

118TH CONGRESS
1ST SESSION

S. _____

To ensure that teachers are paid a livable and competitive salary throughout their career, and for other purposes.

IN THE SENATE OF THE UNITED STATES

Mr. SANDERS (for himself, Mr. LUJÁN, Mr. MARKEY, Ms. WARREN, Mr. WELCH, Ms. HIRONO, Mr. MERKLEY, and Mr. PADILLA) introduced the following bill; which was read twice and referred to the Committee on

A BILL

To ensure that teachers are paid a livable and competitive salary throughout their career, 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; TABLE OF CONTENTS.**

4 (a) SHORT TITLE.—This Act may be cited as the
5 “Pay Teachers Act”.

6 (b) TABLE OF CONTENTS.—The table of contents of
7 this Act is as follows:

- Sec. 1. Short title; table of contents.
- Sec. 2. Purposes.
- Sec. 3. Findings.
- Sec. 4. Definitions.
- Sec. 5. Regulations; special rule.

TITLE I—INVESTING IN OUR NATION'S STUDENTS

- Sec. 101. Mandatory appropriations for part A of title I of the ESEA.
- Sec. 102. Mandatory appropriations for rural education.
- Sec. 103. Mandatory appropriations for impact aid.
- Sec. 104. Mandatory appropriations for Bureau of Indian Education.

TITLE II—INCREASING TEACHER SALARIES

- Sec. 201. State teacher salary plan addendum.
- Sec. 202. Paying teachers a livable and competitive salary.
- Sec. 203. Technical assistance to support the equitable distribution of in-field, experienced, and effective teachers.
- Sec. 204. Improving resource equity at schools identified for improvement.
- Sec. 205. Strengthening per-pupil expenditure reporting.
- Sec. 206. Maintenance of equity.
- Sec. 207. State administration.
- Sec. 208. National Academies study to improve ESEA's resource equity requirements.

TITLE III—INVESTING IN THE TEACHING PROFESSION

- Sec. 301. Mandatory appropriations for the Teacher Quality Partnerships and Grow Your Own programs.
- Sec. 302. Mandatory appropriations for the Augustus F. Hawkins Centers of Excellence program.
- Sec. 303. Mandatory appropriations for personnel development to improve services and results for children with disabilities under part D of IDEA.
- Sec. 304. Mandatory appropriations for the Supporting Effective Educator Development program.
- Sec. 305. Mandatory appropriations for the Teacher and School Leader Incentive program to support continued teacher growth and contributions to student learning.

1 SEC. 2. PURPOSES.

2 The purposes of this Act are to—

3 (1) ensure public elementary and secondary
 4 school teachers earn a livable salary and are com-
 5 pensated with a career-based competitive salary
 6 that—

7 (A) includes a starting annual base salary
 8 of not less than \$60,000; and

9 (B) increases regularly throughout a teach-
 10 er's career;

1 (2) increase Federal investments in public
2 schools, and call upon States and local governments
3 to increase investments in public education in order
4 to promote educational equity, including by ensuring
5 that every public school student is taught by a quali-
6 fied teacher; and

7 (3) invest in a diverse teacher workforce, by
8 strengthening the educator pipeline and supporting
9 career development and advancement through ex-
10 panded teacher leadership and professional advance-
11 ment opportunities.

12 **SEC. 3. FINDINGS.**

13 Congress finds the following:

14 (1) In the majority of States, public elementary
15 and secondary school teachers do not earn a livable
16 and competitive salary. According to the 2022 report
17 by the Economic Policy Institute—

18 (A) over the past nearly 3 decades, the av-
19 erage inflation-adjusted weekly wages of public
20 school teachers grew just \$29 from \$1,319 to
21 \$1,348 while, conversely, “inflation-adjusted
22 weekly wages of other college graduates rose
23 from \$1,564 to \$2,009 over the same period—
24 a \$445 increase.”;

1 (B) non-teaching college graduates realized
2 an inflation-adjusted weekly increase that was
3 15 times higher than public school teachers;
4 and

5 (C) “in 28 states, teachers are paid less
6 than 80 cents on the dollar earned by similar
7 college-educated workers in those states.”.

8 (2) Many teachers across the country are work-
9 ing multiple jobs and have to rely on public assist-
10 ance programs just to make ends meet. According to
11 the Southern Regional Education Board, in 36
12 States, the average teacher salary is low enough that
13 mid-career teachers who are the head of household
14 for a family of 4 qualify for government benefits.
15 According to a University of California, Berkeley
16 study, between 2014 and 2016, 21 percent of ele-
17 mentary and middle school teachers were part of
18 families enrolled in at least one of the following pub-
19 lic assistance programs:

20 (A) The Earned Income Tax Credit under
21 section 32 of the Internal Revenue Code of
22 1986.

23 (B) The Medicaid program.

24 (C) The Children’s Health Insurance pro-
25 gram.

1 (D) The supplemental nutrition assistance
2 program established under the Food and Nutri-
3 tion Act of 2008 (7 U.S.C. 2011 et seq.).

4 (E) The program of block grants to States
5 for temporary assistance for needy families es-
6 tablished under part A of title IV of the Social
7 Security Act (42 U.S.C. 601 et seq.).

8 (3) One estimate shows that in school year
9 2020–2021, 17 percent of public school teachers
10 worked multiple jobs during the school year, such as
11 working in restaurants or driving for ride-share plat-
12 forms.

13 (4) A similar pattern of inflation-adjusted week-
14 ly wages can be seen for school paraprofessionals
15 and other instructional staff. The lack of sufficient
16 and competitive wages is even more pronounced in
17 other school staff roles, with many school staff un-
18 able to earn a livable wage. The median pay in the
19 2019–2020 school year was \$13 an hour for school
20 food service workers, \$16.36 an hour for bus drivers,
21 \$15.34 an hour for school building and cleaning
22 workers, and \$19.50 an hour for school administra-
23 tive and support workers.

24 (5) According to the National Education Asso-
25 ciation, the average starting teacher salary in the

1 United States was \$42,845 in the 2021–2022 school
2 year. This is an increase of 2.5 percent over the pre-
3 vious school year. Only 1.8 percent of local edu-
4 cational agencies in the United States, who employ
5 5.9 percent of all teachers, pay a starting salary of
6 \$60,000 or more. Nationwide, 39.7 percent of local
7 educational agencies pay their starting teachers less
8 than \$40,000, and those local educational agencies
9 employ 17.9 percent of teachers nationwide.

10 (6) According to a 2022 study from the
11 Annenberg Institute at Brown University, the most
12 recent national data shows that nearly 200,000
13 teaching positions were either vacant or held by
14 underqualified teachers. This study, and others, con-
15 sistently demonstrate that teacher shortages dis-
16 proportionately impact schools serving the most stu-
17 dents of color and from low-income backgrounds.

18 (7) Nearly 70 years after *Brown v. Board of*
19 *Education of Topeka*, 347 U.S. 483 (1954), required
20 the provision of public education to all people “on
21 equal terms,” children of color, children with disabil-
22 ities, and children in low-income communities are
23 routinely denied a high-quality education. The Civil
24 Rights Data Collection of the Office for Civil Rights
25 of the Department of Education shows that schools

1 with high enrollment of students of color are 4 times
2 as likely to employ uncertified teachers compared to
3 schools with low enrollment of students of color. Ad-
4 ditional studies show that teachers with less than 3
5 years of experience are concentrated in schools serv-
6 ing a high percentage of students from low-income
7 backgrounds and students of color.

8 (8) Research, including a study by the Eco-
9 nomic Policy Institute, has found that raising teach-
10 er salaries helps attract the best and brightest young
11 people into teaching, encourages teachers to teach in
12 underserved schools, improves teacher retention and
13 morale, and bolsters student academic outcomes. Ac-
14 cording to the Learning Policy Institute, controlling
15 for other factors, teachers employed by local edu-
16 cational agencies with the highest salary schedules
17 are 31 percent less likely to leave than teachers em-
18 ployed by local educational agencies with lower pay
19 scales.

20 (9) According to the Consortium for Policy Re-
21 search in Education at the University of Pennsyl-
22 vania, teachers who enter the profession through
23 comprehensive and high-quality pathways are 2 to 3
24 times more likely to remain in the profession than

1 underprepared teachers who enter through less than
2 comprehensive pathways.

3 (10) Several studies have shown the many bene-
4 fits of providing opportunities for teacher leadership,
5 which include improving instructional practice, in-
6 creasing academic and other positive outcomes for
7 students, and increasing teacher retention.

8 (11) Teachers in the United States are system-
9 ically underpaid compared to their similarly edu-
10 cated peers. As the Organisation for Economic Co-
11 operation and Development wrote in 2019, “Depend-
12 ing on the level of education taught, teachers’ sala-
13 ries are between 62 percent and 68 percent of the
14 average salaries of tertiary-educated workers. These
15 relative earnings are among the lowest across all
16 OECD countries and economies.”.

17 (12) Raising teacher salaries to at least
18 \$60,000 a year and ensuring competitive pay
19 throughout the lifetime of the teaching career is one
20 of the most important steps the United States can
21 take to address the teacher shortage crisis and en-
22 sure all students have access to qualified teachers
23 and educational opportunity. Paying teachers as the
24 professionals they are is critical in order to honor
25 the work of educators, restore respect to the teach-

1 ing profession, and create a high-quality public edu-
2 cation system that serves the needs of students, fam-
3 ilies, and teachers.

4 **SEC. 4. DEFINITIONS.**

5 In this Act:

6 (1) ANNUAL ADJUSTMENT PERCENTAGE.—The
7 term “annual adjustment percentage”, with respect
8 to appropriations made under this Act for a fiscal
9 year, means a percentage equal to the estimated per-
10 centage change in the Consumer Price Index, as de-
11 termined by the Secretary of Education, for the
12 most recent calendar year ending prior to the begin-
13 ning of such fiscal year.

14 (2) CONSUMER PRICE INDEX.—The term “Con-
15 sumer Price Index” has the meaning given the term
16 in section 478(f) of the Higher Education Act of
17 1965 (20 U.S.C. 1087rr(f)).

18 (3) SECRETARY.—The term “Secretary” means
19 the Secretary of Education.

20 **SEC. 5. REGULATIONS; SPECIAL RULE.**

21 (a) REGULATIONS.—Not later than 1 year after the
22 date of enactment of this Act, the Secretary shall issue
23 final regulations related to the implementation of this Act
24 and the amendments made by this Act, including the pro-
25 visions of subsection (i) of section 6311 of the Elementary

1 and Secondary Education Act of 1965 (20 U.S.C. 6311),
2 as added by this Act.

3 (b) SPECIAL RULE.—Notwithstanding any other pro-
4 vision of law, the Secretary may take such steps as the
5 Secretary determines are reasonably necessary to imple-
6 ment the provisions of this Act and the amendments made
7 by this Act.

8 **TITLE I—INVESTING IN OUR**
9 **NATION’S STUDENTS**

10 **SEC. 101. MANDATORY APPROPRIATIONS FOR PART A OF**
11 **TITLE I OF THE ESEA.**

12 In addition to amounts otherwise available, there are
13 appropriated, out of any money in the Treasury not other-
14 wise appropriated, to the Secretary to carry out part A
15 of title I of the Elementary and Secondary Education Act
16 of 1965 (20 U.S.C. 6311 et seq.)—

17 (1) for fiscal year 2024, \$36,773,604,000; and

18 (2) for each succeeding fiscal year, the amount
19 appropriated under this section for the preceding fis-
20 cal year, increased by the annual adjustment per-
21 centage.

22 **SEC. 102. MANDATORY APPROPRIATIONS FOR RURAL EDU-**
23 **CATION.**

24 In addition to amounts otherwise available, there are
25 appropriated, out of any money in the Treasury not other-

1 wise appropriated, to the Secretary to carry out part B
2 of title V of the Elementary and Secondary Education Act
3 of 1965 (20 U.S.C. 7341 et seq.)—

4 (1) for fiscal year 2024, \$430,000,000; and

5 (2) for each succeeding fiscal year, the amount
6 appropriated under this section for the preceding fis-
7 cal year, increased by the annual adjustment per-
8 centage.

9 **SEC. 103. MANDATORY APPROPRIATIONS FOR IMPACT AID.**

10 In addition to amounts otherwise available, there are
11 appropriated, out of any money in the Treasury not other-
12 wise appropriated, to the Secretary to provide payments
13 for eligible federally connected children under section
14 7003(b) of the Elementary and Secondary Education Act
15 of 1965 (20 U.S.C. 7703(b))—

16 (1) for fiscal year 2024, \$1,460,000,000; and

17 (2) for each succeeding fiscal year, the amount
18 appropriated under this section for the preceding fis-
19 cal year, increased by the annual adjustment per-
20 centage.

21 **SEC. 104. MANDATORY APPROPRIATIONS FOR BUREAU OF**

22 **INDIAN EDUCATION.**

23 (a) DEFINITIONS.—In this section:

24 (1) BUREAU.—The term “Bureau” means the
25 Bureau of Indian Education.

1 (2) BUREAU-FUNDED SCHOOL.—The term “Bu-
2 reau-funded school” has the meaning given the term
3 in section 1141 of the Education Amendments of
4 1978 (25 U.S.C. 2021).

5 (3) MINIMUM SALARY FOR TEACHERS.—The
6 term “minimum salary for teachers” has the mean-
7 ing given the term in section 1111(i)(1)(A) of the
8 Elementary and Secondary Education Act of 1965
9 (20 U.S.C. 6311(i)(1)(A)), except that the amount
10 described in such section shall be determined by the
11 Director of the Bureau, in consultation with the Sec-
12 retary, instead of by a State.

13 (b) APPROPRIATIONS.—In addition to amounts other-
14 wise available, there are appropriated, out of any money
15 in the Treasury not otherwise appropriated, to the Bureau
16 to be allocated by the Director of the Bureau for programs
17 or activities operated or funded by the Bureau for Bureau-
18 funded schools—

19 (1) for fiscal year 2024, \$1,130,000,000; and

20 (2) for each succeeding fiscal year, the amount
21 appropriated under this section for the preceding fis-
22 cal year, increased by the annual adjustment per-
23 centage.

24 (c) LIVABLE AND COMPETITIVE SALARIES FOR BIE
25 TEACHERS.—Each entity carrying out a program or activ-

1 ity operated by the Bureau for Bureau-funded schools that
2 receives funds under subsection (b) shall ensure, in ac-
3 cordance with a timeline established by the Director of the
4 Bureau, that all full-time elementary and secondary teach-
5 ers employed for such program or activity—

6 (1) are compensated with an annual base sal-
7 ary, as such term is defined in section 1111(i)(1)(A)
8 of the Elementary and Secondary Education Act of
9 1965 (20 U.S.C. 6311(i)(1)(A)), that is not less
10 than the minimum salary for teachers; and

11 (2) are compensated with a livable and competi-
12 tive salary, in accordance with the requirements of
13 section 1111(i)(2)(B) of the Elementary and Sec-
14 ondary Education Act of 1965 (20 U.S.C.
15 6311(i)(2)(B)), except that procedures and require-
16 ments described in clause (ii) of such section shall
17 be established by the Director of the Bureau, in con-
18 sultation with the Secretary, instead of the Sec-
19 retary.

20 **TITLE II—INCREASING TEACHER** 21 **SALARIES**

22 **SEC. 201. STATE TEACHER SALARY PLAN ADDENDUM.**

23 Section 1111(g) of the Elementary and Secondary
24 Education Act of 1965 (20 U.S.C. 6311(g)) is amended
25 by adding at the end the following:

1 timeline to comply with the teacher salary
2 requirements described in subparagraphs
3 (A) and (B) of subsection (i)(2), if the
4 State meets the eligibility criteria described
5 in subsection (i)(4).

6 “(B) A description of the State’s plan to
7 increase the State’s per-pupil expenditures or
8 the aggregate expenditures of the State with re-
9 spect to the provision of free public education
10 in the State, in a manner that—

11 “(i) supports local educational agen-
12 cies in increasing salaries or wages for
13 teachers, paraprofessionals, specialized in-
14 structional support personnel, classified
15 school employees, principals, other school
16 leaders, school librarians, school bus driv-
17 ers, and other staff across their careers,
18 including through providing increased re-
19 sources to local educational agencies; and

20 “(ii) does not—

21 “(I) increase average class sizes
22 or student to full-time equivalent
23 teacher ratios at the State, local edu-
24 cational agency, or school level;

25 “(II) reduce planning time; or

1 “(III) require teachers to teach
2 additional classes.

3 “(C) An identification, with respect to the
4 average teacher salary baselines (as such term
5 is defined in subsection (i)(4)(A)(i)) in the most
6 recent fiscal year, of the statewide average and
7 the average in each local educational agency in
8 the State.

9 “(D) An identification of the number and
10 percentage of teachers employed by local edu-
11 cational agencies in the State who earn a salary
12 of less than \$60,000 annually, disaggregated by
13 each period of service specified in subsection
14 (i)(4)(A)(i), across the State and in each such
15 local educational agency.

16 “(E) A description of the State’s plan to
17 comply with the equitable distribution of teach-
18 ers requirement under paragraph (1)(B).

19 “(F) A description of the State’s plan to
20 align State activities authorized under section
21 2102 to support the purposes under section 2
22 of the Pay Teachers Act.

23 “(G) If the State participated in an eligible
24 partnership that received a grant under section
25 202 of the Higher Education Act of 1965, a de-

1 centage’, with respect to a fiscal year,
2 means a percentage equal to the estimated
3 percentage change in the Consumer Price
4 Index, as determined by the Secretary, for
5 the most recent calendar year ending prior
6 to the beginning of such fiscal year.

7 “(ii) ANNUAL BASE SALARY.—The
8 term ‘annual base salary’—

9 “(I) means the base salary, cal-
10 culated as an annual rate of pay, of a
11 full-time teacher; and

12 “(II) excludes—

13 “(aa) any additional com-
14 pensation earned by the teacher
15 for taking on additional respon-
16 sibilities (such as coaching or
17 teaching during the summer or
18 after school); and

19 “(bb) bonuses, stipends, and
20 awards.

21 “(iii) CONSUMER PRICE INDEX.—The
22 term ‘Consumer Price Index’ has the
23 meaning given the term in section 478(f)
24 of the Higher Education Act of 1965.

1 “(iv) MINIMUM SALARY FOR TEACH-
2 ERS.—The term ‘minimum salary for
3 teachers’ means an amount, determined by
4 the State, that all full-time teachers em-
5 ployed by a local educational agency are, at
6 a minimum, required by the State to be
7 compensated by such agency as their an-
8 nual base salary, and which—

9 “(I) for teachers in their first
10 year of teaching, shall be an annual
11 rate of pay that is not less than the
12 amount described in subparagraph
13 (B); and

14 “(II) for teachers with more than
15 one year of experience, shall be an an-
16 nual rate of pay that—

17 “(aa) is greater than the
18 amount described in subpara-
19 graph (B); and

20 “(bb) increases on an an-
21 nual basis, as the experience of a
22 teacher increases.

23 “(v) TEACHER.—The term ‘teacher’
24 means—

1 “(I) an employee of a local edu-
2 cational agency—

3 “(aa) with a primary duty of
4 teaching and who is employed
5 and engaged in teaching in a
6 public elementary school or sec-
7 ondary school served by such
8 agency;

9 “(bb) who fully meets all ap-
10 plicable public elementary school
11 or secondary school teacher cer-
12 tification and licensure require-
13 ments of the State in which the
14 school is located; and

15 “(cc) if the teacher is a spe-
16 cial education teacher, who meets
17 the qualifications described in
18 section 612(a)(14)(C) of the In-
19 dividuals with Disabilities Edu-
20 cation Act; and

21 “(II) other full-time public ele-
22 mentary school or secondary school
23 personnel employed by a local edu-
24 cational agency whose annual base
25 salary is determined in accordance

1 with such agency's salary schedule or
2 system for a full-time teacher.

3 “(B) SPECIAL RULE.—

4 “(i) IN GENERAL.—For each fiscal
5 year, the amount described in subpara-
6 graph (A)(iv)(I) shall be determined under
7 this subparagraph.

8 “(ii) FISCAL YEARS 2024 THROUGH
9 2028.—For each of fiscal years 2024
10 through 2028, the amount described in
11 subparagraph (A)(iv)(I) is \$60,000.

12 “(iii) FISCAL YEARS 2029 AND
13 AFTER.—

14 “(I) IN GENERAL.—For the fiscal
15 year period 2029 through 2033 and
16 for each subsequent 5 fiscal year pe-
17 riod, the amount described in sub-
18 paragraph (A)(iv)(I) shall be adjusted
19 for inflation as described in subclause
20 (II).

21 “(II) DETERMINATION.—The
22 amount shall be equal to the amount
23 applicable for the previous 5 fiscal
24 year period, increased by the greater
25 of—

1 “(aa) the aggregate annual
2 adjustment percentage over the
3 previous 5 fiscal years; or

4 “(bb) 2 percent of the
5 amount applicable under this
6 subparagraph for the previous 5
7 fiscal year period.

8 “(2) IMPROVING TEACHER SALARIES.—

9 “(A) MINIMUM SALARY FOR TEACHERS.—

10 “(i) IN GENERAL.—Subject to para-
11 graphs (3) and (4), a State that receives
12 assistance under this part shall ensure that
13 the annual base salary of a full-time teach-
14 er employed by a local educational agency
15 in the State is not less than the minimum
16 salary for teachers determined by such
17 State.

18 “(ii) COMPLIANCE.—To comply with
19 clause (i), a State shall adopt one or more
20 of the following laws or policies, under
21 which no full-time teacher shall receive an
22 annual base salary that is less than the
23 minimum salary for teachers:

24 “(I) A statewide minimum an-
25 nual base salary schedule for teachers

1 that increases as the experience of a
2 teacher increases.

3 “(II) A statewide minimum an-
4 nual base salary for teachers who are
5 in their first year of teaching.

6 “(III) A State law to increase
7 salaries for teachers.

8 “(B) LIVABLE AND COMPETITIVE SALA-
9 RIES FOR TEACHERS.—Subject to paragraphs
10 (3) and (4), a State that receives assistance
11 under this part shall demonstrate that all
12 teachers employed by local educational agencies
13 in the State are compensated with a livable and
14 competitive salary for teachers, which shall be
15 an amount that—

16 “(i) is at least the minimum salary for
17 teachers;

18 “(ii) increases throughout each teach-
19 er’s career; and

20 “(iii) is at least commensurate with
21 annual salaries for college-educated and
22 experienced professionals in the region in
23 which such agencies are located, as deter-
24 mined in accordance with procedures and
25 requirements established by the Secretary.

1 “(C) DISPARITIES IN PER-PUPIL EXPENDI-
2 TURES.—Not less frequently than every 5
3 years, a State that receives assistance under
4 this part shall examine and address fiscal in-
5 equities among schools and local educational
6 agencies in the State, including by working with
7 the Governor, members of the State legislature
8 and State board of education (if the State has
9 a State board of education), local educational
10 agencies that serve schools in the quartile de-
11 scribed in clause (i), and the public, to—

12 “(i) identify the quartile of schools
13 serving the greatest number and percent-
14 age of students from low-income back-
15 grounds;

16 “(ii) identify the average per-pupil ex-
17 penditure of the quartile of local edu-
18 cational agencies with the greatest per-
19 pupil expenditures in the State; and

20 “(iii) implement State and local ac-
21 tions to increase per-pupil expenditures at
22 schools described in clause (i) to an
23 amount that is not less than the average
24 per-pupil expenditure described in clause
25 (ii).

1 “(3) TIMING.—

2 “(A) IN GENERAL.—Except as provided in
3 subparagraph (B), the Secretary shall ensure
4 that, not later than 4 years after the date of
5 implementation of the final regulations issued
6 in accordance with section 5 of the Pay Teach-
7 ers Act, each State that receives assistance
8 under this part meets the teacher salary re-
9 quirements described in subparagraphs (A) and
10 (B) of paragraph (2).

11 “(B) EXCEPTION.—A State, if eligible,
12 may request and be approved by the Secretary
13 to participate in the Teacher Salary Improve-
14 ment pathway described in paragraph (4) that
15 provides an extended timeline to comply with
16 the teacher salary requirements described in
17 subparagraphs (A) and (B) of paragraph (2).

18 “(4) TEACHER SALARY IMPROVEMENT PATH-
19 WAY.—

20 “(A) DEFINITIONS.—In this paragraph:

21 “(i) AVERAGE TEACHER SALARY
22 BASELINES.—The term ‘average teacher
23 salary baselines’ means, for each of the fol-
24 lowing years of service as teachers, the av-
25 erage annual base salaries of all full-time

1 teachers employed by local educational
2 agencies in the State:

3 “(I) 0 years, or starting teacher
4 salaries.

5 “(II) 3 years.

6 “(III) 5 years.

7 “(IV) 10 years.

8 “(V) 15 years.

9 “(VI) 20 years.

10 “(VII) 25 years.

11 “(ii) ELIGIBLE IMPROVEMENT
12 STATE.—The term ‘eligible improvement
13 State’ means a State—

14 “(I) that had an annual starting
15 statewide teacher salary average that
16 was less than \$45,000 in fiscal year
17 2023;

18 “(II) in which 50 percent or
19 more of the teachers employed by
20 local educational agencies in the State
21 did not receive an annual base salary
22 of \$60,000 or more in fiscal year
23 2023; and

24 “(III) that demonstrates to the
25 Secretary substantial need for the ex-

1 tended timeline to comply with the
2 teacher salary requirements described
3 in subparagraphs (A) and (B) of
4 paragraph (2), and with respect to
5 which the Secretary determines that
6 providing such State with an extended
7 timeline would be equitable due to—

8 “(aa) exceptional or uncon-
9 trollable circumstances, such as a
10 natural disaster or a change in
11 the organizational structure of
12 the State; or

13 “(bb) a precipitous decline
14 in the financial resources of the
15 State.

16 “(B) IN GENERAL.—A State educational
17 agency, on behalf of an eligible improvement
18 State, that desires to participate in the Teacher
19 Salary Improvement pathway and needs an ex-
20 tended timeline to comply with the teacher sal-
21 ary requirements described in subparagraphs
22 (A) and (B) of paragraph (2) shall submit a re-
23 quest to the Secretary to participate in the
24 Teacher Salary Improvement pathway, which
25 shall include a plan to increase teacher salaries

1 able and competitive salary, in accord-
2 ance with the requirements of para-
3 graph (2)(B).

4 “(iii) For each fiscal year in the
5 timeline specified in clause (ii), statewide
6 annual goals for increasing average teacher
7 salary baselines in a manner that—

8 “(I) annually proposes a percent-
9 age increase in the average teacher
10 salary baselines, disaggregated by
11 each period of service described in
12 subparagraph (A)(i);

13 “(II) provides for the first in-
14 crease to occur not later than 2 fiscal
15 years after the receipt of approval to
16 participate in the Teacher Salary Im-
17 provement pathway; and

18 “(III) makes significant progress
19 toward ensuring that teachers are
20 paid an annual base salary in accord-
21 ance with the requirements specified
22 in subclauses (I) and (II) of clause (ii)
23 by the end of the timeline described in
24 such clause.

1 “(iv) A description of the State’s plan
2 to require all local educational agencies in
3 the State, for any fiscal year in which an
4 agency does not pay their teachers the
5 minimum salary for teachers, to—

6 “(I) at a minimum, increase the
7 salaries of the teachers employed by
8 such agency in accordance with the
9 statewide annual goals established in
10 clause (iii) for that fiscal year; and

11 “(II) ensure those increases in
12 salaries required under subclause (I)
13 are aligned with the livable and com-
14 petitive salary requirements described
15 in paragraph (2)(B).

16 “(v) An identification of the number
17 of teachers employed by local educational
18 agencies in the State who earn less than
19 the minimum salary for teachers,
20 disaggregated by each period of service de-
21 scribed in subparagraph (A)(i), across the
22 State and employed by each local edu-
23 cational agency.

24 “(vi) A description of the State’s plan
25 to support local educational agencies in in-

1 creasing salaries or wages for teachers,
2 paraprofessionals, specialized instructional
3 support personnel, classified school employ-
4 ees, principals, other school leaders, school
5 librarians, school bus drivers, and other
6 staff across their careers, including
7 through providing increased resources to
8 local educational agencies.

9 “(vii) A description of how the State
10 will meet the requirements described in
11 subparagraphs (A) and (B) of paragraph
12 (2) without—

13 “(I) increasing the average class
14 sizes or student to full-time equivalent
15 teacher ratios;

16 “(II) reducing planning time;

17 “(III) or requiring teachers to
18 teach additional classes at the State,
19 local educational agency, or school
20 level.

21 “(viii) A description of how the State
22 will meet the equitable distribution require-
23 ment under subsection (g)(1)(B) during
24 the period of the State’s participation in
25 the Teacher Salary Pay Improvement

1 pathway and after the State exits the path-
2 way.

3 “(C) PUBLIC COMMENT.—A State edu-
4 cational agency that submits an extension re-
5 quest to participate in the Teacher Salary Im-
6 provement pathway under this paragraph
7 shall—

8 “(i) provide the public and any inter-
9 ested local educational agency in the State
10 with notice and a reasonable and easily ac-
11 cessible opportunity to comment and pro-
12 vide input on the request;

13 “(ii) submit a summary of the com-
14 ments to the Secretary, with a description
15 of how the State addressed the comments,
16 and make such summary with description
17 publicly available on the website of the
18 State educational agency; and

19 “(iii) provide notice and a reasonable
20 time to comment to the public and local
21 educational agencies.

22 “(D) DURATION AND REPEAT REQUESTS
23 TO PARTICIPATE IN THE TEACHER SALARY IM-
24 PROVEMENT PATHWAY.—

1 “(i) IN GENERAL.—A request ap-
2 proved by the Secretary under this para-
3 graph may be for a period of not more
4 than 6 years.

5 “(ii) REVISING GOALS.—If a State
6 demonstrates to the Secretary that such
7 State is making substantial progress in
8 meeting its statewide annual goals de-
9 scribed in subparagraph (B)(iii) and dem-
10 onstrates the need for additional flexibility
11 to revise such goals to continue to make
12 substantial progress in reaching the re-
13 quirements described in subclauses (I) and
14 (II) of subparagraph (B)(ii), such State
15 may, not earlier than 3 years after such
16 State’s request to participate in the Teach-
17 er Salary Improvement pathway was ap-
18 proved by the Secretary, revise their state-
19 wide annual goals described in subpara-
20 graph (B)(iii) if the Secretary determines
21 such revisions will help the State continue
22 to make significant progress in meeting
23 such requirements.

24 “(iii) SUBSEQUENT REQUESTS TO
25 PARTICIPATE IN THE TEACHER SALARY IM-

1 PROVEMENT PATHWAY.—A State edu-
2 cational agency that wishes to receive an
3 additional approval to participate in the
4 Teacher Salary Improvement pathway
5 under this paragraph shall submit a new
6 request, in accordance with the require-
7 ments of subparagraphs (B) and (C), if
8 the State demonstrates that the initial re-
9 quest has been effective in enabling the
10 State to increase teacher salaries in a man-
11 ner that made significant progress in
12 reaching the requirements described in
13 subclauses (I) and (II) of subparagraph
14 (B)(ii).

15 “(E) DETERMINATIONS AND REVISION.—

16 “(i) DETERMINATIONS.—The Sec-
17 retary shall issue a written determination
18 regarding the initial approval or dis-
19 approval of a request to participate in the
20 Teacher Salary Improvement pathway not
21 more than 120 days after the date on
22 which such request is submitted. Initial
23 disapproval of such request shall be based
24 on the determination of the Secretary
25 that—

1 “(I) the request does not meet
2 the requirements of this paragraph; or

3 “(II) the State’s plan to increase
4 teacher salaries under subparagraph
5 (B) is not designed to make signifi-
6 cant progress within a reasonable
7 timeline to ensure that—

8 “(aa) all teachers employed
9 by local educational agencies in
10 the State are paid not less than
11 the minimum salary for teachers;
12 and

13 “(bb) all teachers employed
14 by local educational agencies in
15 the State are compensated with a
16 livable and competitive salary, in
17 accordance with the requirements
18 in paragraph (2)(B).

19 “(ii) REVISION AND DISAPPROVAL.—
20 The Secretary shall act on requests to par-
21 ticipate in the Teacher Salary Improve-
22 ment pathway under this paragraph in a
23 manner that is similar to the actions of the
24 Secretary for waiver revision and dis-

1 approval under subparagraphs (B) and (C)
2 of section 8401(b)(4).

3 “(F) REPORTS.—For each fiscal year for
4 which a State educational agency participates in
5 the Teacher Salary Improvement pathway
6 under this paragraph, such agency shall prepare
7 and submit an annual report to the Secretary,
8 which shall include—

9 “(i) updated average teacher salary
10 baselines for that fiscal year, disaggregated
11 by the statewide average and the average
12 in each local educational agency in the
13 State;

14 “(ii) a description of how the State
15 and local educational agencies in the State
16 increased the average teacher salary base-
17 lines in a manner consistent with the state-
18 wide annual goals for the corresponding
19 fiscal year, as described in subparagraph
20 (B)(iii);

21 “(iii) a description that includes—

22 “(I) updated data on the number
23 of teachers employed by local edu-
24 cational agencies in the State who
25 earn less than the minimum salary for

1 teachers, disaggregated by each period
2 of service described in subparagraph
3 (A)(i), across the State and employed
4 by each local educational agency;

5 “(II) the identification of local
6 educational agencies that have in-
7 creased the number of teachers who
8 earn less than the minimum salary for
9 teachers; and

10 “(III) the actions the State edu-
11 cational agency will take in the next
12 fiscal year to support local educational
13 agencies described in subclause (II) in
14 decreasing the number of teachers
15 employed by such agencies who earn
16 less than the minimum salary for
17 teachers;

18 “(iv) a description of actions taken by
19 the State to increase the State’s per-pupil
20 expenditures or the aggregate expenditures
21 of the State with respect to the provision
22 of free public education in the State, in a
23 manner that—

24 “(I) supports local educational
25 agencies in increasing salaries or

1 wages for teachers, paraprofessionals,
2 specialized instructional support per-
3 sonnel, classified school employees,
4 principals, other school leaders, school
5 librarians, school bus drivers, and
6 other staff across their careers, in-
7 cluding through providing increased
8 resources to local educational agen-
9 cies; and

10 “(II) does not—

11 “(aa) increase average class
12 sizes or student to full-time
13 equivalent teacher ratios at the
14 State, local educational agency,
15 or school level;

16 “(bb) reduce planning time;
17 or

18 “(cc) require teachers to
19 teach additional classes; and

20 “(v) a description of how the State
21 improved the equitable distribution of
22 teachers in such fiscal year, as required
23 under subsection (g)(1)(B).

24 “(5) RULES.—

1 “(A) RULE OF CONSTRUCTION FOR COL-
2 LECTIVE BARGAINING.—

3 “(i) IN GENERAL.—Subject to clause
4 (ii), nothing in this subsection shall be con-
5 strued to alter or otherwise affect the
6 rights, remedies, and procedures afforded
7 to school or local educational agency em-
8 ployees under Federal, State, or local laws
9 (including applicable regulations or court
10 orders) or under the terms of collective
11 bargaining agreements, memoranda of un-
12 derstanding, or other agreements between
13 such employers and their employees.

14 “(ii) COMPLIANCE.—Clause (i) shall
15 not be construed to exempt a State, local
16 educational agency, or school from com-
17 plying with this subsection or from negoti-
18 ating in compliance with State labor laws
19 to comply with this subsection.

20 “(B) RULE OF CONSTRUCTION FOR ADDI-
21 TIONAL PAY OR OTHER SALARY AUGMENTING
22 SYSTEMS.—Nothing in this subsection shall be
23 construed to prevent States or local educational
24 agencies from supplementing the annual base

1 salary of teachers or other staff employed by
2 such agencies—

3 “(i) for additional skills, knowledge,
4 duties, and responsibilities;

5 “(ii) by salary systems that increase
6 teachers’ compensation through supple-
7 mental pay that is not part of an annual
8 base salary; or

9 “(iii) through the provision of bo-
10 nuses, stipends, or awards.

11 “(C) NO WAIVER AUTHORITY.—Section
12 8401 shall not apply to this subsection.”; and
13 (3) in subsection (h)(5)—

14 (A) in subparagraph (C), by striking
15 “and” after the semicolon;

16 (B) by redesignating subparagraph (D) as
17 subparagraph (G); and

18 (C) by inserting after subparagraph (C)
19 the following:

20 “(D) data that demonstrates the State met
21 the requirements specified in subparagraphs
22 (A) and (B) of subsection (i)(2), or an assur-
23 ance that the State submitted the annual report
24 described in subsection (i)(4)(F);

1 “(E) a description of the evidenced-based
2 strategies the State implemented to—

3 “(i) reduce the number and percent-
4 age of teachers and paraprofessionals
5 teaching without full certification and li-
6 censure, overall and in schools served by
7 local educational agencies that serve high
8 numbers or percentages of students who
9 are from low-income backgrounds, students
10 who are racial and ethnic minorities, chil-
11 dren with disabilities, or English learners;
12 and

13 “(ii) meet the equitable distribution of
14 teachers requirements specified in sub-
15 section (g)(1)(B);”.

16 **SEC. 203. TECHNICAL ASSISTANCE TO SUPPORT THE EQUI-**
17 **TABLE DISTRIBUTION OF IN-FIELD, EXPERI-**
18 **ENCED, AND EFFECTIVE TEACHERS.**

19 (a) STATE PLANS.—Section 1111 of the Elementary
20 and Secondary Education Act of 1965 (20 U.S.C. 6311)
21 is amended—

22 (1) in subsection (g)—

23 (A) in paragraph (1)(B)—

24 (i) by striking “low-income and minor-
25 ity children” and inserting “students who

1 are from low-income backgrounds, students
2 who are racial and ethnic minorities, chil-
3 dren with disabilities, or English learners”;
4 and

5 (ii) by striking “enrolled in schools as-
6 sisted under this part” and inserting “en-
7 rolled in schools served by local educational
8 agencies operating in the State”; and

9 (B) in paragraph (2)(J), by striking “, in-
10 cluding any requirements for certification ob-
11 tained through alternative routes to certifi-
12 cation” and inserting “ and the State edu-
13 cational agency will implement evidenced-based
14 strategies to reduce the number and percentage
15 of teachers and paraprofessionals teaching with-
16 out full certification and licensure overall and in
17 schools served by local educational agencies that
18 serve high numbers or percentages of students
19 who are from low-income backgrounds, students
20 who are racial and ethnic minorities, children
21 with disabilities, or English learners”; and

22 (2) in subsection (h)—

23 (A) in paragraph (1)(C)(ix)—

1 (i) in subclause (I), by inserting
2 “(meaning with less than 2 years of serv-
3 ice)” after “inexperienced”;

4 (ii) in subclause (II), by striking
5 “and” after the semicolon;

6 (iii) in subclause (III), by striking the
7 period at the end and inserting “; and”;
8 and

9 (iv) by adding at the end the fol-
10 lowing:

11 “(IV) teachers providing lan-
12 guage instruction to English learners
13 who meet the criteria described in
14 subclauses (I) through (III),
15 disaggregated by such criteria.”; and

16 (B) in paragraph (5)(G), as redesignated
17 by section 202(3)(B)—

18 (i) in clause (i), by inserting “(mean-
19 ing teachers with less than 2 years of serv-
20 ice)” after “Inexperienced teachers”; and

21 (ii) by inserting after clause (iii) the
22 following:

23 “(iv) Teachers providing language in-
24 struction to English learners who meet the

1 criteria described in clauses (i) through
2 (iii), disaggregated by such criteria.”.

3 (b) LOCAL EDUCATIONAL AGENCY PLANS.—Section
4 1112 of the Elementary and Secondary Education Act of
5 1965 (20 U.S.C. 6312) is amended—

6 (1) in subsection (b)(2), by striking “low-in-
7 come students and minority students” and inserting
8 “students who are from low-income backgrounds,
9 students who are racial and ethnic minorities, chil-
10 dren with disabilities, or English learners”;

11 (2) in subsection (c)(6), by striking “, including
12 any requirements for certification obtained through
13 alternative routes to certification” and inserting
14 “and that the local educational agency will imple-
15 ment evidenced-based and research-based strategies
16 to reduce the number and percentage of teachers
17 and paraprofessionals teaching without full certifi-
18 cation and licensure overall and in schools served by
19 local educational agencies that serve high numbers
20 or percentages of students who are from low-income
21 backgrounds, students who are racial and ethnic mi-
22 norities, children with disabilities, or English learn-
23 ers”; and

24 (3) in subsection (e)(1)(A)(i)(I), by inserting
25 “the full” after “has met”.

1 (c) TECHNICAL ASSISTANCE TO SUPPORT THE EQUI-
2 TABLE DISTRIBUTION OF TEACHERS.—

3 (1) IN GENERAL.—Subpart 2 of part F of title
4 VIII of the Elementary and Secondary Education
5 Act of 1965 (20 U.S.C. 7901 et seq.) is amended by
6 adding at the end the following:

7 **“SEC. 8549D. TECHNICAL ASSISTANCE TO SUPPORT THE**
8 **EQUITABLE DISTRIBUTION OF TEACHERS.**

9 “(a) IN GENERAL.—To ensure that students who are
10 racial and ethnic minorities, students from low-income
11 backgrounds, students who are children with disabilities,
12 and English learners are not served at disproportionate
13 rates by out-of-field, inexperienced, and ineffective teach-
14 ers, including ensuring that teachers have the adequate
15 supports they need to be effective, the Secretary shall—

16 “(1) provide technical assistance to—

17 “(A) increase support to States and local
18 educational agencies for such purposes; and

19 “(B) monitor the progress of States and
20 local educational agencies in meeting equitable
21 distribution of teachers requirements specified
22 in subsection (g)(1)(B) of section 1111 and
23 monitoring reporting required under subsection
24 (h)(1)(C)(ix) of such section; and

1 “(2) award grants under this section to support
2 State educational agencies and local educational
3 agencies in improving their data systems to effec-
4 tively collect and analyze information related to edu-
5 cator quality.

6 “(b) REPORT TO CONGRESS.—Not later than 2 years
7 after the date of enactment of the Pay Teachers Act, and
8 each subsequent second fiscal year, the Secretary shall
9 prepare and submit to the Committee on Health, Edu-
10 cation, Labor, and Pensions of the Senate and the Com-
11 mittee on Education and the Workforce of the House of
12 Representatives a report regarding—

13 “(1) State and local educational agency efforts
14 and progress toward meeting the equitable distribu-
15 tion requirements under subsection (g)(1)(B) of sec-
16 tion 1111 and ensuring compliance with reporting
17 required under subsection (h)(1)(C)(ix) of such sec-
18 tion; and

19 “(2) actions taken by the Secretary to monitor
20 compliance in accordance with subsection (a)(2).

21 “(c) MANDATORY APPROPRIATIONS.—In addition to
22 amounts otherwise available, there are appropriated, out
23 of any money in the Treasury not otherwise appropriated,
24 to the Secretary to provide technical assistance described

1 in subsection (a) and carry out reporting requirements in
2 subsection (b)—

3 “(1) for fiscal year 2024, \$3,000,000; and

4 “(2) for each succeeding fiscal year, the amount
5 appropriated under this subsection for the preceding
6 fiscal year, increased by the annual adjustment per-
7 centage.

8 “(d) DEFINITIONS.—In this section:

9 “(1) ANNUAL ADJUSTMENT PERCENTAGE.—

10 The term ‘annual adjustment percentage’, with re-
11 spect to appropriations made under this section for
12 a fiscal year, means a percentage equal to the esti-
13 mated percentage change in the Consumer Price
14 Index, as determined by the Secretary, for the most
15 recent calendar year ending prior to the beginning of
16 such fiscal year.

17 “(2) CONSUMER PRICE INDEX.—The term
18 ‘Consumer Price Index’ has the meaning given the
19 term in section 478(f) of the Higher Education Act
20 of 1965.”.

21 (2) TABLE OF CONTENTS.—The table of con-
22 tents in section 2 of the Elementary and Secondary
23 Education Act of 1965 is amended by inserting after
24 the item relating to section 8549C the following new
25 item:

“Sec. 8549D. Technical assistance to support the equitable distribution of teachers.”.

1 **SEC. 204. IMPROVING RESOURCE EQUITY AT SCHOOLS**
 2 **IDENTIFIED FOR IMPROVEMENT.**

3 (a) PURPOSE.—It is the purpose of the amendments
 4 made under subsection (b) to help ensure that sufficient
 5 funds are available to meet the requirements of this Act,
 6 including the amendments made by this Act.

7 (b) AMENDMENT.—Section 1111(d) of the Elemen-
 8 tary and Secondary Education Act of 1965 (20 U.S.C.
 9 6311(d)) is amended—

10 (1) in paragraph (1)(B)(iv), by striking “re-
 11 source inequities, which may” and inserting “and
 12 proposes a plan to mitigate resource inequities and
 13 to increase educational opportunities, including the
 14 equitable access to qualified teachers as described in
 15 paragraphs (1)(B) and (2)(J) of subsection (g), and
 16 section 1112(b)(2), for students enrolled in such
 17 school, which shall”;

18 (2) in paragraph (2)—

19 (A) in subparagraph (B)—

20 (i) in clause (iv), by striking “and”
 21 after the semicolon;

22 (ii) in clause (v), by striking the pe-
 23 riod at the end and inserting “; and”; and

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

3 “(vi) identifies and proposes a plan to
4 mitigate resource inequities and to increase
5 educational opportunities, including the eq-
6 uitable access to qualified teachers as de-
7 scribed in paragraphs (1)(B) and (2)(J) of
8 subsection (g), and section 1112(b)(2), for
9 students enrolled in such school, which
10 shall include a review of local educational
11 agency and school-level budgeting, to be
12 addressed through implementation of such
13 targeted support and improvement plan.”;
14 and

15 (B) in subparagraph (C), by striking
16 “may” and inserting “shall”; and

17 (3) in paragraph (3)(A)(ii), by inserting “, in-
18 cluding the equitable access to qualified teachers as
19 described in paragraphs (1)(B) and (2)(J) of sub-
20 section (g) and section 1112(b)(2),” after “periodi-
21 cally review resource allocation”.

22 **SEC. 205. STRENGTHENING PER-PUPIL EXPENDITURE RE-**
23 **PORTING.**

24 (a) PURPOSE.—It is the purpose of the amendments
25 made under this section to help ensure sufficient funds

1 are available to meet the requirements of this Act, includ-
2 ing the amendments made by this Act.

3 (b) STATE REPORTS.—Section 1111(h)(5) of the Ele-
4 mentary and Secondary Education Act of 1965 (20 U.S.C.
5 6311(h)(5)) is amended by inserting after subparagraph
6 (E), as redesignated by section 202(3)(B), the following:

7 “(F) the per-pupil expenditures of Federal,
8 State, and local funds, including actual per-
9 sonnel expenditures and actual nonpersonnel ex-
10 penditures of Federal, State, and local funds,
11 disaggregated by source of funds, for each local
12 educational agency and each school in the State
13 for the preceding fiscal year, in accordance with
14 paragraph (1)(C)(x); and”.

15 (c) LOCAL EDUCATIONAL AGENCY PLANS.—Section
16 1112(e)(1) of the Elementary and Secondary Education
17 Act of 1965 (20 U.S.C. 6312(e)(1)) is amended by adding
18 at the end the following:

19 “(C) ADDITIONAL RESOURCE EQUITY IN-
20 FORMATION.—Schools served by a local edu-
21 cational agency that receives assistance under
22 this part shall provide to each individual parent
23 of a child who is a student in such school infor-
24 mation on resource equity, including—

1 “(i) the per-pupil expenditures of Fed-
2 eral, State, and local funds, in both the
3 school in which such parent’s child is en-
4 rolled and in the local educational agency
5 that serves such school, in accordance with
6 section 1111(h)(1)(C)(x); and

7 “(ii) whether the school-level per-pupil
8 expenditures of the school in which such
9 parent’s child is enrolled and the local edu-
10 cational agency that serves such school are
11 below the average of the local educational
12 agency and State, respectively.”.

13 **SEC. 206. MAINTENANCE OF EQUITY.**

14 (a) **MAINTENANCE OF EQUITY.**—Section 1118 of the
15 Elementary and Secondary Education Act of 1965 (20
16 U.S.C. 6321) is amended by adding at the end the fol-
17 lowing:

18 “(e) **STATE MAINTENANCE OF EQUITY.**—

19 “(1) **FISCAL YEARS WITH REDUCTIONS TO**
20 **STATE AID.**—A State that reduced, for the preceding
21 fiscal year, on a per-pupil basis, State funds for a
22 fiscal year shall satisfactorily demonstrate to the
23 Secretary that the State did not reduce State fund-
24 ing (as calculated on a per-pupil basis) for—

1 “(A) any high-need local educational agen-
2 cy in the State by an amount that exceeds the
3 overall per-pupil reduction in State funds, if
4 any, for all local educational agencies in such
5 State for such fiscal year; or

6 “(B) any highest poverty local educational
7 agency below the level of funding (as calculated
8 on a per-pupil basis) provided to that local edu-
9 cational agency for such previous fiscal year.

10 “(2) FISCAL YEARS WITHOUT REDUCTIONS TO
11 STATE AID.—A State educational agency receiving
12 funds under this part for a fiscal year for which the
13 State did not reduce per-pupil spending from State
14 funds shall satisfactorily demonstrate to the Sec-
15 retary that, for the preceding fiscal year, the State
16 did not reduce State funding (as calculated on a per-
17 pupil basis) for any highest poverty local educational
18 agency or any high-need local educational agency by
19 any amount.

20 “(3) DE MINIMIS REDUCTION.—For purposes of
21 paragraphs (1) and (2), the Secretary may disregard
22 a de minimis reduction in State funding to a local
23 educational agency as the Secretary finds appro-
24 priate, including for those local educational agen-
25 cies—

1 “(A) with small enrollments that exhibit
2 annual variation in per-pupil funding based pri-
3 marily on their size; or

4 “(B) that exhibit variation in per-pupil
5 funding based on a State funding formula that
6 accounts for the special cost differentials for
7 certain student populations.

8 “(4) DEFINITIONS.—In this subsection:

9 “(A) HIGHEST POVERTY LOCAL EDU-
10 CATIONAL AGENCY.—The term ‘highest poverty
11 local educational agency’ means a local edu-
12 cational agency that is among the group of local
13 educational agencies in the State that—

14 “(i) in rank order, have the highest
15 percentages of economically disadvantaged
16 students in the State, on the basis of the
17 most recent satisfactory data available
18 from the Department of Commerce (or, for
19 local educational agencies for which no
20 such data are available, such other data as
21 the Secretary determines are satisfactory);
22 and

23 “(ii) collectively serve not less than 20
24 percent of the State’s total enrollment of

1 students served by all local educational
2 agencies in the State.

3 “(B) HIGH-NEED LOCAL EDUCATIONAL
4 AGENCY.—The term ‘high-need local edu-
5 cational agency’ means a local educational
6 agency that is among the group of local edu-
7 cational agencies in the State that—

8 “(i) in rank order, have the highest
9 percentages of economically disadvantaged
10 students in the State, on the basis of the
11 most recent satisfactory data available
12 from the Department of Commerce (or, for
13 local educational agencies for which no
14 such data are available, such other data as
15 the Secretary of Education determines are
16 satisfactory); and

17 “(ii) collectively serve not less than 50
18 percent of the State’s total enrollment of
19 students served by all local educational
20 agencies in the State.

21 “(C) OVERALL PER-PUPIL REDUCTION IN
22 STATE FUNDS.—The term ‘overall per-pupil re-
23 duction in State funds’ means, with respect to
24 a fiscal year—

1 “(i) the amount of any reduction in
2 the total amount of State funds provided
3 to all local educational agencies in the
4 State for that fiscal year compared to the
5 total amount of State funds provided to all
6 local educational agencies in the State for
7 the preceding fiscal year; divided by

8 “(ii) the aggregate number of children
9 enrolled in all schools served by all local
10 educational agencies in the State in the fis-
11 cal year for which the determination is
12 being made.

13 “(D) STATE.—The term ‘State’ means
14 each of the 50 States, the District of Columbia,
15 and the Commonwealth of Puerto Rico.”.

16 (b) NO WAIVER.—Section 8401(c) of the Elementary
17 and Secondary Education Act of 1965 (20 U.S.C.
18 7861(c)) is amended by inserting “or maintenance of eq-
19 uity, including section 1118(e)” before the semicolon at
20 the end.

21 (c) EFFECTIVE DATE.—The amendments made by
22 subsections (a) and (b) shall take effect on October 1,
23 2023.

1 **SEC. 207. STATE ADMINISTRATION.**

2 Section 1004 of the Elementary and Secondary Edu-
3 cation Act of 1965 (20 U.S.C. 6304) is amended—

4 (1) in subsection (a)—

5 (A) in the matter preceding paragraph (1),
6 by striking “subsection (b)” and inserting “sub-
7 sections (b) and (c)”; and

8 (B) in paragraph (2), by striking
9 “\$400,000” and inserting “\$1,200,000”; and

10 (2) by adding at the end the following:

11 “(c) RESERVATION FOR STATE FISCAL AND RE-
12 SOURCE ADEQUACY AND EQUITY.—In addition to any
13 amounts reserved under subsection (a), each State receiv-
14 ing assistance under part A shall reserve not more than
15 0.5 percent of funds received under such part to carry out
16 1 or more of the following activities:

17 “(1) Monitor implementation of section 1111(i).

18 “(2) Support State public school funding and
19 resource adequacy and equity commissions, or com-
20 prehensive reviews of State public school finance sys-
21 tems, that—

22 “(A) are carried out with significant and
23 meaningful family and community engagement,
24 including with—

25 “(i) organizations representing the in-
26 terests of students from low-income back-

1 grounds, students who are racial and eth-
2 nic minorities, English learners, children
3 with disabilities, students experiencing
4 homelessness, children and youth in the
5 foster care system, and other vulnerable
6 and underserved children;

7 “(ii) teachers, classified school em-
8 ployees, principals, and other school lead-
9 ers;

10 “(iii) local educational agencies;

11 “(iv) parents and families;

12 “(v) civil rights organizations in the
13 State; and

14 “(vi) school finance experts, which
15 may include researchers from institutions
16 of higher education;

17 “(B) identify State and local funding and
18 educational opportunity gaps in fiscal and re-
19 source adequacy and equity—

20 “(i) among all local educational agen-
21 cies in the State; and

22 “(ii) for each local educational agency
23 in the State, across all schools served by
24 such agency; and

1 “(C) develop action plans to address exist-
2 ing gaps in fiscal and resource adequacy and
3 equity identified under subparagraph (B), with
4 involvement from the stakeholders described in
5 clauses (i) through (vi) of subparagraph (A).

6 “(3) Support the provision of technical assist-
7 ance, which may be provided by school finance ex-
8 perts, regarding the public school finance systems,
9 including developing and implementing more ade-
10 quate and equitable approaches to State education
11 funding and resource allocation.

12 “(4) Support and expand public transparency
13 about public school finance systems.”.

14 **SEC. 208. NATIONAL ACADEMIES STUDY TO IMPROVE**
15 **ESEA’S RESOURCE EQUITY REQUIREMENTS.**

16 (a) IN GENERAL.—Not later than 240 days after the
17 date of enactment of this Act, the Secretary shall enter
18 into an agreement with the National Academies of
19 Sciences, Engineering, and Medicine to—

20 (1) conduct a study of how to improve Federal
21 requirements designed to ensure that public schools
22 and local educational agencies that serve a high
23 number or percentage of underserved groups of stu-
24 dents, including students from low-income back-
25 grounds, students of color, English learners, children

1 with disabilities, students experiencing homelessness,
2 and children and youth in the foster care system, re-
3 ceive an adequate and equitable share of State and
4 local funds; and

5 (2) make the report described in subsection (c)
6 publicly available.

7 (b) ELEMENTS.—The study described in subsection
8 (a) shall—

9 (1) examine disparities in per-pupil expendi-
10 tures (from State and local funding) and in full-time
11 equivalent staff between public schools receiving sup-
12 port under part A of title I of the Elementary and
13 Secondary Education Act of 1965 (20 U.S.C. 6311
14 et seq.) and public schools not receiving support
15 under such part;

16 (2) identify options for improving the fiscal re-
17 quirements for purposes of comparability as de-
18 scribed in section 1118(c) of the Elementary and
19 Secondary Education Act of 1965 (20 U.S.C.
20 6321(c));

21 (3) identify options for improving the supple-
22 ment, not supplant requirements under section
23 1118(b) of the Elementary and Secondary Edu-
24 cation Act of 1965 (20 U.S.C. 6321(b)); and

1 (4) include recommendations for effective or
2 evidence-based Federal and State policies designed
3 to ensure that public schools and local educational
4 agencies that serve a high number or percentage of
5 underserved groups of students receive an equitable
6 share of funds, including recommendations relating
7 to the equitable and adequate distribution of funds
8 at the State and local levels.

9 (c) REPORT.—Not later than 3 years after the date
10 of the agreement entered into under subsection (a), the
11 National Academies of Sciences, Engineering, and Medi-
12 cine shall submit to the Secretary, the Committee on
13 Health, Education, Labor, and Pensions of the Senate,
14 and the Committee on Education and the Workforce of
15 the House of Representatives a report of the study re-
16 quired under such subsection.

17 (d) MANDATORY APPROPRIATIONS.—In addition to
18 amounts otherwise available, there is appropriated, out of
19 any money in the Treasury not otherwise appropriated,
20 \$1,500,000 to the Secretary to carry out this section for
21 fiscal year 2024.

1 **TITLE III—INVESTING IN THE**
2 **TEACHING PROFESSION**

3 **SEC. 301. MANDATORY APPROPRIATIONS FOR THE TEACH-**
4 **ER QUALITY PARTNERSHIPS AND GROW**
5 **YOUR OWN PROGRAMS.**

6 (a) **TEACHER QUALITY PARTNERSHIPS PROGRAM**
7 **APPROPRIATED.**—In addition to amounts otherwise avail-
8 able, there are appropriated, out of any money in the
9 Treasury not otherwise appropriated, to the Secretary to
10 carry out part A of title II of the Higher Education Act
11 of 1965 (20 U.S.C. 1022 et seq.)—

12 (1) for fiscal year 2024, \$550,000,000;

13 (2) for each succeeding fiscal year, the amount
14 appropriated under this subsection for the preceding
15 fiscal year, increased by the annual adjustment per-
16 centage.

17 (b) **PRIORITY.**—In carrying out part A of title II of
18 the Higher Education Act of 1965 (20 U.S.C. 1022 et
19 seq.) with funds provided under subsection (a), the Sec-
20 retary shall prioritize the use of funds to establish or ex-
21 pand high-quality teacher residencies or Grow Your Own
22 programs as described in subsection (e) or (f) of section
23 202 of such Act (20 U.S.C. 1022(a)).

1 (c) GROW YOUR OWN PROGRAMS AUTHORIZED.—
2 Section 202 of the Higher Education Act of 1965 (20
3 U.S.C. 1022a) is amended—

4 (1) in subsection (b)(6)—

5 (A) in subparagraph (B), by striking “sub-
6 section (d) or (e)” and inserting “subsection
7 (d), (e), or (f)”; and

8 (B) in subparagraph (C), by striking “sub-
9 section (f) or (g)” and inserting “subsection (g)
10 or (h)”; and

11 (2) in subsection (c)—

12 (A) in paragraph (1), by striking “, or a
13 combination of such programs” and inserting
14 “or a Grow Your Own program under sub-
15 section (f), or a combination of the programs
16 described in this paragraph”; and

17 (B) in paragraph (2), by striking “sub-
18 section (f)” and inserting “subsection (g)”; and

19 (3) by redesignating subsections (f) through (k)
20 as subsections (g) through (l), respectively; and

21 (4) by inserting after subsection (e) the fol-
22 lowing:

23 “(f) PARTNERSHIP GRANTS FOR THE ESTABLISH-
24 MENT OF GROW YOUR OWN PROGRAMS.—

1 “(1) IN GENERAL.—An eligible partnership that
2 receives a grant to carry out a Grow Your Own pro-
3 gram shall carry out an effective Grow Your Own
4 program to address shortages of teachers in high-
5 need subjects, fields, schools, and geographic areas,
6 or shortages of school leaders in high-need schools,
7 and to increase the diversity of qualified individuals
8 entering the teacher, principal, or other school leader
9 workforce.

10 “(2) REQUIREMENTS OF A GROW YOUR OWN
11 PROGRAM.—In addition to carrying out each of the
12 activities described in paragraphs (1) through (6) of
13 subsection (d), an eligible partnership carrying out a
14 Grow Your Own program under this subsection
15 shall—

16 “(A) provide opportunities for candidates
17 to practice and develop teaching or school lead-
18 ership skills that integrate knowledge from edu-
19 cation coursework through, at a minimum, a
20 year-long, school-based, paid clinical experience
21 in which candidates teach or lead alongside an
22 expert mentor teacher or school leader, who is
23 the teacher or school leader of record, in the
24 same local educational agency in which the can-
25 didates expect to work;

1 “(B) provide academic and nonacademic
2 wrap-around supports and services, including
3 advising, tutoring, test preparation, and finan-
4 cial assistance (which may include scholarships
5 or stipends), to candidates as they—

6 “(i) complete an associate degree pro-
7 gram (if such program is in furtherance of
8 a baccalaureate degree), baccalaureate de-
9 gree program, or master’s degree program,
10 as applicable;

11 “(ii) enter and complete teacher or
12 school leadership preparation programs;

13 “(iii) access and complete State licen-
14 sure or certification examinations; and

15 “(iv) engage in school-based clinical
16 placements described in subparagraph (A);

17 “(C) include efforts to recruit individuals
18 with experience in high-need subjects or fields
19 who are not certified to teach or lead, with a
20 specific focus on recruiting individuals—

21 “(i) who are other staff employed by
22 local educational agencies, including para-
23 professionals;

24 “(ii) who are enrolled in dual or con-
25 current enrollment programs or early col-

1 lege high school programs and studying to
2 become teachers;

3 “(iii) from groups or populations that
4 are underrepresented; and

5 “(iv) who live in and come from the
6 communities the schools serve; and

7 “(D) require candidates to complete all
8 State requirements to become fully certified or
9 licensed.”; and

10 (5) in subsection (h), as redesignated by para-
11 graph (3), by striking “the activities described in
12 subsection (d) or (e), or both” and inserting “activi-
13 ties described in subsection (d), (e), or (f)”.

14 **SEC. 302. MANDATORY APPROPRIATIONS FOR THE AUGUS-**
15 **TUS F. HAWKINS CENTERS OF EXCELLENCE**
16 **PROGRAM.**

17 In addition to amounts otherwise available, there are
18 appropriated, out of any money in the Treasury not other-
19 wise appropriated, to the Secretary to carry out the Au-
20 gustus F. Hawkins Centers of Excellence program author-
21 ized under section 242 of the Higher Education Act of
22 1965 (20 U.S.C. 1033a)—

23 (1) for fiscal year 2024, \$150,000,000; and

24 (2) for each succeeding fiscal year, the amount
25 appropriated under this section for the preceding fis-

1 cal year, increased by the annual adjustment per-
2 centage.

3 **SEC. 303. MANDATORY APPROPRIATIONS FOR PERSONNEL**
4 **DEVELOPMENT TO IMPROVE SERVICES AND**
5 **RESULTS FOR CHILDREN WITH DISABILITIES**
6 **UNDER PART D OF IDEA.**

7 In addition to amounts otherwise available, there are
8 appropriated, out of any money in the Treasury not other-
9 wise appropriated, to the Secretary to carry out the pro-
10 gram authorized under section 662 of the Individuals with
11 Disabilities Education Act (20 U.S.C. 1462)—

12 (1) for fiscal year 2024, \$300,000,000; and

13 (2) for each succeeding fiscal year, the amount
14 appropriated under this section for the preceding fis-
15 cal year, increased by the annual adjustment per-
16 centage.

17 **SEC. 304. MANDATORY APPROPRIATIONS FOR THE SUP-**
18 **PORTING EFFECTIVE EDUCATOR DEVELOP-**
19 **MENT PROGRAM.**

20 (a) APPROPRIATION.—In addition to amounts other-
21 wise available, there are appropriated, out of any money
22 in the Treasury not otherwise appropriated, to the Sec-
23 retary to carry out the Supporting Effective Educator De-
24 velopment program authorized under section 2242 of the

1 Elementary and Secondary Education Act of 1965 (20
2 U.S.C. 6672)—

3 (1) for fiscal year 2024, \$100,000,000; and
4 (2) for each succeeding fiscal year, the amount
5 appropriated under this subsection for the preceding
6 fiscal year, increased by the annual adjustment per-
7 centage.

8 (b) PRIORITY.—In awarding grants under the Sup-
9 porting Effective Educator Development program author-
10 ized under section 2242 of the Elementary and Secondary
11 Education Act of 1965 (20 U.S.C. 6672) with funds made
12 available under subsection (a), the Secretary shall give pri-
13 ority to eligible entities that—

14 (1) are partnerships that include—

15 (A)(i) 1 or more institutions of higher edu-
16 cation described in section 2242(f)(1) of such
17 Act; or

18 (ii) 1 or more national nonprofit entities
19 described in section 2242(f)(2) of such Act; and

20 (B)(i) 1 or more State educational agen-
21 cies; or

22 (ii) 1 or more local educational agencies;

23 and

24 (2) in the application submitted under section
25 2242(e) of such Act, describe how such funds will be

1 used to develop teacher leadership and professional
2 expertise by providing teachers, principals, or other
3 school leaders with opportunities to—

4 (A) earn additional in-demand certifi-
5 cations and credentials, including National
6 Board certification and certifications or creden-
7 tials in high-need subjects and fields, such as
8 special education, bilingual education, science,
9 technology, engineering, mathematics, and ca-
10 reer and technical education;

11 (B) serve as mentors;

12 (C) participate in distributed leadership or
13 school-based clinical models; or

14 (D) learn and teach other teachers how to
15 conduct student inquiries, including through ac-
16 tion research and the effective use of student
17 data to strengthen teaching and learning.

18 (c) CONFORMING AMENDMENT.—Section 2242(f)(4)
19 of the Elementary and Secondary Education Act of 1965
20 (20 U.S.C. 6672(f)(4)) is amended by striking “entity”
21 and inserting “entity, a State educational agency, a local
22 educational agency, or a consortium of State educational
23 agencies or local educational agencies”.

1 **SEC. 305. MANDATORY APPROPRIATIONS FOR THE TEACH-**
2 **ER AND SCHOOL LEADER INCENTIVE PRO-**
3 **GRAM TO SUPPORT CONTINUED TEACHER**
4 **GROWTH AND CONTRIBUTIONS TO STUDENT**
5 **LEARNING.**

6 (a) APPROPRIATION.—In addition to amounts other-
7 wise available, there are appropriated, out of any money
8 in the Treasury not otherwise appropriated, to the Sec-
9 retary to carry out the Teacher and School Leader Incen-
10 tive program authorized under subpart 1 of part B of title
11 II of the Elementary and Secondary Education Act of
12 1965 (20 U.S.C. 6631 et seq.)—

13 (1) for fiscal year 2024, \$200,000,000; and

14 (2) for each succeeding fiscal year, the amount
15 appropriated under this subsection for the preceding
16 fiscal year, increased by the annual adjustment per-
17 centage.

18 (b) SPECIAL REQUIREMENT.—For purposes of any
19 grants awarded under subpart 1 of part B of title II of
20 the Elementary and Secondary Education Act of 1965 (20
21 U.S.C. 6631 et seq.) with funds made available under sub-
22 section (a), the Secretary shall deem the term “perform-
23 ance-based compensation system” to only mean a system
24 of compensation for teachers, principals, or other school
25 leaders that recognizes skills and knowledge in the manner

1 described in section 2211(b)(4)(B)(ii) of such Act (20
2 U.S.C. 6631(b)(4)(B)(ii)).