

119TH CONGRESS
2D SESSION

H. R. 10530

To support educators.

IN THE HOUSE OF REPRESENTATIVES

SEPTEMBER 24, 2026

Ms. ADAMS (for herself, Mrs. HAYES, Ms. BONAMICI, and Mrs. SYKES) introduced the following bill; which was referred to the Committee on Education and Workforce

A BILL

To support 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 “Quality Educator Part-
5 nership Act”.

6 **SEC. 2. FINDINGS.**

7 Congress finds the following:

8 (1) Decades of research have demonstrated that
9 teacher quality is the single most important in-
10 school factor affecting student achievement. Every

1 child, in every community, deserves access to well-
2 prepared, well-supported, and respected educators.

3 (2) While education has been, and remains, a
4 State and local responsibility, the Federal Govern-
5 ment has long played an essential role in filling gaps
6 in State and local support for education when crit-
7 ical national needs arise.

8 (3) Following the launch of Sputnik, Congress
9 passed the National Defense Education Act of 1958
10 (Public Law 85–864 (72 Stat. 1580)), recognizing
11 that the security, economy, and democracy of the
12 United States are tied to its classrooms. That legis-
13 lation marked a revolutionary turning point, chan-
14 neling significant Federal funding into science,
15 mathematics, and foreign-language instruction while
16 elevating the role of teacher preparation in main-
17 taining global competitiveness.

18 (4) The 1986 seminal report by the Holmes
19 Group entitled “Tomorrow’s Teachers” reimagined
20 teacher education as a professional discipline rather
21 than a technical occupation and called for rigorous
22 preparation, clinical partnerships, and continuous
23 learning—principles that reshaped how institutions
24 of higher education and elementary schools and sec-
25 ondary schools collaborate.

1 (5) Research has since demonstrated the impor-
2 tance of strong, rich clinical partnerships, coherence
3 between teacher coursework and practice, sustained
4 professional development for teachers, and equity-
5 centered teacher preparation as critical for improv-
6 ing both student outcomes and teacher quality. This
7 research has led to meaningful progress, including
8 stronger preparation programs, increased workforce
9 diversity, and a deeper evidence base on teacher
10 learning and student outcomes.

11 (6) Yet, as of the date of enactment of this Act,
12 that progress stands at risk. Once viewed as a path-
13 way to stability and public respect, teaching has suf-
14 fered from eroding professional status, stagnant
15 wages, and increased political scrutiny. These condi-
16 tions have converged to discourage new entrants to
17 the profession, accelerate attrition, and diminish
18 public confidence in the long-term viability of the
19 profession.

20 (7) These workforce challenges are unfolding
21 against the backdrop of a national education and
22 mental health crisis. The long-term effects of the
23 COVID–19 pandemic, coupled with economic insta-
24 bility and social division, have resulted in historic
25 declines in student well-being and academic perform-

1 ance. Educators are now on the frontlines of ad-
2 dressing trauma, anxiety, and learning loss, often
3 without the preparation, staffing, or resources to
4 meet the magnitude of these needs.

5 (8) Further, education technology has the po-
6 tential to empower students to expand their learning
7 beyond the confines of the traditional classroom.
8 Students and educators, however, must not only un-
9 derstand how to use the latest technologies but also
10 be prepared to thrive in an ever-evolving techno-
11 logical landscape.

12 (9) The trends, as of the date of enactment of
13 this Act, underscore that deliberate Federal and
14 State investments in teacher quality, wages, and au-
15 tonomy are warranted.

16 (10) The United States cannot simply recruit
17 its way out of this crisis with fragmented, under-
18 funded programs. To meet this moment, the United
19 States requires deliberate Federal investment in a
20 comprehensive, systemic approach for educator
21 workforce development and design.

22 **SEC. 3. PURPOSES.**

23 The purposes of this Act are—

24 (1) to create systems for education workforce
25 development from early childhood education through

1 elementary and secondary education that are sus-
2 tainable, resilient, and meet the needs of students
3 and communities;

4 (2) to provide incentives to individuals to enroll
5 in and complete high-quality educator preparation
6 programs in high-need fields at the baccalaureate or
7 graduate levels at institutions of higher education,
8 particularly to individuals who belong to groups that
9 are, as of the date of enactment of this Act, under-
10 represented in the education profession;

11 (3) to authorize investments in educator prepa-
12 ration programs at institutions of higher education,
13 along with critical State and local partners, to sup-
14 port and expand promising and successful practices
15 for educator preparation and educator workforce de-
16 sign; and

17 (4) to create mechanisms to integrate innova-
18 tions in the preparation of profession-ready edu-
19 cators to meet the ever-changing needs of students
20 and schools.

21 **SEC. 4. DEFINITIONS.**

22 In this Act:

23 (1) ESEA TERMS.—The terms “child”, “edu-
24 cational service agency”, “elementary school”,
25 “English learner” “evidence-based”, “local edu-

1 cational agency”, “middle grades”, “outlying area”,
2 “parent”, “professional development”, “school lead-
3 er”, “secondary school”, “specialized instructional
4 support personnel”, and “State educational agency”
5 have the meanings given the terms in section 8101
6 of the Elementary and Secondary Education Act of
7 1965 (20 U.S.C. 7801).

8 (2) ARTS AND SCIENCES.—The term “arts and
9 sciences” has the meaning given the term in section
10 200 of the Higher Education Act of 1965 (20
11 U.S.C. 1021).

12 (3) CAREER LATTICE SYSTEM.—The term “ca-
13 reer lattice system” means a framework for sup-
14 porting an the professional development and career
15 progression of an individual through connected serv-
16 ices, education, and employment opportunities across
17 multiple departments, functions, and career path-
18 ways.

19 (4) CERTIFICATION OR LICENSURE.—The term
20 “certification or licensure” means a regular or
21 standard State certification or licensure, or advanced
22 professional certification or licensure, that is issued
23 after an applicant has met State requirements to
24 teach in an early childhood education program or el-
25 elementary school or secondary school in that State,

1 except that such term does not include any of the
2 following:

3 (A) A probationary certificate.

4 (B) A temporary or provisional certificate.

5 (C) A waiver or emergency certificate.

6 (5) CHILDREN FROM LOW-INCOME FAMILIES.—

7 The term “children from low-income families”
8 means children counted under section 1124(c)(1)(A)
9 of the Elementary and Secondary Education Act of
10 1965 (20 U.S.C. 6333(c)(1)(A)).

11 (6) DIGITAL LITERACY SKILLS.—The term
12 “digital literacy skills” has the meaning given the
13 term in section 202 of the Museum and Library
14 Services Act (20 U.S.C. 9101).

15 (7) EARLY CHILDHOOD EDUCATOR.—The term
16 “early childhood educator” means an individual with
17 primary responsibility for the education of children
18 in an early childhood education program.

19 (8) EARLY CHILDHOOD EDUCATION PRO-
20 GRAM.—The term “early childhood education pro-
21 gram” has the meaning given the term in section
22 103 of the Higher Education Act of 1965 (20
23 U.S.C. 1003).

24 (9) EDUCATOR.—The term “educator”—

(A) means a teacher, including an early childhood educator, a principal, another school leader, and specialized instructional support personnel (including school counselors, school social workers, school psychologists, and speech language pathologists); and

(B) includes a professional that is employed in or by a school or State or local educational agency, such as an occupational therapist, library media specialist, or other staff, as defined in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

(10) EDUCATOR MENTORING.—The term “educator mentoring” means the mentoring of new or prospective educators through a program that—

(A) includes clear criteria for the selection of mentors who will provide role model relationships for mentees, which criteria shall be developed by the eligible partnership and based on measures of educator effectiveness;

(B) provides evidence-based training for such mentors, including instructional strategies for literacy instruction and classroom management (including approaches that improve the

1 schoolwide climate for learning, which may in-
2 clude positive behavioral interventions and sup-
3 ports and social and emotional learning);

4 (C) provides regular and ongoing opportu-
5 nities for mentors and mentees to observe the
6 teaching methods of each other in classroom
7 settings during the day in a high-need school in
8 the high-need local educational agency in the el-
9 igible partnership;

10 (D) provides paid release time for mentors,
11 as applicable;

12 (E) provides mentoring to each mentee by
13 a colleague who works in the same field, grade,
14 or subject as the mentee;

15 (F) promotes evidence-based research on—

16 (i) teaching and learning;

17 (ii) assessment of student learning;

18 (iii) the development of teaching skills
19 through the use of instructional and behav-
20 ioral interventions; and

21 (iv) the improvement of the capacity
22 of the mentee to measurably advance stu-
23 dent learning;

24 (G) integrates technology effectively into
25 curricula and instruction, including technology

1 consistent with the principles of universal de-
2 sign for learning and technology to collect,
3 manage, and analyze data to improve teaching
4 and learning for the purpose of improving stu-
5 dent learning outcomes; and

6 (H) includes—

7 (i) common planning time or regularly
8 scheduled collaboration for the mentor and
9 mentee; and

10 (ii) joint professional development op-
11 portunities.

12 (11) EDUCATOR PREPARATION PROGRAM.—The
13 term “educator preparation program” means a pro-
14 gram that leads to certification or licensure in a
15 State.

16 (12) ELIGIBLE PARTNERSHIP.—The term “eli-
17 gible partnership” means a partnership that—

18 (A) shall include—

19 (i) a high-need local educational agen-
20 cy;

21 (ii) a high-need school or a consor-
22 tium of high-need schools served by the
23 high-need local educational agency (or as
24 appropriate, 1 or more high-need early
25 childhood education programs); and

1 (iii) an institution of higher education
2 and a school, department, or program of
3 education within such institution, which
4 may include an existing educator prepara-
5 tion program that provides intensive and
6 sustained collaboration between faculty and
7 local educational agencies consistent with
8 the requirements of title II of this Act; and

9 (B) may include any of the following:

10 (i) The Governor of the State.

11 (ii) The State educational agency.

12 (iii) The State board of education.

13 (iv) The State agency for higher edu-
14 cation.

15 (v) A State workforce development
16 board established under section 101 of the
17 Workforce Innovation and Opportunity Act
18 (29 U.S.C. 3111).

19 (vi) A business.

20 (vii) A public or private nonprofit edu-
21 cational organization.

22 (viii) An educational service agency.

23 (ix) A teacher organization.

24 (x) A school leader organization.

1 (xi) An organization representing spe-
2 cialized instructional support personnel.

3 (xii) A high-performing local edu-
4 cational agency, or a consortium of such
5 local educational agencies, that can serve
6 as a resource to the partnership.

7 (xiii) A charter school (as defined in
8 section 4310 of the Elementary and Sec-
9 ondary Education Act of 1965 (20 U.S.C.
10 7221i)).

11 (xiv) A school or department of arts
12 and sciences within the partner institution.

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

16 (xvi) A school or department within
17 the partner institution with comparable ex-
18 pertise in the disciplines of teaching, learn-
19 ing, and child and adolescent development.

20 (xvii) A public or nonprofit entity op-
21 erating a program that provides alternative
22 routes to State certification or licensure of
23 teachers.

24 (13) GROW YOUR OWN PROGRAM.—The term
25 “Grow Your Own program” means a partnership—

1 (A) to recruit, financially support, and pre-
2 pare local residents to teach in their commu-
3 nities;

4 (B) that is between—

5 (i) 1 or more local educational agen-
6 cies; and

7 (ii) 1 or more educator preparation
8 programs; and

9 (C) that may include community organiza-
10 tions.

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

17 (15) HIGH-NEED LOCAL EDUCATIONAL AGEN-
18 CY.—The term “high-need local educational agency”
19 means a local educational agency—

20 (A)(i) that serves not fewer than 10,000
21 children from low-income families;

22 (ii) for which not less than 20 percent of
23 the children served by the agency are from low-
24 income families;

(iii) that meets the eligibility requirements for funding under the Small, Rural School Achievement Program under section 5211(b) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7345(b)) or the Rural and Low-Income School Program under section 5221(b) of such Act (20 U.S.C. 7351); or

(iv) that is in the highest quartile of local educational agencies in the State, in a ranking of all schools served by a local educational agency, ranked in descending order by percentage of low-income children served by the local educational agency; and

(B)(i) for which a majority of schools are identified for comprehensive support and improvement under subsection (c)(4)(D) of section 1111 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311), targeted support and improvement under subsection (d)(2)(A) of such section, or additional targeted support under subsection (d)(2)(C) of such section;

(ii) for which 1 or more schools served by the agency has a high teacher turnover rate or a high percentage of teachers with emergency,

1 provisional, or temporary certification or licen-
2 sure; or

3 (iii) for which there is a high percentage of
4 positions in State-identified areas of teacher or
5 school leader shortage, including in special edu-
6 cation, English language instruction, science,
7 technology, engineering, mathematics, and ca-
8 reer and technical education.

9 (16) HIGH-NEED SCHOOL.—

10 (A) IN GENERAL.—The term “high-need
11 school” means a public elementary school or
12 secondary school that, based on the most recent
13 data available, meets one or both of the fol-
14 lowing:

15 (i) The school is in the highest quar-
16 tile of schools in a ranking of all schools
17 served by a local educational agency,
18 ranked in descending order by:

19 (I) The percentage of students
20 aged 5 through 17 in poverty counted
21 in the most recent census data ap-
22 proved by the Secretary.

23 (II) The percentage of students
24 eligible for a free or reduced price
25 school lunch under the Richard B.

1 Russell National School Lunch Act
2 (42 U.S.C. 1751 et seq.).

3 (III) The percentage of students
4 in families receiving assistance under
5 the State program funded under part
6 A of title IV of the Social Security
7 Act.

8 (IV) The percentage of students
9 eligible to receive medical assistance
10 under the Medicaid program.

11 (V) A composite of two or more
12 of the measures described in sub-
13 clauses (I) through (IV).

14 (ii) In the case of—

15 (I) an elementary school, the
16 school serves students not less than
17 60 percent of whom are eligible for a
18 free or reduced price school lunch
19 under the Richard B. Russell National
20 School Lunch Act (42 U.S.C. 1751 et
21 seq.); or

22 (II) any other school that is not
23 an elementary school, the school
24 serves students not less than 45 per-
25 cent of whom are eligible for a free or

1 reduced price school lunch under the
2 Richard B. Russell National School
3 Lunch Act (42 U.S.C. 1751 et seq.).

4 (B) SPECIAL RULE.—

5 (i) DESIGNATION BY THE SEC-
6 RETARY.—The Secretary may, upon ap-
7 proval of an application submitted by an
8 eligible partnership seeking a grant under
9 title II of this Act, designate a school that
10 does not qualify as a high-need school
11 under subparagraph (A) as a high-need
12 school for the purpose of title II. The Sec-
13 retary shall base the approval of an appli-
14 cation for designation of a school under
15 this clause on a consideration of the infor-
16 mation required under clause (ii) and may
17 also take into account other information
18 submitted by the eligible partnership.

19 (ii) APPLICATION REQUIREMENTS.—
20 An application for designation of a school
21 under clause (i) shall include—

22 (I) the number and percentage of
23 students attending such school who
24 are—

1 (aa) aged 5 through 17 in
2 poverty counted in the most re-
3 cent census data approved by the
4 Secretary;

5 (bb) eligible for a free or re-
6 duced price school lunch under
7 the Richard B. Russell National
8 School Lunch Act (42 U.S.C.
9 1751 et seq.);

10 (cc) in families receiving as-
11 sistance under the State program
12 funded under part A of title IV
13 of the Social Security Act; or

14 (dd) eligible to receive med-
15 ical assistance under the Med-
16 icaid program;

17 (II) information about the stu-
18 dent academic achievement of stu-
19 dents at such school; and

20 (III) for a secondary school, the
21 graduation rate for such school.

22 (17) INDUCTION PROGRAM.—The term “induc-
23 tion program” means a formalized program for new
24 educators during not less than the first 2 years of
25 the educator in the profession that—

1 (A) is designed to provide support for, and
2 improve the professional performance and ad-
3 vance the retention in the field of, beginning
4 educators;

5 (B) promotes effective teaching skills, in-
6 structional leadership skills, and profession-
7 readiness for educators; and

8 (C) includes the following components:

9 (i) High-quality mentoring.

10 (ii) Periodic, structured time for col-
11 laboration with educators in the same de-
12 partment or field, including mentor teach-
13 ers, as well as time for information-sharing
14 among teachers, principals, administrators,
15 other appropriate instructional staff, and
16 participating faculty in a partner institu-
17 tion.

18 (iii) The application of evidence-based
19 instructional practices.

20 (iv) Opportunities for new educators
21 to draw directly on the expertise of men-
22 tors, faculty, and researchers to support
23 the integration of evidence-based practice
24 and research with practice in instruction.

1 (v) The development of skills in in-
2 structional and behavioral interventions de-
3 rived from evidence-based practice and, if
4 applicable, research.

5 (vi) Faculty who—

6 (I) model the integration of re-
7 search and practice in instruction;

8 (II) model personalized instruc-
9 tion; and

10 (III) assist new educators with
11 the effective use and integration of
12 technology in instruction.

13 (vii) Interdisciplinary collaboration
14 among exemplary educators, faculty, re-
15 searchers, and other staff who prepare new
16 educators with respect to the learning
17 process and the assessment of learning.

18 (viii) Assistance with the under-
19 standing of evidence of student learning
20 and the applicability of such evidence in
21 classroom instruction.

22 (ix) The development of skills to im-
23 plement and support evidence-based prac-
24 tices that create a positive and inclusive
25 school culture and climate.

1 (x) Regular and structured observa-
2 tion and evaluation of new educators by
3 multiple evaluators, using valid and reli-
4 able measures of teaching skills, instruc-
5 tional leadership skills, and methods to
6 prepare teachers to be profession-ready.

7 (18) INSTITUTION OF HIGHER EDUCATION.—
8 The term “institution of higher education” has the
9 meaning given the term in section 101(a) of the
10 Higher Education Act of 1965 (20 U.S.C. 1001(a)).

11 (19) MODEL DEMONSTRATION PROJECT.—The
12 term “model demonstration project” means a project
13 that defines, implements, evaluates, disseminates,
14 and scales research-based intervention and imple-
15 mentation strategies to determine the degree to
16 which a given model can be implemented and sus-
17 tained in real-world settings, by staff employed in
18 those settings, while achieving outcomes similar to
19 those attained under research conditions.

20 (20) PARTNER INSTITUTION.—The term “part-
21 ner institution” means an institution of higher edu-
22 cation, which may include a 2-year institution of
23 higher education offering a dual program with a 4-
24 year institution of higher education, that—

1 (A) is participating in an eligible partner-
2 ship; and

3 (B) has an educator preparation program
4 that—

5 (i) has a record of preparing profes-
6 sion-ready educators;

7 (ii) is approved by the State to offer
8 an educator preparation program; and

9 (iii) is not low-performing, as deter-
10 mined by the State.

11 (21) PROFESSION-READY.—The term “profes-
12 sion-ready”—

13 (A) when used with respect to a principal,
14 means a principal who—

15 (i) has an advanced degree or other
16 appropriate credential;

17 (ii) has completed a principal prepara-
18 tion process and is fully certified and li-
19 censed by the State in which the principal
20 is employed;

21 (iii) has demonstrated instructional
22 leadership, including the ability to collect,
23 analyze, and use data on evidence of stu-
24 dent learning and evidence of classroom
25 practice;

1 (iv) has demonstrated proficiency in
2 professionally recognized leadership stand-
3 ards, such as through—

4 (I) a performance assessment;

5 (II) completion of a residency
6 program; or

7 (III) other measures of leader-
8 ship, as determined by the State;

9 (v) has demonstrated the ability to
10 work with students who are culturally and
11 linguistically diverse;

12 (vi) has demonstrated skill as an in-
13 structional leader; and

14 (vii) has demonstrated proficiency in
15 the use of instructional technology, assist-
16 ive technology, and the application of tech-
17 nology to create equity and access for all
18 students;

19 (B) when used with respect to a teacher,
20 means a teacher who—

21 (i) has completed at least a bacca-
22 laureate degree and an educator prepara-
23 tion program and has a teacher certifi-
24 cation or licensure for the State in which
25 the teacher teaches;

1 (ii) has demonstrated content knowl-
2 edge in each subject that the teacher
3 teaches;

4 (iii) has demonstrated the ability to
5 work with students who are culturally and
6 linguistically diverse; and

7 (iv) has demonstrated teaching skills,
8 such as through—

9 (I) a teacher performance assess-
10 ment; or

11 (II) other measures of teaching
12 skills, as determined by the State; and

13 (C) when used with respect to any other
14 educator not described in subparagraph (A) or
15 (B), means an educator who has completed an
16 appropriate preparation program for the edu-
17 cator's occupation and has a certification or li-
18 censure described in paragraph (4) for such oc-
19 cupation, for the State in which the educator is
20 employed.

21 (22) SECRETARY.—The term “Secretary”
22 means the Secretary of Education.

23 (23) SOCIAL AND EMOTIONAL LEARNING.—The
24 term “social and emotional learning” means the
25 process through which all children and adults ac-

1 quire and apply the knowledge, skills, and attitudes
2 to develop healthy identities, manage emotions,
3 achieve personal and collective goals, empathize with
4 others, establish and maintain supportive relation-
5 ships, and make responsible and caring decisions.

6 (24) STATE.—The term “State” means each of
7 the 50 States, the District of Columbia, the Com-
8 monwealth of Puerto Rico, and each of the outlying
9 areas.

10 (25) TEACHER RESIDENCY PROGRAM.—The
11 term “teacher residency program” has the meaning
12 given the term in section 2002 of the Elementary
13 and Secondary Education Act of 1965 (20 U.S.C.
14 6602).

15 **SEC. 5. RULES OF CONSTRUCTION.**

16 (a) COLLECTIVE BARGAINING.—Nothing in this Act
17 shall be construed to alter or otherwise affect the rights,
18 remedies, and procedures afforded to the employees of
19 local educational agencies under Federal, State, or local
20 laws (including applicable regulations or court orders) or
21 under the terms of collective bargaining agreements,
22 memoranda of understanding, or other agreements be-
23 tween such employees and their employers.

24 (b) FEDERAL CONTROL PROHIBITED.—Nothing in
25 this Act shall be construed to permit, allow, encourage,

1 or authorize any Federal control over any aspect of any
2 private, religious, or home school, whether or not a home
3 school is treated as a private school or home school under
4 State law. This section shall not be construed to prohibit
5 private, religious, or home schools from participation in
6 programs or services under this Act.

7 (c) NO CHANGE IN STATE CONTROL ENCOURAGED
8 OR REQUIRED.—Nothing in this Act shall be construed
9 to encourage or require any change in a State’s treatment
10 of any private, religious, or home school, whether or not
11 a home school is treated as a private school or home school
12 under State law.

13 (d) NATIONAL SYSTEM OF TEACHER CERTIFICATION
14 OR LICENSURE PROHIBITED.—Nothing in this Act shall
15 be construed to permit, allow, encourage, or authorize the
16 Secretary to establish or support any national system of
17 teacher certification or licensure.

18 **TITLE I—FEDERAL LEADERSHIP**
19 **AND SYSTEMIC ACCOUNT-**
20 **ABILITY**

21 **SEC. 101. ESTABLISHMENT OF THE OFFICE OF EDUCATOR**
22 **WORKFORCE.**

23 Title II of the Department of Education Organization
24 Act (20 U.S.C. 3411 et seq.) is amended by adding at
25 the end the following:

1 **“SEC. 221. OFFICE OF EDUCATOR WORKFORCE.**

2 “(a) ESTABLISHMENT.—There shall be in the De-
3 partment an Office of Educator Workforce (referred to in
4 this section as the ‘Office’).

5 “(b) DIRECTOR APPOINTMENT AND DUTIES.—

6 “(1) APPOINTMENT.—The Office shall be ad-
7 ministered by a Director of Educator Workforce (re-
8 ferred to in this section as the ‘Director’), who shall
9 be appointed by the Secretary.

10 “(2) ADMINISTRATION.—The Director shall—

11 “(A) administer such functions affecting
12 educator recruitment, preparation, professional
13 development, retention, and advancement in ele-
14 mentary and secondary education as the Sec-
15 retary shall delegate;

16 “(B) serve as the principal adviser to the
17 Secretary on matters affecting the educator
18 workforce for elementary and secondary edu-
19 cation; and

20 “(C) have the authority and expertise to
21 provide national leadership, inform policy across
22 the Department and the Federal Government,
23 and elevate the importance of developing and
24 supporting a thriving United States educator
25 workforce for elementary and secondary edu-
26 cation.

1 “(c) OFFICE FUNCTIONS.—The functions of the Of-
2 fice are the following, with respect to elementary and sec-
3 ondary education:

4 “(1) Develop and coordinate national policy on
5 educator recruitment, preparation, professional de-
6 velopment, retention, and advancement.

7 “(2) Provide guidance and technical assistance
8 to help States, local educational agencies, and educa-
9 tor preparation programs build their capacity to en-
10 sure a well-prepared and supported educator in
11 every classroom.

12 “(3) Administer Federal educator workforce
13 grant programs, including the programs authorized
14 in titles II and III of the Quality Educator Partner-
15 ship Act, to create a unified system of investment in
16 the educator workforce.

17 “(4) Evaluate large-scale and cross-State initia-
18 tives and disseminate best practices on educator
19 workforce programs such as Grow Your Own pro-
20 grams, teacher residencies, and apprenticeships reg-
21 istered under the Act of August 16, 1937 (commonly
22 known as the ‘National Apprenticeship Act’; 50
23 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.).

24 “(5) Serve as the Federal focal point for educa-
25 tor workforce collaboration among States, institu-

1 tions of higher education, and local educational
2 agencies.”.

3 **SEC. 102. OFFICE OF EDUCATIONAL TECHNOLOGY AND**
4 **DIGITAL LITERACY.**

5 Title II of the Department of Education Organization
6 Act (20 U.S.C. 3411 et seq.), as amended by section 101,
7 is further amended by adding at the end the following:

8 **“SEC. 222. OFFICE OF EDUCATIONAL TECHNOLOGY AND**
9 **DIGITAL LITERACY.**

10 “(a) ESTABLISHMENT.—There shall be in the De-
11 partment an Office of Educational Technology and Digital
12 Literacy (in this section referred to as the ‘Office’).

13 “(b) DIRECTOR.—The Office shall be administered
14 by a Director of Educational Technology and Digital Lit-
15 eracy (in this section referred to as the ‘Director’), who
16 shall be appointed by the Secretary.

17 “(c) FUNCTIONS.—The Director shall administer the
18 functions of the Department affecting educational tech-
19 nology, including developing educational technology policy
20 and establishing strategies to support the development of
21 digital literacy skills at the elementary and secondary lev-
22 els (including the middle grades) and the postsecondary
23 level. Such activities shall include—

1 “(1) supporting research to improve learning
2 outcomes and digital literacy skills, including skills
3 related to Artificial Intelligence;

4 “(2) developing, disseminating, and updating
5 the National Education Technology Plan in collabo-
6 ration with other Federal agencies involved with
7 educational technology and digital literacy skills de-
8 velopment and external stakeholders including edu-
9 cators, students, and families; and

10 “(3) building the capacity of local educational
11 agencies and educator preparation programs to inte-
12 grate emerging technologies and support the devel-
13 opment of digital literacy skills, including skills re-
14 lated to Artificial Intelligence.”.

15 **SEC. 103. CIVIL RIGHTS ENFORCEMENT.**

16 The Secretary shall conduct an annual evaluation on
17 the adequacy of the staffing and resources available to the
18 Office for Civil Rights of the Department to—

19 (1) ensure compliance and enforcement of civil
20 rights complaints;

21 (2) collect or coordinate the collection of data
22 necessary to ensure compliance with civil rights laws
23 within the jurisdiction of the Office for Civil Rights;
24 and

1 (3) meet the requirements of section 203 of the
2 Department of Education Organization Act (20
3 U.S.C. 3413), in order to ensure that every student,
4 regardless of race, national origin, income, sex, age,
5 language, or disability, has equal access to a high-
6 quality education, including equitable access to pro-
7 fession-ready educators.

8 **SEC. 104. CIVIL RIGHTS EQUITY PLAN REPORT.**

9 Section 203 of the Department of Education Organi-
10 zation Act (20 U.S.C. 3413) is amended by adding at the
11 end the following:

12 “(d) The Assistant Secretary for Civil Rights shall
13 monitor and provide an annual report to Congress on the
14 implementation by the States of the State educator equity
15 plans described in section 1111(g)(1)(B) of the Elemen-
16 tary and Secondary Education Act of 1965 (20 U.S.C.
17 6311(g)(1)(B)).”.

18 **SEC. 105. DATA INFRASTRUCTURE.**

19 Part C of the Education Sciences Reform Act of 2002
20 (20 U.S.C. 9541) is amended by adding at the end the
21 following:

22 **“SEC. 159 EDUCATOR DATA INFRASTRUCTURE PROGRAM.**

23 “(a) EDUCATOR PREPARATION DATA.—The Statis-
24 tics Commissioner shall collect and publish timely infor-
25 mation on educator preparation, placement, and perform-

1 ance to inform educator workforce development and de-
2 sign, including by carrying out the following:

3 “(1) Collecting and publishing data annually on
4 all State-approved educator preparation programs
5 that includes the following (for each individual pro-
6 gram, in the aggregate, and disaggregated for com-
7 prehensive and alternative preparation programs):

8 “(A) The programs offered, including the
9 academic and clinical practice requirements of
10 the programs.

11 “(B) Program participant enrollment, in
12 the aggregate and disaggregated by sex and
13 race or ethnicity.

14 “(C) Program participant completion
15 rates, in the aggregate and disaggregated by
16 sex, race or ethnicity, subject area, and grade
17 level.

18 “(D) The program participant passage
19 rate on the teacher licensure examinations for
20 the State in which the program is located.

21 “(2) Collecting and publishing data annually on
22 State educator preparation and workforce policies
23 and outcomes, including the following:

24 “(A) The number of each type of creden-
25 tial for an educator in the State, including reg-

1 ular or standard, probationary, temporary or
2 provisional, waiver or emergency, and any other
3 type of educator licenses or certificates issued,
4 in the aggregate and disaggregated by grade
5 and subject area.

6 “(B) The academic and clinical prepara-
7 tion requirements for each license or certificate
8 type, including required assessments.

9 “(C) The number of licenses or certificates
10 issued to individuals who do not possess at least
11 a baccalaureate degree.

12 “(D) The number of licenses or certificates
13 issued to individuals who had not completed
14 any formal educator preparation program.

15 “(E) As of October 1 of the year for which
16 the report is prepared, the number and percent-
17 age of teaching positions in each State for each
18 of the following categories, in the aggregate and
19 disaggregated by grade and subject area and by
20 schools with and without high-need status for
21 each of the following categories:

22 “(i) Teaching positions that are va-
23 cant.

24 “(ii) Teaching positions filled by indi-
25 viduals teaching in a subject area for

1 which the individuals do not have a license
2 or certificate.

3 “(iii) Teaching positions filled by indi-
4 viduals with temporary or provisional,
5 waiver or emergency, or other non-stand-
6 ard licenses or certificates, or by individ-
7 uals with no license or certificate.

8 “(F) The 3-year retention rate of newly li-
9 censed or certified teachers, disaggregated by li-
10 cense or certificate type and educator prepara-
11 tion program.

12 “(G) Student performance data, such as
13 results on State assessments, disaggregated by
14 the type of license teachers hold and by the
15 type of teacher preparation program completed.

16 “(b) SPECIAL RULE.—If any of the data described
17 in subsection (a) is not available, a State or educator prep-
18 aration program receiving funds under the Quality Educa-
19 tor Partnership Act shall provide the Statistics Commis-
20 sioner with a plan demonstrating that the State will make
21 such data available by not later than 2 years after the
22 date on which the Department notifies the State or educa-
23 tor preparation program that such information is re-
24 quested.

1 “(c) ANNUAL REPORT.—Using the data collected
2 from educator preparation programs and States, the Sta-
3 tistics Commissioner shall produce an annual report to
4 Congress and the public on educator qualifications and
5 preparation in the United States.

6 “(d) PANEL.—

7 “(1) ESTABLISHMENT.—To enhance the qual-
8 ity, utility, and timeliness of data on the educator
9 workforce and to reduce the reporting burden for
10 local educational agencies, States, and educator
11 preparation programs, the Statistics Commissioner
12 shall convene a panel to study and make rec-
13 ommendations for revised reporting on educator
14 qualifications, preparation, and the educator work-
15 force.

16 “(2) MEMBERSHIP OF PANEL.—The panel con-
17 vened under paragraph (1) shall include researchers,
18 practitioners, and experts in educational data sys-
19 tems.

20 “(3) REPORT CONTENTS.—Not later than 1
21 year after establishment, the panel convened under
22 paragraph (1) shall prepare and submit to the Sta-
23 tistics Commissioner and to Congress a report re-
24 garding the study described in paragraph (1), which
25 shall include recommendations for making data

1 available that link student performance to educator
2 qualifications.”.

3 **TITLE II—INVESTMENT, INNOVA-** 4 **TION, AND SUSTAINABILITY**

5 **SEC. 201. PURPOSES.**

6 The purposes of this title are—

- 7 (1) to test, replicate, and scale research-based
8 educator preparation intervention and implementa-
9 tion strategies;
- 10 (2) to design education workforce systems that
11 integrate recruitment, preparation, support, reten-
12 tion, and advancement opportunities for educators;
- 13 (3) to increase the supply of new, profession-
14 ready educators, who represent and understand the
15 communities and children the educators are serving;
- 16 (4) to ensure educator preparation programs
17 are prepared to deploy innovative pathways, as ap-
18 propriate, to address the needs of prospective edu-
19 cators of any age or experience level;
- 20 (5) to incentivize individuals to enroll in and
21 complete high-quality educator preparation programs
22 in high-need fields, particularly individuals who be-
23 long to groups that are, as of the date of enactment
24 of this Act, underrepresented in the education pro-
25 fession; and

1 (6) to incentivize States, high-need local edu-
2 cational agencies, and educator preparation pro-
3 grams to implement education workforce strategies
4 that align with workforce and economic development
5 plans and that attract and retain profession-ready
6 educators in public schools.

7 **SEC. 202. AUTHORIZATION OF APPROPRIATIONS.**

8 There are authorized to be appropriated
9 \$600,000,000 for fiscal year 2027 and \$1,000,000,000 for
10 the succeeding 4 fiscal years, of which—

11 (1) 2 percent shall be reserves for the Secretary
12 to fund technical assistance and capacity building
13 for entities eligible to receive assistance under this
14 title;

15 (2) 5 percent shall be for the Augustus F.
16 Hawkins Centers of Excellence program under sub-
17 part 2 of part B of title II of the Higher Education
18 Act of 1965 (20 U.S.C. 1033 et seq.);

19 (3) 43 percent shall be used to carry out sub-
20 title A of this title; and

21 (4) 50 percent shall be used to carry out sub-
22 title B of this title.

1 **Subtitle A—Educator Workforce**
2 **Development Partnership Grants**

3 **SEC. 211. GRANT PROGRAMS AUTHORIZED.**

4 The Secretary is authorized to award grants, on a
5 competitive basis, to eligible partnerships, to enable the
6 eligible partnerships to develop and implement a systemic
7 approach to educator workforce development by carrying
8 out the activities described in section 213.

9 **SEC. 212. APPLICATION; AWARD BASIS.**

10 (a) APPLICATION.—Each eligible partnership desir-
11 ing a grant under this subtitle shall submit an application
12 to the Secretary at such time, in such manner, and con-
13 taining such information as the Secretary may require.
14 Each such application shall contain each of the following:

15 (1) An assessment of—

16 (A) the current (at the time of the applica-
17 tion) and future needs of students served by the
18 participating local educational agency; and

19 (B) the current (at the time of the applica-
20 tion) and future needs of the educator work-
21 force that supports those students.

22 (2) A description of barriers to recruiting, pre-
23 paring, retaining, supporting and advancing the edu-
24 cator workforce of that local educational agency.

1 (3) A description of the strategies the eligible
2 partnership will employ to systemically address edu-
3 cator workforce development, including the recruit-
4 ment, preparation, and support of educators.

5 (4) A description of how the eligible partnership
6 will ensure educators, including prospective edu-
7 cators, develop an understanding of the students and
8 families in the communities the educators serve, pre-
9 pare prospective educators to serve in those commu-
10 nities, and understand school contexts to address
11 needs in the local educational agency.

12 (5) A description of how the eligible partnership
13 will work with community partners beyond those re-
14 quired by this Act, including States, parent and
15 community-based organizations, labor organizations,
16 State and local workforce boards, and philanthropic
17 organizations, as appropriate, to understand local
18 needs and leverage strengths and resources.

19 (6) A description of how the eligible partnership
20 will prioritize the community-based activities de-
21 scribed in subsection (b).

22 (7) A description of how the eligible partnership
23 will support the development of digital literacy skills
24 and integrate technology, consistent with best prac-
25 tices for safeguarding privacy and security and in-

cluding Artificial Intelligence, into the strategies and initiatives carried out with funds under this subtitle to—

(A) empower students to expand their learning beyond the confines of the traditional classroom;

(B) support self-directed learning;

(C) help educators tailor learning experiences to individual student needs;

(D) support English learners and students who are children with disabilities; and

(E) improve student outcomes.

(8) A description of how the eligible partnership will coordinate strategies and activities assisted under the grant with other educator preparation or professional development programs, such as programs under part A of title II of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6611 et seq.), the Augustus F. Hawkins Centers of Excellence program under subpart 2 of part B of title II of the Higher Education Act of 1965 (20 U.S.C. 1033 et seq.), and part D of the Individuals with Disabilities Education Act (20 U.S.C. 1450 et seq.).

1 (9) A description of how the eligible partnership
2 will—

3 (A) carry out the purposes of this title;

4 (B) carry out the activities described in
5 section 213;

6 (C) evaluate the effectiveness of the activi-
7 ties carried out with grant funds; and

8 (D) disseminate and support scaling of ef-
9 fective initiatives and strategies.

10 (10) A description of how the eligible partner-
11 ship will ensure that prospective educators—

12 (A) in the case of teachers, gain teaching
13 experience through clinical work before becom-
14 ing the teacher of record;

15 (B) in the case of school principals, gain
16 experience in school leadership in a school set-
17 ting;

18 (C) in the case of other educators, gain ex-
19 perience through clinical work in school set-
20 tings;

21 (D) are compensated for their clinical work
22 in the school setting;

23 (E) receive direct instruction with faculty;
24 and

25 (F) are paired with qualified mentors.

1 (b) AWARD BASIS.—In awarding grants under this
2 subtitle, the Secretary shall give priority to—

3 (1) eligible partnerships that—

4 (A) propose an innovative approach to one
5 or more aspects of educator preparation that—

6 (i) is grounded in research;

7 (ii) aims to meet demonstrated State
8 or local needs within the educator work-
9 force; and

10 (iii) requires a demonstration project
11 to determine whether the innovative ap-
12 proach should be implemented at scale;
13 and

14 (B) provide a financial and logistical anal-
15 ysis describing how the proposed activities to be
16 funded by the grant could be sustained by the
17 partner organizations after the grant concludes,
18 or by similar organizations seeking to imple-
19 ment the proposed activities; and

20 (2) as appropriate, community-based partner-
21 ships between institutions of higher education and
22 high-need local educational agencies with the fol-
23 lowing characteristics, as determined by the Sec-
24 retary:

1 (A) Joint governance structures linking ed-
2 ucator preparation faculty at an institution of
3 higher education with school-based mentors.

4 (B) A local advisory board that may in-
5 clude parents, students, and community organi-
6 zations.

7 (C) Data systems for tracking educator re-
8 tention and performance, based on multiple
9 measures, that are shared between the institu-
10 tion of higher education and high-need local
11 educational agency.

12 (D) Continuous professional development
13 frameworks connecting educator preparation to
14 in-service learning.

15 (E) An intentional commitment and plans
16 for educator engagement with families and com-
17 munities.

18 **SEC. 213. ACTIVITIES.**

19 (a) IN GENERAL.—An eligible partnership that re-
20 ceives a grant under this subtitle shall use grant funds
21 to carry out model demonstration projects for the pre-bac-
22 calaureate or post-baccalaureate preparation of educators.
23 Such model demonstration projects shall include—

24 (1) collaboration with departments, programs,
25 or units of a partner institution outside of the edu-

1 cator preparation program in all academic content
2 areas, as appropriate, to ensure that prospective
3 educators receive training in both teaching and rel-
4 evant content areas in order to meet the applicable
5 State requirements to gaining full certification or li-
6 censure;

7 (2) prospective teacher, principal, and other ed-
8 ucator recruitment goals and program priorities de-
9 veloped in coordination with the hiring objectives of
10 the high-need local educational agency participating
11 in the eligible partnership;

12 (3) integration of technology, including Artifi-
13 cial Intelligence, with appropriate privacy and safety
14 guardrails, into the strategies and initiatives carried
15 out with grant funds to empower students to expand
16 their learning beyond the confines of the traditional
17 classroom, support self-directed learning, help edu-
18 cators tailor learning experiences to individual stu-
19 dent needs, support students with disabilities and
20 English language learners, and improve student out-
21 comes;

22 (4) development of leadership skills with a dem-
23 onstrated impact on student and school success, in-
24 cluding the ability to create a continuous learning
25 environment for teachers, staff, and students;

1 (5) a rigorous external evaluation of the impact
2 of the model demonstration project on both student
3 and educator outcomes, including academic achieve-
4 ment and educator satisfaction and retention; and

5 (6) a comprehensive external assessment of the
6 degree to which the model demonstration project can
7 be replicated, scaled, and sustained in real-world set-
8 tings, by staff employed in those settings, while
9 achieving outcomes similar to those attained under
10 the demonstration project supported by the grant.

11 (b) PERMISSIBLE ACTIVITIES.—An eligible partner-
12 ship that receives a grant under this subtitle may use
13 grant funds to carry out—

14 (1) educator preparation program curriculum
15 changes that address gaps in educator knowledge or
16 skills identified by the educator preparation program
17 or other members of the eligible partnership;

18 (2) enhanced training to ensure that general
19 education teachers and other educators, including
20 school principals, can effectively participate as mem-
21 bers of an individualized education program team, as
22 defined in section 614(d)(1)(B) of the Individuals
23 with Disabilities Education Act (20 U.S.C. 1414);

24 (3) specialized preparation to ensure educators
25 possess the skills to meet the social and emotional

1 needs of students and can create inclusive and cul-
 2 turally responsive learning environments;

3 (4) preparation on effective strategies for com-
 4 prehensive literacy instruction, as defined in section
 5 2221(b) of the Elementary and Secondary Edu-
 6 cation Act of 1965 (20 U.S.C. 6641);

7 (5) expanded preservice clinical experience, in-
 8 cluding through residency programs that blend a rig-
 9 orous full-year clinical experience with closely
 10 aligned academic coursework, Grow Your Own pro-
 11 grams, and other models;

12 (6) an induction program for new educators; or

13 (7) activities in support of the movement to-
 14 ward team-based staffing models, integration of cur-
 15 ricula or clinical experiences that emphasize working
 16 effectively as part of an instructional team, and spe-
 17 cialized preparation for school leaders on success-
 18 fully managing the transition to a team-based struc-
 19 ture.

20 **Subtitle B—Educator Workforce** 21 **Design Grants to States**

22 **SEC. 221. FUNDING.**

23 (a) ALLOCATION OF FUNDS FOR PLANNING
 24 GRANTS.—From the amount made available to carry out
 25 this subtitle, the Secretary shall use \$100,000,000 for 1-

1 year planning grants, awarded in accordance with the for-
2 mula described in section 222 to States and the Bureau
3 of Indian Education to support the development, design,
4 and initial structuring of educator workforce design initia-
5 tives.

6 (b) ALLOCATION OF FUNDS FOR IMPLEMENTATION
7 GRANTS.—From the amount made available to carry out
8 this subtitle, the Secretary shall use \$400,000,000 for 3-
9 year implementation grants, awarded on a competitive
10 basis as described in section 223, to States and the Bu-
11 reau of Indian Education to implement, study, and dis-
12 seminate innovative approaches to educator workforce de-
13 sign initiatives that make education careers more attrac-
14 tive and sustainable.

15 **SEC. 222. PLANNING GRANTS.**

16 (a) RESERVATION.—From amounts made available
17 under section 221(a), the Secretary shall—

18 (1) reserve 0.7 percent of such amounts for the
19 Secretary of the Interior to carry out the purposes
20 of this section for schools operated or funded by the
21 Bureau of Indian Education; and

22 (2) from the amounts remaining after the res-
23 ervation under paragraph (1), allot funds to each
24 State having an approved application under this sec-
25 tion to carry out activities under this section in pro-

1 portion to each such State's share of funding under
2 part A of title I of the Elementary and Secondary
3 Education Act of 1965, except that no State shall
4 receive less than 0.5 percent of the amounts made
5 available to carry out this section.

6 (b) APPLICATIONS.—A State shall submit an applica-
7 tion to the Secretary at such time, in such manner, and
8 containing such information as the Secretary may require.
9 At a minimum, the application shall describe—

10 (1) the State agency that will lead in carrying
11 out the grant program under this subtitle, and the
12 identification and roles of other State and local part-
13 ners;

14 (2) the process and timeline for conducting a
15 statewide educator workforce needs assessment as
16 described in subsection (c)(1);

17 (3) the process and timeline for the State to de-
18 velop a strategic plan as described in subsection
19 (c)(2); and

20 (4) a description of how the State will conduct
21 stakeholder engagement to ensure alignment with
22 community needs, which may include outreach to ad-
23 ministrators of institutions of higher education, local
24 educational agencies, elementary school and sec-
25 ondary school (including middle grades) principals,

1 educator preparation programs, teachers, labor orga-
2 nizations, specialized instructional support per-
3 sonnel, parents, students, civil rights organizations,
4 community-based organizations, and workforce de-
5 velopment programs.

6 (c) ACTIVITIES.—The State shall use planning grant
7 funds to support the following activities:

8 (1) Development of a needs assessment to iden-
9 tify gaps in skills, personnel, and resource allocation
10 in the educator workforce in the State, which shall
11 include an assessment of—

12 (A) teacher turnover rates by certification
13 or licensure status, subjects taught, grade lev-
14 els, school composition, and race, gender, and
15 ethnicity;

16 (B) vacancies, out-of-field assignments,
17 and teachers lacking full certification or licen-
18 sure by subject area, and grade;

19 (C) workforce needs of school leaders and
20 principals, for early childhood education and el-
21 elementary schools and secondary schools (includ-
22 ing middle grades) in the State;

23 (D) the number and percentage of teachers
24 of record in the State who do not have full cer-
25 tification or licensure;

1 (E) the demographics of the student popu-
2 lation, the demographics of the educator work-
3 force, and the extent to which the educator
4 workforce reflects the demographics of the stu-
5 dent population;

6 (F) high-need fields, high-need schools,
7 and high-need local educational agencies;

8 (G) the State’s educator equity plan de-
9 scribed in section 1111(g)(1)(B) of the Elemen-
10 tary and Secondary Education Act of 1965 (20
11 U.S.C. 6311(g)(1)(B));

12 (H) the extent to which authorized teacher
13 preparation programs in the State, as of the
14 time of the assessment, are producing grad-
15 uates who have full certification or licensure;
16 and

17 (I) the capacity of programs that are au-
18 thorized in the State, as of the time of the as-
19 sessment to meet the State’s educator work-
20 force needs, including the capacity of—

21 (i) pipeline programs, such as asso-
22 ciate degree to baccalaureate transfer
23 pathway programs with community col-
24 leges;

25 (ii) Grow Your Own programs;

1 (iii) career awareness programs, in-
2 cluding career and technical education and
3 other pathways, in public schools; and

4 (iv) programs to support the career
5 progression of educators, including reten-
6 tion, leadership opportunities, and profes-
7 sional development.

8 (2) Based on the information from the needs
9 assessment, development of a strategic plan that en-
10 sures States play a leading role in educator work-
11 force design by setting workforce and economic de-
12 velopment strategies and aligning education, train-
13 ing, and resources with current industry demands.
14 The strategic plan shall include a plan for each of
15 the following:

16 (A) Leveraging other Federal and State
17 funds to promote new career redesign initia-
18 tives, such as strategic staffing, which may in-
19 clude—

20 (i) flexible schedules that create more
21 time for planning, collaboration, and pro-
22 fessional development;

23 (ii) leadership opportunities, with
24 aligned compensation, for experienced edu-

1 cators who supervise teams or mentor
2 teacher candidates and novice teachers;

3 (iii) intensive support and mentoring
4 for teacher candidates and early-career
5 teachers;

6 (iv) enhanced opportunities for teach-
7 er specialization;

8 (v) targeted intervention by specialists
9 such as librarians, instructional tech-
10 nologists, reading specialists, English lan-
11 guage teachers, and special educators;

12 (vi) intentional family and community
13 engagement to augment teacher expertise
14 and deepen ties between schools and the
15 families and communities they serve;

16 (vii) more small-group and one-on-one
17 interaction between students and adults
18 that address the unique learning and per-
19 sonal needs of students;

20 (viii) clear pathways into teaching for
21 tutors or paraprofessionals; or

22 (ix) professional development for
23 school and local educational agency leaders
24 to implement the activities described in
25 this subparagraph.

1 (B) Ensuring that educator salaries and
2 total compensation are competitive with other
3 professions requiring similar levels of education,
4 including a description of the policies the State
5 will implement to provide compensation in-
6 creases for teachers in high-need fields and lo-
7 cations, as well as for educator expertise and
8 leadership.

9 (C) Ensuring high-quality induction pro-
10 grams provide new teachers with comprehensive
11 supports that help them transition into the
12 classroom and become effective teachers, accel-
13 erate professional growth and teacher effective-
14 ness, reduce teacher turnover, and improve stu-
15 dent learning.

16 (D) Ensuring school leaders are well pre-
17 pared to support teachers and have access to
18 high-quality professional learning, including a
19 description of the policies the State will imple-
20 ment to support access to principal preparation
21 programs that develop strong instructional lead-
22 ership skills, leverage certification and licensure
23 requirements and program approval standards,
24 and support opportunities for teachers to col-
25 laborate.

(E) Improving working conditions for educators, including the policies the State will implement to provide educators with the time to collaborate and plan with peers, support shared decisionmaking, ensure school buildings are safe and well-equipped, and to provide mental health services for their students from other professionals such as counselors and school nurses.

(F) Providing career advancement and growth opportunities within the school building.

(G) Providing ongoing training on Artificial Intelligence tools or products.

SEC. 223. IMPLEMENTATION GRANTS.

(a) GRANTS AUTHORIZED.—From amounts made available under section 221(b), the Secretary shall—

(1) reserve 0.7 percent of such amounts for the Secretary of the Interior to carry out the purposes of this section for schools operated or funded by the Bureau of Indian Education; and

(2) award implementation grants, on a competitive basis, to States to enable States to carry out the activities described in subsection (c).

(b) APPLICATIONS.—Each State shall submit an application to the Secretary at such time, in such manner,

1 and containing such information as the Secretary may re-
2 quire.

3 (c) ACTIVITIES.—A State receiving a grant under
4 this section shall use such implementation grant funds to
5 carry out each of the following activities:

6 (1) Implementing the strategic plan developed
7 in accordance with section 222(c)(2).

8 (2) Incentivizing local educational agencies to
9 rethink the way schools are staffed by providing
10 competitive subgrants to local partnerships to enable
11 those local partnerships to implement 1 or more of
12 the following:

13 (A) Differentiate roles and compensation,
14 including through innovative staffing models
15 such as strategic staffing.

16 (B) Carrying out induction and mentoring
17 activities for novice educators.

18 (C) Establishing educator pipelines, includ-
19 ing residencies, apprenticeships, and Grow Your
20 Own programs.

21 (D) Supporting job-embedded professional
22 learning and team-based collaboration.

23 (E) Supporting school leader development.

1 (F) Carrying out evidence-based planning,
2 ongoing evaluation, and continuous improve-
3 ment.

4 (3) Identifying and addressing policy changes to
5 enable and promote innovative educator workforce
6 designs, which may include 1 or more of the fol-
7 lowing:

8 (A) Career-lattice systems that rewards
9 mastery without requiring departure from the
10 classroom.

11 (B) Family-sustaining supports, including
12 childcare, transportation, and housing assist-
13 ance.

14 (C) Compensation reform supported by
15 Federal–State partnerships.

16 (D) Embedded professional development
17 systems linking educator growth to student out-
18 comes.

19 (E) Rigorous evaluation of implementation
20 and outcomes of the activities undertaken under
21 this grant.

22 (F) Providing technical assistance and sup-
23 port for implementation and replication of the
24 activities that were evaluated as effective under
25 this grant.

1 (d) LOCAL PARTNERSHIP.—In this section the term
 2 “local partnership” means a partnership between 1 or
 3 more of the following:

- 4 (1) An educational service agency.
- 5 (2) A local educational agency.
- 6 (3) An educator preparation program.
- 7 (4) A labor organization for teachers.
- 8 (5) Community-based partners.

9 **SEC. 224. SUPPLEMENT, NOT SUPPLANT.**

10 A State receiving a grant under section 222 or 223
 11 shall use Federal funds received under this subtitle only
 12 to supplement, and not supplant, the funds that would,
 13 in the absence of such Federal funds, be made available
 14 from non-Federal sources to carry out the activities au-
 15 thorized under such section.

16 **TITLE III—NATIONAL EDUCATOR**
 17 **SERVICE CORPS**

18 **SEC. 301. DEFINITIONS.**

19 In this title:

- 20 (1) ELIGIBLE PROGRAM.—The term “eligible
 21 program” means a teacher preparation program or
 22 an educator preparation program leading to a school
 23 library media credential that—
 24 (A) is legally authorized in the State in
 25 which the program is located;

1 (B) results, upon successful completion, in
2 students receiving a regular or standard State
3 license or certificate, an advanced professional
4 teaching license or certificate, or a State library
5 media specialist license or certificate;

6 (C) is offered by an accredited institution
7 of higher education that is eligible to partici-
8 pate in the Federal student financial assistance
9 programs under title IV of the Higher Edu-
10 cation Act of 1965 (20 U.S.C. 1070 et seq.);

11 (D) for teachers, includes a clinical resi-
12 dency of not less than one school year; and

13 (E) offers preparation leading to a regular
14 or standard State certificate or license or ad-
15 vanced professional certificate or license in a
16 high-need field.

17 (2) ELIGIBLE STUDENT.—The term “eligible
18 student” means a student enrolled in an eligible pro-
19 gram who—

20 (A) is an undergraduate or
21 postbaccalaureate student;

22 (B) is a citizen, national, or legal perma-
23 nent resident of the United States;

1 (C) is enrolled in an eligible program of
2 preparation to teach in a high-need field or to
3 serve as a library media specialist; and

4 (D) maintains satisfactory academic
5 progress, as defined for purposes of title IV of
6 the Higher Education Act of 1965 (20 U.S.C.
7 1070 et seq.).

8 (3) HIGH-NEED FIELD.—The term “high-need
9 field” means any of the following:

10 (A) Science.

11 (B) Mathematics.

12 (C) Foreign language.

13 (D) Bilingual education.

14 (E) English language acquisition.

15 (F) Reading specialist.

16 (G) Special education.

17 (H) Early childhood education.

18 (I) Any other field identified as high-need
19 in the most recent annual Teacher Shortage
20 Area Nationwide Listing published by the De-
21 partment of Education.

22 (4) QUALIFYING HIGH-NEED SCHOOL.—The
23 term “qualifying high-need school” means—

24 (A) a high-need early childhood education
25 program, a high-need school, or an educational

1 service agency serving children from low-income
2 families that is listed in the annual Teacher
3 Cancellation Low-Income Directory of the De-
4 partment of Education; or

5 (B) an early childhood education program
6 or elementary school or secondary school oper-
7 ated by the Bureau of Indian Education or a
8 Bureau-funded school (as defined in section
9 1146 of the Education Amendments of 1978).

10 **SEC. 302. SERVICE CORPS ESTABLISHED.**

11 (a) NATIONAL EDUCATOR SERVICE CORPS ESTAB-
12 LISHED.—The Secretary shall establish a National Educa-
13 tor Service Corps program (referred to in this title as the
14 “Corps”) in order to alleviate teacher shortages, through
15 which the Secretary shall pay the benefits described in
16 subsection (b) to, or on behalf of, an eligible student who
17 agrees to the service obligation requirements described in
18 subsection (c).

19 (b) SCHOLARSHIP AND STIPENDS.—

20 (1) IN GENERAL.—Subject to paragraph (2),
21 the Secretary shall pay to, or on behalf of, each eli-
22 gible student who agrees to the service obligation re-
23 quirements described in subsection (c) the following
24 benefits for each year (for a maximum of 4 years)

1 for which that eligible student is enrolled in an eligi-
2 ble program:

3 (A) SCHOLARSHIP.—An amount, not to ex-
4 ceed \$15,000 per year, equal to the remaining
5 amount of tuition and fees that the eligible stu-
6 dent would be required to pay for attendance at
7 the eligible program after the receipt of any
8 Federal Pell Grant assistance under section 401
9 of the Higher Education Act of 1965 (20
10 U.S.C. 1070a).

11 (B) STIPEND.—A monthly living expense
12 stipend for each month during which the eligi-
13 ble student is enrolled full-time in the eligible
14 program, of—

15 (i) \$1,500 per month for each eligible
16 student without dependents; and

17 (ii) \$2,500 per month for each eligible
18 student dependents to accommodate
19 childcare expenses and other costs.

20 (C) A \$25,000 annual stipend for a 1-year
21 clinical residency that is a required element of
22 the eligible program.

23 (2) INFLATION ADJUSTMENT.—The amounts
24 under paragraph (1) shall be adjusted annually to
25 reflect the change in the Consumer Price Index for

1 All Urban Consumers published by the Bureau of
2 Labor Statistics of the Department of Labor.

3 (3) ELIGIBILITY.—An eligible student may re-
4 ceive the benefits under this subsection for a max-
5 imum of 4 years, which may include any combina-
6 tion of baccalaureate and post-baccalaureate years of
7 study in an eligible program, as long as the total
8 does not exceed 4 years.

9 (c) SERVICE REQUIREMENT AND QUALIFYING
10 SCHOOLS.—

11 (1) APPLICATION.—Each eligible student desir-
12 ing to participate in the National Educator Service
13 Corps program shall submit an application to the
14 Secretary at such time, and containing such infor-
15 mation and assurances, as the Secretary may re-
16 quire, including the service obligation agreement
17 under paragraph (2).

18 (2) SERVICE OBLIGATION AGREEMENT.—The
19 application of each eligible student who desires to
20 join the Corps shall be accompanied by a service ob-
21 ligation agreement through which the applicant will
22 agree to serve, not later than 6 months after com-
23 pleting the program, as a full-time teacher in a high-
24 need field or as a library media specialist, at a quali-
25 fying high-need school for a total of not less than 1

1 academic year for each year of assistance received
2 under subsection (b), or an equivalent time as de-
3 scribed in paragraph (3)(C).

4 (3) SPECIAL RULES.—

5 (A) QUALIFYING HIGH-NEED SCHOOL.—In
6 order to count as qualifying employment for
7 purposes of the service obligation under para-
8 graph (2), a school must be a qualifying high-
9 need school at the time the Corps participant
10 begins employment at that school. If the school
11 subsequently is no longer designated as a high-
12 need school, the Corps participant may continue
13 employment at that school in a high-need field
14 and such continued employment shall be count-
15 ed toward the Corps participant's service obli-
16 gation.

17 (B) CHANGE OF HIGH-NEED FIELD DES-
18 IGNATION.—If an eligible student receives the
19 benefits under subsection (b) with respect to
20 enrollment in an eligible program for prepara-
21 tion to teach in a field that is designated as a
22 high-need field at the time the service agree-
23 ment is entered into, but is no longer so des-
24 ignated, the eligible student may fulfill the serv-
25 ice obligation by teaching in that field.

1 (C) PART-TIME EMPLOYMENT.—If a Corps
2 participant is employed part-time, the Secretary
3 shall extend the service obligation requirement
4 such that the participant will be required to
5 complete the equivalent service described in
6 paragraph (2). For example, the Secretary may
7 determine that a Corps participant shall be re-
8 quired to complete 2 years of part-time employ-
9 ment in a high-need field at a qualifying high-
10 need school for each year of assistance received
11 under subsection (b).

12 (4) EXTENUATING CIRCUMSTANCES.—The Sec-
13 retary shall—

14 (A) establish, by regulation, categories of
15 extenuating circumstances under which a Corps
16 participant who is unable to fulfill all or part of
17 the participant's service obligation may be ex-
18 cused from fulfilling that portion of the service
19 obligation; and

20 (B) temporarily suspend a participant's
21 service obligation if that participant is unable to
22 work due to a qualifying event, including family
23 or medical leave, military service, or temporary
24 disability.

1 (5) PERMANENT DISCHARGE.—The Secretary
2 shall establish, by regulation, categories of cir-
3 cumstances under which a Corps participant would
4 have their obligation permanently discharged, includ-
5 ing death and permanent disability.

6 (6) REPAYMENT FOR FAILURE TO COMPLETE
7 SERVICE.—The Secretary may require a Corps par-
8 ticipant who fails to abide by the service obligation
9 agreement to repay all, or a portion of, the benefits
10 under subsection (b) that such participant has re-
11 ceived proportionate to the amount of service com-
12 pleted. Failure to abide by the service obligation
13 agreement may include failure to complete the eligi-
14 ble program, failure to attain regular certification or
15 licensure, or failure to meet employment require-
16 ments. In the event that any Corps participant fails
17 or refuses to comply with some or all of the service
18 obligation required under the agreement under sub-
19 section (b)—

20 (A) the Secretary shall determine the pro-
21 portion of the total amount of time of the serv-
22 ice obligation that the recipient has failed to
23 complete; and

24 (B) the Secretary shall—

1 (i) determine, on a prorated basis
2 based on the proportion described in sub-
3 paragraph (A), the amounts of any funds
4 received by such recipient that shall, upon
5 a determination of such a failure in such
6 service obligation, be treated as a Federal
7 Direct Stafford Loan (except that such
8 loan shall not begin to accrue interest until
9 the time of conversion); and

10 (ii) ensure that such amounts are sub-
11 ject to repayment, in accordance with
12 terms and conditions specified by the Sec-
13 retary in regulations under this title.

14 (7) RECONSIDERATION OF CONVERSION DECISIONS.—
15

16 (A) REQUEST TO RECONSIDER.—In any
17 case where the Secretary has determined that a
18 recipient has failed to comply with the service
19 obligation in the agreement and has converted
20 the grant into a Federal loan, the recipient may
21 request that the Secretary reconsider such ini-
22 tial determination and may submit additional
23 information to demonstrate satisfaction of the
24 service obligation. Upon receipt of such a re-
25 quest, the Secretary shall reconsider the deter-

1 mination in accordance with this paragraph not
2 later than 90 days after the date that such re-
3 quest was received.

4 (B) RECONSIDERATION.—If, in reconsid-
5 ering an initial determination under subpara-
6 graph (A) regarding a conversion into a Federal
7 loan, the Secretary determines that the reason
8 for such determination was the recipient's fail-
9 ure to timely submit a certification, an error or
10 processing delay by the Secretary, a change to
11 the fields considered eligible for fulfillment of
12 the service obligation, or another valid reason
13 determined by the Secretary, and that the re-
14 cipient has, as of the date of the reconsider-
15 ation, demonstrated that the recipient did meet,
16 or is meeting, the service obligation in the
17 agreement under subsection (b), the Secretary
18 shall—

- 19 (i) discharge the Federal loan;
20 (ii) discharge any interest or fees that
21 may have accumulated during the period
22 that the Federal loan was in effect;
23 (iii) if the recipient has other Federal
24 loans, apply any payments made for such

1 Federal loan during such period to those
2 other loans;

3 (iv) if the recipient does not have
4 other loans, reimburse the recipient for
5 any amounts paid on such loan during
6 such period;

7 (v) request that consumer reporting
8 agencies remove any negative credit report-
9 ing due to the Federal loan; and

10 (vi) use the additional information
11 provided under subparagraph (A) to deter-
12 mine the progress the recipient has made
13 in meeting the service obligation and ex-
14 tend the time remaining for the recipient
15 to fulfill the service obligation accordingly.

16 (8) INTERACTION WITH TEACH GRANTS.—

17 (A) NO DOUBLE BENEFITS.—An eligible
18 student may not receive a scholarship under
19 subsection (b) and a TEACH grant under sub-
20 part 9 of part A of title IV of the Higher Edu-
21 cation Act of 1965 (20 U.S.C. 1070g et seq.)
22 for the same academic year.

23 (B) CONCURRENT SERVICE.—In the case
24 of a participant in the Corps who, for different
25 academic years, has received a scholarship

1 under subsection (b) and a TEACH grant
2 under subpart 9 of part A of title IV of the
3 Higher Education Act of 1965 (20 U.S.C.
4 1070g et seq.), any period of service by the par-
5 ticipant that satisfies all or part of the service
6 obligation requirement under subsection (c)
7 shall concurrently be deemed to satisfy an
8 equivalent period of the service obligation under
9 section 420N(b) of such Act, if the service oc-
10 curs during the service obligation window de-
11 scribed in paragraph (1)(A) of such section.

12 **SEC. 303. AUTHORIZATION.**

13 There are authorized to be appropriated to carry out
14 this title, including administering the National Educator
15 Service Corps, the following amounts:

- 16 (1) \$500,000,000 for fiscal year 2027.
- 17 (2) \$600,000,000 for fiscal year 2028.
- 18 (3) \$700,000,000 for fiscal year 2029.
- 19 (4) \$800,000,000 for fiscal year 2030.
- 20 (5) \$900,000,000 for fiscal year 2031.
- 21 (6) \$1,000,000,000 for fiscal year 2032.

1 **TITLE IV—RESEARCH, EVIDENCE, AND THE FUTURE OF**
2 **LEARNING**
3

4 **SEC. 401. NATIONAL CENTER FOR RESEARCH AND TECHNICAL SUPPORT.**
5

6 The Secretary shall establish a National Center for
7 Research and Technical Support on Educator Workforce
8 Development and Design within the Institute of Education
9 Sciences. That Center shall—

10 (1) conduct longitudinal studies on educator
11 preparation, retention, and staffing models;

12 (2) provide technical assistance for State and
13 local evaluation of new educator workforce designs;

14 (3) manage a dedicated What Works Clearing-
15 house channel focused on educator workforce initia-
16 tives; and

17 (4) partner with the Office of Educational
18 Technology and the Office of Educator Workforce to
19 conduct research on best practices for using Arti-
20 ficial Intelligence in the classroom, simulation, and
21 immersive technologies in educator preparation.

22 **SEC. 402. RESEARCH GRANTS.**

23 (a) GRANTS AUTHORIZED.—The Secretary is author-
24 ized to award grants to institutions of higher education
25 and nonprofit organizations, in partnership with local edu-

1 cational agencies, in order to enable those recipients to
2 evaluate and scale promising practices regarding—

3 (1) educator preparation strategies and instruc-
4 tional and leadership practices that improve student
5 achievement, including closing achievement gaps
6 among—

7 (A) each major racial and ethnic group;

8 (B) economically disadvantaged students
9 as compared to students who are not economi-
10 cally disadvantaged;

11 (C) children with disabilities as compared
12 to children without disabilities;

13 (D) English proficiency status;

14 (E) gender; and

15 (F) migrant status;

16 (2) evidence-based staffing, residency, induc-
17 tion, mentoring, and career advancement models
18 that improve educator recruitment and retention;

19 (3) strategies to expand access to high-quality
20 educator preparation programs in rural, high-need,
21 and underserved communities;

22 (4) high-impact tutoring as a clinical compo-
23 nent of educator preparation; and

24 (5) emerging technology tools, such as AI-driv-
25 en tutoring platforms, virtual-reality classroom sim-

1 ulations, and avatar-based coaching tools to improve
2 candidate readiness and reduce training costs.

3 (b) AUTHORIZATION OF APPROPRIATIONS.—There
4 are authorized to be appropriated such sums as may be
5 necessary to carry out this section.

6 (c) RULE OF CONSTRUCTION.—Nothing in this sec-
7 tion shall be construed to authorize the use of technology
8 to supplant or replace educators in the classroom.

○