

115TH CONGRESS  
2D SESSION

# S. 3308

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

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IN THE SENATE OF THE UNITED STATES

JULY 31, 2018

Mr. KAINE introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

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## 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 2018” or the “PREP  
6       Act of 2018”.

7       **SEC. 2. TEACHER AND SCHOOL LEADER QUALITY EN-**  
8       **HANCEMENT.**

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

1 **“TITLE II—TEACHER AND**  
2 **SCHOOL LEADER QUALITY**  
3 **ENHANCEMENT**

4 **“SEC. 200. DEFINITIONS.**

5 “In this title:

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

8 “(A) when referring to an organizational  
9 unit of an institution of higher education, any  
10 academic unit that offers one or more academic  
11 majors in disciplines or content areas cor-  
12 responding to the academic subject matter  
13 areas in which teachers provide instruction; and

14 “(B) when referring to a specific academic  
15 subject area, the disciplines or content areas in  
16 which academic majors are offered by the arts  
17 and sciences organizational unit.

18 “(2) CHILDREN FROM LOW-INCOME FAMI-  
19 LIES.—The term ‘children from low-income families’  
20 means children described in section 1124(c)(1)(A) of  
21 the Elementary and Secondary Education Act of  
22 1965.

23 “(3) COMPREHENSIVE LITERACY INSTRUCC-  
24 TION.—The term ‘comprehensive literacy instruc-  
25 tion’ has the meaning given the term in section

1        2221(b)(1) of the Elementary and Secondary Edu-  
 2        cation Act of 1965.

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

8            “(5) EARLY CHILDHOOD EDUCATOR.—The  
 9        term ‘early childhood educator’ means an individual  
 10       with primary responsibility for teaching children in  
 11       an early childhood education program.

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

16           “(7) EFFECTIVE EARLY CHILDHOOD EDUCA-  
 17        TOR.—The term ‘effective childhood educator’ means  
 18        an educator—

19                “(A) with specialized education, creden-  
 20                tials, and preparation in development and edu-  
 21                cation of young children from birth until entry  
 22                into kindergarten;

23                “(B) with—

24                        “(i) a baccalaureate degree with  
 25                        coursework in early childhood education; or

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

3 “(C) who has demonstrated a high level of  
4 knowledge and use of content and pedagogy in  
5 the relevant areas, as determined by the State  
6 and which may be based on coursework or cred-  
7 it requirements, or passage of an assessment  
8 associated with quality early childhood edu-  
9 cation.

10 “(8) ELIGIBLE PARTNERSHIP.—The term ‘eligi-  
11 ble partnership’ means an entity that—

12 “(A) shall include—

13 “(i) a State educational agency;

14 “(ii) a high-need local educational  
15 agency;

16 “(iii)(I) a high-need school or a con-  
17 sortium of high-need schools served by the  
18 high-need local educational agency; or

19 “(II) as applicable, a high-need early  
20 childhood education program;

21 “(iv) a partner institution;

22 “(v) a school, department, or program  
23 of education within such partner institu-  
24 tion, including in a graduate level program,  
25 that is State-accredited and is eligible to

1 receive Federal funds under title IV, which  
2 may include an existing teacher or school  
3 leader preparation program with proven  
4 outcomes within a 4-year institution of  
5 higher education that provides intensive  
6 and sustained collaboration between faculty  
7 and local educational agencies consistent  
8 with the requirements of this title; and

9 “(vi) a school or department of arts  
10 and sciences within such partner institu-  
11 tion; and

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

13 “(i) The Governor of the State.

14 “(ii) The State board of education.

15 “(iii) The State agency for higher  
16 education.

17 “(iv) A business.

18 “(v) A public or private nonprofit edu-  
19 cational organization.

20 “(vi) An educational service agency.

21 “(vii) A teacher or school leader orga-  
22 nization.

23 “(viii) A high-performing local edu-  
24 cational agency, or a consortium of such

1 local educational agencies, that can serve  
2 as a resource to the partnership.

3 “(ix) A charter school (as defined in  
4 section 4310 of the Elementary and Sec-  
5 ondary Education Act of 1965).

6 “(x) A school or department within  
7 the partner institution that focuses on psy-  
8 chology and human development.

9 “(xi) A school or department within  
10 the partner institution that focuses on  
11 comprehensive literacy instruction includ-  
12 ing child or adolescent literacy.

13 “(xii) A school or department within  
14 the partner institution with comparable ex-  
15 pertise in the disciplines of teaching, learn-  
16 ing, and child and adolescent development.

17 “(xiii) A State accredited nonprofit  
18 entity that is eligible to receive funding  
19 under title IV operating a program that  
20 provides alternative routes to State certifi-  
21 cation of teachers or school leaders.

22 “(9) ENGLISH LEARNER.—The term ‘English  
23 learner’ has the meaning given the term in section  
24 8101 of the Elementary and Secondary Education  
25 Act of 1965.

1           “(10) EVIDENCE-BASED.—The term ‘evidence-  
2           based’ has the meaning given the term in section  
3           8101 of the Elementary and Secondary Education  
4           Act of 1965.

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

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

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

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

19               “(iii) that meets the eligibility require-  
20               ments for funding under the Small, Rural  
21               School Achievement Program under section  
22               5211(b) of the Elementary and Secondary Edu-  
23               cation Act of 1965; or

24               “(iv) that meets the eligibility require-  
25               ments for funding under the Rural and Low-In-

1           come School Program under section 5221(b) of  
2           the Elementary and Secondary Education Act  
3           of 1965; and

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

8           “(ii) for which there is a high teacher  
9           turnover rate or a high percentage of teachers  
10          with emergency, provisional, or temporary cer-  
11          tification or licensure;

12          “(iii) for which there is a high percentage  
13          of positions in State-identified areas of teacher  
14          or school leader shortage, including in special  
15          education, English language instruction,  
16          science, technology, engineering, mathematics,  
17          and career and technical education; or

18          “(iv) for which a majority of schools are  
19          identified for comprehensive support and im-  
20          provement under section 1111(c)(4)(D) of the  
21          Elementary and Secondary Education Act of  
22          1965, targeted support and improvement under  
23          section 1111(d)(2) of the Elementary and Sec-  
24          ondary Education Act of 1965, or additional  
25          targeted support under section 1111(d)(2)(C)



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

3 “(13) HIGH-NEED SCHOOL.—The term ‘high-  
4 need school’ means a school that, based on the most  
5 recent data available, is—

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

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

12 “(C) identified for comprehensive support  
13 and improvement under section 1111(c)(4)(D)  
14 of the Elementary and Secondary Education  
15 Act of 1965, targeted support and improvement  
16 under section 1111(d)(2) of the Elementary  
17 and Secondary Education Act of 1965, or addi-  
18 tional targeted support under section  
19 1111(d)(2)(C) of the Elementary and Sec-  
20 ondary Education Act of 1965.

21 “(14) HIGHLY SKILLED.—The term ‘highly  
22 skilled’, when used with respect to a teacher or  
23 school leader in a State, means that the teacher or  
24 school leader has met the applicable licensing re-

1       quirements in the State to teach or be a school lead-  
2       er.

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

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

20               “(B) Periodic, structured time for collabo-  
21      ration with teachers or leaders in the same de-  
22      partment or field, including mentor teachers or  
23      leaders, as well as time for information-sharing  
24      among teachers, principals, administrators,

1 other appropriate instructional staff, and par-  
2 ticipating faculty in the partner institution.

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

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

11 “(E) The development of evidence-based  
12 skills in instructional and behavioral supports  
13 and interventions, including alignment with  
14 State standards on teaching and school leader-  
15 ship.

16 “(F) Faculty or program staff who—

17 “(i) model the integration of research  
18 and practice in the classroom;

19 “(ii) model personalized instruction;  
20 and

21 “(iii) assist new teachers with the ef-  
22 fective use and integration of technology in  
23 the classroom or school to support instruc-  
24 tion.

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

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

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

19          “(J) Regular and structured observation  
20          and assessment of new teachers and school  
21          leaders by multiple assessors, using valid and  
22          reliable measures of teaching and leadership  
23          skills in order to inform efforts to support new  
24          teachers and school leaders and improve their  
25          practice.

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

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

14               “(A) whose graduates exhibit strong per-  
15               formance on State-determined qualifying assess-  
16               ments for new teachers, or school leaders,  
17               through—

18                       “(i) demonstrating that 80 percent or  
19                       more of the graduates of the program who  
20                       intend to enter the field of teaching or  
21                       leading have passed all of the applicable  
22                       State qualification assessments for new  
23                       teachers or leaders, which shall include an  
24                       assessment of each prospective teacher’s  
25                       subject matter knowledge and pedagogical

1 skills in the content area in which the  
2 teacher intends to teach, or leadership  
3 skills; or

4 “(ii) being ranked among the highest-  
5 performing teacher or leader preparation  
6 programs in the State, as determined by  
7 the State—

8 “(I) based on the requirements  
9 for the State report card under sec-  
10 tion 205(b) before the first publica-  
11 tion of such report card; and

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

17 “(B) that requires—

18 “(i) each student in the program to  
19 meet high academic standards or dem-  
20 onstrate a record of success, as determined  
21 by the institution (including prior to enter-  
22 ing and being accepted into a program),  
23 and participate in intensive clinical experi-  
24 ence;

1                   “(ii) each student in the program pre-  
 2                   paring to become a teacher or leader to be-  
 3                   come highly skilled; and

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

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

13                  “(19) SCHOOL LEADER.—The term ‘school  
 14                  leader’ has the meaning given the term in section  
 15                  8101 of the Elementary and Secondary Education  
 16                  Act of 1965.

17                  “(20) SCHOOL LEADERSHIP SKILLS.—The term  
 18                  ‘school leadership skills’ means skills that enable a  
 19                  school leader to—

20                       “(A) develop and effectively implement a  
 21                       shared mission across a school that supports a  
 22                       rigorous and coherent system of curriculum, in-  
 23                       struction, and assessment;

24                       “(B) develop the professional capacity and  
 25                       practice of school personnel, including through

1 the fostering of a professional community of  
 2 teachers and other professional staff, in an ef-  
 3 fort to increase student learning and achieve-  
 4 ment;

5 “(C) create an inclusive and positive school  
 6 environment, including through the implementa-  
 7 tion of culturally responsive and linguistically  
 8 inclusive practices;

9 “(D) effectively communicate and work  
 10 with parents to support student achievement;

11 “(E) effectively manage school operations  
 12 and resources; and

13 “(F) support a system of continuous im-  
 14 provement.

15 “(21) SCIENTIFICALLY VALID RESEARCH.—The  
 16 term ‘scientifically valid research’ includes applied  
 17 research, basic research, and field-initiated research  
 18 in which the rationale, design, and interpretation are  
 19 soundly developed in accordance with principles of  
 20 scientific research.

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



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

7           “(B) provides high-quality training for  
8           such mentors, including instructional strategies  
9           for comprehensive literacy instruction and cre-  
10          ating inclusive and supportive classroom envi-  
11          ronments (including approaches that improve  
12          the schoolwide climate for learning, which may  
13          include positive behavioral interventions and  
14          supports, including trauma-informed care and  
15          social and emotional learning);

16          “(C) provides regular and ongoing oppor-  
17          tunities for mentors and mentees to observe  
18          each other’s teaching or leadership methods in  
19          classroom and school settings during the day in  
20          a high-need school in the high-need local edu-  
21          cational agency in the eligible partnership;

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

24          “(E) for teachers, provides mentoring to  
25          each mentee by a colleague who teaches, or has

1           taught, in the same field, grade, or subject as  
2           the mentee;

3           “(F) promotes empirically based practice  
4           of, and evidence-based research on, where appli-  
5           cable—

6           “(i) teaching and learning;

7           “(ii) assessment of student learning;

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

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

14          “(G) includes—

15          “(i) common planning time or regu-  
16          larly scheduled collaboration for the men-  
17          tor and mentee; and

18          “(ii) joint professional development  
19          opportunities.

20          “(23) TEACHING OR SCHOOL LEADERSHIP  
21          RESIDENCY PROGRAM.—The term ‘teaching or  
22          school leadership residency program’ means a  
23          school-based teacher or school leader preparation  
24          program based upon models of effective teaching and

1 leadership residencies in which a prospective teacher  
2 or school leader—

3 “(A) for not less than 1 academic year,  
4 teaches or leads alongside an expert mentor  
5 teacher who is the teacher of record or school  
6 leader;

7 “(B) receives concurrent, aligned, and rig-  
8 orous graduate-level instruction during the year  
9 described in subparagraph (A) from the partner  
10 institution, which courses may be taught by  
11 local educational agency personnel or residency  
12 program faculty, and in the case of teachers, is  
13 in the teaching of the content area in which the  
14 teacher will become certified or licensed;

15 “(C) acquires effective teaching or school  
16 leadership skills through the integration of ped-  
17 agogy, classroom or school practice, and teacher  
18 or leadership mentoring; and

19 “(D) prior to completion of the program,  
20 earns a master’s degree, attains full State  
21 teacher or school leader certification or licen-  
22 sure, and demonstrates the prerequisite skills to  
23 advance student learning, which may be meas-  
24 ured by a teacher or school leader performance  
25 assessment.

1           “(24) TEACHING SKILLS.—The term ‘teaching  
2       skills’ means skills that enable a teacher to—

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

5           “(B) effectively convey, explain, and pro-  
6       vide opportunities for students to develop the  
7       skills aligned with the full depth and breadth of  
8       the State challenging academic standards, in-  
9       cluding the application of academic subject  
10      matter;

11          “(C) effectively teach higher-order analyt-  
12      ical, critical thinking, evaluation, problem-solv-  
13      ing, and communication skills;

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

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

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

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

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

4           “(E) design and conduct an ongoing as-  
5           sessment of student learning, which may in-  
6           clude the use of formative assessments, per-  
7           formance-based assessments, project-based as-  
8           sessments, or portfolio assessments, that meas-  
9           ures higher-order thinking skills (including ap-  
10          plication, analysis, synthesis, and evaluation)  
11          and use this information to inform and person-  
12          alize instruction;

13          “(F) support the social, emotional, and  
14          academic achievement of all students, including  
15          effectively creating an inclusive classroom envi-  
16          ronment, including the ability to implement  
17          positive behavioral interventions, trauma-in-  
18          formed care, and other support strategies;

19          “(G) are culturally responsive and linguis-  
20          tically inclusive;

21          “(H) communicate and work with parents,  
22          and involve parents in their children’s edu-  
23          cation; and

24          “(I) use age-appropriate and develop-  
25          mentally appropriate strategies and practices

1           for students in early childhood education pro-  
 2           grams and elementary schools and secondary  
 3           schools.

4           “(25) TRAUMA-INFORMED CARE.—The term  
 5           ‘trauma-informed care’ means the evidence-based  
 6           practices identified in section 4108(5)(B)(ii)(II)(aa)  
 7           of the Elementary and Secondary Education Act of  
 8           1965.

9   **“SEC. 201. PURPOSES.**

10          “The purposes of this title are to—

11               “(1) improve student achievement;

12               “(2) improve the skills and effectiveness of pro-  
 13               spective and new teachers and school leaders by im-  
 14               proving the preparation of prospective teachers and  
 15               school leaders and enhancing professional develop-  
 16               ment activities for new teachers and school leaders;

17               “(3) hold teacher and school leader preparation  
 18               programs accountable for preparing highly skilled  
 19               and effective teachers and school leaders; and

20               “(4) recruit well-prepared individuals, including  
 21               individuals from underrepresented populations and  
 22               individuals from other occupations, into the teaching  
 23               and school leadership force with an emphasis on  
 24               areas of State-identified teacher shortage, and where  
 25               available, school leader shortage.

1 **“SEC. 202. PARTNERSHIP GRANTS.**

2       “(a) PROGRAM AUTHORIZED.—From amounts made  
3 available under section 210, excluding amounts reserved  
4 under subsection (k), the Secretary is authorized to award  
5 grants, on a competitive basis, to eligible partnerships, to  
6 enable the eligible partnerships to carry out the activities  
7 described in subsection (c).

8       “(b) APPLICATION.—Each eligible partnership desir-  
9 ing a grant under this section shall submit an application  
10 to the Secretary at such time, in such manner, and accom-  
11 panied by such information as the Secretary may require.  
12 Each such application shall contain—

13               “(1) a needs assessment of the partners in the  
14 eligible partnership with respect to the preparation,  
15 ongoing professional development, and retention of  
16 general education, English language, and special  
17 education teachers, principals, and other school lead-  
18 ers, and, as applicable, early childhood educators, in-  
19 cluding any information provided by the State or  
20 local educational agency regarding teacher and  
21 school leader shortage areas, including in special  
22 education, English language, science, technology, en-  
23 gineering, mathematics, and career and technical  
24 education, and areas of inequitable distribution of  
25 certified, experienced, and effective teachers and  
26 school leaders;

1           “(2) a description of the extent to which the  
2           program to be carried out with grant funds, as de-  
3           scribed in subsection (c), will prepare prospective  
4           and new teachers with effective teaching skills or  
5           prepare prospective and new school leaders with  
6           strong school leadership skills;

7           “(3) a description of how such program will  
8           prepare prospective and new teachers or school lead-  
9           ers to understand and use research and data to  
10          modify and improve classroom or schoolwide instruc-  
11          tion and student engagement;

12          “(4) a description of—

13               “(A) how the eligible partnership will co-  
14               ordinate strategies and activities assisted under  
15               the grant with other teacher or school leader  
16               preparation or professional development pro-  
17               grams, including programs funded under the  
18               Elementary and Secondary Education Act of  
19               1965 and the Individuals with Disabilities Edu-  
20               cation Act, and through the National Science  
21               Foundation;

22               “(B) how the activities of the partnership  
23               will be consistent with and support State, local,  
24               and other education reform activities that pro-



1           mote teacher and school leader effectiveness  
2           and student academic achievement;

3           “(C) how the eligible partnership will sup-  
4           port the development and assessment of all  
5           teaching candidates in effectively teaching sub-  
6           ject matter and supporting the academic  
7           achievement and nonacademic needs of all stu-  
8           dents, such as—

9                   “(i) effectively managing a classroom  
10                  to create a positive and inclusive classroom  
11                  environment;

12                  “(ii) developing interpersonal and  
13                  intrapersonal skills that contribute to aca-  
14                  demic success;

15                  “(iii) designing and conducting ongo-  
16                  ing assessments of student learning, which  
17                  may include the use of formative, perform-  
18                  ance-based, project-based, or portfolio as-  
19                  sessments that measure higher order  
20                  thinking skills;

21                  “(iv) learning how to use this infor-  
22                  mation to inform and personalize instruc-  
23                  tion and differentiate instruction, including  
24                  working with students with special needs;

1 “(v) effectively using and integrating  
 2 technology in the classroom to support evi-  
 3 dence-based instruction; and

4 “(vi) where appropriate, the skills nec-  
 5 essary to implement advanced coursework  
 6 programs, such as dual or concurrent en-  
 7 rollment programs, early college high  
 8 school, Advanced Placement, International  
 9 Baccalaureate, and talented and gifted;

10 “(D) how the eligible partnership will de-  
 11 velop and implement a competitive and com-  
 12 prehensive selection and screening process in-  
 13 tended to recruit high-ability, diverse can-  
 14 didates; and

15 “(E) how the eligible partnership will de-  
 16 velop strong local educational agency-institution  
 17 partnerships (which may include collaboration  
 18 with teacher and school leader representatives  
 19 within the local educational agency) that co-de-  
 20 sign the coursework and residency or clinical-  
 21 placement program to ensure candidates de-  
 22 velop an understanding of the students and  
 23 families in the communities in which they will  
 24 be teaching, prepare candidates to teach in  
 25 those communities, and understand school con-

1 texts to address needs in the local educational  
2 agency;

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

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

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

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

15 “(6) a description of—

16 “(A) how the eligible partnership will meet  
17 the purposes of this title;

18 “(B) how the partnership will carry out  
19 the activities required under subsection (d) or  
20 (e), based on the needs identified in paragraph  
21 (1), with the goal of improving student aca-  
22 demic achievement and closing achievement  
23 gaps in student performance across subgroups  
24 of students, as described in section 1111(c)(2)

1 of the Elementary and Secondary Education  
2 Act of 1965;

3 “(C) if the partnership chooses to use  
4 funds under this section for a project or activi-  
5 ties under subsection (f) or (g), how the part-  
6 nership will carry out such project or required  
7 activities based on the needs identified in para-  
8 graph (1), with the goal of improving student  
9 academic achievement and closing achievement  
10 gaps in student performance across subgroups  
11 of students, as described in section 1111(c)(2)  
12 of the Elementary and Secondary Education  
13 Act of 1965;

14 “(D) the partnership’s evaluation plan  
15 under section 204(a);

16 “(E) how the partnership will align the  
17 teacher or school leader preparation program  
18 under subsection (c) with the—

19 “(i) as applicable, State early learning  
20 standards for early childhood education  
21 programs, as appropriate, and with the rel-  
22 evant domains of early childhood develop-  
23 ment;

24 “(ii) student academic achievement  
25 standards and academic content standards

1 under section 1111(b)(2) of the Elemen-  
2 tary and Secondary Education Act of  
3 1965, established by the State in which the  
4 partnership is located; and

5 “(iii) professional development activi-  
6 ties identified under section 2101 and sec-  
7 tion 2103 of the Elementary and Sec-  
8 ondary Education Act of 1965 and where  
9 applicable, the school improvement activi-  
10 ties identified under section 1111(d) of the  
11 Elementary and Secondary Education Act  
12 of 1965;

13 “(F) for a teacher preparation program,  
14 how the partnership will prepare general edu-  
15 cation teachers to teach students with disabil-  
16 ities, including preparation related to participa-  
17 tion as a member of individualized education  
18 program teams, as defined in section  
19 614(d)(1)(B) of the Individuals with Disabil-  
20 ities Education Act and for a school leadership  
21 preparation program, how the partnership will  
22 prepare prospective school leaders to ensure  
23 that students with disabilities receive special  
24 education and related services, consistent with  
25 the requirements of the Individuals with Dis-

abilities Education Act, that are needed for those students to meet the challenging State academic standards;

“(G) how the partnership will prepare general education and special education teachers to teach students who are English learners, including how to ensure that students who are English learners receive the services needed to meet the challenging State academic standards;

“(H) how faculty at the partner institution will work, during the term of the grant, with effective teachers in the classrooms of high-need schools served by the high-need local educational agency in the partnership to—

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

“(ii) develop other classroom teachers, and other educators as appropriate, to implement the elements of comprehensive literacy instruction;

“(I) how the partnership will design, implement, or enhance a year-long and rigorous

1 teaching preservice residency or clinical pro-  
 2 gram component;

3 “(J) how the partnership will support in-  
 4 service professional development strategies and  
 5 activities; and

6 “(K) how the partnership will collect, ana-  
 7 lyze, and use data on the retention of all teach-  
 8 ers, school leaders, and early childhood edu-  
 9 cators, including where available, data on work-  
 10 ing conditions and school climate, in schools  
 11 and early childhood education programs located  
 12 in the geographic area served by the partner-  
 13 ship to evaluate the effectiveness of the partner-  
 14 ship’s teacher and educator support system;  
 15 and

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

19 “(A) a demonstration that the schools and  
 20 departments within the institution of higher  
 21 education that are part of the induction pro-  
 22 gram will effectively prepare teachers, including  
 23 providing content expertise and expertise in  
 24 teaching, including in creating inclusive and

1 culturally responsive learning environments, as  
2 appropriate;

3 “(B) a demonstration of the eligible part-  
4 nership’s capability and commitment to, and  
5 the accessibility to and involvement of faculty  
6 in, the use of evidence-based practice and sci-  
7 entifically valid research on teaching and learn-  
8 ing;

9 “(C) a description of how the teacher prep-  
10 aration program will design and implement an  
11 induction program to support, through not less  
12 than the first 2 years of teaching, all new  
13 teachers who are prepared by the teacher prep-  
14 aration program in the partnership and who  
15 teach in the high-need local educational agency  
16 in the partnership, and, to the extent prac-  
17 ticable, all new teachers who teach in such  
18 high-need local educational agency, in the fur-  
19 ther development of the new teachers’ teaching  
20 skills, including the use of mentors who are  
21 trained and compensated by such program for  
22 the mentors’ work with new teachers; and

23 “(D) a description of how faculty involved  
24 in the induction program will be able to sub-  
25 stantially participate in an early childhood edu-



1            cation program or an elementary school or sec-  
 2            ondary school classroom setting, as applicable,  
 3            including release time and receiving workload  
 4            credit for such participation.

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

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

15           “(1) REFORMS.—

16           “(A) IN GENERAL.—Implementing re-  
 17           forms, described in subparagraph (B), within  
 18           each teacher preparation program and, as appli-  
 19           cable, each preparation program for early child-  
 20           hood educator programs, of the eligible partner-  
 21           ship that is assisted under this section, to hold  
 22           each program accountable for—

23           “(i) preparing—

24           “(I) new or prospective teachers  
 25           to be highly skilled (including teachers

1 in rural school districts who may  
2 teach multiple subjects, special edu-  
3 cators, and teachers of students who  
4 are English learners who may also  
5 teach multiple subjects);

6 “(II) such teachers and, as appli-  
7 cable, early childhood educators, to  
8 understand empirically based practice  
9 and scientifically valid research re-  
10 lated to teaching and learning and the  
11 applicability of such practice and re-  
12 search, including through the effective  
13 use of technology, instructional tech-  
14 niques, and strategies consistent with  
15 the principles of universal design for  
16 learning, and through positive behav-  
17 ioral interventions and support strate-  
18 gies to improve student achievement  
19 and engagement; and

20 “(III) as applicable, early child-  
21 hood educators to be highly effective;  
22 and

23 “(ii) promoting effective teaching  
24 skills and techniques to improve children’s

1 cognitive, social, emotional, and physical  
2 development.

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

5 “(i) implementing teacher preparation  
6 program curriculum changes that improve,  
7 evaluate, and assess how well all prospec-  
8 tive and new teachers develop teaching  
9 skills and are prepared to provide class-  
10 room instruction aligned to the full depth  
11 and breadth of the State’s challenging aca-  
12 demic standards;

13 “(ii) using empirically based practice  
14 and evidence-based research, where appli-  
15 cable, about teaching and learning so that  
16 all prospective teachers and, as applicable,  
17 early childhood educators—

18 “(I) understand and can imple-  
19 ment research based teaching prac-  
20 tices in classroom instruction;

21 “(II) have knowledge of student  
22 learning methods;

23 “(III) possess skills to analyze  
24 student academic achievement and en-  
25 gagement data and other measures of

1 student learning, and use such data  
2 and measures to improve classroom  
3 instruction and engagement;

4 “(IV) possess teaching skills and  
5 an understanding of effective instruc-  
6 tional strategies across all applicable  
7 content areas that enable general edu-  
8 cation and special education teachers  
9 and early childhood educators to—

10 “(aa) meet the specific  
11 learning needs of all students, in-  
12 cluding students with disabilities,  
13 with a focus on the skills nec-  
14 essary to support students with  
15 high-incidence disabilities such as  
16 attention deficit/hyperactivity dis-  
17 order, dyslexia, and dyscalculia/  
18 dysgraphia, students who are  
19 English learners, students who  
20 are gifted and talented, students  
21 with low literacy levels and, as  
22 applicable, children in early child-  
23 hood education programs and  
24 students who are significantly

1 overage and high school credit  
2 deficient; and

3 “(bb) differentiate instruc-  
4 tion for such students;

5 “(V) can effectively participate as  
6 a member of the individualized edu-  
7 cation program team, as defined in  
8 section 614(d)(1)(B) of the Individ-  
9 uals with Disabilities Education Act;

10 “(VI) possess the skills to meet  
11 the academic, social, and emotional  
12 needs of students and create inclusive  
13 and culturally responsive learning en-  
14 vironments; and

15 “(VII) can successfully employ  
16 effective strategies for comprehensive  
17 literacy instruction;

18 “(iii) ensuring collaboration with de-  
19 partments, programs, or units of a partner  
20 institution outside of the teacher prepara-  
21 tion program in all academic content areas  
22 to ensure that prospective teachers receive  
23 preparation in both teaching and relevant  
24 content areas in order to become skilled  
25 and fully certified in the grade and content

1 areas in which they will be teaching, which  
 2 may include preparation in multiple sub-  
 3 jects to teach multiple grade levels as may  
 4 be needed for individuals preparing to  
 5 teach in rural communities and for individ-  
 6 uals preparing to teach students with dis-  
 7 abilities as described in section 602(10)(D)  
 8 of the Individuals with Disabilities Edu-  
 9 cation Act;

10 “(iv) developing and implementing an  
 11 induction program;

12 “(v) developing admissions goals and  
 13 priorities aligned with the hiring objectives  
 14 of the high-need local educational agency  
 15 in the eligible partnership; and

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

23 “(2) CLINICAL EXPERIENCE AND INTER-  
 24 ACTION.—Developing and improving a sustained and  
 25 high-quality preservice clinical education program to

1 further develop the teaching skills of all prospective  
2 teachers and, as applicable, early childhood edu-  
3 cators, involved in the program. Such program shall  
4 do the following:

5 “(A) Incorporate year-long opportunities  
6 for enrichment, including—

7 “(i) clinical learning in classrooms in  
8 high-need schools served by the high-need  
9 local educational agency in the eligible  
10 partnership, and identified by the eligible  
11 partnership; and

12 “(ii) closely supervised interaction be-  
13 tween prospective teachers and assigned  
14 faculty, experienced and effective teachers,  
15 principals, other administrators, and school  
16 leaders at early childhood education pro-  
17 grams, elementary schools, or secondary  
18 schools, and providing support for such  
19 interaction.

20 “(B) Integrate pedagogy and classroom  
21 practice and promote effective teaching skills in  
22 academic content areas.

23 “(C) Provide high-quality teacher men-  
24 toring.

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

3           “(E) Be tightly aligned with coursework  
4           (and may be developed as a fifth year of a  
5           teacher preparation program).

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

11          “(G) As applicable, provide preparation  
12          and experience to enhance the teaching skills of  
13          prospective teachers to better prepare such  
14          teachers to meet the unique needs of teaching  
15          in rural or urban communities.

16          “(H) Provide support and preparation for  
17          individuals participating in an activity for pro-  
18          spective or new teachers described in this para-  
19          graph or paragraph (1) or (3), and for individ-  
20          uals who serve as mentors for such teachers,  
21          based on each individual’s experience. Such  
22          support may include—

23                 “(i) with respect to a prospective  
24                 teacher or a mentor, release time for such  
25                 individual’s participation;



1                   “(ii) with respect to a faculty member,  
 2                   receiving course workload credit and com-  
 3                   pensation for time teaching in the eligible  
 4                   partnership’s activities; and

5                   “(iii) with respect to a mentor, a sti-  
 6                   pend, which may include bonus, differen-  
 7                   tial, incentive, or performance pay, based  
 8                   on the mentor’s extra skills and respon-  
 9                   sibilities.

10                  “(3) INDUCTION PROGRAMS FOR NEW TEACH-  
 11                  ERS.—Creating an induction program for new teach-  
 12                  ers or, in the case of an early childhood education  
 13                  program, providing mentoring or coaching for new  
 14                  early childhood educators.

15                  “(4) SUPPORT AND PREPARATION FOR PARTICI-  
 16                  PANTS IN EARLY CHILDHOOD EDUCATION PRO-  
 17                  GRAMS.—In the case of an eligible partnership fo-  
 18                  cusing on early childhood educator preparation, im-  
 19                  plementing initiatives that increase compensation for  
 20                  early childhood educators who attain associate or  
 21                  baccalaureate degrees in early childhood education.

22                  “(5) TEACHER OR SCHOOL LEADER RECRUIT-  
 23                  MENT.—Developing and implementing effective  
 24                  mechanisms (which may include State-accredited al-  
 25                  ternative routes to full State certification of teach-

ers) to ensure that the eligible partnership is able to recruit qualified individuals to become highly skilled and effective teachers or school leaders through the activities of the eligible partnership, which may include an emphasis on recruiting into the teaching or school leadership profession—

“(A) individuals from under represented populations;

“(B) individuals to teach or lead in rural communities in school leader or teacher shortage areas, including mathematics, science, special education, and the instruction of students who are English learners; and

“(C) mid-career professionals from other occupations, former military personnel, and recent college graduates with a record of academic distinction.

“(6) COMPREHENSIVE LITERACY TRAINING.—

Strengthening the literacy teaching skills of prospective and, as applicable, new elementary school and secondary school teachers to provide the elements of comprehensive literacy instruction.

“(e) PARTNERSHIP GRANTS FOR THE ESTABLISHMENT OF TEACHING RESIDENCY PROGRAMS.—

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

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

7                           “(i) Supporting a teaching residency  
8                           program described in paragraph (2) for  
9                           high-need subjects and areas, as deter-  
10                          mined by the needs of the high-need local  
11                          educational agency in the partnership in  
12                          which the teacher resident teaches along-  
13                          side a highly skilled and effective teacher  
14                          of record for at least 1 academic year while  
15                          engaging in initial preparation coursework.

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

22                           “(iii) Ensuring that teaching residents  
23                           who participate in the teaching residency  
24                           program receive—

- 1 “(I) effective preservice prepara-  
2 tion as described in paragraph (2),  
3 with an emphasis on—
- 4 “(aa) developing instruc-  
5 tional strategies in the teaching  
6 of the content area in which the  
7 teacher will become certified to  
8 teach;
- 9 “(bb) planning, curriculum  
10 development, and assessment;
- 11 “(cc) child and adolescent  
12 learning and development;
- 13 “(dd) creating an inclusive  
14 and supportive classroom envi-  
15 ronment;
- 16 “(ee) supports for language  
17 development;
- 18 “(ff) supports for serving  
19 students with disabilities; and
- 20 “(gg) developing profes-  
21 sional responsibilities, including  
22 interaction with families and col-  
23 leagues;
- 24 “(II) teacher mentoring;

1 “(III) the opportunity to meet  
 2 the requirements to earn an initial  
 3 teaching credential; and

4 “(IV) the preparation described  
 5 in subparagraphs (A), (B), and (C) of  
 6 subsection (d)(2).

7 “(B) The effective teaching residency pro-  
 8 gram may include implementing an induction  
 9 program as the teaching residents enter the  
 10 classroom as new teachers, including tuition as-  
 11 sistance and a living stipend.

12 “(2) TEACHING RESIDENCY PROGRAMS.—

13 “(A) ESTABLISHMENT AND DESIGN.—A  
 14 teaching residency program under this para-  
 15 graph shall be a program based upon models of  
 16 successful teaching residencies that serves as a  
 17 mechanism to prepare teachers for success in  
 18 the high-need schools in the eligible partner-  
 19 ship, and shall be designed to include the fol-  
 20 lowing characteristics of successful programs:

21 “(i) The integration of pedagogy,  
 22 classroom practice, and teacher mentoring.

23 “(ii) Engagement of teaching resi-  
 24 dents in rigorous graduate-level course  
 25 work to earn a master’s degree while un-

dertaking a guided teaching apprenticeship.

“(iii) Experience and learning opportunities alongside a well-prepared and experienced mentor teacher—

“(I) whose teaching shall complement the residency program so that classroom clinical practice is tightly aligned with coursework;

“(II) who shall have extra responsibilities as a teacher leader of the teaching residency program, as a mentor for residents, and as a teacher coach during the induction program for new teachers, and for establishing, within the program, a learning community in which all individuals are expected to continually improve their capacity to advance student learning; and

“(III) who may be relieved from teaching duties as a result of such additional responsibilities.

“(iv) The establishment of clear criteria for the selection of mentor teachers

1 based on measures of teacher effectiveness  
2 and the appropriate subject area knowl-  
3 edge. Evaluation of teacher effectiveness  
4 shall be based on, but not limited to, ob-  
5 servations of the following:

6 “(I) Planning and preparation,  
7 including demonstrated knowledge of  
8 content, pedagogy, and assessment,  
9 including the use of formative and di-  
10 agnostic assessments to improve stu-  
11 dent learning.

12 “(II) Appropriate instruction  
13 that engages students with different  
14 learning styles.

15 “(III) Collaboration with col-  
16 leagues to improve instruction.

17 “(IV) Analysis of gains in stu-  
18 dent learning, based on multiple  
19 measures that are valid and reliable  
20 and that, when feasible, may include  
21 valid, reliable, and objective measures  
22 of the influence of teachers on the  
23 rate of student academic progress.

24 “(V) In the case of mentor can-  
25 didates who will be mentoring new or

1 prospective literacy and mathematics  
2 coaches or instructors, appropriate  
3 skills in the elements of comprehen-  
4 sive literacy instruction, teacher train-  
5 ing in literacy instructional strategies  
6 across core subject areas, and teacher  
7 training in mathematics instructional  
8 strategies, as appropriate.

9 “(v) Grouping of teaching residents in  
10 cohorts to facilitate professional collabora-  
11 tion among such residents.

12 “(vi) The development of admissions  
13 goals and priorities—

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

23 “(II) which may include consider-  
24 ation of applicants who reflect the  
25 communities in which they will teach



1 as well as consideration of individuals  
 2 from underrepresented populations in  
 3 the teaching profession.

4 “(vii) Support for residents, once the  
 5 teaching residents are hired as teachers of  
 6 record, through an induction program, pro-  
 7 fessional development, and networking op-  
 8 portunities to support the residents  
 9 through not less than the residents’ first  
 10 two years of teaching.

11 “(B) SELECTION OF INDIVIDUALS AS  
 12 TEACHER RESIDENTS.—

13 “(i) ELIGIBLE INDIVIDUAL.—In order  
 14 to be eligible to be a teacher resident in a  
 15 teaching residency program under this  
 16 paragraph, an individual shall—

17 “(I) be a recent graduate of a 2-  
 18 year or enrolled in a 4-year institution  
 19 of higher education or a mid-career  
 20 professional from outside the field of  
 21 education possessing strong content  
 22 knowledge or a record of professional  
 23 accomplishment; and

24 “(II) submit an application to  
 25 the teaching residency program.

1                   “(ii) SELECTION CRITERIA.—An eligi-  
 2                   ble partnership carrying out a teaching  
 3                   residency program under this subsection  
 4                   shall establish criteria for the selection of  
 5                   eligible individuals to participate in the  
 6                   teaching residency program based on the  
 7                   following characteristics:

8                   “(I) Strong content knowledge or  
 9                   record of accomplishment in the field  
 10                  or subject area to be taught.

11                  “(II) Strong verbal and written  
 12                  communication skills, which may be  
 13                  demonstrated by performance on ap-  
 14                  propriate tests.

15                  “(III) Other attributes linked to  
 16                  effective teaching, which may be de-  
 17                  termined by interviews or performance  
 18                  assessments, as specified by the eligi-  
 19                  ble partnership.

20                  “(C) STIPENDS OR SALARIES; APPLICA-  
 21                  TIONS; AGREEMENTS; REPAYMENTS.—

22                  “(i) STIPENDS OR SALARIES.—A  
 23                  teaching residency program under this sub-  
 24                  section shall provide a 1-year living stipend  
 25                  or salary to teaching residents during the

1 1-year teaching residency program, which  
2 may include the use of funding provided  
3 under an AmeriCorps position assisted by  
4 the Corporation for National and Commu-  
5 nity Service towards such stipends or sala-  
6 ries.

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

15 “(iii) AGREEMENTS TO SERVE.—Each  
16 application submitted under clause (ii)  
17 shall contain or be accompanied by an  
18 agreement that the applicant will—

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

24 “(II) fulfill the requirement  
25 under subclause (I) by teaching in a

1 high-need school served by the high-  
2 need local educational agency in the  
3 eligible partnership and teach a sub-  
4 ject or area that is designated as high  
5 need by the partnership;

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

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

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

1 “(iv) REPAYMENTS.—

2 “(I) IN GENERAL.—A grantee  
3 carrying out a teaching residency pro-  
4 gram under this paragraph shall re-  
5 quire a recipient of a stipend or salary  
6 under clause (i) who does not com-  
7 plete, or who notifies the partnership  
8 that the recipient intends not to com-  
9 plete, the service obligation required  
10 by clause (iii) to repay such stipend or  
11 salary to the eligible partnership, to-  
12 gether with interest, at a rate speci-  
13 fied by the partnership in the agree-  
14 ment, and in accordance with such  
15 other terms and conditions specified  
16 by the eligible partnership, as nec-  
17 essary.

18 “(II) OTHER TERMS AND CONDI-  
19 TIONS.—Any other terms and condi-  
20 tions specified by the eligible partner-  
21 ship may include reasonable provi-  
22 sions for pro-rata repayment of the  
23 stipend or salary described in clause  
24 (i) or for deferral of a teaching resi-  
25 dent’s service obligation required by

1 clause (iii), on grounds of health, in-  
 2 capacitation, inability to secure em-  
 3 ployment in a school served by the eli-  
 4 gible partnership, being called to ac-  
 5 tive duty in the Armed Forces of the  
 6 United States, or other extraordinary  
 7 circumstances.

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

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

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

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

1           “(A) integrate career-focused courses on  
2           education topics with school-based learning ex-  
3           perience;

4           “(B) provide opportunities for candidates  
5           to practice and develop the skills and disposi-  
6           tions that will help them become skilled edu-  
7           cators and leaders;

8           “(C) support candidates as they complete  
9           their associate, baccalaureate, or master’s de-  
10          gree and earn their teaching or school leader-  
11          ship credential; and

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

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

1           “(A) establish an advisory group to review  
2           barriers impacting underrepresented popu-  
3           lations entering the teaching and school leader-  
4           ship profession, identify local teacher and leader  
5           workforce needs, develop policies on the cre-  
6           ation or expansion of Grow Your Own pro-  
7           grams, and provide guidance and oversight on  
8           the implementation of such programs;

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

12          “(C) require candidates to complete all  
13          State requirements to become fully certified;

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

19          “(E) include efforts, to the extent feasible,  
20          to recruit current paraprofessionals, as defined  
21          under section 8101 of the Elementary and Sec-  
22          ondary Education Act of 1965, instructional as-  
23          sistants, district employees not certified to  
24          teach or lead (such as long-term substitute  
25          teachers), after school and summer program



1 staff, parent school volunteers, retired military  
 2 personnel, and other career changers with expe-  
 3 rience in hard to staff areas who are not cur-  
 4 rently certified to teach or lead with a specific  
 5 focus on recruiting individuals who are reflec-  
 6 tive of the race, ethnicity, and native language  
 7 of the existing community’s student population;  
 8 and

9 “(F) provide a year-long clinical experience  
 10 or teaching or school leadership residency with  
 11 a stipend to cover living expenses.

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

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

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

1           “(B) Using a research-based curriculum  
2           that is aligned with developing leadership skills  
3           and, as applicable, techniques for school leaders  
4           to effectively—

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

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

21                  “(iii) understand the teaching and as-  
22                  sessment skills needed to support success-  
23                  ful classroom instruction and to use data  
24                  to evaluate teacher and early childhood ed-  
25                  ucator instruction and drive teacher, early

1 childhood educator, and student learning,  
2 including how to use data and collective in-  
3 quiry to identify problems and address  
4 needs, in collaboration with staff, parents,  
5 and community organizations;

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

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

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

21 “(vii) understand how to support a  
22 curriculum aligned with the full breadth  
23 and depth of the State’s challenging aca-  
24 demic standards and lead continuous  
25 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 edu-  
2 cational agency located in a rural area  
3 in the eligible partnership and identi-  
4 fied by the eligible partnership; and

5 “(II) closely supervised inter-  
6 action and opportunities for feedback  
7 between prospective school leaders and  
8 faculty, new and experienced teachers,  
9 and new and experienced school lead-  
10 ers, in such high-need schools.

11 “(ii) Integrate pedagogy and practice  
12 and promote effective leadership skills,  
13 meeting the unique needs of urban, rural,  
14 or geographically isolated communities, as  
15 applicable.

16 “(iii) Use context-specific problems to  
17 connect coursework and practice to enrich  
18 new school leaders’ skill development.

19 “(iv) Provide for mentoring of new  
20 school leaders.

21 “(E) Creating an induction program for  
22 new school leaders.

23 “(F) Developing and implementing effec-  
24 tive mechanisms to ensure that the eligible  
25 partnership is able to recruit qualified individ-

uals to become school leaders through the activities of the eligible partnership, which may include an emphasis on recruiting into school leadership professions—

“(i) individuals from underrepresented populations;

“(ii) individuals to serve as superintendents, principals, or other school administrators in rural and geographically isolated communities and school leader shortage areas; and

“(iii) individuals from the communities in which they plan to serve.

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

“(A) be a—

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

“(ii) mid-career professional from outside the field of education with strong content knowledge or a record of professional 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       “(1) 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; and

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; and

22 “(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-

1           ance in meeting the annual goals set under  
2           section 206.

3           “(iii) A description of the activities  
4           the institution has implemented to meet  
5           the assurances provided under section 206.

6           “(B) PASS RATES AND SCALED SCORES.—

7           For the most recent year for which the informa-  
8           tion is available for those students who took the  
9           assessments used for teacher or school leader  
10          certification or licensure by the State in which  
11          the program is located and are enrolled in the  
12          traditional teacher or school leader preparation  
13          program or alternative routes to State certifi-  
14          cation or licensure program, and for those who  
15          have taken such assessments and have com-  
16          pleted the traditional teacher or school leader  
17          preparation program or alternative routes to  
18          State certification or licensure program during  
19          the 2-year period preceding such year, for each  
20          of such assessments (disaggregated by race,  
21          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          ities 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-

cept that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student), and reported separately by—

“(i) area of certification or licensure;

“(ii) academic major;

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

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

“(v) rates of 3- and 5-year teacher or school leadership retention including, at a minimum, in the same school and local educational agency, and within the profession.

“(I) Information on State-identified areas of teacher or school leader shortage, including a description of the extent to which teacher or school leader preparation programs are addressing 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 CREATING A NA-  
4 TIONAL LIST.—The Secretary shall not create a na-  
5 tional list or ranking of States, institutions, or  
6 schools using the scaled scores provided under this  
7 subsection.

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

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

13 “(1) REPORT CARD.—The Secretary shall annu-  
14 ally provide to the authorizing committees, and pub-  
15 lish and make widely available, a report card on  
16 teacher and school leader qualifications and prepara-  
17 tion in the United States, including all the informa-  
18 tion reported in subparagraphs (A) through (L) of  
19 subsection (b)(1). Such report shall identify States  
20 for which eligible partnerships received a grant  
21 under this title.

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

1                   “(A) A comparison of States’ efforts to im-  
2                   prove the quality of the current and future  
3                   teaching and school leadership force.

4                   “(B) A comparison of eligible partnerships’  
5                   efforts to improve the quality of the current  
6                   and future teaching and school leadership force.

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

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

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



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

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

14       “(b) ASSURANCES.—Each institution described in  
15 subsection (a) shall provide assurances to the Secretary  
16 that—

17               “(1) preparation provided to prospective teach-  
18 ers or school leaders responds to the identified needs  
19 of the local educational agencies or States where the  
20 institution’s graduates are likely to teach or lead,  
21 based on past hiring and recruitment trends and  
22 State-identified shortage areas;

23               “(2) preparation provided to prospective teach-  
24 ers or school leaders is aligned with the needs of  
25 schools and the instructional decisions new teachers  
26 or school leaders face in the classroom and which

1        may be informed by data included in the statewide  
2        accountability system under section 1111(c) of the  
3        Elementary and Secondary Education Act of 1965,  
4        including a focus on addressing the data identifying  
5        low performance or gaps in student subgroup per-  
6        formance;

7            “(3) prospective special education teachers re-  
8        ceive course work in core academic subjects and re-  
9        ceive preparation in providing instruction in core  
10       academic subjects;

11           “(4) general education teachers and school lead-  
12       ers receive preparation in providing culturally re-  
13       sponsive instruction and climate to diverse popu-  
14       lations, including children with disabilities, English  
15       learners, and children from low-income families; and

16           “(5) prospective teachers or school leaders re-  
17       ceive preparation on how to effectively teach or lead  
18       in urban and rural schools, as applicable.

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

1   **“SEC. 207. STATE FUNCTIONS.**

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

16           “(1) increasing the percentage of highly skilled  
17 and effective teachers or school leaders in the State,  
18 including increasing professional development oppor-  
19 tunities;

20           “(2) improving student academic achievement  
21 for elementary and secondary students; and

22           “(3) raising the standards for entry into the  
23 teaching profession.

24           “(b) TERMINATION OF ELIGIBILITY.—Any teacher or  
25 school leader preparation program from which the State  
26 has withdrawn the State’s approval, or terminated the

1 State’s financial support, due to the low performance of  
2 the program based upon the State assessment described  
3 in subsection (a)—

4 “(1) shall be ineligible for any funding for pro-  
5 fessional development activities awarded by the De-  
6 partment;

7 “(2) shall notify enrolled students and students  
8 submitting an application for enrollment of such sta-  
9 tus;

10 “(3) may not be permitted to accept or enroll  
11 any student who receives aid under title IV in the  
12 institution’s teacher or school leader preparation  
13 program;

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

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

20 “(c) NEGOTIATED RULEMAKING.—If the Secretary  
21 develops any regulations implementing subsection (b)(2),  
22 the Secretary shall submit such proposed regulations to  
23 a negotiated rulemaking process, which shall include rep-  
24 resentatives of States, institutions of higher education,  
25 and educational and student organizations.

1       “(d) APPLICATION OF THE REQUIREMENTS.—The  
 2 requirements of this section shall apply to both traditional  
 3 teacher and school leader preparation programs and alter-  
 4 native routes to State certification and licensure pro-  
 5 grams.

6       **“SEC. 208. GENERAL PROVISIONS.**

7       “(a) METHODS.—In complying with sections 205 and  
 8 206, the Secretary shall ensure that States and institu-  
 9 tions of higher education use fair and equitable methods  
 10 in reporting and that the reporting methods do not reveal  
 11 personally identifiable information.

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

14               “(1) IN GENERAL.—For the purpose of improv-  
 15 ing teacher and school leader preparation programs,  
 16 a State that receives funds under this Act, or that  
 17 participates as a member of a partnership, consor-  
 18 tium, or other entity that receives such funds, shall  
 19 provide to a teacher or school leader preparation  
 20 program, upon the request of the teacher or school  
 21 leader preparation program, any and all pertinent  
 22 education related information that—

23                       “(A) may enable the teacher or school  
 24 leader preparation program to evaluate the ef-

1           fectiveness of the program’s graduates or the  
2           program itself; and

3           “(B) is possessed, controlled, or accessible  
4           by the State.

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

7           “(A) shall include an identification of spe-  
8           cific individuals who graduated from the teach-  
9           er or school leader preparation program to en-  
10          able the teacher or school leader preparation  
11          program to evaluate the information provided to  
12          the program from the State with the program’s  
13          own data about the specific courses taken by,  
14          and field experiences of, the individual grad-  
15          uates; and

16          “(B) may include—

17               “(i) kindergarten through grade 12  
18               academic achievement and demographic  
19               data, without revealing personally identifi-  
20               able information about an individual stu-  
21               dent, for students who have been taught by  
22               graduates of the teacher preparation pro-  
23               gram;

1 “(ii) teacher or school leader effective-  
 2 ness evaluations for graduates of the prep-  
 3 aration program; and

4 “(iii) survey data on program quality  
 5 as it relates to the preparedness on dif-  
 6 ferent aspects of teaching or school leader-  
 7 ship from preparation program completers  
 8 and principals in schools or superintend-  
 9 ents in local educational agencies where  
 10 completers are placed.

11 **“SEC. 209. HONORABLE AUGUSTUS F. HAWKINS CENTERS**  
 12 **OF EXCELLENCE.**

13 “(a) ELIGIBLE INSTITUTION.—In this section, the  
 14 term ‘eligible institution’ means—

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

18 “(A) a part B institution (as defined in  
 19 section 322);

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

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

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

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

3                   “(F) a Predominantly Black Institution  
4                   (as defined in section 318);

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

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

10                  “(2) a consortium of institutions described in  
11                  paragraph (1); or

12                  “(3) an institution described in paragraph (1),  
13                  or a consortium described in paragraph (2), in part-  
14                  nership with any other institution of higher edu-  
15                  cation, but only if the center of excellence estab-  
16                  lished under subsection (b) is located at an institu-  
17                  tion described in paragraph (1).

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

22                  “(c) USE OF FUNDS.—Grants provided by the Sec-  
23                  retary under this section shall be used to ensure that cur-  
24                  rent and future teachers and school leaders are highly



1 skilled by carrying out one or more of the following activi-  
 2 ties:

3           “(1) Implementing evidence-based reforms with-  
 4 in teacher or school leader preparation programs to  
 5 ensure that such programs are preparing teachers  
 6 and school leaders, who are highly skilled, are able  
 7 to understand and used evidence-based research, and  
 8 are able to use or support advanced technology effec-  
 9 tively in the classroom, including use of, or support  
 10 of, instructional techniques to improve student aca-  
 11 demic achievement, by—

12                   “(A) recruiting and preparing new and ex-  
 13 perience faculty; and

14                   “(B) designing (or redesigning) teacher or  
 15 school leader preparation programs that—

16                           “(i) prepare teachers or school leaders  
 17 to serve in low-performing schools and  
 18 close student achievement gaps, and that  
 19 are based on rigorous academic content,  
 20 evidence-based research, and challenging  
 21 State academic content standards and stu-  
 22 dent academic achievement standards; and

23                           “(ii) promote effective teaching or  
 24 school leadership skills.

1           “(2) Providing sustained and high-quality  
 2 preservice clinical or residency experience, including  
 3 the mentoring of prospective teachers or school lead-  
 4 ers by effective teachers or school leaders, substan-  
 5 tially increasing interaction between faculty at insti-  
 6 tutions of higher education and effective teachers,  
 7 principals, and other school leaders at elementary  
 8 schools or secondary schools, and providing support,  
 9 including preparation time, for such interaction.

10           “(3) Developing and implementing initiatives to  
 11 promote retention of highly skilled and effective  
 12 teachers and principals, including teachers and prin-  
 13 cipals from underrepresented populations, including  
 14 programs that provide—

15           “(A) teacher or principal mentoring from  
 16 effective teachers or principals, respectively; or

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

20           “(4) Awarding scholarships based on financial  
 21 need to help students pay the costs of tuition, room,  
 22 board, licensing, books, and other expenses of com-  
 23 pleting a teacher preparation program, not to exceed  
 24 the cost of attendance.

1           “(5) Disseminating information on evidence-  
2           based effective practices for teacher preparation and  
3           successful teacher certification and licensure assess-  
4           ment preparation strategies.

5           “(6) Activities authorized under section 202.

6           “(d) APPLICATION.—Any eligible institution desiring  
7           a grant under this section shall submit an application to  
8           the Secretary at such a time, in such a manner, and ac-  
9           companied by such information as the Secretary may re-  
10          quire.

11          “(e) MINIMUM GRANT AMOUNT.—The minimum  
12          amount of each grant under this section shall be  
13          \$500,000.

14          “(f) LIMITATION ON ADMINISTRATIVE EXPENSES.—  
15          An eligible institution that receives a grant under this sec-  
16          tion may use not more than 2 percent of the funds pro-  
17          vided to administer the grant.

18          “(g) REPORT.—Each eligible institution that receives  
19          a grant under this section and is a partner in an eligible  
20          partnership receiving a grant under section 202 shall re-  
21          port annually on the progress of the eligible partnership  
22          toward meeting the purposes of this title and the objec-  
23          tives and measures described in section 204(a).

1       “(h) REGULATIONS.—The Secretary shall prescribe  
2 such regulations as may be necessary to carry out this  
3 section.

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

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

8       “(a) IN GENERAL.—There are authorized to be ap-  
9 propriated to carry out this title, except section 209,  
10 \$300,000,000 for each fiscal year.

11       “(b) INCREASE IN GRANT AWARDS.—If the amount  
12 appropriated to carry out this title, except section 209,  
13 for a fiscal year is equal to or more than \$100,000,000,  
14 the Secretary is authorized to significantly increase from  
15 a year when there was less amounts appropriated the  
16 award amounts under this title to support the scaling up  
17 of effective practices.”.

18       **SEC. 3. INSTITUTIONAL AID.**

19       (a) PREDOMINANTLY BLACK INSTITUTIONS.—Sec-  
20 tion 318 of the Higher Education Act of 1965 (20 U.S.C.  
21 1059e) is amended—

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

24               (2) in subsection (d)(2), by striking subpara-  
25 graph (C) and inserting the following:

1 “(C) 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 or school leadership skills and the skills  
10 identified in section 202(g)(1)(B) and  
11 qualify students to teach in a public ele-  
12 mentary school or secondary school in the  
13 State; and

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

17 (b) 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—

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

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

24 (3) by inserting after subparagraph (H) the fol-  
25 lowing:

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

3 “(i) aligned with the elements identi-  
4 fied 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); and

8 “(ii) 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 (c) MINORITY SCIENCE AND ENGINEERING IMPROVE-  
13 MENT PROGRAMS.—Section 399(a)(5) of the Higher Edu-  
14 cation Act of 1965 (20 U.S.C. 1068h(a)(5)) is amended  
15 to read as follows:

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

19 (d) STRENGTHENING HISTORICALLY BLACK COL-  
20 LEGES AND UNIVERSITIES AND OTHER MINORITY-SERV-  
21 ING INSTITUTIONS.—Section 371(b) of the Higher Edu-  
22 cation Act of 1965 (20 U.S.C. 1067q) is amended—

23 (1) in paragraph (1)(A), by striking  
24 “\$255,000,000 for each of the fiscal years 2008  
25 through 2019. The authority to award grants under

1       this section shall expire at the end of fiscal year  
2       2019.” and inserting “\$265,000,000 for each fiscal  
3       year.”; and

4               (2) in paragraph (2)—

5                       (A) in subparagraph (A)(ii), by striking  
6               “\$100,000,000” and inserting “\$110,000,000”;  
7       and

8                       (B) in subparagraph (C)(ii), by striking  
9       “\$600,000” and inserting “\$660,000”.

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