

118TH CONGRESS
1ST SESSION

S. _____

To authorize a study on educator workforce data to advance teaching and learning and a program to support increasing access to well-prepared and diverse educators.

IN THE SENATE OF THE UNITED STATES

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

A BILL

To authorize a study on educator workforce data to advance teaching and learning and a program to support increasing access to well-prepared and diverse educators.

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 “Supporting Teaching
5 and Learning through Better Data Act”.

6 **SEC. 2. DEFINITIONS.**

7 In this Act:

1 (1) COMMISSIONER.—The term “Commis-
2 sioner” means the Commissioner of the National
3 Center for Education Statistics.

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

8 (3) SECRETARY.—The term “Secretary” means
9 the Secretary of Education.

10 (4) STATE EDUCATIONAL AGENCY.—The term
11 “State educational agency” has the meaning given
12 the term in section 8101 of the Elementary and Sec-
13 ondary Education Act of 1965 (20 U.S.C. 7801).

14 **SEC. 3. STUDY ON EDUCATOR WORKFORCE DATA TO AD-**
15 **VANCE TEACHING AND LEARNING.**

16 (a) AUTHORIZATION OF STUDY.—

17 (1) IN GENERAL.—The Commissioner shall—

18 (A) beginning not later than 3 months
19 after the date of enactment of this Act, conduct
20 a study on—

21 (i) data collections and data require-
22 ments on the educator workforce in effect
23 on the date of the study; and

24 (ii) data elements about the educator
25 workforce that are not collected, but whose

1 collection would strengthen the under-
2 standing of teacher supply, demand, dis-
3 tribution, and shortages; and

4 (B) make recommendations through sub-
5 mission of a report under subsection (c) for im-
6 provements to data collection, analysis, and dis-
7 semination that aid policymakers, practitioners,
8 students, educators, families, and others in im-
9 proving access to a diverse, well-prepared, and
10 stable educator workforce, including—

11 (i) proposals for a comprehensive sys-
12 tem of data elements that can be inte-
13 grated and analyzed to allow for regular
14 tracking and projections of educator sup-
15 ply, demand, shortages, and distribution at
16 the national, regional, and State levels;
17 and

18 (ii) recommendations for improve-
19 ments in data quality, timeliness, and
20 availability.

21 (2) COMPLETION.—The Commissioner shall
22 complete the study required under paragraph (1) not
23 later than 30 months after the date of enactment of
24 this Act.

25 (b) CONTENT OF STUDY.—

1 (1) EXISTING EDUCATOR WORKFORCE DATA
2 COLLECTIONS AND DATA REQUIREMENTS.—The
3 study conducted under subsection (a) shall examine
4 educator workforce data collections and data re-
5 quirements in effect on the date of the study to as-
6 certain how such collections and requirements con-
7 tribute, or may contribute, to a data system that
8 meets the goals outlined in subsection (a)(1)(B), as
9 well as where there are limitations or redundancies.
10 The study shall examine—

11 (A) the Nationwide Teacher Shortage
12 Areas Listing of the Department of Education;

13 (B) the plan requirements for State edu-
14 cational agencies and local educational agencies
15 under sections 1111(g)(1)(B) and 1112(b)(2) of
16 the Elementary and Secondary Education Act
17 of 1965 (20 U.S.C. 6311(g)(1)(B) and
18 6312(b)(2)) that are designed to ensure that
19 low-income and minority children are not served
20 at disproportionate rates by ineffective, out-of-
21 field, or inexperienced teachers;

22 (C) the requirements under paragraphs
23 (1)(C)(ix), (2), and (5) of section 1111(h) of
24 the Elementary and Secondary Education Act
25 of 1965 (20 U.S.C. 6311(h)) related to the pro-

1 professional qualifications of teachers and leaders
2 included in annual reports;

3 (D) the personnel requirements for related
4 service personnel, paraprofessionals, and special
5 education teachers under section 612(a)(14) of
6 the Individuals with Disabilities Education Act
7 (20 U.S.C. 1412(a)(14));

8 (E) the requirement under section
9 3122(b)(5) of the Elementary and Secondary
10 Education Act of 1965 (20 U.S.C. 6843(b)(5))
11 related to the number of certified or licensed
12 educators working in language instruction and
13 educating English learners and the estimate of
14 the number of educators that will be needed
15 over the next 5 fiscal years;

16 (F) the requirement under section
17 2104(a)(4) of the Elementary and Secondary
18 Education Act of 1965 (20 U.S.C. 6614(a)(4))
19 related to the annual retention rates of teach-
20 ers, principals, and school leaders included in
21 reports;

22 (G) educator certification, experience, re-
23 tention, presentism, and other educator infor-
24 mation in the Civil Rights Data Collection of
25 the Department of Education;

1 (H) educator workforce information gath-
2 ered under the Education Sciences Reform Act
3 of 2002 (20 U.S.C. 9501 et seq.), including sec-
4 tion 153(a)(1)(F) of such Act (20 U.S.C.
5 9543(a)(1)(F)), the National Teacher and Prin-
6 cipal Survey of the Department of Education,
7 and the School Pulse Panel of the Department
8 of Education;

9 (I) educator supply information, includ-
10 ing—

11 (i) educator preparation program en-
12 rollment and clinical experience informa-
13 tion required under section 205(b)(1)(G)
14 of the Higher Education Act of 1965 (20
15 U.S.C. 1022d(b)(1)(G));

16 (ii) information on completers of edu-
17 cation preparation programs required
18 under section 205(b)(1)(H) of the Higher
19 Education Act of 1965 (20 U.S.C.
20 1022d(b)(1)(H)); and

21 (iii) other enrollment and completion
22 data that includes demographic and diver-
23 sity enrollment and completion information
24 of educator preparation programs;

1 (J) educators in training and in-service
2 educators' access to and completion of Federal
3 service scholarship and loan forgiveness pro-
4 grams, including—

5 (i) the TEACH Grants program sub-
6 part 9 of part A of title IV of the of the
7 Higher Education Act of 1965 (20 U.S.C.
8 1070g et seq.);

9 (ii) teacher loan forgiveness or can-
10 cellation programs under sections 428J
11 and 460 of the Higher Education Act of
12 1965 (20 U.S.C. 1078–10 and 1087j);

13 (iii) the public service loan forgiveness
14 program under section 455(m) of the
15 Higher Education Act of 1965 (20 U.S.C.
16 1087e(m)); and

17 (iv) educators accessing educational
18 awards under subtitle D of title I of the
19 National and Community Service Act of
20 1990 (42 U.S.C. 12601 et seq.); and

21 (K) data pertaining to the educator work-
22 force collected under the Coronavirus Aid, Re-
23 lief, and Economic Security Act (or the
24 “CARES Act”) (Public Law 116–136), the
25 Coronavirus Response and Relief Supplemental

1 Appropriations Act, 2021 (Public Law 116–
2 260), and the American Rescue Plan Act of
3 2021 (Public Law 117–2).

4 (2) IDENTIFYING GAPS AND RECOMMENDA-
5 TIONS FOR CLOSING GAPS.—The study conducted
6 under subsection (a) shall examine whether there are
7 gaps in information about the educator workforce
8 that impacts educator supply, demand, distribution,
9 and shortages and make recommendations for clos-
10 ing such gaps, which contribute to meeting the goals
11 outlined in subsection (a)(1)(B). The study shall
12 consider information concerning—

13 (A) the types of pathways through which
14 educators enter the profession, including the
15 length and quality of coursework and clinical
16 experience before a prospective educator is the
17 educator of record;

18 (B) the recruitment, supply, retention, de-
19 mographics, geographic regions, subject areas
20 taught, diversity, qualifications and credentials,
21 satisfaction and attitudes, and working condi-
22 tions, of the educator workforce;

23 (C) induction, mentoring, early career sup-
24 ports, and access to teacher leadership opportu-
25 nities;

1 (D) compensation information, including
2 pre-service (stipends, apprenticeship support,
3 other compensation), starting, mid-career, and
4 late-career salaries and benefits of teachers;

5 (E) the number and percentage of in-serv-
6 ice educators who have received a Federal Pell
7 Grant under subpart 1 of part A of title IV of
8 the Higher Education Act of 1965 (20 U.S.C.
9 1070a et seq.) or a loan made, insured, or
10 guaranteed under title IV of the Higher Edu-
11 cation Act of 1965 (20 U.S.C. 1070 et seq.);
12 and

13 (F) whether there are, and any rec-
14 ommendations for, standard definitions for key
15 educator workforce terms across State edu-
16 cational agencies, local educational agencies,
17 Federal law, and federally funded research.

18 (c) REPORT.—The Commissioner shall publish and
19 widely disseminate a report on the study conducted under
20 subsection (a), which shall include—

21 (1) publishing the report to the website of the
22 Department of Education and the website of the In-
23 stitute of Education Sciences;

24 (2) sending the report to, and briefing, the
25 Committee on Health, Education, Labor, and Pen-

1 sions of the Senate, the Committee on Education
2 and the Workforce of the House of Representatives,
3 the Subcommittee on Labor, Health and Human
4 Services, Education, and Related Agencies of the
5 Committee on Appropriations of the Senate, and the
6 Subcommittee on Labor, Health and Human Serv-
7 ices, Education of the Committee on Appropriations
8 of the House of Representatives; and

9 (3) presenting and disseminating the report to
10 education stakeholders, including students, families,
11 educators, administrators, civil rights organizations,
12 educator organizations, and more.

13 **SEC. 4. PROGRAM TO SUPPORT INCREASING ACCESS TO**
14 **WELL-PREPARED AND DIVERSE EDUCATORS.**

15 (a) IN GENERAL.—The Secretary—

16 (1) shall provide technical assistance to State
17 educational agencies and local educational agencies
18 to support such agencies in increasing access to well-
19 prepared and diverse educators; and

20 (2) may reserve not more than 20 percent of
21 funds available to carry out this section to award
22 grants to State educational agencies to—

23 (A) provide technical assistance to local
24 educational agencies to increase access to well-
25 prepared and diverse educators; and

1 (B) improve State educator workforce data
2 collection and analysis.

3 (b) TECHNICAL ASSISTANCE.—The Secretary shall
4 provide technical assistance to State educational agencies
5 and local educational agencies on the following educator
6 quality requirements and data collections:

7 (1) Meeting and making progress on the plan
8 requirements for State educational agencies and
9 local educational agencies under sections
10 1111(g)(1)(B) and 1112(b)(2) of the Elementary
11 and Secondary Education Act of 1965 (20 U.S.C.
12 6311(g)(1)(B) and 6312(b)(2)) that are designed to
13 ensure that low-income and minority children are
14 not served at disproportionate rates by ineffective,
15 out-of-field, or inexperienced teachers.

16 (2) Meeting and making progress on the per-
17 sonnel requirements for related service personnel,
18 paraprofessionals, and special education teachers
19 under section 612(a)(14) of the Individuals with
20 Disabilities Education Act (20 U.S.C. 1412(a)(14)).

21 (3) Educator workforce information collected
22 under the Elementary and Secondary Education Act
23 of 1965 (20 U.S.C. 6301 et seq.), the Individuals
24 with Disabilities Education Act (20 U.S.C. 1400 et
25 seq.), the Education Sciences Reform Act (20

1 U.S.C. 9501 et seq.), the Higher Education Act of
2 1965 (20 U.S.C. 1001 et seq.), the Civil Rights
3 Data Collection, and other State and Federal educa-
4 tor workforce data collection requirements.