

117TH CONGRESS
1ST SESSION

S. 2244

To amend the Higher Education Act of 1965 to provide for teacher and school leader quality enhancement and to enhance institutional aid.

IN THE SENATE OF THE UNITED STATES

JUNE 24, 2021

Mr. KAINES (for himself and Ms. COLLINS) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To amend the Higher Education Act of 1965 to provide for teacher and school leader quality enhancement and to enhance institutional aid.

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 “Preparing and Retain-
5 ing Education Professionals Act of 2021” or the “PREP
6 Act of 2021”.

1 SEC. 2. TEACHER AND SCHOOL LEADER QUALITY EN-
2 HANCEMENT.

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

5 **“TITLE II—TEACHER AND**
6 **SCHOOL LEADER QUALITY**
7 **ENHANCEMENT**

8 **“SEC. 200. DEFINITIONS.**

9 “In this title:

10 “(1) 2+2 PROGRAM.—The term ‘2+2 program’
11 means a partnership between a junior or community
12 college, as defined in section 312, and a 4-year de-
13 gree-granting institution of higher education in
14 which teacher candidates can begin teacher prepara-
15 tion in the junior or community college and fully
16 transfer their credits to the 4-year institution of
17 higher education, where the students complete their
18 teacher preparation.

19 “(2) ARTS AND SCIENCES.—The term ‘arts and
20 sciences’ means—

21 “(A) when referring to an organizational
22 unit of an institution of higher education, any
23 academic unit that offers one or more academic
24 majors in disciplines or content areas cor-
25 responding to the academic subject matter
26 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 “(3) CHILDREN FROM LOW-INCOME FAMI-
6 LIES.—The term ‘children from low-income families’
7 means children described in section 1124(c)(1)(A) of
8 the Elementary and Secondary Education Act of
9 1965.

10 “(4) COMPREHENSIVE LITERACY INSTRU-
11 TION.—The term ‘comprehensive literacy instruc-
12 tion’ has the meaning given the term in section
13 2221(b)(1) of the Elementary and Secondary Edu-
14 cation Act of 1965.

15 “(5) CORE ACADEMIC SUBJECTS.—The term
16 ‘core academic subjects’ means English, reading or
17 language arts, mathematics, science, foreign lan-
18 guages, civics and government, economics, arts, his-
19 tory, career and technical education, and geography.

20 “(6) EARLY CHILDHOOD EDUCATOR.—The
21 term ‘early childhood educator’ means an individual
22 with primary responsibility for teaching children in
23 an early childhood education program.

24 “(7) EDUCATIONAL SERVICE AGENCY.—The
25 term ‘educational service agency’ has the meaning

1 given the term in section 8101 of the Elementary
2 and Secondary Education Act of 1965.

3 “(8) EFFECTIVE EARLY CHILDHOOD EDUCATOR.—The term ‘effective childhood educator’ means
4 an educator—

5 “(A) with specialized education, credentials,
6 and preparation in development and education of young children from birth until entry
7 into kindergarten;

8 “(B) with—

9 “(i) a baccalaureate degree with
10 coursework in early childhood education; or

11 “(ii) an associate’s degree in a related
12 educational area; and

13 “(C) who has demonstrated a high level of
14 knowledge and use of content and pedagogy in
15 the relevant areas, as determined by the State
16 and which may be based on coursework or cred-
17 it requirements, or passage of an assessment
18 associated with quality early childhood edu-
19 cation.

20 “(9) ELIGIBLE PARTNERSHIP.—The term ‘eli-
21 gible partnership’ means an entity that—

22 “(A) shall include—

23 “(i) a State educational agency;

1 “(ii) a high-need local educational
2 agency, a high-need school or a consortium
3 of high need schools served by a high-need
4 local educational agency, or, as applicable,
5 a high-need early childhood education pro-
6 gram; and

7 “(iii) a partner institution, which may
8 include a school, department, or program
9 of education within such partner institu-
10 tion, including in a graduate level program,
11 that is State-accredited and is eligible to
12 receive Federal funds under title IV, which
13 may include an existing teacher or school
14 leader preparation program with proven
15 outcomes within a 4-year institution of
16 higher education that provides intensive
17 and sustained collaboration between faculty
18 and local educational agencies consistent
19 with the requirements of this title; and

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

21 “(i) A school or department of arts
22 and sciences within the partner institution.

23 “(ii) The Governor of the State.

24 “(iii) The State board of education.

- 1 “(iv) The State agency for higher edu-
2 cation.
- 3 “(v) A business.
- 4 “(vi) A public or private nonprofit
5 educational organization.
- 6 “(vii) An educational service agency.
- 7 “(viii) A teacher or school leader orga-
8 nization.
- 9 “(ix) A high-performing local edu-
10 cational agency, or a consortium of such
11 local educational agencies, that can serve
12 as a resource to the partnership.
- 13 “(x) A charter school (as defined in
14 section 4310 of the Elementary and Sec-
15 ondary Education Act of 1965).
- 16 “(xi) A school or department within
17 the partner institution that focuses on psy-
18 chology and human development.
- 19 “(xii) A school or department within
20 the partner institution that focuses on
21 comprehensive literacy instruction includ-
22 ing child or adolescent literacy.
- 23 “(xiii) A school or department within
24 the partner institution with comparable ex-

1 pertise in the disciplines of teaching, learning,
2 and child and adolescent development.

3 “(xiv) A State accredited nonprofit
4 entity that is eligible to receive funding
5 under title IV operating a program that
6 provides alternative routes to State certifi-
7 cation of teachers or school leaders.

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

12 “(11) EVIDENCE-BASED.—The term ‘evidence-
13 based’ has the meaning given the term in section
14 8101 of the Elementary and Secondary Education
15 Act of 1965.

16 “(12) HIGH-NEED EARLY CHILDHOOD EDU-
17 CATION PROGRAM.—The term ‘high-need early child-
18 hood education program’ means an early childhood
19 education program serving children from low-income
20 families that is located within the geographic area
21 served by a high-need local educational agency.

22 “(13) HIGH-NEED LOCAL EDUCATIONAL AGEN-
23 CY.—The term ‘high-need local educational agency’
24 means a local educational agency—

1 “(A)(i) for which not less than 40 percent
2 of the children served by the agency are chil-
3 dren from low-income families;

4 “(ii) that serves not fewer than 10,000
5 children from low-income families;

6 “(iii) that meets the eligibility require-
7 ments for funding under the Small, Rural
8 School Achievement Program under section
9 5211(b) of the Elementary and Secondary Edu-
10 cation Act of 1965; or

11 “(iv) that meets the eligibility require-
12 ments for funding under the Rural and Low-In-
13 come School Program under section 5221(b) of
14 the Elementary and Secondary Education Act
15 of 1965; and

16 “(B)(i) for which there is a high percent-
17 age of teachers not teaching in the academic
18 subject areas or grade levels in which the teach-
19 ers were prepared or fully certified to teach;

20 “(ii) for which there is a high teacher
21 turnover rate or a high percentage of teachers
22 with emergency, provisional, or temporary cer-
23 tification or licensure;

24 “(iii) for which there is a high percentage
25 of positions in State-identified areas of teacher

1 or school leader shortage, including in special
2 education, English language instruction,
3 science, technology, engineering, mathematics,
4 and career and technical education; or

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

15 “(14) HIGH-NEED SCHOOL.—The term ‘high-
16 need school’ means a school that, based on the most
17 recent data available, is—

18 “(A) an elementary school in which not
19 less than 50 percent of the enrolled students
20 are from low-income families;

21 “(B) a secondary school in which not less
22 than 40 percent of the enrolled students are
23 from low-income families; or

24 “(C) identified for comprehensive support
25 and improvement under section 1111(c)(4)(D)

1 of the Elementary and Secondary Education
2 Act of 1965, targeted support and improvement
3 under section 1111(d)(2) of the Elementary
4 and Secondary Education Act of 1965, or addi-
5 tional targeted support under section
6 1111(d)(2)(C) of the Elementary and Sec-
7 ondary Education Act of 1965.

8 “(15) INDUCTION PROGRAM.—The term ‘induc-
9 tion program’ means a formalized program for new
10 teachers or school leaders during not less than the
11 teachers’ or school leaders’ first 2 years of, respec-
12 tively, teaching or leading, that is designed to pro-
13 vide support for, and improve the professional per-
14 formance and advance the retention in the teaching
15 or leading field of, beginning teachers or school lead-
16 ers. Such program shall promote effective teaching
17 and leadership skills and shall include the following
18 components:

19 “(A) High-quality and structured teacher
20 or school leader mentoring led by a trained and
21 expert mentor who has demonstrated high skill
22 and effectiveness and who teaches or leads, or
23 has taught or led, in the same or similar field,
24 grade, or subject as the mentee.

1 “(B) Periodic, structured time for collabora-
2 tion with teachers or leaders in the same de-
3 partment or field, including mentor teachers or
4 leaders, as well as time for information-sharing
5 among teachers, principals, administrators,
6 other appropriate instructional staff, and par-
7 ticipating faculty in the partner institution.

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

10 “(D) Opportunities for new teachers or
11 school leaders to draw directly on the expertise
12 of teacher or leader mentors, faculty, and re-
13 searchers, including through mentor observation
14 and feedback, to support the integration of evi-
15 dence-based research and practice.

16 “(E) The development of evidence-based
17 skills in instructional and behavioral supports
18 and interventions, including alignment with
19 State standards on teaching and school leader-
20 ship.

21 “(F) Faculty or program staff who—

22 “(i) model the integration of research
23 and practice in the classroom;

24 “(ii) model personalized instruction;
25 and

1 “(iii) assist new teachers with the ef-
2 fective use and integration of technology in
3 the classroom or school to support instruc-
4 tion.

5 “(G) Interdisciplinary collaboration among
6 exemplary teachers, school leaders, faculty, re-
7 searchers, and other staff who prepare new
8 teachers or school leaders with respect to the
9 learning process and the assessment of learn-
10 ing, including the development, analysis, and
11 use of formative, interim, and summative as-
12 sessments.

13 “(H) The development skills to implement
14 and support evidence-based practices that cre-
15 ate a positive school culture and climate.

16 “(I) Assistance with the understanding of
17 data, particularly student achievement and
18 classroom engagement data (such as attendance
19 and discipline rates and other measures of
20 school climate), and the applicability of such
21 data in classroom and school instruction and
22 design.

23 “(J) Regular and structured observation
24 and assessment of new teachers and school
25 leaders by multiple assessors, using valid and

1 reliable measures of teaching and leadership
2 skills in order to inform efforts to support new
3 teachers and school leaders and improve their
4 practice.

5 “(16) PARENT.—The term ‘parent’ has the
6 meaning given the term in section 8101 of the Ele-
7 mentary and Secondary Education Act of 1965.

8 “(17) PARTNER INSTITUTION.—The term ‘part-
9 ner institution’ means a public or nonprofit institu-
10 tion of higher education eligible to receive Federal
11 funds under title IV, which may include a 2-year
12 State- or regionally accredited institution of higher
13 education offering a dual program with a 4-year
14 State-accredited institution of higher education, par-
15 ticipating in an eligible partnership that has a State-
16 accredited teacher, or, where relevant, school leader,
17 preparation program—

18 “(A) whose graduates exhibit strong per-
19 formance on State-determined qualifying assess-
20 ments for new teachers, or school leaders,
21 through—

22 “(i) demonstrating that 80 percent or
23 more of the graduates of the program who
24 intend to enter the field of teaching or
25 leading have passed all of the applicable

1 State qualification assessments for new
2 teachers or leaders, which shall include an
3 assessment of each prospective teacher's
4 subject matter knowledge and pedagogical
5 skills in the content area in which the
6 teacher intends to teach, or leadership
7 skills; or

8 “(ii) being ranked among the highest-
9 performing teacher or leader preparation
10 programs in the State, as determined by
11 the State—

12 “(I) based on the requirements
13 for the State report card under sec-
14 tion 205(b) before the first publica-
15 tion of such report card; and

16 “(II) using the State report card
17 on teacher preparation required under
18 section 205(b), after the first publica-
19 tion of such report card and for every
20 year thereafter; and

21 “(B) that requires—

22 “(i) each student in the program to
23 meet high academic standards or dem-
24 onstrate a record of success, as determined
25 by the institution (including prior to enter-

8 “(iii) each student in the program
9 preparing to become an early childhood ed-
10 ucator to meet degree requirements, as es-
11 tablished by the State, and become highly
12 competent.

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

17 “(19) RURAL AREA.—The term ‘rural area’ has
18 the meaning given the term in section 343(a)(13)(A)
19 of the Consolidated Farm and Rural Development
20 Act (7 U.S.C. 1991(a)(13)(A)).

“(20) RURAL SCHOOL DISTRICT.—The term
‘rural school district’ means a school district that
serves one or more schools located in a rural area.

24 “(21) SCHOOL LEADER.—The term ‘school
25 leader’ has the meaning given the term in section

1 8101 of the Elementary and Secondary Education
2 Act of 1965.

3 “(22) SCHOOL LEADERSHIP SKILLS.—The term
4 ‘school leadership skills’ means skills that enable a
5 school leader to—

6 “(A) develop and effectively implement a
7 shared mission across a school that supports a
8 rigorous and coherent system of curriculum, in-
9 struction, and assessment;

10 “(B) develop the professional capacity and
11 practice of school personnel, including through
12 the fostering of a professional community of
13 teachers and other professional staff, in an ef-
14 fort to increase student learning and achieve-
15 ment;

16 “(C) create an inclusive and positive school
17 environment, including through the implemen-
18 tation of culturally responsive and linguistically
19 inclusive practices;

20 “(D) effectively communicate and work
21 with parents to support student achievement;

22 “(E) effectively manage school operations
23 and resources; and

24 “(F) support a system of continuous im-
25 provement.

1 “(23) SCIENTIFICALLY VALID RESEARCH.—The
2 term ‘scientifically valid research’ includes applied
3 research, basic research, and field-initiated research
4 in which the rationale, design, and interpretation are
5 soundly developed in accordance with principles of
6 scientific research.

7 “(24) TEACHER OR SCHOOL LEADER MEN-
8 TORING.—The term ‘teacher or school leader men-
9 toring’ means the mentoring of new or prospective
10 teachers or school leaders through a program that—

11 “(A) includes clear criteria for the selec-
12 tion of teacher or school leader mentors who
13 will provide role model relationships for
14 mentees, which criteria shall be developed by
15 the eligible partnership and based on measures
16 of teacher or school leader effectiveness;

17 “(B) provides high-quality training for
18 such mentors, including instructional strategies
19 for comprehensive literacy instruction and cre-
20 ating inclusive and supportive classroom envi-
21 ronments (including approaches that improve
22 the schoolwide climate for learning, which may
23 include positive behavioral interventions and
24 supports, including trauma-informed care and
25 social and emotional learning);

1 “(C) provides regular and ongoing opportunities for mentors and mentees to observe each other’s teaching or leadership methods in classroom and school settings during the day in a high need school in the high-need local educational agency in the eligible partnership;

7 “(D) provides paid release time for mentors, as applicable;

9 “(E) for teachers, provides mentoring to 10 each mentee by a colleague who teaches, or has 11 taught, in the same field, grade, or subject as 12 the mentee;

13 “(F) promotes empirically based practice 14 of, and evidence-based research on, where applicable—

16 “(i) teaching and learning;

17 “(ii) assessment of student learning;

18 “(iii) the development of teaching 19 skills through the use of instructional and 20 behavioral interventions; and

21 “(iv) the improvement of the mentees’ 22 capacity to measurably advance student 23 learning; and

24 “(G) includes—

1 “(i) common planning time or regu-
2 larly scheduled collaboration for the men-
3 tor and mentee; and

4 “(ii) joint professional development
5 opportunities.

6 “(25) TEACHING OR SCHOOL LEADERSHIP
7 RESIDENCY PROGRAM.—The term ‘teaching or
8 school leadership residency program’ means a
9 school-based teacher or school leader preparation
10 program based upon models of effective teaching and
11 leadership residencies in which a prospective teacher
12 or school leader—

13 “(A) for not less than 1 academic year,
14 teaches or leads alongside an expert mentor
15 teacher who is the teacher of record or school
16 leader;

17 “(B) receives concurrent, aligned, and rig-
18 orous graduate-level instruction during the year
19 described in subparagraph (A) from the partner
20 institution, which courses may be taught by
21 local educational agency personnel or residency
22 program faculty, and in the case of teachers, is
23 in the teaching of the content area in which the
24 teacher will become certified or licensed;

1 “(C) acquires effective teaching or school
2 leadership skills through the integration of ped-
3 agogy, classroom or school practice, and teacher
4 or leadership mentoring; and

5 “(D) prior to completion of the program,
6 earns a master’s degree, attains full State
7 teacher or school leader certification or licen-
8 sure, and demonstrates the prerequisite skills to
9 advance student learning, which may be meas-
10 ured by a teacher or school leader performance
11 assessment.

12 “(26) TEACHING SKILLS.—The term ‘teaching
13 skills’ means skills that enable a teacher to—

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

16 “(B) effectively convey, explain, and pro-
17 vide opportunities for students to develop the
18 skills aligned with the full depth and breadth of
19 the State challenging academic standards, in-
20 cluding the application of academic subject
21 matter;

22 “(C) effectively teach higher-order analyt-
23 ical, critical thinking, evaluation, problem-solv-
24 ing, and communication skills;

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

3 “(i) are based on empirically based
4 practice and evidence-based research,
5 where applicable, related to teaching and
6 learning;

7 “(ii) are specific to academic subject
8 matter; and

9 “(iii) focus on the identification of
10 students' specific learning needs, particu-
11 larly students with disabilities, students
12 who are English learners, students who are
13 gifted and talented, and students with low
14 literacy levels, and the tailoring of aca-
15 demic instruction to such needs;

16 “(E) design and conduct an ongoing as-
17 sessment of student learning, which may in-
18 clude the use of formative assessments, per-
19 formance-based assessments, project-based as-
20 sessments, or portfolio assessments, that meas-
21 ures higher-order thinking skills (including ap-
22 plication, analysis, synthesis, and evaluation)
23 and use this information to inform and person-
24 alize instruction;

1 “(F) support the social, emotional, and
2 academic achievement of all students, including
3 effectively creating an inclusive classroom envi-
4 ronment, including the ability to implement
5 positive behavioral interventions, trauma-in-
6 formed care, and other support strategies;

7 “(G) are culturally responsive and linguis-
8 tically inclusive;

9 “(H) communicate and work with parents,
10 and involve parents in their children’s edu-
11 cation; and

12 “(I) use age-appropriate and develop-
13 mentally appropriate strategies and practices
14 for students in early childhood education pro-
15 grams and elementary schools and secondary
16 schools.

17 “(27) TRAUMA-INFORMED CARE.—The term
18 ‘trauma-informed care’ means the evidence-based
19 practices identified in section 4108(5)(B)(ii)(II)(aa)
20 of the Elementary and Secondary Education Act of
21 1965.

22 **“SEC. 201. PURPOSES.**

23 “The purposes of this title are to—

24 “(1) improve student achievement;

1 “(2) improve the skills and effectiveness of pro-
2 spective and new teachers and school leaders by im-
3 proving the preparation of prospective teachers and
4 school leaders and enhancing professional develop-
5 ment activities for new teachers and school leaders;

6 “(3) hold teacher and school leader preparation
7 programs accountable for preparing teachers with
8 teaching skills, as described in section 200(23), and
9 school leaders with school leadership skills, as de-
10 scribed in section 200(19); and

11 “(4) recruit well-prepared individuals, including
12 individuals from underrepresented populations and
13 individuals from other occupations, into the teaching
14 and school leadership force with an emphasis on
15 areas of State-identified teacher shortage, and where
16 available, school leader shortage.

17 **“SEC. 202. PARTNERSHIP GRANTS.**

18 “(a) PROGRAM AUTHORIZED.—From amounts made
19 available under section 210, excluding amounts reserved
20 under subsection (k), the Secretary is authorized to award
21 grants, on a competitive basis, to eligible partnerships, to
22 enable the eligible partnerships to carry out the activities
23 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 accom-
- 2 panied by 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 professional development, and retention of
7 general education, English language, and special
8 education teachers, principals, and other school lead-
9 ers, and, as applicable, early childhood educators, in-
10 cluding any information provided by the State or
11 local educational agency regarding teacher and
12 school leader shortage areas, including in special
13 education, English language, science, technology, en-
14 gineering, mathematics, and career and technical
15 education, and areas of inequitable distribution of
16 certified, experienced, and effective teachers and
17 school leaders;

18 “(2) a description of the extent to which the
19 program to be carried out with grant funds, as de-
20 scribed in subsection (c), will prepare prospective
21 and new teachers with effective teaching skills or
22 prepare prospective and new school leaders with
23 strong school leadership skills;

24 “(3) a description of how such program will
25 prepare prospective and new teachers or school lead-

1 ers to understand and use research and data to
2 modify and improve classroom or schoolwide instruc-
3 tion and student engagement;

4 “(4) a description of—

5 “(A) how the eligible partnership will co-
6 ordinate strategies and activities assisted under
7 the grant with other teacher or school leader
8 preparation or professional development pro-
9 grams, including programs funded under the
10 Elementary and Secondary Education Act of
11 1965 and the Individuals with Disabilities Edu-
12 cation Act, and through the National Science
13 Foundation;

14 “(B) how the activities of the partnership
15 will be consistent with and support State, local,
16 and other education reform activities that pro-
17 mote teacher and school leader effectiveness
18 and student academic achievement;

19 “(C) how the eligible partnership will sup-
20 port the development and assessment of all
21 teaching candidates in effectively teaching sub-
22 ject matter and supporting the academic
23 achievement and nonacademic needs of all stu-
24 dents, such as—

- 1 “(i) effectively managing a classroom
2 to create a positive and inclusive classroom
3 environment;
- 4 “(ii) developing interpersonal and
5 intrapersonal skills that contribute to aca-
6 demic success;
- 7 “(iii) designing and conducting ongo-
8 ing assessments of student learning, which
9 may include the use of formative, perform-
10 ance-based, project-based, or portfolio as-
11 sessments that measure higher order
12 thinking skills;
- 13 “(iv) learning how to use this infor-
14 mation to inform and personalize instruc-
15 tion and differentiate instruction, including
16 working with students with special needs;
- 17 “(v) effectively using and integrating
18 technology in the classroom to support evi-
19 dence-based instruction; and
- 20 “(vi) where appropriate, the skills nec-
21 essary to implement advanced coursework
22 programs, such as dual or concurrent en-
23 rollment programs, early college high
24 school, Advanced Placement, International
25 Baccalaureate, and talented and gifted;

1 “(D) how the eligible partnership will de-
2 velop and implement a competitive and com-
3 prehensive selection and screening process in-
4 tended to recruit high-ability, diverse can-
5 didates; and

6 “(E) how the eligible partnership will de-
7 velop strong local educational agency-institution
8 partnerships (which may include collaboration
9 with teacher and school leader representatives
10 within the local educational agency) that co-de-
11 sign the coursework and residency or clinical-
12 placement program to ensure candidates de-
13 velop an understanding of the students and
14 families in the communities in which they will
15 be teaching, prepare candidates to teach in
16 those communities, and understand school con-
17 texts to address needs in the local educational
18 agency;

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

21 “(A) the integration of funds from other
22 related sources;

23 “(B) the intended use of the grant funds;
24 and

1 “(C) the commitment of the resources of
2 the partnership to the activities assisted under
3 this section, including financial support, faculty
4 participation, and time commitments, and to
5 the continuation of the activities when the grant
6 ends;

7 “(6) a description of—

8 “(A) how the eligible partnership will meet
9 the purposes of this title;

10 “(B) how the partnership will carry out
11 the activities required under subsection (d) or
12 (e), based on the needs identified in paragraph
13 (1), with the goal of improving student aca-
14 demic achievement and closing achievement
15 gaps in student performance across subgroups
16 of students, as described in section 1111(c)(2)
17 of the Elementary and Secondary Education
18 Act of 1965;

19 “(C) if the partnership chooses to use
20 funds under this section for a project or activi-
21 ties under subsection (f) or (g), how the part-
22 nership will carry out such project or required
23 activities based on the needs identified in para-
24 graph (1), with the goal of improving student
25 academic achievement and closing achievement

1 gaps in student performance across subgroups
2 of students, as described in section 1111(c)(2)
3 of the Elementary and Secondary Education
4 Act of 1965;

5 “(D) the partnership’s evaluation plan
6 under section 204(a);

7 “(E) how the partnership will align the
8 teacher or school leader preparation program
9 under subsection (c) with the—

10 “(i) as applicable, State early learning
11 standards for early childhood education
12 programs, as appropriate, and with the rel-
13 evant domains of early childhood develop-
14 ment;

15 “(ii) student academic achievement
16 standards and academic content standards
17 under section 1111(b)(2) of the Elemen-
18 tary and Secondary Education Act of
19 1965, established by the State in which the
20 partnership is located; and

21 “(iii) professional development activi-
22 ties identified under section 2101 and sec-
23 tion 2103 of the Elementary and Sec-
24 ondary Education Act of 1965 and where
25 applicable, the school improvement activi-

1 ties identified under section 1111(d) of the
2 Elementary and Secondary Education Act
3 of 1965;

4 “(F) for a teacher preparation program,
5 how the partnership will prepare general edu-
6 cation teachers to teach students with disabil-
7 ities, including preparation related to participa-
8 tion as a member of individualized education
9 program teams, as defined in section
10 614(d)(1)(B) of the Individuals with Disabil-
11 ities Education Act and for a school leadership
12 preparation program, how the partnership will
13 prepare prospective school leaders to ensure
14 that students with disabilities receive special
15 education and related services, consistent with
16 the requirements of the Individuals with Dis-
17 abilities Education Act, that are needed for
18 those students to meet the challenging State
19 academic standards;

20 “(G) how the partnership will prepare gen-
21 eral education and special education teachers to
22 teach students who are English learners, includ-
23 ing how to ensure that students who are
24 English learners receive the services needed to
25 meet the challenging State academic standards;

1 “(H) how faculty at the partner institution
2 will work, during the term of the grant, with ef-
3 fective teachers in the classrooms of high-need
4 schools served by the high-need local edu-
5 cational agency in the partnership to—

6 “(i) provide high-quality, evidence-
7 based professional development activities to
8 strengthen the content knowledge and
9 teaching skills of elementary school and
10 secondary school teachers; and

11 “(ii) develop other classroom teachers,
12 and other educators as appropriate, to im-
13 plement the elements of comprehensive lit-
14 eracy instruction;

15 “(I) how the partnership will design, im-
16 plement, or enhance a year-long and rigorous
17 teaching preservice residency or clinical pro-
18 gram component;

19 “(J) how the partnership will support in-
20 service professional development strategies and
21 activities; and

22 “(K) how the partnership will collect, ana-
23 lyze, and use data on the retention of all teach-
24 ers, school leaders, and early childhood edu-
25 cators, including where available, data on work-

1 ing conditions and school climate, in schools
2 and early childhood education programs located
3 in the geographic area served by the partner-
4 ship to evaluate the effectiveness of the partner-
5 ship's teacher and educator support system;
6 and

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

10 “(A) a demonstration that the schools and
11 departments within the institution of higher
12 education that are part of the induction pro-
13 gram will effectively prepare teachers, including
14 providing content expertise and expertise in
15 teaching, including in creating inclusive and
16 culturally responsive learning environments, as
17 appropriate;

18 “(B) a demonstration of the eligible part-
19 nership's capability and commitment to, and
20 the accessibility to and involvement of faculty
21 in, the use of evidence-based practice and sci-
22 entifically valid research on teaching and learn-
23 ing;

24 “(C) a description of how the teacher prep-
25 aration program will design and implement an

1 induction program to support, through not less
2 than the first 2 years of teaching, all new
3 teachers who are prepared by the teacher prep-
4 aration program in the partnership and who
5 teach in the high-need local educational agency
6 in the partnership, and, to the extent prac-
7 ticable, all new teachers who teach in such
8 high-need local educational agency, in the fur-
9 ther development of the new teachers' teaching
10 skills, including the use of mentors who are
11 trained and compensated by such program for
12 the mentors' work with new teachers; and

13 “(D) a description of how faculty involved
14 in the induction program will be able to sub-
15 stantially participate in an early childhood edu-
16 cation program or an elementary school or sec-
17 ondary school classroom setting, as applicable,
18 including release time and receiving workload
19 credit for such participation.

20 “(c) USE OF GRANT FUNDS.—An eligible partner-
21 ship that receives a grant under this section shall use
22 grant funds to carry out programs identified under sub-
23 sections (d) through (g), or a combination of such pro-
24 grams.

1 “(d) PARTNERSHIP GRANTS FOR PRE-BACCA-
2 LAUREATE PREPARATION OF TEACHERS.—An eligible
3 partnership that receives a grant to carry out an effective
4 program for the pre-baccalaureate preparation of teachers
5 shall carry out a program that includes all of the following:

6 “(1) REFORMS.—

7 “(A) IN GENERAL.—Implementing re-
8 forms, described in subparagraph (B), within
9 each teacher preparation program and, as appli-
10 cable, each preparation program for early child-
11 hood educator programs, of the eligible partner-
12 ship that is assisted under this section, to hold
13 each program accountable for—

14 “(i) preparing—

15 “(I) new or prospective teachers
16 to develop teaching skills, as described
17 in section 200(23), including teachers
18 in rural school districts who may
19 teach multiple subjects, special edu-
20 cators, and teachers of students who
21 are English learners who may also
22 teach multiple subjects;

23 “(II) such teachers and, as appli-
24 cable, early childhood educators, to
25 understand empirically based practice

1 and scientifically valid research re-
2 lated to teaching and learning and the
3 applicability of such practice and re-
4 search, including through the effective
5 use of technology, instructional tech-
6 niques, and strategies consistent with
7 the principles of universal design for
8 learning, and through positive behav-
9 ioral interventions and support strate-
10 gies to improve student achievement
11 and engagement; and

12 “(III) as applicable, early child-
13 hood educators to be highly effective;
14 and

15 “(ii) promoting effective teaching
16 skills and techniques to improve children’s
17 cognitive, social, emotional, and physical
18 development.

19 “(B) REQUIRED REFORMS.—The reforms
20 described in subparagraph (A) shall include—

21 “(i) implementing teacher preparation
22 program curriculum changes that improve,
23 evaluate, and assess how well all prospec-
24 tive and new teachers develop teaching
25 skills and are prepared to provide class-

1 room instruction aligned to the full depth
2 and breadth of the State's challenging aca-
3 demic standards;

4 “(ii) using empirically based practice
5 and evidence-based research, where applic-
6 able, about teaching and learning so that
7 all prospective teachers and, as applicable,
8 early childhood educators—

12 “(II) have knowledge of student
13 learning methods;

20 “(IV) possess teaching skills and
21 an understanding of effective instruc-
22 tional strategies across all applicable
23 content areas that enable general edu-
24 cation and special education teachers
25 and early childhood educators to—

1 “(aa) meet the specific
2 learning needs of all students, in-
3 cluding students with disabilities,
4 with a focus on the skills nec-
5 essary to support students with
6 high-incidence disabilities such as
7 attention deficit/hyperactivity dis-
8 order, dyslexia, and dyscalculia/
9 dysgraphia, students who are
10 English learners, students who
11 are gifted and talented, students
12 with low literacy levels and, as
13 applicable, children in early child-
14 hood education programs and
15 students who are significantly
16 overage and high school credit
17 deficient; and

18 “(bb) differentiate instruc-
19 tion for such students;

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;

9 “(iii) ensuring collaboration with de-
10 partments, programs, or units of a partner
11 institution outside of the teacher prepara-
12 tion program in all academic content areas
13 to ensure that prospective teachers receive
14 preparation in both teaching and relevant
15 content areas in order to develop teaching
16 skills, as described in section 200(23), and
17 become fully certified in the grade and con-
18 tent areas in which they will be teaching,
19 which may include preparation in multiple
20 subjects to teach multiple grade levels as
21 may be needed for individuals preparing to
22 teach in rural communities and for individ-
23 uals preparing to teach students with dis-
24 abilities as described in section 602(10)(D)

1 of the Individuals with Disabilities Edu-
2 cation Act;

3 “(iv) developing and implementing an
4 induction program;

5 “(v) developing admissions goals and
6 priorities aligned with the hiring objectives
7 of the high-need local educational agency
8 in the eligible partnership; and

9 “(vi) implementing program and cur-
10 riculum changes, as applicable, to ensure
11 that prospective teachers have the requisite
12 content knowledge, preparation, and degree
13 to teach Advanced Placement or Inter-
14 national Baccalaureate courses success-
15 fully.

16 “(2) CLINICAL EXPERIENCE AND INTER-
17 ACTION.—Developing and improving a sustained and
18 high-quality preservice clinical education program to
19 further develop the teaching skills of all prospective
20 teachers and, as applicable, early childhood edu-
21 cators, involved in the program. Such program shall
22 do the following:

23 “(A) Incorporate year-long opportunities
24 for enrichment, including—

1 “(i) clinical learning in classrooms in
2 high-need schools served by the high-need
3 local educational agency in the eligible
4 partnership, and identified by the eligible
5 partnership; and

6 “(ii) closely supervised interaction be-
7 tween prospective teachers and assigned
8 faculty, experienced and effective teachers,
9 principals, other administrators, and school
10 leaders at early childhood education pro-
11 grams, elementary schools, or secondary
12 schools, and providing support for such
13 interaction.

14 “(B) Integrate pedagogy and classroom
15 practice and promote effective teaching skills in
16 academic content areas.

17 “(C) Provide high-quality teacher men-
18 toring.

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

21 “(E) Be tightly aligned with coursework
22 (and may be developed as a fifth year of a
23 teacher preparation program).

24 “(F) Where feasible, allow prospective
25 teachers to learn to teach in the same local edu-

1 cational agency in which the teachers will work,
2 learning the instructional initiatives and cur-
3 riculum of that local educational agency.

4 “(G) As applicable, provide preparation
5 and experience to enhance the teaching skills of
6 prospective teachers to better prepare such
7 teachers to meet the unique needs of teaching
8 in rural or urban communities.

9 “(H) Provide support and preparation for
10 individuals participating in an activity for pro-
11 spective or new teachers described in this para-
12 graph or paragraph (1) or (3), and for individ-
13 uals who serve as mentors for such teachers,
14 based on each individual’s experience. Such
15 support may include—

16 “(i) with respect to a prospective
17 teacher or a mentor, release time for such
18 individual’s participation;

19 “(ii) with respect to a faculty member,
20 receiving course workload credit and com-
21 pensation for time teaching in the eligible
22 partnership’s activities; and

23 “(iii) with respect to a mentor, a sti-
24 pend, which may include bonus, differen-
25 tial, incentive, or performance pay, based

1 on the mentor's extra skills and respon-
2 sibilities.

3 “(3) INDUCTION PROGRAMS FOR NEW TEACH-
4 ERS.—Creating an induction program for new teach-
5 ers or, in the case of an early childhood education
6 program, providing mentoring or coaching for new
7 early childhood educators.

8 “(4) SUPPORT AND PREPARATION FOR PARTICI-
9 PANTS IN EARLY CHILDHOOD EDUCATION PRO-
10 GRAMS.—In the case of an eligible partnership fo-
11 cusing on early childhood educator preparation, im-
12 plementing initiatives that increase compensation for
13 early childhood educators who attain associate or
14 baccalaureate degrees in early childhood education.

15 “(5) TEACHER OR SCHOOL LEADER RECRUIT-
16 MENT.—Developing and implementing effective
17 mechanisms (which may include State-accredited al-
18 ternative routes to full State certification of teach-
19 ers) to ensure that the eligible partnership is able to
20 recruit qualified individuals with teaching skills, as
21 described in section 200(23), or school leadership
22 skills, as described in section 200(19), through the
23 activities of the eligible partnership, which may in-
24 clude an emphasis on recruiting into the teaching or
25 school leadership profession—

1 “(A) individuals from under represented
2 populations;

3 “(B) individuals to teach or lead in rural
4 communities in school leader or teacher short-
5 age areas, including mathematics, science, spe-
6 cial education, and the instruction of students
7 who are English learners; and

8 “(C) mid-career professionals from other
9 occupations, former military personnel, and re-
10 cent college graduates with a record of aca-
11 demic distinction.

12 “(6) COMPREHENSIVE LITERACY TRAINING.—
13 Strengthening the literacy teaching skills of prospec-
14 tive and, as applicable, new elementary school and
15 secondary school teachers to provide the elements of
16 comprehensive literacy instruction.

17 “(e) PARTNERSHIP GRANTS FOR THE ESTABLISH-
18 MENT OF TEACHING RESIDENCY PROGRAMS.—

19 “(1) IN GENERAL.—An eligible partnership re-
20 ceiving a grant to carry out an effective teaching
21 residency program shall carry out a program as fol-
22 lows:

23 “(A) The effective teaching residency pro-
24 gram shall include all of the following activities:

- 1 “(i) Supporting a teaching residency
2 program described in paragraph (2) for
3 high-need subjects and areas, as deter-
4 mined by the needs of the high-need local
5 educational agency in the partnership in
6 which the teacher resident teaches along-
7 side an effective teacher of record for at
8 least 1 academic year while engaging in
9 initial preparation coursework.
- 10 “(ii) Placing graduates of the teach-
11 ing residency program in cohorts that fa-
12 cilitate professional collaboration, both
13 among graduates of the teaching residency
14 program and between such graduates and
15 mentor teachers in the receiving school.
- 16 “(iii) Ensuring that teaching residents
17 who participate in the teaching residency
18 program receive—
- 19 “(I) effective preservice prepara-
20 tion as described in paragraph (2),
21 with an emphasis on—
- 22 “(aa) developing instruc-
23 tional strategies in the teaching
24 of the content area in which the

1 teacher will become certified to
2 teach;
3 “(bb) planning, curriculum
4 development, and assessment;
5 “(cc) child and adolescent
6 learning and development;
7 “(dd) creating an inclusive
8 and supportive classroom envi-
9 ronment;
10 “(ee) supports for language
11 development;
12 “(ff) supports for serving
13 students with disabilities; and
14 “(gg) developing profes-
15 sional responsibilities, including
16 interaction with families and col-
17 leagues;
18 “(II) teacher mentoring;
19 “(III) the opportunity to meet
20 the requirements to earn an initial
21 teaching credential; and
22 “(IV) the preparation described
23 in subparagraphs (A), (B), and (C) of
24 subsection (d)(2).

1 “(B) The effective teaching residency pro-
2 gram may include implementing an induction
3 program as the teaching residents enter the
4 classroom as new teachers, including tuition as-
5 sistance and a living stipend.

6 “(2) TEACHING 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 the high-need schools in the eligible partner-
13 ship, and shall be designed to include the fol-
14 lowing characteristics of successful programs:

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

17 “(ii) Engagement of teaching resi-
18 dents in rigorous graduate-level course
19 work to earn a master’s degree while un-
20 dertaking a guided teaching apprentice-
21 ship.

22 “(iii) Experience and learning oppor-
23 tunities alongside a well-prepared and ex-
24 perienced mentor teacher—

1 “(I) whose teaching shall com-
2 plement the residency program so that
3 classroom clinical practice is tightly
4 aligned with coursework;

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

16 “(III) who may be relieved from
17 teaching duties as a result of such ad-
18 ditional responsibilities.

19 “(iv) The establishment of clear cri-
20 teria for the selection of mentor teachers
21 based on measures of teacher effectiveness
22 and the appropriate subject area knowl-
23 edge. Evaluation of teacher effectiveness
24 shall be based on, but not limited to, ob-
25 servations of the following:

1 “(I) Planning and preparation,
2 including demonstrated knowledge of
3 content, pedagogy, and assessment,
4 including the use of formative and di-
5 agnostic assessments to improve stu-
6 dent learning.

7 “(II) Appropriate instruction
8 that engages students with different
9 learning styles.

10 “(III) Collaboration with col-
11 leagues to improve instruction.

12 “(IV) Analysis of gains in stu-
13 dent learning, based on multiple
14 measures that are valid and reliable
15 and that, when feasible, may include
16 valid, reliable, and objective measures
17 of the influence of teachers on the
18 rate of student academic progress.

19 “(V) In the case of mentor can-
20 didates who will be mentoring new or
21 prospective literacy and mathematics
22 coaches or instructors, appropriate
23 skills in the elements of comprehen-
24 sive literacy instruction, teacher train-
25 ing in literacy instructional strategies

1 across core subject areas, and teacher
2 training in mathematics instructional
3 strategies, as appropriate.

4 “(v) Grouping of teaching residents in
5 cohorts to facilitate professional collabora-
6 tion among such residents.

7 “(vi) The development of admissions
8 goals and priorities—

9 “(I) that are aligned with the
10 hiring objectives of the local edu-
11 cational agency partnering with the
12 program, as well as the instructional
13 initiatives and curriculum of such
14 agency, in exchange for a commitment
15 by such agency to hire qualified grad-
16 uates from the teaching residency pro-
17 gram; and

18 “(II) which may include consider-
19 ation of applicants who reflect the
20 communities in which they will teach
21 as well as consideration of individuals
22 from underrepresented populations in
23 the teaching profession.

24 “(vii) Support for residents, once the
25 teaching residents are hired as teachers of

1 record, through an induction program, pro-
2 fessional development, and networking op-
3 portunities to support the residents
4 through not less than the residents' first
5 two years of teaching.

6 "(B) SELECTION OF INDIVIDUALS AS
7 TEACHER RESIDENTS.—

8 "“(i) ELIGIBLE INDIVIDUAL.—In order
9 to be eligible to be a teacher resident in a
10 teaching residency program under this
11 paragraph, an individual shall—

12 “(I) be a recent graduate of a 2-
13 year or enrolled in a 4-year institution
14 of higher education or a mid-career
15 professional from outside the field of
16 education possessing strong content
17 knowledge or a record of professional
18 accomplishment; and

19 “(II) submit an application to
20 the teaching residency program.

21 “(ii) SELECTION CRITERIA.—An eligi-
22 ble partnership carrying out a teaching
23 residency program under this subsection
24 shall establish criteria for the selection of
25 eligible individuals to participate in the

1 teaching residency program based on the
2 following characteristics:

3 “(I) Strong content knowledge or
4 record of accomplishment in the field
5 or subject area to be taught.

6 “(II) Strong verbal and written
7 communication skills, which may be
8 demonstrated by performance on ap-
9 propriate tests.

10 “(III) Other attributes linked to
11 effective teaching, which may be de-
12 termined by interviews or performance
13 assessments, as specified by the eligi-
14 ble partnership.

15 “(C) STIPENDS OR SALARIES; APPLICA-
16 TIONS; AGREEMENTS; REPAYMENTS.—

17 “(i) STIPENDS OR SALARIES.—A
18 teaching residency program under this sub-
19 section shall provide a 1-year living stipend
20 or salary to teaching residents during the
21 1-year teaching residency program, which
22 may include the use of additional funding
23 provided under an AmeriCorps position as-
24 sisted by the Corporation for National and

1 Community Service towards such stipends
2 or salaries.

3 “(ii) APPLICATIONS FOR STIPENDS OR
4 SALARIES.—Each teacher residency can-
5 didate desiring a stipend or salary during
6 the period of residency shall submit an ap-
7 plication to the eligible partnership at such
8 time, and containing such information and
9 assurances, as the eligible partnership may
10 require.

11 “(iii) AGREEMENTS TO SERVE.—Each
12 application submitted under clause (ii)
13 shall contain or be accompanied by an
14 agreement that the applicant will—

15 “(I) serve as a full-time teacher
16 for a total of not less than 3 academic
17 years immediately after successfully
18 completing the 1-year teaching resi-
19 dency program;

20 “(II) fulfill the requirement
21 under subclause (I) by teaching in a
22 high-need school served by the high-
23 need local educational agency in the
24 eligible partnership and teach a sub-

1 ject or area that is designated as high
2 need by the partnership;

3 “(III) provide to the eligible part-
4 nership a certificate, from the chief
5 administrative officer of the local edu-
6 cational agency in which the resident
7 is employed, of the employment re-
8 quired in subclauses (I) and (II) at
9 the beginning of, and upon completion
10 of, each year or partial year of serv-
11 ice;

12 “(IV) meet the requirements to
13 be a fully State-certified teacher,
14 when the applicant begins to fulfill the
15 service obligation under this clause;
16 and

17 “(V) comply with the require-
18 ments set by the eligible partnership
19 under clause (iv) if the applicant is
20 unable or unwilling to complete the
21 service obligation required by this
22 clause.

23 “(iv) REPAYMENTS.—

24 “(I) IN GENERAL.—A grantee
25 carrying out a teaching residency pro-

gram under this paragraph shall re-
quire a recipient of a stipend or salary
under clause (i) who does not com-
plete, or who notifies the partnership
that the recipient intends not to com-
plete, the service obligation required
by clause (iii) to repay such stipend or
salary to the eligible partnership, to-
gether with interest, at a rate speci-
fied by the partnership in the agree-
ment, and in accordance with such
other terms and conditions specified
by the eligible partnership, as nec-
essary.

1 gible partnership, being called to active duty in the Armed Forces of the
2 United States, or other extraordinary
3 circumstances.

5 “(III) USE OF REPAYMENTS.—
6 An eligible partnership shall use any
7 repayment received under this clause
8 to carry out additional activities that
9 are consistent with the purposes of
10 this subsection.

11 “(f) PARTNERSHIP GRANTS FOR THE ESTABLISH-
12 MENT OF ‘GROW YOUR OWN’ PROGRAMS.—

13 “(1) IN GENERAL.—An eligible partnership that
14 receives a grant under this section may carry out an
15 effective ‘Grow Your Own’ program to address sub-
16 ject or geographic areas of teacher or school leader
17 shortages or increase the diversity of the teacher or
18 school leader workforce.

19 “(2) ELEMENTS OF A GROW YOUR OWN PRO-
20 GRAM.—A Grow Your Own program carried out
21 under this subsection shall—

22 “(A) integrate career-focused courses on
23 education topics with school-based learning ex-
24 perience;

1 “(B) provide opportunities for candidates
2 to practice and develop the skills and disposi-
3 tions described in paragraphs (19) and (23) of
4 section 200;

5 “(C) support candidates as they complete
6 their associate, baccalaureate, or master’s de-
7 gree and earn their teaching or school leader-
8 ship credential and may include a 2+2 pro-
9 gram; and

10 “(D) offer financial aid, in addition to fi-
11 nancial assistance that may be received under
12 title IV, to candidates and work in partnership
13 with members of the eligible partnership to pro-
14 vide academic, counseling, and programmatic
15 supports.

16 “(3) ESTABLISHMENT AND DESIGN.—To create
17 and enhance multiple pathways to enter the educator
18 and leadership workforce, an eligible partnership
19 carrying out a Grow Your Own program under this
20 subsection, in collaboration with organizations rep-
21 resenting educators and leaders and additional
22 stakeholders shall—

23 “(A) establish an advisory group to review
24 barriers impacting underrepresented popu-
25 lations entering the teaching and school leader-

1 ship profession, identify local teacher and leader
2 workforce needs, develop policies on the cre-
3 ation or expansion of Grow Your Own pro-
4 grams, and provide guidance and oversight on
5 the implementation of such programs;

6 “(B) track and evaluate the effectiveness
7 of the program, including, at a minimum, using
8 the data required under section 204(a)(1);

9 “(C) require candidates to complete all
10 State requirements to become fully certified;

11 “(D) provide academic and testing sup-
12 ports, including advising and financial assist-
13 ance, to candidates for admission and comple-
14 tion of education preparation programs as well
15 as State licensure assessments;

16 “(E) include efforts, to the extent feasible,
17 to recruit current paraprofessionals, as defined
18 under section 8101 of the Elementary and Sec-
19 ondary Education Act of 1965, instructional as-
20 sistants, district employees not certified to
21 teach or lead (such as long-term substitute
22 teachers), after school and summer program
23 staff, parent school volunteers, retired military
24 personnel, and other career changers with expe-
25 rience in hard to staff areas who are not cur-

1 rently certified to teach or lead with a specific
2 focus on recruiting individuals who are reflec-
3 tive of the race, ethnicity, and native language
4 of the existing community's student population;
5 and

6 “(F) provide a year-long clinical experience
7 or teaching or school leadership residency with
8 a stipend to cover living expenses.

9 “(g) PARTNERSHIP GRANTS FOR THE DEVELOP-
10 MENT OF SCHOOL LEADERSHIP PROGRAMS.—

11 “(1) IN GENERAL.—An eligible partnership that
12 receives a grant under this section may carry out an
13 effective school leadership program that shall include
14 all of the following activities:

15 “(A) Preparing individuals enrolled or pre-
16 paring to enroll in school leadership programs
17 for careers as superintendents, principals, early
18 childhood education program directors, or other
19 school leaders (including individuals preparing
20 to work in local educational agencies located in
21 rural areas who may perform multiple duties in
22 addition to the role of a school leader).

23 “(B) Using a research-based curriculum
24 that is aligned with developing leadership skills

1 and, as applicable, techniques for school leaders
2 to effectively—

3 “(i) provide instructional leadership,
4 including by creating and maintaining a
5 data-driven, professional learning commu-
6 nity within the leader’s school where teach-
7 ers, early childhood educators, staff, and
8 students engage in continual learning and
9 improvement;

10 “(ii) provide a climate conducive to
11 the professional development of teachers
12 and early childhood educators, with a focus
13 on improving student academic achieve-
14 ment and engagement and the development
15 of effective instructional leadership skills,
16 including coaching, providing constructive
17 feedback and support, and opportunities
18 for teacher leadership;

19 “(iii) understand the teaching and as-
20 sessment skills needed to support success-
21 ful classroom instruction and to use data
22 to evaluate teacher and early childhood ed-
23 ucator instruction and drive teacher, early
24 childhood educator, and student learning,
25 including how to use data and collective in-

1 quiry to identify problems and address
2 needs, in collaboration with staff, parents,
3 and community organizations;

4 “(iv) manage resources, including
5 staffing, and school time to improve stu-
6 dent academic achievement and engage-
7 ment and ensure the school environment is
8 safe and inclusive;

9 “(v) engage and involve parents, com-
10 munity members, the local educational
11 agency, businesses, and other community
12 leaders, to leverage additional resources to
13 improve student academic achievement;

14 “(vi) understand how students learn
15 and develop in order to create a positive
16 and inclusive learning environment and in-
17 crease academic achievement for all stu-
18 dents; and

19 “(vii) understand how to support a
20 curriculum aligned with the full breadth
21 and depth of the State’s challenging aca-
22 demic standards and lead continuous
23 school improvement efforts.

1 “(C) Ensuring that individuals who par-
2 ticipate in the school leadership program re-
3 ceive—

4 “(i) effective preservice preparation as
5 described in subparagraph (D);

6 “(ii) mentoring that provides ongoing
7 and consistent feedback and support;

8 “(iii) structured learning and courses
9 carried out in collaboration with a small
10 group of peers, including opportunities to
11 participate in professional learning commu-
12 nities; and

13 “(iv) if applicable, full State certifi-
14 cation or licensure to become a school lead-
15 er.

16 “(D) Developing and improving a sus-
17 tained and high-quality preservice clinical edu-
18 cation program to further develop the leader-
19 ship skills of all prospective school leaders in-
20 volved in the program. Such clinical education
21 program shall do the following:

22 “(i) Incorporate year-long opportuni-
23 ties for enrichment, including—

24 “(I) clinical learning in high-need
25 schools served by the high-need local

1 educational agency or a local educational agency located in a rural area
2 in the eligible partnership and identified by the eligible partnership; and
3

4 “(II) closely supervised interaction and opportunities for feedback
5 between prospective school leaders and faculty, new and experienced teachers,
6 and new and experienced school leaders, in such high-need schools.

7 “(ii) Integrate pedagogy and practice
8 and promote effective leadership skills,
9 meeting the unique needs of urban, rural,
10 or geographically isolated communities, as applicable.

11 “(iii) Use context-specific problems to
12 connect coursework and practice to enrich
13 new school leaders' skill development.

14 “(iv) Provide for mentoring of new
15 school leaders.

16 “(E) Creating an induction program for
17 new school leaders.

18 “(F) Developing and implementing effective mechanisms to ensure that the eligible
19 partnership is able to recruit qualified individ-

1 uals to become school leaders through the ac-
2 tivities of the eligible partnership, which may
3 include an emphasis on recruiting into school
4 leadership professions—

5 “(i) individuals from underrepresented
6 populations;

7 “(ii) individuals to serve as super-
8 intendents, principals, or other school ad-
9 ministrators in rural and geographically
10 isolated communities and school leader
11 shortage areas; and

12 “(iii) individuals from the commu-
13 nities in which they plan to serve.

14 “(2) SELECTION OF INDIVIDUALS FOR THE
15 LEADERSHIP PROGRAM.—In order to be eligible for
16 the school leadership program under this subsection,
17 an individual shall be enrolled in or preparing to en-
18 roll in an institution of higher education, and shall—

19 “(A) be a—

20 “(i) recent graduate of an institution
21 of higher education;

22 “(ii) mid-career professional from out-
23 side the field of education with strong con-
24 tent knowledge or a record of professional
25 accomplishment;

1 “(iii) current teacher who is interested
2 in becoming a school leader; or
3 “(iv) school leader who is interested in
4 becoming a superintendent; and
5 “(B) submit an application to the leader-
6 ship program.

7 “(h) EVALUATION AND REPORTING.—The Secretary
8 shall—

9 “(1) evaluate the programs assisted under this
10 section; and

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

13 “(i) CONSULTATION.—

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

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

1 mentation of the grant and the assessment of pro-
2 grams and activities under this section.

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

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

16 “(k) STATE ADMINISTRATIVE AND LEADERSHIP AC-
17 TIVITIES.—

18 “(1) RESERVATION.—The Secretary shall re-
19 serve 10 percent of the amount appropriated under
20 section 210 for a fiscal year for State leadership and
21 administrative activities.

22 “(2) ALLOCATION.—From the funds reserved
23 under paragraph (1) for a fiscal year, the Secretary
24 shall provide each State educational agency with an

1 allocation. Such allocation shall be the same for each
2 State educational agency.

3 “(3) USES OF FUNDS.—Funds allocated to each
4 State educational agency under paragraph (2) shall
5 be used for—

6 “(A) administrative expenses required
7 under this title, including expenses related to
8 administering sections 205, 207, and 208; and

9 “(B) State leadership activities that are
10 consistent with the purposes of this title, such
11 as—

12 “(i) increasing the diversity of teach-
13 ers and school leaders being prepared by
14 institutions and programs in the State;

15 “(ii) ensuring that all graduates of
16 teacher and school leader preparation pro-
17 grams in the State are well prepared to
18 provide and support classroom instruction;

19 “(iii) identifying and addressing
20 teacher and school leader shortages in the
21 State; and

22 “(iv) other activities identified by the
23 State educational agency that advance and
24 improve teacher and school leader prepara-
25 tion.

1 “(l) SUPPLEMENT, NOT SUPPLANT.—Funds made
2 available under this section shall be used to supplement,
3 and not supplant, other Federal, State, and local funds
4 that would otherwise be expended to carry out activities
5 under this section.

6 **“SEC. 203. ADMINISTRATIVE PROVISIONS.**

7 “(a) DURATION; NUMBER OF AWARDS; PAY-
8 MENTS.—

9 “(1) DURATION.—A grant awarded under this
10 title shall be awarded for a period of 5 years.

11 “(2) NUMBER OF AWARDS.—An eligible part-
12 nership may not receive more than one grant during
13 a 5-year period. Nothing in this title shall be con-
14 strued to prohibit an individual member, that can
15 demonstrate need, of an eligible partnership that re-
16 ceives a grant under this title from entering into an-
17 other eligible partnership consisting of new members
18 and receiving a grant with such other eligible part-
19 nership before the 5-year period described in the
20 preceding sentence applicable to the eligible partner-
21 ship with which the individual member has first
22 partnered has expired.

23 “(b) PEER REVIEW.—

24 “(1) PANEL.—The Secretary shall provide the
25 applications submitted under this title to a peer re-

1 view panel for evaluation. With respect to each ap-
2 plication, the peer review panel shall initially rec-
3 ommend the application for funding or for dis-
4 approval.

5 “(2) PRIORITY.—The Secretary, in funding ap-
6 plications under this title, shall—

7 “(A) give priority to eligible partnerships
8 that—

9 “(i) support a State-accredited teach-
10 er or school leader preparation program
11 that has a rigorous selection process and
12 demonstrated success in having a diverse
13 set of candidates complete the program,
14 and entering and remaining in the profes-
15 sion;

16 “(ii) provide a 1-year preservice clin-
17 ical or residency experience that includes
18 the integration of coursework and clinical
19 practice and offers cohorts of candidates
20 the opportunity to learn to teach or lead in
21 partner schools or teaching academies; and

22 “(iii) address rural teacher and leader
23 shortages or increase the diversity of the
24 teacher and leader workforce (including
25 through supporting Grow Your Own mod-

1 els and partnerships between community
2 colleges and 4-year institutions of higher
3 education); and

4 “(B) provide for an equitable geographic
5 distribution of grants among rural and urban
6 areas.

7 “(3) SECRETARIAL SELECTION.—The Secretary
8 shall determine, based on the peer review process,
9 which applications shall receive funding and the
10 amounts of the grants. In determining grant
11 amounts, the Secretary shall take into account the
12 total amount of funds available for all grants under
13 this title and the types of activities proposed to be
14 carried out by the eligible partnership.

15 “(c) MATCHING REQUIREMENTS.—

16 “(1) IN GENERAL.—Each eligible partnership
17 receiving a grant under this title shall provide, from
18 non-Federal sources, an amount equal to 100 per-
19 cent of the amount of the grant, which may be pro-
20 vided in cash or in-kind, to carry out the activities
21 supported by the grant.

22 “(2) WAIVER.—The Secretary may waive all or
23 part of the matching requirement described in para-
24 graph (1) for any fiscal year for an eligible partner-
25 ship if the Secretary determines that applying the

1 matching requirement to the eligible partnership
2 would result in serious hardship or an inability to
3 carry out the authorized activities described in this
4 title.

5 “(d) LIMITATION ON ADMINISTRATIVE EXPENSES.—
6 An eligible partnership that receives a grant under this
7 title may use not more than 2 percent of the funds pro-
8 vided to administer the grant.

9 **“SEC. 204. ACCOUNTABILITY AND EVALUATION.**

10 “(a) ELIGIBLE PARTNERSHIP EVALUATION.—Each
11 eligible partnership submitting an application for a grant
12 under this title shall establish, and include in such applica-
13 tion, an evaluation plan that includes strong and measur-
14 able performance objectives. The plan shall include objec-
15 tives and measures for increasing—

16 “(1) achievement for all prospective and new
17 teachers and school leaders, as measured by the eli-
18 gible partnership, which includes at a minimum—

19 “(A) teacher or school leader retention in
20 the first 3 years and the first 5 years of a
21 teacher’s or school leader’s career after comple-
22 tion of the program and attainment of State
23 certification;

24 “(B) improvement in the pass rates and
25 scaled scores for initial State certification or li-

1 censure of teachers or school leaders, including
2 performance on a teacher or school leader per-
3 formance assessment where applicable;

4 “(2) the percentage of teachers hired by the
5 high-need local educational agency who are fully cer-
6 tified in the grade and content area in which they
7 are assigned, or school leaders hired, where applica-
8 ble—

9 “(A) participating in the eligible partner-
10 ship;

11 “(B) who are members of underrep-
12 resented groups;

13 “(C) who teach high-need academic subject
14 areas (such as reading, mathematics, science,
15 and foreign language, including less commonly
16 taught languages and critical foreign lan-
17 guages);

18 “(D) who teach in high-need areas (includ-
19 ing special education, language instruction edu-
20 cational programs for English learners, and
21 early childhood education); and

22 “(E) who teach or lead in high-need
23 schools, disaggregated by the elementary school
24 and secondary school levels;

1 “(3) where available, data on teacher or school
2 leader effectiveness, as defined by the State in which
3 the teacher or school leader is placed;

4 “(4) where available, data from the high-need
5 local education agency, consortium, or early child-
6 hood program obtained through mechanisms such as
7 a survey and other district-level data, including data
8 related to satisfaction with the partner institution,
9 including strengths and weaknesses of teacher or
10 school leader candidates, that would inform improve-
11 ments in the partner institution’s program; and

12 “(5) as applicable, the percentage of early child-
13 hood education program classes in the geographic
14 area served by the eligible partnership taught by
15 early childhood educators who are highly competent.

16 “(b) INFORMATION.—An eligible partnership receiv-
17 ing a grant under this title shall ensure that teachers,
18 principals, school superintendents, and other school lead-
19 ers, faculty, and leadership at institutions of higher edu-
20 cation located in the geographic areas served by the eligi-
21 ble partnership are provided information, including
22 through electronic means, about the activities carried out
23 with funds under this title.

24 “(c) REVISED APPLICATION.—If the Secretary deter-
25 mines that an eligible partnership receiving a grant under

1 this title is not making substantial progress in meeting
2 the purposes, goals, objectives, and measures of the grant,

3 as appropriate, by the end of the third year of a grant

4 under this title, then the Secretary—

5 “(1) shall cancel the grant; and

6 “(2) may use any funds returned or available

7 because of such cancellation under paragraph (1)

8 to—

9 “(A) increase other grant awards under

10 this title; or

11 “(B) award new grants to other eligible

12 partnerships under this title.

13 “(d) EVALUATION AND DISSEMINATION.—The Sec-

14 retary shall evaluate the activities funded under this title

15 and report the findings regarding the evaluation of such

16 activities to the authorizing committees. The Secretary

17 shall broadly disseminate—

18 “(1) successful practices developed by eligible

19 partnerships under this title; and

20 “(2) information regarding such practices that

21 were found to be ineffective.

1 **“SEC. 205. ACCOUNTABILITY FOR PROGRAMS THAT PRE-**2 **PARE TEACHERS AND SCHOOL LEADERS.**

3 “(a) INSTITUTIONAL AND PROGRAM REPORT CARDS

4 ON THE QUALITY OF TEACHER AND SCHOOL LEADER

5 PREPARATION.—

6 “(1) REPORT CARD.—Each institution of higher
7 education that conducts a traditional teacher or
8 school leader preparation program or alternative
9 routes to State certification or licensure program
10 and that enrolls students receiving Federal assist-
11 ance under this Act shall report annually to the
12 State and the general public, in a uniform and com-
13 prehensible manner that conforms with the defini-
14 tions and methods established by the Secretary, the
15 following:16 **“(A) GOALS AND ASSURANCES.—**17 “(i) For the most recent year for
18 which the information is available for the
19 institution—20 “(I) whether the goals set under
21 section 206 have been met; and22 “(II) a description of the activi-
23 ties the institution implemented to
24 achieve such goals.25 “(ii) A description of the steps the in-
26 stitution is taking to improve its perform-

6 “(B) PASS RATES AND SCALED SCORES.—

For the most recent year for which the information is available for those students who took the assessments used for teacher or school leader certification or licensure by the State in which the program is located and are enrolled in the traditional teacher or school leader preparation program or alternative routes to State certification or licensure program, and for those who have taken such assessments and have completed the traditional teacher or school leader preparation program or alternative routes to State certification or licensure program during the 2-year period preceding such year, for each of such assessments (disaggregated by race, ethnicity, and gender)—

22 “(i) the percentage of students who
23 have completed 100 percent of the nonclin-
24 ical coursework and taken the assessment
25 who pass such assessment;

1 “(ii) the percentage of all students
2 who passed such assessment, including the
3 percentage of students who passed the as-
4 sessment after taking the assessment for
5 the first time;

6 “(iii) the percentage of students who
7 have taken such assessment who enrolled
8 in and completed the traditional teacher or
9 school leader preparation program or alter-
10 native routes to State certification or licen-
11 sure program, as applicable;

12 “(iv) the average scaled score for all
13 students who took such assessment;

14 “(v) a comparison of the program’s
15 pass rates with the average pass rates for
16 programs in the State; and

17 “(vi) a comparison of the program’s
18 average scaled scores with the average
19 scaled scores for programs in the State.

20 “(C) PROGRAM INFORMATION.—A descrip-
21 tion of—

22 “(i) the criteria for admission into the
23 program;

1 “(ii) the number of students in the
2 program (disaggregated by race, ethnicity,
3 and gender);

4 “(iii) the range and average number
5 of hours of supervised clinical experience
6 required for those in the program;

7 “(iv) the number of full-time equiva-
8 lent faculty and students in the supervised
9 clinical experience;

10 “(v) the percentage and total number
11 of program entrants who have completed
12 the program (disaggregated by race, eth-
13 nicity, and gender, except that such
14 disaggregation shall not be required in a
15 case in which the number of students in a
16 category is insufficient to yield statistically
17 reliable information or the results would
18 reveal personally identifiable information
19 about an individual student);

20 “(vi) the percentage and total number
21 of program completers who have been cer-
22 tified or licensed as teachers or school
23 leaders (disaggregated by subject and area
24 of certification or licensure and by race,
25 ethnicity, and gender, except that such

1 disaggregation shall not be required in a
2 case in which the number of students in a
3 category is insufficient to yield statistically
4 reliable information or the results would
5 reveal personally identifiable information
6 about an individual student); and

7 “(vii) the 3- and 5-year teacher or
8 school leader retention rates, including, at
9 a minimum, in the same school and local
10 educational agency, and within the profes-
11 sion (disaggregated by race, ethnicity, and
12 gender, except that such disaggregation
13 shall not be required in a case in which the
14 number of students in a category is insuffi-
15 cient to yield statistically reliable informa-
16 tion or the results would reveal personally
17 identifiable information about an individual
18 student).

19 “(D) STATEMENT.—In States that require
20 approval or accreditation of teacher or school
21 leader preparation programs, a statement of
22 whether the institution’s program is so ap-
23 proved or accredited, and by whom.

24 “(E) DESIGNATION AS LOW-PER-
25 FORMING.—Whether the program has been des-

1 ignated as low-performing by the State under
2 section 207(a) and the years for which it has
3 received that designation.

4 “(F) USE OF TECHNOLOGY.—A descrip-
5 tion of the activities, including activities con-
6 sistent with the principles of universal design
7 for learning, that prepare teachers to integrate
8 technology effectively into curricula and instruc-
9 tion, and to use technology effectively to collect,
10 manage, and analyze data in order to improve
11 teaching and learning for the purpose of in-
12 creasing student academic achievement.

13 “(G) TEACHER PREPARATION.—A descrip-
14 tion of the activities that prepare general edu-
15 cation and special education teachers to teach
16 students with disabilities effectively, including
17 training on high-incidence disabilities, related to
18 participation as a member of individualized edu-
19 cation program teams, as defined in section
20 614(d)(1)(B) of the Individuals with Disabil-
21 ties Education Act, and to effectively teach
22 students who are English learners.

23 “(2) REPORT.—Each eligible partnership re-
24 ceiving a grant under section 202 shall report annu-
25 ally on the progress of the eligible partnership to-

1 ward meeting the purposes of this title and the ob-
2 jectives and measures described in section 204(a).

3 “(3) FINES.—The Secretary may impose a fine
4 not to exceed \$27,500 on an institution of higher
5 education for failure to provide the information de-
6 scribed in this subsection in a timely or accurate
7 manner.

8 “(4) SPECIAL RULE.—In the case of an institu-
9 tion of higher education that conducts a traditional
10 teacher or school leader preparation program or al-
11 ternative routes to State certification or licensure
12 program and has fewer than 10 scores reported on
13 any single initial teacher or school leader certifi-
14 cation or licensure assessment during an academic
15 year, the institution shall collect and publish infor-
16 mation, as required under paragraph (1)(B), with
17 respect to an average pass rate and scaled score on
18 each State certification or licensure assessment
19 taken over a 3-year period.

20 “(b) STATE REPORT CARD ON THE QUALITY OF
21 TEACHER AND SCHOOL LEADER PREPARATION.—

22 “(1) IN GENERAL.—Each State that receives
23 funds under this Act shall provide to the Secretary,
24 and make widely available to the general public, in
25 a uniform and comprehensible manner that conforms

1 with the definitions and methods established by the
2 Secretary, an annual State report card on the qual-
3 ity of teacher and school leader preparation in the
4 State, both for traditional teacher and school leader
5 preparation programs and for alternative routes to
6 State certification or licensure programs, which shall
7 include not less than the following:

8 “(A) A description of the reliability and
9 validity of the teacher or school leader certifi-
10 cation and licensure assessments, and any other
11 certification and licensure requirements, includ-
12 ing whether a teacher or school leader perform-
13 ance assessment is used by the State.

14 “(B) The standards and criteria that pro-
15 spective teachers or school leaders must meet to
16 attain initial teacher or school leader certifi-
17 cation or licensure and to be certified or li-
18 censed to teach particular academic subjects,
19 areas, or grades or lead within the State.

20 “(C) A description of how the assessments
21 and requirements described in subparagraph
22 (A) are aligned with the State’s challenging
23 academic content standards required under sec-
24 tion 1111(b)(1) of the Elementary and Sec-
25 ondary Education Act of 1965 and, as applica-

1 ble, State early learning standards for early
2 childhood education programs.

3 “(D) For each of the assessments used by
4 the State for teacher or school leader certifi-
5 cation or licensure (disaggregated by race, eth-
6 nicity, and gender, except that such
7 disaggregation shall not be required in a case in
8 which the number of students in a category is
9 insufficient to yield statistically reliable infor-
10 mation or the results would reveal personally
11 identifiable information about an individual stu-
12 dent)—

13 “(i) for each institution of higher edu-
14 cation located in the State and each entity
15 located in the State, including those that
16 offer an alternative route for teacher or
17 school leader certification or licensure, the
18 percentage of students at such institution
19 or entity who have completed 100 percent
20 of the nonclinical coursework and taken
21 the assessment who pass such assessment;

22 “(ii) the percentage of all such stu-
23 dents at all such institutions and entities
24 who have taken the assessment who pass
25 such assessment;

1 “(iii) the percentage of students who
2 have taken the assessment who enrolled in
3 and completed a teacher or school leader
4 preparation program; and

5 “(iv) the average scaled score of indi-
6 viduals participating in such a program, or
7 who have completed such a program dur-
8 ing the 2-year period preceding the first
9 year for which the annual State report
10 card is provided, who took each such as-
11 sessment.

12 “(E) A description of alternative routes to
13 teacher or school leader certification or licen-
14 sure in the State (including any such routes op-
15 erated by entities that are not institutions of
16 higher education and whether such entities are
17 nonprofit and State-accredited), if any, includ-
18 ing, for each of the assessments used by the
19 State for teacher or school leader certification
20 or licensure (disaggregated by race, ethnicity,
21 and gender, except that such disaggregation
22 shall not be required in a case in which the
23 number of students in a category is insufficient
24 to yield statistically reliable information or the

1 results would reveal personally identifiable in-
2 formation about an individual student)—

3 “(i) the percentage of individuals par-
4 ticipating in such routes, or who have com-
5 pleted such routes during the 2-year period
6 preceding the date for which the deter-
7 mination is made, who passed each such
8 assessment; and

9 “(ii) the average scaled score of indi-
10 viduals participating in such routes, or who
11 have completed such routes during the 2-
12 year period preceding the first year for
13 which the annual State report card is pro-
14 vided, who took each such assessment.

15 “(F) A description of the State’s criteria
16 for assessing the performance of teacher or
17 school leader preparation programs within insti-
18 tutions of higher education in the State. Such
19 criteria shall include indicators of the academic
20 content knowledge and teaching skills of stu-
21 dents enrolled in such programs and the items
22 identified in subparagraph (D) and relevant
23 school leadership skills.

24 “(G) For each teacher and school leader
25 preparation program in the State—

1 “(i) the criteria for admission into the
2 program;

3 “(ii) the number of students in the
4 program, disaggregated by race, ethnicity,
5 and gender (except that such
6 disaggregation shall not be required in a
7 case in which the number of students in a
8 category is insufficient to yield statistically
9 reliable information or the results would
10 reveal personally identifiable information
11 about an individual student);

12 “(iii) the range and average number
13 of hours of supervised clinical experience
14 required for those in the program;

15 “(iv) whether the program is des-
16 ignated as low performing under section
17 207(a) and for which years; and

18 “(v) the number of full-time equiva-
19 lent faculty, adjunct faculty, and students
20 in supervised clinical experience.

21 “(H) For the State as a whole, and for
22 each teacher and school leader preparation pro-
23 gram in the State, the number of teachers and
24 school leaders prepared, in the aggregate and
25 disaggregate by race, ethnicity, and gender (ex-

1 cept that such disaggregation shall not be re-
2 quired in a case in which the number of stu-
3 dents in a category is insufficient to yield sta-
4 tistically reliable information or the results
5 would reveal personally identifiable information
6 about an individual student), and reported sep-
7 arately by—

8 “(i) area of certification or licensure;

9 “(ii) academic major;

10 “(iii) for teachers, subject area for
11 which the teacher has been prepared to
12 teach;

13 “(iv) placement in a teaching or
14 school leadership position within six
15 months of program completion; and

16 “(v) rates of 3- and 5-year teacher or
17 school leadership retention including, at a
18 minimum, in the same school and local
19 educational agency, and within the profes-
20 sion.

21 “(I) Information on State-identified areas
22 of teacher or school leader shortage, including
23 a description of the extent to which teacher or
24 school leader preparation programs are address-
25 ing such shortages and a lack of student access

1 to experienced, fully certified, and effective
2 teachers and school leaders.

3 “(J) The extent to which teacher prepara-
4 tion programs prepare teachers, including gen-
5 eral education and special education teachers,
6 to teach students with disabilities effectively, in-
7 cluding training on high-incidence disabilities
8 and related to participation as a member of in-
9 dividualized education program teams, as de-
10 fined in section 614(d)(1)(B) of the Individuals
11 with Disabilities Education Act.

12 “(K) A description of the activities that
13 prepare teachers to—

14 “(i) integrate technology effectively
15 into curricula and instruction, including
16 activities consistent with the principles of
17 universal design for learning; and

18 “(ii) use technology effectively to col-
19 lect, manage, and analyze data to improve
20 teaching and learning for the purpose of
21 increasing student academic achievement.

22 “(L) The extent to which teacher prepara-
23 tion programs prepare teachers, including gen-
24 eral education and special education teachers,

1 to effectively teach students who are English
2 learners.

3 “(2) PROHIBITION AGAINST ADDITIONAL RE-
4 PORTING REQUIREMENTS.—Nothing in paragraph
5 (1) shall be construed as authorizing, requiring, or
6 allowing any additional reporting requirements to be
7 requested by the Secretary under this title unless ex-
8 plicitly authorized under this Act.

9 “(3) PROHIBITION AGAINST CREATING A NA-
10 TIONAL LIST.—The Secretary shall not create a na-
11 tional list or ranking of States, institutions, or
12 schools using the scaled scores provided under this
13 subsection.

14 “(c) DATA QUALITY.—The Secretary shall prescribe
15 regulations to ensure the reliability, validity, integrity, and
16 accuracy of the data submitted pursuant to this section.

17 “(d) REPORT OF THE SECRETARY ON THE QUALITY
18 OF TEACHER AND SCHOOL LEADER PREPARATION.—

19 “(1) REPORT CARD.—The Secretary shall annu-
20 ally provide to the authorizing committees, and pub-
21 lish and make widely available, a report card on
22 teacher and school leader qualifications and prepara-
23 tion in the United States, including all the informa-
24 tion reported in subparagraphs (A) through (L) of
25 subsection (b)(1). Such report shall identify States

1 for which eligible partnerships received a grant
2 under this title.

3 “(2) REPORT TO CONGRESS.—The Secretary
4 shall prepare and submit a report to the authorizing
5 committees that contains the following:

6 “(A) A comparison of States’ efforts to im-
7 prove the quality of the current and future
8 teaching and school leadership force.

9 “(B) A comparison of eligible partnerships’
10 efforts to improve the quality of the current
11 and future teaching and school leadership force.

12 “(C) The national mean and median scaled
13 scores and pass rate on any standardized test
14 that is used in more than one State for teacher
15 or school leader certification or licensure.

16 “(3) SPECIAL RULE.—In the case of a teacher
17 or school leader preparation program with fewer
18 than 10 scores reported on any single initial teacher
19 certification or licensure assessment during an aca-
20 demic year, the Secretary shall collect and publish,
21 and make publicly available, information with re-
22 spect to an average pass rate and scaled score on
23 each State certification or licensure assessment
24 taken over a 3-year period.

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

7 **“SEC. 206. TEACHER AND SCHOOL LEADER DEVELOPMENT.**

8 “(a) ANNUAL GOALS.—Each institution of higher
9 education that conducts a traditional teacher or school
10 leader preparation program (including programs that offer
11 any ongoing professional development programs) or alter-
12 native routes to State certification or licensure program,
13 and that enrolls students receiving Federal assistance
14 under this Act, shall set annual quantifiable goals for in-
15 creasing the number of prospective teachers prepared in
16 teacher shortage areas designated by the Secretary or by
17 the State educational agency, including mathematics,
18 science, special education, and instruction of English
19 learners and any shortages in school leaders.

20 “(b) ASSURANCES.—Each institution described in
21 subsection (a) shall provide assurances to the Secretary
22 that—

23 “(1) preparation provided to prospective teach-
24 ers or school leaders responds to the identified needs
25 of the local educational agencies or States where the

1 institution's graduates are likely to teach or lead,
2 based on past hiring and recruitment trends and
3 State-identified shortage areas;

4 "(2) preparation provided to prospective teach-
5 ers or school leaders is aligned with the needs of
6 schools and the instructional decisions new teachers
7 or school leaders face in the classroom and which
8 may be informed by data included in the statewide
9 accountability system under section 1111(c) of the
10 Elementary and Secondary Education Act of 1965,
11 including a focus on addressing the data identifying
12 low performance or gaps in student subgroup per-
13 formance;

14 "(3) prospective special education teachers re-
15 ceive course work in core academic subjects and re-
16 ceive preparation in providing instruction in core
17 academic subjects;

18 "(4) general education teachers and school lead-
19 ers receive preparation in providing culturally re-
20 sponsive instruction and climate to diverse popu-
21 lations, including children with disabilities, English
22 learners, and children from low-income families; and

23 "(5) prospective teachers or school leaders re-
24 ceive preparation on how to effectively teach or lead
25 in urban and rural schools, as applicable.

1 “(c) RULE OF CONSTRUCTION.—Nothing in this sec-
2 tion shall be construed to require an institution to create
3 a new teacher or school leader preparation area of con-
4 centration or degree program or adopt a specific cur-
5 riculum in complying with this section.

6 **“SEC. 207. STATE FUNCTIONS.**

7 “(a) STATE ASSESSMENT.—In order to receive funds
8 under this Act, a State shall conduct an assessment to
9 identify low-performing teacher and school leader prepara-
10 tion programs in the State and to assist such programs
11 through the provision of technical assistance. Each such
12 State shall provide the Secretary with, and make publicly
13 available, an annual list of low-performing teacher and
14 school leader preparation programs and an identification
15 of those programs at risk of being placed on such list,
16 as applicable. Such assessment shall be described in the
17 report under section 205(b). Levels of performance shall
18 be determined solely by the State and may include criteria
19 based on information collected pursuant to this title, in-
20 cluding progress in meeting the goals of—

21 “(1) increasing the percentage of effective
22 teachers or school leaders in the State, including in-
23 creasing professional development opportunities;
24 “(2) improving student academic achievement
25 for elementary and secondary students; and

1 “(3) raising the standards for entry into the
2 teaching profession.

3 “(b) TERMINATION OF ELIGIBILITY.—Any teacher or
4 school leader preparation program from which the State
5 has withdrawn the State’s approval, or terminated the
6 State’s financial support, due to the low performance of
7 the program based upon the State assessment described
8 in subsection (a)—

9 “(1) shall be ineligible for any funding for pro-
10 fessional development activities awarded by the De-
11 partment;

12 “(2) shall notify enrolled students and students
13 submitting an application for enrollment of such sta-
14 tus;

15 “(3) may not be permitted to accept or enroll
16 any student who receives aid under title IV in the
17 institution’s teacher or school leader preparation
18 program;

19 “(4) shall provide transitional support, includ-
20 ing remedial services if necessary, for students en-
21 rolled at the institution at the time of termination
22 of financial support or withdrawal of approval; and

23 “(5) shall be reinstated upon demonstration of
24 improved performance, as determined by the State.

1 “(c) NEGOTIATED RULEMAKING.—If the Secretary
2 develops any regulations implementing subsection (b)(2),
3 the Secretary shall submit such proposed regulations to
4 a negotiated rulemaking process, which shall include rep-
5 resentatives of States, institutions of higher education,
6 and educational and student organizations.

7 “(d) APPLICATION OF THE REQUIREMENTS.—The
8 requirements of this section shall apply to both traditional
9 teacher and school leader preparation programs and alter-
10 native routes to State certification and licensure pro-
11 grams.

12 “(e) PROHIBITION AGAINST REQUIRING A SPECIFIC
13 METHODOLOGY.—Nothing in this section shall be con-
14 strued to authorize or permit the Secretary to prescribe
15 the specific methodology a State uses to identify low-per-
16 forming teacher and school leader preparation programs.

17 **“SEC. 208. GENERAL PROVISIONS.**

18 “(a) METHODS.—In complying with sections 205 and
19 206, the Secretary shall ensure that States and institu-
20 tions of higher education use fair and equitable methods
21 in reporting and that the reporting methods do not reveal
22 personally identifiable information.

23 “(b) RELEASE OF INFORMATION TO TEACHER AND
24 SCHOOL LEADER PREPARATION PROGRAMS.—

1 “(1) IN GENERAL.—For the purpose of improv-
2 ing teacher and school leader preparation programs,
3 a State that receives funds under this Act, or that
4 participates as a member of a partnership, consor-
5 tium, or other entity that receives such funds, shall
6 provide to a teacher or school leader preparation
7 program, upon the request of the teacher or school
8 leader preparation program, any and all pertinent
9 education related information that—

10 “(A) may enable the teacher or school
11 leader preparation program to evaluate the ef-
12 fectiveness of the program’s graduates or the
13 program itself; and

14 “(B) is possessed, controlled, or accessible
15 by the State.

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

18 “(A) shall include an identification of spe-
19 cific individuals who graduated from the teach-
20 er or school leader preparation program to en-
21 able the teacher or school leader preparation
22 program to evaluate the information provided to
23 the program from the State with the program’s
24 own data about the specific courses taken by,

1 and field experiences of, the individual grad-
2 uates; and

3 “(B) may include—

4 “(i) kindergarten through grade 12
5 academic achievement and demographic
6 data, without revealing personally identifi-
7 able information about an individual stu-
8 dent, for students who have been taught by
9 graduates of the teacher preparation pro-
10 gram;

11 “(ii) teacher or school leader effectiveness
12 evaluations for graduates of the preparation
13 program; and

21 "SEC. 209. HONORABLE AUGUSTUS F. HAWKINS CENTERS
22 OF EXCELLENCE.

23 "(a) ELIGIBLE INSTITUTION.—In this section, the
24 term 'eligible institution' means—

1 “(1) a public or nonprofit institution of higher
2 education that has a State-accredited teacher or
3 school leader preparation program and that is—

4 “(A) a part B institution (as defined in
5 section 322);

6 “(B) a Hispanic-serving institution (as de-
7 fined in section 502);

8 “(C) a Tribal College or University (as de-
9 fined in section 316);

10 “(D) an Alaska Native-serving institution
11 (as defined in section 317(b));

12 “(E) a Native Hawaiian-serving institution
13 (as defined in section 317(b));

14 “(F) a Predominantly Black Institution
15 (as defined in section 318);

16 “(G) an Asian American and Native Amer-
17 ican Pacific Islander-serving institution (as de-
18 fined in section 320(b)); or

19 “(H) a Native American-serving, nontribal
20 institution (as defined in section 319);

21 “(2) a consortium of institutions described in
22 paragraph (1); or

23 “(3) an institution described in paragraph (1),
24 or a consortium described in paragraph (2), in part-
25 nership with any other institution of higher edu-

1 cation (as defined in section 101(a)), but only if the
2 center of excellence established under subsection (b)
3 is located at an institution described in paragraph
4 (1).

5 “(b) PROGRAM AUTHORIZED.—From the amounts
6 appropriated to carry out this section for a fiscal year,
7 the Secretary is authorized to award competitive grants
8 to eligible institutions to establish centers of excellence.

9 “(c) USE OF FUNDS.—Grants provided by the Sec-
10 retary under this section shall be used to ensure that cur-
11 rent and future teachers and school leaders develop the
12 skills described in paragraphs (19) and (23) of section 200
13 by carrying out one or more of the following activities:

14 “(1) Implementing evidence-based reforms with-
15 in teacher or school leader preparation programs to
16 ensure that such programs are preparing teachers
17 and school leaders to develop the skills described in
18 paragraphs (19) and (23) of section 200, are able to
19 understand and use evidence-based research, and are
20 able to use or support advanced technology effec-
21 tively in the classroom, including use of, or support
22 of, instructional techniques to improve student aca-
23 demic achievement, by—

24 “(A) recruiting and preparing new and ex-
25 perienced faculty; and

1 “(B) designing (or redesigning) teacher or
2 school leader preparation programs that—

3 “(i) prepare teachers or school leaders
4 to serve in low-performing schools and
5 close student achievement gaps, and that
6 are based on rigorous academic content,
7 evidence-based research, and challenging
8 State academic content standards and stu-
9 dent academic achievement standards; and

10 “(ii) promote effective teaching or
11 school leadership skills.

12 “(2) Providing sustained and high-quality
13 preservice clinical or residency experience, including
14 the mentoring of prospective teachers or school lead-
15 ers by effective teachers or school leaders, substan-
16 tially increasing interaction between faculty at insti-
17 tutions of higher education and effective teachers,
18 principals, and other school leaders at elementary
19 schools or secondary schools, and providing support,
20 including preparation time, for such interaction.

21 “(3) Developing and implementing initiatives to
22 promote retention of effective teachers and prin-
23 cipals, including teachers and principals from under-
24 represented populations, including programs that
25 provide—

1 “(A) teacher or principal mentoring from
2 effective teachers or principals, respectively; or

3 “(B) induction and support for teachers
4 and principals during their first 3 years of em-
5 ployment as teachers or principals, respectively.

6 “(4) Awarding scholarships based on financial
7 need to help students pay the costs of tuition, room,
8 board, licensing, books, and other expenses of com-
9 pleting a teacher preparation program, not to exceed
10 the cost of attendance.

11 “(5) Disseminating information on evidence-
12 based effective practices for teacher preparation and
13 successful teacher certification and licensure assess-
14 ment preparation strategies.

15 “(6) Activities authorized under section 202.

16 “(d) APPLICATION.—Any eligible institution desiring
17 a grant under this section shall submit an application to
18 the Secretary at such a time, in such a manner, and ac-
19 companied by such information as the Secretary may re-
20 quire.

21 “(e) MINIMUM GRANT AMOUNT.—The minimum
22 amount of each grant under this section shall be
23 \$500,000.

24 “(f) LIMITATION ON ADMINISTRATIVE EXPENSES.—
25 An eligible institution that receives a grant under this sec-

1 tion may use not more than 2 percent of the funds pro-
2 vided to administer the grant.

3 “(g) REPORT.—Each eligible institution that receives
4 a grant under this section and is a partner in an eligible
5 partnership receiving a grant under section 202 shall re-
6 port annually on the progress of the eligible partnership
7 toward meeting the purposes of this title and the objec-
8 tives and measures described in section 204(a).

9 “(h) REGULATIONS.—The Secretary shall prescribe
10 such regulations as may be necessary to carry out this
11 section.

12 “(i) AUTHORIZATION OF APPROPRIATIONS.—There
13 are authorized to be appropriated to carry out this section
14 such sums as may be necessary for each fiscal year.

15 **“SEC. 210. AUTHORIZATION OF APPROPRIATIONS.**

16 “(a) IN GENERAL.—There are authorized to be ap-
17 propriated to carry out this title, except section 209,
18 \$300,000,000 for each fiscal year.

19 “(b) INCREASE IN GRANT AWARDS.—If the amount
20 appropriated to carry out this title, except section 209,
21 for a fiscal year is equal to or more than \$100,000,000,
22 the Secretary is authorized to significantly increase from
23 a year when there was less amounts appropriated the
24 award amounts under this title to support the scaling up
25 of effective practices.”.

1 SEC. 3. INSTITUTIONAL AID.

2 (a) STRENGTHENING INSTITUTIONS.—Section 311(c)

3 of the Higher Education Act of 1965 (20 U.S.C. 1057(c))

4 is amended—

5 (1) by redesignating paragraph (13) as para-
6 graph (14); and7 (2) by inserting after paragraph (12) the fol-
8 lowing:9 “(13) Establishing or enhancing a program of
10 teacher or school leader education that—11 “(A) is aligned with the elements identified
12 under clauses (i) through (vi) of section
13 202(b)(4)(C) and subparagraph (A)(i) and
14 clauses (i) and (ii) of subparagraph (B) of sec-
15 tion 202(d)(1);16 “(B) is designed to develop teaching skills,
17 as defined in section 200, to qualify students to
18 teach or lead in elementary schools and sec-
19 ondary schools; and20 “(C) shall include, as part of such pro-
21 gram, preparation for teacher or school leader
22 certification or licensure.”.23 (b) AMERICAN INDIAN TRIBALLY CONTROLLED COL-
24 LEGES AND UNIVERSITIES.—Section 316(c)(2)(K) of the
25 Higher Education Act of 1965 (20 U.S.C.
26 1059c(c)(2)(K)) is amended to read as follows:

1 “(K) establishing or enhancing a program
2 of teacher or school leader education, with a
3 particular emphasis on teaching Indian and
4 children and youth, that—

5 “(i) is aligned with the elements iden-
6 tified under clauses (i) through (vi) of sec-
7 tion 202(b)(4)(C) and subparagraph (A)(i)
8 and clauses (i) and (ii) of subparagraph
9 (B) of section 202(d)(1);

10 “(ii) is designed to develop teaching
11 skills, as defined in section 200, to qualify
12 students to teach or lead in elementary
13 schools and secondary schools; and

14 “(iii) shall include, as part of such
15 program, preparation for teacher or school
16 leader certification or licensure.”.

17 (c) ALASKA NATIVE-SERVING INSTITUTIONS AND
18 NATIVE HAWAIIAN-SERVING INSTITUTIONS.—Section
19 317(c)(2) of the Higher Education Act of 1965 (20 U.S.C.
20 1059d(e)(2)) is amended—

21 (1) in subparagraph (H), by striking “and”
22 after the semicolon;

23 (2) in subparagraph (I), by striking the period
24 at the end and inserting “; and”; and

25 (3) by adding at the end the following:

1 “(J) establishing or enhancing a program
2 of teacher or school leader education that—

3 “(i) is aligned with the elements iden-
4 tified under clauses (i) through (vi) of sec-
5 tion 202(b)(4)(C) and subparagraph (A)(i)
6 and clauses (i) and (ii) of subparagraph
7 (B) of section 202(d)(1);

8 “(ii) is designed to develop teaching
9 skills, as defined in section 200, to qualify
10 students to teach or lead in elementary
11 schools and secondary schools; and

12 “(iii) shall include, as part of such
13 program, preparation for teacher or school
14 leader certification or licensure.”.

15 (d) PREDOMINANTLY BLACK INSTITUTIONS.—Sec-
16 tion 318 of the Higher Education Act of 1965 (20 U.S.C.
17 1059e) is amended—

18 (1) in subsection (b)(1)(E), by striking “train-
19 ing” and inserting “preparation”; and

20 (2) in subsection (d)(2)—

21 (A) in subparagraph (A), by striking “The
22 activities described in paragraphs (1) through
23 (12) of section 311(c).” and inserting “The ac-
24 tivities described in paragraphs (1) through
25 (13) of section 311(c).”; and

(B) by striking subparagraph (C) and inserting the following:

3 “(C) Establishing or enhancing a program
4 of teacher or school leader education that—

5 “(i) is aligned with the elements iden-
6 tified under clauses (i) through (vi) of sec-
7 tion 202(b)(4)(C) and subparagraph (A)(i)
8 and clauses (i) and (ii) of subparagraph
9 (B) of section 202(d)(1);

“(ii) is designed to develop teaching skills, as defined in section 200, to qualify students to teach or lead in elementary schools and secondary schools; and

17 (e) NATIVE AMERICAN-SERVING, NONTRIBAL INSTI-
18 TUTIONS.—Section 319(c)(2) of the Higher Education Act
19 of 1965 (20 U.S.C. 1059f(c)(2)) is amended—

22 (2) by redesignating subparagraph (I) as sub-
23 paragraph (J); and

(3) by inserting after subparagraph (H) the following:

1 “(I) establishing or enhancing a program
2 of teacher and school leader education that—

3 “(i) is aligned with the elements iden-
4 tified under clauses (i) through (vi) of sec-
5 tion 202(b)(4)(C) and subparagraph (A)(i)
6 and clauses (i) and (ii) of subparagraph
7 (B) of section 202(d)(1);

8 “(ii) is designed to develop teaching
9 skills, as defined in section 200, to qualify
10 students to teach or lead in elementary
11 schools and secondary schools; and

12 “(iii) shall include, as part of such
13 program, preparation for teacher or school
14 leader certification or licensure; and”.

15 (f) ASIAN AMERICAN AND NATIVE AMERICAN PA-
16 CIFIC ISLANDER-SERVING INSTITUTIONS.—Section
17 320(c)(2) of the Higher Education Act of 1965 (20 U.S.C.
18 1059g(c)(2)) is amended—

19 (1) in subparagraph (M), by striking “and”
20 after the semicolon;

21 (2) in subparagraph (N), by striking the period
22 at the end and inserting “; and”; and

23 (3) by adding at the end the following:

24 “(O) establishing or enhancing a program
25 of teacher and school leader education that—

1 “(i) is aligned with the elements iden-
2 tified under clauses (i) through (vi) of sec-
3 tion 202(b)(4)(C) and subparagraph (A)(i)
4 and clauses (i) and (ii) of subparagraph
5 (B) of section 202(d)(1);
6 “(ii) is designed to develop teaching
7 skills, as defined in section 200, to qualify
8 students to teach or lead in elementary
9 schools and secondary schools; and
10 “(iii) shall include, as part of such
11 program, preparation for teacher or school
12 leader certification or licensure.”.

13 (g) HISTORICALLY BLACK COLLEGES AND UNIVER-
14 SITIES.—Section 323(a)(10) of the Higher Education Act
15 of 1965 (20 U.S.C. 1062(a)(10)) is amended to read as
16 follows:

17 “(10) Establishing or enhancing a program of
18 teacher and school leader education that—
19 “(A) is aligned with the elements identified
20 under clauses (i) through (vi) of section
21 202(b)(4)(C) and subparagraph (A)(i) and
22 clauses (i) and (ii) of subparagraph (B) of sec-
23 tion 202(d)(1);
24 “(B) is designed to develop teaching skills,
25 as defined in section 200, to qualify students to

1 teach or lead in elementary schools and sec-
2 ondary schools; and

3 “(C) shall include, as part of such pro-
4 gram, preparation for teacher or school leader
5 certification or licensure.”.

6 (h) STRENGTHENING HISTORICALLY BLACK COL-
7 LEGES AND UNIVERSITIES AND OTHER MINORITY-SERV-
8 ING INSTITUTIONS.—Section 371(b) of the Higher Edu-
9 cation Act of 1965 (20 U.S.C. 1067q(b)) is amended—

10 (1) in paragraph (1)(A), by striking
11 “\$255,000,000 for fiscal year 2020 and each fiscal
12 year thereafter.” and inserting “\$265,000,000 for
13 each fiscal year.”; and

14 (2) in paragraph (2)—

15 (A) in subparagraph (A)—

16 (i) in clause (i), by striking
17 “\$100,000,000” and inserting
18 “\$103,921,569”;

19 (ii) in clause (ii), by striking
20 “\$100,000,000” and inserting
21 “\$103,921,569”; and

22 (iii) in clause (iii), by striking
23 “\$55,000,000” and inserting
24 “\$57,156,863”;

(B) in subparagraph (C)(ii), by striking
“\$600,000” and inserting “\$623,529”; and

3 (C) in subparagraph (D)—

4 (i) in clause (i), by striking
5 “\$30,000,000” each place it appears and
6 inserting “\$31,176,471”;

(ii) in clause (ii), by striking
“\$15,000,000” each place it appears and
inserting “\$15,588,235”;

10 (iii) in clause (iii), by striking
11 “\$5,000,000” and inserting “\$5,196,078”;
12 and

13 (iv) in clause (iv), by striking
14 “\$5,000,000” and inserting “\$5,196,078”.

15 (i) MINORITY SCIENCE AND ENGINEERING IMPROVE-
16 MENT PROGRAMS.—Section 399(a)(5) of the Higher Edu-
17 cation Act of 1965 (20 U.S.C. 1068h(a)(5)) is amended
18 to read as follows:

19 “(5) PART E.—There are authorized to be ap-
20 propriated to carry out part E, \$30,000,000 for
21 each fiscal year.”.

22 (j) HISPANIC-SERVING INSTITUTIONS.—Section
23 503(b)(12) of the Higher Education Act of 1965 (20
24 U.S.C. 1101b(b)(12)) is amended to read as follows:

1 “(12) Establishing or enhancing a program of
2 teacher and school leader education that—

3 “(A) is aligned with the elements identified
4 under clauses (i) through (vi) of section
5 202(b)(4)(C) and subparagraph (A)(i) and
6 clauses (i) and (ii) of subparagraph (B) of sec-
7 tion 202(d)(1);

8 “(B) is designed to develop teaching skills,
9 as defined in section 200, to qualify students to
10 teach or lead in elementary schools and sec-
11 ondary schools; and

12 “(C) shall include, as part of such pro-
13 gram, preparation for teacher or school leader
14 certification or licensure.”.

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