

118TH CONGRESS
1ST SESSION

S. _____

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

IN THE SENATE OF THE UNITED STATES

Mr. KAINE (for himself and Ms. COLLINS) introduced the following bill; which was read twice and referred to the Committee on _____

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 2023” or the “PREP
6 Act of 2023”.

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

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

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

23 “(B) when referring to a specific academic
24 subject area, the disciplines or content areas in

1 which academic majors are offered by the arts
2 and sciences organizational unit.

3 “(3) CHILDREN FROM LOW-INCOME FAMI-
4 LIES.—The term ‘children from low-income families’
5 means children described in section 1124(e)(1)(A) of
6 the Elementary and Secondary Education Act of
7 1965.

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

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

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

22 “(7) EDUCATIONAL SERVICE AGENCY.—The
23 term ‘educational service agency’ has the meaning
24 given the term in section 8101 of the Elementary
25 and Secondary Education Act of 1965.

1 “(8) EFFECTIVE EARLY CHILDHOOD EDUCA-
2 TOR.—The term ‘effective childhood educator’ means
3 an educator—

4 “(A) with specialized education, creden-
5 tials, and preparation in development and edu-
6 cation of young children from birth until entry
7 into kindergarten;

8 “(B) with—

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

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

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

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

22 “(A) shall include—

23 “(i) a State educational agency;

24 “(ii) a high-need local educational
25 agency, a high-need school or a consortium

1 of high need schools served by a high-need
2 local educational agency, or, as applicable,
3 a high-need early childhood education pro-
4 gram; and

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

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

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

21 “(ii) The Governor of the State.

22 “(iii) The State board of education.

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

25 “(v) A business.

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

3 “(vii) An educational service agency.

4 “(viii) A teacher or school leader orga-
5 nization.

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

10 “(x) A charter school (as defined in
11 section 4310 of the Elementary and Sec-
12 ondary Education Act of 1965).

13 “(xi) A school or department within
14 the partner institution that focuses on psy-
15 chology and human development.

16 “(xii) A school or department within
17 the partner institution that focuses on
18 comprehensive literacy instruction includ-
19 ing child or adolescent literacy.

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

24 “(xiv) A State accredited nonprofit
25 entity that is eligible to receive funding

1 under title IV operating a program that
2 provides alternative routes to State certifi-
3 cation of teachers or school leaders.

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

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

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

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

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

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

1 “(iii) that meets the eligibility require-
2 ments for funding under the Small, Rural
3 School Achievement Program under section
4 5211(b) of the Elementary and Secondary Edu-
5 cation Act of 1965; or

6 “(iv) that meets the eligibility require-
7 ments for funding under the Rural and Low-In-
8 come School Program under section 5221(b) of
9 the Elementary and Secondary Education Act
10 of 1965; and

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

15 “(ii) for which there is a high teacher
16 turnover rate or a high percentage of teachers
17 with emergency, provisional, or temporary cer-
18 tification or licensure;

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

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

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

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

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

20 “(C) identified for comprehensive support
21 and improvement under section 1111(c)(4)(D)
22 of the Elementary and Secondary Education
23 Act of 1965, targeted support and improvement
24 under section 1111(d)(2) of the Elementary
25 and Secondary Education Act of 1965, or addi-

1 tional targeted support under section
2 1111(d)(2)(C) of the Elementary and Sec-
3 ondary Education Act of 1965.

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

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

21 “(B) Periodic, structured time for collabo-
22 ration with teachers or leaders in the same de-
23 partment or field, including mentor teachers or
24 leaders, as well as time for information-sharing
25 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 to
2 develop teaching skills, as described in
3 paragraph (26), or school leadership skills,
4 as described in paragraph (22); and

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

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

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

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

21 “(21) SCHOOL LEADER.—The term ‘school
22 leader’ has the meaning given the term in section
23 8101 of the Elementary and Secondary Education
24 Act of 1965.

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

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

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

14 “(C) create an inclusive and positive school
15 environment, including through the implementa-
16 tion of culturally responsive and linguistically
17 inclusive practices;

18 “(D) effectively communicate and work
19 with parents to support student achievement;

20 “(E) effectively manage school operations
21 and resources; and

22 “(F) support a system of continuous im-
23 provement.

24 “(23) SCIENTIFICALLY VALID RESEARCH.—The
25 term ‘scientifically valid research’ includes applied

1 research, basic research, and field-initiated research
2 in which the rationale, design, and interpretation are
3 soundly developed in accordance with principles of
4 scientific research.

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

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

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

24 “(C) provides regular and ongoing oppor-
25 tunities for mentors and mentees to observe

1 each other’s teaching or leadership methods in
2 classroom and school settings during the day in
3 a high need school in the high-need local edu-
4 cational agency in the eligible partnership;

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

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

11 “(F) promotes empirically based practice
12 of, and evidence-based research on, where appli-
13 cable—

14 “(i) teaching and learning;

15 “(ii) assessment of student learning;

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

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

22 “(G) includes—

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

1 “(ii) joint professional development
2 opportunities.

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

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

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

22 “(C) acquires effective teaching or school
23 leadership skills through the integration of ped-
24 agogy, classroom or school practice, and teacher
25 or leadership mentoring; and

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

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

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

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

18 “(C) effectively teach higher-order analyt-
19 ical, critical thinking, evaluation, problem-solv-
20 ing, and communication skills;

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

23 “(i) are based on empirically based
24 practice and evidence-based research,

1 where applicable, related to teaching and
2 learning;

3 “(ii) are specific to academic subject
4 matter; and

5 “(iii) focus on the identification of
6 students’ specific learning needs, particu-
7 larly students with disabilities, students
8 who are English learners, students who are
9 gifted and talented, and students with low
10 literacy levels, and the tailoring of aca-
11 demic instruction to such needs;

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

21 “(F) support the social, emotional, and
22 academic achievement of all students, including
23 effectively creating an inclusive classroom envi-
24 ronment, including the ability to implement

1 positive behavioral interventions, trauma-in-
2 formed care, and other support strategies;

3 “(G) are culturally responsive and linguis-
4 tically inclusive;

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

8 “(I) use age-appropriate and develop-
9 mentally appropriate strategies and practices
10 for students in early childhood education pro-
11 grams and elementary schools and secondary
12 schools.

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

18 **“SEC. 201. PURPOSES.**

19 “The purposes of this title are to—

20 “(1) improve student achievement;

21 “(2) improve the skills and effectiveness of pro-
22 spective and new teachers and school leaders by im-
23 proving the preparation of prospective teachers and
24 school leaders and enhancing professional develop-
25 ment activities for new teachers and school leaders;

1 “(3) hold teacher and school leader preparation
2 programs accountable for preparing teachers with
3 teaching skills, as described in section 200(26), and
4 school leaders with school leadership skills, as de-
5 scribed in section 200(22); and

6 “(4) recruit well-prepared individuals, including
7 individuals from underrepresented populations and
8 individuals from other occupations, into the teaching
9 and school leadership force with an emphasis on
10 areas of State-identified teacher shortage, and where
11 available, school leader shortage.

12 **“SEC. 202. PARTNERSHIP GRANTS.**

13 “(a) PROGRAM AUTHORIZED.—From amounts made
14 available under section 210, excluding amounts reserved
15 under subsection (k), the Secretary is authorized to award
16 grants, on a competitive basis, to eligible partnerships, to
17 enable the eligible partnerships to carry out the activities
18 described in subsection (c).

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

24 “(1) a needs assessment of the partners in the
25 eligible partnership with respect to the preparation,

1 ongoing professional development, and retention of
2 general education, English language, and special
3 education teachers, principals, and other school lead-
4 ers, and, as applicable, early childhood educators, in-
5 cluding any information provided by the State or
6 local educational agency regarding teacher and
7 school leader shortage areas, including in special
8 education, English language, science, technology, en-
9 gineering, mathematics, and career and technical
10 education, and areas of inequitable distribution of
11 certified, experienced, and effective teachers and
12 school leaders;

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

19 “(3) a description of how such program will
20 prepare prospective and new teachers or school lead-
21 ers to understand and use research and data to
22 modify and improve classroom or schoolwide instruc-
23 tion and student engagement;

24 “(4) a description of—

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

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

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

21 “(i) effectively managing a classroom
22 to create a positive and inclusive classroom
23 environment;

1 “(ii) developing interpersonal and
2 intrapersonal skills that contribute to aca-
3 demic success;

4 “(iii) designing and conducting ongo-
5 ing assessments of student learning, which
6 may include the use of formative, perform-
7 ance-based, project-based, or portfolio as-
8 sessments that measure higher order
9 thinking skills;

10 “(iv) learning how to use this infor-
11 mation to inform and personalize instruc-
12 tion and differentiate instruction, including
13 working with students with special needs;

14 “(v) effectively using and integrating
15 technology in the classroom to support evi-
16 dence-based instruction; and

17 “(vi) where appropriate, the skills nec-
18 essary to implement advanced coursework
19 programs, such as dual or concurrent en-
20 rollment programs, early college high
21 school, Advanced Placement, International
22 Baccalaureate, and talented and gifted;

23 “(D) how the eligible partnership will de-
24 velop and implement a competitive and com-
25 prehensive selection and screening process in-

1 tended to recruit high-ability, diverse can-
2 didates; and

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

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

18 “(A) the integration of funds from other
19 related sources;

20 “(B) the intended use of the grant funds;
21 and

22 “(C) the commitment of the resources of
23 the partnership to the activities assisted under
24 this section, including financial support, faculty
25 participation, and time commitments, and to

1 the continuation of the activities when the grant
2 ends;

3 “(6) a description of—

4 “(A) how the eligible partnership will meet
5 the purposes of this title;

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

15 “(C) if the partnership chooses to use
16 funds under this section for a project or activi-
17 ties under subsection (f) or (g), how the part-
18 nership will carry out such project or required
19 activities based on the needs identified in para-
20 graph (1), with the goal of improving student
21 academic achievement and closing achievement
22 gaps in student performance across subgroups
23 of students, as described in section 1111(e)(2)
24 of the Elementary and Secondary Education
25 Act of 1965;

1 “(D) the partnership’s evaluation plan
2 under section 204(a);

3 “(E) how the partnership will align the
4 teacher or school leader preparation program
5 under subsection (c) with the—

6 “(i) as applicable, State early learning
7 standards for early childhood education
8 programs, as appropriate, and with the rel-
9 evant domains of early childhood develop-
10 ment;

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

17 “(iii) professional development activi-
18 ties identified under section 2101 and sec-
19 tion 2103 of the Elementary and Sec-
20 ondary Education Act of 1965 and where
21 applicable, the school improvement activi-
22 ties identified under section 1111(d) of the
23 Elementary and Secondary Education Act
24 of 1965;

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

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

23 “(H) how faculty at the partner institution
24 will work, during the term of the grant, with ef-
25 fective teachers in the classrooms of high-need

1 schools served by the high-need local edu-
2 cational agency in the partnership to—

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

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

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

16 “(J) how the partnership will support in-
17 service professional development strategies and
18 activities; and

19 “(K) how the partnership will collect, ana-
20 lyze, and use data on the retention of all teach-
21 ers, school leaders, and early childhood edu-
22 cators, including where available, data on work-
23 ing conditions and school climate, in schools
24 and early childhood education programs located
25 in the geographic area served by the partner-

1 ship to evaluate the effectiveness of the partner-
2 ship’s teacher and educator support system;
3 and

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

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

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

21 “(C) a description of how the teacher prep-
22 aration program will design and implement an
23 induction program to support, through not less
24 than the first 2 years of teaching, all new
25 teachers who are prepared by the teacher prep-

1 aration program in the partnership and who
2 teach in the high-need local educational agency
3 in the partnership, and, to the extent prac-
4 ticable, all new teachers who teach in such
5 high-need local educational agency, in the fur-
6 ther development of the new teachers' teaching
7 skills, including the use of mentors who are
8 trained and compensated by such program for
9 the mentors' work with new teachers; and

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

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

22 “(d) PARTNERSHIP GRANTS FOR THE PREPARATION
23 OF TEACHERS.—An eligible partnership that receives a
24 grant to carry out a program for the preparation of teach-
25 ers shall carry out an effective pre-baccalaureate teacher

1 preparation program or a 5th year initial licensing pro-
2 gram that includes all of the following:

3 “(1) REFORMS.—

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

11 “(i) preparing—

12 “(I) new or prospective teachers
13 to develop teaching skills, as described
14 in section 200(26), including teachers
15 in rural school districts who may
16 teach multiple subjects, special edu-
17 cators, and teachers of students who
18 are English learners who may also
19 teach multiple subjects;

20 “(II) such teachers and, as appli-
21 cable, early childhood educators, to
22 understand empirically based practice
23 and scientifically valid research re-
24 lated to teaching and learning and the
25 applicability of such practice and re-

1 search, including through the effective
2 use of technology, instructional tech-
3 niques, and strategies consistent with
4 the principles of universal design for
5 learning, and through positive behav-
6 ioral interventions and support strate-
7 gies to improve student achievement
8 and engagement; and

9 “(III) as applicable, early child-
10 hood educators to be highly effective;
11 and

12 “(ii) promoting effective teaching
13 skills and techniques to improve children’s
14 cognitive, social, emotional, and physical
15 development.

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

18 “(i) implementing teacher preparation
19 program curriculum changes that improve,
20 evaluate, and assess how well all prospec-
21 tive and new teachers develop teaching
22 skills and are prepared to provide class-
23 room instruction aligned to the full depth
24 and breadth of the State’s challenging aca-
25 demic standards;

1 “(ii) using empirically based practice
2 and evidence-based research, where appli-
3 cable, about teaching and learning so that
4 all prospective teachers and, as applicable,
5 early childhood educators—

6 “(I) understand and can imple-
7 ment research based teaching prac-
8 tices in classroom instruction;

9 “(II) have knowledge of student
10 learning methods;

11 “(III) possess skills to analyze
12 student academic achievement and en-
13 gagement data and other measures of
14 student learning, and use such data
15 and measures to improve classroom
16 instruction and engagement;

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

23 “(aa) meet the specific
24 learning needs of all students, in-
25 cluding students with disabilities,

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

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

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

22 “(VI) possess the skills to meet
23 the academic, social, and emotional
24 needs of students and create inclusive

1 and culturally responsive learning en-
2 vironments; and

3 “(VII) can successfully employ
4 effective strategies for comprehensive
5 literacy instruction;

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

24 “(iv) developing and implementing an
25 induction program;

1 “(v) developing admissions goals and
2 priorities aligned with the hiring objectives
3 of the high-need local educational agency
4 in the eligible partnership; and

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

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

19 “(A) Incorporate year-long opportunities
20 for enrichment, including—

21 “(i) clinical learning in classrooms in
22 high-need schools served by the high-need
23 local educational agency in the eligible
24 partnership, and identified by the eligible
25 partnership; and

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

9 “(B) Integrate pedagogy and classroom
10 practice and promote effective teaching skills in
11 academic content areas.

12 “(C) Provide high-quality teacher men-
13 toring.

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

16 “(E) Be tightly aligned with coursework
17 (and may be developed as a fifth year of a
18 teacher preparation program).

19 “(F) Where feasible, allow prospective
20 teachers to learn to teach in the same local edu-
21 cational agency in which the teachers will work,
22 learning the instructional initiatives and cur-
23 riculum of that local educational agency.

24 “(G) As applicable, provide preparation
25 and experience to enhance the teaching skills of

1 prospective teachers to better prepare such
2 teachers to meet the unique needs of teaching
3 in rural or urban communities.

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

11 “(i) with respect to a prospective
12 teacher or a mentor, release time for such
13 individual’s participation;

14 “(ii) with respect to a faculty member,
15 receiving course workload credit and com-
16 pensation for time teaching in the eligible
17 partnership’s activities; and

18 “(iii) with respect to a mentor, a sti-
19 pend, which may include bonus, differen-
20 tial, incentive, or performance pay, based
21 on the mentor’s extra skills and respon-
22 sibilities.

23 “(3) INDUCTION PROGRAMS FOR NEW TEACH-
24 ERS.—Creating an induction program for new teach-
25 ers or, in the case of an early childhood education

1 program, providing mentoring or coaching for new
2 early childhood educators.

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

10 “(5) TEACHER OR SCHOOL LEADER RECRUIT-
11 MENT.—Developing and implementing effective
12 mechanisms (which may include State-accredited al-
13 ternative routes to full State certification of teach-
14 ers) to ensure that the eligible partnership is able to
15 recruit qualified individuals with teaching skills, as
16 described in section 200(26), or school leadership
17 skills, as described in section 200(22), through the
18 activities of the eligible partnership, which may in-
19 clude an emphasis on recruiting into the teaching or
20 school leadership profession—

21 “(A) individuals from under represented
22 populations;

23 “(B) individuals to teach or lead in rural
24 communities in school leader or teacher short-
25 age areas, including mathematics, science, spe-

1 cial education, and the instruction of students
2 who are English learners; and

3 “(C) mid-career professionals from other
4 occupations, former military personnel, and re-
5 cent college graduates with a record of aca-
6 demic distinction.

7 “(6) COMPREHENSIVE LITERACY TRAINING.—
8 Strengthening the literacy teaching skills of prospec-
9 tive and, as applicable, new elementary school and
10 secondary school teachers to provide the elements of
11 comprehensive literacy instruction.

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

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

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

20 “(i) Supporting a teaching residency
21 program described in paragraph (2) for
22 high-need subjects and areas, as deter-
23 mined by the needs of the high-need local
24 educational agency in the partnership in
25 which the teacher resident teaches along-

1 side an effective teacher of record for at
2 least 1 academic year while engaging in
3 initial preparation coursework.

4 “(ii) Placing graduates of the teach-
5 ing residency program in cohorts that fa-
6 cilitate professional collaboration, both
7 among graduates of the teaching residency
8 program and between such graduates and
9 mentor teachers in the receiving school.

10 “(iii) Ensuring that teaching residents
11 who participate in the teaching residency
12 program receive—

13 “(I) effective preservice prepara-
14 tion as described in paragraph (2),
15 with an emphasis on—

16 “(aa) developing instruc-
17 tional strategies in the teaching
18 of the content area in which the
19 teacher will become certified to
20 teach;

21 “(bb) planning, curriculum
22 development, and assessment;

23 “(cc) child and adolescent
24 learning and development;

1 “(dd) creating an inclusive
2 and supportive classroom envi-
3 ronment;

4 “(ee) supports for language
5 development;

6 “(ff) supports for serving
7 students with disabilities; and

8 “(gg) developing profes-
9 sional responsibilities, including
10 interaction with families and col-
11 leagues;

12 “(II) teacher mentoring;

13 “(III) the opportunity to meet
14 the requirements to earn an initial
15 teaching credential; and

16 “(IV) the preparation described
17 in subparagraphs (A), (B), and (C) of
18 subsection (d)(2).

19 “(B) The effective teaching residency pro-
20 gram may include implementing an induction
21 program as the teaching residents enter the
22 classroom as new teachers, including tuition as-
23 sistance and a living stipend.

24 “(2) TEACHING RESIDENCY PROGRAMS.—

1 “(A) ESTABLISHMENT AND DESIGN.—A
2 teaching residency program under this para-
3 graph shall be a program based upon models of
4 successful teaching residencies that serves as a
5 mechanism to prepare teachers for success in
6 the high-need schools in the eligible partner-
7 ship, and shall be designed to include the fol-
8 lowing characteristics of successful programs:

9 “(i) The integration of pedagogy,
10 classroom practice, and teacher mentoring.

11 “(ii) Engagement of teaching resi-
12 dents in rigorous graduate-level course
13 work to earn a master’s degree while un-
14 dertaking a guided teaching apprentice-
15 ship.

16 “(iii) Experience and learning oppor-
17 tunities alongside a well-prepared and ex-
18 periented mentor teacher—

19 “(I) whose teaching shall com-
20 plement the residency program so that
21 classroom clinical practice is tightly
22 aligned with coursework;

23 “(II) who shall have extra re-
24 sponsibilities as a teacher leader of
25 the teaching residency program, as a

1 mentor for residents, and as a teacher
2 coach during the induction program
3 for new teachers, and for establishing,
4 within the program, a learning com-
5 munity in which all individuals are ex-
6 pected to continually improve their ca-
7 pacity to advance student learning;
8 and

9 “(III) who may be relieved from
10 teaching duties as a result of such ad-
11 ditional responsibilities.

12 “(iv) The establishment of clear cri-
13 teria for the selection of mentor teachers
14 based on measures of teacher effectiveness
15 and the appropriate subject area knowl-
16 edge. Evaluation of teacher effectiveness
17 shall be based on, but not limited to, ob-
18 servations of the following:

19 “(I) Planning and preparation,
20 including demonstrated knowledge of
21 content, pedagogy, and assessment,
22 including the use of formative and di-
23 agnostic assessments to improve stu-
24 dent learning.

1 “(II) Appropriate instruction
2 that engages students with different
3 learning styles.

4 “(III) Collaboration with col-
5 leagues to improve instruction.

6 “(IV) Analysis of gains in stu-
7 dent learning, based on multiple
8 measures that are valid and reliable
9 and that, when feasible, may include
10 valid, reliable, and objective measures
11 of the influence of teachers on the
12 rate of student academic progress.

13 “(V) In the case of mentor can-
14 didates who will be mentoring new or
15 prospective literacy and mathematics
16 coaches or instructors, appropriate
17 skills in the elements of comprehen-
18 sive literacy instruction, teacher train-
19 ing in literacy instructional strategies
20 across core subject areas, and teacher
21 training in mathematics instructional
22 strategies, as appropriate.

23 “(v) Grouping of teaching residents in
24 cohorts to facilitate professional collabora-
25 tion among such residents.

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

3 “(I) that are aligned with the
4 hiring objectives of the local edu-
5 cational agency partnering with the
6 program, as well as the instructional
7 initiatives and curriculum of such
8 agency, in exchange for a commitment
9 by such agency to hire qualified grad-
10 uates from the teaching residency pro-
11 gram; and

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

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

1 “(B) SELECTION OF INDIVIDUALS AS
2 TEACHER RESIDENTS.—

3 “(i) ELIGIBLE INDIVIDUAL.—In order
4 to be eligible to be a teacher resident in a
5 teaching residency program under this
6 paragraph, an individual shall—

7 “(I) be a recent graduate of a 2-
8 year or enrolled in a 4-year institution
9 of higher education or a mid-career
10 professional from outside the field of
11 education possessing strong content
12 knowledge or a record of professional
13 accomplishment; and

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

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

23 “(I) Strong content knowledge or
24 record of accomplishment in the field
25 or subject area to be taught.

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

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

10 “(C) STIPENDS OR SALARIES; APPLICA-
11 TIONS; AGREEMENTS; REPAYMENTS.—

12 “(i) STIPENDS OR SALARIES.—A
13 teaching residency program under this sub-
14 section shall provide a 1-year living stipend
15 or salary to teaching residents during the
16 1-year teaching residency program, which
17 may include the use of additional funding
18 provided under an AmeriCorps position as-
19 sisted by the Corporation for National and
20 Community Service towards such stipends
21 or salaries.

22 “(ii) APPLICATIONS FOR STIPENDS OR
23 SALARIES.—Each teacher residency can-
24 didate desiring a stipend or salary during
25 the period of residency shall submit an ap-

1 plication to the eligible partnership at such
2 time, and containing such information and
3 assurances, as the eligible partnership may
4 require.

5 “(iii) AGREEMENTS TO SERVE.—Each
6 application submitted under clause (ii)
7 shall contain or be accompanied by an
8 agreement that the applicant will—

9 “(I) serve as a full-time teacher
10 for a total of not less than 3 academic
11 years immediately after successfully
12 completing the 1-year teaching resi-
13 dency program;

14 “(II) fulfill the requirement
15 under subclause (I) by teaching in a
16 high-need school served by the high-
17 need local educational agency in the
18 eligible partnership and teach a sub-
19 ject or area that is designated as high
20 need by the partnership;

21 “(III) provide to the eligible part-
22 nership a certificate, from the chief
23 administrative officer of the local edu-
24 cational agency in which the resident
25 is employed, of the employment re-

1 required in subclauses (I) and (II) at
2 the beginning of, and upon completion
3 of, each year or partial year of serv-
4 ice;

5 “ (IV) meet the requirements to
6 be a fully State-certified teacher,
7 when the applicant begins to fulfill the
8 service obligation under this clause;
9 and

10 “ (V) comply with the require-
11 ments set by the eligible partnership
12 under clause (iv) if the applicant is
13 unable or unwilling to complete the
14 service obligation required by this
15 clause.

16 “ (iv) REPAYMENTS.—

17 “ (I) IN GENERAL.—A grantee
18 carrying out a teaching residency pro-
19 gram under this paragraph shall re-
20 quire a recipient of a stipend or salary
21 under clause (i) who does not com-
22 plete, or who notifies the partnership
23 that the recipient intends not to com-
24 plete, the service obligation required
25 by clause (iii) to repay such stipend or

1 salary to the eligible partnership, to-
2 gether with interest, at a rate speci-
3 fied by the partnership in the agree-
4 ment, and in accordance with such
5 other terms and conditions specified
6 by the eligible partnership, as nec-
7 essary.

8 “(II) OTHER TERMS AND CONDI-
9 TIONS.—Any other terms and condi-
10 tions specified by the eligible partner-
11 ship may include reasonable provi-
12 sions for pro-rata repayment of the
13 stipend or salary described in clause
14 (i) or for deferral of a teaching resi-
15 dent’s service obligation required by
16 clause (iii), on grounds of health, in-
17 capacitation, inability to secure em-
18 ployment in a school served by the eli-
19 gible partnership, being called to ac-
20 tive duty in the Armed Forces of the
21 United States, or other extraordinary
22 circumstances.

23 “(III) USE OF REPAYMENTS.—
24 An eligible partnership shall use any
25 repayment received under this clause

1 to carry out additional activities that
2 are consistent with the purposes of
3 this subsection.

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

6 “(1) IN GENERAL.—An eligible partnership that
7 receives a grant under this section may carry out an
8 effective ‘Grow Your Own’ program to address sub-
9 ject or geographic areas of teacher or school leader
10 shortages or increase the diversity of the teacher or
11 school leader workforce.

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

15 “(A) integrate career-focused courses on
16 education topics with school-based learning ex-
17 perience;

18 “(B) provide opportunities for candidates
19 to practice and develop the skills and disposi-
20 tions described in paragraphs (26) and (23) of
21 section 200;

22 “(C) support candidates as they complete
23 their associate, baccalaureate, or master’s de-
24 gree and earn their teaching or school leader-

1 ship credential and may include a 2+2 pro-
2 gram; and

3 “(D) offer financial aid, in addition to fi-
4 nancial assistance that may be received under
5 title IV, to candidates and work in partnership
6 with members of the eligible partnership to pro-
7 vide academic, counseling, and programmatic
8 supports.

9 “(3) ESTABLISHMENT AND DESIGN.—To create
10 and enhance multiple pathways to enter the educator
11 and leadership workforce, an eligible partnership
12 carrying out a Grow Your Own program under this
13 subsection, in collaboration with organizations rep-
14 resenting educators and leaders and additional
15 stakeholders shall—

16 “(A) establish an advisory group to review
17 barriers impacting underrepresented popu-
18 lations entering the teaching and school leader-
19 ship profession, identify local teacher and leader
20 workforce needs, develop policies on the cre-
21 ation or expansion of Grow Your Own pro-
22 grams, and provide guidance and oversight on
23 the implementation of such programs;

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

4 “(C) require candidates to complete all
5 State requirements to become fully certified;

6 “(D) provide academic and testing sup-
7 ports, including advising and financial assist-
8 ance, to candidates for admission and comple-
9 tion of education preparation programs as well
10 as State licensure assessments;

11 “(E) include efforts, to the extent feasible,
12 to recruit current paraprofessionals, as defined
13 under section 8101 of the Elementary and Sec-
14 ondary Education Act of 1965, instructional as-
15 sistants, district employees not certified to
16 teach or lead (such as long-term substitute
17 teachers), after school and summer program
18 staff, parent school volunteers, retired military
19 personnel, and other career changers with expe-
20 rience in hard to staff areas who are not cur-
21 rently certified to teach or lead with a specific
22 focus on recruiting individuals who are reflec-
23 tive of the race, ethnicity, and native language
24 of the existing community’s student population;
25 and

1 “(F) provide a year-long clinical experience
2 or teaching or school leadership residency with
3 a stipend to cover living expenses.

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

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

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

18 “(B) Using a research-based curriculum
19 that is aligned with developing leadership skills
20 and, as applicable, techniques for school leaders
21 to effectively—

22 “(i) provide instructional leadership,
23 including by creating and maintaining a
24 data-driven, professional learning commu-
25 nity within the leader’s school where teach-

1 ers, early childhood educators, staff, and
2 students engage in continual learning and
3 improvement;

4 “(ii) provide a climate conducive to
5 the professional development of teachers
6 and early childhood educators, with a focus
7 on improving student academic achieve-
8 ment and engagement and the development
9 of effective instructional leadership skills,
10 including coaching, providing constructive
11 feedback and support, and opportunities
12 for teacher leadership;

13 “(iii) understand the teaching and as-
14 sessment skills needed to support success-
15 ful classroom instruction and to use data
16 to evaluate teacher and early childhood ed-
17 ucator instruction and drive teacher, early
18 childhood educator, and student learning,
19 including how to use data and collective in-
20 quiry to identify problems and address
21 needs, in collaboration with staff, parents,
22 and community organizations;

23 “(iv) manage resources, including
24 staffing, and school time to improve stu-
25 dent academic achievement and engage-

1 ment and ensure the school environment is
2 safe and inclusive;

3 “(v) engage and involve parents, com-
4 munity members, the local educational
5 agency, businesses, and other community
6 leaders, to leverage additional resources to
7 improve student academic achievement;

8 “(vi) understand how students learn
9 and develop in order to create a positive
10 and inclusive learning environment and in-
11 crease academic achievement for all stu-
12 dents; and

13 “(vii) understand how to support a
14 curriculum aligned with the full breadth
15 and depth of the State’s challenging aca-
16 demic standards and lead continuous
17 school improvement efforts.

18 “(C) Ensuring that individuals who par-
19 ticipate in the school leadership program re-
20 ceive—

21 “(i) effective preservice preparation as
22 described in subparagraph (D);

23 “(ii) mentoring that provides ongoing
24 and consistent feedback and support;

1 faculty, new and experienced teachers,
2 and new and experienced school lead-
3 ers, in such high-need schools.

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

9 “(iii) Use context-specific problems to
10 connect coursework and practice to enrich
11 new school leaders’ skill development.

12 “(iv) Provide for mentoring of new
13 school leaders.

14 “(E) Creating an induction program for
15 new school leaders.

16 “(F) Developing and implementing effec-
17 tive mechanisms to ensure that the eligible
18 partnership is able to recruit qualified individ-
19 uals to become school leaders through the ac-
20 tivities of the eligible partnership, which may
21 include an emphasis on recruiting into school
22 leadership professions—

23 “(i) individuals from underrepresented
24 populations;

1 “(ii) individuals to serve as super-
2 intendents, principals, or other school ad-
3 ministrators in rural and geographically
4 isolated communities and school leader
5 shortage areas; and

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

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

13 “(A) be a—

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

16 “(ii) mid-career professional from out-
17 side the field of education with strong con-
18 tent knowledge or a record of professional
19 accomplishment;

20 “(iii) current teacher who is interested
21 in becoming a school leader; or

22 “(iv) school leader who is interested in
23 becoming a superintendent; and

24 “(B) submit an application to the leader-
25 ship program.

1 “(h) EVALUATION AND REPORTING.—The Secretary
2 shall—

3 “(1) evaluate the programs assisted under this
4 section; and

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

7 “(i) CONSULTATION.—

8 “(1) IN GENERAL.—Members of an eligible
9 partnership that receives a grant under this section
10 shall engage in regular consultation throughout the
11 development and implementation of programs and
12 activities carried out under this section.

13 “(2) REGULAR COMMUNICATION.—To ensure
14 timely and meaningful consultation as described in
15 paragraph (1), regular communication shall occur
16 among all members of the eligible partnership, in-
17 cluding the high-need local educational agency. Such
18 communication shall continue throughout the imple-
19 mentation of the grant and the assessment of pro-
20 grams and activities under this section.

21 “(3) WRITTEN CONSENT.—The Secretary may
22 approve changes in grant activities of a grant under
23 this section only if the eligible partnership submits
24 to the Secretary a written consent of such changes
25 signed by all members of the eligible partnership.

1 “(j) CONSTRUCTION.—Nothing in this section shall
2 be construed to prohibit an eligible partnership from using
3 grant funds to coordinate with the activities of eligible
4 partnerships in other States or on a regional basis through
5 Governors, State boards of education, State educational
6 agencies, State agencies responsible for early childhood
7 education, local educational agencies, or State agencies for
8 higher education.

9 “(k) STATE ADMINISTRATIVE AND LEADERSHIP AC-
10 TIVITIES.—

11 “(1) RESERVATION.—The Secretary shall re-
12 serve 10 percent of the amount appropriated under
13 section 210 for a fiscal year for State leadership and
14 administrative activities.

15 “(2) ALLOCATION.—From the funds reserved
16 under paragraph (1) for a fiscal year, the Secretary
17 shall provide each State educational agency with an
18 allocation. Such allocation shall be the same for each
19 State educational agency.

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

23 “(A) administrative expenses required
24 under this title, including expenses related to
25 administering sections 205, 207, and 208; and

1 “(B) State leadership activities that are
2 consistent with the purposes of this title, such
3 as—

4 “(i) increasing the diversity of teach-
5 ers and school leaders being prepared by
6 institutions and programs in the State;

7 “(ii) ensuring that all graduates of
8 teacher and school leader preparation pro-
9 grams in the State are well prepared to
10 provide and support classroom instruction;

11 “(iii) identifying and addressing
12 teacher and school leader shortages in the
13 State; and

14 “(iv) other activities identified by the
15 State educational agency that advance and
16 improve teacher and school leader prepara-
17 tion.

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

23 **“SEC. 203. ADMINISTRATIVE PROVISIONS.**

24 “(a) DURATION; NUMBER OF AWARDS; PAY-
25 MENTS.—

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

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

15 “(b) PEER REVIEW.—

16 “(1) PANEL.—The Secretary shall provide the
17 applications submitted under this title to a peer re-
18 view panel for evaluation. With respect to each ap-
19 plication, the peer review panel shall initially rec-
20 ommend the application for funding or for dis-
21 approval.

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

24 “(A) give priority to eligible partnerships
25 that—

1 “(i) support a State-accredited teach-
2 er or school leader preparation program
3 that has a rigorous selection process and
4 demonstrated success in having a diverse
5 set of candidates complete the program,
6 and entering and remaining in the profes-
7 sion;

8 “(ii) provide a 1-year preservice clin-
9 ical or residency experience that includes
10 the integration of coursework and clinical
11 practice and offers cohorts of candidates
12 the opportunity to learn to teach or lead in
13 partner schools or teaching academies; and

14 “(iii) address rural teacher and leader
15 shortages or increase the diversity of the
16 teacher and leader workforce (including
17 through supporting Grow Your Own mod-
18 els and partnerships between community
19 colleges and 4-year institutions of higher
20 education); and

21 “(B) provide for an equitable geographic
22 distribution of grants among rural and urban
23 areas.

24 “(3) SECRETARIAL SELECTION.—The Secretary
25 shall determine, based on the peer review process,

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

7 “(c) MATCHING REQUIREMENTS.—

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

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

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

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

2 “(a) ELIGIBLE PARTNERSHIP EVALUATION.—Each
3 eligible partnership submitting an application for a grant
4 under this title shall establish, and include in such applica-
5 tion, an evaluation plan that includes strong and measur-
6 able performance objectives. The plan shall include objec-
7 tives and measures for increasing—

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

11 “(A) teacher or school leader retention in
12 the first 3 years and the first 5 years of a
13 teacher’s or school leader’s career after comple-
14 tion of the program and attainment of State
15 certification;

16 “(B) improvement in the pass rates and
17 scaled scores for initial State certification or li-
18 censure of teachers or school leaders, including
19 performance on a teacher or school leader per-
20 formance assessment where applicable;

21 “(2) the percentage of teachers hired by the
22 high-need local educational agency who are fully cer-
23 tified in the grade and content area in which they
24 are assigned, or school leaders hired, where applica-
25 ble—

1 “(A) participating in the eligible partner-
2 ship;

3 “(B) who are members of underrep-
4 resented groups;

5 “(C) who teach high-need academic subject
6 areas (such as reading, mathematics, science,
7 and foreign language, including less commonly
8 taught languages and critical foreign lan-
9 guages);

10 “(D) who teach in high-need areas (includ-
11 ing special education, language instruction edu-
12 cational programs for English learners, and
13 early childhood education); and

14 “(E) who teach or lead in high-need
15 schools, disaggregated by the elementary school
16 and secondary school levels;

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

20 “(4) where available, data from the high-need
21 local education agency, consortium, or early child-
22 hood program obtained through mechanisms such as
23 a survey and other district-level data, including data
24 related to satisfaction with the partner institution,
25 including strengths and weaknesses of teacher or

1 school leader candidates, that would inform improve-
2 ments in the partner institution’s program; and

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

7 “(b) INFORMATION.—An eligible partnership receiv-
8 ing a grant under this title shall ensure that teachers,
9 principals, school superintendents, and other school lead-
10 ers, faculty, and leadership at institutions of higher edu-
11 cation located in the geographic areas served by the eligi-
12 ble partnership are provided information, including
13 through electronic means, about the activities carried out
14 with funds under this title.

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

21 “(1) shall cancel the grant; and

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

1 “(A) increase other grant awards under
2 this title; or

3 “(B) award new grants to other eligible
4 partnerships under this title.

5 “(d) EVALUATION AND DISSEMINATION.—The Sec-
6 retary shall evaluate the activities funded under this title
7 and report the findings regarding the evaluation of such
8 activities to the authorizing committees. The Secretary
9 shall broadly disseminate—

10 “(1) successful practices developed by eligible
11 partnerships under this title; and

12 “(2) information regarding such practices that
13 were found to be ineffective.

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

16 “(a) INSTITUTIONAL AND PROGRAM REPORT CARDS
17 ON THE QUALITY OF TEACHER AND SCHOOL LEADER
18 PREPARATION.—

19 “(1) REPORT CARD.—Each institution of higher
20 education that conducts a traditional teacher or
21 school leader preparation program or alternative
22 routes to State certification or licensure program
23 and that enrolls students receiving Federal assist-
24 ance under this Act shall report annually to the
25 State and the general public, in a uniform and com-

1 prehensible manner that conforms with the defini-
2 tions and methods established by the Secretary, the
3 following:

4 “(A) GOALS AND ASSURANCES.—

5 “(i) For the most recent year for
6 which the information is available for the
7 institution—

8 “(I) whether the goals set under
9 section 206 have been met; and

10 “(II) a description of the activi-
11 ties the institution implemented to
12 achieve such goals.

13 “(ii) A description of the steps the in-
14 stitution is taking to improve its perform-
15 ance in meeting the annual goals set under
16 section 206.

17 “(iii) A description of the activities
18 the institution has implemented to meet
19 the assurances provided under section 206.

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

21 For the most recent year for which the informa-
22 tion is available for those students who took the
23 assessments used for teacher or school leader
24 certification or licensure by the State in which
25 the program is located and are enrolled in the

1 traditional teacher or school leader preparation
2 program or alternative routes to State certifi-
3 cation or licensure program, and for those who
4 have taken such assessments and have com-
5 pleted the traditional teacher or school leader
6 preparation program or alternative routes to
7 State certification or licensure program during
8 the 2-year period preceding such year, for each
9 of such assessments (disaggregated by race,
10 ethnicity, and gender)—

11 “(i) the percentage of students who
12 have completed 100 percent of the nonclin-
13 ical coursework and taken the assessment
14 who pass such assessment;

15 “(ii) the percentage of all students
16 who passed such assessment, including the
17 percentage of students who passed the as-
18 sessment after taking the assessment for
19 the first time;

20 “(iii) the percentage of students who
21 have taken such assessment who enrolled
22 in and completed the traditional teacher or
23 school leader preparation program or alter-
24 native routes to State certification or licen-
25 sure program, as applicable;

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

3 “(v) a comparison of the program’s
4 pass rates with the average pass rates for
5 programs in the State; and

6 “(vi) a comparison of the program’s
7 average scaled scores with the average
8 scaled scores for programs in the State.

9 “(C) PROGRAM INFORMATION.—A descrip-
10 tion of—

11 “(i) the criteria for admission into the
12 program;

13 “(ii) the number of students in the
14 program (disaggregated by race, ethnicity,
15 and gender);

16 “(iii) the range and average number
17 of hours of supervised clinical experience
18 required for those in the program;

19 “(iv) the number of full-time equiva-
20 lent faculty and students in the supervised
21 clinical experience;

22 “(v) the percentage and total number
23 of program entrants who have completed
24 the program (disaggregated by race, eth-
25 nicity, 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);

7 “(vi) the percentage and total number
8 of program completers who have been cer-
9 tified or licensed as teachers or school
10 leaders (disaggregated by subject and area
11 of certification or licensure and by race,
12 ethnicity, and gender, except that such
13 disaggregation shall not be required in a
14 case in which the number of students in a
15 category is insufficient to yield statistically
16 reliable information or the results would
17 reveal personally identifiable information
18 about an individual student); and

19 “(vii) the 3- and 5-year teacher or
20 school leader retention rates, including, at
21 a minimum, in the same school and local
22 educational agency, and within the profes-
23 sion (disaggregated by race, ethnicity, and
24 gender, except that such disaggregation
25 shall not be required in a case in which the

1 number of students in a category is insuffi-
2 cient to yield statistically reliable informa-
3 tion or the results would reveal personally
4 identifiable information about an individual
5 student).

6 “(D) STATEMENT.—In States that require
7 approval or accreditation of teacher or school
8 leader preparation programs, a statement of
9 whether the institution’s program is so ap-
10 proved or accredited, and by whom.

11 “(E) DESIGNATION AS LOW-PER-
12 FORMING.—Whether the program has been des-
13 ignated as low-performing by the State under
14 section 207(a) and the years for which it has
15 received that designation.

16 “(F) USE OF TECHNOLOGY.—A descrip-
17 tion of the activities, including activities con-
18 sistent with the principles of universal design
19 for learning, that prepare teachers to integrate
20 technology effectively into curricula and instruc-
21 tion, and to use technology effectively to collect,
22 manage, and analyze data in order to improve
23 teaching and learning for the purpose of in-
24 creasing student academic achievement.

1 “(G) TEACHER PREPARATION.—A descrip-
2 tion of the activities that prepare general edu-
3 cation and special education teachers to teach
4 students with disabilities effectively, including
5 training on high-incidence disabilities, related to
6 participation as a member of individualized edu-
7 cation program teams, as defined in section
8 614(d)(1)(B) of the Individuals with Disabil-
9 ities Education Act, and to effectively teach
10 students who are English learners.

11 “(2) REPORT.—Each eligible partnership re-
12 ceiving a grant under section 202 shall report annu-
13 ally on the progress of the eligible partnership to-
14 ward meeting the purposes of this title and the ob-
15 jectives and measures described in section 204(a).

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

21 “(4) SPECIAL RULE.—In the case of an institu-
22 tion of higher education that conducts a traditional
23 teacher or school leader preparation program or al-
24 ternative routes to State certification or licensure
25 program and has fewer than 10 scores reported on

1 any single initial teacher or school leader certifi-
2 cation or licensure assessment during an academic
3 year, the institution shall collect and publish infor-
4 mation, as required under paragraph (1)(B), with
5 respect to an average pass rate and scaled score on
6 each State certification or licensure assessment
7 taken over a 3-year period.

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

10 “(1) IN GENERAL.—Each State that receives
11 funds under this Act shall provide to the Secretary,
12 and make widely available to the general public, in
13 a uniform and comprehensible manner that conforms
14 with the definitions and methods established by the
15 Secretary, an annual State report card on the qual-
16 ity of teacher and school leader preparation in the
17 State, both for traditional teacher and school leader
18 preparation programs and for alternative routes to
19 State certification or licensure programs, which shall
20 include not less than the following:

21 “(A) A description of the reliability and
22 validity of the teacher or school leader certifi-
23 cation and licensure assessments, and any other
24 certification and licensure requirements, includ-

1 ing whether a teacher or school leader perform-
2 ance assessment is used by the State.

3 “(B) The standards and criteria that pro-
4 spective teachers or school leaders must meet to
5 attain initial teacher or school leader certifi-
6 cation or licensure and to be certified or li-
7 censed to teach particular academic subjects,
8 areas, or grades or lead within the State.

9 “(C) A description of how the assessments
10 and requirements described in subparagraph
11 (A) are aligned with the State’s challenging
12 academic content standards required under sec-
13 tion 1111(b)(1) of the Elementary and Sec-
14 ondary Education Act of 1965 and, as applica-
15 ble, State early learning standards for early
16 childhood education programs.

17 “(D) For each of the assessments used by
18 the State for teacher or school leader certifi-
19 cation or licensure (disaggregated by race, eth-
20 nicity, and gender, except that such
21 disaggregation shall not be required in a case in
22 which the number of students in a category is
23 insufficient to yield statistically reliable infor-
24 mation or the results would reveal personally

1 identifiable information about an individual stu-
2 dent)—

3 “(i) for each institution of higher edu-
4 cation located in the State and each entity
5 located in the State, including those that
6 offer an alternative route for teacher or
7 school leader certification or licensure, the
8 percentage of students at such institution
9 or entity who have completed 100 percent
10 of the nonclinical coursework and taken
11 the assessment who pass such assessment;

12 “(ii) the percentage of all such stu-
13 dents at all such institutions and entities
14 who have taken the assessment who pass
15 such assessment;

16 “(iii) the percentage of students who
17 have taken the assessment who enrolled in
18 and completed a teacher or school leader
19 preparation program; and

20 “(iv) the average scaled score of indi-
21 viduals participating in such a program, or
22 who have completed such a program dur-
23 ing the 2-year period preceding the first
24 year for which the annual State report

1 card is provided, who took each such as-
2 sessment.

3 “(E) A description of alternative routes to
4 teacher or school leader certification or licen-
5 sure in the State (including any such routes op-
6 erated by entities that are not institutions of
7 higher education and whether such entities are
8 nonprofit and State-accredited), if any, includ-
9 ing, for each of the assessments used by the
10 State for teacher or school leader certification
11 or licensure (disaggregated by race, ethnicity,
12 and gender, except that such disaggregation
13 shall not be required in a case in which the
14 number of students in a category is insufficient
15 to yield statistically reliable information or the
16 results would reveal personally identifiable in-
17 formation about an individual student)—

18 “(i) the percentage of individuals par-
19 ticipating in such routes, or who have com-
20 pleted such routes during the 2-year period
21 preceding the date for which the deter-
22 mination is made, who passed each such
23 assessment; and

24 “(ii) the average scaled score of indi-
25 viduals participating in such routes, or who

1 have completed such routes during the 2-
2 year period preceding the first year for
3 which the annual State report card is pro-
4 vided, who took each such assessment.

5 “(F) A description of the State’s criteria
6 for assessing the performance of teacher or
7 school leader preparation programs within insti-
8 tutions of higher education in the State. Such
9 criteria shall include indicators of the academic
10 content knowledge and teaching skills of stu-
11 dents enrolled in such programs and the items
12 identified in subparagraph (D) and relevant
13 school leadership skills.

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

16 “(i) the criteria for admission into the
17 program;

18 “(ii) the number of students in the
19 program, disaggregated by race, ethnicity,
20 and gender (except that such
21 disaggregation shall not be required in a
22 case in which the number of students in a
23 category is insufficient to yield statistically
24 reliable information or the results would

1 reveal personally identifiable information
2 about an individual student);

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

6 “(iv) whether the program is des-
7 ignated as low performing under section
8 207(a) and for which years; and

9 “(v) the number of full-time equiva-
10 lent faculty, adjunct faculty, and students
11 in supervised clinical experience.

12 “(H) For the State as a whole, and for
13 each teacher and school leader preparation pro-
14 gram in the State, the number of teachers and
15 school leaders prepared, in the aggregate and
16 disaggregate by race, ethnicity, and gender (ex-
17 cept that such disaggregation shall not be re-
18 quired in a case in which the number of stu-
19 dents in a category is insufficient to yield sta-
20 tistically reliable information or the results
21 would reveal personally identifiable information
22 about an individual student), and reported sep-
23 arately by—

24 “(i) area of certification or licensure;

25 “(ii) academic major;

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

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

7 “(v) rates of 3- and 5-year teacher or
8 school leadership retention including, at a
9 minimum, in the same school and local
10 educational agency, and within the profes-
11 sion.

12 “(I) Information on State-identified areas
13 of teacher or school leader shortage, including
14 a description of the extent to which teacher or
15 school leader preparation programs are address-
16 ing such shortages and a lack of student access
17 to experienced, fully certified, and effective
18 teachers and school leaders.

19 “(J) The extent to which teacher prepara-
20 tion programs prepare teachers, including gen-
21 eral education and special education teachers,
22 to teach students with disabilities effectively, in-
23 cluding training on high-incidence disabilities
24 and related to participation as a member of in-
25 dividualized education program teams, as de-

1 fined in section 614(d)(1)(B) of the Individuals
2 with Disabilities Education Act.

3 “(K) A description of the activities that
4 prepare teachers to—

5 “(i) integrate technology effectively
6 into curricula and instruction, including
7 activities consistent with the principles of
8 universal design for learning; and

9 “(ii) use technology effectively to col-
10 lect, manage, and analyze data to improve
11 teaching and learning for the purpose of
12 increasing student academic achievement.

13 “(L) The extent to which teacher prepara-
14 tion programs prepare teachers, including gen-
15 eral education and special education teachers,
16 to effectively teach students who are English
17 learners.

18 “(2) PROHIBITION AGAINST ADDITIONAL RE-
19 PORTING REQUIREMENTS.—Nothing in paragraph
20 (1) shall be construed as authorizing, requiring, or
21 allowing any additional reporting requirements to be
22 requested by the Secretary under this title unless ex-
23 plicitly authorized under this Act.

24 “(3) PROHIBITION AGAINST CREATING A NA-
25 TIONAL LIST.—The Secretary shall not create a na-

1 tional list or ranking of States, institutions, or
2 schools using the scaled scores provided under this
3 subsection.

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

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

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

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

21 “(A) A comparison of States’ efforts to im-
22 prove the quality of the current and future
23 teaching and school leadership force.

1 “(B) A comparison of eligible partnerships’
2 efforts to improve the quality of the current
3 and future teaching and school leadership force.

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

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

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

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

24 “(a) ANNUAL GOALS.—Each institution of higher
25 education that conducts a traditional teacher or school

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

11 “(b) ASSURANCES.—Each institution described in
12 subsection (a) shall provide assurances to the Secretary
13 that—

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

20 “(2) preparation provided to prospective teach-
21 ers or school leaders is aligned with the needs of
22 schools and the instructional decisions new teachers
23 or school leaders face in the classroom and which
24 may be informed by data included in the statewide
25 accountability system under section 1111(c) of the

1 Elementary and Secondary Education Act of 1965,
2 including a focus on addressing the data identifying
3 low performance or gaps in student subgroup per-
4 formance;

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

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

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

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

22 **“SEC. 207. STATE FUNCTIONS.**

23 “(a) STATE ASSESSMENT.—In order to receive funds
24 under this Act, a State shall conduct an assessment to
25 identify low-performing teacher and school leader prepara-

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

12 “(1) increasing the percentage of effective
13 teachers or school leaders in the State, including in-
14 creasing professional development opportunities;

15 “(2) improving student academic achievement
16 for elementary and secondary students; and

17 “(3) raising the standards for entry into the
18 teaching profession.

19 “(b) TERMINATION OF ELIGIBILITY.—Any teacher or
20 school leader preparation program from which the State
21 has withdrawn the State’s approval, or terminated the
22 State’s financial support, due to the low performance of
23 the program based upon the State assessment described
24 in subsection (a)—

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

4 “(2) shall notify enrolled students and students
5 submitting an application for enrollment of such sta-
6 tus;

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

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

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

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

23 “(d) APPLICATION OF THE REQUIREMENTS.—The
24 requirements of this section shall apply to both traditional
25 teacher and school leader preparation programs and alter-

1 native routes to State certification and licensure pro-
2 grams.

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

8 **“SEC. 208. GENERAL PROVISIONS.**

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

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

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

1 “(A) may enable the teacher or school
2 leader preparation program to evaluate the ef-
3 fectiveness of the program’s graduates or the
4 program itself; and

5 “(B) is possessed, controlled, or accessible
6 by the State.

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

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

18 “(B) may include—

19 “(i) kindergarten through grade 12
20 academic achievement and demographic
21 data, without revealing personally identifi-
22 able information about an individual stu-
23 dent, for students who have been taught by
24 graduates of the teacher preparation pro-
25 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 (as defined in section 101(a)), but only if the
16 center of excellence established under subsection (b)
17 is located at an institution described in paragraph
18 (1).

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

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

1 skills described in paragraphs (26) and (22) of section 200
2 by carrying out one or more of the following activities:

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 to develop the skills described in
7 paragraphs (26) and (22) of section 200, are able to
8 understand and use evidence-based research, and are
9 able to use or support advanced technology effec-
10 tively in the classroom, including use of, or support
11 of, instructional techniques to improve student aca-
12 demic achievement, by—

13 “(A) recruiting and preparing new and ex-
14 periented faculty; and

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

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

24 “(ii) promote effective teaching or
25 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 effective teachers and prin-
12 cipals, including teachers and principals from under-
13 represented populations, including programs that
14 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, such
10 sums as may be necessary 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) STRENGTHENING INSTITUTIONS.—Section 311(c)
20 of the Higher Education Act of 1965 (20 U.S.C. 1057(e))
21 is amended—

22 (1) by redesignating paragraph (13) as para-
23 graph (14); and

24 (2) by inserting after paragraph (12) the fol-
25 lowing:

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

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

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

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

15 (b) AMERICAN INDIAN TRIBALLY CONTROLLED COL-
16 LEGES AND UNIVERSITIES.—Section 316(c)(2)(K) of the
17 Higher Education Act of 1965 (20 U.S.C.
18 1059c(c)(2)(K)) is amended to read as follows:

19 “(K) establishing or enhancing a program
20 of teacher or school leader education, with a
21 particular emphasis on teaching Indian and
22 children and youth, that—

23 “(i) is aligned with the elements iden-
24 tified under clauses (i) through (vi) of sec-
25 tion 202(b)(4)(C) and subparagraph (A)(i)

1 and clauses (i) and (ii) of subparagraph
2 (B) of section 202(d)(1);

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

7 “(iii) shall include, as part of such
8 program, preparation for teacher or school
9 leader certification or licensure.”.

10 (c) ALASKA NATIVE-SERVING INSTITUTIONS AND
11 NATIVE HAWAIIAN-SERVING INSTITUTIONS.—Section
12 317(c)(2) of the Higher Education Act of 1965 (20 U.S.C.
13 1059d(c)(2)) is amended—

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

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

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

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

21 “(i) is aligned with the elements iden-
22 tified under clauses (i) through (vi) of sec-
23 tion 202(b)(4)(C) and subparagraph (A)(i)
24 and clauses (i) and (ii) of subparagraph
25 (B) of section 202(d)(1);

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

5 “(iii) shall include, as part of such
6 program, preparation for teacher or school
7 leader certification or licensure.”.

8 (d) PREDOMINANTLY BLACK INSTITUTIONS.—Sec-
9 tion 318 of the Higher Education Act of 1965 (20 U.S.C.
10 1059e) is amended—

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

13 (2) in subsection (d)(2)—

14 (A) in subparagraph (A), by striking “The
15 activities described in paragraphs (1) through
16 (12) of section 311(c).” and inserting “The ac-
17 tivities described in paragraphs (1) through
18 (13) of section 311(c).”; and

19 (B) by striking subparagraph (C) and in-
20 serting the following:

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

23 “(i) is aligned with the elements iden-
24 tified under clauses (i) through (vi) of sec-
25 tion 202(b)(4)(C) and subparagraph (A)(i)

1 and clauses (i) and (ii) of subparagraph
2 (B) of section 202(d)(1);

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

7 “(iii) shall include, as part of such
8 program, preparation for teacher or school
9 leader certification or licensure.”.

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

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

15 (2) by redesignating subparagraph (I) as sub-
16 paragraph (J); and

17 (3) by inserting after subparagraph (H) the fol-
18 lowing:

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

21 “(i) is aligned with the elements iden-
22 tified under clauses (i) through (vi) of sec-
23 tion 202(b)(4)(C) and subparagraph (A)(i)
24 and clauses (i) and (ii) of subparagraph
25 (B) of section 202(d)(1);

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

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

8 (f) ASIAN AMERICAN AND NATIVE AMERICAN PA-
9 CIFIC ISLANDER-SERVING INSTITUTIONS.—Section
10 320(c)(2) of the Higher Education Act of 1965 (20 U.S.C.
11 1059g(c)(2)) is amended—

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

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

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

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

19 “(i) is aligned with the elements iden-
20 tified under clauses (i) through (vi) of sec-
21 tion 202(b)(4)(C) and subparagraph (A)(i)
22 and clauses (i) and (ii) of subparagraph
23 (B) of section 202(d)(1);

24 “(ii) is designed to develop teaching
25 skills, as defined in section 200, to qualify

1 students to teach or lead in elementary
2 schools and secondary schools; and

3 “(iii) shall include, as part of such
4 program, preparation for teacher or school
5 leader certification or licensure.”.

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

10 “(10) Establishing or enhancing a program of
11 teacher and school leader education that—

12 “(A) is aligned with the elements identified
13 under clauses (i) through (vi) of section
14 202(b)(4)(C) and subparagraph (A)(i) and
15 clauses (i) and (ii) of subparagraph (B) of sec-
16 tion 202(d)(1);

17 “(B) is designed to develop teaching skills,
18 as defined in section 200, to qualify students to
19 teach or lead in elementary schools and sec-
20 ondary schools; and

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

24 (h) STRENGTHENING HISTORICALLY BLACK COL-
25 LEGES AND UNIVERSITIES AND OTHER MINORITY-SERV-

1 ING INSTITUTIONS.—Section 371(b) of the Higher Edu-
2 cation Act of 1965 (20 U.S.C. 1067q(b)) is amended—

3 (1) in paragraph (1)(A), by striking
4 “\$255,000,000 for fiscal year 2020 and each fiscal
5 year thereafter.” and inserting “\$265,000,000 for
6 fiscal year 2024 and each fiscal year thereafter.”;
7 and

8 (2) in paragraph (2)—

9 (A) in subparagraph (A)—

10 (i) in clause (i), by striking
11 “\$100,000,000” and inserting
12 “\$103,921,569”;

13 (ii) in clause (ii), by striking
14 “\$100,000,000” and inserting
15 “\$103,921,569”; and

16 (iii) in clause (iii), by striking
17 “\$55,000,000” and inserting
18 “\$57,156,863”;

19 (B) in subparagraph (C)(ii), by striking
20 “\$600,000” and inserting “\$623,529”; and

21 (C) in subparagraph (D)—

22 (i) in clause (i), by striking
23 “\$30,000,000” each place it appears and
24 inserting “\$31,176,471”;

1 (ii) in clause (ii), by striking
2 “\$15,000,000” each place it appears and
3 inserting “\$15,588,235”;

4 (iii) in clause (iii), by striking
5 “\$5,000,000” and inserting “\$5,196,078”;
6 and

7 (iv) in clause (iv), by striking
8 “\$5,000,000” and inserting “\$5,196,078”.

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

13 “(5) PART E.—There are authorized to be ap-
14 propriated to carry out part E, such sums as may
15 be necessary for each fiscal year.”.

16 (j) HISPANIC-SERVING INSTITUTIONS.—Section
17 503(b)(12) of the Higher Education Act of 1965 (20
18 U.S.C. 1101b(b)(12)) is amended to read as follows:

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

21 “(A) is aligned with the elements identified
22 under clauses (i) through (vi) of section
23 202(b)(4)(C) and subparagraph (A)(i) and
24 clauses (i) and (ii) of subparagraph (B) of sec-
25 tion 202(d)(1);

1 “(B) is designed to develop teaching skills,
2 as defined in section 200, to qualify students to
3 teach or lead in elementary schools and sec-
4 ondary schools; and

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