

119TH CONGRESS
1ST SESSION

H. R. 6532

To establish a grant program for innovative partnerships among teacher preparation programs, local educational agencies, and community-based organizations to expand access to high-quality tutoring in hard-to-staff schools and high-need schools, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

DECEMBER 9, 2025

Ms. LEE of Nevada (for herself and Mr. VALADAO) introduced the following bill; which was referred to the Committee on Education and Workforce

A BILL

To establish a grant program for innovative partnerships among teacher preparation programs, local educational agencies, and community-based organizations to expand access to high-quality tutoring in hard-to-staff schools and high-need schools, 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 “Partnering Aspiring
5 Teachers with High-need Schools to Tutor Act of 2025”
6 or the “PATHS to Tutor Act of 2025”.

1 **SEC. 2. GRANT PROGRAM FOR HIGH-QUALITY TUTORING.**

2 (a) DEFINITIONS.—In this section:

3 (1) EDUCATIONAL SERVICE AGENCY.—The
4 term “educational service agency” has the meaning
5 given the term in section 8101 of the Elementary
6 and Secondary Education Act of 1965 (20 U.S.C.
7 7801).

8 (2) EDUCATOR PREPARATION PROGRAM.—The
9 term “educator preparation program” means a
10 State-accredited program at a public or nonprofit in-
11 stitution of higher education or other nonprofit pro-
12 vider that prepares individuals to serve as educators.

13 (3) HARD-TO-STAFF SCHOOL.—The term
14 “hard-to-staff school” means a high-need school that
15 has a high rate of teacher turnover or a large con-
16 centration of teachers in their first or second year
17 of teaching.

18 (4) HIGH-NEED SCHOOL.—The term “high-need
19 school” has the meaning given the term in section
20 2211 of the Elementary and Secondary Education
21 Act of 1965 (20 U.S.C. 6631).

22 (5) HIGH-QUALITY TUTORING.—The term
23 “high-quality tutoring” means tutoring—

24 (A) that is provided by a tutor;

25 (B) that is one-on-one or in a small group
26 not to exceed a ratio of 1 tutor to 4 students,

1 or a small group ratio based on evidence deter-
2 mined sufficient by the State educational agen-
3 cy in the State in which the tutoring takes
4 place;

5 (C) that includes plans and time for tutors
6 to collaborate;

7 (D) that—

8 (i) includes multiple sessions each
9 week that are of sufficient length, such as
10 the length of a regularly scheduled class or
11 period; and

12 (ii) is—

13 (I) embedded in the school sched-
14 ule, preferably during the regular
15 school day or tightly integrated to the
16 regular school day and provided be-
17 fore or after school; or

18 (II) during school vacations;

19 (E) in which content and grade-specific tu-
20 tors are matched with students;

21 (F) that is aligned to local standards and
22 curriculum;

23 (G) that includes high-quality pre-service
24 training and ongoing professional support;

25 (H) that a local consortium facilitates by—

(i) the local educational agency and schools in the local consortium supporting tutors through direct supervision and feedback; and

(ii) the faculty or staff of the educator preparation program in the local consortium providing additional capacity; and

(I) where tutors are adequately compensated for their work.

(6) LOCAL CONSORTIUM.—The term “local consortium” means a consortium consisting of community partners as follows:

(A) The consortium shall include the following entities, one or both of which shall serve as the lead entity of the consortium:

(i) A local educational agency, an individual school, or an educational service agency.

(ii) An educator preparation program.

(B) The consortium may include a community partner, such as—

(i) a community-based organization;

(ii) a child- and youth-serving organization or agency;

(iii) an institution of higher education,
as defined in section 101(a) of the Higher
Education Act of 1965 (20 U.S.C.
1001(a));

(iv) a foundation;

(v) an educator organization;

(vi) an organization representing edu-
cation professionals;

(vii) a local government, including a
government agency serving children and
youth, such as a child welfare and juvenile
justice agency;

(viii) an organization representing
students; or

(ix) an organization representing par-
ents.

(7) LOCAL EDUCATIONAL AGENCY.—The term
“local educational agency” has the meaning given
the term in section 8101 of the Elementary and Sec-
ondary Education Act of 1965 (20 U.S.C. 7801).

(8) MENTOR.—The term “mentor” means an
experienced educator, including a teacher-educator
at an educator preparation program, dedicated to
advising a tutor or administering the tutoring pro-
gram.

1 (9) SECRETARY.—The term “Secretary” means
2 the Secretary of Education.

3 (10) TUTOR.—The term “tutor” means—

4 (A) a postsecondary student, including one
5 who is enrolled in an educator preparation pro-
6 gram;

7 (B) a recent graduate of an educator prep-
8 aration program;

9 (C) an individual serving as an education
10 paraprofessional or teaching aide; or

11 (D) a fully certified and licensed educator
12 (such as a recently retired educator, an educa-
13 tor experiencing a gap in employment due to
14 COVID-induced budget cuts, or an educator
15 providing tutoring before or after school or dur-
16 ing the summer).

17 (b) DEMONSTRATION COMPETITIVE GRANT PRO-
18 GRAM.—The Secretary shall award grants, on a competi-
19 tive basis, to local consortia to enable the local consortia
20 to carry out high-quality tutoring, especially at hard-to-
21 staff schools or high-need schools.

22 (c) APPLICATION.—A local consortium that desires to
23 receive a grant under this section shall submit an applica-
24 tion to the Secretary at such time, in such manner, and

1 accompanied by such information as the Secretary may
2 require, including the following:

3 (1) A description of the local consortium, in-
4 cluding which public or nonprofit entity participating
5 in the local consortium shall serve as the fiscal agent
6 for the local consortium.

7 (2) A description of the strategy for recruit-
8 ment, careful selection, and matching of tutors with
9 hard-to-staff schools and high-need schools.

10 (3) A description of the pre-service training and
11 ongoing professional support for tutors.

12 (4) A list of hard-to-staff schools and high-need
13 schools, and the grades that will be supported in
14 each school, identified by the local consortium to re-
15 ceive a comprehensive, coordinated continuum of
16 services and support.

17 (5) A description of how the high-quality tutor-
18 ing program plans to accelerate student learning.

19 (6) A description of how the local consortium
20 will ensure that the high-quality tutoring provided
21 under such program does not result in the tracking
22 or negative labeling of students, or remediation.

23 (7) A description of the duration of the high-
24 quality tutoring, including the duration of sessions,

1 the number of days a week tutoring will occur, and
2 the length in weeks the tutoring will occur.

3 (8) An assurance that the local consortium will
4 align high-quality tutoring to the local curriculum
5 and standards of the local educational agency and
6 school and will be designed to support student suc-
7 cess in the classroom.

8 (9) A description of materials and supports and
9 how they are aligned with the local curriculum and
10 standards of the local educational agency and school.

11 (10) A description of how the high-quality tu-
12 toring program will build school capacity in the
13 schools in which the tutors will serve.

14 (11) An assurance that the local consortium
15 will leverage tutors to supplement, not supplant, ex-
16 isting staff.

17 (12) A description of how tutors will be ade-
18 quately compensated.

19 (13) An assurance that the local consortium
20 will use funds to supplement and not supplant funds
21 otherwise available to carry out high-quality tutoring
22 and will not use any funds to replace teaching posi-
23 tions with tutoring positions.

24 (14) A description of how the tutoring program
25 will incorporate research-based social-emotional

1 learning practices, trauma-informed learning prac-
2 tices, and culturally and linguistically responsive
3 practices.

4 (d) PRIORITY.—In awarding grants under this sec-
5 tion, the Secretary shall give priority to local consortia
6 that plan to support high-need schools in building student
7 learning capacity by using tutors who—

8 (1) are postsecondary students who are enrolled
9 in educator preparation programs; or

10 (2) are enrolled in a historically Black college
11 or university (defined as a part B institution under
12 section 322 of the Higher Education Act of 1965
13 (20 U.S.C. 1061)) or another minority-serving insti-
14 tution (defined as an eligible institution under sec-
15 tion 371(a) of such Act (20 U.S.C. 1067q(a))).

16 (e) USE OF FUNDS.—A local consortium that receives
17 a grant under this section may use the grant funds for
18 the following:

19 (1) Matching, training, and placing tutors with
20 schools to deliver high-quality tutoring.

21 (2) Supporting tutors to work with small
22 groups of students attending high-need schools
23 wherein tutors are providing supervision and instruc-
24 tion, and providing the tutors with time for collabo-
25 ration with mentors.

1 (3) Matching tutors in the high-quality tutoring
2 program with mentors.

3 (4) Providing stipends to such tutors and men-
4 tors.

5 (5) Purchasing instructional materials and
6 connectivity resources, including internet access and
7 accessible devices.

8 (6) Providing transportation for students at-
9 tending the high-quality tutoring program.

10 (7) Providing meals and snacks for students at-
11 tending the high-quality tutoring program.

12 (8) Providing facilities for conducting the high-
13 quality tutoring program.

14 (f) AUTHORIZATION OF APPROPRIATIONS.—

15 (1) IN GENERAL.—There is authorized to be
16 appropriated to carry out this section \$500,000,000.

17 (2) ALLOCATION.—From the amounts appro-
18 priated to carry out this section—

19 (A) not less than 85 percent shall be used
20 for directly supporting students, including pro-
21 viding stipends to tutors and mentors in the
22 high-quality tutoring program, providing trans-
23 portation, meals, and snacks, and purchasing
24 instructional materials and connectivity re-
25 sources for students; and

1 (B) not more than 15 percent shall be
2 used for other uses in carrying out this section.

3 **SEC. 3. COORDINATION WITH THE CORPORATION FOR NA-**
4 **TIONAL AND COMMUNITY SERVICE.**

5 (a) INTERAGENCY AGREEMENT.—The Secretary of
6 Education shall enter into an interagency agreement with
7 the Corporation for National and Community Service
8 under section 121(b) of the National and Community
9 Service Act of 1990 (42 U.S.C. 12571(b)) under which
10 the Corporation shall approve tutor positions under a pro-
11 gram funded under section 2, as approved national service
12 positions (as defined in section 101 of the National and
13 Community Service Act of 1990 (42 U.S.C. 12511)). Such
14 interagency agreement shall specify how a degree or cer-
15 tificate of completion for a term of service as a provider
16 of high-quality tutoring will be submitted to the Corpora-
17 tion.

18 (b) SPECIAL RULE.—Notwithstanding section 148 of
19 the National and Community Service Act of 1990 (42
20 U.S.C. 12604), the Secretary and the Chief Executive Of-
21 ficer of the Corporation for National and Community
22 Service shall develop a program under which national serv-
23 ice educational awards may be disbursed to tutors upon

- 1 completion of service under a program funded under sec-
- 2 tion 2.

