

114TH CONGRESS
2D SESSION

H. R. 6236

To elevate the teaching profession through systemic innovations in teacher recruitment and retention to ensure that students, especially those from low-income families, are taught by excellent, well-prepared, and well-supported teachers, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

SEPTEMBER 28, 2016

Mrs. DAVIS of California (for herself, Mr. SCOTT of Virginia, Mr. SABLAN, Mr. POLIS, Ms. BONAMICI, Mr. TAKANO, Ms. ADAMS, Mr. DESAULNIER, Ms. WILSON of Florida, Mr. HINOJOSA, Ms. FUDGE, and Mr. GRIJALVA) introduced the following bill; which was referred to the Committee on Education and the Workforce

A BILL

To elevate the teaching profession through systemic innovations in teacher recruitment and retention to ensure that students, especially those from low-income families, are taught by excellent, well-prepared, and well-supported teachers, and for other purposes.

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

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Innovations to Recruit
5 and Retain Excellent Teachers Act”.

1 **SEC. 2. FINDINGS.**

2 Congress finds the following:

3 (1) The rise of teacher shortages found across
4 the Nation, particularly in high-needs schools and
5 high-needs fields, including special education,
6 STEM, and English language learners, threatens the
7 ability of schools to ensure our Nation's students are
8 prepared to participate in the 21st century work-
9 force.

10 (2) Enrollment in educator preparation pro-
11 grams has dropped significantly in recent years,
12 jeopardizing the workforce pipeline at a time when
13 a large portion of the current workforce is set to re-
14 tire.

15 (3) High-needs schools and field experience ele-
16 vated levels of teacher turnover, which negatively af-
17 fects student achievement and school culture.

18 (4) Teacher retention is often undermined by
19 low wages, poor working conditions, lack of suffi-
20 cient resources and insufficient supports, which in-
21 clude mentoring, inductions, meaningful professional
22 development, and career advancement opportunities.

23 (5) Our Nation's schools are experiencing a se-
24 vere diversity gap that negatively impacts student
25 achievement and school culture—50 percent of cur-
26 rent students are from minority groups while only

1 18 percent of teachers are, according to a 2016
2 study by the Brookings Institute.

3 (6) According to a 2016 study by the Learning
4 Policy Institute, America is on the brink of a teacher
5 shortage crisis, propelled by a decrease of 240,000
6 teachers in the last five years. The Learning Policy
7 Institute predicts that, unless teacher workforce pat-
8 terns change, our schools will face a 100,000 teacher
9 shortage annually.

10 (7) High-needs schools are often served by high
11 percentages of inexperienced, ineffective, and out-of-
12 field teachers, which can negatively impact both
13 teacher retention and student achievement.

14 (8) Certain types of local educational agencies,
15 including those that are rural and those that are
16 high-poverty, are uniquely impacted by challenges of
17 recruitment and retention, making targeted support
18 to address the unique challenges faced by certain
19 types of local educational agencies critical.

20 (9) Structured, well-implemented career contin-
21 uums for teachers that include teacher leadership
22 options (such as hybrid roles whereby expert teach-
23 ers both teach and contribute other skills such as
24 mentoring) have a positive impact on teacher re-
25 cruitment and retention.

1 (10) Principals and other school leaders who
2 are skilled in supporting teachers and teacher lead-
3 ership roles are critical to the success of teaching
4 and learning.

5 (11) Stakeholders at the Federal, State, and
6 local levels must make targeted, purposeful efforts to
7 address these challenges to elevate, strengthen, and
8 build the capacity of the teaching profession.

9 **SEC. 3. PURPOSES.**

10 The purposes of this Act are as follows:

11 (1) To transform the profession of teaching to
12 ensure that every school, including high-needs
13 schools, provides a rewarding, sustainable, and suc-
14 cessful experience for all teachers through—

15 (A) strengthening recruitment of excellent
16 and diverse teacher candidates;

17 (B) supporting stronger teacher entry
18 training and onboarding; and

19 (C) increase teacher retention rates
20 through the provision of high quality profes-
21 sional development, improved working condi-
22 tions, professional leadership opportunities, and
23 improved compensation systems.

24 (2) To study best practices for recruiting and
25 retaining a diverse and excellent teacher workforce,

1 reducing beginning teacher turnover and turnover
2 due to low salaries, filling teacher vacancies in high-
3 need areas and in shortage subjects, providing better
4 pay and additional leadership opportunities to teach-
5 ers, and improving working conditions and teacher
6 satisfaction overall.

7 **SEC. 4. TEACHER SUPPORT GRANT PROGRAM.**

8 (a) GRANTS TO ELIGIBLE ENTITIES; OUTLYING
9 AREAS.—

10 (1) COMPETITIVE GRANTS.—For each fiscal
11 year for which the total amount appropriated under
12 subsections (a) and (b) of section 8 is less than or
13 equal to \$2,000,000,000, from the total amount ap-
14 propriated under such subsections, the Secretary of
15 Education—

16 (A) shall—

17 (i) reserve one-half of 1 percent to
18 award grants, on a competitive basis, to
19 outlying areas to carry out the activities
20 under this section, and reallocate any
21 amounts not awarded under this clause to
22 award grants to eligible entities under
23 clause (ii); and

24 (ii) award grants, on a competitive
25 basis, to—

1 (I) eligible entities that are State
2 educational agencies to enable such el-
3 igible entities to make subgrants
4 under subsection (f) to eligible recipi-
5 ents; and

6 (II) eligible entities that are not
7 State educational agencies and that
8 do not (or will not) receive a subgrant
9 under subsection (f) to enable such el-
10 igible entities to carry out teacher
11 support programs; and

12 (B) may reserve not more than 5 percent
13 to carry out the activities under subsections (a)
14 and (c) of section 6.

15 (2) FORMULA GRANTS.—For each fiscal year
16 for which the total amount appropriated under sub-
17 sections (a) and (b) of section 8 is greater than
18 \$2,000,000,000, from the total amount appropriated
19 under such subsections, the Secretary—

20 (A) shall—

21 (i) reserve one-half of 1 percent for al-
22 lotments for outlying areas, to be distrib-
23 uted among the outlying areas on the basis
24 of their relative need, as determined by the

1 Secretary, in accordance with the purposes
2 under section 3; and

3 (ii) award grants to each eligible enti-
4 ty that is a State educational agency in the
5 same manner in which the Secretary allots
6 funds to the State of the State educational
7 agency for such fiscal year under section
8 2101(b)(2) of the Elementary and Sec-
9 ondary Education Act of 1965 (20 U.S.C.
10 6611(b)(2)); and

11 (B) may reserve not more than 1 percent
12 to carry out the activities under subsections (a)
13 and (c) of section 6.

14 (b) DURATION OF GRANTS.—

15 (1) IN GENERAL.—A grant under subsection
16 (a) shall be for a period of 3 years.

17 (2) EXTENSION.—The Secretary may extend
18 the 3-year grant period of a grant awarded to an eli-
19 gible entity under subsection (a) for not more than
20 an additional 2-year period, upon request from the
21 eligible entity, as determined by the Secretary.

22 (c) STATE APPLICATION.—An eligible entity that is
23 a State educational agency desiring to receive a grant
24 under subsection (a) shall submit an application to the
25 Secretary, at such time, in such manner, and containing

1 such information as the Secretary may require, which shall
2 include a needs assessment to determine whether the eligi-
3 ble entity should be carrying out the activities described
4 in sections 2101(c)(4) and 2103(b)(3) of the Elementary
5 and Secondary Education Act of 1965 (20 U.S.C.
6 2611(c)(4); 6613(b)(3)).

7 (d) GEOGRAPHIC DIVERSITY OF AWARDS.—In
8 awarding grants under subsection (a), the Secretary shall
9 ensure, to the maximum extent practicable, an equitable
10 geographic distribution of grants.

11 (e) STATE USES OF FUNDS.—In the case of an eligi-
12 ble entity that is a State educational agency, the eligible
13 entity—

14 (1) shall use the grant awarded under sub-
15 section (a) to—

16 (A) make subgrants to eligible recipients
17 under subsection (f);

18 (B) provide technical assistance to such el-
19 igible recipients;

20 (C) work with the State to reduce State
21 bureaucratic barriers to ensure prompt imple-
22 mentation of the activities to be carried out
23 under the grant; and

1 (D) evaluate under section 5(b) the teacher
2 support programs for which subgrants are
3 awarded under subsection (f); and

4 (2) may use the grant awarded under sub-
5 section (a) to—

6 (A) provide student support to high-poten-
7 tial, secondary school students who are seeking
8 to become teachers;

9 (B) implement rigorous standards for
10 entry into teacher preparation programs;

11 (C) improve teacher licensure exams;

12 (D) in partnership with teacher prepara-
13 tion programs in the State, provide scholarship
14 funding or stipends for pre-service clinical
15 training for high-potential, diverse teacher can-
16 didates to be hired as teachers by eligible recipi-
17 ents that receive subgrants under subsection
18 (f);

19 (E) in the case of an eligible entity that in-
20 dicates under the needs assessment under sub-
21 section (c) that the activities described in sec-
22 tions 2101(c)(4) and 2103(b)(3) of the Elemen-
23 tary and Secondary Education Act of 1965 (20
24 U.S.C. 2611(c)(4); 6613(b)(3)) are needed in

1 the schools or local educational agencies served
2 by the eligible entity, carry out such activities;

3 (F) using not more than 5 percent of such
4 grant, carry out administrative activities relat-
5 ing to awarding subgrants under subsection (f);
6 or

7 (G) using not more than 1 percent of such
8 grant, enter into a contract, grant, or coopera-
9 tive agreement with an entity or individual to
10 conduct the data collection necessary to prepare
11 the report under section 5(a).

12 (f) SUBGRANTS TO ELIGIBLE RECIPIENTS; GRANTS
13 TO LOCAL EDUCATIONAL AGENCIES.—

14 (1) SUBGRANT PROGRAM AUTHORIZED.—

15 (A) IN GENERAL.—In the case of an eligi-
16 ble entity that is a State educational agency,
17 the eligible entity shall use not less than 90
18 percent of the grant received under subsection
19 (a) to make subgrants to eligible recipients to
20 carry out the activities described in paragraph
21 (3).

22 (B) GEOGRAPHIC DIVERSITY; PRIORITY.—
23 In awarding subgrants under this subsection,
24 an eligible entity shall—

1 (i) ensure, to the maximum extent
2 practicable, an equitable geographic dis-
3 tribution of subgrants, including between
4 urban and rural areas, small and large
5 local educational agencies, and different re-
6 gions of the country; and

7 (ii) give priority to eligible recipients
8 that—

9 (I) serve a high proportion of
10 low-income students;

11 (II) have—

12 (aa) a teacher shortage; or

13 (bb) a high proportion of
14 schools identified for comprehen-
15 sive support and improvement or
16 targeted support and improve-
17 ment as described in subsection
18 (c) or (d) of section 1111 of the
19 Elementary and Secondary Edu-
20 cation Act of 1965 (20 U.S.C.
21 6311); and

22 (III) in the application submitted
23 under paragraph (2), demonstrate the
24 capacity to carry out more than one of

1 the activities described in paragraph
2 (3)(B).

3 (2) LOCAL APPLICATION.—An eligible recipient
4 desiring a subgrant under this subsection, and an el-
5 igible entity desiring a grant under subsection
6 (a)(1)(A)(ii)(II) shall submit an application, to the
7 applicable eligible entity or, in the case of an eligible
8 entity desiring a grant, the Secretary at such time,
9 in such manner, and containing such information as
10 such eligible entity or the Secretary may require, in-
11 cluding the following:

12 (A) A description of the teacher support
13 program for which the eligible recipient or eligi-
14 ble entity is seeking such subgrant or grant, in-
15 cluding—

16 (i) a plan for the implementation of
17 such teacher support program;

18 (ii) the evidence-based strategies con-
19 tained in such program;

20 (iii) the expected outcomes of such
21 teacher support program, which shall in-
22 clude the expected academic outcomes of
23 students served by teachers participating
24 in such program;

- 1 (iv) a plan for engaging stakeholders,
2 including elementary school and secondary
3 school teachers, principals and other school
4 leaders, and paraprofessionals, and, if de-
5 sired, teacher preparation programs, non-
6 profit organizations, and other relevant or-
7 ganizations in—
- 8 (I) gathering input on local needs
9 and program design for the teach sup-
10 port program;
- 11 (II) implementing the teacher
12 support program;
- 13 (III) providing ongoing feedback
14 to ensure effectiveness and continuous
15 improvement of the teacher support
16 program; and
- 17 (IV) evaluating the teacher sup-
18 port program;
- 19 (v) how the eligible recipient or eligi-
20 ble entity will monitor, evaluate, and report
21 on the teacher support program under sec-
22 tion 5;
- 23 (vi) an estimate of the number of stu-
24 dents who will be served by the teacher

1 support program, including the percentage
2 of low-income students;

3 (vii) the demographic diversity of the
4 teachers (as determined by the applicable
5 local educational agency), and the schools,
6 to be served under the program, and the
7 extent to which the program will leverage
8 the strengths of effective teachers and sup-
9 port teachers in need of improvement;

10 (viii) if the eligible recipient or eligible
11 entity plans to use funds for leadership
12 pathways (described in paragraph
13 (3)(A)(iii)), how such recipient or entity
14 will develop and implement a fair, rigorous,
15 reliable, and objective process to determine
16 how leadership roles and opportunities will
17 be granted to teachers; and

18 (ix) how the eligible recipient or eligi-
19 ble entity will strengthen support for
20 teachers to effectively implement State
21 challenging academic standards as de-
22 scribed in section 1111(b)(1) of the Ele-
23 mentary and Secondary Education Act of
24 1965 (20 U.S.C. 6311(b)(1)), such as
25 strategies to—

1 (I) engage students through per-
2 sonalized learning;

3 (II) utilize effective family and
4 community engagement to improve
5 student learning;

6 (III) improve student support
7 services; or

8 (IV) improve data collection and
9 analysis to enhance data-driven in-
10 struction and continuous improve-
11 ment.

12 (B) A needs analysis, created with stake-
13 holder input (including the stakeholders de-
14 scribed in subparagraph (A)(iv), that de-
15 scribes—

16 (i) the unique educational and teacher
17 workforce needs of the eligible recipient or
18 eligible entity and which strategies the eli-
19 gible recipient or eligible entity will employ
20 to meet such needs;

21 (ii) rates of teacher attrition, staffing
22 patterns, and existing educator support
23 systems in the schools or local educational
24 agency to be served under the teacher sup-

1 port program carried out under the
2 subgrant or grant; and

3 (iii) how teachers will be involved in—

4 (I) identifying the problems or
5 challenges to be addressed by the
6 teacher support program, and

7 (II) addressing such problems or
8 challenges through implementation of
9 the teacher support program.

10 (C) A description of how the subgrant or
11 grant funds will be used by the eligible recipient
12 or eligible entity, including how such funds will
13 be used to recruit and retain a diverse teacher
14 workforce.

15 (D) A description of funds, other than the
16 subgrant or grant, that the eligible recipient or
17 eligible entity will use to carry out the teacher
18 support program, and any other activities under
19 this subsection that will be carried out beyond
20 the subgrant or grant period.

21 (E) A description of the logic model that
22 demonstrates a theory of action by visually con-
23 necting the intervention to expected outcomes
24 that are stated as well-defined and measurable

1 goals and clarifies how the interventions will
2 work, which will be used to—

3 (i) develop and evaluate the successes
4 of the teacher support program; and

5 (ii) outline how the subgrant or grant
6 and other financial resources will be allo-
7 cated to carry out such program.

8 (3) REQUIRED LOCAL USES OF FUNDS.—Each
9 eligible recipient receiving a subgrant under this
10 subsection shall use the subgrant, and each eligible
11 entity receiving a grant under subsection
12 (a)(1)(A)(ii)(II) shall use the grant, to carry out a
13 teacher support program in the elementary schools
14 and secondary schools served by the eligible recipient
15 or eligible entity, respectively, that meets the fol-
16 lowing requirements:

17 (A) Strengthening teaching careers by—

18 (i) collaboratively reforming and im-
19 proving compensation structures, includ-
20 ing—

21 (I) using the funds available to
22 the eligible recipient or eligible entity
23 (other than the subgrant or grant) to
24 increase teacher compensation in

1 order to attract and reward teachers
2 as professionals; and

3 (II) aligning compensation for
4 teachers in leadership positions with
5 their roles and responsibilities;

6 (ii) creating opportunities for person-
7 alized professional learning and enhance-
8 ment for teachers, such as opportunities
9 for advanced credentialing, that drive stu-
10 dent learning gains;

11 (iii) creating leadership pathways for
12 excellent teachers that allow participating
13 teachers to maintain full-time or part-time
14 teaching responsibilities during participa-
15 tion in the teacher support program and
16 providing such teachers with opportunities
17 to—

18 (I) mentor new teachers or teach-
19 ers in need of additional support;

20 (II) lead a cohort of teachers;

21 (III) develop curricula for their
22 school or local educational agency; or

23 (IV) review, develop, or imple-
24 ment policies at the school, local edu-

1 cational agency, State educational
2 agency, or Federal level;

3 (iv) using strategies such as innova-
4 tive scheduling and leadership pathways to
5 support the improvement of teachers; and

6 (v) implementing teacher-led initia-
7 tives, such as communities of practice, that
8 promote professional cultures of collabora-
9 tion, openness to actionable feedback, and
10 continuous improvement; and

11 (B) Carrying out at least one of the fol-
12 lowing activities:

13 (i) Strengthening recruitment and se-
14 lection of teachers by—

15 (I) implementing targeted re-
16 cruitment strategies, particularly
17 for—

18 (aa) diverse teacher can-
19 didates;

20 (bb) teachers who have de-
21 grees in or are specifically li-
22 censed for subjects for which the
23 eligible entity is experiencing
24 teacher shortages; and

1 (cc) secondary school stu-
2 dents through support for high-
3 quality opportunities for such
4 students to explore teaching as a
5 potential career path;

6 (II) setting up a hiring system
7 where as many candidates as possible
8 are hired prior to the end of the pre-
9 vious school year;

10 (III) developing a priority hiring
11 system for schools in which the major-
12 ity of enrolled students are low-income
13 students, schools with teacher short-
14 ages, and schools identified for com-
15 prehensive support and improvement
16 or targeted support and improvement
17 as described in subsection (c) or (d) of
18 section 1111 of the Elementary and
19 Secondary Education Act of 1965 (20
20 U.S.C. 6311);

21 (IV) partnering with local teacher
22 preparation programs or alternative
23 certification programs, including mi-
24 nority-serving institutions;

1 (V) collecting data on personnel
2 needs, knowledge and skill expecta-
3 tions, vacancies, and hiring priorities;

4 (VI) developing hiring procedures
5 based on evidence-based practices in
6 human capital; and

7 (VII) developing recruitment
8 strategies tailored to meeting unique
9 challenges of certain types of local
10 educational agencies, including rural
11 local educational agencies and local
12 educational agencies serving high-con-
13 centrations of low-income students.

14 (ii) Strengthening the entry of new
15 teachers into the teaching profession at a
16 school served by the eligible recipient or el-
17 igible entity by—

18 (I) partnering with local teacher
19 preparation programs, including mi-
20 nority-serving institutions;

21 (II) creating residency programs,
22 in partnership with institutions of
23 higher education or nonprofit organi-
24 zations, as an option for such entry
25 the school served; and

1 (III) creating high-quality, inten-
2 sive induction programs that include
3 elements such as individualized, exten-
4 sive mentoring and coaching, a re-
5 duced course load, or co-teaching
6 alongside a master teacher.

7 (4) AUTHORIZED LOCAL USES OF FUNDS.—
8 Each eligible entity receiving a grant under sub-
9 section (a)(1)(A)(ii)(II) may use not more than 2
10 percent of such grant to enter into a contract, grant,
11 or cooperative agreement with an entity or individual
12 to conduct the data collection necessary to prepare
13 the report under section 5(a).

14 (g) SUPPLEMENT, NOT SUPPLANT.—Any grant or
15 subgrant funds provided under this section shall be used
16 to supplement, not supplant, other Federal, State, or local
17 funds available to carry out the purposes described in sec-
18 tion 3.

19 **SEC. 5. REPORTS AND EVALUATION.**

20 (a) REPORT.—Not less than once each year of a
21 grant period of a grant awarded under section 4 to an
22 eligible entity, the eligible entity shall submit a report to
23 the Secretary, with respect to the most recent 1-year pe-
24 riod, which shall include—

1 (1) in the case of an eligible entity that is a
2 State educational agency, a description of the sub-
3 grants awarded by the eligible entity under section
4 4(f), and the results of the teacher support program
5 assisted under the subgrants, including—

6 (A) the percentage increase or decrease
7 with respect to—

8 (i) the teacher shortage, as measured
9 by vacancies;

10 (ii) novice teachers earning a high
11 score on a performance-based assessment
12 or another measure indicative of excellent
13 teaching;

14 (iii) teachers in residency or induction
15 programs;

16 (iv) teachers participating in leader-
17 ship pathways;

18 (v) teacher turnover due to low sala-
19 ries, as reported by teachers leaving the el-
20 igible entity;

21 (vi) teachers employed by the eligible
22 entity for not less than 3 years;

23 (vii) teachers with a postsecondary de-
24 gree in the subject area which they teach;
25 and

- 1 (viii) low-income students and minor-
2 ity students enrolled in schools who are
3 taught by inexperienced, out-of-field, or in-
4 effective teachers, as described in section
5 1111(g)(1)(B) of the Elementary and Sec-
6 ondary Education Act of 1965;
- 7 (B) the number of teacher vacancies at the
8 start of the school year;
- 9 (C) any change in diversity of the teacher
10 workforce;
- 11 (D) the improvement in measures (which
12 may include measures of student academic pro-
13 ficiency or growth as measured by standardized
14 or formative assessments, or measures of new
15 and beginning teachers' skills) including how
16 such measures relate to improving student
17 learning;
- 18 (E) the reduction in beginning teacher
19 turnover;
- 20 (F) the change in measures of teacher sat-
21 isfaction;
- 22 (G) the average amount of time teachers
23 spend each week collaborating with their peers,
24 as reported by teachers; and

1 (H) any other information the Secretary
2 may require; and

3 (2) in the case of an eligible entity that is not
4 a State educational agency, the results of the teach-
5 er support programs assisted under the grant, in-
6 cluding the metrics described in subparagraphs (A)
7 through (H) of paragraph (1).

8 (b) EVALUATIONS.—

9 (1) IN GENERAL.—Not later than 30 days after
10 an eligible entity is awarded a grant under section
11 4, the eligible entity shall enter into a contract with
12 an independent evaluator to conduct an evaluation of
13 the teacher support programs carried out under the
14 grant or under the subgrants awarded under the
15 grant—

16 (A) during the third year of carrying out
17 such program; and

18 (B) 1 year after the final year of such pro-
19 gram.

20 (2) REQUIREMENTS.—An evaluation of a teach-
21 er support program conducted under paragraph (1)
22 shall use the metrics the described in subparagraphs
23 (A) through (H) of subsection (a)(1).

24 (3) REPORT.—Not later than 30 days after an
25 evaluation is completed under paragraph (1), the eli-

1 gible entity shall submit a report of such results to
2 the Secretary, and to the Committee on Education
3 and the Workforce of the House of Representatives,
4 the Committee on Health, Education, Labor, and
5 Pensions of the Senate, and the Committees on Ap-
6 propriations of the House of Representatives and the
7 Senate.

8 (c) DISSEMINATION OF REPORTS.—Each report pre-
9 pared by an eligible entity under this section shall be wide-
10 ly disseminated, including by posting such report on the
11 website of the eligible entity and by posting the portion
12 of the report applicable to an eligible recipient on the
13 website of such eligible recipient.

14 **SEC. 6. ACTIVITIES OF THE SECRETARY OF EDUCATION;**
15 **GAO STUDY.**

16 (a) TECHNICAL ASSISTANCE.—The Secretary may
17 provide application support for eligible entities desiring a
18 grant under section 4(a), and technical assistance to eligi-
19 ble entities awarded such a grant.

20 (b) GAO STUDY.—

21 (1) STUDY.—The Comptroller General of the
22 United States shall review this Act, title II of the
23 Elementary and Secondary Education Act of 1965
24 (20 U.S.C. 6601 et seq.), and title II of the Higher

1 Education Act of 1965 (20 U.S.C. 1021 et seq.) to
2 study the best practices for—

3 (A) recruiting and retaining an excellent
4 and diverse teacher workforce;

5 (B) reducing beginning teacher turnover
6 and turnover due to low salaries;

7 (C) filling teacher vacancies in high-need
8 areas and in shortage subjects;

9 (D) providing better pay and additional
10 leadership opportunities to teachers; and

11 (E) improving working conditions and
12 overall teacher satisfaction.

13 (2) REPORT.—Not later than 1 year after the
14 date of enactment of this Act, the Comptroller Gen-
15 eral shall submit a report on the study to the Com-
16 mittee on Education and the Workforce of the
17 House of Representatives, the Committee on Health,
18 Education, Labor, and Pensions of the Senate, and
19 the Committees on Appropriations of the House of
20 Representatives and the Senate.

21 (c) ANNUAL REPORTS TO CONGRESS.—The Sec-
22 retary shall submit to the Committee on Education and
23 the Workforce of the House of Representatives, the Com-
24 mittee on Health, Education, Labor, and Pensions of the
25 Senate, and the Committees on Appropriations of the

1 House of Representatives and the Senate, an annual re-
2 port on implementation of the teacher support programs
3 supported under this Act, including—

4 (1) information provided by eligible entities to
5 the Secretary in the applications submitted under
6 section 4(c);

7 (2) the reports received from eligible entities
8 under section 5(a); and

9 (3) the amount of the grant awarded to each el-
10 ible entity under section 4(a).

11 **SEC. 7. DEFINITIONS.**

12 In this Act:

13 (1) DIVERSE TEACHER CANDIDATES.—The
14 term “diverse teacher candidates” means teacher
15 candidates from—

16 (A) underrepresented minority groups; or

17 (B) teachers who are linguistically and cul-
18 turally prepared to educate high-need students.

19 (2) ESEA TERMS.—The terms “elementary
20 school”, “English learner”, “local educational agen-
21 cy”, “paraprofessional”, “poverty line”, “secondary
22 school”, “Secretary”, “State educational agency”,
23 and “outlying area” have the meanings given the
24 terms in section 8101 of the Elementary and Sec-
25 ondary Education Act of 1965 (20 U.S.C. 7801).

1 (3) ELIGIBLE ENTITY.—The term “eligible enti-
2 ty” means—

3 (A) a State educational agency;

4 (B) a local educational agency;

5 (C) a consortium of local educational agen-
6 cies; or

7 (D) a local educational agency in partner-
8 ship with an institution of higher education or
9 a nonprofit organization with expertise relevant
10 to teacher support programs.

11 (4) ELIGIBLE RECIPIENT.—The term “eligible
12 recipient” means—

13 (A) a local educational agency;

14 (B) a consortium of local educational agen-
15 cies; or

16 (C) a local educational agency in partner-
17 ship with an institution of higher education or
18 a nonprofit organization with expertise relevant
19 to teacher support programs.

20 (5) EVIDENCE-BASED.—The term “evidence-
21 based” has the meaning given the term in section
22 8101(21)(A) of the Elementary and Secondary Edu-
23 cation Act of 1965 (20 U.S.C. 7801(21)(A)).

24 (6) HIGH-NEED STUDENT.—The term “high-
25 need student” means an elementary school or sec-

1 ondary school student who is at risk of educational
2 failure or otherwise in need of special assistance and
3 support, such as a student who—

4 (A) is a low-income student;

5 (B) attending a school in which not less
6 than 75 percent of the enrolled students are mi-
7 norities;

8 (C) is performing below grade level;

9 (D) has left school before receiving a reg-
10 ular high school diploma;

11 (E) is at risk of not graduating with a di-
12 ploma on time;

13 (F) is homeless or is in foster care;

14 (G) has been incarcerated;

15 (H) has disabilities; or

16 (I) is an English learner.

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

21 (8) LOW-INCOME STUDENT.—The term “low-in-
22 come student” means a student whose family’s tax-
23 able income for the preceding year did not exceed
24 150 percent of the poverty line.

1 (9) MINORITY-SERVING INSTITUTION.—The
2 term “minority-serving institution” has the meaning
3 given the term in section 371(a) of the Higher Edu-
4 cation Act of 1965 (20 U.S.C. 1067q(a)).

5 (10) SCHOOL.—The term “school” means an el-
6 ementary school or secondary school.

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

12 (12) TEACHER SUPPORT PROGRAM.—The term
13 “teacher support program” means a program that
14 meets the requirements of section 4(f)(3).

15 **SEC. 8. AUTHORIZATION AND APPROPRIATIONS.**

16 (a) IN GENERAL.—There are authorized to be appro-
17 priated, and there are appropriated to carry out this Act
18 (in addition to any other amounts appropriated to carry
19 out this Act and out of any money in the Treasury not
20 otherwise appropriated) \$2,000,000,000 for fiscal year
21 2017 and each of the 5 succeeding fiscal years.

22 (b) ADDITIONAL AUTHORIZATION OF APPROPRIA-
23 TIONS.—In addition to the amount authorized and appro-
24 priated under subsection (a), there are authorized to be

1 appropriated to carry out this Act \$1,000,000,000 for fis-
2 cal year 2017 and each of the 5 succeeding fiscal years.

3 **SEC. 9. RULE OF CONSTRUCTION.**

4 Nothing in this Act shall be construed to alter or oth-
5 erwise affect the rights, remedies, and procedures afforded
6 to school or local educational agency employees under Fed-
7 eral, State, or local laws (including applicable regulations
8 or court orders) or under the terms of collective bar-
9 gaining agreements, memoranda of understanding, or
10 other agreements between such employers and their em-
11 ployees.

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