

1 **TITLE II—PREPARING, TRAIN-**
2 **ING, AND RECRUITING HIGH-**
3 **QUALITY TEACHERS, PRIN-**
4 **CIPALS, OR OTHER SCHOOL**
5 **LEADERS**

6 **SEC. 2001. GENERAL PROVISIONS.**

7 (a) TITLE II TRANSFERS AND RELATED AMEND-
8 MENTS.—

9 (1) Section 2366(b) (20 U.S.C. 6736(b)) is
10 amended by striking the matter following paragraph
11 (2) and inserting the following:

12 “(3) A State law that makes a limitation of li-
13 ability inapplicable if the civil action was brought by
14 an officer of a State or local government pursuant
15 to State or local law.”.

16 (2) Subpart 4 of part D of title II (20 U.S.C.
17 6777) is amended, by striking the subpart designa-
18 tion and heading and inserting the following:

19 **“Subpart 4—Internet Safety”.**

20 (3) Subpart 5 of part C of title II (20 U.S.C.
21 6731 et seq.) (as amended by paragraph (1) of this
22 subsection) is—

23 (A) transferred to title IX;

24 (B) inserted so as to appear after subpart
25 2 of part E of such title;

1 (C) redesignated as subpart 3 of such part;

2 and

3 (D) further amended by redesignating sec-
4 tions 2361 through 2368 as sections 9541
5 through 9548, respectively.

6 (4) Subpart 4 of part D of title II (20 U.S.C.
7 6777 et seq) (as amended by paragraph (2) of this
8 subsection) is—

9 (A) transferred to title IV;

10 (B) inserted so as to appear after subpart
11 4 of part A of such title;

12 (C) redesignated as subpart 5 of such part;

13 and

14 (D) further amended by redesignating sec-
15 tion 2441 as section 4161.

16 **SEC. 2002. PREPARING, TRAINING, AND RECRUITING HIGH-**
17 **QUALITY TEACHERS, PRINCIPALS, OR OTHER**
18 **SCHOOL LEADERS.**

19 The Act (20 U.S.C. 6301 et seq.) is amended by
20 striking title II and inserting the following:

1 **“TITLE II—PREPARING, TRAIN-**
2 **ING, AND RECRUITING HIGH-**
3 **QUALITY TEACHERS, PRIN-**
4 **CIPALS, OR OTHER SCHOOL**
5 **LEADERS**

6 **“SEC. 2001. PURPOSE.**

7 “The purpose of this title is to provide grants to
8 State educational agencies and subgrants to local edu-
9 cational agencies to—

10 “(1) increase student achievement consistent
11 with the challenging State academic standards;

12 “(2) improve the quality and effectiveness of
13 teachers, principals, and other school leaders;

14 “(3) increase the number of teachers, prin-
15 cipals, and other school leaders who are effective in
16 improving student academic achievement in schools;
17 and

18 “(4) provide low-income and minority students
19 greater access to effective teachers, principals, and
20 other school leaders.

21 **“SEC. 2002. DEFINITIONS.**

22 “In this title:

23 “(1) SCHOOL LEADER RESIDENCY PROGRAM.—

24 The term ‘school leader residency program’ means a
25 school-based principal or other school leader prepa-

1 ration program in which a prospective principal or
2 other school leader—

3 “(A) for 1 academic year, engages in sus-
4 tained and rigorous clinical learning with sub-
5 stantial leadership responsibilities and an op-
6 portunity to practice and be evaluated in an au-
7 thentic school setting; and

8 “(B) during that academic year—

9 “(i) participates in evidence-based
10 coursework, to the extent the State (in
11 consultation with local educational agencies
12 in the State) determines that such evidence
13 is reasonably available, that is integrated
14 with the clinical residency experience; and

15 “(ii) receives ongoing support from a
16 mentor principal or other school leader,
17 who is effective.

18 “(2) STATE.—The term ‘State’ means each of
19 the 50 States, the District of Columbia, and the
20 Commonwealth of Puerto Rico.

21 “(3) STATE AUTHORIZER.—The term ‘State au-
22 thorizer’ means an entity designated by the Gov-
23 ernor of a State to recognize teacher, principal, or
24 other school leader preparation academies within the
25 State that—

1 “(A) enters into an agreement with a
2 teacher, principal, or other school leader prepa-
3 ration academy that specifies the goals expected
4 of the academy, as described in paragraph
5 (4)(A)(i);

6 “(B) may be a nonprofit organization,
7 State educational agency, or other public entity,
8 or consortium of such entities (including a con-
9 sortium of States); and

10 “(C) does not reauthorize a teacher, prin-
11 cipal, or other school leader preparation acad-
12 emy if the academy fails to produce the min-
13 imum number or percentage of effective teach-
14 ers or principals or other school leaders, respec-
15 tively (as determined by the State), identified in
16 the academy’s authorizing agreement.

17 “(4) TEACHER, PRINCIPAL, OR OTHER SCHOOL
18 LEADER PREPARATION ACADEMY.—The term ‘teach-
19 er, principal, or other school leader preparation
20 academy’ means a public or other nonprofit entity,
21 which may be an institution of higher education or
22 an organization affiliated with an institution of high-
23 er education, that establishes an academy that will
24 prepare teachers, principals, or other school leaders
25 to serve in high-needs schools, and that—

1 “(A) enters into an agreement with a State
2 authorizer that specifies the goals expected of
3 the academy, including—

4 “(i) a requirement that prospective
5 teachers, principals, or other school leaders
6 who are enrolled in the academy receive a
7 significant part of their training through
8 clinical preparation that partners the pro-
9 spective candidate with an effective teach-
10 er, principal, or other school leader, as de-
11 termined by the State, respectively, with a
12 demonstrated record of increasing student
13 academic achievement, including for the
14 subgroups of students defined in section
15 1111(c)(2), while also receiving concurrent
16 instruction from the academy in the con-
17 tent area (or areas) in which the prospec-
18 tive teacher, principal, or other school lead-
19 er will become certified or licensed that
20 links to the clinical preparation experience;

21 “(ii) the number of effective teachers,
22 principals, or other school leaders, respec-
23 tively, who will demonstrate success in in-
24 creasing student academic achievement
25 that the academy will prepare; and

1 “(iii) a requirement that the academy
2 will award a certificate of completion (or
3 degree, if the academy is, or is affiliated
4 with, an institution of higher education) to
5 a teacher only after the teacher dem-
6 onstrates that the teacher is an effective
7 teacher, as determined by the State, with
8 a demonstrated record of increasing stu-
9 dent academic achievement either as a stu-
10 dent teacher or teacher-of-record on an al-
11 ternative certificate, license, or credential;

12 “(iv) a requirement that the academy
13 will award a certificate of completion (or
14 degree, if the academy is, or is affiliated
15 with, an institution of higher education) to
16 a principal or other school leader only after
17 the principal or other school leader dem-
18 onstrates a record of success in improving
19 student performance; and

20 “(v) timelines for producing cohorts of
21 graduates and conferring certificates of
22 completion (or degrees, if the academy is,
23 or is affiliated with, an institution of high-
24 er education) from the academy;

1 “(B) does not have unnecessary restric-
2 tions on the methods the academy will use to
3 train prospective teacher, principal, or other
4 school leader candidates, including—

5 “(i) obligating (or prohibiting) the
6 academy’s faculty to hold advanced degrees
7 or conduct academic research;

8 “(ii) restrictions related to the acad-
9 emy’s physical infrastructure;

10 “(iii) restrictions related to the num-
11 ber of course credits required as part of
12 the program of study;

13 “(iv) restrictions related to the under-
14 graduate coursework completed by teachers
15 teaching or working on alternative certifi-
16 cates, licenses, or credentials, as long as
17 such teachers have successfully passed all
18 relevant State-approved content area ex-
19 aminations; or

20 “(v) restrictions related to obtaining
21 accreditation from an accrediting body for
22 purposes of becoming an academy;

23 “(C) limits admission to its program to
24 prospective teacher, principal, or other school
25 leader candidates who demonstrate strong po-

1 tential to improve student academic achieve-
2 ment, based on a rigorous selection process that
3 reviews a candidate’s prior academic achieve-
4 ment or record of professional accomplishment;
5 and

6 “(D) results in a certificate of completion
7 or degree that the State may, after reviewing
8 the academy’s results in producing effective
9 teachers, or principals, or other school leaders,
10 respectively (as determined by the State) recog-
11 nize as at least the equivalent of a master’s de-
12 gree in education for the purposes of hiring, re-
13 tention, compensation, and promotion in the
14 State.

15 “(5) **TEACHER RESIDENCY PROGRAM.**—The
16 term ‘teacher residency program’ means a school-
17 based teacher preparation program in which a pro-
18 spective teacher—

19 “(A) for not less than 1 academic year,
20 teaches alongside an effective teacher, as deter-
21 mined by the State or local educational agency,
22 who is the teacher of record for the classroom;

23 “(B) receives concurrent instruction during
24 the year described in subparagraph (A)—

1 “(i) through courses that may be
2 taught by local educational agency per-
3 sonnel or by faculty of the teacher prepara-
4 tion program; and

5 “(ii) in the teaching of the content
6 area in which the teacher will become cer-
7 tified or licensed; and

8 “(C) acquires effective teaching skills, as
9 demonstrated through completion of a residency
10 program, or other measure determined by the
11 State, which may include a teacher performance
12 assessment.

13 **“SEC. 2003. AUTHORIZATION OF APPROPRIATIONS.**

14 “(a) GRANTS TO STATES AND LOCAL EDUCATIONAL
15 AGENCIES.—For the purpose of carrying out part A, there
16 are authorized to be appropriated \$2,295,830,000 for each
17 of fiscal years 2017 through 2020.

18 “(b) NATIONAL ACTIVITIES.—For the purpose of
19 carrying out part B, there are authorized to be appro-
20 priated—

21 “(1) \$468,880,575 for each of fiscal years 2017
22 and 2018;

23 “(2) \$469,168,000 for fiscal year 2019; and

24 “(3) \$489,168,000 for fiscal year 2020.

1 **“PART A—SUPPORTING EFFECTIVE**
2 **INSTRUCTION**

3 **“SEC. 2101. FORMULA GRANTS TO STATES.**

4 “(a) RESERVATION OF FUNDS.—From the total
5 amount appropriated under section 2003(a) for a fiscal
6 year, the Secretary shall reserve—

7 “(1) one-half of 1 percent for allotments for the
8 United States Virgin Islands, Guam, American
9 Samoa, and the Commonwealth of the Northern
10 Mariana Islands, to be distributed among those out-
11 lying areas on the basis of their relative need, as de-
12 termined by the Secretary, in accordance with the
13 purpose of this title; and

14 “(2) one-half of 1 percent for the Secretary of
15 the Interior for programs under this part in schools
16 operated or funded by the Bureau of Indian Edu-
17 cation.

18 “(b) STATE ALLOTMENTS.—

19 “(1) HOLD HARMLESS.—

20 “(A) FISCAL YEARS 2017 THROUGH 2022.—
21 For each of fiscal years 2017 through 2022,
22 subject to paragraph (2) and subparagraph (C),
23 from the funds appropriated under section
24 2003(a) for a fiscal year that remain after the
25 Secretary makes the reservations under sub-
26 section (a), the Secretary shall allot to each

1 State an amount equal to the total amount that
2 such State received for fiscal year 2001
3 under—

4 “(i) section 2202(b) of this Act (as in
5 effect on the day before the date of enact-
6 ment of the No Child Left Behind Act of
7 2001); and

8 “(ii) section 306 of the Department of
9 Education Appropriations Act, 2001 (as
10 enacted into law by section 1(a)(1) of Pub-
11 lic Law 106–554).

12 “(B) RATABLE REDUCTION.—If the funds
13 described in subparagraph (A) are insufficient
14 to pay the full amounts that all States are eligi-
15 ble to receive under subparagraph (A) for any
16 fiscal year, the Secretary shall ratably reduce
17 those amounts for the fiscal year.

18 “(C) PERCENTAGE REDUCTION.—For each
19 of fiscal years 2017 through 2022, the amount
20 in subparagraph (A) shall be reduced by a per-
21 centage equal to the product of 14.29 percent
22 and the number of years between the fiscal year
23 for which the determination is being made and
24 fiscal year 2016.

25 “(2) ALLOTMENT OF ADDITIONAL FUNDS.—

1 “(A) IN GENERAL.—Subject to subpara-
2 graph (B), for any fiscal year for which the
3 funds appropriated under section 2003(a) and
4 not reserved under subsection (a) exceed the
5 total amount required to make allotments under
6 paragraph (1), the Secretary shall allot to each
7 State the sum of—

8 “(i) for fiscal year 2017—

9 “(I) an amount that bears the
10 same relationship to 35 percent of the
11 excess amount as the number of indi-
12 viduals aged 5 through 17 in the
13 State, as determined by the Secretary
14 on the basis of the most recent satis-
15 factory data, bears to the number of
16 those individuals in all such States, as
17 so determined; and

18 “(II) an amount that bears the
19 same relationship to 65 percent of the
20 excess amount as the number of indi-
21 viduals aged 5 through 17 from fami-
22 lies with incomes below the poverty
23 line in the State, as determined by the
24 Secretary on the basis of the most re-
25 cent satisfactory data, bears to the

1 number of those individuals in all
2 such States, as so determined;

3 “(ii) for fiscal year 2018—

4 “(I) an amount that bears the
5 same relationship to 30 percent of the
6 excess amount as the number of indi-
7 viduals aged 5 through 17 in the
8 State, as determined by the Secretary
9 on the basis of the most recent satis-
10 factory data, bears to the number of
11 those individuals in all such States, as
12 so determined; and

13 “(II) an amount that bears the
14 same relationship to 70 percent of the
15 excess amount as the number of indi-
16 viduals aged 5 through 17 from fami-
17 lies with incomes below the poverty
18 line in the State, as determined by the
19 Secretary on the basis of the most re-
20 cent satisfactory data, bears to the
21 number of those individuals in all
22 such States, as so determined;

23 “(iii) for fiscal year 2019—

24 “(I) an amount that bears the
25 same relationship to 25 percent of the

1 excess amount as the number of indi-
2 viduals aged 5 through 17 in the
3 State, as determined by the Secretary
4 on the basis of the most recent satis-
5 factory data, bears to the number of
6 those individuals in all such States, as
7 so determined; and

8 “(II) an amount that bears the
9 same relationship to 75 percent of the
10 excess amount as the number of indi-
11 viduals aged 5 through 17 from fami-
12 lies with incomes below the poverty
13 line in the State, as determined by the
14 Secretary on the basis of the most re-
15 cent satisfactory data, bears to the
16 number of those individuals in all
17 such States, as so determined; and

18 “(iv) for fiscal year 2020—

19 “(I) an amount that bears the
20 same relationship to 20 percent of the
21 excess amount as the number of indi-
22 viduals aged 5 through 17 in the
23 State, as determined by the Secretary
24 on the basis of the most recent satis-
25 factory data, bears to the number of

1 those individuals in all such States, as
2 so determined; and

3 “(II) an amount that bears the
4 same relationship to 80 percent of the
5 excess amount as the number of indi-
6 viduals aged 5 through 17 from fami-
7 lies with incomes below the poverty
8 line in the State, as determined by the
9 Secretary on the basis of the most re-
10 cent satisfactory data, bears to the
11 number of those individuals in all
12 such States, as so determined.

13 “(B) EXCEPTION.—No State receiving an
14 allotment under subparagraph (A) may receive
15 less than one-half of 1 percent of the total ex-
16 cess amount allotted under such subparagraph
17 for a fiscal year.

18 “(3) FISCAL YEAR 2021 AND SUCCEEDING FIS-
19 CAL YEARS.—For fiscal year 2021 and each of the
20 succeeding fiscal years—

21 “(A) the Secretary shall allot funds appro-
22 priated under section 2003(a) and not reserved
23 under subsection (a) to each State in accord-
24 ance with paragraph (2)(A)(iv); and

1 “(B) the amount appropriated but not re-
2 served shall be treated as the excess amount.

3 “(4) REALLOTMENT.—If any State does not
4 apply for an allotment under this subsection for any
5 fiscal year, the Secretary shall reallocate the amount of
6 the allotment to the remaining States in accordance
7 with this subsection.

8 “(c) STATE USES OF FUNDS.—

9 “(1) IN GENERAL.—Except as provided under
10 paragraph (3), each State that receives an allotment
11 under subsection (b) for a fiscal year shall reserve
12 not less than 95 percent of such allotment to make
13 subgrants to local educational agencies for such fis-
14 cal year, as described in section 2102.

15 “(2) STATE ADMINISTRATION.—A State edu-
16 cational agency may use not more than 1 percent of
17 the amount allotted to such State under subsection
18 (b) for the administrative costs of carrying out such
19 State educational agency’s responsibilities under this
20 part.

21 “(3) PRINCIPALS OR OTHER SCHOOL LEAD-
22 ERS.—Notwithstanding paragraph (1) and in addi-
23 tion to funds otherwise available for activities under
24 paragraph (4), a State educational agency may re-
25 serve not more than 3 percent of the amount re-

1 served for subgrants to local educational agencies
2 under paragraph (1) for one or more of the activities
3 for principals or other school leaders that are de-
4 scribed in paragraph (4).

5 “(4) STATE ACTIVITIES.—

6 “(A) IN GENERAL.—The State educational
7 agency for a State that receives an allotment
8 under subsection (b) may use funds not re-
9 served under paragraph (1) to carry out 1 or
10 more of the activities described in subparagraph
11 (B), which may be implemented in conjunction
12 with a State agency of higher education (if such
13 agencies are separate) and carried out through
14 a grant or contract with a for-profit or non-
15 profit entity, including an institution of higher
16 education.

17 “(B) TYPES OF STATE ACTIVITIES.—The
18 activities described in this subparagraph are the
19 following:

20 “(i) Reforming teacher, principal, or
21 other school leader certification, recertifi-
22 cation, licensing, or tenure systems or
23 preparation program standards and ap-
24 proval processes to ensure that—

1 “(I) teachers have the necessary
2 subject-matter knowledge and teach-
3 ing skills, as demonstrated through
4 measures determined by the State,
5 which may include teacher perform-
6 ance assessments, in the academic
7 subjects that the teachers teach to
8 help students meet challenging State
9 academic standards;

10 “(II) principals or other school
11 leaders have the instructional leader-
12 ship skills to help teachers teach and
13 to help students meet such chal-
14 lenging State academic standards; and

15 “(III) teacher certification or li-
16 censing requirements are aligned with
17 such challenging State academic
18 standards.

19 “(ii) Developing, improving, or pro-
20 viding assistance to local educational agen-
21 cies to support the design and implementa-
22 tion of teacher, principal, or other school
23 leader evaluation and support systems that
24 are based in part on evidence of student
25 academic achievement, which may include

1 student growth, and shall include multiple
2 measures of educator performance and
3 provide clear, timely, and useful feedback
4 to teachers, principals, or other school
5 leaders, such as by—

6 “(I) developing and dissemi-
7 nating high-quality evaluation tools,
8 such as classroom observation rubrics,
9 and methods, including training and
10 auditing, for ensuring inter-rater reli-
11 ability of evaluation results;

12 “(II) developing and providing
13 training to principals, other school
14 leaders, coaches, mentors, and eval-
15 uators on how to accurately differen-
16 tiate performance, provide useful and
17 timely feedback, and use evaluation
18 results to inform decisionmaking
19 about professional development, im-
20 provement strategies, and personnel
21 decisions; and

22 “(III) developing a system for
23 auditing the quality of evaluation and
24 support systems.

1 “(iii) Improving equitable access to ef-
2 fective teachers.

3 “(iv) Carrying out programs that es-
4 tablish, expand, or improve alternative
5 routes for State certification of teachers
6 (especially for teachers of children with
7 disabilities, English learners, science, tech-
8 nology, engineering, mathematics, or other
9 areas where the State experiences a short-
10 age of educators), principals, or other
11 school leaders, for—

12 “(I) individuals with a bacca-
13 laureate or master’s degree, or other
14 advanced degree;

15 “(II) mid-career professionals
16 from other occupations;

17 “(III) paraprofessionals;

18 “(IV) former military personnel;

19 and

20 “(V) recent graduates of institu-
21 tions of higher education with records
22 of academic distinction who dem-
23 onstrate the potential to become effec-
24 tive teachers, principals, or other
25 school leaders.

1 “(v) Developing, improving, and im-
2 plementing mechanisms to assist local edu-
3 cational agencies and schools in effectively
4 recruiting and retaining teachers, prin-
5 cipals, or other school leaders who are ef-
6 fective in improving student academic
7 achievement, including effective teachers
8 from underrepresented minority groups
9 and teachers with disabilities, such as
10 through—

11 “(I) opportunities for effective
12 teachers to lead evidence-based (to the
13 extent the State determines that such
14 evidence is reasonably available) pro-
15 fessional development for the peers of
16 such effective teachers; and

17 “(II) providing training and sup-
18 port for teacher leaders and principals
19 or other school leaders who are re-
20 cruited as part of instructional leader-
21 ship teams.

22 “(vi) Fulfilling the State educational
23 agency’s responsibilities concerning proper
24 and efficient administration and moni-
25 toring of the programs carried out under

1 this part, including provision of technical
2 assistance to local educational agencies.

3 “(vii) Developing, or assisting local
4 educational agencies in developing—

5 “(I) career opportunities and ad-
6 vancement initiatives that promote
7 professional growth and emphasize
8 multiple career paths, such as instruc-
9 tional coaching and mentoring (in-
10 cluding hybrid roles that allow in-
11 structional coaching and mentoring
12 while remaining in the classroom),
13 school leadership, and involvement
14 with school improvement and support;

15 “(II) strategies that provide dif-
16 ferential pay, or other incentives, to
17 recruit and retain teachers in high-
18 need academic subjects and teachers,
19 principals, or other school leaders, in
20 low-income schools and school dis-
21 tricts, which may include perform-
22 ance-based pay systems; and

23 “(III) new teacher, principal, or
24 other school leader induction and
25 mentoring programs that are, to the

1 extent the State determines that such
2 evidence is reasonably available, evi-
3 dence-based, and designed to—

4 “(aa) improve classroom in-
5 struction and student learning
6 and achievement, including
7 through improving school leader-
8 ship programs; and

9 “(bb) increase the retention
10 of effective teachers, principals,
11 or other school leaders.

12 “(viii) Providing assistance to local
13 educational agencies for the development
14 and implementation of high-quality profes-
15 sional development programs for principals
16 that enable the principals to be effective
17 and prepare all students to meet the chal-
18 lenging State academic standards.

19 “(ix) Supporting efforts to train
20 teachers, principals, or other school leaders
21 to effectively integrate technology into cur-
22 ricula and instruction, which may include
23 training to assist teachers in implementing
24 blended learning (as defined in section
25 4102(1)) projects.

1 “(x) Providing training, technical as-
2 sistance, and capacity-building to local
3 educational agencies that receive a
4 subgrant under this part.

5 “(xi) Reforming or improving teacher,
6 principal, or other school leader prepara-
7 tion programs, such as through estab-
8 lishing teacher residency programs and
9 school leader residency programs.

10 “(xii) Establishing or expanding
11 teacher, principal, or other school leader
12 preparation academies, with an amount of
13 the funds described in subparagraph (A)
14 that is not more than 2 percent of the
15 State’s allotment, if—

16 “(I) allowable under State law;

17 “(II) the State enables can-
18 didates attending a teacher, principal,
19 or other school leader preparation
20 academy to be eligible for State finan-
21 cial aid to the same extent as partici-
22 pants in other State-approved teacher
23 or principal preparation programs, in-
24 cluding alternative certification, licen-
25 sure, or credential programs; and

1 “(III) the State enables teachers,
2 principals, or other school leaders who
3 are teaching or working while on al-
4 ternative certificates, licenses, or cre-
5 dentials to teach or work in the State
6 while enrolled in a teacher, principal,
7 or other school leader preparation
8 academy.

9 “(xiii) Supporting the instructional
10 services provided by effective school library
11 programs.

12 “(xiv) Developing, or assisting local
13 educational agencies in developing, strate-
14 gies that provide teachers, principals, or
15 other school leaders with the skills, creden-
16 tials, or certifications needed to educate all
17 students in postsecondary education
18 coursework through early college high
19 school or dual or concurrent enrollment
20 programs.

21 “(xv) Providing training for all school
22 personnel, including teachers, principals,
23 other school leaders, specialized instruc-
24 tional support personnel, and paraprofes-

1 sionals, regarding how to prevent and rec-
2 ognize child sexual abuse.

3 “(xvi) Supporting opportunities for
4 principals, other school leaders, teachers,
5 paraprofessionals, early childhood edu-
6 cation program directors, and other early
7 childhood education program providers to
8 participate in joint efforts to address the
9 transition to elementary school, including
10 issues related to school readiness.

11 “(xvii) Developing and providing pro-
12 fessional development and other com-
13 prehensive systems of support for teachers,
14 principals, or other school leaders to pro-
15 mote high-quality instruction and instruc-
16 tional leadership in science, technology, en-
17 gineering, and mathematics subjects, in-
18 cluding computer science.

19 “(xviii) Supporting the professional
20 development and improving the instruc-
21 tional strategies of teachers, principals, or
22 other school leaders to integrate career and
23 technical education content into academic
24 instructional practices, which may include
25 training on best practices to understand

1 State and regional workforce needs and
2 transitions to postsecondary education and
3 the workforce.

4 “(xix) Enabling States, as a consor-
5 tium, to voluntarily develop a process that
6 allows teachers who are licensed or cer-
7 tified in a participating State to teach in
8 other participating States without com-
9 pleting additional licensure or certification
10 requirements, except that nothing in this
11 clause shall be construed to allow the Sec-
12 retary to exercise any direction, super-
13 vision, or control over State teacher licens-
14 ing or certification requirements.

15 “(xx) Supporting and developing ef-
16 forts to train teachers on the appropriate
17 use of student data to ensure that indi-
18 vidual student privacy is protected as re-
19 quired by section 444 of the General Edu-
20 cation Provisions Act (commonly known as
21 the ‘Family Educational Rights and Pri-
22 vacy Act of 1974’) (20 U.S.C. 1232g) and
23 in accordance with State student privacy
24 laws and local educational agency student
25 privacy and technology use policies.

1 “(xxi) Supporting other activities
2 identified by the State that are, to the ex-
3 tent the State determines that such evi-
4 dence is reasonably available, evidence-
5 based and that meet the purpose of this
6 title.

7 “(d) STATE APPLICATION.—

8 “(1) IN GENERAL.—In order to receive an allot-
9 ment under this section for any fiscal year, a State
10 shall submit an application to the Secretary at such
11 time and in such manner as the Secretary may rea-
12 sonably require.

13 “(2) CONTENTS.—Each application described
14 under paragraph (1) shall include the following:

15 “(A) A description of how the State edu-
16 cational agency will use funds received under
17 this title for State-level activities described in
18 subsection (c).

19 “(B) A description of the State’s system of
20 certification and licensing of teachers, prin-
21 cipals, or other school leaders.

22 “(C) A description of how activities under
23 this part are aligned with challenging State aca-
24 demic standards.

1 “(D) A description of how the activities
2 carried out with funds under this part are ex-
3 pected to improve student achievement.

4 “(E) If a State educational agency plans
5 to use funds under this part to improve equi-
6 table access to effective teachers, consistent
7 with section 1111(g)(1)(B), a description of
8 how such funds will be used for such purpose.

9 “(F) If applicable, a description of how the
10 State educational agency will work with local
11 educational agencies in the State to develop or
12 implement State or local teacher, principal, or
13 other school leader evaluation and support sys-
14 tems that meet the requirements of subsection
15 (c)(4)(B)(ii).

16 “(G) An assurance that the State edu-
17 cational agency will monitor the implementation
18 of activities under this part and provide tech-
19 nical assistance to local educational agencies in
20 carrying out such activities.

21 “(H) An assurance that the State edu-
22 cational agency will work in consultation with
23 the entity responsible for teacher, principal, or
24 other school leader professional standards, cer-
25 tification, and licensing for the State, and en-

1 courage collaboration between educator prepara-
2 tion programs, the State, and local edu-
3 cational agencies to promote the readiness of
4 new educators entering the profession.

5 “(I) An assurance that the State edu-
6 cational agency will comply with section 8501
7 (regarding participation by private school chil-
8 dren and teachers).

9 “(J) A description of how the State edu-
10 cational agency will improve the skills of teach-
11 ers, principals, or other school leaders in order
12 to enable them to identify students with specific
13 learning needs, particularly children with dis-
14 abilities, English learners, students who are
15 gifted and talented, and students with low lit-
16 eracy levels, and provide instruction based on
17 the needs of such students.

18 “(K) A description of how the State will
19 use data and ongoing consultation as described
20 in paragraph (3) to continually update and im-
21 prove the activities supported under this part.

22 “(L) A description of how the State edu-
23 cational agency will encourage opportunities for
24 increased autonomy and flexibility for teachers,
25 principals, or other school leaders, such as by

1 establishing innovation schools that have a high
2 degree of autonomy over budget and operations,
3 are transparent and accountable to the public,
4 and lead to improved academic outcomes for
5 students.

6 “(M) A description of actions the State
7 may take to improve preparation programs and
8 strengthen support for teachers, principals, or
9 other school leaders based on the needs of the
10 State, as identified by the State educational
11 agency.

12 “(3) CONSULTATION.—In developing the State
13 application under this subsection, a State shall—

14 “(A) meaningfully consult with teachers,
15 principals, other school leaders, paraprofes-
16 sionals (including organizations representing
17 such individuals), specialized instructional sup-
18 port personnel, charter school leaders (in a
19 State that has charter schools), parents, com-
20 munity partners, and other organizations or
21 partners with relevant and demonstrated exper-
22 tise in programs and activities designed to meet
23 the purpose of this title;

24 “(B) seek advice from the individuals, or-
25 ganizations, or partners described in subpara-

1 graph (A) regarding how best to improve the
2 State's activities to meet the purpose of this
3 title; and

4 “(C) coordinate the State's activities under
5 this part with other related strategies, pro-
6 grams, and activities being conducted in the
7 State.

8 “(4) LIMITATION.—Consultation required under
9 paragraph (3) shall not interfere with the timely
10 submission of the application required under this
11 section.

12 “(e) PROHIBITION.—Nothing in this section shall be
13 construed to authorize the Secretary or any other officer
14 or employee of the Federal Government to mandate, di-
15 rect, or control any of the following:

16 “(1) The development, improvement, or imple-
17 mentation of elements of any teacher, principal, or
18 other school leader evaluation system.

19 “(2) Any State or local educational agency's
20 definition of teacher, principal, or other school lead-
21 er effectiveness.

22 “(3) Any teacher, principal, or other school
23 leader professional standards, certification, or licens-
24 ing.

1 **“SEC. 2102. SUBGRANTS TO LOCAL EDUCATIONAL AGEN-**
2 **CIES.**

3 “(a) ALLOCATION OF FUNDS TO LOCAL EDU-
4 CATIONAL AGENCIES.—

5 “(1) IN GENERAL.—From funds reserved by a
6 State under section 2101(c)(1) for a fiscal year, the
7 State, acting through the State educational agency,
8 shall award subgrants to eligible local educational
9 agencies from allocations described in paragraph (2).

10 “(2) ALLOCATION FORMULA.—From the funds
11 described in paragraph (1), the State educational
12 agency shall allocate to each of the eligible local edu-
13 cational agencies in the State for a fiscal year the
14 sum of—

15 “(A) an amount that bears the same rela-
16 tionship to 20 percent of such funds for such
17 fiscal year as the number of individuals aged 5
18 through 17 in the geographic area served by the
19 agency, as determined by the Secretary on the
20 basis of the most recent satisfactory data, bears
21 to the number of those individuals in the geo-
22 graphic areas served by all eligible local edu-
23 cational agencies in the State, as so determined;
24 and

25 “(B) an amount that bears the same rela-
26 tionship to 80 percent of the funds for such fis-

1 cal year as the number of individuals aged 5
2 through 17 from families with incomes below
3 the poverty line in the geographic area served
4 by the agency, as determined by the Secretary
5 on the basis of the most recent satisfactory
6 data, bears to the number of those individuals
7 in the geographic areas served by all the eligible
8 local educational agencies in the State, as so
9 determined.

10 “(3) RULE OF CONSTRUCTION.—Nothing in
11 this section shall be construed to prohibit a consor-
12 tium of local educational agencies that are des-
13 ignated with a locale code of 41, 42, or 43, or such
14 local educational agencies designated with a locale
15 code of 41, 42, or 43 that work in cooperation with
16 an educational service agency, from voluntarily com-
17 bining allocations received under this part for the
18 collective use of funding by the consortium for ac-
19 tivities under this section.

20 “(b) LOCAL APPLICATIONS.—

21 “(1) IN GENERAL.—To be eligible to receive a
22 subgrant under this section, a local educational
23 agency shall submit an application to the State edu-
24 cational agency at such time, in such manner, and

1 containing such information as the State educational
2 agency may reasonably require.

3 “(2) CONTENTS OF APPLICATION.—Each appli-
4 cation submitted under paragraph (1) shall include
5 the following:

6 “(A) A description of the activities to be
7 carried out by the local educational agency
8 under this section and how these activities will
9 be aligned with challenging State academic
10 standards.

11 “(B) A description of the local educational
12 agency’s systems of professional growth and im-
13 provement, such as induction for teachers, prin-
14 cipals, or other school leaders and opportunities
15 for building the capacity of teachers and oppor-
16 tunities to develop meaningful teacher leader-
17 ship.

18 “(C) A description of how the local edu-
19 cational agency will prioritize funds to schools
20 served by the agency that are implementing
21 comprehensive support and improvement activi-
22 ties and targeted support and improvement ac-
23 tivities under section 1111(d) and have the
24 highest percentage of children counted under
25 section 1124(e).

1 “(D) A description of how the local edu-
2 cational agency will use data and ongoing con-
3 sultation described in paragraph (3) to contin-
4 ually update and improve activities supported
5 under this part.

6 “(E) An assurance that the local edu-
7 cational agency will comply with section 8501
8 (regarding participation by private school chil-
9 dren and teachers).

10 “(F) An assurance that the local edu-
11 cational agency will coordinate professional de-
12 velopment activities authorized under this part
13 with professional development activities pro-
14 vided through other Federal, State, and local
15 programs.

16 “(3) CONSULTATION.—In developing the appli-
17 cation described in paragraph (2), a local edu-
18 cational agency shall—

19 “(A) meaningfully consult with teachers,
20 principals, other school leaders, paraprofes-
21 sionals (including organizations representing
22 such individuals), specialized instructional sup-
23 port personnel, charter school leaders (in a local
24 educational agency that has charter schools),
25 parents, community partners, and other organi-

1 zations or partners with relevant and dem-
2 onstrated expertise in programs and activities
3 designed to meet the purpose of this title;

4 “(B) seek advice from the individuals and
5 organizations described in subparagraph (A) re-
6 garding how best to improve the local edu-
7 cational agency’s activities to meet the purpose
8 of this title; and

9 “(C) coordinate the local educational agen-
10 cy’s activities under this part with other related
11 strategies, programs, and activities being con-
12 ducted in the community.

13 “(4) LIMITATION.—Consultation required under
14 paragraph (3) shall not interfere with the timely
15 submission of the application required under this
16 section.

17 **“SEC. 2103. LOCAL USES OF FUNDS.**

18 “(a) IN GENERAL.—A local educational agency that
19 receives a subgrant under section 2102 shall use the funds
20 made available through the subgrant to develop, imple-
21 ment, and evaluate comprehensive programs and activities
22 described in subsection (b), which may be carried out—

23 “(1) through a grant or contract with a for-
24 profit or nonprofit entity; or

1 “(2) in partnership with an institution of higher
2 education or an Indian tribe or tribal organization
3 (as such terms are defined under section 4 of the In-
4 dian Self-Determination and Education Assistance
5 Act (25 U.S.C. 450b)).

6 “(b) TYPES OF ACTIVITIES.—The programs and ac-
7 tivities described in this subsection—

8 “(1) shall be in accordance with the purpose of
9 this title;

10 “(2) shall address the learning needs of all stu-
11 dents, including children with disabilities, English
12 learners, and gifted and talented students; and

13 “(3) may include, among other programs and
14 activities—

15 “(A) developing or improving a rigorous,
16 transparent, and fair evaluation and support
17 system for teachers, principals, or other school
18 leaders that—

19 “(i) is based in part on evidence of
20 student achievement, which may include
21 student growth; and

22 “(ii) shall include multiple measures
23 of educator performance and provide clear,
24 timely, and useful feedback to teachers,
25 principals, or other school leaders;

1 “(B) developing and implementing initia-
2 tives to assist in recruiting, hiring, and retain-
3 ing effective teachers, particularly in low-income
4 schools with high percentages of ineffective
5 teachers and high percentages of students who
6 do not meet the challenging State academic
7 standards, to improve within-district equity in
8 the distribution of teachers, consistent with sec-
9 tion 1111(g)(1)(B), such as initiatives that pro-
10 vide—

11 “(i) expert help in screening can-
12 didates and enabling early hiring;

13 “(ii) differential and incentive pay for
14 teachers, principals, or other school leaders
15 in high-need academic subject areas and
16 specialty areas, which may include per-
17 formance-based pay systems;

18 “(iii) teacher, paraprofessional, prin-
19 cipal, or other school leader advancement
20 and professional growth, and an emphasis
21 on leadership opportunities, multiple career
22 paths, and pay differentiation;

23 “(iv) new teacher, principal, or other
24 school leader induction and mentoring pro-
25 grams that are designed to—

1 “(I) improve classroom instruc-
2 tion and student learning and achieve-
3 ment; and

4 “(II) increase the retention of ef-
5 fective teachers, principals, or other
6 school leaders;

7 “(v) the development and provision of
8 training for school leaders, coaches, men-
9 tors, and evaluators on how accurately to
10 differentiate performance, provide useful
11 feedback, and use evaluation results to in-
12 form decisionmaking about professional de-
13 velopment, improvement strategies, and
14 personnel decisions; and

15 “(vi) a system for auditing the quality
16 of evaluation and support systems;

17 “(C) recruiting qualified individuals from
18 other fields to become teachers, principals, or
19 other school leaders, including mid-career pro-
20 fessionals from other occupations, former mili-
21 tary personnel, and recent graduates of institu-
22 tions of higher education with records of aca-
23 demic distinction who demonstrate potential to
24 become effective teachers, principals, or other
25 school leaders;

1 “(D) reducing class size to a level that is
2 evidence-based, to the extent the State (in con-
3 sultation with local educational agencies in the
4 State) determines that such evidence is reason-
5 ably available, to improve student achievement
6 through the recruiting and hiring of additional
7 effective teachers;

8 “(E) providing high-quality, personalized
9 professional development that is evidence-based,
10 to the extent the State (in consultation with
11 local educational agencies in the State) deter-
12 mines that such evidence is reasonably avail-
13 able, for teachers, instructional leadership
14 teams, principals, or other school leaders, that
15 is focused on improving teaching and student
16 learning and achievement, including supporting
17 efforts to train teachers, principals, or other
18 school leaders to—

19 “(i) effectively integrate technology
20 into curricula and instruction (including
21 education about the harms of copyright pi-
22 racy);

23 “(ii) use data to improve student
24 achievement and understand how to ensure
25 individual student privacy is protected, as

1 required under section 444 of the General
2 Education Provisions Act (commonly
3 known as the ‘Family Educational Rights
4 and Privacy Act of 1974’) (20 U.S.C.
5 1232g) and State and local policies and
6 laws in the use of such data;

7 “(iii) effectively engage parents, fami-
8 lies, and community partners, and coordi-
9 nate services between school and commu-
10 nity;

11 “(iv) help all students develop the
12 skills essential for learning readiness and
13 academic success;

14 “(v) develop policy with school, local
15 educational agency, community, or State
16 leaders; and

17 “(vi) participate in opportunities for
18 experiential learning through observation;

19 “(F) developing programs and activities
20 that increase the ability of teachers to effec-
21 tively teach children with disabilities, including
22 children with significant cognitive disabilities,
23 and English learners, which may include the
24 use of multi-tier systems of support and posi-
25 tive behavioral intervention and supports, so

1 that such children with disabilities and English
2 learners can meet the challenging State aca-
3 demic standards;

4 “(G) providing programs and activities to
5 increase—

6 “(i) the knowledge base of teachers,
7 principals, or other school leaders on in-
8 struction in the early grades and on strate-
9 gies to measure whether young children
10 are progressing; and

11 “(ii) the ability of principals or other
12 school leaders to support teachers, teacher
13 leaders, early childhood educators, and
14 other professionals to meet the needs of
15 students through age 8, which may include
16 providing joint professional learning and
17 planning activities for school staff and edu-
18 cators in preschool programs that address
19 the transition to elementary school;

20 “(H) providing training, technical assist-
21 ance, and capacity-building in local educational
22 agencies to assist teachers, principals, or other
23 school leaders with selecting and implementing
24 formative assessments, designing classroom-
25 based assessments, and using data from such

1 assessments to improve instruction and student
2 academic achievement, which may include pro-
3 viding additional time for teachers to review
4 student data and respond, as appropriate;

5 “(I) carrying out in-service training for
6 school personnel in—

7 “(i) the techniques and supports need-
8 ed to help educators understand when and
9 how to refer students affected by trauma,
10 and children with, or at risk of, mental ill-
11 ness;

12 “(ii) the use of referral mechanisms
13 that effectively link such children to appro-
14 priate treatment and intervention services
15 in the school and in the community, where
16 appropriate;

17 “(iii) forming partnerships between
18 school-based mental health programs and
19 public or private mental health organiza-
20 tions; and

21 “(iv) addressing issues related to
22 school conditions for student learning, such
23 as safety, peer interaction, drug and alco-
24 hol abuse, and chronic absenteeism;

1 “(J) providing training to support the
2 identification of students who are gifted and
3 talented, including high-ability students who
4 have not been formally identified for gifted edu-
5 cation services, and implementing instructional
6 practices that support the education of such
7 students, such as—

8 “(i) early entrance to kindergarten;

9 “(ii) enrichment, acceleration, and
10 curriculum compacting activities; and

11 “(iii) dual or concurrent enrollment
12 programs in secondary school and postsec-
13 ondary education;

14 “(K) supporting the instructional services
15 provided by effective school library programs;

16 “(L) providing training for all school per-
17 sonnel, including teachers, principals, other
18 school leaders, specialized instructional support
19 personnel, and paraprofessionals, regarding how
20 to prevent and recognize child sexual abuse;

21 “(M) developing and providing professional
22 development and other comprehensive systems
23 of support for teachers, principals, or other
24 school leaders to promote high-quality instruc-
25 tion and instructional leadership in science,

1 technology, engineering, and mathematics sub-
2 jects, including computer science;

3 “(N) developing feedback mechanisms to
4 improve school working conditions, including
5 through periodically and publicly reporting re-
6 sults of educator support and working condi-
7 tions feedback;

8 “(O) providing high-quality professional
9 development for teachers, principals, or other
10 school leaders on effective strategies to inte-
11 grate rigorous academic content, career and
12 technical education, and work-based learning (if
13 appropriate), which may include providing com-
14 mon planning time, to help prepare students for
15 postsecondary education and the workforce; and

16 “(P) carrying out other activities that are
17 evidence-based, to the extent the State (in con-
18 sultation with local educational agencies in the
19 State) determines that such evidence is reason-
20 ably available, and identified by the local edu-
21 cational agency that meet the purpose of this
22 title.

1 **“SEC. 2104. REPORTING.**

2 “(a) STATE REPORT.—Each State educational agen-
3 cy receiving funds under this part shall annually submit
4 to the Secretary a report that provides—

5 “(1) a description of how the State is using
6 grant funds received under this part to meet the
7 purpose of this title, and how such chosen activities
8 improved teacher, principal, or other school leader
9 effectiveness, as determined by the State or local
10 educational agency;

11 “(2) if funds are used under this part to im-
12 prove equitable access to teachers for low-income
13 and minority students, consistent with section
14 1111(g)(1)(B), a description of how funds have been
15 used to improve such access;

16 “(3) for a State that implements a teacher,
17 principal, or other school leader evaluation and sup-
18 port system, consistent with section
19 2101(e)(4)(B)(ii), using funds under this part, the
20 evaluation results of teachers, principals, or other
21 school leaders, except that such information shall
22 not provide personally identifiable information on in-
23 dividual teachers, principals, or other school leaders;
24 and

25 “(4) where available, the annual retention rates
26 of effective and ineffective teachers, principals, or

1 other school leaders, using any methods or criteria
2 the State has or develops under section
3 1111(g)(2)(A), except that nothing in this para-
4 graph shall be construed to require any State edu-
5 cational agency or local educational agency to collect
6 and report any data the State educational agency or
7 local educational agency is not collecting or report-
8 ing as of the day before the date of enactment of the
9 Every Student Succeeds Act.

10 “(b) LOCAL EDUCATIONAL AGENCY REPORT.—Each
11 local educational agency receiving funds under this part
12 shall submit to the State educational agency such informa-
13 tion as the State requires, which shall include the informa-
14 tion described in subsection (a) for the local educational
15 agency.

16 “(c) AVAILABILITY.—The reports and information
17 provided under subsections (a) and (b) shall be made read-
18 ily available to the public.

19 “(d) LIMITATION.—The reports and information pro-
20 vided under subsections (a) and (b) shall not reveal per-
21 sonally identifiable information about any individual.

22 “PART B—NATIONAL ACTIVITIES

23 “SEC. 2201. RESERVATIONS.

24 “From the amounts appropriated under section
25 2003(b) for a fiscal year, the Secretary shall reserve—

1 based compensation systems or human capital man-
2 agement systems for teachers, principals, or other
3 school leaders (especially for teachers, principals, or
4 other school leaders in high-need schools) who raise
5 student academic achievement and close the achieve-
6 ment gap between high- and low-performing stu-
7 dents; and

8 “(2) to study and review performance-based
9 compensation systems or human capital manage-
10 ment systems for teachers, principals, or other
11 school leaders to evaluate the effectiveness, fairness,
12 quality, consistency, and reliability of the systems.

13 “(b) DEFINITIONS.—In this subpart:

14 “(1) ELIGIBLE ENTITY.—The term ‘eligible en-
15 tity’ means—

16 “(A) a local educational agency, including
17 a charter school that is a local educational
18 agency, or a consortium of local educational
19 agencies;

20 “(B) a State educational agency or other
21 State agency designated by the chief executive
22 of a State to participate under this subpart;

23 “(C) the Bureau of Indian Education; or

24 “(D) a partnership consisting of—

1 “(i) 1 or more agencies described in
2 subparagraph (A), (B), or (C); and

3 “(ii) at least 1 nonprofit or for-profit
4 entity.

5 “(2) HIGH-NEED SCHOOL.—The term ‘high-
6 need school’ means a public elementary school or
7 secondary school that is located in an area in which
8 the percentage of students from families with in-
9 comes below the poverty line is 30 percent or more.

10 “(3) HUMAN CAPITAL MANAGEMENT SYSTEM.—
11 The term ‘human capital management system’
12 means a system—

13 “(A) by which a local educational agency
14 makes and implements human capital decisions,
15 such as decisions on preparation, recruitment,
16 hiring, placement, retention, dismissal, com-
17 pensation, professional development, tenure,
18 and promotion; and

19 “(B) that includes a performance-based
20 compensation system.

21 “(4) PERFORMANCE-BASED COMPENSATION
22 SYSTEM.—The term ‘performance-based compensa-
23 tion system’ means a system of compensation for
24 teachers, principals, or other school leaders—

1 “(A) that differentiates levels of compensa-
2 tion based in part on measurable increases in
3 student academic achievement; and

4 “(B) which may include—

5 “(i) differentiated levels of compensa-
6 tion, which may include bonus pay, on the
7 basis of the employment responsibilities
8 and success of effective teachers, prin-
9 cipals, or other school leaders in hard-to-
10 staff schools or high-need subject areas;
11 and

12 “(ii) recognition of the skills and
13 knowledge of teachers, principals, or other
14 school leaders as demonstrated through—

15 “(I) successful fulfillment of ad-
16 ditional responsibilities or job func-
17 tions, such as teacher leadership roles;
18 and

19 “(II) evidence of professional
20 achievement and mastery of content
21 knowledge and superior teaching and
22 leadership skills.

1 **“SEC. 2212. TEACHER AND SCHOOL LEADER INCENTIVE**
2 **FUND GRANTS.**

3 “(a) GRANTS AUTHORIZED.—From the amounts re-
4 served by the Secretary under section 2201(1), the Sec-
5 retary shall award grants, on a competitive basis, to eligi-
6 ble entities to enable the eligible entities to develop, imple-
7 ment, improve, or expand performance-based compensa-
8 tion systems or human capital management systems, in
9 schools served by the eligible entity.

10 “(b) DURATION OF GRANTS.—

11 “(1) IN GENERAL.—A grant awarded under
12 this subpart shall be for a period of not more than
13 3 years.

14 “(2) RENEWAL.—The Secretary may renew a
15 grant awarded under this subpart for a period of not
16 more than 2 years if the grantee demonstrates to
17 the Secretary that the grantee is effectively using
18 funds. Such renewal may include allowing the grant-
19 ee to scale up or replicate the successful program.

20 “(3) LIMITATION.—A local educational agency
21 may receive (whether individually or as part of a
22 consortium or partnership) a grant under this sub-
23 part, as amended by the Every Student Succeeds
24 Act, only twice.

25 “(c) APPLICATIONS.—An eligible entity desiring a
26 grant under this subpart shall submit an application to

1 the Secretary at such time and in such manner as the
2 Secretary may reasonably require. The application shall
3 include—

4 “(1) a description of the performance-based
5 compensation system or human capital management
6 system that the eligible entity proposes to develop,
7 implement, improve, or expand through the grant;

8 “(2) a description of the most significant gaps
9 or insufficiencies in student access to effective teach-
10 ers, principals, or other school leaders in high-need
11 schools, including gaps or inequities in how effective
12 teachers, principals, or other school leaders are dis-
13 tributed across the local educational agency, as iden-
14 tified using factors such as data on school resources,
15 staffing patterns, school environment, educator sup-
16 port systems, and other school-level factors;

17 “(3) a description and evidence of the support
18 and commitment from teachers, principals, or other
19 school leaders, which may include charter school
20 leaders, in the school (including organizations rep-
21 resenting teachers, principals, or other school lead-
22 ers), the community, and the local educational agen-
23 cy to the activities proposed under the grant;

24 “(4) a description of how the eligible entity will
25 develop and implement a fair, rigorous, valid, reli-

1 able, and objective process to evaluate teacher, prin-
2 cipal, or other school leader performance under the
3 system that is based in part on measures of student
4 academic achievement, including the baseline per-
5 formance against which evaluations of improved per-
6 formance will be made;

7 “(5) a description of the local educational agen-
8 cies or schools to be served under the grant, includ-
9 ing such student academic achievement, demo-
10 graphic, and socioeconomic information as the Sec-
11 retary may request;

12 “(6) a description of the effectiveness of teach-
13 ers, principals, or other school leaders in the local
14 educational agency and the schools to be served
15 under the grant and the extent to which the system
16 will increase the effectiveness of teachers, principals,
17 or other school leaders in such schools;

18 “(7) a description of how the eligible entity will
19 use grant funds under this subpart in each year of
20 the grant, including a timeline for implementation of
21 such activities;

22 “(8) a description of how the eligible entity will
23 continue the activities assisted under the grant after
24 the grant period ends;

1 “(9) a description of the State, local, or other
2 public or private funds that will be used to supple-
3 ment the grant, including funds under part A, and
4 sustain the activities assisted under the grant after
5 the end of the grant period;

6 “(10) a description of—

7 “(A) the rationale for the project;

8 “(B) how the proposed activities are evi-
9 dence-based; and

10 “(C) if applicable, the prior experience of
11 the eligible entity in developing and imple-
12 menting such activities; and

13 “(11) a description of how activities funded
14 under this subpart will be evaluated, monitored, and
15 publically reported.

16 “(d) AWARD BASIS.—

17 “(1) PRIORITY.—In awarding a grant under
18 this subpart, the Secretary shall give priority to an
19 eligible entity that concentrates the activities pro-
20 posed to be assisted under the grant on teachers,
21 principals, or other school leaders serving in high-
22 need schools.

23 “(2) EQUITABLE DISTRIBUTION.—To the ex-
24 tent practicable, the Secretary shall ensure an equi-
25 table geographic distribution of grants under this

1 subpart, including the distribution of such grants be-
2 tween rural and urban areas.

3 “(e) USE OF FUNDS.—

4 “(1) IN GENERAL.—An eligible entity that re-
5 ceives a grant under this subpart shall use the grant
6 funds to develop, implement, improve, or expand, in
7 collaboration with teachers, principals, other school
8 leaders, and members of the public, a performance-
9 based compensation system or human capital man-
10 agement system consistent with this subpart.

11 “(2) AUTHORIZED ACTIVITIES.—Grant funds
12 under this subpart may be used for one or more of
13 the following:

14 “(A) Developing or improving an evalua-
15 tion and support system, including as part of a
16 human capital management system as applica-
17 ble, that—

18 “(i) reflects clear and fair measures of
19 teacher, principal, or other school leader
20 performance, based in part on dem-
21 onstrated improvement in student aca-
22 demic achievement; and

23 “(ii) provides teachers, principals, or
24 other school leaders with ongoing, differen-
25 tiated, targeted, and personalized support

1 and feedback for improvement, including
2 professional development opportunities de-
3 signed to increase effectiveness.

4 “(B) Conducting outreach within a local
5 educational agency or a State to gain input on
6 how to construct an evaluation and support sys-
7 tem described in subparagraph (A) and to de-
8 velop support for the evaluation and support
9 system, including by training appropriate per-
10 sonnel in how to observe and evaluate teachers,
11 principals, or other school leaders.

12 “(C) Providing principals or other school
13 leaders with—

14 “(i) balanced autonomy to make
15 budgeting, scheduling, and other school-
16 level decisions in a manner that meets the
17 needs of the school without compromising
18 the intent or essential components of the
19 policies of the local educational agency or
20 State; and

21 “(ii) authority to make staffing deci-
22 sions that meet the needs of the school,
23 such as building an instructional leader-
24 ship team that includes teacher leaders or
25 offering opportunities for teams or pairs of

1 effective teachers or candidates to teach or
2 start teaching in high-need schools to-
3 gether.

4 “(D) Implementing, as part of a com-
5 prehensive performance-based compensation
6 system, a differentiated salary structure, which
7 may include bonuses and stipends, to—

8 “(i) teachers who—

9 “(I) teach in—

10 “(aa) high-need schools; or

11 “(bb) high-need subjects;

12 “(II) raise student academic
13 achievement; or

14 “(III) take on additional leader-
15 ship responsibilities; or

16 “(ii) principals or other school leaders
17 who serve in high-need schools and raise
18 student academic achievement in the
19 schools.

20 “(E) Improving the local educational agen-
21 cy’s system and process for the recruitment, se-
22 lection, placement, and retention of effective
23 teachers, principals, or other school leaders in
24 high-need schools, such as by improving local
25 educational agency policies and procedures to

1 ensure that high-need schools are competitive
2 and timely in—

3 “(i) attracting, hiring, and retaining
4 effective educators;

5 “(ii) offering bonuses or higher sala-
6 ries to effective educators; or

7 “(iii) establishing or strengthening
8 school leader residency programs and
9 teacher residency programs.

10 “(F) Instituting career advancement op-
11 portunities characterized by increased responsi-
12 bility and pay that reward and recognize effec-
13 tive teachers, principals, or other school leaders
14 in high-need schools and enable them to expand
15 their leadership and results, such as through
16 teacher-led professional development, men-
17 toring, coaching, hybrid roles, administrative
18 duties, and career ladders.

19 “(f) MATCHING REQUIREMENT.—Each eligible entity
20 that receives a grant under this subpart shall provide,
21 from non-Federal sources, an amount equal to 50 percent
22 of the amount of the grant (which may be provided in cash
23 or in kind) to carry out the activities supported by the
24 grant.

1 “(g) SUPPLEMENT, NOT SUPPLANT.—Grant funds
2 provided under this subpart shall be used to supplement,
3 not supplant, other Federal or State funds available to
4 carry out activities described in this subpart.

5 **“SEC. 2213. REPORTS.**

6 “(a) ACTIVITIES SUMMARY.—Each eligible entity re-
7 ceiving a grant under this subpart shall provide to the Sec-
8 retary a summary of the activities assisted under the
9 grant.

10 “(b) REPORT.—The Secretary shall provide to Con-
11 gress an annual report on the implementation of the pro-
12 gram carried out under this subpart, including—

13 “(1) information on eligible entities that re-
14 ceived grant funds under this subpart, including—

15 “(A) information provided by eligible enti-
16 ties to the Secretary in the applications sub-
17 mitted under section 2212(c);

18 “(B) the summaries received under sub-
19 section (a); and

20 “(C) grant award amounts; and

21 “(2) student academic achievement and, as ap-
22 plicable, growth data from the schools participating
23 in the programs supported under the grant.

24 “(c) EVALUATION AND TECHNICAL ASSISTANCE.—

1 “(1) RESERVATION OF FUNDS.—Of the total
2 amount reserved for this subpart for a fiscal year,
3 the Secretary may reserve for such fiscal year not
4 more than 1 percent for the cost of the evaluation
5 under paragraph (2) and for technical assistance in
6 carrying out this subpart.

7 “(2) EVALUATION.—From amounts reserved
8 under paragraph (1), the Secretary, acting through
9 the Director of the Institute of Education Sciences,
10 shall carry out an independent evaluation to meas-
11 ure the effectiveness of the program assisted under
12 this subpart.

13 “(3) CONTENTS.—The evaluation under para-
14 graph (2) shall measure—

15 “(A) the effectiveness of the program in
16 improving student academic achievement;

17 “(B) the satisfaction of the participating
18 teachers, principals, or other school leaders; and

19 “(C) the extent to which the program as-
20 sisted the eligible entities in recruiting and re-
21 taining high-quality teachers, principals, or
22 other school leaders, especially in high-need
23 subject areas.

1 **“Subpart 2—Literacy Education for All, Results for**
2 **the Nation**

3 **“SEC. 2221. PURPOSES; DEFINITIONS.**

4 “(a) PURPOSES.—The purposes of this subpart are—

5 “(1) to improve student academic achievement
6 in reading and writing by providing Federal support
7 to States to develop, revise, or update comprehensive
8 literacy instruction plans that, when implemented,
9 ensure high-quality instruction and effective strate-
10 gies in reading and writing from early education
11 through grade 12; and

12 “(2) for States to provide targeted subgrants to
13 early childhood education programs and local edu-
14 cational agencies and their public or private partners
15 to implement evidence-based programs that ensure
16 high-quality comprehensive literacy instruction for
17 students most in need.

18 “(b) DEFINITIONS.—In this subpart:

19 “(1) COMPREHENSIVE LITERACY INSTRUCC-
20 TION.—The term ‘comprehensive literacy instruc-
21 tion’ means instruction that—

22 “(A) includes developmentally appropriate,
23 contextually explicit, and systematic instruction,
24 and frequent practice, in reading and writing
25 across content areas;

1 “(B) includes age-appropriate, explicit, sys-
2 tematic, and intentional instruction in phono-
3 logical awareness, phonic decoding, vocabulary,
4 language structure, reading fluency, and read-
5 ing comprehension;

6 “(C) includes age-appropriate, explicit in-
7 struction in writing, including opportunities for
8 children to write with clear purposes, with crit-
9 ical reasoning appropriate to the topic and pur-
10 pose, and with specific instruction and feedback
11 from instructional staff;

12 “(D) makes available and uses diverse,
13 high-quality print materials that reflect the
14 reading and development levels, and interests,
15 of children;

16 “(E) uses differentiated instructional ap-
17 proaches, including individual and small group
18 instruction and discussion;

19 “(F) provides opportunities for children to
20 use language with peers and adults in order to
21 develop language skills, including developing vo-
22 cabulary;

23 “(G) includes frequent practice of reading
24 and writing strategies;

1 “(H) uses age-appropriate, valid, and reli-
2 able screening assessments, diagnostic assess-
3 ments, formative assessment processes, and
4 summative assessments to identify a child’s
5 learning needs, to inform instruction, and to
6 monitor the child’s progress and the effects of
7 instruction;

8 “(I) uses strategies to enhance children’s
9 motivation to read and write and children’s en-
10 gagement in self-directed learning;

11 “(J) incorporates the principles of uni-
12 versal design for learning;

13 “(K) depends on teachers’ collaboration in
14 planning, instruction, and assessing a child’s
15 progress and on continuous professional learn-
16 ing; and

17 “(L) links literacy instruction to the chal-
18 lenging State academic standards, including the
19 ability to navigate, understand, and write
20 about, complex print and digital subject matter.

21 “(2) ELIGIBLE ENTITY.—The term ‘eligible en-
22 tity’ means an entity that consists of—

23 “(A) one or more local educational agen-
24 cies that serve a high percentage of high-need
25 schools and—

1 “(i) have the highest number or pro-
2 portion of children who are counted under
3 section 1124(c), in comparison to other
4 local educational agencies in the State;

5 “(ii) are among the local educational
6 agencies in the State with the highest
7 number or percentages of children reading
8 or writing below grade level, based on the
9 most currently available State academic as-
10 sessment data under section 1111(b)(2); or

11 “(iii) serve a significant number or
12 percentage of schools that are imple-
13 menting comprehensive support and im-
14 provement activities and targeted support
15 and improvement activities under section
16 1111(d);

17 “(B) one or more early childhood edu-
18 cation programs serving low-income or other-
19 wise disadvantaged children, which may include
20 home-based literacy programs for preschool-
21 aged children, that have a demonstrated record
22 of providing comprehensive literacy instruction
23 for the age group such program proposes to
24 serve; or

1 “(C) a local educational agency, described
2 in subparagraph (A), or consortium of such
3 local educational agencies, or an early childhood
4 education program, which may include home-
5 based literacy programs for preschool-aged chil-
6 dren, acting in partnership with 1 or more pub-
7 lic or private nonprofit organizations or agen-
8 cies (which may include early childhood edu-
9 cation programs) that have a demonstrated
10 record of effectiveness in—

11 “(i) improving literacy achievement of
12 children, consistent with the purposes of
13 participation under this subpart, from
14 birth through grade 12; and

15 “(ii) providing professional develop-
16 ment in comprehensive literacy instruction.

17 “(3) HIGH-NEED SCHOOL.—

18 “(A) IN GENERAL.—The term ‘high-need
19 school’ means—

20 “(i) an elementary school or middle
21 school in which not less than 50 percent of
22 the enrolled students are children from
23 low-income families; or

24 “(ii) a high school in which not less
25 than 40 percent of the enrolled students

1 are children from low-income families,
2 which may be calculated using comparable
3 data from the schools that feed into the
4 high school.

5 “(B) LOW-INCOME FAMILY.—For purposes
6 of subparagraph (A), the term ‘low-income fam-
7 ily’ means a family—

8 “(i) in which the children are eligible
9 for a free or reduced-price lunch under the
10 Richard B. Russell National School Lunch
11 Act (42 U.S.C. 1751 et seq.);

12 “(ii) receiving assistance under the
13 program of block grants to States for tem-
14 porary assistance for needy families estab-
15 lished under part A of title IV of the So-
16 cial Security Act (42 U.S.C. 601 et seq.);
17 or

18 “(iii) in which the children are eligible
19 to receive medical assistance under the
20 Medicaid program under title XIX of the
21 Social Security Act (42 U.S.C. 1396 et
22 seq.).

1 **“SEC. 2222. COMPREHENSIVE LITERACY STATE DEVELOP-**
2 **MENT GRANTS.**

3 “(a) GRANTS AUTHORIZED.—From the amounts re-
4 served by the Secretary under section 2201(2) and not re-
5 served under subsection (b), the Secretary shall award
6 grants, on a competitive basis, to State educational agen-
7 cies to enable the State educational agencies to—

8 “(1) provide subgrants to eligible entities serv-
9 ing a diversity of geographic areas, giving priority to
10 entities serving greater numbers or percentages of
11 children from low-income families; and

12 “(2) develop or enhance comprehensive literacy
13 instruction plans that ensure high-quality instruction
14 and effective strategies in reading and writing for
15 children from early childhood education through
16 grade 12, including English learners and children
17 with disabilities.

18 “(b) RESERVATION.—From the amounts reserved to
19 carry out this subpart for a fiscal year, the Secretary shall
20 reserve—

21 “(1) not more than a total of 5 percent for na-
22 tional activities, including a national evaluation,
23 technical assistance and training, data collection,
24 and reporting;

25 “(2) one half of 1 percent for the Secretary of
26 the Interior to carry out a program described in this

1 subpart at schools operated or funded by the Bureau
2 of Indian Education; and

3 “(3) one half of 1 percent for the outlying areas
4 to carry out a program under this subpart.

5 “(c) DURATION OF GRANTS.—A grant awarded
6 under this subpart shall be for a period of not more than
7 5 years total. Such grant may be renewed for an additional
8 2-year period upon the termination of the initial period
9 of the grant if the grant recipient demonstrates to the sat-
10 isfaction of the Secretary that—

11 “(1) the State has made adequate progress; and

12 “(2) renewing the grant for an additional 2-
13 year period is necessary to carry out the objectives
14 of the grant described in subsection (d).

15 “(d) STATE APPLICATIONS.—

16 “(1) IN GENERAL.—A State educational agency
17 desiring a grant under this subpart shall submit an
18 application to the Secretary, at such time and in
19 such manner as the Secretary may require. The
20 State educational agency shall collaborate with the
21 State agency responsible for administering early
22 childhood education programs and the State agency
23 responsible for administering child care programs in
24 the State in writing and implementing the early

1 childhood education portion of the grant application
2 under this subsection.

3 “(2) CONTENTS.—An application described in
4 paragraph (1) shall include, at a minimum, the fol-
5 lowing:

6 “(A) A needs assessment that analyzes lit-
7 eracy needs across the State and in high-need
8 schools and local educational agencies that
9 serve high-need schools, including identifying
10 the most significant gaps in literacy proficiency
11 and inequities in student access to effective
12 teachers of literacy, considering each of the sub-
13 groups of students, as defined in section
14 1111(c)(2).

15 “(B) A description of how the State edu-
16 cational agency, in collaboration with the State
17 literacy team, if applicable, will develop a State
18 comprehensive literacy instruction plan or will
19 revise and update an already existing State
20 comprehensive literacy instruction plan.

21 “(C) An implementation plan that includes
22 a description of how the State educational agen-
23 cy will carry out the State activities described
24 in subsection (f).

1 “(D) An assurance that the State edu-
2 cational agency will use implementation grant
3 funds described in subsection (f)(1) for com-
4 prehensive literacy instruction programs as fol-
5 lows:

6 “(i) Not less than 15 percent of such
7 grant funds shall be used for State and
8 local programs and activities pertaining to
9 children from birth through kindergarten
10 entry.

11 “(ii) Not less than 40 percent of such
12 grant funds shall be used for State and
13 local programs and activities, allocated eq-
14 uitably among the grades of kindergarten
15 through grade 5.

16 “(iii) Not less than 40 percent of such
17 grant funds shall be used for State and
18 local programs and activities, allocated eq-
19 uitably among grades 6 through 12.

20 “(E) An assurance that the State edu-
21 cational agency will give priority in awarding a
22 subgrant under section 2223 to an eligible enti-
23 ty that—

24 “(i) serves children from birth
25 through age 5 who are from families with

1 income levels at or below 200 percent of
2 the Federal poverty line; or

3 “(ii) is a local educational agency
4 serving a high number or percentage of
5 high-need schools.

6 “(e) PRIORITY.—In awarding grants under this sec-
7 tion, the Secretary shall give priority to State educational
8 agencies that will use the grant funds for evidence-based
9 activities, defined for the purpose of this subsection as ac-
10 tivities meeting the requirements of section
11 8101(21)(A)(i).

12 “(f) STATE ACTIVITIES.—

13 “(1) IN GENERAL.—A State educational agency
14 receiving a grant under this section shall use not
15 less than 95 percent of such grant funds to award
16 subgrants to eligible entities, based on their needs
17 assessment and a competitive application process.

18 “(2) RESERVATION.—A State educational agen-
19 cy receiving a grant under this section may reserve
20 not more than 5 percent for activities identified
21 through the needs assessment and comprehensive lit-
22 eracy plan described in subparagraphs (A) and (B)
23 of subsection (d)(2), including the following activi-
24 ties:

1 “(A) Providing technical assistance, or en-
2 gaging qualified providers to provide technical
3 assistance, to eligible entities to enable the eligi-
4 ble entities to design and implement literacy
5 programs.

6 “(B) Coordinating with institutions of
7 higher education in the State to provide rec-
8 ommendations to strengthen and enhance pre-
9 service courses for students preparing to teach
10 children from birth through grade 12 in ex-
11 plicit, systematic, and intensive instruction in
12 evidence-based literacy methods.

13 “(C) Reviewing and updating, in collabora-
14 tion with teachers and institutions of higher
15 education, State licensure or certification stand-
16 ards in the area of literacy instruction in early
17 education through grade 12.

18 “(D) Making publicly available, including
19 on the State educational agency’s website, in-
20 formation on promising instructional practices
21 to improve child literacy achievement.

22 “(E) Administering and monitoring the
23 implementation of subgrants by eligible entities.

24 “(3) ADDITIONAL USES.—After carrying out
25 the activities described in paragraphs (1) and (2), a

1 State educational agency may use any remaining
2 amount to carry out 1 or more of the following ac-
3 tivities:

4 “(A) Developing literacy coach training
5 programs and training literacy coaches.

6 “(B) Administration and evaluation of ac-
7 tivities carried out under this subpart.

8 **“SEC. 2223. SUBGRANTS TO ELIGIBLE ENTITIES IN SUP-
9 PORT OF BIRTH THROUGH KINDERGARTEN
10 ENTRY LITERACY.**

11 “(a) SUBGRANTS.—

12 “(1) IN GENERAL.—A State educational agency
13 receiving a grant under this subpart shall, in con-
14 sultation with the State agencies responsible for ad-
15 ministering early childhood education programs and
16 services, including the State agency responsible for
17 administering child care programs, and, if applica-
18 ble, the State Advisory Council on Early Childhood
19 Education and Care designated or established pursu-
20 ant to section 642B(b)(1)(A)(i) of the Head Start
21 Act (42 U.S.C. 9837b(b)(1)(A)(i)), use a portion of
22 the grant funds, in accordance with section
23 2222(d)(2)(D)(i), to award subgrants, on a competi-
24 tive basis, to eligible entities to enable the eligible
25 entities to support high-quality early literacy initia-

1 tives for children from birth through kindergarten
2 entry.

3 “(2) DURATION.—The term of a subgrant
4 under this section shall be determined by the State
5 educational agency awarding the subgrant and shall
6 in no case exceed 5 years.

7 “(3) SUFFICIENT SIZE AND SCOPE.—Each
8 subgrant awarded under this section shall be of suf-
9 ficient size and scope to allow the eligible entity to
10 carry out high-quality early literacy initiatives for
11 children from birth through kindergarten entry.

12 “(b) LOCAL APPLICATIONS.—An eligible entity desir-
13 ing to receive a subgrant under this section shall submit
14 an application to the State educational agency, at such
15 time, in such manner, and containing such information as
16 the State educational agency may require. Such applica-
17 tion shall include a description of—

18 “(1) how the subgrant funds will be used to en-
19 hance the language and literacy development and
20 school readiness of children, from birth through kin-
21 dergarten entry, in early childhood education pro-
22 grams, which shall include an analysis of data that
23 support the proposed use of subgrant funds;

24 “(2) how the subgrant funds will be used to
25 prepare and provide ongoing assistance to staff in

1 the programs, including through high-quality profes-
2 sional development;

3 “(3) how the activities assisted under the
4 subgrant will be coordinated with comprehensive lit-
5 eracy instruction at the kindergarten through grade
6 12 levels; and

7 “(4) how the subgrant funds will be used to
8 evaluate the success of the activities assisted under
9 the subgrant in enhancing the early language and
10 literacy development of children from birth through
11 kindergarten entry.

12 “(c) PRIORITY.—In awarding grants under this sec-
13 tion, the State educational agency shall give priority to
14 an eligible entity that will use the grant funds to imple-
15 ment evidence-based activities, defined for the purpose of
16 this subsection as activities meeting the requirements of
17 section 8101(21)(A)(i).

18 “(d) LOCAL USES OF FUNDS.—An eligible entity
19 that receives a subgrant under this section shall use the
20 subgrant funds, consistent with the entity’s approved ap-
21 plication under subsection (b), to—

22 “(1) carry out high-quality professional develop-
23 ment opportunities for early childhood educators,
24 teachers, principals, other school leaders, paraprofes-

1 sionals, specialized instructional support personnel,
2 and instructional leaders;

3 “(2) train providers and personnel to develop
4 and administer evidence-based early childhood edu-
5 cation literacy initiatives; and

6 “(3) coordinate the involvement of families,
7 early childhood education program staff, principals,
8 other school leaders, specialized instructional sup-
9 port personnel (as appropriate), and teachers in lit-
10 eracy development of children served under the
11 subgrant.

12 **“SEC. 2224. SUBGRANTS TO ELIGIBLE ENTITIES IN SUP-**
13 **PORT OF KINDERGARTEN THROUGH GRADE**
14 **12 LITERACY.**

15 “(a) SUBGRANTS TO ELIGIBLE ENTITIES.—

16 “(1) SUBGRANTS.—A State educational agency
17 receiving a grant under this subpart shall use a por-
18 tion of the grant funds, in accordance with clauses
19 (ii) and (iii) of section 2222(d)(2)(D), to award sub-
20 grants, on a competitive basis, to eligible entities to
21 enable the eligible entities to carry out the author-
22 ized activities described in subsections (c) and (d).

23 “(2) DURATION.—The term of a subgrant
24 under this section shall be determined by the State

1 educational agency awarding the subgrant and shall
2 in no case exceed 5 years.

3 “(3) SUFFICIENT SIZE AND SCOPE.—A State
4 educational agency shall award subgrants under this
5 section of sufficient size and scope to allow the eligi-
6 ble entities to carry out high-quality comprehensive
7 literacy instruction in each grade level for which the
8 subgrant funds are provided.

9 “(4) LOCAL APPLICATIONS.—An eligible entity
10 desiring to receive a subgrant under this section
11 shall submit an application to the State educational
12 agency at such time, in such manner, and containing
13 such information as the State educational agency
14 may require. Such application shall include, for each
15 school that the eligible entity identifies as partici-
16 pating in a subgrant program under this section, the
17 following information:

18 “(A) A description of the eligible entity’s
19 needs assessment conducted to identify how
20 subgrant funds will be used to inform and im-
21 prove comprehensive literacy instruction at the
22 school.

23 “(B) How the school, the local educational
24 agency, or a provider of high-quality profes-
25 sional development will provide ongoing high-

1 quality professional development to all teachers,
2 principals, other school leaders, specialized in-
3 structional support personnel (as appropriate),
4 and other instructional leaders served by the
5 school.

6 “(C) How the school will identify children
7 in need of literacy interventions or other sup-
8 port services.

9 “(D) An explanation of how the school will
10 integrate comprehensive literacy instruction into
11 a well-rounded education.

12 “(E) A description of how the school will
13 coordinate comprehensive literacy instruction
14 with early childhood education programs and
15 activities and after-school programs and activi-
16 ties in the area served by the local educational
17 agency.

18 “(b) PRIORITY.—In awarding grants under this sec-
19 tion, the State educational agency shall give priority to
20 an eligible entity that will use funds under subsection (c)
21 or (d) to implement evidence-based activities, defined for
22 the purpose of this subsection as activities meeting the re-
23 quirements of section 8101(21)(A)(i).

24 “(c) LOCAL USES OF FUNDS FOR KINDERGARTEN
25 THROUGH GRADE 5.—An eligible entity that receives a

1 subgrant under this section shall use the subgrant funds
2 to carry out the following activities pertaining to children
3 in kindergarten through grade 5:

4 “(1) Developing and implementing a com-
5 prehensive literacy instruction plan across content
6 areas for such children that—

7 “(A) serves the needs of all children, in-
8 cluding children with disabilities and English
9 learners, especially children who are reading or
10 writing below grade level;

11 “(B) provides intensive, supplemental, ac-
12 celerated, and explicit intervention and support
13 in reading and writing for children whose lit-
14 eracy skills are below grade level; and

15 “(C) supports activities that are provided
16 primarily during the regular school day but that
17 may be augmented by after-school and out-of-
18 school time instruction.

19 “(2) Providing high-quality professional devel-
20 opment opportunities for teachers, literacy coaches,
21 literacy specialists, English as a second language
22 specialists (as appropriate), principals, other school
23 leaders, specialized instructional support personnel,
24 school librarians, paraprofessionals, and other pro-
25 gram staff.

1 “(3) Training principals, specialized instruc-
2 tional support personnel, and other local educational
3 agency personnel to support, develop, administer,
4 and evaluate high-quality kindergarten through
5 grade 5 literacy initiatives.

6 “(4) Coordinating the involvement of early
7 childhood education program staff, principals, other
8 instructional leaders, teachers, teacher literacy
9 teams, English as a second language specialists (as
10 appropriate), special educators, school personnel,
11 and specialized instructional support personnel (as
12 appropriate) in the literacy development of children
13 served under this subsection.

14 “(5) Engaging families and encouraging family
15 literacy experiences and practices to support literacy
16 development.

17 “(d) LOCAL USES OF FUNDS FOR GRADES 6
18 THROUGH 12.—An eligible entity that receives a subgrant
19 under this section shall use subgrant funds to carry out
20 the following activities pertaining to children in grades 6
21 through 12:

22 “(1) Developing and implementing a com-
23 prehensive literacy instruction plan described in sub-
24 section (c)(1) for children in grades 6 through 12.

1 “(2) Training principals, specialized instruc-
2 tional support personnel, school librarians, and other
3 local educational agency personnel to support, de-
4 velop, administer, and evaluate high-quality com-
5 prehensive literacy instruction initiatives for grades
6 6 through 12.

7 “(3) Assessing the quality of adolescent com-
8 prehensive literacy instruction as part of a well-
9 rounded education.

10 “(4) Providing time for teachers to meet to
11 plan evidence-based adolescent comprehensive lit-
12 eracy instruction to be delivered as part of a well-
13 rounded education.

14 “(5) Coordinating the involvement of principals,
15 other instructional leaders, teachers, teacher literacy
16 teams, English as a second language specialists (as
17 appropriate), paraprofessionals, special educators,
18 specialized instructional support personnel (as ap-
19 propriate), and school personnel in the literacy de-
20 velopment of children served under this subsection.

21 “(e) ALLOWABLE USES.—An eligible entity that re-
22 ceives a subgrant under this section may, in addition to
23 carrying out the activities described in subsections (c) and
24 (d), use subgrant funds to carry out the following activi-

1 ties pertaining to children in kindergarten through grade
2 12:

3 “(1) Recruiting, placing, training, and compen-
4 sating literacy coaches.

5 “(2) Connecting out-of-school learning opportu-
6 nities to in-school learning in order to improve chil-
7 dren’s literacy achievement.

8 “(3) Training families and caregivers to sup-
9 port the improvement of adolescent literacy.

10 “(4) Providing for a multi-tier system of sup-
11 ports for literacy services.

12 “(5) Forming a school literacy leadership team
13 to help implement, assess, and identify necessary
14 changes to the literacy initiatives in 1 or more
15 schools to ensure success.

16 “(6) Providing time for teachers (and other lit-
17 eracy staff, as appropriate, such as school librarians
18 or specialized instructional support personnel) to
19 meet to plan comprehensive literacy instruction.

20 **“SEC. 2225. NATIONAL EVALUATION AND INFORMATION**
21 **DISSEMINATION.**

22 “(a) NATIONAL EVALUATION.—From funds reserved
23 under section 2222(b)(1), the Director of the Institute of
24 Education Sciences shall conduct a national evaluation of
25 the grant and subgrant programs assisted under this sub-

1 part. Such evaluation shall include high-quality research
2 that applies rigorous and systematic procedures to obtain
3 valid knowledge relevant to the implementation and effect
4 of the programs and shall directly coordinate with indi-
5 vidual State evaluations of the programs' implementation
6 and impact.

7 “(b) PROGRAM IMPROVEMENT.—The Secretary
8 shall—

9 “(1) provide the findings of the evaluation con-
10 ducted under this section to State educational agen-
11 cies and subgrant recipients for use in program im-
12 provement;

13 “(2) make such findings publicly available, in-
14 cluding on the websites of the Department and the
15 Institute of Education Sciences;

16 “(3) submit such findings to the Committee on
17 Health, Education, Labor, and Pensions of the Sen-
18 ate and the Committee on Education and the Work-
19 force of the House of Representatives; and

20 “(4) make publicly available, in a manner con-
21 sistent with paragraph (2), best practices for imple-
22 menting evidence-based activities under this subpart,
23 including evidence-based activities, defined for the
24 purpose of this paragraph as activities meeting the
25 requirements of section 8101(21)(A)(i).

1 **“SEC. 2226. INNOVATIVE APPROACHES TO LITERACY.**

2 “(a) IN GENERAL.—From amounts reserved under
3 section 2201(2), the Secretary may award grants, con-
4 tracts, or cooperative agreements, on a competitive basis,
5 to eligible entities for the purposes of promoting literacy
6 programs that support the development of literacy skills
7 in low-income communities, including—

8 “(1) developing and enhancing effective school
9 library programs, which may include providing pro-
10 fessional development for school librarians, books,
11 and up-to-date materials to high-need schools;

12 “(2) early literacy services, including pediatric
13 literacy programs through which, during well-child
14 visits, medical providers trained in research-based
15 methods of early language and literacy promotion
16 provide developmentally appropriate books and rec-
17 ommendations to parents to encourage them to read
18 aloud to their children starting in infancy; and

19 “(3) programs that provide high-quality books
20 on a regular basis to children and adolescents from
21 low-income communities to increase reading motiva-
22 tion, performance, and frequency.

23 “(b) DEFINITIONS.—In this section:

24 “(1) ELIGIBLE ENTITY.—The term ‘eligible en-
25 tity’ means—

1 “(A) a local educational agency in which
2 20 percent or more of the students served by
3 the local educational agency are from families
4 with an income below the poverty line;

5 “(B) a consortium of such local edu-
6 cational agencies;

7 “(C) the Bureau of Indian Education; or

8 “(D) an eligible national nonprofit organi-
9 zation.

10 “(2) ELIGIBLE NATIONAL NONPROFIT ORGANI-
11 ZATION.—The term ‘eligible national nonprofit orga-
12 nization’ means an organization of national scope
13 that—

14 “(A) is supported by staff, which may in-
15 clude volunteers, or affiliates at the State and
16 local levels; and

17 “(B) demonstrates effectiveness or high-
18 quality plans for addressing childhood literacy
19 activities for the population targeted by the
20 grant.

21 **“Subpart 3—American History and Civics Education**

22 **“SEC. 2231. PROGRAM AUTHORIZED.**

23 “(a) IN GENERAL.—From the amount reserved by
24 the Secretary under section 2201(3), the Secretary is au-

1 thORIZED to carry out an American history and civics edu-
2 cation program to improve—

3 “(1) the quality of American history, civics, and
4 government education by educating students about
5 the history and principles of the Constitution of the
6 United States, including the Bill of Rights; and

7 “(2) the quality of the teaching of American
8 history, civics, and government in elementary schools
9 and secondary schools, including the teaching of tra-
10 ditional American history.

11 “(b) FUNDING ALLOTMENT.—Of the amount avail-
12 able under subsection (a) for a fiscal year, the Secretary—

13 “(1) shall reserve not less than 26 percent for
14 activities under section 2232; and

15 “(2) may reserve not more than 74 percent for
16 activities under section 2233.

17 **“SEC. 2232. PRESIDENTIAL AND CONGRESSIONAL ACAD-**
18 **EMIES FOR AMERICAN HISTORY AND CIVICS.**

19 “(a) IN GENERAL.—From the amounts reserved
20 under section 2231(b)(1) for a fiscal year, the Secretary
21 shall award not more than 12 grants, on a competitive
22 basis, to—

23 “(1) eligible entities to establish Presidential
24 Academies for the Teaching of American History
25 and Civics (in this section referred to as the ‘Presi-

1 dential Academies’) in accordance with subsection
2 (e); and

3 “(2) eligible entities to establish Congressional
4 Academies for Students of American History and
5 Civics (in this section referred to as the ‘Congres-
6 sional Academies’) in accordance with subsection (f).

7 “(b) APPLICATION.—An eligible entity that desires to
8 receive a grant under subsection (a) shall submit an appli-
9 cation to the Secretary at such time and in such manner
10 as the Secretary may reasonably require.

11 “(c) ELIGIBLE ENTITY.—The term ‘eligible entity’
12 under this section means—

13 “(1) an institution of higher education or non-
14 profit educational organization, museum, library, or
15 research center with demonstrated expertise in his-
16 torical methodology or the teaching of American his-
17 tory and civics; or

18 “(2) a consortium of entities described in para-
19 graph (1).

20 “(d) GRANT TERMS.—Grants awarded to eligible en-
21 tities under subsection (a) shall be for a term of not more
22 than 5 years.

23 “(e) PRESIDENTIAL ACADEMIES.—

24 “(1) USE OF FUNDS.—Each eligible entity that
25 receives a grant under subsection (a)(1) shall use

1 the grant funds to establish a Presidential Academy
2 that offers a seminar or institute for teachers of
3 American history and civics, which—

4 “(A) provides intensive professional devel-
5 opment opportunities for teachers of American
6 history and civics to strengthen such teachers’
7 knowledge of the subjects of American history
8 and civics;

9 “(B) is led by a team of primary scholars
10 and core teachers who are accomplished in the
11 field of American history and civics;

12 “(C) is conducted during the summer or
13 other appropriate time; and

14 “(D) is of not less than 2 weeks and not
15 more than 6 weeks in duration.

16 “(2) SELECTION OF TEACHERS.—Each year,
17 each Presidential Academy shall select between 50
18 and 300 teachers of American history and civics
19 from public or private elementary schools and sec-
20 ondary schools to attend the seminar or institute
21 under paragraph (1).

22 “(3) TEACHER STIPENDS.—Each teacher se-
23 lected to participate in a seminar or institute under
24 this subsection shall be awarded a fixed stipend
25 based on the length of the seminar or institute to

1 ensure that such teacher does not incur personal
2 costs associated with the teacher's participation in
3 the seminar or institute.

4 “(4) PRIORITY.—In awarding grants under
5 subsection (a)(1), the Secretary shall give priority to
6 eligible entities that coordinate or align their activi-
7 ties with the National Park Service National Centen-
8 nial Parks initiative to develop innovative and com-
9 prehensive programs using the resources of the Na-
10 tional Parks.

11 “(f) CONGRESSIONAL ACADEMIES.—

12 “(1) USE OF FUNDS.—Each eligible entity that
13 receives a grant under subsection (a)(2) shall use
14 the grant funds to establish a Congressional Acad-
15 emy that offers a seminar or institute for out-
16 standing students of American history and civics,
17 which—

18 “(A) broadens and deepens such students’
19 understanding of American history and civics;

20 “(B) is led by a team of primary scholars
21 and core teachers who are accomplished in the
22 field of American history and civics;

23 “(C) is conducted during the summer or
24 other appropriate time; and

1 “(D) is of not less than 2 weeks and not
2 more than 6 weeks in duration.

3 “(2) SELECTION OF STUDENTS.—

4 “(A) IN GENERAL.—Each year, each Con-
5 gressional Academy shall select between 100
6 and 300 eligible students to attend the seminar
7 or institute under paragraph (1).

8 “(B) ELIGIBLE STUDENTS.—A student
9 shall be eligible to attend a seminar or institute
10 offered by a Congressional Academy under this
11 subsection if the student—

12 “(i) is recommended by the student’s
13 secondary school principal or other school
14 leader to attend the seminar or institute;
15 and

16 “(ii) will be a secondary school junior
17 or senior in the academic year following at-
18 tendance at the seminar or institute.

19 “(3) STUDENT STIPENDS.—Each student se-
20 lected to participate in a seminar or institute under
21 this subsection shall be awarded a fixed stipend
22 based on the length of the seminar or institute to
23 ensure that such student does not incur personal
24 costs associated with the student’s participation in
25 the seminar or institute.

1 “(g) MATCHING FUNDS.—

2 “(1) IN GENERAL.—An eligible entity that re-
3 ceives funds under subsection (a) shall provide, to-
4 ward the cost of the activities assisted under the
5 grant, from non-Federal sources, an amount equal
6 to 100 percent of the amount of the grant.

7 “(2) WAIVER.—The Secretary may waive all or
8 part of the matching requirement described in para-
9 graph (1) for any fiscal year for an eligible entity if
10 the Secretary determines that applying the matching
11 requirement would result in serious hardship or an
12 inability to carry out the activities described in sub-
13 section (e) or (f).

14 **“SEC. 2233. NATIONAL ACTIVITIES.**

15 “(a) PURPOSE.—The purpose of this section is to
16 promote new and existing evidence-based strategies to en-
17 courage innovative American history, civics and govern-
18 ment, and geography instruction, learning strategies, and
19 professional development activities and programs for
20 teachers, principals, or other school leaders, particularly
21 such instruction, strategies, activities, and programs that
22 benefit low-income students and underserved populations.

23 “(b) IN GENERAL.—From the amounts reserved by
24 the Secretary under section 2231(b)(2), the Secretary
25 shall award grants, on a competitive basis, to eligible enti-

1 ties for the purposes of expanding, developing, imple-
2 menting, evaluating, and disseminating for voluntary use,
3 innovative, evidence-based approaches or professional de-
4 velopment programs in American history, civics and gov-
5 ernment, and geography, which—

6 “(1) shall—

7 “(A) show potential to improve the quality
8 of student achievement in, and teaching of,
9 American history, civics and government, or ge-
10 ography, in elementary schools and secondary
11 schools; and

12 “(B) demonstrate innovation, scalability,
13 accountability, and a focus on underserved pop-
14 ulations; and

15 “(2) may include—

16 “(A) hands-on civic engagement activities
17 for teachers and students; and

18 “(B) programs that educate students
19 about the history and principles of the Con-
20 stitution of the United States, including the Bill
21 of Rights.

22 “(c) PROGRAM PERIODS AND DIVERSITY OF
23 PROJECTS.—

1 “(1) IN GENERAL.—A grant awarded by the
2 Secretary to an eligible entity under this section
3 shall be for a period of not more than 3 years.

4 “(2) RENEWAL.—The Secretary may renew a
5 grant awarded under this section for 1 additional 2-
6 year period.

7 “(3) DIVERSITY OF PROJECTS.—In awarding
8 grants under this section, the Secretary shall ensure
9 that, to the extent practicable, grants are distributed
10 among eligible entities that will serve geographically
11 diverse areas, including urban, suburban, and rural
12 areas.

13 “(d) APPLICATIONS.—In order to receive a grant
14 under this section, an eligible entity shall submit an appli-
15 cation to the Secretary at such time and in such manner
16 as the Secretary may reasonably require.

17 “(e) ELIGIBLE ENTITY.—In this section, the term
18 ‘eligible entity’ means an institution of higher education
19 or other nonprofit or for-profit organization with dem-
20 onstrated expertise in the development of evidence-based
21 approaches with the potential to improve the quality of
22 American history, civics and government, or geography
23 learning and teaching.

1 **“Subpart 4—Programs of National Significance**

2 **“SEC. 2241. FUNDING ALLOTMENT.**

3 “From the funds reserved under section 2201(4), the
4 Secretary—

5 “(1) shall use not less than 74 percent to carry
6 out activities under section 2242;

7 “(2) shall use not less than 22 percent to carry
8 out activities under section 2243;

9 “(3) shall use not less than 2 percent to carry
10 out activities under section 2244; and

11 “(4) may reserve not more than 2 percent to
12 carry out activities under section 2245.

13 **“SEC. 2242. SUPPORTING EFFECTIVE EDUCATOR DEVELOP-**
14 **MENT.**

15 “(a) IN GENERAL.—From the funds reserved by the
16 Secretary under section 2241(1) for a fiscal year, the Sec-
17 retary shall award grants, on a competitive basis, to eligi-
18 ble entities for the purposes of—

19 “(1) providing teachers, principals, or other
20 school leaders from nontraditional preparation and
21 certification routes or pathways to serve in tradition-
22 ally underserved local educational agencies;

23 “(2) providing evidence-based professional de-
24 velopment activities that address literacy, numeracy,
25 remedial, or other needs of local educational agen-
26 cies and the students the agencies serve;

1 “(3) providing teachers, principals, or other
2 school leaders with professional development activi-
3 ties that enhance or enable the provision of postsec-
4 ondary coursework through dual or concurrent en-
5 rollment programs and early college high school set-
6 tings across a local educational agency;

7 “(4) making freely available services and learn-
8 ing opportunities to local educational agencies,
9 through partnerships and cooperative agreements or
10 by making the services or opportunities publicly ac-
11 cessible through electronic means; or

12 “(5) providing teachers, principals, or other
13 school leaders with evidence-based professional en-
14 hancement activities, which may include activities
15 that lead to an advanced credential.

16 “(b) PROGRAM PERIODS AND DIVERSITY OF
17 PROJECTS.—

18 “(1) IN GENERAL.—A grant awarded by the
19 Secretary to an eligible entity under this section
20 shall be for a period of not more than 3 years.

21 “(2) RENEWAL.—The Secretary may renew a
22 grant awarded under this section for 1 additional 2-
23 year period.

24 “(3) DIVERSITY OF PROJECTS.—In awarding
25 grants under this section, the Secretary shall ensure

1 that, to the extent practicable, grants are distributed
2 among eligible entities that will serve geographically
3 diverse areas, including urban, suburban, and rural
4 areas.

5 “(4) LIMITATION.—The Secretary shall not
6 award more than 1 grant under this section to an
7 eligible entity during a grant competition.

8 “(c) COST-SHARING.—

9 “(1) IN GENERAL.—An eligible entity that re-
10 ceives a grant under this section shall provide, from
11 non-Federal sources, not less than 25 percent of the
12 funds for the total cost for each year of activities
13 carried out under this section.

14 “(2) ACCEPTABLE CONTRIBUTIONS.—An eligi-
15 ble entity that receives a grant under this section
16 may meet the requirement of paragraph (1) by pro-
17 viding contributions in cash or in kind, fairly evalu-
18 ated, including plant, equipment, and services.

19 “(3) WAIVERS.—The Secretary may waive or
20 modify the requirement of paragraph (1) in cases of
21 demonstrated financial hardship.

22 “(d) APPLICATIONS.—In order to receive a grant
23 under this section, an eligible entity shall submit an appli-
24 cation to the Secretary at such time and in such manner
25 as the Secretary may reasonably require. Such application

1 shall include, at a minimum, a certification that the serv-
2 ices provided by an eligible entity under the grant to a
3 local educational agency or to a school served by the local
4 educational agency will not result in direct fees for partici-
5 pating students or parents.

6 “(e) PRIORITY.—In awarding grants under this sec-
7 tion, the Secretary shall give priority to an eligible entity
8 that will implement evidence-based activities, defined for
9 the purpose of this subsection as activities meeting the re-
10 quirements of section 8101(21)(A)(i).

11 “(f) DEFINITION OF ELIGIBLE ENTITY.—In this sec-
12 tion, the term ‘eligible entity’ means—

13 “(1) an institution of higher education that pro-
14 vides course materials or resources that are evi-
15 dence-based in increasing academic achievement,
16 graduation rates, or rates of postsecondary edu-
17 cation matriculation;

18 “(2) a national nonprofit entity with a dem-
19 onstrated record of raising student academic
20 achievement, graduation rates, and rates of higher
21 education attendance, matriculation, or completion,
22 or of effectiveness in providing preparation and pro-
23 fessional development activities and programs for
24 teachers, principals, or other school leaders;

25 “(3) the Bureau of Indian Education; or

1 “(4) a partnership consisting of—

2 “(A) 1 or more entities described in para-
3 graph (1) or (2); and

4 “(B) a for-profit entity.

5 **“SEC. 2243. SCHOOL LEADER RECRUITMENT AND SUPPORT.**

6 “(a) IN GENERAL.—From the funds reserved under
7 section 2241(2) for a fiscal year, the Secretary shall award
8 grants, on a competitive basis, to eligible entities to enable
9 such entities to improve the recruitment, preparation,
10 placement, support, and retention of effective principals
11 or other school leaders in high-need schools, which may
12 include—

13 “(1) developing or implementing leadership
14 training programs designed to prepare and support
15 principals or other school leaders in high-need
16 schools, including through new or alternative path-
17 ways or school leader residency programs;

18 “(2) developing or implementing programs or
19 activities for recruiting, selecting, and developing as-
20 piring or current principals or other school leaders
21 to serve in high-need schools;

22 “(3) developing or implementing programs for
23 recruiting, developing, and placing school leaders to
24 improve schools implementing comprehensive sup-
25 port and improvement activities and targeted sup-

1 port and improvement activities under section
2 1111(d), including through cohort-based activities
3 that build effective instructional and school leader-
4 ship teams and develop a school culture, design, in-
5 structional program, and professional development
6 program focused on improving student learning;

7 “(4) providing continuous professional develop-
8 ment for principals or other school leaders in high-
9 need schools;

10 “(5) developing and disseminating information
11 on best practices and strategies for effective school
12 leadership in high-need schools, such as training and
13 supporting principals to identify, develop, and main-
14 tain school leadership teams using various leadership
15 models; and

16 “(6) other evidence-based programs or activities
17 described in section 2101(c)(4) or section
18 2103(b)(3) focused on principals or other school
19 leaders in high-need schools.

20 “(b) PROGRAM PERIODS AND DIVERSITY OF
21 PROJECTS.—

22 “(1) IN GENERAL.—A grant awarded by the
23 Secretary to an eligible entity under this section
24 shall be for a period of not more than 5 years.

1 “(2) RENEWAL.—The Secretary may renew a
2 grant awarded under this section for 1 additional 2-
3 year period.

4 “(3) DIVERSITY OF PROJECTS.—In awarding
5 grants under this section, the Secretary shall ensure
6 that, to the extent practicable, grants are distributed
7 among eligible entities that will serve geographically
8 diverse areas, including urban, suburban, and rural
9 areas.

10 “(4) LIMITATION.—The Secretary shall not
11 award more than 1 grant under this section to an
12 eligible entity during a grant competition.

13 “(c) COST-SHARING.—

14 “(1) IN GENERAL.—An eligible entity that re-
15 ceives a grant under this section shall provide, from
16 non-Federal sources, not less than 25 percent of the
17 funds for the total cost for each year of activities
18 carried out under this section.

19 “(2) ACCEPTABLE CONTRIBUTIONS.—An eligi-
20 ble entity that receives a grant under this section
21 may meet the requirement of paragraph (1) by pro-
22 viding contributions in cash or in kind, fairly evalu-
23 ated, including plant, equipment, and services.

1 “(3) WAIVERS.—The Secretary may waive or
2 modify the requirement of paragraph (1) in cases of
3 demonstrated financial hardship.

4 “(d) APPLICATIONS.—An eligible entity that desires
5 a grant under this section shall submit to the Secretary
6 an application at such time, and in such manner, as the
7 Secretary may require.

8 “(e) PRIORITY.—In awarding grants under this sec-
9 tion, the Secretary shall give priority to an eligible enti-
10 ty—

11 “(1) with a record of preparing or developing
12 principals who—

13 “(A) have improved school-level student
14 outcomes;

15 “(B) have become principals in high-need
16 schools; and

17 “(C) remain principals in high-need schools
18 for multiple years; and

19 “(2) who will implement evidence-based activi-
20 ties, defined for the purpose of this paragraph as ac-
21 tivities meeting the requirements of section
22 8101(21)(A)(i).

23 “(f) DEFINITIONS.—In this section:

24 “(1) ELIGIBLE ENTITY.—The term ‘eligible en-
25 tity’ means—

1 “(A) a local educational agency, including
2 an educational service agency, that serves a
3 high-need school or a consortium of such agen-
4 cies;

5 “(B) a State educational agency or a con-
6 sortium of such agencies;

7 “(C) a State educational agency in part-
8 nership with 1 or more local educational agen-
9 cies, or educational service agencies, that serve
10 a high-need school;

11 “(D) the Bureau of Indian Education; or

12 “(E) an entity described in subparagraph
13 (A), (B), (C), or (D) in partnership with 1 or
14 more nonprofit organizations or institutions of
15 higher education.

16 “(2) HIGH-NEED SCHOOL.—The term ‘high-
17 need school’ means—

18 “(A) an elementary school in which not
19 less than 50 percent of the enrolled students
20 are from families with incomes below the pov-
21 erty line; or

22 “(B) a secondary school in which not less
23 than 40 percent of the enrolled students are
24 from families with incomes below the poverty
25 line.

1 **“SEC. 2244. TECHNICAL ASSISTANCE AND NATIONAL EVAL-**
2 **UATION.**

3 “(a) IN GENERAL.—From the funds reserved under
4 section 2241(3) for a fiscal year, the Secretary—

5 “(1) shall establish, in a manner consistent
6 with section 203 of the Educational Technical As-
7 sistance Act of 2002 (20 U.S.C. 9602), a com-
8 prehensive center on students at risk of not attain-
9 ing full literacy skills due to a disability that meets
10 the purposes of subsection (b); and

11 “(2) may—

12 “(A) provide technical assistance, which
13 may be carried out directly or through grants
14 or contracts, to States and local educational
15 agencies carrying out activities under this part;
16 and

17 “(B) carry out evaluations of activities by
18 States and local educational agencies under this
19 part, which shall be conducted by a third party
20 or by the Institute of Education Sciences.

21 “(b) PURPOSES.—The comprehensive center estab-
22 lished by the Secretary under subsection (a)(1) shall—

23 “(1) identify or develop free or low-cost evi-
24 dence-based assessment tools for identifying stu-
25 dents at risk of not attaining full literacy skills due
26 to a disability, including dyslexia impacting reading

1 or writing, or developmental delay impacting read-
2 ing, writing, language processing, comprehension, or
3 executive functioning;

4 “(2) identify evidence-based literacy instruction,
5 strategies, and accommodations, including assistive
6 technology, designed to meet the specific needs of
7 such students;

8 “(3) provide families of such students with in-
9 formation to assist such students;

10 “(4) identify or develop evidence-based profes-
11 sional development for teachers, paraprofessionals,
12 principals, other school leaders, and specialized in-
13 structional support personnel to—

14 “(A) understand early indicators of stu-
15 dents at risk of not attaining full literacy skills
16 due to a disability, including dyslexia impacting
17 reading or writing, or developmental delay im-
18 pacting reading, writing, language processing,
19 comprehension, or executive functioning;

20 “(B) use evidence-based screening assess-
21 ments for early identification of such students
22 beginning not later than kindergarten; and

23 “(C) implement evidence-based instruction
24 designed to meet the specific needs of such stu-
25 dents; and

1 “(5) disseminate the products of the com-
2 prehensive center to regionally diverse State edu-
3 cational agencies, local educational agencies, regional
4 educational agencies, and schools, including, as ap-
5 propriate, through partnerships with other com-
6 prehensive centers established under section 203 of
7 the Educational Technical Assistance Act of 2002
8 (20 U.S.C. 9602), and regional educational labora-
9 tories established under section 174 of the Edu-
10 cation Sciences Reform Act of 2002 (20 U.S.C.
11 9564).

12 **“SEC. 2245. STEM MASTER TEACHER CORPS.**

13 “(a) IN GENERAL.—From the funds reserved under
14 section 2241(4) for a fiscal year, the Secretary may award
15 grants to—

16 “(1) State educational agencies to enable such
17 agencies to support the development of a State-wide
18 STEM master teacher corps; or

19 “(2) State educational agencies, or nonprofit
20 organizations in partnership with State educational
21 agencies, to support the implementation, replication,
22 or expansion of effective science, technology, engi-
23 neering, and mathematics professional development
24 programs in schools across the State through col-

1 laboration with school administrators, principals,
2 and STEM educators.

3 “(b) STEM MASTER TEACHER CORPS.—In this sec-
4 tion, the term ‘STEM master teacher corps’ means a
5 State-led effort to elevate the status of the science, tech-
6 nology, engineering, and mathematics teaching profession
7 by recognizing, rewarding, attracting, and retaining out-
8 standing science, technology, engineering, and mathe-
9 matics teachers, particularly in high-need and rural
10 schools, by—

11 “(1) selecting candidates to be master teachers
12 in the corps on the basis of—

13 “(A) content knowledge based on a screen-
14 ing examination; and

15 “(B) pedagogical knowledge of and success
16 in teaching;

17 “(2) offering such teachers opportunities to—

18 “(A) work with one another in scholarly
19 communities; and

20 “(B) participate in and lead high-quality
21 professional development; and

22 “(3) providing such teachers with additional ap-
23 propriate and substantial compensation for the work
24 described in paragraph (2) and in the master teach-
25 er community.

1 **“PART C—GENERAL PROVISIONS**

2 **“SEC. 2301. SUPPLEMENT, NOT SUPPLANT.**

3 “Funds made available under this title shall be used
4 to supplement, and not supplant, non-Federal funds that
5 would otherwise be used for activities authorized under
6 this title.

7 **“SEC. 2302. RULES OF CONSTRUCTION.**

8 “(a) PROHIBITION AGAINST FEDERAL MANDATES,
9 DIRECTION, OR CONTROL.—Nothing in this title shall be
10 construed to authorize the Secretary or any other officer
11 or employee of the Federal Government to mandate, di-
12 rect, or control a State, local educational agency, or
13 school’s—

14 “(1) instructional content or materials, cur-
15 riculum, program of instruction, academic stand-
16 ards, or academic assessments;

17 “(2) teacher, principal, or other school leader
18 evaluation system;

19 “(3) specific definition of teacher, principal, or
20 other school leader effectiveness; or

21 “(4) teacher, principal, or other school leader
22 professional standards, certification, or licensing.

23 “(b) SCHOOL OR DISTRICT EMPLOYEES.—Nothing in
24 this title shall be construed to alter or otherwise affect
25 the rights, remedies, and procedures afforded school or
26 school district employees under Federal, State, or local

1 laws (including applicable regulations or court orders) or
2 under the terms of collective bargaining agreements,
3 memoranda of understanding, or other agreements be-
4 tween such employees and their employers.”.

5 **TITLE III—LANGUAGE INSTRU-**
6 **CTION FOR ENGLISH LEARN-**
7 **ERS AND IMMIGRANT STU-**
8 **DENTS**

9 **SEC. 3001. REDESIGNATION OF CERTAIN PROVISIONS.**

10 Title III (20 U.S.C. 6801 et seq.) is amended—

11 (1) by striking the title heading and inserting
12 **“LANGUAGE INSTRUCTION FOR**
13 **ENGLISH LEARNERS AND IMMIGRANT**
14 **STUDENTS”**;

15 (2) in part A—

16 (A) by striking section 3122;

17 (B) by redesignating sections 3123
18 through 3129 as sections 3122 through 3128,
19 respectively; and

20 (C) by striking subpart 4;

21 (3) by striking part B;

22 (4) by redesignating part C as part B; and

23 (5) in part B, as redesignated by paragraph

24 (4)—