5 the grant, which shall be determined by the Gov-
6 ernor in consultation with the State educational
7 agency;

8 “(2) a description of the certification or licens-
9 ing requirements with respect to each form of cer-
10 tification or licensure described in section 200(b)(2)
11 for early childhood, elementary school, and sec-
12 ondary school teachers in the State at the time of
13 the application;

14 “(3) a description of the certification or licens-
15 ing requirements with respect to each form of cer-
16 tification or licensure described in section 200(b)(2)
17 for specialized instructional support personnel;

18 “(4) a description of the State authorization re-
19 quirements for teacher preparation programs (in-
20 cluding alternate and traditional routes to certifi-
21 cation) and the number of teacher preparation pro-
22 grams authorized in the State (including alternative
23 and traditional routes to certification);

1 “(5) a description of the teacher preparation
2 needs assessment that the State will conduct, includ-
3 ing how the State will assess—

4 “(A) teacher workforce needs for public
5 preschool, elementary, and secondary schools in
6 the State;

7 “(B) the number and percentage of teach-
8 ers of record who are not profession-ready as
9 described in section 200(b)(20)(B);

10 “(C) the demographics of the student pop-
11 ulation and the demographics of the educator
12 workforce, and the extent to which the educator
13 workforce reflects the demographics of the stu-
14 dent population;

15 “(D) high-need fields, high-need schools,
16 and high-need local educational agencies;

17 “(E) the State’s educator equity plan de-
18 scribed in section 1111(g)(1)(B) of the Elemen-
19 tary and Secondary Education Act of 1965;

20 “(F) the extent to which currently author-
21 ized teacher preparation programs in the State
22 are producing profession-ready candidates; and

23 “(G) the capacity of programs that are au-
24 thorized in the State, as of the time of the ap-

1 plication, to meet the State’s teacher workforce
2 needs, including the capacity of—

3 “(i) pipeline programs, such as asso-
4 ciate degree to baccalaureate transfer
5 pathway programs with community col-
6 leges;

7 “(ii) ‘grow your own’ programs that
8 provide pathways to standard teacher cer-
9 tification through partnerships between
10 local educational agencies, institutions of
11 higher education, and community-based or-
12 ganizations to recruit and prepare commu-
13 nity members to become teachers in local
14 schools;

15 “(iii) career awareness programs, in-
16 cluding career and technical education and
17 other pathways, in public schools; and

18 “(iv) programs to support the career
19 progression of educators, including reten-
20 tion, leadership opportunities, and profes-
21 sional development;

22 “(6) a description of the school leader, prin-
23 cipal, and other educator preparation needs assess-
24 ment that the State will conduct, including how the
25 State will assess—

1 “(A) the principal and other educator
2 workforce needs for public preschools and ele-
3 mentary and secondary schools in the State;

4 “(B) high-need positions, high-need
5 schools, and high-need local educational agen-
6 cies;

7 “(C) the extent to which authorized educa-
8 tor preparation programs in the State, as of the
9 time of the application, are producing profes-
10 sion-ready candidates; and

11 “(D) the capacity of programs authorized
12 in the State, as of the time of the application,
13 to meet the State’s principal and other educator
14 needs, including meeting nationally recognized
15 ratios for specialized instructional support per-
16 sonnel in schools, where applicable; and

17 “(7) a timeline for the State’s activities to de-
18 velop a strategic plan, including a timeline for stake-
19 holder engagement with administrators of institu-
20 tions of higher education, elementary school and sec-
21 ondary school principals and administrators, educa-
22 tor preparation programs, teachers, specialized in-
23 structional support personnel, parents, students, civil
24 rights organizations, community-based organizations,
25 and workforce development programs.

1 “(c) DEVELOPMENT OF A STRATEGIC PLAN.—Dur-
2 ing the first year after receiving an allotment under this
3 section, a State may use not more than 30 percent of the
4 funds allotted to conduct the needs assessments described
5 in paragraphs (5) and (6) of subsection (b) and develop
6 a strategic plan for the State to improve educator prepara-
7 tion programs to address the needs identified in para-
8 graphs (5) and (6) of subsection (b).

9 “(d) SUBMISSION OF STRATEGIC PLAN.—Not later
10 than 1 year after receiving an allotment under this section,
11 each State shall submit a strategic plan to the Secretary,
12 which shall contain the following information:

13 “(1) The State’s goals relating to educator
14 preparation, supporting quantitative and qualitative
15 evidence for those goals, and intermediate and long-
16 term implementation timelines.

17 “(2) The results of the needs assessments de-
18 scribed in paragraphs (5) and (6) of subsection (b).

19 “(3) The State’s plan for meeting the educator
20 workforce needs in the State, including how the
21 State will prioritize institutions of higher education
22 with the greatest share of prospective educators, in-
23 stitutions that enroll the highest percentage of pro-
24 spective educators from underrepresented groups,

1 and institutions of higher education with the highest
2 placement of educators in the State.

3 “(4) The State’s plan for removing barriers to
4 an inclusive and equitable workforce that supports
5 the needs of populations that are underrepresented
6 in the field of education, including teachers of color,
7 first generation college students, and teachers with
8 disabilities, including recruitment, preparation, and
9 retention.

10 “(e) AUTHORIZED ACTIVITIES.—A State shall use
11 funds allotted under this section to implement the stra-
12 tegic plan submitted under subsection (d), which may in-
13 clude the following activities:

14 “(1) Strengthening and professionalizing educa-
15 tor certification and licensure, and other
16 credentialing, so that it aligns with evidence-based
17 practices and high professional standards.

18 “(2) Developing and implementing an equitable
19 and evidence-based State approval system for alter-
20 native route program providers and programs and
21 traditional and alternative route programs at institu-
22 tions of higher education.

23 “(3) Supporting the implementation of evi-
24 dence-based performance assessments for teacher li-
25 censure or certification in the State.

1 “(4) Regularly assessing the workforce needs of
2 prekindergarten through grade 12 educators across
3 the State, including the diversity of the workforce,
4 and providing that information to institutions of
5 higher education that prepare educators in the
6 State.

7 “(5) Providing transparency to the public as to
8 how authorized educator preparation programs are
9 meeting professional standards and requirements.

10 “(6) Providing subgrants to partner institu-
11 tions, consortia of partner institutions, or eligible
12 partnerships, to enable those institutions and part-
13 nerships to carry out activities related to the stra-
14 tegic plan described in subsection (d), including—

15 “(A) developing and offering induction,
16 mentoring, or professional and leadership
17 coaching for all novice teachers and principals
18 in a high-need local educational agency, which
19 shall be provided by faculty or staff at the insti-
20 tution of higher education and teachers and
21 school leaders;

22 “(B) developing and offering professional
23 development that brings research to practice for
24 educators in schools of district partners;

1 “(C) developing and offering second en-
2 dorsement coursework;

3 “(D) creating and expanding dual certifi-
4 cation programs in special education and gen-
5 eral education;

6 “(E) developing and offering ‘grow your
7 own’ programs;

8 “(F) developing or strengthening career
9 ladder positions for educators, such as teacher
10 leaders, with certification requirements and
11 coursework leading to certification, which may
12 include nationally recognized, standards-based
13 advanced certification;

14 “(G) designing and implementing statewide
15 pre-service residencies for teacher and principal
16 candidates using the model described in section
17 202(e) of the Higher Education Act of 1965 as
18 in effect on the day before the date of enact-
19 ment of the EDUCATORS for America Act;

20 “(H) developing and implementing a state-
21 wide best practices network for the preparation
22 of profession-ready educators; and

23 “(I) creating or expanding teaching fellows
24 programs whereby individuals preparing to be
25 teachers receive tuition waivers for use in com-

1 prehensive preparation provided by a teacher
2 preparation program that includes extensive
3 clinical experience that is tightly aligned to
4 coursework, before becoming the teacher of
5 record, in exchange for teaching in one of the
6 identified workforce need areas in the State for
7 a period of years.

8 “(f) ANNUAL REPORT ON THE IMPLEMENTATION OF
9 THE STRATEGIC PLAN.—Each State receiving an allot-
10 ment under this section shall make publicly available a re-
11 port, on an annual basis, on the implementation of the
12 strategic plan submitted under subsection (d).

13 “(g) MAINTENANCE OF EFFORT.—

14 “(1) IN GENERAL.—A State shall provide for
15 activities described in this section in such State, an
16 amount which is equal to or greater than the aver-
17 age amount provided for such activities by such
18 State during the 3 most recent preceding fiscal years
19 for which satisfactory data are available.

20 “(2) WAIVER.—Notwithstanding paragraph (1),
21 the Secretary may waive the requirements of this
22 subsection if the Secretary determines that a waiver
23 would be equitable due to—

24 “(A) exceptional or uncontrollable cir-
25 cumstances, such as a natural disaster or a

1 change in the organizational structure of the
2 State; or

3 “(B) a precipitous decline in the financial
4 resources of the State.

5 “(h) STATE MAINTENANCE OF EQUITY.—As a condi-
6 tion of receiving an allotment under this section, a State
7 shall meet the maintenance of equity requirements in sec-
8 tion 2004(b) of the of the American Rescue Plan Act of
9 2021 (Public Law 117–2).

10 “(i) SUPPLEMENT, NOT SUPPLANT.—Funds made
11 available under this section shall be used to supplement,
12 and not supplant, other Federal, State, and local funds
13 that would otherwise be expended to carry out activities
14 under this section.

15 **“SEC. 202. ACCOUNTABILITY FOR EQUITABLE ACCESS TO**
16 **PROFESSION-READY TEACHERS.**

17 “(a) INSTITUTIONAL AND PROGRAM ANNUAL RE-
18 PORTS.—

19 “(1) ANNUAL REPORTING.—Each teacher prep-
20 aration entity approved to operate teacher prepara-
21 tion programs in the State and that receives or en-
22 rolls students receiving Federal assistance shall re-
23 port annually to the State and the general public, in
24 a uniform and comprehensible manner that conforms

1 with the definitions and methods established by the
2 Secretary, the following:

3 “(A) PASS RATES.—For the most recent
4 year for which the information is available for
5 each teacher preparation program offered by
6 the teacher preparation entity, the following:

7 “(i) Except as provided in clause (ii),
8 for those students who took the assess-
9 ments used for teacher certification or li-
10 censure by the State in which the entity is
11 located and are enrolled in the teacher
12 preparation program, the percentage of
13 such students who passed such assessment.

14 “(ii) In the case of an entity that re-
15 quires a valid and reliable teacher perform-
16 ance assessment in order to complete the
17 preparation program, the entity may sub-
18 mit in lieu of the information described in
19 clause (i) the pass rate of students taking
20 the teacher performance assessment.

21 “(B) ENTITY INFORMATION.—A descrip-
22 tion of the following:

23 “(i) The number of students in the
24 entity (disaggregated by race, ethnicity,
25 sex, and disability status).

1 “(ii) The number of hours of super-
2 vised clinical preparation required for each
3 program.

4 “(iii) The total number of students
5 who have completed programs for certifi-
6 cation or licensure (disaggregated by sub-
7 ject area and by race, ethnicity, sex, and
8 disability status, except that such
9 disaggregation, consistent with applicable
10 privacy laws, shall not be required in a
11 case in which the result would reveal per-
12 sonally identifiable information about an
13 individual student).

14 “(iv) The criteria for admission into
15 the program.

16 “(v) The number of full-time equiva-
17 lent faculty, adjunct faculty, and students
18 in supervised clinical experience.

19 “(C) ACCREDITATION.—Whether the pro-
20 gram or entity is accredited by a specialized ac-
21 crediting agency recognized by the Secretary for
22 accreditation of professional teacher education
23 programs.

24 “(D) DESIGNATION AS LOW-PER-
25 FORMING.—Which programs (if any) offered by

1 the entity have been designated as low-per-
2 forming by the State under section 207(a).

3 “(b) ANNUAL STATE REPORT ON TEACHER PREPA-
4 RATION.—

5 “(1) IN GENERAL.—Each State that receives
6 funds under this part shall provide to the Secretary,
7 and make widely available to the general public, in
8 a uniform and comprehensible manner that conforms
9 with the definitions and methods established by the
10 Secretary, an annual State report on educator prep-
11 aration in the State, both for traditional teacher
12 preparation programs and for alternative routes to
13 State certification or licensure programs, which shall
14 include not less than the following:

15 “(A) A description of the teacher certifi-
16 cation and licensure assessments, including
17 teacher performance assessments, and any
18 other certification and licensure requirements,
19 used by the State, including evidence on validity
20 and reliability of those assessments and the
21 methods used to determine performance stand-
22 ards.

23 “(B) The standards and criteria that pro-
24 spective teachers must meet to—

1 “(i) attain certification or licensure
2 described under each of subparagraphs
3 (A), (B), (C), and (D) of section
4 200(b)(2); and

5 “(ii) be certified or licensed to teach
6 particular academic subjects, areas, or
7 grades within the State.

8 “(C)(i) The number of certifications or
9 licensures described under each of subpara-
10 graphs (A), (B), (C), and (D) of section
11 200(b)(2) issued by the State, disaggregated by
12 grade and subject area.

13 “(ii) The number and percentage of teach-
14 ers who received a certification or licensure de-
15 scribed in section 200(b)(2)(A) and who did not
16 complete any formal teacher preparation pro-
17 gram, but have received such certification or li-
18 censure by alternative means such as passing a
19 test, disaggregated by field.

20 “(iii) The number and percentage of teach-
21 ers of record who are not profession-ready,
22 disaggregated by field.

23 “(D)(i) Except as provided in clause (ii),
24 for each of the assessments used by the State
25 for teacher certification or licensure, the pass

1 rates of such assessments for individuals having
2 completed each teacher preparation entity in
3 the State and for all such entities,
4 disaggregated by subject area, race, ethnicity,
5 sex, and disability status, except that such
6 disaggregation shall not be required in a case in
7 which the result would reveal personally identi-
8 fiable information about an individual.

9 “(ii) In the case of a State that has imple-
10 mented a valid and reliable teacher performance
11 assessment, the State may submit in lieu of the
12 information described in clause (i) the pass rate
13 of students taking the teacher performance as-
14 sessment, disaggregated by subject area, race,
15 ethnicity, sex, and disability status, except that
16 such disaggregation shall not be required in a
17 case in which the result would reveal personally
18 identifiable information about an individual stu-
19 dent.

20 “(E) For each teacher preparation pro-
21 gram in the State the following:

22 “(i) The number of students in the
23 program (disaggregated by race, ethnicity,
24 sex, and disability status).

1 “(ii) The number of hours of super-
2 vised clinical preparation required.

3 “(iii) Whether such program has been
4 identified as low-performing and during
5 which years of operation.

6 “(F) A description of alternative routes to
7 teacher certification or licensure in the State
8 (including any such routes operated by entities
9 that are not institutions of higher education), if
10 any, including, for each of the assessments used
11 by the State for teacher certification or licen-
12 sure, the percentage of individuals participating
13 in such routes, or who have completed such
14 routes during the two-year period preceding the
15 date for which the determination is made, who
16 passed each such assessment.

17 “(G) The percentage of candidates com-
18 pleting programs in each field, including special
19 education, who use alternate routes compared
20 to those who complete traditional programs.

21 “(H) A description of the State’s criteria
22 for assessing the performance of teacher prepa-
23 ration programs within institutions of higher
24 education in the State. Such criteria shall in-
25 clude indicators of the academic content knowl-

1 edge and teaching skills of students enrolled in
2 such programs.

3 “(I) For each teacher preparation program
4 in the State—

5 “(i) the number of students in the
6 program, disaggregated by race, ethnicity,
7 sex, and disability status (except that such
8 disaggregation shall not be required in a
9 case in which the number of students in a
10 category would reveal personally identifi-
11 able information about an individual stu-
12 dent); and

13 “(ii) the range and average number of
14 hours of supervised clinical experience re-
15 quired for those in the program.

16 “(J) For the State as a whole, and for
17 each teacher preparation entity in the State,
18 the number of teachers prepared, in the aggre-
19 gate and reported separately by the following:

20 “(i) Area of certification or licensure.

21 “(ii) Academic major.

22 “(iii) Subject area for which the
23 teacher has been prepared to teach.

24 “(iv) The relationship of the subject
25 area and grade span of teachers graduated

1 by the teacher preparation entity to the
2 teacher workforce needs of the State.

3 “(v) The percentage of teachers grad-
4 uated teaching in high-need schools.

5 “(vi) Race, ethnicity, sex, and dis-
6 ability status.

7 “(K) A comparison of standard licenses
8 and certifications issued to the areas of identi-
9 fied teacher shortage in the State.

10 “(L) The capacity of the statewide longitu-
11 dinal data system to report valid and reliable
12 outcome data on the graduates of teacher prep-
13 aration entities in the State and where available
14 the results of such data on the following:

15 “(i) Job placement of program
16 completers within 12 months of gradua-
17 tion.

18 “(ii) Retention of program completers
19 in teaching after 3 years.

20 “(iii) Other outcome indicators used
21 by the State, such as average results from
22 teacher evaluations.

23 “(2) PROHIBITION AGAINST CREATING A NA-
24 TIONAL LIST.—The Secretary shall not create a na-
25 tional list or ranking of States, institutions, or

1 schools using the information provided under this
2 subsection.

3 “(3) NO REQUIREMENT FOR REPORTING ON
4 STUDENTS NOT RESIDING IN THE STATE.—Nothing
5 in this section shall require a State to report data
6 on program completers who do not reside in such
7 State.

8 “(c) DATA QUALITY.—The Secretary shall prescribe
9 regulations to ensure the reliability, validity, integrity, ac-
10 curacy, and consistency of the data submitted pursuant
11 to this section.

12 “(d) REPORT OF THE SECRETARY ON TEACHER
13 PREPARATION.—

14 “(1) REPORT.—The Secretary shall, until 2025,
15 annually provide to the authorizing committees, and
16 publish and make widely available, a report on
17 teacher qualifications and preparation in the United
18 States, including all the information reported in sub-
19 paragraphs (A) through (L) of subsection (b)(1).

20 “(2) ENHANCED REPORT.—

21 “(A) RECOMMENDATIONS.—The Secretary
22 shall instruct the National Center for Edu-
23 cation Statistics to convene an expert panel
24 that includes researchers and practitioners to
25 study and make recommendations for revised

1 reporting of teacher qualifications and prepara-
2 tion in the United States. The recommendations
3 shall include suggestions for how to—

4 “(i) consolidate and streamline report-
5 ing across existing Federal and State re-
6 quirements and Federal data collections to
7 provide a concise and robust set of State
8 and national indicators on the size, diver-
9 sity, and quality of the teacher workforce
10 and the equitable distribution of profes-
11 sion-ready teachers; and

12 “(ii) reduce reporting burdens on edu-
13 cator preparation entities, local educational
14 agencies, and States.

15 “(B) REVISED REPORTING.—The Sec-
16 retary shall publish revised reporting require-
17 ments of teacher qualifications and preparation
18 in the United States in the Federal Register
19 with sufficient time for the new reporting re-
20 quirements to be in place for 2025.

21 “(3) SPECIAL RULE.—In the case of a teacher
22 preparation program with fewer than ten scores re-
23 ported on any single initial teacher certification or li-
24 censure assessment during an academic year, the
25 Secretary shall collect and publish, and make pub-

1 licly available, information with respect to an aver-
2 age pass rate on each State certification or licensure
3 assessment taken over a three-year period.

4 “(e) COORDINATION.—The Secretary, to the extent
5 practicable, shall coordinate the information collected and
6 published under this part among States for individuals
7 who took State teacher certification or licensure assess-
8 ments in a State other than the State in which the indi-
9 vidual received the individual’s most recent degree.

10 **“SEC. 203. STATE FUNCTIONS.**

11 “(a) STATE ASSESSMENT.—

12 “(1) IN GENERAL.—In order to receive funds
13 under this part, a State shall conduct an assessment
14 to identify low-performing teacher preparation pro-
15 grams in the State and to assist such programs
16 through the provision of technical assistance.

17 “(2) PROVISION OF LOW-PERFORMING LIST.—

18 Each State described in paragraph (1) shall—

19 “(A) provide the Secretary with an annual
20 list of low-performing teacher preparation pro-
21 grams;

22 “(B) report any teacher preparation pro-
23 gram that has been closed and the reasons for
24 such closure; and

1 “(C) describe the criteria determined under
2 paragraph (3) for identifying low performing
3 programs.

4 “(3) DETERMINATION OF LOW-PERFORMING
5 PROGRAMS.—The levels of performance and the cri-
6 teria for meeting those levels for purposes of the as-
7 sessment under paragraph (1) shall be determined
8 by the State in consultation with a representative
9 group of community stakeholders, including, at a
10 minimum, representatives of leaders and faculty of
11 traditional and alternative route teacher preparation
12 programs, prekindergarten through 12th grade lead-
13 ers and instructional staff, current teacher can-
14 didates participating in traditional and alternative
15 route teacher preparation programs, the State’s
16 standards board or other appropriate standards
17 body, and other stakeholders identified by the State.
18 In making such determination, the State shall con-
19 sider multiple measures and the information re-
20 ported by teacher preparation entities under section
21 202.

22 “(b) REPORTING AND IMPROVEMENT.—In order to
23 receive funds under this part, a State shall—

1 “(1) report any teacher preparation programs
2 described in subparagraphs (A) or (B) of subsection
3 (a)(2) to the Secretary;

4 “(2) establish a period of improvement and re-
5 design (as established by the State) for programs
6 identified as low-performing under subsection (a);

7 “(3) provide programs identified as low-per-
8 forming with technical assistance for a period of not
9 longer than 5 years; and

10 “(4) subject low-performing programs that have
11 not improved to the provisions described in sub-
12 section (c) (as determined by the State).

13 “(c) TERMINATION OF ELIGIBILITY.—Any teacher
14 preparation program that is low-performing and has not
15 improved for a period of 5 years—

16 “(1) shall be ineligible for any funding for pro-
17 fessional development activities awarded by the De-
18 partment;

19 “(2) may not be permitted to provide new
20 awards under subpart 9 of part A of title IV; and

21 “(3) shall provide transitional support, includ-
22 ing remedial services if necessary, for students en-
23 rolled in the program in the year prior to such clo-
24 sure.

1 “(d) APPLICATION OF THE REQUIREMENTS.—The
2 requirements of this section shall apply to both traditional
3 teacher preparation programs and alternative routes to
4 State certification or licensure programs.

5 **“SEC. 204. GENERAL PROVISIONS.**

6 “(a) METHODS.—In complying with sections 202 and
7 203, the Secretary shall ensure that States and institu-
8 tions of higher education use fair and equitable methods
9 in reporting and that the reporting methods do not reveal
10 personally identifiable information.

11 “(b) SPECIAL RULE.—For each State that does not
12 use content assessments as a means of ensuring that all
13 teachers teaching within the State meet the applicable
14 State certification or licensure requirements, including any
15 requirements for certification obtained through alternative
16 routes to certification, in accordance with the State plan
17 submitted or revised under section 1111 of the Elemen-
18 tary and Secondary Education Act of 1965, and that each
19 person employed as a special education teacher in the
20 State who teaches elementary school or secondary school
21 meets the qualifications described in section
22 612(a)(14)(C) of the Individuals with Disabilities Edu-
23 cation Act, the Secretary shall—

24 “(1) to the extent practicable, collect data com-
25 parable to the data required under this part from

1 States, local educational agencies, institutions of
2 higher education, or other entities that administer
3 such assessments to teachers or prospective teachers;
4 and

5 “(2) notwithstanding any other provision of this
6 part, use such data to carry out requirements of this
7 part related to assessments, pass rates, and scaled
8 scores.

9 “(c) RELEASE OF INFORMATION TO EDUCATOR
10 PREPARATION PROGRAMS.—

11 “(1) IN GENERAL.—For the purpose of improv-
12 ing educator preparation programs, a State that re-
13 ceives funds under this part, or that participates as
14 a member of a partnership, consortium, or other en-
15 tity that receives such funds, shall provide to an ed-
16 ucator preparation program, upon the request of the
17 educator preparation program, any and all pertinent
18 education-related information that—

19 “(A) may enable the educator preparation
20 program to evaluate the effectiveness of the
21 program’s graduates or the program itself; and

22 “(B) is possessed, controlled, or accessible
23 by the State.

24 “(2) CONTENT OF INFORMATION.—The infor-
25 mation described in paragraph (1)—

1 “(A) shall include an identification of spe-
2 cific individuals who graduated from the educa-
3 tor preparation program to enable the educator
4 preparation program to evaluate the informa-
5 tion provided to the program from the State
6 with the program’s own data about the specific
7 courses taken by, and field experiences of, the
8 individual graduates; and

9 “(B) may include—

10 “(i) kindergarten through grade 12
11 academic achievement and demographic
12 data, without revealing personally identifi-
13 able information about an individual stu-
14 dent, for students who have been taught by
15 graduates of the educator preparation pro-
16 gram;

17 “(ii) teacher effectiveness evaluations
18 for teachers who graduated from the edu-
19 cator preparation program; and

20 “(iii) survey data on program quality
21 as it relates to the preparedness on dif-
22 ferent aspects of teaching or school leader-
23 ship from preparation program completers
24 and principals in schools or superintend-

1 ents in local educational agencies where
2 completers are placed.

3 **“SEC. 205. AUTHORIZATION OF APPROPRIATIONS.**

4 “There is authorized to be appropriated to carry out
5 this part \$500,000,000 for fiscal year 2022 and each of
6 the 5 succeeding fiscal years.

7 **“PART B—GRANTS TO INSTITUTIONS**

8 **“SEC. 220. PURPOSES.**

9 “The purposes of this part are to—

10 “(1) expand the pool of profession-ready diverse
11 educators to meet the workforce demands of high-
12 need schools and high-need fields;

13 “(2) ensure that new teachers, principals, and
14 other educators are profession-ready and prepared to
15 meet the learning and social and emotional needs of
16 a diverse student population in a range of settings,
17 including rural and urban areas;

18 “(3) strengthen the quality of prospective and
19 new teachers, principals, and other educators by
20 strengthening the preparation of prospective teach-
21 ers, principals, and other educators and enhancing
22 professional development activities for new teachers,
23 principals, and other educators;

24 “(4) recruit individuals, particularly individuals
25 from underrepresented populations and individuals

1 from other occupations, to become teachers, prin-
2 cipals, and other educators; and

3 “(5) build and strengthen partnerships between
4 educator preparation programs within institutions of
5 higher education and local educational agencies and
6 high-need schools in order to meet the needs of those
7 agencies and schools staffing needs.

8 **“SEC. 221. AUTHORIZATION OF APPROPRIATIONS.**

9 “(a) IN GENERAL.—There are authorized to be ap-
10 propriated to carry out this part \$500,000,000 for fiscal
11 year 2022 and each of the 5 succeeding fiscal years.

12 “(b) MINIMUM APPROPRIATIONS FOR EACH SUB-
13 PART.—The Secretary shall ensure that not less than 25
14 percent of the funds appropriated to carry out this part
15 for a fiscal year are allocated for each of subparts 1, 2,
16 and 3 of this part.

17 **“Subpart 1—Educator Quality Partnership Grants**

18 **“SEC. 222. PARTNERSHIP GRANTS.**

19 “(a) PROGRAM AUTHORIZED.—From amounts made
20 available under section 221, the Secretary is authorized
21 to award grants, on a competitive basis, to eligible part-
22 nerships, to enable the eligible partnerships to carry out
23 the activities described in subsection (c).

24 “(b) APPLICATION.—Each eligible partnership desir-
25 ing a grant under this section shall submit an application

1 to the Secretary at such time, in such manner, and con-
2 taining such information as the Secretary may require.

3 Each such application shall contain—

4 “(1) a needs assessment of the partners in the
5 eligible partnership with respect to the preparation,
6 ongoing training, professional development, and re-
7 tention of general education teachers, special edu-
8 cation teachers, multilingual education teachers,
9 principals, other educators (including specialized in-
10 structional support personnel), school librarians, and
11 counselors, and, as applicable, early childhood edu-
12 cators;

13 “(2) a description of the extent to which the
14 program to be carried out with grant funds, as de-
15 scribed in subsection (c), will prepare profession-
16 ready educators with strong teaching, leadership,
17 and other professional skills necessary to increase
18 learning and academic achievement;

19 “(3) a description of how such program will
20 prepare profession-ready teachers, principals, and
21 other educators to understand and use research and
22 data to modify and improve classroom instruction
23 and improve student motivation and engagement;

24 “(4) a description of—

1 “(A) how the eligible partnership will co-
2 ordinate strategies and activities assisted under
3 the grant with other teacher, principal, and
4 other educator preparation or professional de-
5 velopment programs, including programs fund-
6 ed under part A of this title, the Elementary
7 and Secondary Education Act of 1965, and the
8 Individuals with Disabilities Education Act, and
9 through the National Science Foundation;

10 “(B) how the activities of the partnership
11 will be consistent with State and local innova-
12 tions and activities, and other education innova-
13 tions and activities, that promote educator qual-
14 ity, diversity, and student academic achieve-
15 ment; and

16 “(C) how the eligible partnership will de-
17 velop strong partnerships between local edu-
18 cational agencies and institutions of higher edu-
19 cation within the partnership and community
20 connections (which may include collaboration
21 with teacher and school leader representatives
22 within the local educational agency) to ensure
23 that candidates develop an understanding of the
24 students and families in the communities in
25 which they will be teaching, prepare candidates

1 to teach in those communities, and understand
2 school contexts to address needs in the local
3 educational agency;

4 “(5) an assessment that describes the resources
5 available to the eligible partnership, including—

6 “(A) the integration of funds from other
7 related sources;

8 “(B) the intended use of the grant funds;
9 and

10 “(C) the commitment of the resources of
11 the partnership to the activities assisted under
12 this section, including financial support, faculty
13 participation, and time commitments, and to
14 the continuation of the activities when the grant
15 ends;

16 “(6) a description of—

17 “(A) how the eligible partnership will meet
18 the purposes of this part;

19 “(B) how the partnership will carry out
20 the activities required under subsection (d), (e)
21 or (f), based on the needs identified in para-
22 graph (1), with the goal of providing a pipeline
23 of diverse profession-ready educators needed by
24 the local educational agency or schools that are
25 part of the eligible partnership;

1 “(C) if the partnership chooses to use
2 funds under this section for a project or activi-
3 ties under subsection (g), how the partnership
4 will carry out such project or required activities
5 based on the needs identified in paragraph (1),
6 with the goals of meeting the workforce needs
7 of the partner local educational agency or
8 schools that are part of the eligible partnership
9 through the provision of profession-ready di-
10 verse educators;

11 “(D) the partnership’s evaluation plan
12 under section 224;

13 “(E) how the partnership will align the
14 teacher preparation program under subsection
15 (d) with the—

16 “(i) State early learning standards for
17 early childhood education programs, as ap-
18 propriate, and with the relevant domains of
19 early childhood development;

20 “(ii) State academic standards under
21 section 1111(b)(1) of the Elementary and
22 Secondary Education Act of 1965, estab-
23 lished by the State in which the partner-
24 ship is located; and

1 “(iii) activities identified under section
2 2101 and section 2103 of the Elementary
3 and Secondary Education Act of 1965 and
4 where applicable, the school support and
5 improvement activities identified under sec-
6 tion 1111(d) of that Act;

7 “(F) how the partnership will prepare edu-
8 cators to teach and work with students with
9 disabilities, including training related to early
10 identification of students with disabilities and
11 participation as a member of individualized edu-
12 cation program teams, as defined in section
13 614(d)(1)(B) of the Individuals with Disabil-
14 ities Education Act;

15 “(G) how the partnership will prepare edu-
16 cators to teach and work with students who are
17 English learners;

18 “(H) how the partnership will prepare edu-
19 cators to teach diverse students, including stu-
20 dents of different races, ethnicities, language,
21 gender identity or sexual orientation, and stu-
22 dents with disabilities; and

23 “(I) how the partnership will design, im-
24 plement, or enhance a year-long and evidence-

1 based educator pre-service clinical program
2 component; and

3 “(7) with respect to the induction program re-
4 quired as part of the activities carried out under this
5 section—

6 “(A) a description of how the educator
7 preparation program will design and implement
8 an induction program to support all new edu-
9 cators who are prepared by the educator prepa-
10 ration program in the partnership and who are
11 employed in the high-need local educational
12 agency in the partnership, and, to the extent
13 practicable, all new educators who teach in such
14 high-need local educational agency; and

15 “(B) a description of how higher education
16 faculty involved in the induction program will
17 be able to substantially participate in an early
18 childhood education program or an elementary
19 school or secondary school classroom setting, as
20 applicable.

21 “(c) USE OF GRANT FUNDS.—An eligible partner-
22 ship that receives a grant under this section—

23 “(1) shall use grant funds to carry out a pro-
24 gram for the pre-baccalaureate or post-baccalaureate
25 preparation of teachers under subsection (d), a pre-

1 service principal preparation program under sub-
2 section (e), a teaching or principal residency pro-
3 gram under subsection (f), or a combination of such
4 programs; and

5 “(2) may use funds to carry out other educator
6 development programs under subsection (g), based
7 upon the results of the needs assessment in sub-
8 section (b)(1).

9 “(d) PARTNERSHIP GRANTS FOR THE PREPARATION
10 OF TEACHERS.—An eligible partnership that receives a
11 grant to carry out a program for the preparation of teach-
12 ers shall carry out a pre-baccalaureate teacher preparation
13 program or a 5th year initial licensing program that in-
14 cludes all of the following:

15 “(1) ACTIVITIES.—

16 “(A) IN GENERAL.—Implementing activi-
17 ties, described in subparagraph (B), within each
18 teacher preparation program and, as applicable,
19 each preparation program for early childhood
20 education programs, of the eligible partnership
21 that is assisted under this section, to hold each
22 program accountable for—

23 “(i) preparing—

24 “(I) profession-ready teachers;

25 and

1 “(II) such teachers and, as appli-
2 cable, early childhood educators, to
3 understand evidence-based research
4 related to teaching, learning, and
5 classroom management, and the appli-
6 cability of such practice and research,
7 including strategies to incorporate
8 universal design for learning, the ef-
9 fective use of technology, instructional
10 techniques, strategies consistent with
11 the principles of universal design for
12 learning, and core competencies of so-
13 cial and emotional learning, and
14 through positive behavioral interven-
15 tions and support strategies to im-
16 prove student achievement; and

17 “(ii) promoting strong teaching skills
18 and, as applicable, techniques for early
19 childhood educators to improve children’s
20 cognitive, social, emotional, and physical
21 development.

22 “(B) REQUIRED ACTIVITIES.—The activi-
23 ties described in subparagraph (A) shall in-
24 clude—

1 “(i) implementing teacher preparation
2 program curriculum changes that improve,
3 evaluate, and assess how well all prospec-
4 tive and new teachers develop teaching
5 skills;

6 “(ii) using evidence-based research,
7 where applicable, about teaching and learn-
8 ing so that all prospective teachers and, as
9 applicable, early childhood educators—

10 “(I) understand and can imple-
11 ment evidence-based teaching prac-
12 tices in classroom instruction;

13 “(II) have knowledge of the sci-
14 entific basis of how students learn, in-
15 cluding the skills to recognize and
16 evaluate student social and emotional
17 competencies and needs;

18 “(III) possess skills to analyze
19 student academic achievement data
20 and other measures of student learn-
21 ing, and use such data and measures
22 to improve classroom instruction and
23 student engagement;

24 “(IV) possess teaching skills and
25 an understanding of effective instruc-

1 tional strategies across all applicable
2 content areas that enable general edu-
3 cation and special education teachers
4 and early childhood educators to—

5 “(aa) meet the specific social
6 and emotional learning and aca-
7 demic needs of all students, in-
8 cluding students with disabilities,
9 students who are English learn-
10 ers, students who are gifted and
11 talented, students with low lit-
12 eracy levels and, as applicable,
13 children in early childhood edu-
14 cation programs;

15 “(bb) differentiate instruc-
16 tion for such students; and

17 “(cc) use culturally relevant
18 pedagogy and curricular mate-
19 rials;

20 “(V) can effectively participate as
21 a member of the individualized edu-
22 cation program team, as defined in
23 section 614(d)(1)(B) of the Individ-
24 uals with Disabilities Education Act;

1 “(VI) possess the skills to meet
2 the academic, social, and emotional
3 needs of students and create inclusive
4 and culturally responsive learning en-
5 vironments; and

6 “(VII) can successfully employ
7 effective strategies for comprehensive
8 literacy instruction (as defined in sec-
9 tion 2221(b) of the Elementary and
10 Secondary Education Act of 1965);

11 “(iii) ensuring collaboration with de-
12 partments, programs, or units of a partner
13 institution outside of the teacher prepara-
14 tion program in all academic content
15 areas, as appropriate, to ensure that pro-
16 spective teachers receive training in both
17 teaching and relevant content areas in
18 order to meet the applicable State require-
19 ments to becoming fully certified or li-
20 censed as described in section 200(b)(2)(A)
21 and become profession-ready, or with re-
22 gard to special education teachers, meet
23 the qualifications described in section
24 612(a)(14)(C) of the Individuals with Dis-
25 abilities Education Act, which may include

1 training in multiple subjects to teach mul-
2 tiple grade levels as may be needed for in-
3 dividuals preparing to teach in rural com-
4 munities and for individuals preparing to
5 teach students with disabilities;

6 “(iv) developing admissions goals and
7 priorities aligned with the hiring objectives
8 of the high-need local educational agency
9 in the eligible partnership, which may in-
10 clude consideration of applicants who re-
11 flect the communities in which they will
12 teach as well as consideration of individ-
13 uals from underrepresented populations in
14 the teaching profession;

15 “(v) implementing program and cur-
16 riculum changes, as applicable, to ensure
17 that prospective teachers have the requisite
18 content knowledge, preparation, and degree
19 to teach Advanced Placement or Inter-
20 national Baccalaureate courses success-
21 fully; and

22 “(vi) embedding social and emotional
23 competencies into the program and cur-
24 riculum, as applicable, to ensure that new

1 and prospective teachers have the requisite
2 content knowledge and skills.

3 “(2) CLINICAL EXPERIENCE AND INTER-
4 ACTION.—Developing or improving a sustained
5 preservice clinical education program to further de-
6 velop the teaching skills of all prospective teachers
7 and, as applicable, early childhood educators, in-
8 volved in the program. Such program shall do the
9 following:

10 “(A) Incorporate year-long opportunities
11 for enrichment, including—

12 “(i) clinical learning in classrooms in
13 high-need schools served by the high-need
14 local educational agency in the eligible
15 partnership, and identified by the eligible
16 partnership; and

17 “(ii) closely supervised interaction be-
18 tween prospective teachers and faculty, ex-
19 perienced teachers, principals, other ad-
20 ministrators, and school leaders at early
21 childhood education programs (as applica-
22 ble), elementary schools, or secondary
23 schools, and providing support for such
24 interaction.

1 “(B) Integrate pedagogy and classroom
2 practice and promote effective teaching skills in
3 academic content areas.

4 “(C) Provide teacher mentoring.

5 “(D) Be offered over the course of a pro-
6 gram of teacher preparation.

7 “(E) Be tightly aligned with course work
8 (and may be developed as a fifth year of a
9 teacher preparation program).

10 “(F) Where feasible, allow prospective
11 teachers to learn to teach in the same local edu-
12 cational agency in which the teachers will work,
13 learning the instructional initiatives and cur-
14 riculum of that local educational agency.

15 “(G) As applicable, provide training and
16 experience to enhance the teaching skills of pro-
17 spective teachers to better prepare such teach-
18 ers to meet the unique needs of teaching in
19 rural or urban communities.

20 “(H) Provide support and training for in-
21 dividuals participating in an activity for pro-
22 spective or new teachers described in this para-
23 graph or paragraph (1) or (3), and for individ-
24 uals who serve as mentors for such teachers,

1 based on each individual’s experience. Such
2 support may include—

3 “(i) with respect to a prospective
4 teacher or a mentor, release time for such
5 individual’s participation;

6 “(ii) with respect to a faculty member,
7 receiving course workload credit and com-
8 pensation for time teaching in the eligible
9 partnership’s activities; and

10 “(iii) with respect to a mentor, a sti-
11 pend, which may include bonus, differen-
12 tial, incentive, or performance pay, based
13 on the mentor’s qualifications and respon-
14 sibilities.

15 “(3) INDUCTION PROGRAMS FOR NEW TEACH-
16 ERS.—Creating an induction program for new teach-
17 ers or, in the case of an early childhood education
18 program, providing mentoring or coaching for new
19 early childhood educators.

20 “(4) SUPPORT AND TRAINING FOR PARTICI-
21 PANTS IN EARLY CHILDHOOD EDUCATION PRO-
22 GRAMS.—In the case of an eligible partnership fo-
23 cusing on early childhood educator preparation, im-
24 plementing initiatives that increase compensation for

1 early childhood educators who attain associate or
2 baccalaureate degrees in early childhood education.

3 “(5) TEACHER RECRUITMENT.—Developing and
4 implementing effective mechanisms to ensure that
5 the eligible partnership is able to recruit qualified in-
6 dividuals, including individuals from groups that are
7 underrepresented in the education profession, to be-
8 come teachers who meet the applicable State re-
9 quirements to be fully certified or licensed as de-
10 scribed in section 200(b)(2)(A) and become profes-
11 sion-ready, and with regard to special education
12 teachers, meet the qualifications described in section
13 612(a)(14)(C) of the Individuals with Disabilities
14 Education Act, through the activities of the eligible
15 partnership, which may include an emphasis on re-
16 cruiting into the teaching profession—

17 “(A) individuals from underrepresented
18 populations;

19 “(B) individuals to teach in rural commu-
20 nities and teacher shortage areas, including
21 mathematics, science, special education, career
22 and technical education, and the instruction of
23 English learners; and

1 “(C) professionals from other occupations,
2 former military personnel, and recent college
3 graduates with a record of academic distinction.

4 “(6) LITERACY TRAINING.—Strengthening the
5 literacy teaching skills of prospective and, as appli-
6 cable, new elementary school and secondary school
7 teachers—

8 “(A) to implement comprehensive literacy
9 instruction programs (as defined in section
10 2221(b) of the Elementary and Secondary Edu-
11 cation Act of 1965);

12 “(B) to use screening, formative, diag-
13 nostic and summative assessments to determine
14 students’ literacy levels, difficulties, and growth
15 in order to improve classroom instruction and
16 improve student reading and writing skills;

17 “(C) to provide individualized, intensive,
18 and targeted literacy instruction for students
19 with deficiencies in literacy skills; and

20 “(D) to integrate literacy skills in the
21 classroom across subject areas.

22 “(e) PARTNERSHIP GRANTS FOR PRINCIPAL PREPA-
23 RATION.—An eligible partnership receiving a grant to
24 carry out an effective program to prepare profession-ready

1 principals shall carry out a program that includes the fol-
2 lowing:

3 “(1) Development of leadership skills with a
4 demonstrated impact on student and school success,
5 including the ability to create a continuous learning
6 environment for teachers, staff, and students.

7 “(2) Rigorous recruitment and selection criteria
8 for successful educators who have shown potential as
9 leaders.

10 “(3) Program faculty with prior school leader-
11 ship experience and deep knowledge of effective lead-
12 ership practices.

13 “(4) Comprehensive clinical experiences that
14 are linked to coursework and help principal can-
15 didates address context-specific problems and the
16 needs of special population groups, including stu-
17 dents who are children with disabilities, English
18 learners, and students from economically disadvan-
19 taged families.

20 “(5) Peer networks.

21 “(6) Mentoring, supervision, and evaluation of
22 candidates throughout the clinical experience.

23 “(7) Opportunities for ongoing professional
24 learning and coaching for practicing school leaders.

1 “(f) PARTNERSHIP GRANTS FOR THE ESTABLISH-
2 MENT OF TEACHING AND PRINCIPAL RESIDENCY PRO-
3 GRAMS.—

4 “(1) IN GENERAL.—An eligible partnership re-
5 ceiving a grant to carry out an effective teaching or
6 principal residency program shall carry out a pro-
7 gram that includes the following activities:

8 “(A) FOR TEACHING RESIDENCY PRO-
9 GRAMS.—An eligible partnership carrying out a
10 teaching residency program shall carry out both
11 of the following activities:

12 “(i) Supporting a teaching residency
13 program described in paragraph (2) for
14 high-need schools and in high-need sub-
15 jects and areas, as determined by the
16 needs of the high-need local educational
17 agency in the partnership.

18 “(ii) Placing graduates of the teach-
19 ing residency program in cohorts that fa-
20 cilitate professional collaboration, both
21 among graduates of the residency program
22 and between such graduates and mentor
23 teachers in the receiving school.

24 “(B) FOR PRINCIPAL RESIDENCY PRO-
25 GRAMS.—An eligible partnership carrying out a

1 principal residency program shall support a
2 program described in paragraph (3) for high-
3 need schools, as determined by the needs of the
4 high-need local educational agency in the part-
5 nership.

6 “(2) TEACHER RESIDENCY PROGRAMS.—

7 “(A) ESTABLISHMENT AND DESIGN.—A
8 teaching residency program under this para-
9 graph shall be a program based upon models of
10 successful teaching residencies that serves as a
11 mechanism to prepare teachers for success in
12 high-need schools in the eligible partnership and
13 shall be designed to include the following char-
14 acteristics of successful programs:

15 “(i) The integration of pedagogy,
16 classroom practice, and teacher mentoring.

17 “(ii) The exposure to principles of
18 child and youth development as well as un-
19 derstanding and applying principles of
20 learning and behavior.

21 “(iii) Engagement of teaching resi-
22 dents in rigorous graduate-level coursework
23 to earn a master’s degree while under-
24 taking supervised clinical preparation.

1 “(iv) Experience and learning oppor-
2 tunities alongside a trained and experi-
3 enced mentor teacher—

4 “(I) whose teaching shall com-
5 plement the residency program so that
6 school-based clinical practice is tightly
7 aligned with coursework;

8 “(II) who shall have extra re-
9 sponsibilities as a teacher leader of
10 the teaching residency program, as a
11 mentor for residents, and as a teacher
12 coach during the induction program
13 for new teachers, and for establishing,
14 within the program, a learning com-
15 munity in which all individuals are ex-
16 pected to continually improve their ca-
17 pacity to advance student learning;
18 and

19 “(III) who may be relieved from
20 teaching duties or may be offered a
21 stipend as a result of such additional
22 responsibilities.

23 “(v) The establishment of clear cri-
24 teria for the selection of mentor teachers
25 based on the appropriate grade level, sub-

1 ject area knowledge, and measures of
2 teacher effectiveness, which—

3 “(I) shall be based on, but not
4 limited to, observations of—

5 “(aa) planning and prepara-
6 tion, including demonstrated
7 knowledge of content, pedagogy,
8 and assessment, including the
9 use of formative, summative, and
10 diagnostic assessments to im-
11 prove student learning;

12 “(bb) appropriate instruc-
13 tion that engages all students;

14 “(cc) collaboration with col-
15 leagues to improve instruction;
16 and

17 “(dd) analysis of evidence of
18 student learning; and

19 “(II) may include criteria regard-
20 ing meeting nationally recognized,
21 standards-based advanced certification
22 requirements.

23 “(vi) The development of admissions
24 goals and priorities—

1 “(I) that are aligned with the
2 hiring objectives of the local edu-
3 cational agency partnering with the
4 program, as well as the instructional
5 initiatives and curriculum of such
6 agency to hire qualified graduates
7 from the teaching residency program;
8 and

9 “(II) which may include consider-
10 ation of applicants who reflect the
11 communities in which they will teach
12 as well as consideration of individuals
13 from underrepresented populations in
14 the teaching profession.

15 “(vii) Support for residents once such
16 residents are hired as the teachers of
17 record, through an induction program, pro-
18 fessional development, and networking op-
19 portunities to support the residents
20 through not less than the residents’ first 2
21 years of teaching.

22 “(B) SELECTION OF INDIVIDUALS AS
23 TEACHER RESIDENTS.—

24 “(i) ELIGIBLE INDIVIDUAL.—In order
25 to be eligible to be a teacher resident in a

1 teacher residency program under this para-
2 graph, an individual shall—

3 “(I) be a recent graduate of a 4-
4 year institution of higher education,
5 an individual in the final year of an
6 undergraduate teacher preparation
7 program, or a professional possessing
8 strong content knowledge and a
9 record of professional accomplishment
10 in another field; and

11 “(II) submit an application to
12 the residency program.

13 “(ii) SELECTION CRITERIA.—An eligi-
14 ble partnership carrying out a teaching
15 residency program under this subsection
16 shall establish criteria for the selection of
17 eligible individuals to participate in the
18 teaching residency program based on the
19 following characteristics:

20 “(I) Strong content knowledge or
21 record of accomplishment in the field
22 or subject area to be taught.

23 “(II) Strong verbal and written
24 communication skills, which may be

1 demonstrated by performance on ap-
2 propriate assessments.

3 “(III) Other attributes linked to
4 effective teaching, which may be de-
5 termined by interviews or performance
6 assessments, as specified by the eligi-
7 ble partnership.

8 “(3) PRINCIPAL RESIDENCY PROGRAMS.—

9 “(A) ESTABLISHMENT AND DESIGN.—A
10 principal residency program under this para-
11 graph shall be a program based on models of
12 successful principal residencies that serve as a
13 mechanism to prepare principals for success in
14 high-need schools in the eligible partnership and
15 shall be designed to include the following char-
16 acteristics of successful programs:

17 “(i) Engagement of principal resi-
18 dents in rigorous graduate-level coursework
19 to earn an appropriate advanced credential
20 while undertaking a guided principal ap-
21 prenticeship.

22 “(ii) Experience and learning opportu-
23 nities alongside a trained and experienced
24 mentor principal—

1 “(I) whose mentoring shall be
2 based on standards of effective men-
3 toring practice and shall complement
4 the residency program so that school-
5 based clinical practice is tightly
6 aligned with coursework; and

7 “(II) who may be relieved from
8 some portion of principal duties or
9 may be offered a stipend as a result
10 of such additional responsibilities.

11 “(iii) The establishment of clear cri-
12 teria for the selection of mentor principals,
13 which may be based on observations of the
14 following:

15 “(I) Demonstrating awareness of,
16 and having experience with, the
17 knowledge, skills, and attitudes to—

18 “(aa) establish and maintain
19 a professional learning commu-
20 nity that effectively extracts in-
21 formation from data to improve
22 the school culture and personalize
23 instruction for all students to re-
24 sult in improved student achieve-
25 ment;

1 “(bb) create and maintain a
2 learning culture within the school
3 that provides a climate conducive
4 to the development of all mem-
5 bers of the school community, in-
6 cluding one of continuous learn-
7 ing for adults tied to student
8 learning and other school goals;

9 “(cc) engage in continuous
10 professional development, using a
11 combination of academic study,
12 developmental simulation exer-
13 cises, self-reflection, mentorship,
14 and internship;

15 “(dd) understand child and
16 youth development appropriate to
17 the age level served by the school,
18 and use this knowledge to set
19 high expectations and standards
20 for the academic, social, emo-
21 tional, and physical development
22 of all students; and

23 “(ee) actively engage the
24 community to create shared re-
25 sponsibility for student academic

1 performance and successful de-
2 velopment.

3 “(II) Planning and articulating a
4 shared and coherent schoolwide direc-
5 tion and policy for achieving high
6 standards of student performance.

7 “(III) Identifying and imple-
8 menting the activities and rigorous
9 curriculum necessary for achieving
10 such standards of student perform-
11 ance.

12 “(IV) Supporting a culture of
13 learning, collaboration, and profes-
14 sional behavior and ensuring evidence-
15 based instructional practice.

16 “(V) Communicating and engag-
17 ing parents, families, and other exter-
18 nal communities.

19 “(VI) Collecting, analyzing, and
20 utilizing data and other evidence of
21 student learning and evidence of class-
22 room practice to guide decisions and
23 actions for continuous improvement
24 and to ensure performance account-
25 ability.

1 “(iv) The development of admissions
2 goals and priorities—

3 “(I) that are aligned with the
4 hiring objectives of the local edu-
5 cational agency partnering with the
6 program, as well as the instructional
7 initiatives and curriculum of such
8 agency to hire qualified graduates
9 from the principal residency program;
10 and

11 “(II) which may include consider-
12 ation of applicants who reflect the
13 communities in which they will serve
14 as well as consideration of individuals
15 from underrepresented populations in
16 school leadership positions.

17 “(v) Support for residents once such
18 residents are hired as principals, through
19 an induction program, professional devel-
20 opment to support the knowledge and skills
21 of the principal in a continuum of learning
22 and content expertise in developmentally
23 appropriate or age-appropriate educational
24 practices, and networking opportunities to
25 support the residents through not less than

1 the residents' first 2 years of serving as
2 principal of a school.

3 “(B) SELECTION OF INDIVIDUALS AS
4 PRINCIPAL RESIDENTS.—

5 “(i) ELIGIBLE INDIVIDUAL.—In order
6 to be eligible to be a principal resident in
7 a principal residency program under this
8 paragraph, an individual shall—

9 “(I) have prior experience teach-
10 ing prekindergarten through grade 12;

11 “(II) have experience as an effec-
12 tive leader, manager, and written and
13 oral communicator; and

14 “(III) submit an application to
15 the residency program.

16 “(ii) SELECTION CRITERIA.—An eligi-
17 ble partnership carrying out a principal
18 residency program under this subsection
19 shall establish criteria for the selection of
20 eligible individuals to participate in the
21 principal residency program based on the
22 following characteristics:

23 “(I) Strong instructional leader-
24 ship skills in an elementary school or
25 secondary school setting.

1 “(II) Strong verbal and written
2 communication skills, which may be
3 demonstrated by performance on ap-
4 propriate assessments.

5 “(III) Other attributes linked to
6 effective leadership, such as sound
7 judgment, organizational capacity, col-
8 laboration, and openness to contin-
9 uous learning, which may be deter-
10 mined by interviews or performance
11 assessment, as specified by the eligible
12 partnership.

13 “(4) STIPENDS OR SALARIES; APPLICATIONS;
14 AGREEMENTS; REPAYMENTS.—

15 “(A) STIPENDS OR SALARIES.—A teaching
16 or principal residency program under this sub-
17 section—

18 “(i) shall provide a 1-year living sti-
19 pend or salary to teaching or principal
20 residents during the 1-year teaching or
21 principal residency program; and

22 “(ii) may provide a stipend to a men-
23 tor teacher or mentor principal.

24 “(B) APPLICATIONS FOR STIPENDS OR
25 SALARIES.—Each teacher or principal residency

1 candidate desiring a stipend or salary during
2 the period of residency shall submit an applica-
3 tion to the eligible partnership at such time,
4 and containing such information and assur-
5 ances, as the eligible partnership may require.

6 “(C) AGREEMENTS TO SERVE.—Each ap-
7 plication submitted under subparagraph (B)
8 shall contain or be accompanied by an agree-
9 ment that the applicant will—

10 “(i) serve as a full-time teacher or
11 principal for a total of not less than 3 aca-
12 demic years immediately after successfully
13 completing the 1-year teaching or principal
14 residency program;

15 “(ii) fulfill the requirement under
16 clause (i)—

17 “(I) by teaching or serving as a
18 principal in a high-need school served
19 by the high-need local educational
20 agency in the eligible partnership and,
21 if a teacher, teaching a subject or
22 area that is designated as high-need
23 by the partnership; or

24 “(II) if there is no appropriate
25 position available in a high-need

1 school served by the high-need local
2 educational agency in the eligible
3 partnership, by teaching or serving as
4 a principal in any other high-need
5 school;

6 “(iii) provide to the eligible partner-
7 ship a certificate, from the chief adminis-
8 trative officer of the local educational
9 agency in which the resident is employed,
10 of the employment required under clauses
11 (i) and (ii) at the beginning of, and on
12 completion of, each year or partial year of
13 service;

14 “(iv) for teacher residents, meet the
15 requirements to be a profession-ready
16 teacher;

17 “(v) for principal residents, meet the
18 requirements to be a profession-ready prin-
19 cipal;

20 “(vi) for other educators, complete the
21 preparation program and become fully cer-
22 tified in the State where the educator is
23 employed; and

24 “(vii) comply with the requirements
25 set by the eligible partnership under sub-

1 paragraph (D) if the applicant is unable or
2 unwilling to complete the service obligation
3 required by this subparagraph.

4 “(D) REPAYMENTS.—

5 “(i) IN GENERAL.—An eligible part-
6 nership carrying out a teaching or prin-
7 cipal residency program under this sub-
8 section shall require a recipient of a sti-
9 pend or salary under subparagraph (A)
10 who does not complete, or who notifies the
11 partnership that the recipient intends not
12 to complete, the service obligation required
13 by subparagraph (C) to repay such stipend
14 or salary to the eligible partnership, to-
15 gether with interest, at a rate specified by
16 the partnership in the agreement, and in
17 accordance with such other terms and con-
18 ditions specified by the eligible partnership,
19 as necessary.

20 “(ii) OTHER TERMS AND CONDI-
21 TIONS.—Any other terms and conditions
22 specified by the eligible partnership may
23 include reasonable provisions for prorated
24 repayment of the stipend or salary de-
25 scribed in subparagraph (A) or for deferral

1 of a teaching resident’s service obligation
2 required by subparagraph (C), on grounds
3 of health, incapacitation, inability to secure
4 employment in a school served by the eligi-
5 ble partnership, being called to active duty
6 in the Armed Forces of the United States,
7 or other extraordinary circumstances.

8 “(iii) USE OF REPAYMENTS.—An eli-
9 gible partnership shall use any repayment
10 received under this subparagraph to carry
11 out additional activities that are consistent
12 with the purposes of this section.

13 “(g) PARTNERSHIP GRANTS FOR EDUCATOR DEVEL-
14 OPMENT.—An eligible partnership that receives a grant
15 under this section may carry out effective educator devel-
16 opment programs for other educators besides teachers and
17 principals based on the needs identified in subsection
18 (b)(1) that may include the following activities:

19 “(1) Implementing curriculum changes that im-
20 prove, evaluate, and assess how well prospective and
21 new educators develop instructional skills.

22 “(2) Preparing educators to use evidence-based
23 research, where applicable.

24 “(3) Providing pre-service clinical experience.

1 “(4) Creating induction programs for new edu-
2 cators.

3 “(5) Aligning recruitment and admissions goals
4 and priorities with the hiring objectives of the high-
5 need local educational agency in the eligible partner-
6 ship.

7 “(6) Professional development and training for
8 mentor educators.

9 “(h) EVALUATION AND REPORTING.—The Secretary
10 shall—

11 “(1) evaluate the programs assisted under this
12 section; and

13 “(2) make publicly available a report detailing
14 the Secretary’s evaluation of each such program.

15 “(i) CONSULTATION.—

16 “(1) IN GENERAL.—Members of an eligible
17 partnership that receives a grant under this section
18 shall engage in regular consultation throughout the
19 development and implementation of programs and
20 activities carried out under this section.

21 “(2) REGULAR COMMUNICATION.—To ensure
22 timely and meaningful consultation as described in
23 paragraph (1), regular communication shall occur
24 among all members of the eligible partnership, in-
25 cluding the high-need local educational agency. Such

1 communication shall continue throughout the imple-
2 mentation of the grant and the assessment of pro-
3 grams and activities under this section.

4 “(3) WRITTEN CONSENT.—The Secretary may
5 approve changes in grant activities under this sec-
6 tion only if the eligible partnership submits to the
7 Secretary a written consent to such changes signed
8 by all members of the eligible partnership.

9 “(j) CONSTRUCTION.—Nothing in this section shall
10 be construed to prohibit an eligible partnership from using
11 grant funds to coordinate with the activities of eligible
12 partnerships in other States or on a regional basis through
13 Governors, State boards of education, State educational
14 agencies, State agencies responsible for early childhood
15 education, local educational agencies, or State agencies for
16 higher education.

17 “(k) SUPPLEMENT, NOT SUPPLANT.—Funds made
18 available under this section shall be used to supplement,
19 and not supplant, other Federal, State, and local funds
20 that would otherwise be expended to carry out activities
21 under this section.

22 “(l) CONTINUATION OF AWARDS.—Notwithstanding
23 any other provision of law, from funds appropriated to
24 carry out this part, the Secretary shall continue to fund
25 any multiyear grant awarded under this part (as such pro-

1 visions were in effect on the day before the date of enact-
2 ment of the EDUCATORS for America Act), for the dura-
3 tion of such multiyear grant in accordance with its terms.

4 **“SEC. 223. ADMINISTRATIVE PROVISIONS.**

5 “(a) DURATION; NUMBER OF AWARDS; PAY-
6 MENTS.—

7 “(1) DURATION.—A grant awarded under this
8 subpart shall be awarded for a period of 5 years.

9 “(2) NUMBER OF AWARDS.—An eligible part-
10 nership may not receive more than 1 grant during
11 a 5-year period, except that such partnership may
12 receive an additional grant during such period if
13 such grant is used to establish a teacher or principal
14 residency program if such residency program was
15 not established with the prior grant. Nothing in this
16 part shall be construed to prohibit an individual
17 member, that can demonstrate need, of an eligible
18 partnership that receives a grant under this title
19 from entering into another eligible partnership con-
20 sisting of new members and receiving a grant with
21 such other eligible partnership before the 5-year pe-
22 riod described in the preceding sentence applicable
23 to the eligible partnership with which the individual
24 member has first partnered has expired.

25 “(b) PEER REVIEW.—

1 “(1) PANEL.—The Secretary shall provide the
2 applications submitted under this subpart to a peer
3 review panel for evaluation. With respect to each ap-
4 plication, the peer review panel shall initially rec-
5 ommend the application for funding or for dis-
6 approval.

7 “(2) PRIORITY.—The Secretary, in funding ap-
8 plications under this subpart, shall give priority—

9 “(A) to eligible partnerships that include
10 an institution of higher education whose teacher
11 education program or educator development
12 program has a rigorous selection process and
13 demonstrated success in having a diverse set of
14 candidates complete the program, and enter
15 and remain in the profession; and

16 “(B)(i) to applications from broad-based
17 eligible partnerships that involve businesses and
18 community organizations; or

19 “(ii) to eligible partnerships so that the
20 awards promote an equitable geographic dis-
21 tribution of grants among rural and urban
22 areas.

23 “(3) SECRETARIAL SELECTION.—The Secretary
24 shall determine, based on the peer review process,
25 which applications shall receive funding and the

1 amounts of the grants. In determining grant
2 amounts, the Secretary shall take into account the
3 total amount of funds available for all grants under
4 this subpart and the types of activities proposed to
5 be carried out by the eligible partnership.

6 “(c) MATCHING REQUIREMENTS.—

7 “(1) IN GENERAL.—Each eligible partnership
8 receiving a grant under this subpart shall provide,
9 from non-Federal sources, an amount equal to 100
10 percent of the amount of the grant, which may be
11 provided in cash or in-kind, to carry out the activi-
12 ties supported by the grant.

13 “(2) WAIVER.—The Secretary may waive all or
14 part of the matching requirement described in para-
15 graph (1) for any fiscal year for an eligible partner-
16 ship if the Secretary determines that applying the
17 matching requirement to the eligible partnership
18 would result in serious hardship or an inability to
19 carry out the authorized activities described in this
20 subpart.

21 “(d) LIMITATION ON ADMINISTRATIVE EXPENSES.—

22 An eligible partnership that receives a grant under this
23 subpart may use not more than two percent of the funds
24 provided to administer the grant.

1 **“SEC. 224. ACCOUNTABILITY AND EVALUATION.**

2 “(a) **ELIGIBLE PARTNERSHIP EVALUATION.**—Each
3 eligible partnership submitting an application for a grant
4 under this subpart shall establish, and include in such ap-
5 plication, an evaluation plan that includes strong and
6 measurable performance objectives. The plan shall include
7 objectives and measures for—

8 “(1) program completion rates;

9 “(2) achievement for all prospective and new
10 educators as measured by the eligible partnership;

11 “(3) educator retention in the first 3 years;

12 “(4) pass rates for initial State certification or
13 licensure of teachers or pass rates on valid and reli-
14 able teacher performance assessments;

15 “(5) the percentage of profession-ready teach-
16 ers, principals, and other educators—

17 “(A) hired by the high-need local edu-
18 cational agency or schools participating in the
19 eligible partnership; and

20 “(B) hired by the high-need local edu-
21 cational agency or schools participating in the
22 eligible partnership who are members of under-
23 represented groups;

24 “(6) the percentage of profession-ready teachers
25 hired by the high-need local educational agency or
26 schools participating in the eligible partnership—

1 “(A) who teach high-need academic subject
2 areas (such as reading, mathematics, science,
3 and foreign languages, including less commonly
4 taught languages and critical foreign lan-
5 guages); and

6 “(B) who teach in high-need areas (includ-
7 ing special education, bilingual education, lan-
8 guage instruction educational programs for
9 English learners, and early childhood edu-
10 cation);

11 “(7) the percentage of profession-ready teachers
12 and other educators hired by the high-need local
13 educational agency who work in high-need schools,
14 disaggregated by the elementary school and sec-
15 ondary school levels;

16 “(8) as applicable, the percentage of early child-
17 hood education program classes in the geographic
18 area served by the eligible partnership taught by
19 early childhood educators who are highly competent;
20 and

21 “(9) as applicable, the percentage of educators
22 hired by the high-need local educational agency or
23 schools participating in the eligible partnership that
24 are trained to—

1 “(A) integrate technology effectively into
2 curricula and instruction, including technology
3 consistent with the principles of universal de-
4 sign for learning; and

5 “(B) use technology effectively to collect,
6 manage, and analyze data to improve teaching
7 and learning for the purpose of improving stu-
8 dent learning outcomes.

9 “(b) INFORMATION.—An eligible partnership receiv-
10 ing a grant under this subpart shall ensure that teachers,
11 principals, school superintendents, faculty, and leadership
12 at institutions of higher education located in the geo-
13 graphic areas served by the eligible partnership are pro-
14 vided information, including through electronic means,
15 about the activities carried out with funds under this sub-
16 part.

17 “(c) REVISED APPLICATION.—If the Secretary deter-
18 mines that an eligible partnership receiving a grant under
19 this subpart is not making substantial progress in meeting
20 the purposes, goals, objectives, and measures of the grant,
21 as appropriate, by the end of the third year of the grant
22 the Secretary—

23 “(1) shall cancel the grant; and

1 “(2) may use any funds returned or available
2 because of such cancellation under paragraph (1)
3 to—

4 “(A) increase other grant awards under
5 this subpart; or

6 “(B) award new grants to other eligible
7 partnerships under this subpart.

8 “(d) EVALUATION AND DISSEMINATION.—The Sec-
9 retary shall evaluate the activities funded under this sub-
10 part and report the findings regarding the evaluation of
11 such activities to the authorizing committees. The Sec-
12 retary shall broadly disseminate—

13 “(1) successful practices developed by eligible
14 partnerships under this subpart; and

15 “(2) information regarding such practices that
16 were found to be ineffective.

17 **“Subpart 2—Grants to Support Recruitment of New**
18 **Educators and Diversity in the Profession**

19 **“SEC. 231. HONORABLE AUGUSTUS F. HAWKINS CENTERS**
20 **OF EXCELLENCE.**

21 “(a) PURPOSE.—The purpose of this subpart is to
22 strengthen and expand the recruitment, training, and re-
23 tention of candidates into the teaching profession who are
24 from underrepresented groups in such profession.

1 “(b) ELIGIBLE INSTITUTION DEFINED.—In this sub-
2 part, the term ‘eligible institution’ means an institution
3 of higher education that has a teacher or school leader
4 preparation program that is accredited by the State and
5 that is—

6 “(1) a part B institution (as defined in section
7 322);

8 “(2) a Hispanic-serving institution (as defined
9 in section 502);

10 “(3) a Tribal college or university (as defined in
11 section 316);

12 “(4) an Alaska Native-serving institution (as
13 defined in section 317(b));

14 “(5) a Native Hawaiian-serving institution (as
15 defined in section 317(b));

16 “(6) a Predominantly Black Institution (as de-
17 fined in section 318);

18 “(7) an Asian-American and Native American
19 Pacific Islander-serving institution (as defined in
20 section 320(b));

21 “(8) a Native American-serving, nontribal insti-
22 tution (as defined in section 319);

23 “(9) a consortium of any of the institutions de-
24 scribed in paragraphs (1) through (8); or

1 “(10) an institution of higher education in part-
2 nership with an institution described in paragraph
3 (1) through (8), provided that an institution de-
4 scribed in paragraph (1) through (8) is the lead en-
5 tity in the partnership.

6 “(c) AUGUSTUS F. HAWKINS CENTERS OF EXCEL-
7 LENCE.—

8 “(1) PROGRAM AUTHORIZED.—From the
9 amounts provided to carry out this subpart, the Sec-
10 retary shall award grants, on a competitive basis, to
11 eligible institutions to establish centers of excellence.

12 “(2) USE OF FUNDS.—An eligible institution
13 shall use a grant received under this subpart to en-
14 sure that programs offered at a center of excellence
15 established by such institution prepare current and
16 future teachers or school leaders to be profession-
17 ready, and meet the applicable State certification
18 and licensure requirements, including any require-
19 ments for certification obtained through alternative
20 routes to certification, or, with regard to special edu-
21 cation teachers, the qualifications described in sec-
22 tion 612(a)(14) of the Individuals with Disabilities
23 Education Act (20 U.S.C. 1412(a)(14)(C)), by car-
24 rying out one or more of the following activities:

1 “(A) Implementing reforms within teacher
2 or school leader preparation programs, which
3 may include such preparation programs that
4 prepare teachers or school leaders for early
5 childhood education programs, to ensure that
6 such programs are preparing teachers or school
7 leaders who meet such applicable State certifi-
8 cation and licensure requirements or qualifica-
9 tions, and are using evidence-based instruc-
10 tional practices to improve student academic
11 achievement, by—

12 “(i) retraining or recruiting faculty;

13 and

14 “(ii) designing (or redesigning) teach-
15 er or school leader preparation programs
16 that—

17 “(I) prepare teachers or school
18 leaders to serve in under-resourced
19 schools and close student achievement
20 gaps, and that are based on rigorous
21 academic content, evidence-based re-
22 search, and challenging State aca-
23 demic standards as described in sec-
24 tion 1111(b)(1) of the Elementary

1 and Secondary Education Act of 1965
2 (20 U.S.C. 6311(b)(1)); and

3 “(II) promote effective teaching
4 skills.

5 “(B) Providing sustained and high-quality
6 preservice clinical experience, including the
7 mentoring of prospective teachers by teacher
8 leaders, substantially increasing interaction be-
9 tween faculty at institutions of higher education
10 and new and experienced teachers, principals,
11 school leaders, and other administrators at ele-
12 mentary schools or secondary schools, and pro-
13 viding support, including preparation time, for
14 such interaction.

15 “(C) Developing and implementing initia-
16 tives to promote retention of teachers who meet
17 such applicable State certification and licensure
18 requirements or qualifications, and principals
19 and other school leaders, including teachers of
20 color, principals and other school leaders, in-
21 cluding programs that provide—

22 “(i) teacher or principal and other
23 school leader mentoring; and

24 “(ii) induction and support for teach-
25 ers and principals and other school leaders

1 during their first three years of employ-
2 ment as teachers, principals, or other
3 school leaders, respectively.

4 “(D) Awarding scholarships based on fi-
5 nancial need to help students pay the costs of
6 tuition, room, board, and other expenses of
7 completing a teacher or other school leader
8 preparation program, not to exceed the cost of
9 attendance as defined in section 472.

10 “(E) Disseminating information on effec-
11 tive practices for teacher or other school leader
12 preparation and successful teacher or other
13 school leader certification and licensure assess-
14 ment preparation strategies.

15 “(F) Activities authorized under section
16 222.

17 “(3) APPLICATION.—Any eligible institution de-
18 siring a grant under this subpart shall submit an
19 application to the Secretary at such time, in such
20 manner, and accompanied by such information as
21 the Secretary may require.

22 “(4) LIMITATION ON ADMINISTRATIVE EX-
23 PENSES.—An eligible institution that receives a
24 grant under this subpart may use not more than 2
25 percent of the grant funds to administer the grant.

1 “(5) REGULATIONS.—The Secretary shall pre-
2 scribe such regulations as may be necessary to carry
3 out this subpart.

4 **“SEC. 232. RECRUITMENT AND COMPLETION GRANTS.**

5 “(a) IN GENERAL.—From amounts appropriated
6 under section 221, the Secretary may award grants to in-
7 stitutions of higher education that have educator prepara-
8 tion programs in order to allow those programs to support
9 the needs of populations that are underrepresented in the
10 field of education, including first generation college stu-
11 dents and students with disabilities, to ensure completion
12 of the educator preparation program and entrance into the
13 profession.

14 “(b) USES OF FUNDS.—An institution of higher edu-
15 cation receiving a grant under this section may use grant
16 funds to support students described in subsection (a) who
17 are enrolled in educator preparation programs by pro-
18 viding services such as—

19 “(1) childcare for such enrolled students;

20 “(2) cohort support;

21 “(3) programs that provide pathways from com-
22 munity colleges to baccalaureate programs in the
23 field of education; and

24 “(4) programs that pay for certification or li-
25 censure exams, including re-taking of exams as nec-

1 essary and the additional preparation to ensure pas-
2 sage of the exams.

3 **“SEC. 233. PIPELINES INTO EDUCATOR PREPARATION.**

4 “(a) EDUCATION CAREERS OPPORTUNITY PRO-
5 GRAM.—

6 “(1) AUTHORITY FOR GRANTS.—The Secretary
7 may make grants to partner institutions or eligible
8 partnerships to assist those institutions or partner-
9 ships in carrying out the activities described in para-
10 graph (2) in order to assist individuals from under-
11 represented backgrounds, as determined in accord-
12 ance with criteria prescribed by the Secretary, to un-
13 dertake education to become an educator.

14 “(2) AUTHORIZED EXPENDITURES.—A partner
15 institution or eligible partnership may use grant
16 funds under this section to carry out one or more of
17 the following:

18 “(A) Identifying, recruiting, and selecting
19 individuals from underrepresented backgrounds
20 for education and training as an educator.

21 “(B) Facilitating the entry of such individ-
22 uals into an educator preparation program.

23 “(C) Providing counseling, mentoring, or
24 other services designed to assist such individ-

1 uals in successfully completing an educator
2 preparation program.

3 “(D) Providing, for a period prior to the
4 entry of such individuals into the regular course
5 of education of an educator preparation pro-
6 gram, preliminary education designed to assist
7 them in successfully completing such regular
8 course of education in such program, or refer-
9 ring such individuals to institutions providing
10 such preliminary education.

11 “(E) Publicizing existing sources of finan-
12 cial aid available to students in the educator
13 preparation program or who are undertaking
14 education necessary to qualify them to enroll in
15 such a program.

16 “(F) Paying such scholarships as the Sec-
17 retary may determine for such individuals for
18 any period of an educator preparation program.

19 “(G) Paying such stipends as the Sec-
20 retary may approve for such individuals for any
21 period of education in student-enhancement
22 programs (other than regular courses), except
23 that—

1 “(i) such a stipend may not be pro-
2 vided to an individual for more than 12
3 months; and

4 “(ii) notwithstanding any other provi-
5 sion of law regarding the amount of sti-
6 pends, such a stipend shall be in an
7 amount determined appropriate by the
8 Secretary.

9 “(H) Carrying out programs under which
10 such individuals gain experience regarding a ca-
11 reer as an educator through working at an ele-
12 mentary or secondary school.

13 “(I) Conducting activities to develop a
14 larger and more competitive applicant pool for
15 the relevant teacher preparation program and
16 for local educational agencies and schools
17 through partnerships with institutions of higher
18 education, local educational agencies, and other
19 community-based entities.

20 “(3) DEFINITION.—In this section, the term
21 ‘regular course of education in such program’ in-
22 cludes a graduate program in education.

23 “(4) MATCHING REQUIREMENTS.—The Sec-
24 retary may require that a partner institution or eli-
25 gible partnership that applies for a grant under this

1 subsection, provide non-Federal matching funds, as
2 appropriate, to ensure the institutional commitment
3 of the entity to the projects funded under the grant.
4 As determined by the Secretary, such non-Federal
5 matching funds may be provided directly or through
6 donations from public or private entities and may be
7 in cash or in-kind, fairly evaluated, including plant,
8 equipment, or services.

9 **“Subpart 3—Capacity Building Grants**

10 **“SEC. 241. SCHOOL LEADER PROFESSIONAL DEVELOP-**
11 **MENT.**

12 “From amounts appropriated under section 221, the
13 Secretary may award grants to institutions of higher edu-
14 cation that have educator preparation programs for school
15 leaders in order to allow those programs to develop and
16 support school leaders in one or more of the following
17 areas:

18 “(1) Culturally and linguistically responsive
19 practices.

20 “(2) Universal design for learning.

21 “(3) Social and emotional learning.

22 “(4) Trauma-informed instruction.

23 “(5) Strengthening knowledge of child and
24 youth development.

1 “(6) Creating a safe school environment to min-
2 imize and respond to violence in schools.

3 “(7) Creating an inclusive school for educators,
4 staff, and students, including through restorative
5 justice training.

6 “(8) Response to intervention and non-exclu-
7 sionary, positive behavioral interventions and sup-
8 ports (including eliminating the use of adverse inter-
9 ventions such as seclusion and restraints).

10 “(9) Differentiated and data-driven instruction,
11 including—

12 “(A) the use of data to identify and ad-
13 dress disparities in academic achievement, aca-
14 demic opportunities (including advanced
15 coursework, dual enrollment, and career and
16 technical education), and disciplinary rates
17 among student subgroups; and

18 “(B) determining and using accommoda-
19 tions for instruction and assessments for stu-
20 dents with disabilities and English learners.

21 “(10) Evidence-based anti-bias training.

22 “(11) Effective and equitable use of technology
23 for digital and blended learning (including the ap-
24 propriate use of technology and assistive technology
25 for students with disabilities).

1 “(12) Effective strategies to engage and col-
2 laborate with stakeholders to advance the learning of
3 all students (including parents and families, other
4 educational professionals, out-of-school time pro-
5 viders, and community members).

6 “(13) Other evidence-based strategies and prac-
7 tices that advance the academic achievement of all
8 students, including students of color, English learn-
9 ers, students from low-income families, and students
10 with disabilities.

11 **“SEC. 242. FACULTY PROFESSIONAL DEVELOPMENT AND**
12 **TRAINING.**

13 “The Secretary may award grants to institutions of
14 higher education that have educator preparation programs
15 in order to allow those programs to develop and support
16 faculty in a college, school, or department of education
17 in—

18 “(1) culturally responsive pedagogy;

19 “(2) trauma-informed instruction;

20 “(3) creating an inclusive climate for faculty,
21 staff, and students, including restorative justice
22 training; and

23 “(4) strengthening knowledge of child and
24 youth development.

1 **“SEC. 243. RESILIENCY GRANTS.**

2 “(a) IN GENERAL.—The Secretary may award
3 grants, on a competitive basis, to institutions of higher
4 education that have educator preparation programs, to en-
5 able those programs to carry out the activities described
6 in subsection (b) or (c). Such grants shall be known as
7 ‘Resiliency Grants’.

8 “(b) TECHNOLOGY.—An educator preparation pro-
9 gram that receives a Resiliency Grant for technology shall
10 use grant funds to—

11 “(1) support the preparation of profession-
12 ready educators by expanding the use of technology
13 in pre-service clinical and field experiences of stu-
14 dents enrolled in educator preparation programs;

15 “(2) expand the use of technology for the in-
16 class instruction of students in educator preparation
17 programs;

18 “(3) conduct research on and analysis of tech-
19 nological tools in classroom settings;

20 “(4) ensure that technology is used in an equi-
21 table manner to enhance the learning and opportuni-
22 ties of students; and

23 “(5) ensure that educators are prepared to sup-
24 port the continuity of instruction in the event of na-
25 tional or local emergencies that disrupt in-person
26 schooling.

1 “(c) EDUCATOR WORKFORCE PARTNERSHIPS.—

2 “(1) IN GENERAL.—An educator preparation
3 program that receives a Resiliency Grant for educa-
4 tor workforce partnerships shall use grant funds to
5 facilitate partnerships between the educator prepara-
6 tion program and at least one eligible entity in order
7 to address shortages in certain subject matter fields
8 in schools documented by the State educational
9 agency where the educator preparation program is
10 authorized to operate, by—

11 “(A) expanding pathways for individuals to
12 become profession-ready educators;

13 “(B) expanding pathways for currently
14 practicing educators to earn supplemental cre-
15 dentials or licenses, which may include—

16 “(i) certification in shortage areas or
17 fields as identified by a State or local edu-
18 cational agency; or

19 “(ii) nationally recognized, standards-
20 based advanced certification; or

21 “(C) ensuring that schools have adequate
22 staffing to provide continuity of instruction in
23 the event of national or local emergencies that
24 disrupt in-person schooling.

1 “(2) ELIGIBLE ENTITY.—In this subsection, the
2 term ‘eligible entity’ means—

3 “(A) a local educational agency;

4 “(B) a 2-year institution of higher edu-
5 cation, which may include a community college;
6 or

7 “(C) a 4-year institution of higher edu-
8 cation.

9 “(3) PRIORITY.—In awarding grants under this
10 subsection, the Secretary shall prioritize proposals
11 that create degree pathways for the purpose of in-
12 creasing the number of individuals from groups that
13 have been historically underrepresented in the field
14 of education who pursue and attain profession-ready
15 educator credentials.

16 **“SEC. 244. DOCTORAL FELLOWSHIPS TO PREPARE AND DI-**
17 **VERSIFY FACULTY IN HIGH-NEED AREAS AT**
18 **COLLEGES OF EDUCATION.**

19 “(a) GRANTS BY SECRETARY.—The Secretary may
20 make grants to eligible institutions to enable such institu-
21 tions to make doctoral fellowship awards to qualified indi-
22 viduals in accordance with this section.

23 “(b) ELIGIBLE INSTITUTIONS.—In this section, the
24 term ‘eligible institution’ means an institution of higher

1 education that offers a program of postbaccalaureate
2 study leading to a doctoral degree.

3 “(c) APPLICATIONS.—An eligible institution that de-
4 sires a grant under this section shall submit an application
5 to the Secretary at such time, in such manner, and con-
6 taining such information as the Secretary may reasonably
7 require.

8 “(d) TYPES OF FELLOWSHIPS SUPPORTED.—

9 “(1) IN GENERAL.—An eligible institution that
10 receives a grant under this section shall use the
11 grant funds to provide doctoral fellowships to indi-
12 viduals who are preparing for the professorate, in-
13 cluding individuals from groups that are underrep-
14 resented in the field of education.

15 “(2) TYPES OF STUDY.—A doctoral fellowship
16 provided under this section shall support an indi-
17 vidual in pursuing postbaccalaureate study, which
18 leads to a doctoral degree and may include a mas-
19 ter’s degree as part of such study, related to teacher
20 preparation and pedagogy in one of the following
21 areas:

22 “(A) Science, technology, engineering, or
23 mathematics, if the individual has completed a
24 master’s degree in mathematics or science and

1 is pursuing a doctoral degree in mathematics,
2 science, or education.

3 “(B) Special or exceptional student edu-
4 cation.

5 “(C) The instruction of English learners,
6 including postbaccalaureate study in language
7 instruction educational programs.

8 “(e) FELLOWSHIP TERMS AND CONDITIONS.—

9 “(1) SELECTION OF FELLOWS.—The Secretary
10 shall ensure that an eligible institution that receives
11 a grant under this section—

12 “(A) shall provide doctoral fellowship
13 awards to individuals who plan to pursue a ca-
14 reer in instruction at an institution of higher
15 education that has a teacher preparation pro-
16 gram;

17 “(B) in providing fellowship awards under
18 this section, shall give priority to individuals
19 who are from groups that are underrepresented
20 in the higher education professoriate, including
21 people of color, and people with disabilities; and

22 “(C) may not provide a doctoral fellowship
23 to an otherwise eligible individual—

24 “(i) during periods in which such indi-
25 vidual is enrolled at an institution of high-

1 er education unless such individual is
2 maintaining satisfactory academic progress
3 in, and devoting full-time study or research
4 to, the pursuit of the degree for which the
5 fellowship support was provided; or

6 “(ii) if the individual is engaged in
7 gainful employment, other than part-time
8 employment related to teaching, research,
9 or a similar activity determined by the in-
10 stitution to be consistent with and sup-
11 portive of the individual’s progress toward
12 the degree for which the fellowship support
13 was provided.

14 “(2) AMOUNT OF FELLOWSHIP AWARDS.—

15 “(A) IN GENERAL.—An eligible institution
16 that receives a grant under this section shall
17 award stipends to individuals who are provided
18 graduate fellowships under this section.

19 “(B) AWARDS BASED ON NEED.—A sti-
20 pend provided under this section shall be in an
21 amount equal to the level of support provided
22 by the National Science Foundation graduate
23 fellowships, except that such stipend shall be
24 adjusted as necessary so as not to exceed the
25 fellowship recipient’s demonstrated need, as de-

1 terminated by the institution of higher education
2 where the fellowship recipient is enrolled.

3 “(3) SERVICE REQUIREMENT.—

4 “(A) TEACHING REQUIRED.—Each indi-
5 vidual who receives a doctoral fellowship under
6 this section shall teach for one year at an insti-
7 tution of higher education that has a teacher
8 preparation program or a teacher or school
9 leader residency or induction program for each
10 year of fellowship support received under this
11 section.

12 “(B) INSTITUTIONAL OBLIGATION.—Each
13 eligible institution that receives a grant under
14 this section shall provide an assurance to the
15 Secretary that the institution has inquired of
16 and determined the decision of each individual
17 who has received a graduate fellowship to begin
18 employment, within three years of receiving a
19 doctoral degree, at an institution of higher edu-
20 cation that has a teacher preparation program,
21 as required by this section.

22 “(C) AGREEMENT REQUIRED.—Prior to
23 receiving an initial graduate fellowship award,
24 and upon the annual renewal of the graduate
25 fellowship award, an individual selected to re-

1 ceive a graduate fellowship under this section
2 shall sign an agreement with the Secretary
3 agreeing to pursue a career in instruction at an
4 institution of higher education that has a teach-
5 er preparation program in accordance with sub-
6 paragraph (A).

7 “(D) FAILURE TO COMPLY.—If an indi-
8 vidual who receives a graduate fellowship award
9 under this section fails to comply with the
10 agreement signed pursuant to subparagraph
11 (C), the sum of the amounts of any graduate
12 fellowship award received by such recipient
13 shall, upon a determination of such a failure, be
14 treated as a Federal Direct Unsubsidized Staf-
15 ford Loan under part D of title IV, and shall
16 be subject to repayment, together with interest
17 thereon accruing from the date of the fellowship
18 award, in accordance with terms and conditions
19 specified by the Secretary in regulations under
20 this subpart.

21 “(E) MODIFIED SERVICE REQUIREMENT.—
22 The Secretary may waive or modify the service
23 requirement of this paragraph in accordance
24 with regulations promulgated by the Secretary
25 with respect to the criteria to determine the cir-

1 cumstances under which compliance with such
2 service requirement is inequitable or represents
3 a substantial hardship. The Secretary may
4 waive the service requirement if compliance by
5 the fellowship recipient is determined to be in-
6 equitable or represent a substantial hardship—

7 “(i) because the individual is perma-
8 nently and totally disabled at the time of
9 the waiver request; or

10 “(ii) based on documentation pre-
11 sented to the Secretary of substantial eco-
12 nomic or personal hardship.

13 “(f) INSTITUTIONAL SUPPORT FOR FELLOWS.—An
14 eligible institution that receives a grant under this section
15 may reserve not more than ten percent of the grant
16 amount for academic and career transition support for
17 graduate fellowship recipients and for meeting the institu-
18 tional obligation described in subsection (e)(3)(B).

19 “(g) RESTRICTION ON USE OF FUNDS.—An eligible
20 institution that receives a grant under this section may
21 not use grant funds for general operational overhead of
22 the institution.

1 **“PART C—NATIONAL ACTIVITIES**

2 **“SEC. 251. NATIONAL ACTIVITIES.**

3 “(a) IN GENERAL.—The Secretary shall establish a
4 Center for Educator Preparation to provide technical as-
5 sistance relating to educator preparation and to support
6 research and demonstration activities.

7 “(b) NATIONAL EVALUATION OF EDUCATOR QUAL-
8 ITY ENHANCEMENT.—

9 “(1) INTERIM EVALUATION.—Not later than 3
10 years after the date of enactment of the EDU-
11 CATORS for America Act, the Secretary shall sub-
12 mit to Congress and make publicly available an in-
13 terim report containing an evaluation of the effec-
14 tiveness of the activities funded under this title in
15 achieving the purposes of this title.

16 “(2) FINAL EVALUATION.—Not later than 6
17 years after the date of enactment of the EDU-
18 CATORS for America Act, the Secretary shall sub-
19 mit to Congress and make publicly available an in-
20 terim report containing an evaluation of the effec-
21 tiveness of the activities funded under this title in
22 achieving the purposes of this title.

23 **“PART D—GENERAL PROVISIONS**

24 **“SEC. 261. LIMITATIONS.**

25 “(a) FEDERAL CONTROL PROHIBITED.—Nothing in
26 this title shall be construed to permit, allow, encourage,

1 or authorize any Federal control over any aspect of any
2 private, religious, or home school, whether or not a home
3 school is treated as a private school or home school under
4 State law. This section shall not be construed to prohibit
5 private, religious, or home schools from participation in
6 programs or services under this title.

7 “(b) NO CHANGE IN STATE CONTROL ENCOURAGED
8 OR REQUIRED.—Nothing in this title shall be construed
9 to encourage or require any change in a State’s treatment
10 of any private, religious, or home school, whether or not
11 a home school is treated as a private school or home school
12 under State law.

13 “(c) NATIONAL SYSTEM OF TEACHER CERTIFI-
14 CATION OR LICENSURE PROHIBITED.—Nothing in this
15 title shall be construed to permit, allow, encourage, or au-
16 thorize the Secretary to establish or support any national
17 system of teacher certification or licensure.

18 “(d) RULE OF CONSTRUCTION.—Nothing in this title
19 shall be construed to alter or otherwise affect the rights,
20 remedies, and procedures afforded to the employees of
21 local educational agencies under Federal, State, or local
22 laws (including applicable regulations or court orders) or
23 under the terms of collective bargaining agreements,
24 memoranda of understanding, or other agreements be-
25 tween such employees and their employers.”.

1 **SEC. 4. COST OF ATTENDANCE.**

2 (a) IN GENERAL.—Section 472 of the Higher Edu-
3 cation Act of 1965 (20 U.S.C. 1087ll) is amended—

4 (1) by redesignating paragraphs (12) and (13)
5 as paragraphs (13) and (14), respectively; and

6 (2) by inserting after paragraph (11) the fol-
7 lowing:

8 “(12) for a student enrolled in an educator
9 preparation program, reasonable costs associated
10 with clinical experiences related to that program;”.

11 (b) FAFSA SIMPLIFICATION.—Section 472 of the
12 Higher Education Act of 1965 (20 U.S.C. 1087ll), as
13 amended by title VII of division FF of the FAFSA Sim-
14 plification Act (Public Law 116–260), is amended—

15 (1) in subsection (a)—

16 (A) by redesignating paragraphs (13) and
17 (14) as paragraphs (14) and (15), respectively;
18 and

19 (B) by inserting after paragraph (12) the
20 following:

21 “(13) for a student enrolled in an educator
22 preparation program, reasonable costs associated
23 with clinical experiences related to that program;”;
24 and

1 (2) in subsection (c), by striking “paragraphs
2 (1) through (14)” and inserting “paragraphs (1)
3 through (15)”.

4 **SEC. 5. TEACH GRANTS.**

5 Subpart 9 of part A of title IV of the Higher Edu-
6 cation Act of 1965 (20 U.S.C. 1070g et seq.) is amended
7 to read as follows:

8 **“Subpart 9—Teach Grants**

9 **“SEC. 420L. DEFINITIONS.**

10 “For the purposes of this subpart:

11 “(1) ELIGIBLE INSTITUTION.—The term ‘eligi-
12 ble institution’ means an institution of higher edu-
13 cation, as defined in section 102, that the Secretary
14 determines—

15 “(A) provides teacher preparation and pro-
16 fessional development services, including exten-
17 sive clinical experience as a part of pre-service
18 preparation;

19 “(B) is financially responsible and is not
20 subject to heightened cash monitoring or provi-
21 sional certification;

22 “(C) provides pedagogical course work, or
23 assistance in the provision of such coursework,
24 including the monitoring of student perform-

1 ance, and formal instruction related to the the-
2 ory and practices of teaching; and

3 “(D) provides supervision and support
4 services to teachers, or assistance in the provi-
5 sion of such services, including mentoring fo-
6 cused on developing effective teaching skills and
7 strategies.

8 “(2) POST-BACCALAUREATE.—The term ‘post-
9 baccalaureate’ means a program of instruction for
10 individuals who have completed a baccalaureate de-
11 gree, that does not lead to a graduate degree, and
12 that consists of courses required by a State in order
13 for a teacher candidate to receive a professional cer-
14 tification or licensing credential that is required for
15 employment as a teacher in an elementary school or
16 secondary school in that State, except that such
17 term shall not include any program of instruction of-
18 fered by an eligible institution that offers a bacca-
19 laureate degree in education.

20 “(3) TEACHER CANDIDATE.—The term ‘teacher
21 candidate’ means a student or teacher described in
22 subparagraph (A) or (B) of section 420N(a)(2).

23 **“SEC. 420M. PROGRAM ESTABLISHED.**

24 “(a) PROGRAM AUTHORITY.—

1 “(1) PAYMENTS REQUIRED.—The Secretary
2 shall pay to each eligible institution such sums as
3 may be necessary to pay to each teacher candidate
4 who files an application and agreement in accord-
5 ance with section 420N, and who qualifies under
6 paragraph (2) of section 420N(a), a TEACH Grant
7 in the amount of \$8,000 for each year during which
8 that teacher candidate is in attendance at the insti-
9 tution.

10 “(2) REFERENCES.—Grants made under para-
11 graph (1) shall be known as ‘Teacher Education As-
12 sistance for College and Higher Education Grants’
13 or ‘TEACH Grants’.

14 “(b) PAYMENT METHODOLOGY.—

15 “(1) PREPAYMENT.—Not less than 85 percent
16 of any funds provided to an eligible institution under
17 subsection (a) shall be advanced to the eligible insti-
18 tution prior to the start of each payment period and
19 shall be based on an amount requested by the insti-
20 tution as needed to pay teacher candidates until
21 such time as the Secretary determines and publishes
22 in the Federal Register with an opportunity for com-
23 ment, an alternative payment system that provides
24 payments to institutions in an accurate and timely
25 manner, except that this sentence shall not be con-

1 strued to limit the authority of the Secretary to
2 place an institution on a reimbursement system of
3 payment.

4 “(2) DIRECT PAYMENT.—Nothing in this sec-
5 tion shall be interpreted to prohibit the Secretary
6 from paying directly to teacher candidates, in ad-
7 vance of the beginning of the academic term, an
8 amount for which teacher candidates are eligible, in
9 cases in which the eligible institution elects not to
10 participate in the disbursement system required by
11 paragraph (1).

12 “(3) DISTRIBUTION OF GRANTS TO TEACHER
13 CANDIDATES.—Payments under this subpart shall be
14 made, in accordance with regulations promulgated
15 by the Secretary for such purpose, in such manner
16 as will best accomplish the purposes of this subpart.
17 Any disbursement allowed to be made by crediting
18 the teacher candidate’s account shall be used for the
19 full cost of attendance (as defined in section 472).

20 “(c) REDUCTIONS IN AMOUNT.—

21 “(1) PART-TIME STUDENTS.—In any case in
22 which a teacher candidate attends an eligible institu-
23 tion on less than a full-time basis (including a teach-
24 er candidate who attends an eligible institution on
25 less than a half-time basis) during any year, the

1 amount of a grant under this subpart for which that
2 teacher candidate is eligible shall be reduced in pro-
3 portion to the degree to which that teacher can-
4 didate is not attending on a full-time basis, in ac-
5 cordance with a schedule of reductions established
6 by the Secretary for the purposes of this subpart,
7 computed in accordance with this subpart. Such
8 schedule of reductions shall be established by regula-
9 tion and published in the Federal Register in accord-
10 ance with section 482 of this Act.

11 “(2) NO EXCEEDING COST.—The amount of a
12 grant awarded under this subpart, in combination
13 with Federal assistance and other assistance the stu-
14 dent may receive, shall not exceed the cost of attend-
15 ance (as defined in section 472) at the eligible insti-
16 tution at which that teacher candidate is in attend-
17 ance.

18 “(d) PERIOD OF ELIGIBILITY FOR GRANTS.—

19 “(1) UNDERGRADUATE AND POST-BACCA-
20 LAUREATE STUDENTS.—The period during which an
21 undergraduate or post-baccalaureate student may re-
22 ceive grants under this subpart shall be the period
23 required for the completion of the first under-
24 graduate baccalaureate or post-baccalaureate course
25 of study being pursued by the teacher candidate at

1 the eligible institution at which the teacher can-
2 didate is in attendance, except that—

3 “(A) any period during which the teacher
4 candidate is enrolled in a noncredit or remedial
5 course of study as described in paragraph (3)
6 shall not be counted for the purpose of this
7 paragraph; and

8 “(B) the total amount that a teacher can-
9 didate may receive under this subpart for un-
10 dergraduate or post-baccalaureate study shall
11 not exceed \$40,000.

12 “(2) GRADUATE STUDENTS.—The period dur-
13 ing which a graduate student may receive grants
14 under this subpart shall be the period required for
15 the completion of a master’s degree course of study
16 pursued by the teacher candidate at the eligible in-
17 stitution at which the teacher candidate is in attend-
18 ance, except that the total amount that a teacher
19 candidate may receive under this subpart for grad-
20 uate study shall not exceed \$16,000.

21 “(3) REMEDIAL COURSE; STUDY ABROAD.—
22 Nothing in this section shall be construed to exclude
23 from eligibility courses of study which are noncredit
24 or remedial in nature (including courses in English
25 language acquisition) which are determined by the

1 eligible institution to be necessary to help the teach-
2 er candidate be prepared for the pursuit of a first
3 undergraduate baccalaureate or post-baccalaureate
4 degree or certificate or, in the case of courses in
5 English language instruction, to be necessary to en-
6 able the teacher candidate to use already existing
7 knowledge, training, or skills. Nothing in this section
8 shall be construed to exclude from eligibility pro-
9 grams of study abroad that are approved for credit
10 by the home institution at which the teacher can-
11 didate is enrolled.

12 “(e) INSTITUTIONAL ELIGIBILITY.—Notwithstanding
13 subsections (a) and (b), an institution shall not be eligible
14 to participate in the TEACH grant program under this
15 subpart for a period of 3 years, and shall be required to
16 submit an application to regain eligibility after that 3 year
17 period, if for a period of 3 consecutive years, 50 percent
18 or more of the TEACH grant recipients who are graduates
19 of that institution have TEACH grants converted to loans
20 under section 420N(c)(1).

21 **“SEC. 420N. APPLICATIONS; ELIGIBILITY.**

22 “(a) APPLICATIONS; DEMONSTRATION OF ELIGI-
23 BILITY.—

24 “(1) FILING REQUIRED.—The Secretary shall
25 periodically set dates by which teacher candidates

1 shall file applications for grants under this subpart.
2 Each teacher candidate desiring a grant under this
3 subpart for any year shall file an application con-
4 taining such information and assurances as the Sec-
5 retary may determine necessary to enable the Sec-
6 retary to carry out the functions and responsibilities
7 of this subpart.

8 “(2) DEMONSTRATION OF TEACH GRANT ELIGI-
9 BILITY.—Each application submitted under para-
10 graph (1) shall contain such information as is nec-
11 essary to demonstrate that—

12 “(A) if the applicant is an enrolled stu-
13 dent—

14 “(i) the student is an eligible student
15 for purposes of section 484; and

16 “(ii) the student is completing
17 coursework and other requirements nec-
18 essary to begin a career in teaching, or
19 plans to complete such coursework and re-
20 quirements prior to graduating; or

21 “(B) if the applicant is a current or pro-
22 spective teacher applying for a grant to obtain
23 a graduate degree—

24 “(i) the applicant is a teacher or a re-
25 tiree from another occupation with exper-

1 tise in a field in which there is a shortage
2 of teachers, such as mathematics, science,
3 special education, English language acqui-
4 sition, or another high-need subject;

5 “ (ii) the applicant is or was a teacher
6 who is using evidence-based alternative
7 certification routes; or

8 “ (iii) the applicant is a practicing
9 teacher in another field and is pursuing an
10 additional credential in a field in which
11 there is a shortage of teachers, such as
12 mathematics, science, special education,
13 English language acquisition, or another
14 high-need subject.

15 “(b) AGREEMENTS TO SERVE.—Each application
16 under subsection (a) shall contain or be accompanied by
17 an agreement by the applicant that—

18 “(1) the applicant will—

19 “(A) serve as a full-time teacher for a total
20 of not less than 4 academic years within 8
21 years after completing the course of study for
22 which the applicant received a TEACH Grant
23 under this subpart (referred to in this section
24 as the ‘service obligation window’);

1 “(B) teach in a school described in section
2 465(a)(2)(A);

3 “(C) teach in any of the following fields—

4 “(i) mathematics;

5 “(ii) science;

6 “(iii) a foreign language;

7 “(iv) bilingual education;

8 “(v) special education;

9 “(vi) as a reading specialist;

10 “(vii) early childhood education; or

11 “(viii) another field documented as

12 high-need by the Federal Government,

13 State government, or local educational

14 agency, and approved by the Secretary;

15 and

16 “(D) submit evidence of such employment

17 in the form of a certification by the chief ad-

18 ministrative officer of the school upon comple-

19 tion of each year of such service;

20 “(2) in the event that the applicant is deter-

21 mined to have failed or refused to carry out such

22 service obligation, an amount (which shall be a pro-

23 rated amount for partial service) of any TEACH

24 Grants received by such applicant will be treated as

25 a loan and collected from the applicant in accord-

1 ance with subsection (c) and the regulations there-
2 under; and

3 “(3) contains, or is accompanied by, a plain-
4 language disclosure form developed by the Secretary
5 that clearly describes the nature of the TEACH
6 Grant award, the service obligation, and the loan re-
7 payment requirements that are the consequence of
8 the failure to complete the service obligation.

9 “(c) REPAYMENT FOR FAILURE TO COMPLETE
10 SERVICE.—

11 “(1) IN GENERAL.—If any recipient of a grant
12 under this subpart fails or refuses to comply with
13 some or all of the service obligation in the agreement
14 under subsection (b)—

15 “(A) the Secretary shall determine the pro-
16 portion of the total amount of time of the serv-
17 ice obligation that the recipient has failed or re-
18 fused to complete; and

19 “(B) the Secretary shall determine, on a
20 pro-rated basis and based on the proportion de-
21 scribed in subparagraph (A), the amounts of
22 any TEACH Grants received by such recipient
23 that shall, upon a determination of such a fail-
24 ure or refusal in such service obligation, be
25 treated as a Federal Direct Stafford Loan

1 under part D of title IV (except that such loan
2 shall not begin to accrue interest until the time
3 of conversion) and shall ensure that those
4 amounts are subject to repayment, in accord-
5 ance with terms and conditions specified by the
6 Secretary in regulations under this subpart.

7 “(2) LOAN DEFERMENT.—In the case of a
8 TEACH grant recipient whose grant has been con-
9 verted to a Federal Direct loan under part D in ac-
10 cordance with paragraph (1) and who is, at the time
11 of such conversion, teaching in an elementary or sec-
12 ondary school that is not a school described in sec-
13 tion 465(a)(2)(A), the Secretary shall—

14 “(A) issue that recipient a deferment for a
15 period of not more than 3 years, during which
16 time periodic installments on such loan need
17 not be paid and interest shall be paid by the
18 Secretary; and

19 “(B) ensure that such recipient is enrolled
20 in the loan credit program under section 460,
21 if eligible.

22 “(d) ADDITIONAL ADMINISTRATIVE PROVISIONS.—

23 “(1) CHANGES TO SCHOOL OR DESIGNATION.—

24 “(A) CHANGE OF HIGH-NEED DESIGNA-
25 TION FIELD.—If a recipient of an initial grant

1 under this subpart has acquired an academic
2 degree, or expertise, in a field that was, at the
3 time of the recipient's application for that
4 grant, designated as high need in accordance
5 with subsection (b)(1)(C)(viii), but is no longer
6 so designated, the grant recipient may fulfill
7 the service obligation described in subsection
8 (b)(1) by teaching in that field.

9 “(B) CHANGE OF HIGH-NEED DESIGNA-
10 TION FIELD OR SCHOOL.—Notwithstanding
11 subsection (b), if a recipient of a grant under
12 this subpart begins teaching at a school de-
13 scribed in subsection (b)(1)(B) and in a field
14 described in subsection (b)(1)(C) during the
15 service obligation window, but such school or
16 field later is no longer designated under sub-
17 section (b), the grant recipient may fulfill the
18 service obligation described in subsection (b)(1)
19 by continuing to teach in that school and field
20 and completing the required period of service
21 within the service obligation window.

22 “(2) EXTENUATING CIRCUMSTANCES.—The
23 Secretary shall establish, by regulation, categories of
24 extenuating circumstances under which a recipient
25 of a grant under this subpart who is unable to fulfill

1 all or part of the recipient's service obligation may
2 be excused from fulfilling that portion of the service
3 obligation.

4 “(3) EXTENSION OF SERVICE OBLIGATION WIN-
5 DOW.—The Secretary shall extend the service obliga-
6 tion window of a TEACH grant recipient for a pe-
7 riod of not more than 3 additional years, if that re-
8 cipient has experienced an event described in section
9 102(a) of the Family and Medical Leave Act of
10 1993 (29 U.S.C. 2612(a)).

11 **“SEC. 4200. PROGRAM PERIOD AND FUNDING.**

12 “Beginning on July 1, 2008, there shall be available
13 to the Secretary to carry out this subpart, from funds not
14 otherwise appropriated, such sums as may be necessary
15 to provide TEACH Grants in accordance with this subpart
16 to each eligible applicant.

17 **“SEC. 420P. REPORTS TO AUTHORIZING COMMITTEES.**

18 “(a) PROGRAM REPORT.—Not later than two years
19 after the date of enactment of the EDUCATORS for
20 America Act and every 2 years thereafter, the Secretary
21 shall prepare and submit to the authorizing committees
22 a report on TEACH grants with respect to the schools
23 and students served by recipients of such grants. Such re-
24 port shall take into consideration information related to—

25 “(1) the number of TEACH grant recipients;

1 “(2) the degrees obtained by such recipients;

2 “(3) the location, including the school, local
3 educational agency, and State, where the recipients
4 completed the service agreed to under section
5 420N(b) and the subject taught;

6 “(4) the duration of such service; and

7 “(5) any other data necessary to conduct such
8 evaluation.

9 “(b) ANNUAL REPORT.—Not later than 1 year after
10 the date of enactment of the EDUCATORS for America
11 Act and annually thereafter, the Secretary shall prepare
12 and submit to the authorizing committees a report con-
13 taining information about the following in the period since
14 the last report was submitted:

15 “(1) The number of TEACH grants converted
16 to loans under section 420N(c)(1).

17 “(2) The number of such grant conversions that
18 were reversed in accordance with section
19 420N(c)(2).

20 “(3) The number of contacts or complaints to
21 the Department of Education or the Consumer Fi-
22 nancial Protection Bureau (including through any
23 ombudsman) received from a TEACH grant recipi-
24 ent, and the resolutions of those contacts or com-
25 plaints.

1 “(4) Demographic information about recipients
2 of TEACH grants, including race, ethnicity, and
3 gender.

4 **“SEC. 420Q. SERVICER ACCOUNTABILITY.**

5 “The Secretary shall prescribe such regulations as
6 may be necessary to ensure accurate administrative over-
7 sight and appropriate penalties for third party servicers
8 in order to ensure that—

9 “(1) those servicers properly perform their con-
10 tractual obligations with respect to this subpart; and

11 “(2) those servicers are held responsible with
12 respect to the loss of benefits of TEACH grant re-
13 cipients due to servicer failures.”.

14 **SEC. 6. LOAN CREDIT FOR EDUCATORS.**

15 (a) LOAN CREDIT FOR EDUCATORS.—Section 460 of
16 the Higher Education Act of 1965 (20 U.S.C. 1087j) is
17 amended to read as follows:

18 **“SEC. 460. LOAN CREDIT FOR ELIGIBLE EDUCATOR BOR-**
19 **ROWERS.**

20 “(a) STATEMENT OF PURPOSE.—It is the purpose of
21 this section to encourage individuals to enter and continue
22 in the education profession.

23 “(b) PROGRAM AUTHORIZED.—Beginning not later
24 than 1 year after the date of enactment of the EDU-
25 CATORS for America Act, the Secretary shall carry out

1 a program of applying monthly credits in accordance with
2 subsection (c) for covered loans for any new borrower on
3 or after October 1, 1998, who is an eligible educator bor-
4 rower.

5 “(c) QUALIFIED LOAN AMOUNTS.—

6 “(1) IN GENERAL.—

7 “(A) AMOUNT OF CREDIT.—For every eli-
8 gible educator borrower enrolled in an income
9 contingent or income-based repayment plan (in-
10 cluding plans under section 493C or section
11 455(d)(1)(D)), the Secretary shall apply a
12 monthly credit for each month of covered serv-
13 ice (including past covered service on or after
14 the date of enactment of the EDUCATORS for
15 America Act) to the balance of interest and
16 principal due on any covered loan for that eligi-
17 ble educator borrower in an amount that, when
18 added to the monthly payment required from
19 the borrower, would be equal to the monthly
20 payment amount that would repay the bor-
21 rower’s original balance and accrued interest on
22 the basis of a 10-year amortization schedule.

23 “(B) COVERED SERVICE.—With respect to
24 monthly credits described in subparagraph (A),
25 ‘covered service’ means full-time employment as

1 an educator beginning on or after the date of
2 enactment of the EDUCATORS for America
3 Act.

4 “(2) AMOUNTS FOR HIGH-NEED SERVICE.—

5 “(A) EDUCATORS IN HIGH-NEED
6 SCHOOLS.—Subject to subparagraph (C), and
7 in addition to any amount specified in para-
8 graph (1) for which a borrower is eligible, the
9 Secretary shall apply a monthly non-refundable
10 credit (including for past covered service) in the
11 amount of \$90 for not more than 60 months to
12 the balance of interest and principal due on any
13 covered loan (or until such loan obligation is
14 fulfilled) for each month that a borrower is an
15 eligible educator borrower in the case of—

16 “(i) an eligible educator borrower who
17 is employed as a full-time educator in a
18 school or location that qualifies under sec-
19 tion 465(a)(2)(A) for loan cancellation for
20 Perkins loan recipients who teach in such
21 schools or locations; or

22 “(ii) an eligible educator borrower
23 who is employed as an elementary school
24 or secondary school educator and meets
25 the requirements of subsection (g)(1).

1 “(B) TEACHERS IN MATHEMATICS,
2 SCIENCE, OR SPECIAL EDUCATION.—Subject to
3 subparagraph (C), and in addition to any
4 amount specified in paragraph (1) for which a
5 borrower is eligible, the Secretary shall apply a
6 monthly non-refundable credit (including for
7 past covered service) in the amount of \$300 for
8 not more than 60 months to the balance of in-
9 terest and principal due on any covered loan (or
10 until such loan obligation is fulfilled) for each
11 month that a borrower is an eligible educator
12 borrower in the case of—

13 “(i) a secondary school teacher—

14 “(I) who is an eligible educator
15 borrower; and

16 “(II) whose qualifying employ-
17 ment for purposes of this section is
18 teaching mathematics or science on a
19 full-time basis; and

20 “(ii) an elementary school or sec-
21 ondary school teacher—

22 “(I) who is an eligible educator
23 borrower;

24 “(II) whose qualifying employ-
25 ment for purposes of this section is as

1 a special education teacher whose pri-
2 mary responsibility is to provide spe-
3 cial education to children with disabil-
4 ities (as those terms are defined in
5 section 602 of the Individuals with
6 Disabilities Education Act); and

7 “(III) who, as certified by the
8 chief administrative officer of the pub-
9 lic or non-profit private elementary
10 school or secondary school in which
11 the borrower is employed, or, in the
12 case of a teacher who is employed by
13 an educational service agency, as cer-
14 tified by the chief administrative offi-
15 cer of such agency, is teaching chil-
16 dren with disabilities that correspond
17 with the borrower’s special education
18 training and has demonstrated knowl-
19 edge and teaching skills in the content
20 areas of the elementary school or sec-
21 ondary school curriculum that the
22 borrower is teaching.

23 “(C) RULES FOR HIGH-NEED SERVICE.—

24 “(i) LIMITATION ON ADDITIONAL
25 BENEFITS.—An eligible educator borrower

1 shall not receive the credit amounts under
2 both subparagraphs (A) and (B). In the
3 case of an eligible educator borrower who
4 may otherwise be eligible for both addi-
5 tional credit amounts, that borrower shall
6 receive the additional credit amount de-
7 scribed in subparagraph (B).

8 “(ii) ELIGIBILITY.—A borrower shall
9 be eligible to receive credit amounts under
10 subparagraph (A) or (B) regardless of the
11 borrower’s repayment plan. A borrower
12 shall not be required to be enrolled in an
13 income contingent or income-based repay-
14 ment plan to receive credit amounts under
15 subparagraph (A) or (B).

16 “(D) COVERED SERVICE.—

17 “(i) HIGH-NEED SCHOOLS.—With re-
18 spect to monthly credits described in sub-
19 paragraph (A), ‘covered service’ means
20 full-time employment completed after Octo-
21 ber 1, 1998—

22 “(I) as an educator at a school or
23 location described in clause (i) or (ii)
24 of such subparagraph; or

1 “(II) which would have been con-
2 sidered qualifying service for the bene-
3 fits under this section as in effect on
4 the day before the date of enactment
5 of the EDUCATORS for America
6 Act.

7 “(ii) HIGH-NEED FIELDS.—With re-
8 spect to monthly credits described in sub-
9 paragraph (B), ‘covered service’ means
10 full-time employment completed after Octo-
11 ber 1, 1998—

12 “(I) as a teacher described in
13 clause (i) or (ii) of such subpara-
14 graph; or

15 “(II) which would have been con-
16 sidered qualifying service for the bene-
17 fits under this section as in effect on
18 the day before the date of enactment
19 of the EDUCATORS for America
20 Act.

21 “(d) REGULATIONS.—The Secretary is authorized to
22 promulgate such regulations as may be necessary to carry
23 out the provisions of this section, including regulations—

24 “(1) to facilitate the transition of the program
25 carried out under this section as in effect on the day

1 before the date of enactment of the EDUCATORS
2 for America Act; and

3 “(2) to ensure that educators receive credits for
4 past eligible service which may have been completed
5 before the date of enactment of the EDUCATORS
6 for America Act, except that borrowers shall not be
7 eligible to receive both loan cancellation under this
8 section as in effect before such date of enactment
9 and loan credits under this section after such date
10 of enactment.

11 “(e) CONSTRUCTION.—Nothing in this section shall
12 be construed to authorize any refunding of any amounts
13 credited to a loan in accordance with this section.

14 “(f) LIST.—If the list of schools in which an educator
15 may perform service pursuant to subsection (c)(2)(A) is
16 not available before May 1 of any year, the Secretary may
17 use the list for the year preceding the year for which the
18 determination is made to make such service determination.

19 “(g) ADDITIONAL ELIGIBILITY PROVISIONS.—

20 “(1) CONTINUED ELIGIBILITY.—Any educator
21 who performs service in a school that—

22 “(A) meets the requirements of subsection
23 (c)(2)(A) in any year during such service; and

24 “(B) in a subsequent year fails to meet the
25 requirements of such subsection,

1 may continue to serve as an educator in such school
2 and shall be eligible for the additional monthly credit
3 amount pursuant to subsection (c)(2)(A).

4 “(2) PREVENTION OF DOUBLE BENEFITS.—No
5 borrower may, for the same voluntary service, re-
6 ceive a benefit under both this section and—

7 “(A) section 428J;

8 “(B) section 428K; or

9 “(C) subtitle D of title I of the National
10 and Community Service Act of 1990 (42 U.S.C.
11 12601 et seq.).

12 “(h) DEFINITIONS.—

13 “(1) COVERED LOAN.—

14 “(A) IN GENERAL.—Subject to subpara-
15 graph (B), the term ‘covered loan’ means a loan
16 that is not in default that is—

17 “(i) a Federal Direct Stafford Loan, a
18 Federal Direct Unsubsidized Stafford
19 Loan, or a Federal Direct PLUS Loan,
20 under this part; or

21 “(ii) a loan amount for a Federal Di-
22 rect Consolidation Loan only to the extent
23 that such loan amount was used to repay
24 a Federal Direct Stafford Loan, a Federal
25 Direct Unsubsidized Stafford Loan, or a

1 Federal Direct PLUS Loan under this
2 part.

3 “(B) EXCLUSION OF PARENT PLUS
4 LOANS.—A covered loan does not include any of
5 the following loans under this part:

6 “(i) A Federal Direct PLUS Loan
7 made to the parents of a dependent stu-
8 dent.

9 “(ii) A loan made under section
10 455(g), to the extent that such loan was
11 used to repay—

12 “(I) a loan made to the parents
13 of a dependent student under section
14 428B; or

15 “(II) a Federal Direct PLUS
16 Loan made to the parents of a de-
17 pendent student.

18 “(2) ELIGIBLE EDUCATOR BORROWER.—In this
19 section, the term ‘eligible educator borrower’ means
20 an individual who is employed on a full-time basis as
21 an educator, as defined under section 200.

22 “(3) YEAR.—For the purpose of this section,
23 the term ‘year’ where applied to service as a teacher
24 means an academic year as defined by the Sec-
25 retary.”.

1 (b) TECHNICAL AMENDMENT.—Section 455(m)(4) of
2 the Higher Education Act of 1965 (20 U.S.C.
3 1087e(m)(4)) is amended by striking “, or 460”.

4 (c) REPORT TO CONGRESS.—Not later than 180 days
5 after the date of enactment of this Act, and annually
6 thereafter, the Secretary shall prepare and submit to Con-
7 gress a report containing information about the impact of
8 the amendment made under subsection (a), which shall in-
9 clude data on the participation rate of eligible borrowers,
10 the dollar amount of benefits to participants, and the per-
11 formance of servicers.

○