

116TH CONGRESS
1ST SESSION

H. R. 3139

To better support our early childhood educators and elementary school and secondary school teachers, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

JUNE 5, 2019

Mr. NORCROSS (for himself and Mr. PASCRELL) introduced the following bill; which was referred to the Committee on Education and Labor, and in addition to the Committee on Ways and Means, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned

A BILL

To better support our early childhood educators and elementary school and secondary school teachers, and for other purposes.

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

3 **SECTION 1. SHORT TITLE AND FINDINGS.**

4 (a) **SHORT TITLE.**—This Act may be cited as the
5 “Supporting the Teaching profession through Revitalizing
6 Investments in Valuable Educators Act” or the “STRIVE
7 Act”.

8 (b) **FINDINGS.**—Congress finds the following:

1 (1) States identified significant teacher short-
2 ages in their reports to the Department of Edu-
3 cation during the 2017–2018 school year, with 46
4 States and the District of Columbia identifying
5 shortages in special education, 47 States and the
6 District of Columbia identifying teacher shortages in
7 mathematics, 43 States identifying teacher shortages
8 in science, 32 States identifying shortages in teach-
9 ers of English learners, and 32 States identifying
10 teacher shortages in career and technical education.
11 One reason for the shortages in these areas is be-
12 cause mathematics and science teachers can earn
13 significantly higher starting salaries in the private
14 sector. Further, rural communities face limitations
15 in recruiting and retaining teachers for reasons such
16 as funding issues, limited teacher supply, and geo-
17 graphic isolation.

18 (2) Students in high-poverty and high-minority
19 schools, both urban and rural, typically feel the larg-
20 est impact of teacher shortages. These schools often
21 experience difficulty hiring and high turnover on a
22 regular basis, and they are the most severely af-
23 fected when teacher shortages become widespread.
24 This happens, in part, because inequitable funding
25 of schools leaves many low-wealth urban and rural

1 communities with inadequate resources, so they
2 must pay lower salaries and typically have poorer
3 working conditions.

4 (3) According to a study by Mathematica, when
5 high-performing teachers were offered large financial
6 incentives to transfer to low-performing schools,
7 their students' scores climbed 10 points in reading
8 and 9 points in math compared to students state-
9 wide over 2 years.

10 (4) According to a survey conducted by Scho-
11 lastic, 97 percent of teachers list supportive school
12 leadership as essential or very important for retain-
13 ing strong teachers and improving student achieve-
14 ment, more than any other factor.

15 (5) Research suggests that incurring postsec-
16 ondary education debt can decrease the likelihood
17 that high-achieving students, lower-income students,
18 and students of color choose to work in lower-wage
19 professions in general, especially in the education
20 system. Therefore, loan forgiveness and service
21 scholarships for educators may be especially effective
22 for recruiting teachers and school leaders from di-
23 verse, lower-income backgrounds.

24 (6) According to the Learning Policy Institute,
25 teacher loan forgiveness and service scholarship pro-

grams can be successful in both recruiting and retaining teachers. To be effective, these programs should provide a financial benefit that meaningfully offsets the cost of a teacher's professional preparation. This includes covering licensing and certification costs.

(7) A 2015 Government Accountability Office study and a 2018 follow up study by the Department of Education of Federal grant and loan forgiveness programs for teachers found that the structure of these programs matters. Further research shows effective loan forgiveness and service scholarship programs follow 5 design principles. These programs—

(A) cover all or a large percentage of tuition;

(B) target high-need fields or schools, or both;

(C) recruit candidates who are academically strong, committed to teaching, and well-prepared;

(D) commit recipients to teach with reasonable incentives to fulfill their commitment; and

1 (E) are bureaucratically manageable for
2 participating teachers, local educational agen-
3 cies, and institutions of higher education.

4 (8) The TEACH grant program under subpart
5 9 of part A of title IV of the Higher Education Act
6 of 1965 (20 U.S.C. 1070g et seq.) provides up to
7 \$16,000 in grants to prospective teachers who agree
8 to teach in low-income schools and high-need subject
9 areas for 4 years. This is far below the Department
10 of Education's most recent estimate of the average
11 annual cost of approximately \$25,409 in tuition,
12 fees, and room and board at the average full-time
13 undergraduate 4-year institution.

14 (9) The National Center for Education Statis-
15 tics found that more than $\frac{2}{3}$ of the individuals en-
16 tering the education field borrow money to pay for
17 their higher education. Teachers with a bachelor's
18 degree have an average debt of \$20,000 and teach-
19 ers with a master's degree have an average debt of
20 \$50,000. Teachers also start out earning 20 percent
21 less than their peers with comparable degrees who
22 pursue jobs outside of education. According to a re-
23 port by the Center for American Progress, in more
24 than 30 States, a mid-career teacher heading a fam-
25 ily of 4 is eligible for several forms of government

1 assistance, including the free and reduced-price
2 lunch program for their children. These
3 compounding factors can disincentivize prospective
4 teachers from entering the profession.

5 (10) In evaluating the TEACH grant program,
6 the Government Accountability Office found that al-
7 most $\frac{2}{3}$ of the requests for assistance under the pro-
8 gram from October 2011 through March 2014 cited
9 problems submitting certification paperwork. The
10 Government Accountability Office recommended im-
11 provements in the program's design, including re-
12 ducing burdensome annual paperwork, increasing
13 awareness about the program, and streamlining the
14 dispute process.

15 (11) Spending by teachers on school supplies
16 adds up to \$1,600,000,000 per year nationally. Ac-
17 cording to the Education Market Association, most
18 teachers spend around \$500, with 10 percent spend-
19 ing \$1,000 or more.

20 (12) Teacher quality partnerships are designed
21 to strengthen higher education-based teacher and
22 school leader preparation. Studies show that teach-
23 ers who are better prepared to enter the classroom
24 stay longer and perform better than their underpre-
25 pared peers. Teacher quality partnerships also fund

1 programs like induction and mentoring that have
2 been shown to increase teacher and school leader re-
3 tention. Research indicates that the ongoing support
4 for teachers provided by teacher quality partner-
5 ships, including mentoring and coaching, is an im-
6 portant part of early childhood education programs.

7 (13) According to the Center for Education
8 Data and Research, a more diverse teaching work-
9 force leads to better student outcomes, particularly
10 in high-poverty environments with significant at-risk
11 student populations. Further, researchers from Van-
12 derbilt University found that greater racial and eth-
13 nic diversity in the principal corps benefits students,
14 especially children of color. Three commonly cited
15 rationales for this benefit are—

16 (A) students of color benefit from seeing
17 minority adult role models in a position of au-
18 thority;

19 (B) the higher expectations that teachers
20 of color tend to place on students of color; and

21 (C) the effect of cultural differences be-
22 tween teachers of different backgrounds on in-
23 structional strategies and interpretation of stu-
24 dents' behavior.

1 (14) According to the report entitled “Empow-
2 ered Educators: How Leading Nations Design Sys-
3 tems for Teaching Quality”, effective teacher prepa-
4 ration successfully integrates theory and practice
5 components. Further, according to the “Preparing
6 Teachers for a Changing World” report sponsored
7 by the National Academy Foundation, highly effec-
8 tive teachers vary in styles, yet have many teaching
9 strategies in common. Research has identified a set
10 of knowledge, skills, and dispositions essential for
11 beginning teachers that should be incorporated into
12 the teacher education curriculum. This includes the
13 opportunity and capacity to reflect on and evaluate
14 skills and to learn from practice. Evidence-based
15 teacher preparation includes developing teacher
16 skills, content knowledge, inquiry, and the capacity
17 to provide effective learning experiences for a diverse
18 set of students.

19 (15) As it does in medicine, the Federal Gov-
20 ernment should maintain a substantial, sustained
21 program of service scholarships or loan forgiveness
22 programs that cover training costs in high-quality
23 preparation programs at the undergraduate or grad-
24 uate level for those who will teach in a high-need
25 field or location for at least 4 years, as candidates

1 are much more likely to remain in the profession
2 and to make a difference for student achievement
3 after 3 years of teaching. State governments can
4 augment such an approach with programs targeted
5 to specific local needs.

6 (16) Research has shown the impact cultural
7 competence can have on closing student achievement
8 gaps and improving student outcomes by incor-
9 porating racial and ethnic minority contributions in
10 curricula and diversifying pedagogical practices. Cul-
11 tural competence is both a moral and ethical respon-
12 sibility to create a welcoming environment for stu-
13 dents to succeed. The impact of having educators
14 who have the ability to challenge and motivate di-
15 verse student populations can dramatically improve
16 our educational system and student outcomes.

1 **TITLE I—IMPROVING TEACHER**
 2 **SUPPORT UNDER THE ELE-**
 3 **MENTARY AND SECONDARY**
 4 **EDUCATION ACT OF 1965**

5 **SEC. 101. MANDATORY FUNDING FOR PROGRAMS PRE-**
 6 **PARING, TRAINING, AND RECRUITING HIGH-**
 7 **QUALITY TEACHERS, PRINCIPALS, OR OTHER**
 8 **SCHOOL LEADERS.**

9 Section 2003 of the Elementary and Secondary Edu-
 10 cation Act of 1965 (20 U.S.C. 6603) is amended—

11 (1) in the section heading, by striking “**AU-**
 12 **THORIZATION OF APPROPRIATIONS**” and insert-
 13 ing “**FUNDING**”; and

14 (2) by striking subsection (a) and inserting the
 15 following:

16 “(a) APPROPRIATIONS FOR PART A.—

17 “(1) IN GENERAL.—For fiscal year 2020 and
 18 each subsequent fiscal year, there are authorized to
 19 be appropriated, and there are appropriated, out of
 20 any funds not otherwise appropriated,
 21 \$3,200,000,000 to carry out part A.

22 “(2) RESERVATION FOR MENTORING GRANTS.—

23 For each fiscal year for which the total amount ap-
 24 propriated under paragraph (1) is greater than
 25 \$2,200,000,000, the Secretary shall, after making

1 any reservations under section 2101(a), reserve 50
2 percent of the additional amount to establish a grant
3 program that awards grants, on a competitive basis,
4 to States for the establishment of a mentoring pro-
5 gram for all beginning elementary school and sec-
6 ondary school teachers and beginning early child-
7 hood educators in all local educational agencies in
8 the States.

9 “(3) RESERVATION FOR PROFESSIONAL DEVEL-
10 OPMENT GRANTS.—For each fiscal year for which
11 the total amount appropriated under paragraph (1)
12 is greater than \$2,200,000,000 the Secretary shall,
13 after making any reservations under section
14 2101(a), reserve 10 percent of the additional
15 amount to award grants to States, based on allot-
16 ments through a formula determined by the Sec-
17 retary to best accomplish the purposes of this title,
18 to enable such States to establish or enhance profes-
19 sional development in-service and pre-service oppor-
20 tunities for school leaders, including efforts to re-
21 cruit and retain school leaders who are underrep-
22 resented in the school leader profession, such as
23 members of racial and ethnic minority groups.

24 “(4) ADDITIONAL AMOUNT.—In this subsection,
25 the term ‘additional amount’ means the amount by

1 which the funds appropriated under paragraph (1)
 2 for a fiscal year exceeds \$2,200,000.”.

3 **TITLE II—TEACHER LOAN**
 4 **FORGIVENESS PROGRAMS**

5 **SEC. 201. TEACHER LOAN FORGIVENESS PROGRAMS AND**
 6 **GRANTS.**

7 (a) REPAYMENT PLAN FOR QUALIFYING TEACH-
 8 ERS.—

9 (1) IN GENERAL.—Section 455 of the Higher
 10 Education Act of 1965 (20 U.S.C. 1087e) is amend-
 11 ed by adding at the end the following:

12 “(r) REPAYMENT PLAN FOR QUALIFYING TEACH-
 13 ERS.—

14 “(1) IN GENERAL.—The Secretary shall cancel
 15 a portion, in accordance with paragraph (2), of the
 16 balance of interest and principal due on any eligible
 17 Federal Direct Loan not in default for a borrower
 18 who, in a 12-month time period—

19 “(A) has made 12 consecutive on-time
 20 monthly payments on the eligible Federal Di-
 21 rect Loan, in an amount equal to or greater
 22 than the amount of payments for the borrower
 23 under an income-based repayment plan under
 24 section 493C (regardless of whether some or all
 25 of those payments were made before the effec-

1 tive date of the Supporting the Teaching pro-
2 fession through Revitalizing Investments in Val-
3 uable Educators Act); and

4 “(B)(i) is employed in a qualifying teach-
5 ing position, regardless of subject matter area,
6 at the time of such forgiveness; and

7 “(ii) has been employed in a qualifying
8 teaching position, regardless of subject matter
9 area, during the period in which the borrower
10 made each of the 12 payments described in sub-
11 paragraph (A).

12 “(2) LOAN CANCELLATION AMOUNT.—

13 “(A) IN GENERAL.—The portion to be can-
14 celled under this paragraph shall be—

15 “(i) for each of—

16 “(I) the first 5 years that the
17 borrower qualifies under paragraph
18 (1), in the case of a borrower em-
19 ployed for such year in a full-time
20 qualifying teaching position in the
21 subject of English as a second lan-
22 guage, science, technology, engineer-
23 ing, mathematics, special education,
24 or career and technical education, 15
25 percent of the balance of principal and

1 interest due on all of the eligible Fed-
2 eral Direct Loans of the borrower, as
3 of the final day of that 1-year employ-
4 ment period; or

5 “(II) the first 6 years (or the
6 equivalent calculated under subpara-
7 graph (B)(i)) that the borrower quali-
8 fies under paragraph (1)—

9 “(aa) in the case of a bor-
10 rower employed for such year in
11 a full-time qualifying teaching
12 position in a subject that is not
13 described in subclause (I), 10
14 percent of the balance of prin-
15 cipal and interest due on all of
16 the eligible Federal Direct Loans
17 of the borrower, as of the final
18 day of that 1-year employment
19 period; or

20 “(bb) in the case of a bor-
21 rower employed for such year in
22 a part-time qualifying teaching
23 position (regardless of subject), 5
24 percent of the balance of prin-
25 cipal and interest due on all of

1 the eligible Federal Direct Loans
2 of the borrower, as of the final
3 day of that 1-year employment
4 period; and

5 “(ii) after the borrower has received
6 partial loan cancellation described in clause
7 (i)—

8 “(I) for 5 years, in the case of a
9 borrower described in clause (i)(I),
10 and then qualifies for loan cancella-
11 tion under paragraph (1) for a sixth
12 year, all of the borrower’s remaining
13 obligation to repay the balance of
14 principal and interest due, as of the
15 date of such calculation, on all of the
16 eligible Federal Direct Loan made to
17 a borrower; or

18 “(II) for 6 years (or the equiva-
19 lent calculated under subparagraph
20 (B)(i)), in the case of a borrower de-
21 scribed in clause (i)(II), and then
22 qualifies for loan cancellation under
23 paragraph (1) for a seventh year (or
24 the equivalent calculated under sub-
25 paragraph (B)(ii)), all of the bor-

1 rower’s remaining obligation to repay
2 the balance of principal and interest
3 due, as of the date of such calculation,
4 on all of the eligible Federal Direct
5 Loan made to a borrower.

6 “(B) SPECIAL RULE REGARDING PART-
7 TIME TEACHING.—

8 “(i) GENERAL RULE.—In the case of
9 a borrower who qualifies for loan cancella-
10 tion under subparagraph (A) for one or
11 more years through a part-time qualifying
12 teaching position, the Secretary shall de-
13 termine when the equivalent of 6 years of
14 partial cancellation for full-time employ-
15 ment has been met for purposes of sub-
16 paragraph (A)(ii)(II) by giving the bor-
17 rower credit for one-half of a year for each
18 year that the borrower receives partial
19 part-time cancellation under subparagraph
20 (A)(i)(II)(bb).

21 “(ii) RULE FOR FINAL CANCELLA-
22 TION.—A borrower who wishes to complete
23 the equivalent of the seventh year of teach-
24 ing necessary for complete cancellation
25 under subparagraph (A)(ii)(II) through

1 employment in a part-time qualifying
2 teaching position—

3 “(I) shall be required to qualify
4 for loan cancellation through a part-
5 time qualifying teaching position for 2
6 additional years; and

7 “(II) notwithstanding subpara-
8 graph (A), shall receive partial can-
9 cellation, in accordance with subpara-
10 graph (A)(i)(II)(bb), for the first of
11 such 2 years.

12 “(C) CHANGE IN SUBJECT TAUGHT.—In
13 any case where a teacher first qualifies for loan
14 cancellation under subparagraph (A)(i)(II) and
15 then, in a subsequent year, teaches in a full-
16 time qualifying teaching position in a subject
17 described in subparagraph (A)(i)(I), the per-
18 centage of loan forgiveness provided to the
19 teacher for each academic year of full-time
20 teaching in such a subject shall be 15 percent,
21 until the teacher qualifies for cancellation in the
22 seventh year under subparagraph (A)(ii)(II).

23 “(3) ELIGIBILITY PROVISIONS.—

24 “(A) CERTIFICATION.—A borrower who
25 desires to participate in the repayment plan

1 under this subsection shall submit to the Sec-
2 retary an employer certification, as required by
3 the Secretary, of the employment dates for the
4 qualifying service.

5 “(B) INELIGIBILITY FOR DOUBLE BENE-
6 FITS.—

7 “(i) IN GENERAL.—No borrower may,
8 for the same service, receive a reduction of
9 loan obligations under both this subsection
10 and section 428J, 428K, 428L, or 460.

11 “(ii) INELIGIBILITY OF EDUCATION
12 AWARD.—No borrower may count any pay-
13 ments made from an education award re-
14 ceived under subtitle D of title I of the Na-
15 tional and Community Service Act of 1990
16 (42 U.S.C. 12601 et seq.) toward the pay-
17 ments required under paragraph (1).

18 “(C) CONTINUED ELIGIBILITY.—A teacher
19 who is employed, for consecutive years (exclud-
20 ing a documented medical leave of absence or
21 military service), in a qualifying teaching posi-
22 tion at a school that meets the requirements of
23 paragraph (6)(C)(i) for a school year but fails
24 to meet such requirements in subsequent years,
25 shall be deemed to be in a qualifying teaching

position, for purposes of this subsection, for all of the consecutive subsequent years during which the teacher remains at the school.

“(4) STATE CERTIFICATION.—

“(A) STATE RESPONSIBILITIES.—Each State educational agency that receives assistance under part A of title I of the Elementary and Secondary Education Act of 1965 shall provide to the Secretary an annual list of the elementary schools and secondary schools in the State that meet the requirements of subclauses (I) and (II) of paragraph (6)(C)(i).

“(B) DISSEMINATION OF SCHOOL LISTS.—
The Secretary shall—

“(i) in coordination with the Secretary of the Interior, develop a list of elementary schools and secondary schools that meet the requirement of paragraph (6)(C)(i)(III); and

“(ii) make the lists developed under clause (i) and provided under subparagraph (A) easily accessible for applicants and recipients of TEACH Grants.

“(5) SPECIAL DEFERRAL.—

“(A) IN GENERAL.—In addition to any deferment for which a borrower of an eligible Federal Direct Loan may be eligible under section 455(f), a borrower shall be eligible for deferment, as described in section 455(f)(1), for a period not in excess of 2 years if—

“(i) the borrower has qualified for partial loan forgiveness under paragraph (1) for the immediately preceding year; and

“(ii) the borrower is unable to continue working in a qualified teaching position during the period of deferment, due to—

“(I) extenuating or unforeseen financial circumstances or health reasons; or

“(II) other extraordinary circumstances as determined by the Secretary.

“(6) DEFINITIONS.—In this subsection:

“(A) ELIGIBLE FEDERAL DIRECT LOAN.—The term ‘eligible Federal Direct Loan’ means a Federal Direct Stafford Loan, Federal Direct PLUS Loan, Federal Direct Unsubsidized Staf-

1 ford Loan, or Federal Direct Consolidation
2 Loan.

3 “(B) PART-TIME.—The term ‘part-time’,
4 when used in reference to a teacher for a par-
5 ticular school year, means a teacher who works
6 in such year a number of hours that is not less
7 than 50 percent, but less than 100 percent, of
8 the hours worked by an average full-time teach-
9 er in the local educational agency that serves
10 the area where the teacher is employed.

11 “(C) QUALIFYING TEACHING POSITION.—
12 The term ‘qualifying teaching position’ means
13 part-time or full-time employment (not includ-
14 ing a short-term substitute teaching assign-
15 ment)—

16 “(i) in—

17 “(I) a public or nonprofit private
18 elementary school or secondary school
19 that, for the purpose of this subpara-
20 graph and for that year—

21 “(aa) has been determined
22 by the Secretary (pursuant to
23 regulations of the Secretary and
24 after consultation with the State
25 educational agency of the State

1 in which the school is located) to
2 be a school in which the number
3 of children meeting a measure of
4 poverty under section 1113(a)(5)
5 of the Elementary and Secondary
6 Education Act of 1965, exceeds
7 70 percent of the total number of
8 children enrolled in such school;
9 and

10 “(bb) is in the school district
11 of a local educational agency that
12 is eligible in such year for assist-
13 ance pursuant to part A of title
14 I of the Elementary and Sec-
15 ondary Education Act of 1965;

16 “(II) a public or nonprofit pri-
17 vate elementary school or secondary
18 school served by an educational serv-
19 ice agency, or a location operated by
20 an educational service agency, that,
21 for the purpose of this subparagraph
22 and for that year, has been deter-
23 mined by the Secretary (pursuant to
24 regulations of the Secretary and after
25 consultation with the State edu-

1 cational agency of the State in which
2 the educational service agency oper-
3 ates) to be a school or location at
4 which the number of children taught
5 who meet a measure of poverty under
6 section 1113(a)(5) of the Elementary
7 and Secondary Education Act of
8 1965, exceeds 30 percent of the total
9 number of children taught at such
10 school or location;

11 “(III) an elementary school or
12 secondary school that is funded by the
13 Bureau of Indian Education; or

14 “(IV) in the case of an individual
15 who is an early childhood educator, an
16 early childhood education program;

17 “(ii) through which the individual pro-
18 vides direct classroom teaching, or class-
19 room-type teaching in a nonclassroom set-
20 ting, including—

21 “(I) special education teachers;

22 “(II) career and technical edu-
23 cation teachers;

1 “(III) teachers in the field of
2 science, technology, engineering,
3 mathematics, or other subjects;

4 “(IV) early childhood educators;

5 “(V) English as a second lan-
6 guage teachers; and

7 “(VI) teachers of a Native Amer-
8 ican language (as defined in section
9 103 of the Native American Lan-
10 guages Act (25 U.S.C. 2902)); and

11 “(iii) with respect to which the indi-
12 vidual meets the requirements of an effec-
13 tive teacher or effective early childhood ed-
14 ucator, as determined by the State in ac-
15 cordance with part A of title I and title II
16 of the Elementary and Secondary Edu-
17 cation Act of 1965 (20 U.S.C. 6311 et
18 seq., 6601 et seq.).”.

19 (2) EFFECTIVE DATE.—The amendment made
20 by this subsection shall be effective on the date that
21 is 1 year after the date of enactment of this Act.

22 (b) TAX TREATMENT OF CANCELLATION OF STU-
23 DENT LOANS.—

1 (1) IN GENERAL.—Subsection (f) of section 108
 2 of the Internal Revenue Code of 1986 is amended by
 3 adding at the end the following new paragraph:

4 “(6) CANCELLATIONS UNDER STRIVE ACT
 5 TEACHER LOAN FORGIVENESS PROGRAMS.—In the
 6 case of an individual, gross income does not include
 7 any amount which (but for this subsection) would be
 8 includible in gross income for the taxable year by
 9 reasons of the cancellation (in whole or in part)
 10 under section 455(r) of the Higher Education Act of
 11 1965 of any eligible Federal Direct Loan (as defined
 12 in section 455(r)(6)(A) of such Act).”.

13 (2) EFFECTIVE DATE.—The amendment made
 14 by this subsection shall apply to cancellations of in-
 15 debtedness after the date that is 1 year after the
 16 date of the enactment of this Act.

17 **SEC. 202. TEACH GRANTS.**

18 (a) AMENDMENTS.—Subpart 9 of part A of title IV
 19 of the Higher Education Act of 1965 (20 U.S.C. 1070g
 20 et seq.) is amended—

21 (1) in section 420L (20 U.S.C. 1070g), by
 22 striking paragraph (1) and inserting the following:

23 “(1) ELIGIBLE INSTITUTION.—The term ‘eligi-
 24 ble institution’ has the meaning given the term
 25 ‘teacher, principal, or other school leader prepara-

tion academy’ in section 2002 of the Elementary
and Secondary Education Act of 1965 (20 U.S.C.
6602).”; and

(2) in section 420N (20 U.S.C. 1070g-2)—

(A) in the matter preceding clause (i) of
subsection (a)(2)(B), by inserting “, including
an early childhood teacher (defined in this sec-
tion as a teacher who has primary responsibility
for the learning and development of children
within an early childhood education program),”
after “prospective teacher”;

(B) in subsection (c)—

(i) by striking “SERVICE” and all that
follows through “event” and inserting the
following: “SERVICE.—

“(1) IN GENERAL.—In the event”;

(ii) by inserting “paragraph (2) and
the” after “in accordance with”; and

(iii) by adding at the end the fol-
lowing:

“(2) PARTIAL FORGIVENESS OF REPAYMENT.—

In the event that a recipient described in paragraph
(1) has fulfilled a portion of the service obligation in
the agreement under subsection (b), the amount that
is treated as a Federal Direct Unsubsidized Stafford

1 Loan under part D of title IV and subject to repay-
 2 ment (together with the interest thereon) for that
 3 recipient shall be reduced by an amount that bears
 4 the same ratio to the total amount of the recipient's
 5 grant under this subpart as the amount of time the
 6 recipient has fulfilled of the recipient's service obli-
 7 gation bears to the total amount of time of the serv-
 8 ice obligation in the agreement under subsection
 9 (b)."; and

10 (C) in subsection (d)—

11 (i) by redesignating paragraphs (1)
 12 and (2) as paragraphs (2) and (3), respec-
 13 tively;

14 (ii) in paragraph (2), as redesignated
 15 by clause (i), by striking "subsection
 16 (b)(1)(C)(vii)" and inserting "paragraph
 17 (1)"; and

18 (iii) by inserting before paragraph (2),
 19 as redesignated by clause (i), the following:

20 "(1) HIGH-NEED DESIGNATION.—The Sec-
 21 retary shall develop, periodically update, and publish
 22 a list of designated high-need fields for purposes of
 23 this subpart."

24 (b) SIMPLIFICATION OF THE APPLICATION PROCESS
 25 AND STREAMLINING THE TEACH GRANT DISPUTE

1 PROCESS.—Section 420P of the Higher Education Act of
 2 1965 (20 U.S.C. 1070g–4) is amended—

3 (1) in the section heading, by inserting “; **PRO-**
 4 **GRAM IMPROVEMENT**” after “**PROGRAM RE-**
 5 **PORT**”;

6 (2) by striking “Not later” and inserting the
 7 following:

8 “(a) PROGRAM REPORT.—Not later”; and

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

10 “(b) PROGRAM IMPROVEMENT.—By not later than 6
 11 months after the date of enactment of the Supporting the
 12 Teaching profession through Revitalizing Investments in
 13 Valuable Educators Act, and periodically thereafter, the
 14 Secretary shall—

15 “(1) work with States to identify and imple-
 16 ment a process for increasing awareness of, and sim-
 17 plifying the application process for—

18 “(A) TEACH Grants;

19 “(B) loan forgiveness, in accordance with
 20 section 420N(c)(2), for any amount of a
 21 TEACH Grant to a student that is converted to
 22 a loan under section 420N(c)(1); and

23 “(C) waivers of the service obligation for
 24 TEACH Grants, in accordance with section
 25 420N(d)(3); and

1 “(2)(A) review the procedures, including the
2 dispute resolution procedures, of the process through
3 which the service obligation of a recipient of a
4 TEACH grant is converted to a loan under section
5 420N(c)(1) or waived under section 420N(d)(3); and

6 “(B) disseminate and make publicly available
7 and easily accessible to the appropriate audiences
8 clear, consistent information on the procedures, in-
9 cluding—

10 “(i) an explanation that recipients have an
11 option to dispute the conversion or waiver deci-
12 sion;

13 “(ii) how a recipient can initiate a dispute;
14 and

15 “(iii) the specific criteria considered in the
16 adjudicating process.”.

17 (c) DATA REGARDING FEDERAL LOAN FORGIVENESS
18 AND SERVICE SCHOLARSHIP PROGRAMS.—Each year, the
19 Secretary of Education shall prepare and make publicly
20 available data on the Federal loan forgiveness and service
21 scholarship programs administered by the Secretary, in-
22 cluding, for each program and for the most recent year
23 for which data are available, the rates of loan cancellation
24 under such program, the rates of completion of any service
25 requirement required for the program, and the conversion

1 rate regarding how many grants or scholarships are con-
 2 verted to loans for repayment based on the student’s fail-
 3 ure to complete the program or any required service obli-
 4 gation.

5 (d) EFFECTIVE DATE.—This section, and the amend-
 6 ments made by this section, shall take effect on July 1,
 7 2020.

8 **SEC. 203. PROGRAM TO SUBSIDIZE TEACHER CERTIFI-**
 9 **CATION AND LICENSING FEES.**

10 (a) IN GENERAL.—Subpart 9 of part A of title IV
 11 of the Higher Education Act of 1965 (20 U.S.C. 1070g
 12 et seq.), as amended by this title, is further amended by
 13 adding at the end the following:

14 **“SEC. 420Q. PROGRAM TO SUBSIDIZE TEACHER CERTIFI-**
 15 **CATION AND LICENSING FEES.**

16 “(a) DEFINITIONS.—In this section:

17 “(1) LOW-INCOME INDIVIDUAL.—The term
 18 ‘low-income individual’ has the meaning given the
 19 term in section 402A(h).

20 “(2) TEACHING PROFESSION.—The term
 21 ‘teaching profession’ includes elementary education,
 22 secondary education, and early childhood education.

23 “(b) PROGRAM AUTHORIZED.—From amounts ap-
 24 propriated under subsection (f), the Secretary shall award
 25 grants, from allotments under subsection (c), to institu-

1 tions of higher education to subsidize teacher certification
2 and licensing fees for low-income individuals who have ac-
3 cepted a teaching position.

4 “(c) ALLOTMENTS.—For each fiscal year, an institu-
5 tion of higher education that has submitted a complete
6 application under subsection (d) shall receive an allotment
7 that bears the same relation to the amounts appropriated
8 under subsection (f) as the number of low-income students
9 that graduated from the institution of higher education,
10 in the most recent year for which data are available (as
11 determined by the Secretary), bears to the total number
12 of low-income students graduating, in such most recent
13 year, from all institutions of higher education that have
14 submitted applications.

15 “(d) APPLICATION.—An institution of higher edu-
16 cation desiring an allotment under this section shall sub-
17 mit to the Secretary an application at such time, in such
18 manner, and containing such information as the Secretary
19 may require.

20 “(e) USE OF FUNDS.—

21 “(1) IN GENERAL.—An institution of higher
22 education receiving funds under this program shall
23 use the funds to reimburse or subsidize the teacher
24 or early childhood educator examination and other
25 certification or licensure fees for low income individ-

1 uals entering the teaching profession, or in the early
 2 stages of their teaching career, who attend a teacher
 3 preparation program in the State in which the insti-
 4 tution is located, which may include fees for—

5 “(A) additional certification or licensure
 6 for the individual in a high-need field included
 7 on the list described in section 420N(d)(1);

8 “(B) National Board certification;

9 “(C) maintaining active status with a pro-
 10 fessional disciplinary organization aligned with
 11 the high-need field included on the list de-
 12 scribed in section 420N(d)(1); or

13 “(D) in the case of early childhood edu-
 14 cators, further education necessary in order to
 15 become highly competent and successfully take
 16 such examination or obtain such certification or
 17 licensure (such as English as a second language
 18 classes, community college courses, and con-
 19 tinuing and distance education).

20 “(2) PRIORITY IN REIMBURSEMENT.—An insti-
 21 tution of higher education receiving an allotment
 22 under this section shall, in reimbursing or sub-
 23 sidizing fees in accordance with paragraph (1), give
 24 a priority to teachers and early childhood educators
 25 who are members of populations underrepresented in

1 the teaching or early childhood care profession, re-
 2 spectively.

3 “(f) AUTHORIZATION OF APPROPRIATIONS.—There
 4 are authorized to be appropriated to carry out this section
 5 \$50,000,000 for fiscal year 2020 and each of the 5 suc-
 6 ceeding fiscal years.”.

7 (b) EFFECTIVE DATE.—The amendment made by
 8 this section shall take effect on July 1, 2020.

9 **TITLE III—TEACHER QUALITY** 10 **PARTNERSHIPS**

11 **SEC. 301. PURPOSE.**

12 The purposes of this title are—

13 (1) to ensure that early childhood educators
 14 have the financial and academic support needed to
 15 remain in the profession; and

16 (2) to strengthen the quality of early childhood
 17 education teaching supports.

18 **SEC. 302. PROVIDING ACCESS FOR EARLY CHILDHOOD** 19 **EDUCATORS AND SCHOOL LEADERS TO** 20 **TRAINING PROGRAMS.**

21 (a) DEFINITION OF EARLY CHILDHOOD EDUCATION
 22 PROGRAM.—Section 103(8)(C)(i) of the Higher Education
 23 Act of 1965 (20 U.S.C. 1003(8)(C)(i)) is amended by
 24 striking “age six” and inserting “age six, or the age of
 25 entry into elementary school, and”.

1 (b) BROADENING DEFINITIONS.—Section 200 of the
2 Higher Education Act of 1965 (20 U.S.C. 1021) is
3 amended—

4 (1) in paragraph (4), by inserting “and includes
5 an individual employed as a master teacher, lead
6 teacher, or classroom aide” before the period at the
7 end;

8 (2) in paragraph (6)(A)(ii)(II), by striking “as
9 applicable,”;

10 (3) in paragraph (14)—

11 (A) in the matter preceding subparagraph
12 (A)—

13 (i) by inserting “, and for new early
14 childhood educators during not less than
15 the educators’ first two years of teaching,”
16 after “two years of teaching”; and

17 (ii) by inserting “or beginning early
18 childhood educators” after “beginning
19 teachers”;

20 (B) in subparagraph (A), by striking
21 “teacher mentoring” and inserting “teacher and
22 educator mentoring”;

23 (C) in subparagraph (B)—

1 (i) by inserting “or early childhood
2 educators, as the case may be,” after “with
3 teachers”;

4 (ii) by striking “mentor teachers” and
5 inserting “mentor teachers or early child-
6 hood educators”; and

7 (iii) by inserting “or early childhood
8 educators” after “among teachers”;

9 (D) in subparagraph (D), by striking “new
10 teachers” and inserting “new teachers and new
11 early childhood educators”;

12 (E) in subparagraph (F)(ii), by inserting
13 “and early childhood educators” after “teach-
14 ers”;

15 (F) in subparagraph (G)—

16 (i) by inserting “and exemplary early
17 childhood educators” after “exemplary
18 teachers”; and

19 (ii) by inserting “and early childhood
20 educators” after “new teachers”; and

21 (G) in subparagraph (I), by inserting “and
22 early childhood educators” after “new teach-
23 ers”;

24 (4) in paragraph (21)—

1 (A) in the paragraph heading, by striking
 2 “TEACHER MENTORING” and inserting
 3 “TEACHER AND EDUCATOR MENTORING”;

4 (B) in the matter preceding subparagraph
 5 (A)—

6 (i) by striking “teacher mentoring”
 7 and inserting “teacher and educator men-
 8 toring”; and

9 (ii) by inserting “and early childhood
 10 educators” after “prospective teachers”;

11 (C) in subparagraph (A), by striking
 12 “teacher mentors” and inserting “mentor
 13 teachers or, in the case of prospective early
 14 childhood educators, mentor early childhood
 15 educators,”; and

16 (D) in subparagraph (C), by inserting “,
 17 or in a high-need early childhood education pro-
 18 gram,” after “local educational agency”; and

19 (5) in paragraph (22)—

20 (A) in the paragraph heading, by striking
 21 “TEACHING RESIDENCY PROGRAM” and insert-
 22 ing “TEACHER AND EDUCATOR RESIDENCY
 23 PROGRAM”;

24 (B) in the matter preceding subclause
 25 (A)—

1 (i) by striking “teaching residency
2 program” and inserting “teacher or educa-
3 tor residency program”;

4 (ii) by inserting “, or an early child-
5 hood education program-based preparation
6 program for early childhood educators,”
7 after “teacher preparation program”; and

8 (iii) by inserting “or early childhood
9 educator” after “prospective teacher”;

10 (C) in subparagraph (A), by striking
11 “mentor teacher” and inserting “mentor teach-
12 er or early childhood educator”;

13 (D) in subparagraph (B), by inserting “or
14 early childhood educator” after “the teacher”;
15 and

16 (E) by striking subparagraph (D) and in-
17 serting the following:

18 “(D) prior to completion of the program—

19 “(i) in the case of a prospective teach-
20 er—

21 “(I) attains full State certifi-
22 cation or licensure and, with respect
23 to a special education teacher, meets
24 the qualifications described in section

1 612(a)(14)(C) of the Individuals with
2 Disabilities Education Act; and

3 “(II) acquires a master’s degree
4 not later than 18 months after begin-
5 ning the program; and

6 “(ii) in the case of a prospective early
7 childhood educator—

8 “(I) becomes highly competent;

9 “(II) attains full State certifi-
10 cation or licensure; and

11 “(III) acquires a baccalaureate
12 degree or an associate’s degree not
13 later than 6 years after beginning the
14 program.”.

15 (c) EXPANDING PURPOSES.—Section 201 of the
16 Higher Education Act of 1965 (20 U.S.C. 1022) is
17 amended—

18 (1) in paragraph (2)—

19 (A) by inserting “and early childhood edu-
20 cators” after “prospective and new teachers”;

21 (B) by inserting “and early childhood edu-
22 cators” after “prospective teachers”; and

23 (C) by inserting “and early childhood edu-
24 cators” after “for new teachers”;

1 (2) in paragraph (3), by inserting “and early
2 childhood educators” after “preparing teachers”;
3 and

4 (3) in paragraph (4), by inserting “and early
5 childhood education” before “force”.

6 (d) INCLUDING EARLY CHILDHOOD EDUCATORS IN
7 PARTNERSHIP GRANTS.—Section 202 of the Higher Edu-
8 cation Act of 1965 (20 U.S.C. 1022a) is amended—

9 (1) in subsection (b)—

10 (A) in paragraph (1), by striking “, as ap-
11 plicable,”;

12 (B) in paragraph (2), by inserting “and
13 early childhood educators” after “teachers”;

14 (C) in paragraph (3), by inserting “and
15 early childhood educators” after “teachers”;

16 (D) in paragraph (4)—

17 (i) in subparagraph (A), by inserting
18 “or early childhood educator” after “teach-
19 er”; and

20 (ii) in subparagraph (B), by inserting
21 “or early childhood educator” after “teach-
22 er”;

23 (E) in paragraph (6)—

24 (i) in subparagraph (E)(i), by striking
25 “, as appropriate,”;

1 (ii) in subparagraph (F), by inserting
 2 “and early childhood educators” after
 3 “general education teachers”; and

4 (iii) in subparagraph (G), by inserting
 5 “and early childhood educators” after
 6 “special education teachers”; and
 7 (F) in paragraph (7)—

8 (i) in subparagraph (A), by inserting
 9 “and early childhood educators” after
 10 “prepare teachers”; and

11 (ii) in subparagraph (C)—

12 (I) by striking “new teachers”
 13 each place the term appears and in-
 14 serting “new teachers and new early
 15 childhood educators”;

16 (II) by striking “high-need local
 17 educational agency” each place the
 18 term appears and inserting “high-
 19 need local educational agency or early
 20 childhood education program”; and

21 (III) by striking “new teachers’
 22 teaching skills” and inserting “teach-
 23 ing skills of the new teachers and new
 24 early childhood educators”;

25 (2) in subsection (c)(1)—

1 (A) by inserting “and early childhood edu-
 2 cators” after “teachers”; and

3 (B) by striking “teaching residency pro-
 4 gram” and inserting “teacher and educator
 5 residency program”;

6 (3) in subsection (d)—

7 (A) in paragraph (1)—

8 (i) in subparagraph (A)—

9 (I) in the matter preceding clause
 10 (i), by striking “, as applicable,”;

11 (II) in clause (i)—

12 (aa) in subclause (II), by
 13 striking “, as applicable,”; and

14 (bb) in subclause (III), by
 15 striking “as applicable,”; and

16 (III) in clause (ii), by striking
 17 “and, as applicable, techniques for
 18 early childhood educators” and insert-
 19 ing “and, for early childhood edu-
 20 cators, techniques,”; and

21 (ii) in subparagraph (B)(ii)—

22 (I) in the matter preceding sub-
 23 clause (I), by striking “, as applica-
 24 ble,”; and

25 (II) in subclause (IV)—

1 (aa) in item (aa), by striking
2 “and” after the semicolon;

3 (bb) in item (bb), by insert-
4 ing “and” after the semicolon;
5 and

6 (cc) by adding at the end
7 the following:

8 “(cc) provide culturally re-
9 sponsive and inclusive learning
10 environments for all students;”;

11 (B) in paragraph (2)—

12 (i) in the matter preceding subpara-
13 graph (A), by striking “, as applicable,”;

14 (ii) in subparagraph (A)(ii), by strik-
15 ing “(as applicable)”;

16 (iii) in subparagraph (C), by striking
17 “teacher mentoring” and inserting “teach-
18 er and educator mentoring”;

19 (C) in paragraph (5)—

20 (i) in the paragraph heading, by in-
21 serting “AND EARLY CHILDHOOD EDUCA-
22 TOR” after “TEACHER”;

23 (ii) in the matter preceding subpara-
24 graph (A)—

1 (I) by inserting “or early child-
2 hood educators” after “become teach-
3 ers”; and

4 (II) by striking “teaching profes-
5 sion” and inserting “teaching and
6 early childhood education profession”;
7 and

8 (iii) in subparagraph (B), by inserting
9 “or early childhood educator” after “teach-
10 er”; and

11 (D) in paragraph (6), in the matter pre-
12 ceding subparagraph (A), by inserting “and
13 early childhood educators” after “teachers”;
14 (4) in subsection (e)—

15 (A) in the subsection heading, by striking
16 “TEACHING RESIDENCY” and inserting
17 “TEACHER AND EDUCATOR RESIDENCY”;

18 (B) by striking “teaching residency” each
19 place the term appears and inserting “teacher
20 and educator residency”;

21 (C) in paragraph (1)—

22 (i) in subparagraph (A), by inserting
23 “or high-need early childhood education
24 program” before “in the partnership”;

25 (ii) in subparagraph (B)—

1 (I) by inserting “or early child-
2 hood education program” after “re-
3 ceiving school”; and

4 (II) by striking “mentor teach-
5 ers” and inserting “mentor teachers
6 or early childhood educators”; and

7 (iii) in subparagraph (C)—

8 (I) in the matter preceding clause
9 (i), by striking “teaching residents”
10 and inserting “teacher or early child-
11 hood educator residents”;

12 (II) in clause (ii), by striking
13 “teacher mentoring” and inserting
14 “teacher and educator mentoring”;
15 and

16 (III) in clause (iii), by striking
17 “new teachers” and inserting “new
18 teachers or early childhood edu-
19 cators”; and

20 (D) in paragraph (2)—

21 (i) in the paragraph heading, by strik-
22 ing “TEACHING” and inserting “TEACHER
23 AND EDUCATOR”;

24 (ii) in subparagraph (A)—

1 (I) in the matter preceding clause

2 (i)—

3 (aa) by striking “teaching
4 residencies” and inserting
5 “teacher and educator
6 residencies”;

7 (bb) by inserting “and early
8 childhood educators” after
9 “teachers”; and

10 (cc) by inserting “and high-
11 need early childhood education
12 programs” after “high-need
13 schools”;

14 (II) in clause (i), by striking
15 “teacher mentoring” and inserting
16 “teacher and educator mentoring”;

17 (III) in clause (iii)—

18 (aa) in the matter preceding
19 subclause (I), by striking “men-
20 tor teacher” and inserting “men-
21 tor teacher or early childhood ed-
22 ucator”;

23 (bb) in subclause (II), by in-
24 serting “and early childhood edu-
25 cators” after “new teachers”;

1 (cc) in subclause (III), by
2 striking “teaching duties” and
3 inserting “teaching or educating
4 duties”; and

5 (dd) in subclause (IV), by
6 inserting “or early childhood edu-
7 cators” after “teachers”;

8 (IV) in clause (iv), by striking
9 “mentor teachers” and inserting
10 “mentor teachers and early childhood
11 educators”;

12 (V) in clause (vi)—

13 (aa) in subclause (I)—

14 (AA) by inserting “or
15 early childhood education
16 program” after “local edu-
17 cational agency”; and

18 (BB) by inserting “or
19 program” after “such agen-
20 cy”; and

21 (bb) in subclause (II), by in-
22 serting “or early childhood edu-
23 cation” after “teaching”; and

24 (VI) in clause (vii)—

1 (aa) by striking “teaching
2 residents” and inserting “teacher
3 or educator residents”;

4 (bb) by inserting “or early
5 childhood educators” after
6 “teachers”; and

7 (cc) by inserting “or work as
8 an early childhood educator”
9 after “two years of teaching”;
10 and

11 (iii) in subparagraph (C)—

12 (I) in clause (i), by striking
13 “teaching residents” and inserting
14 “teacher and educator residents”;

15 (II) in clause (ii), by striking
16 “teacher residency” and inserting
17 “teacher or educator residency”;

18 (III) in clause (iii)—

19 (aa) in subclause (I), by in-
20 serting “or early childhood edu-
21 cator” after “teacher”;

22 (bb) by striking subclause
23 (II) and inserting the following:

24 “(II)(aa) in the case of a teacher
25 applicant, fulfill the requirement

1 under subclause (I) by teaching in a
 2 high-need school served by the high-
 3 need local educational agency in the
 4 eligible partnership and teach a sub-
 5 ject or area that is designated as high
 6 need by the partnership; or

7 “(bb) in the case of an early
 8 childhood educator applicant, fulfill
 9 the requirement under subclause (I)
 10 by teaching in a high-need early child-
 11 hood education program;”; and

12 (cc) in subclause (IV), by in-
 13 serting “, or, in the case of an
 14 early childhood educator, will be
 15 highly competent,” after “Act,”;
 16 and

17 (IV) in clause (iv)—

18 (aa) in subclause (I), by
 19 striking “A grantee carrying out”
 20 and inserting “Subject to sub-
 21 clause (II), a grantee carrying
 22 out”;

23 (bb) by redesignating sub-
 24 clauses (II) and (III) as sub-

1 clauses (III) and (IV), respec-
2 tively;

3 (cc) by inserting after sub-
4 clause (I) the following:

5 “(II) EXCEPTIONS TO REPAY-
6 MENT REQUIREMENT.—An eligible
7 partnership carrying out a teacher
8 and educator residency program
9 under this paragraph shall not require
10 repayment under this clause by a re-
11 cipient if the recipient is unable to
12 complete the teacher and educator
13 residency program, or the service re-
14 quirement, due to—

15 “(aa) extenuating or unfore-
16 seen financial circumstances,
17 health reasons, or personal or
18 family obligations;

19 “(bb) incapacitation;

20 “(cc) inability to secure em-
21 ployment in a school served by
22 the eligible partnership;

23 “(dd) being called to active
24 duty in the armed forces of the
25 United States; or

1 “(ee) other extraordinary
2 circumstances.”; and

3 (dd) in subclause (III), as
4 redesignated by item (bb), by
5 striking “on grounds” and all
6 that follows through the period at
7 the end and inserting “on
8 grounds not covered under sub-
9 clause (II).”;

10 (5) in subsection (f)(1)—

11 (A) in subparagraph (B)—

12 (i) in clause (i), by inserting “or early
13 childhood education program” after
14 “school”;

15 (ii) in clause (ii), by inserting “or
16 early childhood educators” after “teach-
17 ers”;

18 (iii) in clause (iii), by striking “teach-
19 er instruction and drive teacher and stu-
20 dent learning” and inserting “teacher or
21 early childhood educator instruction and
22 drive the learning of teachers or early
23 childhood educators, and students”; and

24 (iv) in clause (iv), by striking “school
25 environment” and inserting “school or

1 early childhood education program environ-
 2 ment”; and

3 (B) in subparagraph (D)(i)—

4 (i) in subclause (I), by inserting “, or
 5 in high-need early childhood education pro-
 6 grams” before the semicolon at the end;
 7 and

8 (ii) in subclause (II)—

9 (I) by inserting “or early child-
 10 hood educators” after “teachers”; and

11 (II) by inserting “or high-need
 12 early childhood education programs”
 13 before the period at the end; and

14 (6) in subsection (g)—

15 (A) by inserting “or early childhood educa-
 16 tor” after “pre-baccalaureate teacher”; and

17 (B) by inserting “or early childhood edu-
 18 cators” before the period at the end.

19 (e) ACCOUNTABILITY, EVALUATION, AND INFORMA-
 20 TION.—Section 204 of the Higher Education Act of 1965
 21 (20 U.S.C. 1022c) is amended—

22 (1) in subsection (a)—

23 (A) in paragraph (1), by inserting “or
 24 early childhood educators” after “teachers”;

1 (B) in paragraph (2), by inserting “, and
 2 early childhood educator retention in the first
 3 three years of an early childhood educator’s ca-
 4 reer” before the semicolon at the end;

5 (C) in paragraph (3)—

6 (i) by inserting “(A)” before “im-
 7 provement”; and

8 (ii) by adding at the end the fol-
 9 lowing:

10 “(B) in the case of eligible partnerships of-
 11 fering programs that lead to State certification
 12 or licensure of early childhood educators, im-
 13 provement in the pass rates and scaled scores
 14 for initial State certification or licensure of
 15 early childhood educators; and”; and

16 (D) in paragraph (4)(F), by striking “as
 17 applicable,”; and

18 (2) in subsection (b)—

19 (A) by striking “shall ensure” and insert-
 20 ing the following: “shall—

21 “(1) ensure”; and

22 (B) by striking “part.” and inserting the
 23 following: “part; and

24 “(2) in the case of an eligible partnership that
 25 offers an early childhood education program that

1 does not lead to State licensure or certification as an
 2 early childhood educator, clearly indicate that fact in
 3 the information provided regarding the early child-
 4 hood program through the grant and any reports
 5 submitted under this part.”.

6 (f) ACCOUNTABILITY FOR PREPARATION PRO-
 7 GRAMS.—Section 205 of the Higher Education Act of
 8 1965 (20 U.S.C. 1022d) is amended—

9 (1) in the section heading, by inserting “**AND**
 10 **EARLY CHILDHOOD EDUCATORS**” after “**TEACH-**
 11 **ERS**”;

12 (2) by redesignating subsections (c) through (e)
 13 as subsections (d) through (f), respectively;

14 (3) by inserting after subsection (b) the fol-
 15 lowing:

16 “(c) STATE REPORT CARD ON THE QUALITY OF
 17 EARLY CHILDHOOD EDUCATORS.—

18 “(1) IN GENERAL.—Each State that receives
 19 funds under this Act shall provide to the Secretary,
 20 and make widely available to the general public, in
 21 a uniform and comprehensible manner that conforms
 22 with the definitions and methods established by the
 23 Secretary, an annual State report card on the qual-
 24 ity of early childhood educator preparation programs

1 that lead to early childhood educator licensure or
 2 certification in the State.

3 “(2) ADDITIONAL CONTENT.—Each State re-
 4 port card issued under this subsection shall also in-
 5 clude an explanation of—

6 “(A) how the State is making early child-
 7 hood educators aware of available tax credit
 8 programs, scholarship programs, and loan pro-
 9 grams; and

10 “(B) how the State is implementing or de-
 11 signing flexible early childhood educator prepa-
 12 ration programs.”; and

13 (4) in subsection (e), as redesignated by para-
 14 graph (2)—

15 (A) in paragraph (1), by inserting “and on
 16 early childhood educator qualifications and
 17 preparation in the United States, including the
 18 information described in subsection (c)(2)”
 19 after “subsection (b)(1)”; and

20 (B) in each of subparagraphs (A) and (B)
 21 of paragraph (2), by striking “teaching force”
 22 and inserting “teacher and early childhood edu-
 23 cator force”.

24 (g) ENHANCING TEACHER, EARLY CHILDHOOD, AND
 25 SCHOOL LEADER EDUCATION THROUGH CENTERS OF

1 EXCELLENCE.—Subpart 2 of part B of title II of the
2 Higher Education Act of 1965 (20 U.S.C. 1033 et seq.)
3 is amended—

4 (1) in section 241(1)(A) (20 U.S.C.
5 1033(1)(A)), in the matter preceding clause (i), by
6 striking “teacher preparation” each place the term
7 appears and inserting “teacher, early childhood edu-
8 cator, and school leader preparation”;

9 (2) in section 242(b) (20 U.S.C. 1033a(b))—

10 (A) in the matter preceding paragraph (1),
11 by striking “future teachers” and inserting “fu-
12 ture teachers, early childhood educators, and
13 school leaders”;

14 (B) in paragraph (1)—

15 (i) in the matter preceding subpara-
16 graph (A)—

17 (I) by striking “teacher prepara-
18 tion” and inserting “teacher, early
19 childhood educator, and school leader
20 preparation”; and

21 (II) by striking “teachers who”
22 and inserting “teachers, early child-
23 hood educators, and school leaders
24 who”; and

25 (ii) in subparagraph (B)—

1 (I) in the matter preceding clause
2 (i), by striking “teacher preparation”
3 and inserting “teacher, early child-
4 hood educator, and school leader prep-
5 aration”;

6 (II) in clause (i), by striking
7 “teachers to” and inserting “teachers,
8 early childhood educators, and school
9 leaders to”; and

10 (III) in clause (ii), by striking
11 “teaching skills” and inserting “teach-
12 ing and leadership skills”;

13 (C) in paragraph (2)—

14 (i) by inserting “, early childhood edu-
15 cators, and school leaders” after “prospec-
16 tive teachers”;

17 (ii) by inserting “, early childhood
18 educators, and school leaders” after “ex-
19 emplary teachers”;

20 (iii) by striking “principals, and other
21 administrators” inserting “early childhood
22 educators, and school leaders”; and

23 (iv) by striking “elementary schools
24 or” and inserting “early childhood edu-
25 cation programs, elementary schools, or”;

1 (D) in paragraph (3)—

2 (i) in the matter preceding subpara-
3 graph (A)—

4 (I) by inserting “or early child-
5 hood educators” after “retention of
6 teachers”; and

7 (II) by striking “highly qualified
8 principals, including minority teachers
9 and principals,” and inserting “highly
10 qualified school leaders, including mi-
11 nority teachers, early childhood edu-
12 cators, and school leaders,”; and

13 (ii) by striking subparagraphs (A) and
14 (B) and inserting the following:

15 “(A) teacher, early childhood educator, or
16 school leadership mentoring from exemplary
17 teachers, early childhood educators, or school
18 leaders, respectively; or

19 “(B) induction and support for teachers,
20 early childhood educators, and school leaders
21 during their first three years of employment as
22 teachers, early childhood educators, and school
23 leaders, respectively.”;

1 (E) in paragraph (4), by striking “teacher-
 2 er” and inserting “teacher, early childhood edu-
 3 cator, or school leader”;

4 (F) in paragraph (5), by striking “teacher
 5 preparation and successful teacher certifi-
 6 cation” and inserting “teacher, early childhood
 7 educator, and school leader preparation and
 8 successful certification”; and

9 (G) by adding at the end the following:

10 “(7) Establishing or expanding teacher, early
 11 childhood educator, or school leader residency or
 12 clinical programs in local low-income elementary
 13 schools or secondary schools.”; and

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

15 **“SEC. 243. FUNDING.**

16 “Notwithstanding any other provision of this title, if
 17 the funds appropriated to carry out this title for a fiscal
 18 year exceeds \$300,000,000, the Secretary shall reserve 50
 19 percent of the amount by which the appropriated funds
 20 exceed \$300,000,000 to carry out this subpart for such
 21 fiscal year.”.

22 **SEC. 303. MANDATORY FUNDING FOR TEACHER QUALITY**
 23 **PARTNERSHIP PROGRAM.**

24 Section 209 of the Higher Education Act of 1965 (20
 25 U.S.C. 1022h) is amended to read as follows:

1 **“SEC. 209. AUTHORIZATION AND APPROPRIATIONS.**

2 “There are authorized to be appropriated to carry out
3 this part, and there are appropriated, out of any money
4 in the Treasury not otherwise appropriated, \$350,000,000
5 for fiscal year 2020 and each subsequent fiscal year.”.

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