

116TH CONGRESS
1ST SESSION

H. R. 4288

To amend the Higher Education Act of 1965 to establish the Honorable Augustus F. Hawkins Centers of Excellence, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

SEPTEMBER 11, 2019

Mr. GALLEGRO (for himself, Mr. CISNEROS, Mrs. HAYES, and Ms. HOULAHAN) introduced the following bill; which was referred to the Committee on Education and Labor

A BILL

To amend the Higher Education Act of 1965 to establish the Honorable Augustus F. Hawkins Centers of Excellence, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Teacher Diversity and
5 Retention Act”.

1 **SEC. 2. HONORABLE AUGUSTUS F. HAWKINS CENTERS OF**
2 **EXCELLENCE.**

3 Part B of title II of the Higher Education Act of
4 1965 (20 U.S.C. 1031 et seq.) is amended to read as fol-
5 lows:

6 **“PART B—ENHANCING TEACHER EDUCATION**

7 **“SEC. 230. AUTHORIZATION OF APPROPRIATIONS.**

8 “There are authorized to be appropriated to carry out
9 this part \$100,000,000 for fiscal year 2020 and each of
10 the 5 succeeding fiscal years.

11 **“Subpart 1—Honorable Augustus F. Hawkins Centers**
12 **of Excellence**

13 **“SEC. 231. FINDINGS.**

14 “Congress finds the following:

15 “(1) Our Nation’s schools are experiencing a
16 severe diversity gap that negatively impacts student
17 achievement and school culture—50 percent of cur-
18 rent students are from minority groups while only
19 18 percent of teachers are from such groups, accord-
20 ing to a 2016 study by the Brookings Institution.

21 “(2) A 2016 report conducted by the Depart-
22 ment of Education shows that teachers of color tend
23 to provide more culturally relevant teaching and bet-
24 ter understand the situations that students of color
25 may face. These factors help develop trusting teach-
26 er-student relationships. Researchers from Vander-

1 bilt University also found that greater racial and
2 ethnic diversity in the principal corps benefits stu-
3 dents, especially students of color.

4 “(3) Minority teachers and school leaders can
5 also serve as cultural ambassadors who help stu-
6 dents feel more welcome at school or as role models.

7 “(4) Research shows that increasing diversity in
8 the teaching profession can have positive impacts on
9 student educational experiences and outcomes. Stu-
10 dents of color demonstrate greater academic achieve-
11 ment and social-emotional development in classes
12 with teachers of color. Studies also suggest that all
13 students, including White students, benefit from
14 having teachers of color because they bring distine-
15 tive knowledge, experiences, and role modeling to the
16 student body as a whole.

17 **“SEC. 232. PURPOSE.**

18 “The purpose of this subpart is to strengthen and
19 expand the recruitment, training, and retention of diverse
20 candidates into the teaching profession.

21 **“SEC. 233. ELIGIBLE INSTITUTION DEFINED.**

22 “In this subpart, the term ‘eligible institution’ means
23 an institution of higher education that has a teacher or
24 school leader preparation program that is accredited by
25 the State and that is—

1 “(1) a part B institution (as defined in section
2 322);

3 “(2) a Hispanic-serving institution (as defined
4 in section 502);

5 “(3) a Tribal college or university (as defined in
6 section 316);

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

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

11 “(6) a predominantly black institution (as de-
12 fined in section 318);

13 “(7) an Asian-American and Native American
14 Pacific Islander-serving institution (as defined in
15 section 320(b));

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

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

20 “(10) any institution described in paragraphs
21 (1) through (8) in which a center of excellence es-
22 tablished under section 234 is located, in partner-
23 ship with any other institution of higher education.

1 **“SEC. 234. AUGUSTUS F. HAWKINS CENTERS OF EXCEL-**
2 **LENCE.**

3 “(a) PROGRAM AUTHORIZED.—From the amounts
4 provided to carry out this subpart, the Secretary shall
5 award grants, on a competitive basis, to eligible institu-
6 tions to establish centers of excellence.

7 “(b) USE OF FUNDS.—An eligible institution shall
8 use a grant received under this subpart to ensure that pro-
9 grams offered at a center of excellence established by such
10 institution prepare current and future teachers or school
11 leaders to be profession-ready, and meet the applicable
12 State certification and licensure requirements, including
13 any requirements for certification obtained through alter-
14 native routes to certification, or, with regard to special
15 education teachers, the qualifications described in section
16 612(a)(14) of the Individuals with Disabilities Education
17 Act (20 U.S.C. 1412(a)(14)(C)), by carrying out one or
18 more of the following activities:

19 “(1) Implementing reforms within teacher or
20 school leader preparation programs to ensure that
21 such programs are preparing teachers or school lead-
22 ers who meet such applicable State certification and
23 licensure requirements or qualifications, are using
24 evidence-based instructional practices to improve
25 student academic achievement, by—

26 “(A) retraining or recruiting faculty; and

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

3 “(i) prepare teachers or school leaders
4 to serve in low-performing schools and
5 close student achievement gaps, and that
6 are based on rigorous academic content,
7 evidence-based research, and challenging
8 State academic standards as described in
9 section 1111(b)(1) of the Elementary and
10 Secondary Education Act of 1965 (20
11 U.S.C. 6311(b)(1)); and

12 “(ii) promote effective teaching skills.

13 “(2) Providing sustained and high-quality
14 preservice clinical experience, including the men-
15 toring of prospective teachers by teacher leaders,
16 substantially increasing interaction between faculty
17 at institutions of higher education and new and ex-
18 perience teachers, principals, school leaders, and
19 other administrators at elementary schools or sec-
20 ondary schools, and providing support, including
21 preparation time, for such interaction.

22 “(3) Developing and implementing initiatives to
23 promote retention of teachers who meet such appli-
24 cable State certification and licensure requirements
25 or qualifications, and principals and other school

1 leaders, including minority teachers, principals and
2 other school leaders, including programs that pro-
3 vide—

4 “(A) teacher or principal and other school
5 leader mentoring; and

6 “(B) induction and support for teachers
7 and principals and other school leaders during
8 their first three years of employment as teach-
9 ers, principals, or other school leaders, respec-
10 tively.

11 “(4) Awarding scholarships based on financial
12 need to help students pay the costs of tuition, room,
13 board, and other expenses of completing a teacher or
14 other school leader preparation program, not to ex-
15 ceed the cost of attendance as defined in section
16 472.

17 “(5) Disseminating information on effective
18 practices for teacher or other school leader prepara-
19 tion and successful teacher or other school leader
20 certification and licensure assessment preparation
21 strategies.

22 “(6) Activities authorized under section 202.

23 “(c) APPLICATION.—Any eligible institution desiring
24 a grant under this subpart shall submit an application to

1 the Secretary at such time, in such manner, and accom-
2 panied by such information as the Secretary may require.

3 “(d) **LIMITATION ON ADMINISTRATIVE EXPENSES.**—
4 An eligible institution that receives a grant under this sub-
5 part may use not more than 2 percent of the funds pro-
6 vided to administer the grant.

7 “(e) **REGULATIONS.**—The Secretary shall prescribe
8 such regulations as may be necessary to carry out this
9 subpart.

10 **“Subpart 2—Preparing Well-Rounded Teachers**

11 **“SEC. 241. WELL-ROUNDED TEACHING GRANTS.**

12 “(a) **FINDINGS.**—Congress finds that—

13 “(1) students have diverse learning needs and
14 teachers must be prepared to provide a high-quality,
15 equitable education to every child;

16 “(2) improving the pedagogical competencies,
17 behavior management skills, and cultural com-
18 petencies of teacher candidates prepares them to ef-
19 fectively teach students from diverse backgrounds
20 and increases the likelihood they will remain in the
21 profession; and

22 “(3) teachers who hold dual certification and
23 receive training in social and emotional learning
24 competencies and nonexclusionary, positive behavior
25 management practices are better prepared to create

1 a supportive school climate and meet the needs of all
2 students, including English learners, racially diverse
3 students, students with disabilities, low-income stu-
4 dents, and students who have experienced trauma.

5 “(b) PURPOSE.—The purpose of this subpart is to—

6 “(1) strengthen and expand teacher preparation
7 programs that embed dual certification for teacher
8 candidates in special education; and

9 “(2) strengthen and expand teacher preparation
10 programs that embed training on social and emo-
11 tional learning competencies and nonexclusionary,
12 positive behavior management practices to teacher
13 candidates.

14 “(c) AUTHORIZATION OF PROGRAM.—

15 “(1) IN GENERAL.—From the amounts pro-
16 vided to carry out this subpart, the Secretary shall
17 award grants, on a competitive basis, to eligible
18 partnerships to improve the preparation of general
19 education teacher candidates to ensure that such
20 teacher candidates possess the knowledge, skills, and
21 credentials necessary to effectively instruct students
22 with disabilities in general education classrooms, and
23 an understanding of positive behavior-management
24 practices that reduce the use of exclusionary and

1 aversive disciplinary practices and create a sup-
2 portive school climate.

3 “(2) DURATION OF GRANTS.—A grant under
4 this subpart shall be awarded for a period of not
5 more than 5 years.

6 “(3) NON-FEDERAL SHARE.—An eligible part-
7 nership that receives a grant under this subpart
8 shall provide not less than 25 percent of the cost of
9 the activities carried out with such grant from non-
10 Federal sources, which may be provided in cash or
11 in-kind.

12 “(d) DEFINITION OF ELIGIBLE PARTNERSHIP.—In
13 this section, the term ‘eligible partnership’ means a part-
14 nership that—

15 “(1) shall include—

16 “(A) one or more departments or programs
17 at an institution of higher education—

18 “(i) that prepare elementary or sec-
19 ondary general education teachers;

20 “(ii) that have a program of study
21 that leads to an undergraduate degree, a
22 master’s degree, or completion of a
23 postbaccalaureate program required for
24 teacher certification; and

1 “(iii) the profession-ready graduates
2 of which meet the applicable State certifi-
3 cation and licensure requirements, includ-
4 ing any requirements for certification ob-
5 tained through alternative routes to certifi-
6 cation, or, with regard to special education
7 teachers, the qualifications described in
8 section 612(a)(14)(C) of the Individuals
9 with Disabilities Education Act;

10 “(B) a department or program that has
11 expertise in special education at an institution
12 of higher education; and

13 “(C) a high-need local educational agency;
14 and

15 “(2) may include—

16 “(A) a department or program of mathe-
17 matics, earth or physical science, foreign lan-
18 guage, or another department at the institution
19 that has a role in preparing teachers; or

20 “(B) a nonprofit, research-based organiza-
21 tion.

22 “(e) ACTIVITIES.—An eligible partnership that re-
23 ceives a grant under this section—

24 “(1) shall use the grant funds to—

1 “(A) develop or strengthen an under-
2 graduate, postbaccalaureate, or master’s teach-
3 er preparation program by integrating special
4 education pedagogy into the general education
5 curriculum and academic content that result in
6 applicable dual State certification for teacher
7 candidates who complete the program;

8 “(B) develop or strengthen an under-
9 graduate, postbaccalaureate, or master’s teach-
10 er preparation program by embedding social
11 and emotional learning strategies and nonexclu-
12 sionary, positive behavior-management practices
13 into the general education curriculum and aca-
14 demic content;

15 “(C) provide teacher candidates partici-
16 pating in the program under subparagraph (A)
17 with skills related to—

18 “(i) response to intervention, positive
19 behavioral interventions and supports (in-
20 cluding eliminating the use of aversive
21 interventions such as seclusion and re-
22 straints), differentiated instruction, and
23 data-driven instruction (including the use
24 of data to identify and address disparities

1 in rates of discipline among student sub-
2 groups);

3 “(ii) universal design for learning;

4 “(iii) determining and utilizing accom-
5 modations for instruction and assessments
6 for students with disabilities;

7 “(iv) collaborating with stakeholders
8 such as special educators, related services
9 providers, out-of-school time providers, and
10 parents, including participation in individ-
11 ualized education program development
12 and implementation;

13 “(v) appropriately utilizing technology
14 and assistive technology for students with
15 disabilities; and

16 “(vi) effectively and equitably using
17 technology for digital and blended learning;

18 “(D) provide teacher candidates partici-
19 pating in the program under subparagraph (B)
20 with skills related to—

21 “(i) social and emotional learning
22 competencies;

23 “(ii) positive behavior interventions
24 and supports or multitiered systems of
25 support;

1 “(iii) trauma-informed care;
2 “(iv) evidenced-based restorative jus-
3 tice practices; and
4 “(v) culturally responsive teaching
5 and anti-bias training that is evidence-
6 based; and
7 “(E) provide extensive clinical experience
8 for participants described in subparagraphs (A)
9 and (B) with mentoring and induction support
10 throughout the program that continues during
11 the first 2 years of full-time teaching.

12 “(f) APPLICATION.—

13 “(1) APPLICATION REQUIREMENTS.—An eligi-
14 ble partnership seeking a grant under this section
15 shall submit an application to the Secretary at such
16 time, in such manner, and containing such informa-
17 tion as the Secretary may require. Such application
18 shall include—

19 “(A) a self-assessment by the eligible part-
20 nership of the existing teacher preparation pro-
21 gram at the institution of higher education and
22 needs related to preparing general education
23 teacher candidates to instruct students with dis-
24 abilities; and

1 “(B) an assessment of the existing per-
2 sonnel needs for general education teachers who
3 instruct students with disabilities, performed by
4 the local educational agency in which most
5 graduates of the teacher preparation program
6 are likely to teach after completion of the pro-
7 gram under subsection (e)(1).

8 “(2) PEER REVIEW.—

9 “(A) IN GENERAL.—The Secretary shall
10 convene a peer review committee to review ap-
11 plications for grants under this subpart and to
12 make recommendations to the Secretary regard-
13 ing the selection of eligible partnerships for
14 such grants.

15 “(B) MEMBERSHIP.—Members of the peer
16 review committee shall be recognized experts in
17 the fields of special education, social and emo-
18 tional learning, teacher preparation, and gen-
19 eral education and shall not be in a position to
20 benefit financially from any grants awarded
21 under this section.

22 “(g) EQUITABLE GEOGRAPHIC DISTRIBUTION.—In
23 awarding grants under this subpart, the Secretary shall,
24 to the maximum extent possible, provide for an equitable
25 geographic distribution of such grants.

1 “(h) EVALUATIONS.—

2 “(1) BY THE PARTNERSHIP.—

3 “(A) IN GENERAL.—An eligible partner-
4 ship receiving a grant under this subpart shall
5 conduct an evaluation at the end of the grant
6 period to determine—

7 “(i) the effectiveness of the general
8 education teachers who completed a pro-
9 gram under subsection (c)(1) with respect
10 to instruction of students with disabilities
11 in general education classrooms; and

12 “(ii) the systemic impact of the activi-
13 ties carried out by such grant on how each
14 institution of higher education that is a
15 member of the partnership prepares teach-
16 ers for instruction in elementary schools
17 and secondary schools.

18 “(B) REPORT TO THE SECRETARY.—Each
19 eligible partnership performing an evaluation
20 under subparagraph (A) shall report the find-
21 ings of such evaluation to the Secretary.

22 “(2) REPORT BY THE SECRETARY.—Not later
23 than 180 days after the last day of the grant period
24 for which an evaluation was conducted under para-
25 graph (1), the Secretary shall make available to the

1 authorizing committees and the public the findings
2 of the evaluations submitted under paragraph (1),
3 and information on best practices related to effective
4 instruction of students with disabilities in general
5 education classrooms.”.

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